NAEP 2005

National Assessment of Educational Progress

Supervisor Training Manual

The Nation's Report Card NAEP

THE NATION'S REPORT CARD

TABLE OF CONTENTS

Chapter Page

1 OVERVIEW OF NAEP AND THE SUPERVISOR'S ROLE 1-1

1.1 Introduction to NAEP 2005 1-1
1.2 Summary Background NAEP 1-1
1.3 The "No Child Left Behind Act of 2001" 1-4
1.4 Review of NAEP 2005 1-5
1.5 The NAEP Program for 2005 1-6
1.6 Pilot Test 1-8
1.7 Science Bridge 1-9
1.8 Trial Urban District Assessment 1-9
1.9 The Security of Assessment Materials and Confidentiality Issues 1-10

1.9.1 Requests to See Assessment Booklets 1-10
1.9.2 Requests From News Media 1-10
1.9.3 Oath of Confidentiality 1-12

2 MANAGING FIELD STAFF 2-1

2.1 Setting the Tone for Accountability and High Quality 2-1

2.1.1 Creating a Team Atmosphere 2-1
2.1.2 Promoting Accountability Among Your Team 2-4
2.1.3 Using Quality Control Activities to Promote High Quality Among Your Team 2-7
2.1.4 Setting Clear Expectations 2-8

2.2 Communicating with ACs 2-9

2.2.1 Conducting Report Calls 2-10
2.2.2 Using Email and Voice Mail Effectively 2-13
2.2.3 Promoting Two-Way Communication 2-16

2.3 Giving Project-Specific Feedback and Documentation 2-19

2.3.1 Giving Project-Specific Feedback 2-20
2.3.2 Documenting Feedback 2-25
2.3.3 Immediate Terminations Without Warning 2-28

TABLE OF CONTENTS (continued)

Chapter Page

3 SELECTING THE STUDENT SAMPLE 3-1

3.1 Schedule of Sampling Activities 3-1

3.1.1 Information About Sampling From Your Field Manager ... 3-5
3.1.2 How to Determine Which Schools Have E-Filed 3-6

3.2 Overview of the Sampling Process 3-7

3.2.1 Suggestions for Organizing the Sample Selection Process . 3-11

3.3 Drawing the Student Sample 3-12

3.3.1 Using the Supervisor Log of Schools 3-12
3.3.2 Steps in the Sample Selection Process 3-15
3.3.3 Using Data Entry Clerks to Assist in Sampling Procedures 3-27
3.3.4 Special Situations 3-28

3.4 Demographic Variables Codes Used on NAEP 2005 Administration Schedules 3-28
3.5 Sampling New Enrollees 3-31

4 PREPARING MATERIALS FOR ASSESSMENT COORDINATORS AND SCHOOLS 4-1

4.1 Overview of School Folder and Preassessment Packet Contents 4-1
4.2 Overview of Sample Types and Subjects Assessed 4-3
4.3 Preparing School Folders 4-7
4.4 Overview of Preparing Preassessment Packets 4-11

4.4.1 Determining Where You Will Assemble the Preassessment Packets 4-11
4.4.2 Organizing the Task 4-12
4.4.3 Preparing Preassessment Packets 4-14

4.5 Preparing Other Types of Preassessment Packets 4-26

4.5.1 School Folder and Preassessment Packet Materials for Special Procedures 4-29

4.6 Preparing Other Types of Questionnaires 4-29

TABLE OF CONTENTS (continued)

Chapter Page

4.7 Shipping School Folders to ACs and Preassessment Packets to Schools 4-30

5 NAEP QUALITY CONTROL 5-1

5.1 Overview of Quality Control Activities 5-1
5.2 Quality Control Field Visits 5-1

5.2.1 Overview of Responsibilities 5-1
5.2.2 Scheduling Field Visits 5-3
5.2.3 Using the Field Assessment Team Quality Control Form 5-4
5.2.4 Conducting the QC Observation at the School 5-8
5.2.5 Completing the Front Cover of the Form 5-11

5.3 Quality Control Telephone Followup Calls 5-15

5.3.1 Content of the Form 5-15
5.3.2 Using the Form 5-18

5.4 Quality Control Feedback 5-19

5.4.1 In-person Observation Feedback 5-20
5.4.2 Telephone Follow-up Feedback 5-21
5.4.3 Additional Feedback Procedures 5-21

5.5 Update the SCS 5-21
5.6 Other Quality Control Activities 5-22

5.6.1 Observation Protocol 5-22
5.6.2 Observation Checklist Items 5-22
5.6.3 Interactions Between HumRRO and NAEP Staff Members 5-23

5.7 Reviewing School Folders After the Assessment 5-24

6 2005 HIGH SCHOOL TRANSCRIPT STUDY 6-1

6.1 Overview 6-1

6.1.1 The HSTS Sample 6-1
6.1.2 Data Collection Overview 6-2

TABLE OF CONTENTS (continued)

Chapter Page

6.2 NAEP State Coordinator Responsibilities 6-3
6.3 Field Manager and Supervisor Responsibilities 6-3
6.4 Contacts With Schools 6-4
6.5 Completing the School Information Form (SIF) 6-8

6.5.1 SIF – Part 1 6-9
6.5.2 HSTS Questionnaire 6-9
6.5.3 SIF – Part 2 6-20

6.6 Collecting Course Catalogs 6-20

6.6.1 How the Course Catalogs Will Be Used 6-21

6.7 Collection of Sample Transcripts 6-23
6.8 Transcript Reimbursement Form 6-25
6.9 Identifying Students for the HSTS 6-25
6.10 Disclosure Notice 6-27
6.11 Parental Consent 6-27
6.12 Confidentiality 6-32

6.12.1 The Family Education Rights and Privacy Act (FERPA) ... 6-32
6.12.2 Confidentiality Agreements 6-34
6.12.3 Masking Identifiers 6-34

6.13 Textbook Study 6-36
6.14 Concluding Phase 1 of the Transcript Data 6-36
6.15 Time and Expense Form 6-41

7 SPECIAL PROCEDURES IN SCHOOLS FOR NAEP 2005 7-1

7.1 Overview of Special Procedures for NAEP 2005 7-1
7.2 State Information Form 7-2
7.3 Grade 4 Take All With No Homeroom Indicator 7-2
7.4 New Enrollee Special Study 7-9
7.5 NAGB Criteria for Inclusion 7-16
7.6 Criteria for Including SD and/or LEP Students in Science Bridge Sessions 7-27
7.7 School E-Filing Summary Report 7-37

8 STAFF EVALUATIONS 8-1

8.1 Documenting Feedback for Use in Evaluations 8-1
8.2 Evaluating and Reviewing AC Performance 8-4

Chapter Page

8.3 Assisting ACs with AA Evaluations 8-6
8.4 Completing the Westat Fieldworker Evaluation Form 8-7

8.4.1 Assigning the Ratings 8-7
8.4.2 Guidelines for Assigning Summary Evaluations of Codes 4 or 5 8-10
8.4.3 NAEP-Specific Guidelines for Rating Individual Performance Categories 8-11
8.4.4 Typical Errors Made on the Westat Fieldworker Evaluation Forms 8-13

8.5 Westat Fieldworker Evaluation Form Review and Sign-Off 8-14
8.6 Using Evaluations for Rehiring Staff on NAEP 8-15

9 OTHER ACTIVITIES 9-1

9.1 Your Role at the AC and AA Trainings 9-1
9.2 Schedule and Supervise ACs 9-2
9.3 Review and Approve Time and Expense and Trip Expense Reports 9-3
9.4 Ship Preassessment Packets 9-4
9.5 Booklet Security 9-4
9.6 Reporting to Your Field Manager 9-4

List of Appendixes

Appendix		Page
A	NAGB Policies	A-1
B	School Control System User's Guide	B-1
C	Student Data System User's Guide	C-1
D	Field Recruiting System User's Guide	D-1
E	Contents of Preassessment Packet	E-1
F	Quality Control Form – Telephone QxQs	F-1
G	Quality Control Form – In-person QxQs	G-1
H	High School Transcript Study School Information Form	H-1
I	School E-Filing Error Messages	I-1
J	NAEP Supervisor Travel Guidelines	J-1

1. OVERVIEW OF NAEP AND THE SUPERVISOR'S ROLE

1.1 Introduction to NAEP 2005

The purpose of this manual is to describe the main responsibilities for Westat Supervisors for the 2005 National Assessment of Educational Progress (NAEP). NAEP is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. For NAEP 2005, Westat employees will administer NAEP in all participating schools. The states will be responsible for gaining cooperation for public schools in their states, while Westat staff will be responsible for gaining cooperation for nonpublic schools. This manual details your role and responsibilities in the following areas of NAEP 2005:

- Managing Field Staff
- Selecting the Student Sample
- Preparing Materials for Assessment Coordinators and Schools
- Quality Control Activities
- The High School Transcript Study
- Special Procedures and Studies
- Staff Evaluations
- Other Activities

1.2 Summary Background of NAEP

For more than three decades, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as NAEP. NAEP is a continuing, national survey of the knowledge and skill of young Americans in major learning areas usually taught in school. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

Planning and development of NAEP began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of **groups** of American young people rather than of **individuals**. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

NAEP has always been a unique cooperative undertaking of the education community and the federal government. The program is funded by the U.S. Congress, directed by NCES of the U.S. Department of Education, and governed by an independent group. The Assessment Policy Committee governed NAEP until 1988, when the National Assessment Governing Board (NAGB) was created by new legislation.

NAGB, made up of representatives of state and local education associations and the business community, makes policy decisions and provides overall direction to the program. The board is responsible for selecting the subject areas to be assessed, including adding to those specified by Congress; identifying appropriate achievement goals; developing assessment objectives; developing test specifications; designing the assessment methodology; developing guidelines and standards for data analysis and reporting; and developing standards and procedures for interstate, regional, and national comparisons.

Each learning area assessment is the product of several years of work by a great many educators, scholars, and lay persons from all over the Nation. Working in committee, these people propose general goals they think Americans should be achieving during the course of their education. These goals are reviewed and discussed until agreement is reached on objectives for each subject area. The objectives are then given to exercise (question) writers with the task of creating measurement instruments appropriate to the objectives. When the exercises have passed extensive review by subject-matter specialists, measurement experts, and lay persons, they are compiled into booklets to be administered to national probability samples of young people.

While the primary purpose of the Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is **not** "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement." The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as **no student names are recorded on any completed materials when they leave the school**. The results of the national assessment are reported on the national level and by region of the country, not by diocese, school, or individual student (there will be reporting of the 10 large districts described in Section 1.8). Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

In addition to the national assessments, Congress authorized the expansion of NAEP to permit reporting at the state level in 1988. States volunteered for the trial assessment component and assumed responsibility for data collection. The trial assessment component of NAEP surveyed eighth-grade mathematics in 1990 and various subjects since then at both grades 4 and 8. In 2003, the state and national samples were virtually combined into one sample. All states receive state-level results.

NCES manages all components of NAEP. The primary contractors are Educational Testing Service (ETS), Pearson Educational Measurement (Pearson), and Westat. ETS is responsible for the item development and reporting, while Westat is responsible for all sampling and field administration activities. Pearson is the materials distribution and processing contractor.

Beginning in 1998, NAGB and NCES began a redesign of the NAEP effort. The new features that were phased in beginning in 2002 are:

- Combined state/national samples to reduce the total number of schools.
- Contractor administration of the assessment to reduce burden at the school level.

- Designated NAEP State Coordinators in each state who work with public schools in their states.

- Grade 4 schools of up to 120 students may elect to assess all students in their classrooms. If a school has a grade 4 enrollment greater than 120 a sample of 90 students will be selected.

- All test booklets in operational assessments will be laid out in the same way–a common spiral, so that there is only one session type. There are two 25-minute cognitive blocks followed by two short background sections in all booklets.

- There are procedures in place for a complaint process (see Appendix A).

- There are formal procedures for viewing secure items (see Appendix A).

- There are formal procedures for parent notification (see Appendix A).

1.3 The "No Child Left Behind Act of 2001"

Congress passed legislation in 2001 that is known as the "No Child Left Behind Act" (NCLB policy). The NCLB policy affected NAEP during the 2002-2003 school year in the following areas:

- All states and districts will participate in NAEP assessments of reading and mathematics at grades 4 and 8 biennially, as a condition of receiving Title I funds;

- A federally funded NAEP State Coordinator may be hired in each state; and

- NCES contractor staff will administer NAEP assessments, greatly reducing burden on school staff.

In order to respond to heightened public attention, NCES and NAGB have implemented the following policies and procedures beginning this school year:

- Parental notification is required for all NAEP assessments;

- There are procedures in place for those wishing to view secure test items;

- There are procedures in place for those wishing to formally file a complaint; and

- The minimum participation levels have been raised to 85 percent of originally selected schools.

1.4 Review of NAEP 2005

This year, NAEP has developed a *Welcome* magazine. You should read the magazine to get a complete description of the NAEP program and the areas of responsibility among the NAEP team.

Westat has been the sampling and data collection subcontractor for the national component of NAEP since 1983 and for the state component since its inception in 1990. Westat develops sampling plans; selects school and student samples; coordinates with the states; develops all assessment procedures, manuals, and training programs; and selects, trains, and supervises field staff who administer the assessment sessions.

In addition to state and national assessments, special studies with individual research goals are conducted on a regular basis. Examples of special studies include those linking NAEP with other assessment programs, use of technology in assessments, studies of group learning, writing portfolio studies, foreign language ability assessments, and reading studies. For these studies, Westat also selects the samples, develops field materials, and hires, trains, and supervises the data collection staff.

For NAEP 2005, we will be hiring and training approximately 5,000 field staff to conduct the assessments in more than 20,000 schools. The NAEP program for the school year 2004-2005 consists of the following components:

- the operational NAEP 2005 assessment, which includes assessments in mathematics, reading, and science at grades 4, 8 and 12;
- pilot studies in civics (all grades), economics (grade 12), mathematics (all grades), reading (grades 4 and 8), and U.S. history (all grades);
- A science bridge study at grades 4, 8 and 12; and
- two special studies: the National Indian Education Study (NIES) (grades 4 and 8) and the High School Transcript Study (HSTS) (grade 12 only).

The NIES is a federally funded study designed to collect data on the educational experiences of American Indian and Alaska Native (AI/AN) students at grades 4 and 8 throughout the United States. The goal of the NIES is to describe the condition of education of AI/AN students in the Nation and to ensure that programs serving AI/AN children are of the highest quality and meet these children's unique culturally-related academic needs.

The HSTS is conducted to provide educational policymakers with information regarding current course offerings and course taking patterns in the Nation’s secondary school curriculum. In addition, this study will permit researchers to examine the relationship between course-taking patterns and educational achievement by linking HSTS data to data from the main assessment.

The NAEP 2005 operational study will involve assessments in reading, mathematics, and science with fourth-, eighth- and twelfth-graders. In addition to the public school sample, the study will include a nonpublic school oversample, 10 Trial Urban District Assessment (TUDA) district samples and a trial state oversample in California (triple sample), Texas (double sample), New York (50% increased sample), and Florida (50% increased sample). The oversample in these four states is in recognition that these large states have diverse populations, and increased sample sizes will permit meaningful breakdowns of the results and significantly improve the precision of national estimates, both overall and by demographic subgroups.

Westat field managers and supervisors work closely with NAEP State Coordinators who are responsible for implementing NAEP in the public schools in their respective states. NAEP State Coordinators are responsible for:

- receiving the sample of schools and reviewing it for inconsistencies;
- contacting sampled public schools and securing their participation;
- confirming the assessment date with each cooperating public school; and
- receiving a list of all grade-eligible students from each cooperating public school and verifying that the lists are complete.

1.5 The NAEP Program for 2005

The 2005 assessment will be conducted in a sample of approximately 21,000 public and nonpublic schools located in the 50 states and territories of the United States. Assessments will be conducted from January 24 through March 4, 2005. The assessment requires approximately 90 minutes to administer, including distribution and collection of materials. The subjects for NAEP 2005 are reading, mathematics, and science, which will be administered at grades 4, 8 and 12. These will be conducted in combined sessions. A subset of students taking the science assessment will be asked to complete the hands-on science activities, which will add 20-30 minutes to their assessment time.

Reading, mathematics, and science teachers in operational schools, and civics and U.S. history teachers in pilot schools at fourth and eighth grades will be asked to complete a questionnaire about their background and teaching practices. Principals at grades 4, 8 and 12 (for both operational and pilot schools) will be asked to complete a questionnaire about school characteristics. There is also a questionnaire about SD and/or LEP students that the staff most knowledgeable about the sampled SD and/or LEP students will be asked to complete. Finally, there are Economics Department Chair and Economics Teacher Questionnaires at grade 12 only. Subject area teachers and principals will have the option of completing the questionnaires either online or in the hard-copy booklet format. SD and/or LEP Questionnaires can be completed only in the hard-copy booklet format.

Schools will be encouraged to access a web site called MySchool. The web site will give school staff information about their specific school assessment including the date of the assessment, the NAEP representative’s name and email address, and instructions for preparing and submitting a list of grade-eligible students from which the sample will be selected. The school will receive emails periodically—one after they agree to participate in the assessment and the School Control System is updated, one about 2 weeks before they are visited or sent the preassessment materials, one a few days before the assessment, and the last after the assessment has been completed in their school. Schools may continue indefinitely to visit their MySchool web site to access links to NAEP resources. The MySchool web site is detailed in the MySchool brochure.

Dedicated NAEP State Coordinators in participating states gained the cooperation of public schools in the sample. The NAEP supervisor gained cooperation in the nonpublic school sample. As in the past, gaining cooperation occurs in the fall, with sampling taking place in late fall and assessments taking place in the January to March field period. Schools may send an E-File (an electronic file) of their list of students for sampling. If a school does not wish to send an electronic file, they may provide a hard copy – either by mail, fax, or email.

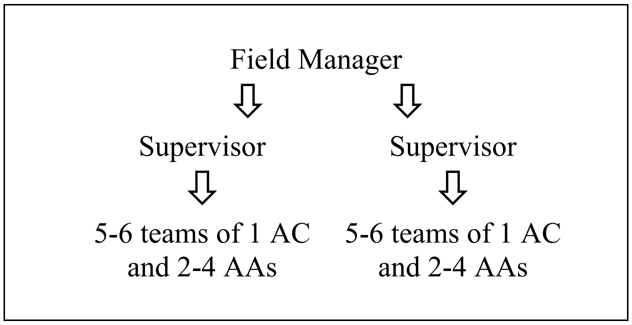
If a school is able to send an electronic file by the November 19th due date, including student name (or ID), birth date, sex, race, and SD and/or LEP status to the state or home office, they will be encouraged to do so. The Westat home office will read the electronic student file and sample. Westat supervisors will draw all other samples and enter data for selected students into the Student Data System

(SDS). The file will then be sent to Pearson to produce the Administration Schedules with preprinted student information. Detailed information on sampling and the SDS will be presented in chapter 3 and Appendix C. In small nonpublic schools, assessment coordinators (ACs) may be able to do the sampling during the preassessment visit or on assessment day.

NAEP field staff, ACs and assessment administrators (AAs) will visit the school and manage the activities including conducting the assessment sessions and completing the paperwork on assessment day. At the completion of the assessment in a school, ACs, with the help of the AAs, will ship the completed materials to Pearson. The AC and AA tasks are described in detail in separate manuals.

Various accommodations will be offered at all grade levels including bilingual versions (mathematics and science only), bilingual dictionaries, large print, extended time, read aloud (except in reading sessions), small group, one-on-one, and scribe accommodations. Other accommodations used in state testing will be provided whenever possible.

In order to conduct assessments in all schools in a 6-week period, the NAEP field staff structure during the assessment period is similar to 2003. The structure looks like the following diagram, with each field manager overseeing approximately 10 supervisors.



1.6 Pilot Test

In preparation for future NAEP assessments, NAEP will conduct a pilot test during the same field period as main NAEP (January 24-March 4, 2005). The purpose of the pilot test is to try out new assessment items, materials, and procedures. Pilot test items are administered in separately sampled grade

4 and 8 schools. At grade 12 and for nonpublic schools, the pilot test sessions are combined with the regular operational sessions.

1.7 Science Bridge

NAEP 2005 will also include a small science bridge study, which will use the same science questions and administration procedures that were used in 2000, the last time science was assessed. The purpose of the study is to provide data on the results of changing the assessment booklet sections and the timing of the science assessment. This data provides a “bridge” between the past and future science assessments.

1.8 Trial Urban District Assessment

In 2001, NAGB and the Council of the Great City Schools successfully petitioned Congress to fund a NAEP urban school district assessment feasibility study. The first trial urban district assessment (TUDA) was conducted in five school districts in 2002. A second NAEP TUDA study was conducted in 2003 with 10 school districts.

The TUDA 2005 study includes 10 districts—two from each of the five NAEP regions—(those with an asterisk participated in the NAEP 2003 study).

Northeast:	New York City* and Boston*
Southeast:	Atlanta* and Charlotte, NC*
Central:	Chicago* and Cleveland*
Southwest:	Houston* and Austin
Far West:	Los Angeles* and San Diego*

All 10 urban school districts are in high minority and high-density communities. Five are very large school districts, with 100,000 to more than one million students, and the other five districts have between 50,000 and 100,000 students. Additional criteria used for district selection included socioeconomic status, the percent of special education students, and the number of schools. Reporting will include individual district and comparative district data. The District of Columbia results are shown with the TUDA results as well as state results.

1.9 The Security of Assessment Materials and Confidentiality Issues

NAEP student data is strictly confidential. To ensure confidentiality, students' names are removed at the school from all completed assessment materials before they are shipped to Pearson for processing. NCES enforces strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. In order to protect the confidentiality of **all** NAEP materials, you must strictly observe NAEP rules and guidelines at all times.

1.9.1 Requests to See Assessment Booklets

In 2003, NAGB set new procedures for parties interested in seeing assessment books. NCES will be proactive in providing the public with access to released questionnaires and other information about NAEP. Upon request, adult members of the public will have access to all questionnaires and instruments from all previous or current assessments. For specific details on procedures, please see Appendix A.

A Demonstration Booklet that contains the background questions and sample items for each subject in the assessment will be included in the informational materials distributed to school officials as part of the Preassessment Packet.

1.9.2 Requests From News Media

Superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. A press release explaining NAEP is available (see Appendix A). If a diocese or school official requests a copy of the press release, note it in the School Folder. Supervisors and ACs receive copies of the press release in their bulk materials and can distribute them to interested school staff upon request. There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such**

inquires should be referred to school officials who are responsible for handing out any press releases. If a reporter wants more information than is provided in the release, **refer them to the name and phone number on the press release**. **UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST**. This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

Generally, NAEP's policy has been not to show actual assessment booklets to anyone except the participating students. This is because even though NAEP releases approximately one-third of the items administered each year, security of the unreleased items, which are used to measure change over time, is of utmost importance. Further, in order to preserve the students' confidentiality, under no circumstances will materials with students' answers be shown to anyone. However, "security is not secrecy." A Demonstration Booklet that contains example background questions and sample items for each subject in the assessment has been developed. Each supervisor will be supplied with copies of this booklet and will include one copy in the Preassessment Packet mailed to the school coordinators. Generally speaking, this should take care of any requests from principals, teachers, and parents who wish to see examples of the kinds of questions that will be asked. If any individual or small group of individuals insist on seeing the actual booklets to be used in the assessment, notify your field manager and follow the NAGB Policies and Procedures shown in Appendix A.

Requests from state legislatures, school boards, or other community groups should be directed to your field manager. The field manager may call upon the home office for support in responding to these requests. Other NAEP officials may arrange a meeting with the concerned community members to discuss NAEP.

Occasionally, diocese/school personnel or the media have requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEO-TAPING OR PHOTOGRAPHS TO BE TAKEN OF ANY PART OF AN ACTUAL ASSESSMENT.** Also, newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. These restrictions are based on the following concerns:

- A key strength of NAEP is that the assessment procedures are standardized; that is, the assessment is administered under uniform procedures. Obviously, television lighting, zooming camera lenses, or journalists arriving for interviews would alter this uniform setting.

- NAEP booklets contain items to be used in future assessments. Just as these booklets may not be removed from the room or photocopied, they may not be photographed in any way.
- Last and certainly not least in importance, the confidentiality of students participating in NAEP is guaranteed, and the presence of cameras would seriously jeopardize that guarantee.

NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school.

Before, during, and after the assessment, NAEP booklets must remain confidential; items should neither be photographed nor copied by hand. To accommodate the needs of the media without disrupting the assessment, ETS will make available both a videotape and photographs simulating the assessment, upon request.

NAEP field staff faced with the unannounced presence of film crews or reporters should encourage school staff to reason with reporters, note the availability of the simulated photos and videotape, and explain the above-mentioned reasons media are not permitted to attend the NAEP sessions. Reporters should be referred to Arnold Goldstein at NCES (202-502-7344) for further information.

1.9.3 Oath of Confidentiality

All Westat staff working on NAEP are asked to sign an oath of confidentiality. By signing this oath, staff agree to keep school and student names confidential. They also accept the responsibility for keeping all materials secure before and after the assessments are given. Some school officials may be concerned about the confidentiality of the school, teachers, and students. You can assure them that all NAEP staff will have signed this oath.

2. MANAGING FIELD STAFF

This year, NAEP has developed a magazine—*How to Supervise: A Resource for NAEP Field Managers, Supervisors, and Assessment Coordinators*—for field staff who supervise other staff. The magazine presents articles on general supervisory and management practices, and is to be used in conjunction with this chapter on NAEP-specific practices to help you manage your field staff.

For NAEP 2005, managing field staff involves three basic principles:

- setting the tone for the project;
- communicating with your assessment coordinators (ACs); and
- giving project-specific performance feedback.

Effective execution of each of these principles is critical to the success of your team of assessment coordinators (ACs), and assessment administrators (AAs), as well as to the success of NAEP 2005 overall.

2.1 Setting the Tone for Accountability and High Quality

As a supervisor, it's your job to set the tone of the project for your ACs, who, in turn, should do the same for their AAs. You will need to create a team atmosphere, which will promote high quality data collection and accountability among all team members, by setting clear expectations for each stage of NAEP 2005.

2.1.1 Creating a Team Atmosphere

It's important to stress to your ACs that we are all part of the overall NAEP 2005 team and that the large team is broken into smaller teams, each managed by a supervisor. For your part of the larger NAEP 2005 team, you are the team leader.

NAEP 2005 has one goal, which is common to all project positions on NAEP, from home office staff to each AA—*data collection of the highest, most valid quality*. Each team member is responsible and accountable for the combined end product of NAEP. Therefore, it is each team member's responsibility to do his/her best to prevent, identify, and correct irregularities in data collection that may jeopardize the validity of the NAEP data. By promoting the shared accountability of the team, each team member will feel the responsibility of producing high quality work every day.

The AC training offers you an excellent opportunity to establish you and your ACs as a team and set expectations for the NAEP field activities. Plan to meet with your ACs as a group to make sure that they feel part of the regional and national team that is so important to the success of NAEP. At the group meeting tell them in a positive, motivating way how critical they are to the success of NAEP.

Here are some points that you want to cover with your ACs in the group meeting:

- Be positive about their performance as a group during training.
- Emphasize that they are working <u>with</u> you, not <u>for</u> you.
- Promote everyone as an important part of the team and encourage them to help each other.
- Emphasize that the team works together to achieve a common goal—the highest quality data collection using established protocols.
- Clearly lay out your expectations for quality and accountability among all team members.
- Establish yourself as a resource for your ACs.
- Explain how you will help them succeed, and the information you will share with them.
- Set up the weekly report schedule for each AC and a couple of group conference calls (see Section 2.2).
- Review what you expect them to discuss with you during the calls (see Section 2.2).

Use your time at the training session to have individual conversations with each AC. It is very important that you begin to get to know and establish a partnership with each AC, set clear expectations for performance for each phase of NAEP, and discuss any concerns either you or the AC may have about the assignment or about any members of the assessment team.

So how can you, as the team leader, create this team atmosphere once training is over and you can't spend time with your ACs face-to-face? First and most importantly, you should both <u>extend</u> and <u>expect</u> courtesy and respect. This includes setting the expectation that team members treat all other NAEP team members (including home office and NAEP Alliance members) with courtesy and respect. Here are some other guidelines for creating a team atmosphere:

- Be fair—treat all team members equally.
- Be predictable and consistent in your behavior with team members.
- Acknowledge when you don't know the answer and then actively strive to obtain it.
- Exhibit empathy—put yourself in the team member's place.
- Involve the team member(s) in finding solutions to problems.
- Express confidence in your team members and the team overall.
- Show your enthusiasm for the project and its goals.
- Be open to suggestions from team members.
- Listen unemotionally.
- Don't gossip and discourage gossiping among your team members.

A democratic approach to team management, where everyone gets a vote, encourages participation and strong team work. However, there are times when a strong and effective team leader must be more autocratic in making decisions and enforcing adherence to procedure. You can solicit opinions from your team members, but you should make it clear that, as the team leader, you do have the final decision and you are accountable to your field manager for that decision.

You can encourage loyalty to yourself, the team, NAEP and Westat overall, by demonstrating that quality yourself. You can demonstrate this quality in the following ways:

- Be genuinely interested in the welfare of your team members and support their best interests with other team members, other teams, and the home office.
- Support the decisions made by the home office to your team members. Express any criticism you have for those decisions to your own field manager.

- Encourage staff that you may have formerly supervised to create a bond with their current supervisor. If they call you with questions or issues related to NAEP, firmly encourage them to redirect their questions to their current supervisor.

It’s important to understand when and what type of information you should provide to your team members. Provide information on an as-needed basis and share only dependable information that directly affects the team member or his/her work methods, project rules and protocols, your appraisal of how well the project is progressing, as well as specific changes in procedures that may occur. If you forward everything that you receive from the home office, your field manager, and everything that comes from the field, you run the risk of overwhelming your team with too much information that they don’t need or want. The result may be that they lose the ability to distinguish the necessary from the unnecessary and miss out on the important communications.

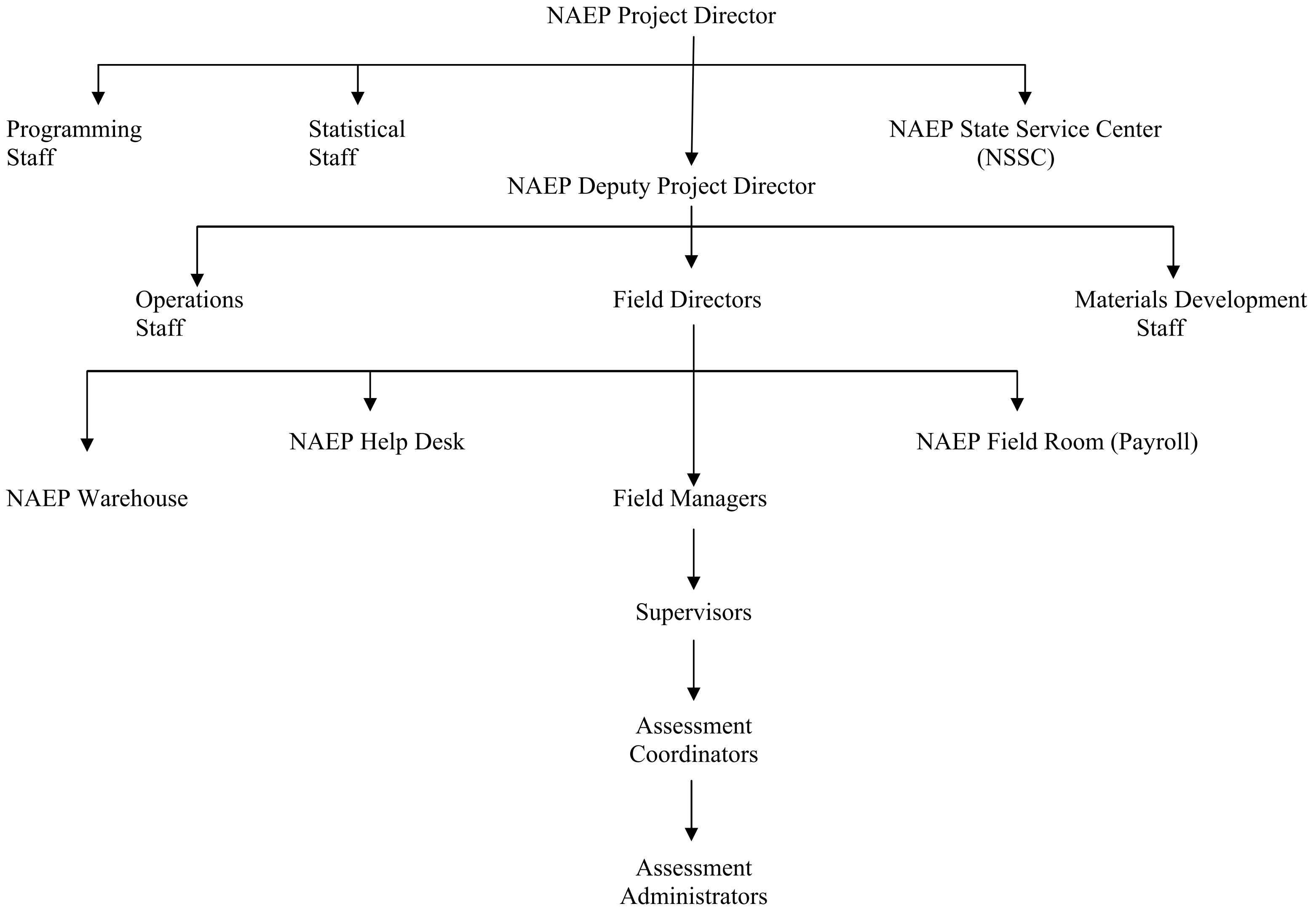
2.1.2 Promoting Accountability Among Your Team

As mentioned earlier, as a supervisor, you are the team leader for your ACs as well as their AAs. In order to promote accountability among your team members, you should insist that your ACs respect and follow the organizational reporting structure of NAEP as illustrated in Exhibit 2-1. Using this structure, you should specify which contacts should be made through you and which contacts can be made directly with a copy to you.

ACs should make all the following contacts only through you. In other words, they should send the information to you and you will forward the information (with or without edits). ACs should never contact these people directly:

- NAEP State Coordinators
- Home office staff, including:
  - Operations staff
  - Accounting staff
  - Programmer staff
  - Statistical staff

Exhibit 2-1. NAEP Westat Organization Structure



- AC/AA teams reporting to other supervisors
- Coaches
- Other NAEP Alliance members, including Human Resources Research Organization (HumRRO), Educational Testing Service (ETS), Pearson Educational Measurement (Pearson) (other than what is specified below), etc.
- National Center for Education Statistics (NCES)

ACs may contact the following people directly, but should always copy you on their messages. Of course, you may direct ACs to go through you when contacting these staff, particularly if you have a reason to be concerned—that's your prerogative as the supervisor.

- NAEP Field Room
- NAEP Warehouse
- NAEP Help Desk
- Other ACs working in the same state
- Pearson shipping/receiving

While you can insist that your ACs follow an established protocol when they initiate the contact, you cannot control how others may contact your ACs. Require that ACs respond to emails from other NAEP project staff (including home office), NAEP State Coordinators, NAEP Alliance members, etc. be copied to you even when the original message does not include you on the distribution list.

As specified in Exhibit 2-1, you should also respect and follow the NAEP organizational structure. You report to your field manager and should be primarily communicating with only that person. Be sure that your contacts follow the protocol established by your team leader—the field manager. You should always go through your field manager when making the following contacts:

- Home office (except Help Desk, warehouse, and field room),
- NAEP Alliance members (except Pearson shipping/receiving—you should always copy your field manager on these messages),
- NCES,

- NAEP State Service Center, and
- NAEP State Coordinators.

Let your ACs know that you follow the organizational structure as it applies to you —you primarily communicate with your field manager and do not bypass that person to contact other people in the home office and you expect your ACs to follow the same protocol. Your ACs should be primarily communicating with you and not bypassing you to go directly to your field manager. All supervisory staff (field directors, field managers, supervisors, and ACs) should be constantly reinforcing the need to follow the organizational structure—both in word and deed.

Let your team members know that you hold yourself accountable for the performance of the team, as does your field manager. Once you establish that with your team, you should require that all questions about procedures and protocols be directed to you and not to peers or other staff. You can then ensure that your team members hear the same information from a reliable source—you.

In addition, as the team leader who is accountable for your team's performance, you should insist that you hear about any problems or irregularities in the field from your ACs before you hear about them from schools, NAEP State Coordinators, their AAs, or the home office. Remind them that there are very few situations that can't be rectified in some manner if they are addressed immediately and appropriately. However, you can't be of assistance to them if you aren't informed. Let your ACs know that attempting to downplay problems or irregularities damages the reputation of NAEP, Westat, and the team and is unacceptable. When you strongly communicate this expectation to your ACs, they, in turn, should also set the expectation with their AAs.

2.1.3 Using Quality Control Activities to Promote High Quality Among Your Team

Again, as the team leader, you should establish quality control as a scheduled and expected component of everyone's assignment. Promote the idea of producing high quality work among your ACs, as well as the expectation that everyone's work (yours and theirs) will be regularly and consistently checked for errors. Communicating this expectation will remove the sensitivity of checking people's work—it will be a regular activity. This section suggests some ways to promote high quality data collection practices among your team by using quality control activities.

Quality control checking needs to happen early in each phase of NAEP. Arrange for ACs to send in the first products of each cycle of their assignment for your review and then you should follow through with specific feedback. Based on relevant schedules, a due date for you to receive the materials should be established and the materials shipped via FedEx so that feedback can be given in time for irregularities to be corrected early in the field period. For example, reviewing all paperwork associated with the first assessments done by an assessment team as soon after completion as possible will allow you to provide feedback so that irregularities are not repeated in assessments.

Based on your impressions from the AC, and AA trainings, you should schedule staff observations as early in the field period as possible. You should then arrange to meet with the observed staff immediately after the observation to provide feedback. This feedback should be documented and kept for future reference (see Section 2.3 for more information on documenting feedback).

You should also regularly review production reports from the School Control System (SCS) with ACs so that they realize their work and their teams' work are being closely monitored by you. Let them know that you use the reports to spot irregularities that they may have overlooked. Show your ACs what you look for in the reports. See Section 2.2 for more information on using reports from the SCS during report calls.

2.1.4 Setting Clear Expectations

The most effective way to get your ACs to conduct their NAEP-related tasks in the way that you want is to communicate clear expectations for each phase of NAEP. As mentioned before, you should clearly establish with your team that you are the team leader and are accountable to your superiors for the team's performance. As the NAEP team leader, tasks should be performed the way you direct. Questions about procedure should be addressed to you and not a peer. Sometimes ACs hear from their colleagues that other supervisors are handling a procedure differently than you. Discourage this use of the grapevine for getting procedural information and, at the same time, avoid criticizing a colleague's approach by saying something like "There are probably several ways to get this task accomplished but I think this way will work best in our case." You want staff to turn only to you for dependable, reliable information.

Here are some general guidelines for setting expectations for ACs:

- Be specific, rather than general, in assigning responsibility for tasks. Don't suggest an activity and assume that the ACs will take on the responsibility—make specific assignments.
- Put your expectations in writing. If you have a telephone conversation in which you state your expectations, follow it up with an email re-stating your understanding of the conversation.
- Break assignments down into specific tasks and set firm deadlines by which each activity must be completed and information delivered to you.
- When requesting information, be very specific about what you need; offer a template in which information can be entered.
- Ask for frequent updates on progress from everyone.
- Listen for and promptly correct any misunderstandings about what you expect.
- Always follow through to see that deadlines are met.
- Be flexible and open to suggestions.

You should be consistent in how you present your expectations to all your ACs. However, once you've communicated the expectations, you may need to adjust your method of followup to fit the individual. For example, once the task is presented to Mary, all she may need is an occasional pat on the back to complete the task in an exemplary and timely manner. John may need frequent assurance that he is on track and getting the job done well. Sally may need you to assist with breaking the larger task into smaller pieces, providing frequent reminders of the target completion date, and confirming her success as the individual pieces of the task are completed. While it may seem tedious to customize your approach, you have to remember that your team is made up of individuals and each one may need something different from you to achieve maximum performance—and that is an important part of your job as a supervisor.

2.2 Communicating with ACs

One of your most important roles as a supervisor is to take your new ACs from training and help them navigate through real life scenarios in the field. You also continue to motivate your experienced ACs and help them to become more successful in the more difficult case situations.

Encourage them to work independently and groom your best ACs to take on a supervisory role in future rounds of NAEP. Effective communication is the foundation of managing field staff. In this section we will review the following:

- conducting report calls;
- using email and voice mail effectively; and
- promoting two-way communication.

2.2.1 Conducting Report Calls

Your weekly report call is one of the best tools you have to establish good communication with your ACs. This weekly call can help ACs have a fuller understanding of their job and the priorities of their various tasks as well as giving you a fuller picture of what's happening in specific assignments. It is also the means by which you motivate or provide corrective action.

Report Call Agendas. As much as possible, try to conduct your report call with each AC during the same time period each week. This will help both you and your AC plan your time efficiently. Establishing an agenda and distributing it before the weekly report cycle begins ensures that you cover the same topics with each person who reports in. It also allows the AC to prepare for the call by having the necessary information in front of them. This approach encourages concise, more effective calls that do not result in wasted time for either party. Always include a time on the agenda for the AC to ask questions and discuss concerns. Putting the item on the agenda alerts the AC that you expect questions and will not assume incompetence or be annoyed to have the call extended. Finally, solicit agenda items from your ACs. Not only will it make them feel a part of the process, it will also allow them to formally add agenda items of importance to them.

Exhibit 2-2 shows a sample agenda for a report call regarding preassessment activities between a supervisor and an AC. The underlined text are the questions a supervisor might use to structure the discussion items. Below is a description of what you, the supervisor should do before, during, and after the report call.

Exhibit 2-2. Sample AC Report Call Agenda

AC Report Call Agenda
Week of January 17
Territory 1
Region 1

1. **Update your Log of Schools.** [Please update your log before your report time and have school folders within easy reach during report.]

- **Discussion of plan for contacting any schools without preassessment date scheduled in SCS.** Any problems with making contact with NAEP State Coordinator? Any assistance needed?

2. **Discussion of preassessment visits made since last report call.**
    - Status of new enrollee sampling? Will number of new enrollees selected affect staffing/ materials/ etc?
    - SD and/or LEP Questionnaires collected? If not, when will they be available?
    - Need for accommodations determined? If not, what followup arrangements have been made to capture information before assessment date?
    - Feedback on the NAGB Criteria for Inclusion
    - Any separate accommodation sessions required?
    - Enough staff to cover all sessions?
    - Parent notification already sent? If not, what are the arrangements?
    - If new enrollees added, what arrangements were made for parent notification?
    - Any additional session materials to be ordered?
    - What arrangements were made for doing science performance session?
    - What questions did the school coordinator have?

3. **Plans for the preassessment visits scheduled for the coming week.**
    - Is schedule reasonable?
    - Number of preassessment visits to be scheduled during assessment window.
    - Plan for fitting preassessment visits into assessment schedule.
    - Any assistance needed?
    - If overnight travel required, review/approval of travel plans.

4. **Report of problems with documentation of expenses on TERs—receipts required.**

5. **Scheduling AAs and preparing/distributing Assessment Information Forms.**
   Touching base with AAs to make sure everyone is still on board.

6. **Any problems to report?**

7. **Any questions you have?**

Before the report call: Prior to making report calls, you should update your copy of the Log of Schools by running a data selection report from SCS. Select the following fields: school name, NAEP ID, status, preassessment visit date, scheduled assessment date and time, and area. Sort the report by area and preassessment visit date and then subset or filter by status equals cooperating. This will print reports area for all cooperating schools in a region. Update supervisor log to capture any recently scheduled preassessment visits, any changes to assessment dates, and to verify that ACs are entering assessment start times (as requested by NCES). Review for any preassessment visits not yet scheduled and flag omissions for discussion. For the report call you should have a copy of the calendar on which you record the troubleshooter(s) schedule.

During the report call: Enter information and make notes on log as each school is discussed. If the AC needs assistance from a troubleshooter, you should enter information on appropriate troubleshooter calendar.

After the report call: You should review notes taken during the report call and plan for followup on any requests or problems. You should then notify the troubleshooter(s) of any responsibilities added to the troubleshooter calendar and provide AC's contact information for coordination of tasks.

In some cases, you may need to modify the structure of the report call agenda to conform to the needs of the ACs or the assessment phase. Some ACs may need more discussion and problem-solving during the report calls and others will need less. While you want to be sure to review the same general topics with all the ACs, there may also be topics that are specific for only a few of the ACs.

Find a way to keep the notes of your weekly report calls organized. Some people like to use file folders and others find 3-ring binders with tabs or notebooks a more compatible way to keep track. Don't forget to have a tab or folder for yourself so that you can keep track of issues to discuss with your field manager. Get yourself set up so that documenting the calls is easy and quick.

You should also schedule occasional group conference calls to build team spirit and allow everyone to hear the same thing. Try to schedule a group conference call at the beginning of each new critical phase to review procedures and answer questions. Then schedule another conference call about 2 weeks into the new phase to discuss any changes in procedure that have come down to address problems discovered in the new phase and to allow ACs to ask questions with everyone hearing the same response.

Group conference calls can also serve as a valuable tool for dealing quickly with situations that arise in the field. If one team is experiencing problems unique to that team and it is not convenient for you to schedule an immediate visit to the team, you can address the problem promptly by scheduling an immediate conference call with the AC and AAs. Contact your field manager for more information on setting up conference calls.

Using the Log of Schools and Reports From the SCS During Report Calls. Use the AC Log of Schools or a current report from the SCS for structuring your review of the activities in each school in the assignment. Discuss each school on the log/report that has not been completed. Review the status of the preassessment, assessment, and makeup process. If the AC anticipates problems, brainstorm what the next steps should be. If a school refuses to complete any part of NAEP, review the stated and unstated reasons for the refusal and discuss whether conversion is an option, who should make the attempt, and develop strategies for the next step. Remind the AC to document all such situations and review items that should be included.

The Data Selection (formerly called Mail Merge) feature of the SCS will allow you to create your own unique reports to better track activities at varying stages of the field period. These can be exported into Excel files that you can send to the assessment coordinator in advance of report time to facilitate review. See the *SCS User's Guide* for more information about creating reports from the SCS.

2.2.2 Using Email and Voice Mail Effectively

Often, we are in such a hurry that we fail to give careful thought to creating appropriate and effective voice and email messages. Like any other form of communication, however, they reflect much about us. In just a few statements, the voice mail or email recipient can learn something about your command of the English language, your professional demeanor, courtesy, etc. Attention to detail is important. Recorded statements (written or verbal) can give an unintentional message if you neglect to give forethought to what you say.

Before you send an email or leave a voice mail, ask yourself these questions:

- Is your communication clear, concise, precise, and polite?
- Have you run spell-check?

- Do you tell the reader or listener your purpose up front?
- Is your communication easy to read — or listen to?
- Have you sacrificed courtesy for “getting the point across”?
- Have you sacrificed clarity for “the sake of courtesy”?

Be specific about how you want email messages prepared for you. For example:

- Encourage, by example, the discussion of only one item in an email message with an issue-specific subject in the subject line.
- For messages about individual schools, require that the subject line specify region, school name, and NAEP School ID number.
- Require that messages ordering materials always include the specific items needed, quantity, date required, and shipping address whether regular home address or other.

Exhibit 2-3 provides some benefits and suggestions for using email and voice mail communication.

Part of using email and voice mail effectively is to manage your email and voice mail so that you are responding in a timely manner and not missing messages that need your attention. Below are some tips and techniques for managing email and voice mail messages.

Email. Here are some tips for managing email:

- Set aside time to check and respond to email. For instance, if you’re busy with other activities, you can check it once an hour or hour and a half. When you are traveling, check email before leaving in the morning and after arriving at your destination in the evening.
- Create various subject folders in your Inbox so that you can file messages based on the topic of the email. Alternatively, create various folders in your Inbox by person so you can file message based on who sent them to you. Use whichever method works best for you and will allow you to quickly locate an email for reference.
- Keep messages in your main Inbox (main screen that appears when you login to Outlook) until the issue is resolved so that you can instantly see what needs followup. Then move the message to a folder or delete it.

Exhibit 2-3. Using Voice Mail and Email Communication

BENEFITS OF USING:	SUGGESTIONS
VOICE MAIL Allows the recipient an opportunity to gather necessary materials and information before returning your call. Provides specific information, cuts down on telephone tag.	1. Plan message to keep it brief and concise. 2. Give important information up front: ▪ Your phone number; ▪ Reason for call; ▪ Necessary facts; ▪ What you want person to do in return; and ▪ When you need a response. 3. Limit details where possible.
EMAIL Allows for quick transmission and response. Can be cut and pasted into other documents saving time. Can be read/replied to at any time. Provides a written record for reference, if needed.	1. Style gives the illusion of being very informal. 2. No vocal or physical cues to moderate words used. 3. Provides an electronic record, so: ▪ choose words carefully; ▪ use proper grammar and punctuation; ▪ avoid “distribution explosion”; ▪ use subject line to inform of purpose/urgency; and ▪ check spelling. 4. Give important information up front: ▪ Give reason for email; ▪ What you want person to do in return; and ▪ When you need the response.

- When you send messages that request information, copy yourself, so that the message appears in your Inbox. Then keep the message in your main Inbox until you obtain the requested response(s).
- Make it a policy to respond within 8 business hours to all email messages requesting a response from you. Even if you don’t have the answer, be sure to respond and let the sender know that you are working on a response and give an estimate of when you will send it.

Voice mail. Here are some tips for managing voice mail:

- Set aside time to check and respond to voice mail. For instance, if you’re busy with other activities, you can check it once an hour or hour and a half.
- Keep messages in your voice mail box until the issue has been resolved. That way, each time you check voice mail, you’ll be reminded of what messages you still need to respond to.
- Keep a voice mail log. Jot down important information from each message, such as the date received, the sender’s name, phone number, organization, a summary of the topic, the date you responded and a summary of the response. That way, you can easily reference the log if needed.
- Make it a policy to respond within 8 business hours to all voice mail messages requesting a response from you. Even if you don’t have the answer, be sure to respond and let the sender know that you are working on a response and give an estimate of when you will send it.

2.2.3 Promoting Two-Way Communication

As you communicate with your ACs, you will be giving them information and you will want to get information from them. Each verbal contact with your ACs should be a two-way conversation. We’ve discussed many ways for you to give information, now we need to talk about how to get information. There are two basic ways to get your ACs to give you information. One way is to practice the art of active listening. A great deal can be learned about how things are going by letting the AC talk without interruption. Many times ACs will call you just to relate what happened that day. Sometimes, the less you say, the more you’ll learn about not only what happened, but also how the AC handles those types of situations. As they talk, they’ll verbally work through the issues and often provide their own solutions, which you can then validate.

A second way is to ask questions that are designed to elicit thoughtful responses. There are four basic types of questions. By structuring your questions in an effective way, you will encourage the appropriate response for each situation. Let's take a look at the different question types.

A. **Closed questions are very direct and to the point.**

- They restrict the range of participants' possible responses.
- They are useful in gathering specific data quickly.
- Their use requires that the participant be knowledgeable or have formed opinions.
- Improper use can make the participant think she is being interrogated and feel defensive.

Examples:

- "Do you have time to talk now?"
- "When is the makeup date?"
- "Did you enter the information in the SDS?"

B. **Open-ended questions establish a broad topic area.**

- They allow the participant to participate fully, and give more freedom of response.
- They can reveal attitudes and beliefs.
- They are useful in almost all types of discussions.
- One drawback is that they can be very time-consuming since occasionally the other party may bring up irrelevant topics.

Examples:

- "How did you handle the situation?"
- "How do you suggest we deal with this issue?"
- "What are the strengths of the assessment team?"
- "What are some approaches to this problem we might consider?"

C. Probes are used to gain further information.

- They ask the participant to clarify and enlarge on what he/she has just said.
- Probes can be either verbal or nonverbal.
- Their use requires sensitivity to the participant's feelings.

Examples:

- "I'm not sure I understand your thinking on this; could we review it once more?"
- "I think I understand your point; but could you give me a couple of examples?"
- "Could you explain a little more about which aspects of the sampling process that you don't understand?"

D. Mirrors restate the participant's last comment.

- They give the participant a chance to hear again what was just said and to check that what he/she said was what he/she meant.
- They offer the listener a check that he/she heard the participant correctly.
- Mirrors are very effective in avoiding misunderstanding.

Examples:

- "You're saying then that you feel the training should be supplemented with recommended reading?"
- "As you see it, then, the school coordinator was already upset before you arrived?"
- "Are you saying that every day for the last week you have had a problem entering data in the SCS?"

When asking questions ask how, when, what, who, but use why questions with care. People rarely have a clear idea as to why they did or did not do something. An authority figure may use "why" questions to "*call*" a subordinate on something. If the subordinate senses a game of "Now I've got you!" he/she will withdraw from the question.

Example:

Wrong:	"Why didn't you set appointments as planned?"
Right:	"What prevented you from following through on setting up appointments?"

Never ask a question to which you clearly have an answer. Employees will sense that you are trying to trap them.

Ask followup questions that lead the person to talk <u>more</u>, not less.

The quickest way to assure someone that you are not listening to them is to ask a question, and, upon getting the answer, you immediately ask another unrelated question.

Example:

Wrong:	"Did the school coordinator break the appointment again, today?" THEN IMMEDIATELY: "How many calls did you complete?"
Right:	"And what reason did they give? What did you say? How did they react? What other choices are there?"

Ask questions that lead the person to reflect on missed opportunities.

Example:

Wrong:	"Why didn't you try other approaches when that response failed?"
Right:	"What were the other choices you could have made? What response on your part might have been the best in this situation?"

2.3 Giving Project-Specific Feedback and Documentation

A supervisor must constantly and appropriately use feedback to motivate staff and correct problems. Positive feedback can be general, "You are doing a great job," or specific, "You handled the conflict between Mary and John brilliantly." The more specific the positive reinforcement is, the more effective it is in promoting similar behavior. As a manager, it is your obligation to give both positive and negative project-specific feedback to your ACs. Very often, only negative feedback is given in order to correct a problem. As a manager of field staff, it is part of your job to provide feedback on both the things that the staff does well, along with those things that need improvement. Documenting that feedback (both positive and negative) is also a required part of the job.

2.3.1 Giving Project-Specific Feedback

What is feedback? The word "FEEDBACK" gained popular usage during the early space launches and referred to the signals that provided the information and corrections needed to keep a missile or rocket on course. Our use of the term feedback refers to "*an evaluative response*" provided about a process or activity meant to keep the process or activity on course. To provide feedback that is helpful, consider the following before delivering your comments:

- Is the person in any shape to hear this? Is this an appropriate time? (Always be respectful, but be aware that most people are stronger and more capable than we give them credit for.)
- Has he/she heard it before? Do not nag <u>or</u> flatter.
- Can he/she do anything about it? Let your AC know you expect him/her to be resourceful, but don't expect the unreasonable.
- Am I willing to help him/her work it through? When you offer corrective comments to an AC, also consider your responsibility to provide <u>support</u> if the person works to change.
- What part of this has to do with <u>MY</u> personal agenda? Why does this bother me so much? Identify your own issues as well as your responsibility or ownership of issues ahead of time.
- Is it possible that what this person really needs is validation? Be aware of when an AC may need encouragement rather than the specifics of feedback. This is particularly applicable when working with a new AC or one who is trying to improve a skill that is particularly difficult for him/her.
- Are there areas where feedback is clearly not appropriate?
- How will you provide feedback? Most importantly, be direct and authentic. Feedback, when corrective, can be uncomfortable, but is required for the self-respect of both you and the AC and for strengthening the relationship.

So how do you provide feedback, particularly if it's negative? Here are a few general guidelines to follow:

- Make sure you intend to be helpful. Digs and sarcasm are inappropriate.
- ACs want to know how they are performing as long as your evaluation is fair and constructive. Base feedback on facts, not on opinion and personality, or just an overall impression.
- Be as specific as possible. Exactly what tasks does the AC do well? Exactly what tasks and areas does the AC need to improve? How can improvement be facilitated? Do not generalize. It is too easy to agree in principle and not agree on the specific method for carrying it out.
- Describe the incorrect behavior, but do not turn it into a critique of the person.

Unfortunately, we cannot always be positive about someone's behavior or performance. Then it is necessary to provide feedback that is often labeled and perceived as "negative."

If presented in the correct manner, such feedback need not be negative at all. Feedback that is meant to correct a problem should be clear, accurate, and presented in a neutral manner.

A dialogue of such feedback might go something like this:

SUP: Hello Pat. I'm calling because I reviewed a report for your area that showed schools that have been assessed and noticed that 2 of the schools you assessed last week don't have all the session results entered. Did you realize you need to enter the session information into the SCS on the same day the school is assessed?

AC: Sure. I don't understand why there's a problem. Which schools are we talking about?

SUP: Jefferson Middle School and Washington High School. They all seem to have the same problem. It looks like you've entered information for the first session at each school. Did you realize you must enter the information for each separate session?

AC: Yes, I know that. I didn't realize that I <u>hadn't</u> updated all my sessions.

SUP: It's really important that the SCS be updated each day with the results of that day's completed sessions and that the information is entered for <u>all</u> sessions. Please go into the SCS and enter the data for the remaining sessions in each of these schools. Do you have any ideas on how you can make sure this doesn't happen again?

AC: I'm really sorry about this and I'll make sure it doesn't happen again. I always follow the steps in the Quality Control Booklet to make sure I get all the required fields entered into the SCS. I could record a check mark beside each item as I enter the data into the SCS. And I guess I'll need to record a check mark on each administration schedule as I enter the results into the SCS. When I do my final review of the school folder, I'll double check that all schedules have a check mark.

SUP: That sounds like a good plan. I'll be checking your SCS data entry regularly and let's see how this is going in one week.

Present feedback from the perspective of a mentor and it will be better received. Make sure your purpose is clear. Be honest about why you are saying what you are saying. Try to create a relationship based on mutual confidence between you and the AC. Let the AC know that your goal is to help him/her succeed and grow in the position, and advance to more responsible positions. Whenever constructive or corrective feedback must be presented, always begin by discussing specific aspects of the job that the AC does well. Be firm and honest and don't allow justifications by the AC to sway your opinion. Compare his/her performance with the ideal not other staff. Emphasize where improvement or change is required. Assist the AC in developing a plan to improve performance and/or attitudes. Show the AC that you share responsibility for his/her performance by asking how you can assist in helping him/her improve. Express confidence in his/her ability to improve.

When problems arise, involve the AC in the solution with questions like "What will you do differently next time? How do you think you might better have handled the problem? What did you learn from this experience?" Provide opportunity for the AC to ask questions about your opinion on how situations have been handled. Avoid vocalizing emotional reactions to what the AC is telling you. Instead of "How in the world could you have allowed that to happen?" say something like "OK, let's establish the exact details on what happened so that we can work together to come up with an appropriate way to handle this situation." You want the AC to feel free to discuss mistakes and problems with you without fear of negative retribution. Substitute words like "situation" and "issue" for words like "mistake" and "problem" that carry the connotation of guilt and blame.

Exhibit 2-4 is a checklist of some specific techniques to use when giving constructive or corrective feedback.

Exhibit 2-4. Constructive/Corrective Feedback Checklist

Constructive/Corrective Feedback = Given to Improve Performance

Constructive/ Corrective Feedback Steps	Do	Do Not
1. Describe the situation from your perspective.	▪ Use neutral tone and expression. ▪ Use specifics and details. ▪ Focus on the tasks and how they are carried out. ▪ Include dates and number of times incident occurred. ▪ Describe how others perceive the behavior. ▪ Describe the result of the behavior on others (client, team member, etc.). ▪ Point out patterns.	▪ Emphasize the personal aspect of the issue. ▪ Allow the employee to begin justifying behavior one incident at a time.
2. Ask team member for perspective and information on possible extenuating circumstances.	▪ Ask open-ended questions. ▪ Listen. ▪ Acknowledge team member's comments. ▪ Recognize team member may need to "vent". ▪ Remember feelings are not rational.	▪ Interrupt. ▪ Discount or contest feelings. ▪ Take comments personally.
3. Get agreement (from team member) on existing problem.	▪ Keep conversation focused on the problem. ▪ Try alternative approach if no agreement on problem. ▪ Try to get acknowledgement of the consequences of the behavior. ▪ Ignore attempts at extraneous or "deflecting" conversation. ▪ Have team member take/keep ownership of the problem.	▪ Assume that silence means agreement. ▪ Waste time if no agreement on the problem.* * Go to Step 6: Set clear expectations and consequences.
4. Discuss why behavior is occurring/ problem exists.	▪ Make sure team member received and understood: - order of priorities. - training (if needed). - resources (if appropriate). ▪ Identify potential underlying contributors: - receiving "rewards" for poor performance. - not receiving recognition for good performance. - lack of aptitude. - preferences or style differences. - lack of motivation.	▪ Make assumptions about the cause of the behavior. ▪ Make generalizations, like "You always…"

Exhibit 2-4. Constructive/Corrective Feedback Checklist (continued)

Constructive/Corrective Feedback = Given to Improve Performance

Constructive/ Corrective Feedback Steps	Do	Do Not
5. Identify ways to remove obstacles to successful performance.	▪ Ask for and consider team member's ideas and suggestions. ▪ Work to obtain any needed training, resources, etc. ▪ Work with team member to clarify expectations. ▪ Try to make the situation "win – win." ▪ Give suggestions on how you might have dealt with a situation.	▪ Make decisions unilaterally. ▪ Assume you know what is best for the team member.
6. Set clear expectations and consequences.	▪ Summarize problem. ▪ Set clear expectations for improvement. • Set a definite timeline for improvement. ▪ Follow up. ▪ Explain consequences if no improvement occurs.	▪ Set consequences that you can't or won't implement.
7. Get commitment from team member on the solution.	▪ Be sure team member understands your expectations and how to meet them. ▪ Recognize that the team member always has a choice.	▪ Mistake "intellectual assent" for commitment. ▪ Assume that the team member cares enough to work to improve the problem. ▪ Assume that silence means agreement.
8. Followup promptly (due to short field period).	▪ Communicate with team member concerning progress/lack of progress. ▪ Identify any future discussions to be held. ▪ Get closure on the situation. ▪ Praise their successes.	▪ Let the process "fizzle out" or get lost in the shuffle.

Never complain to the people you supervisor about how busy you are because:

- it is demoralizing to them; and
- they may decide not to burden you with their questions and problems when they ready need your guidance.

No matter how busy you are, you should always find time for your staff.

You should also be open to receiving feedback from your ACs. When receiving feedback, do your best to observe the following:

- Avoid defensiveness. It is better not to ask for feedback than to receive it with a chip on your shoulder. Summarize what you have heard to make sure true communication is taking place.
- Give feedback on the feedback. Let the communicator know how you feel about what you have been told. Do this in a descriptive way, not in an emotional way—without a critique of his/her feedback. If you want time to think about the feedback before responding, let the person know.
- In general, the idea is to stay detached a bit. Don't let personalities get involved.

Don't ask for feedback when what you want is agreement for a course of action. The following statements are some examples of what you might say when discussing a course of action for which you want consensus:

- "Is there something I've said that puzzles you?"
- "What was your first impression of the approach I suggested?"
- "What is your current impression of {PROCEDURE} after trying it?"
- "What are the pluses and minuses of our plan?"
- "Can you summarize our plan so I know we are on the same page?"

2.3.2 Documenting Feedback

Documenting the feedback you give to field staff is a critical part of your job as a supervisor. You should document each conversation with an AC that involves giving feedback. Start by creating a file folder for each assessment team. Keep all your documentation about that AC and his/her team in that folder. You'll find this documentation useful in four types of situations:

1. Completing the AC's evaluation and helping the AC complete the evaluations for his/her AAs (see chapter 9);
2. Reviewing progress and followup;
3. Terminating[*] field staff, if necessary; and
4. Responding to legal action brought by field staff.

Although most of you will not need the documentation for situations 3 and/or 4, it's always better to be prepared. In those rare cases that involve legal action, you may have to defend your actions, having a completely documented file will help. Also, documentation shows that each staff member has been supervised the same way, with fair and equal treatment.

If a staff member's behavior violates any of the items on the NAEP Code of Ethics, Oath of Office, Pledge of Confidentiality, or Affidavit of Nondisclosure, you must carefully document the behavior, all circumstances surrounding the behavior, all measures taken to address the issues, and the times and methods used for advising the staff member that the behavior is unacceptable. This documentation is necessary to provide the legal grounds for terminating the employee or for placing them on the "no hire" list.

All behavior that jeopardizes the validity of the assessment, breaches security, or violates standard rules for appropriate behavior in schools should be documented in an email message and forwarded to your field manager. A copy of the email should be printed out and placed in the employee's file folder as part of your documentation. Just as you require notification from your staff about problems that have occurred, so does your field manager require knowing about the situation from you before hearing about it from other sources like NAEP State Coordinators, the government, or schools.

You should always follow a set procedure for dealing with every staff member who needs to improve. Be sure that each of the steps below includes information on what you have done to help the staff member to improve.

---

[*] Decisions to terminate staff members should be discussed with your field manager before any action is taken.

1. Speak with the staff member, preferably on a call that is separate from the weekly report call time. This places emphasis on the fact that you are giving him/her notice that something needs improvement. Be firm and respectful. Do not "soften the blow" with jokes or little compliments. Be sure to tell the staff member how his/her actions or lack of action affects the study. Provide information as to how the staff member can improve, answer questions—counsel from your experience. Set a **specific goal** for the staff member with a **specific date** for accomplishing the correction.

2. Take notes—for **every** call that involves correcting a staff member, keep a notepad at hand. Capture the main points of both sides of the call to aid you in writing documentation. Once you have the final email or memo written, you may discard the notes.

3. Follow up with an email reiterating this conversation using the notes mentioned above. Your field manager must be copied on this email (see below).

4. Second notice for this or additional infractions should be by email. Again, you must print the email, along with receipt and delivery notices. Copy your field manager. If the problem is serious and jeopardizes the staff member's job, you should say so in this written message—send a draft to your field manager for approval. If the staff member does not pick up the message within 24 hours, print the email and FedEx it. By now you've had one or more conversations with the field manager about the problem.

5. If the staff member fails to follow your advice or slides into old patterns after a couple of weeks, consult with your field manager to decide how to proceed. You may want to have a three-way conference call to help the staff member understand the serious nature of the problem and to be given another chance to comply. You should both have copies of all documentation and keep the conversation on the subject at hand. Once the discussion has ended, hang up and start a new call between you and your field manager to ensure privacy. Each of you should document the details of this conference call.

6. If you and the field manager decide it's time to start the termination process, you should compose a formal warning. This should outline each problem, with specifics; give a short, specific deadline for correction; and state the consequences for not meeting every improvement (termination). Start with a draft and send it to your field manager for approval. Do not delay action here. It's important for the staff member to know immediately that the next infraction will result in nondisputable termination from the project.

As mentioned above, all verbal discussions with field staff that involve serious reprimands should be carefully documented in an email and sent to your field manager using the following guidelines:

- The date, your name, the staff member's name and list of everyone copied;
- Enough detail so anyone can understand what was discussed and why;
- An outline of everything you said and everything said by the staff member;
- Specific details on what you have told the staff member you expect and by when;
- A mention of any previous discussions on this topic with dates;
- Attachments of any reports or documents that back up your reason for this reprimand; and
- Stay professional in these memos. Imagine the staff member reading them. Also picture them blown up large and shown to a judge or jury in a courtroom. Be sure these notes reflect your cool, reasoned reflections and even-handedness.
- DO NOT include any comments that could be misconstrued by others. For example:
  - No ethnic or racial comments;
  - No reference to age, race, gender, or religion;
  - No reference to any disability the staff member might have;
  - No reference to sexual orientation;
  - No foul language, unless you are quoting the staff member verbatim; and
  - Use only facts, not opinions or emotional statements—nothing subjective.

2.3.3 Immediate Terminations Without Warning

There are possible situations in which an employee might have a breach of behavior so severe that their presence in a school would present a liability for the project and/or Westat. Examples of such behavior include harassment/abuse of school staff or students, substance abuse, and rude/disruptive/obscene behavior. In such situations, the field manager should be contacted immediately for guidance in terminating the employee. The incident must be fully documented and the employee must be informed of the reason(s) for termination.

3. SELECTING THE STUDENT SAMPLE

3.1 Schedule of Sampling Activities

Again this year, schools were given the option to E-File their electronic files of student information directly to Westat. The Westat statistical and data processing staff will sample these schools and transmit data directly to Pearson and to the Student Data System (SDS) on your laptop. You are responsible for selecting the student sample for the remaining schools in your assignment. In most cases you will select the public school sample in or near the state office. In rare cases, the NAEP State Coordinator may permit sampling from your home.

The deadline for schools, districts, and states to E-File is Friday, November 19. The deadline to provide samples from hard-copy student lists to Pearson for preprinted Administration Schedules is Sunday, November 28. Student sampling can continue after November 28 until AC training begins (December 5, December 9, or December 16—depending on which session you attend); however, those samples will not be preprinted on Administration Schedules.

In preparation for sampling activities, schools that have not E-Filed have been requested to prepare a list of their students and to send it to the NAEP State Coordinator no later than mid-November. Your field manager can tell you when there will be enough lists for you to begin sampling in the state offices. After supervisor training, the field manager will contact the NAEP State Coordinator's office to schedule the best time to select the public school sample of students to be assessed. If your state has E-Filed, you will be asked to help sample in another state.

Student samples in nonpublic schools that have not E-Filed are selected using the same steps as described in this chapter for public schools. The primary difference is that the nonpublic student samples will not be selected in a central location, like the state office. Instead, nonpublic school lists may be mailed or faxed to the Westat home office, your field manager, or you. In some cases, you will go to the school to select the sample.

All schools (public and nonpublic) have been sent the Instructions for Preparing a List of Students. (See Exhibit 3-1 for Instructions for Preparing a List of Grade 4 Students.) Following these instructions, schools not E-Filing will prepare a list of all of their eligible students.

Exhibit 3-1. Instructions for Preparing a List of Grade 4 Students

NAEP 2005

Instructions for Preparing a List of Grade 4 Students

A list of all students enrolled in the selected grade must be provided to NAEP so that the sample of students to participate in NAEP may be drawn. Lists can be provided in one of two ways:

- E-Filing an Excel file of students via the Internet through your school's MySchool web site at www.mynaep.com before the deadline noted on MySchool. Complete instructions for E-Filing are included on the MySchool site; or
- Sending a hard-copy (typed or computer-generated) list of students to your NAEP State Coordinator (public schools) or keeping the list at the school (nonpublic schools).

The instructions below are meant to help you prepare the list. If you have any questions, please contact your NAEP representative or call the NAEP Help Desk at 1-800-283-6237.

☐ 1. The list must include **ALL students enrolled in the fourth grade** using the most current enrollment records available.

Year-round schools that E-File should list all students and include a column to indicate which students will be off-track on the assessment date. (The school's assessment date is available on the MySchool web site.)

Year-round schools that prepare a hard-copy list should not include the students who will be off-track on assessment day.

☐ 2. Include on the list all fourth-grade students, even those who may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).

☐ 3. Include the following data in the list of eligible students: (See the next page for NAEP's categories for these data elements. Please use these categories if possible. If not, please define your categories if submitting a hard-copy list.)

- Student **first** and **last name**; in two columns if E-Filing. (Alphabetical by last name preferred.)
- **Grade** in school (4).
- **Homeroom** or other locator. This information will greatly help the NAEP staff locate selected students on assessment day. This information is required for schools with fewer than 121 grade 4 students in which all students will be assessed in their classrooms.
- **Month and year of birth** (MM/YY); in two columns if E-Filing.
- **Gender.**
- **SD indicator** for students having an Individual Education Plan (IEP) or equivalent classification (such as 504) **for reasons other than being gifted and talented**.
- **LEP indicator** for students classified by the school as limited English proficient or English language learners.
- **Race/Ethnicity** – one code per student.
- **School Lunch indicator.**[1]
- **Title I indicator.**[1]

---

[1] Optional information at this time. Please provide if it is easily accessed. Otherwise, it will be collected by NAEP staff for the sampled students on assessment day.

Exhibit 3-1. Instructions for Preparing a List of Grade 4 Students (Continued)

If you are unsure about some of the information or it is not available for some students (e.g., school lunch eligibility), please leave the column blank or assign a code that means the information is unavailable at this time. The data for sampled students will be obtained by NAEP staff from the school prior to the assessment.

NAEP's categories for student background variables are:

Students with Disability (SD):

- Yes, SD.
- No, not SD.
- Information unavailable at this time.

Limited English Proficient (LEP):

- Yes, LEP.
- No, not LEP.
- Formerly LEP (monitored for AYP reporting). *If a student has achieved full English proficiency within the previous 2 years and the state includes formerly LEP students in its AYP reports, the student should be coded as "formerly LEP."*
- Information unavailable at this time.

Race/Ethnicity:

- White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
- Black, not Hispanic: A person having origins in any of the Black peoples of Africa.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
- Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
- American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- School does not collect this information.
- Information unavailable at this time.

National School Lunch Program (NSLP):

- Student not eligible.
- Free lunch. *Schools participating in Provisions 2 or 3 of the NSLP should code all students as "free lunch." If it is not possible to distinguish between "free" and "reduced price" for some students, code these students as being eligible for free lunch.*
- Reduced price lunch.
- School not participating.
- Information unavailable at this time.

Title I:

- Yes, student receives Title I services. *If the school administers a school-wide Title I program, code all students as receiving Title I services.*
- No, student does not receive Title I services.
- Information unavailable at this time.

Exhibit 3-1. Instructions for Preparing a List of Grade 4 Students (Continued)

If you produce a hard-copy list of eligible students, please follow the guidelines below in addition to providing the student data requested above:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right margin of at least 2 inches.
- Include the date the list is current.
- Define all codes used if they are not the same as the NAEP categories listed above.
- Include preparer's name and phone number.
- Year-round schools should not include students who will be off-track on assessment day.

An example of a hard-copy list of students is shown below:

Main Street School, 12 Main Street, Any Town, MX. Fisk School District.

	Student Name	Grade	Birth Date	Gender	SD	LEP	Home-room	Race	NSLP Status	Title I
1	Mary K. Albathy	4	12/95	2			101	W	1	Yes
2	Scott L. Barnes	4	05/95	1	Yes		101	W	1	No
3	Perry M. Buckley	4	03/94	1		Yes	103	A	3	No
4	Latisha Jones	4	10/95	2			103	B	2	No

School codes: GENDER: 1=male; 2=female. RACE: W=White; B=Black; A=Asian; I=Am. Indian; H=Hispanic; O=Other. NSLP: 1=student not eligible; 2=reduced price; 3=free.

List current as of 11/1/04. Prepared by Fran Cole. Ph 555-234-9876

If necessary, a Student Listing Form is available to be filled out by hand. Please let the NAEP representative know if you will need this form.

Nonpublic schools: Please keep all hard-copy lists at your school until the NAEP representative arrives in December or January to select the sample.

Public schools: Please send your hard-copy lists to your NAEP State Coordinator by the date specified on Step 2 of the MySchool web site.

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

THANK YOU

3.1.1 Information About Sampling From Your Field Manager

Because most states have two or more supervisors working with sampling, your field manager has taken the lead in discussing sampling arrangements with the NAEP State Coordinator. He/she will update you on activities to date including:

- When the state mailed notification letters to districts and schools;
- What percentage of the selected schools are expected to submit their list of eligible students in hard-copy form;
- What percentage of those have been received from the schools;
- Whether the state has achieved the desired level of cooperation; and
- How current the computer entries are.

Your field manager has discussed arrangements for sampling with the NAEP State Coordinator and will share the following information with you:

- Whether the state prefers that sampling be done in the state office or elsewhere;
- If in the state office, what space will be reserved for you and your staff;
- Whether the same space will be available each day;
- Whether others will use the same space during the sampling period;
- How many the space will accommodate;
- Where materials should be stored for confidentiality at the end of the day;
- What times during the day the NAEP State Coordinator is available to discuss any problems;
- What facilities are available for copying and the "rules" that apply; and
- Who to contact when the following problems arise:
  - Lists are incomplete;
  - Codes are unclear; and
  - Enrollment figures do not match the expected enrollment.

Ordinarily, sampling is done at the state office, but if the NAEP State Coordinator indicates that the department has no space for sampling, you will be advised as to how the state wants sampling handled. One possible solution to the space and time problem may involve using "outside" space. In previous years, several NAEP State Coordinators requested that we work in "office space" near the capitol building because they were unable to provide adequate space. In these cases, our staff rented space in a nearby hotel (or worked at home, if they happened to reside close to the state capital). In addition to solving the space problem, this allowed our staff more flexible working hours. This is **completely** at the discretion of the state coordinator; state policies regarding the confidentiality of student records differ widely. **You must respect the decision of the NAEP State Coordinator.** Your field manager will advise you of the sampling arrangement preferred by your NAEP State Coordinator.

Your field manager will meet with you and other supervisors from your state at the November supervisor training to assist you in deciding who will assume responsibility for making telephone contact with the NAEP State Coordinator so that he/she is not receiving multiple calls for the same purpose. In making this decision the following should be considered: the number of supervisors working in the state, each supervisor's proximity of residence to the department of education, the sampling arrangement preferred by the state, and whether materials will be transferred in person or by FedEx.

If you discover that sampling is taking much longer than planned, which will prevent you from finishing by your deadline, **and** the NAEP State Coordinator cannot accommodate you beyond that date, notify your field manager immediately. The earlier you can notify the field manager, the quicker we will be able to provide you with help. Do not view such a request as an admission of failure; it is simply recognition that the work is taking longer than anticipated. (Usually, there will be at least two supervisors working in each state office, assisted by several data collection clerks depending on the number of schools that E-Filed.)

3.1.2 How to Determine Which Schools Have E-Filed

You can identify which public schools have E-Filed by checking the School Control System (SCS). The new Student List Management System (SLMS) option in the SCS will be used by NAEP State Coordinators to indicate who will be responsible for preparing and submitting the list of students from which the sample will be selected for public schools.

On the SLMS menu screen, select the Monitor Progress option. On the next menu page, select Single School E-Filing Results. Locate the name of the school's district. Click on the district name to reveal the individual school data and you will see if the coordinator has begun the E-Filing process. If the coordinator has completed E-Filing, this will be noted in the column headed E-File Status.

For public schools that do not E-File, you can monitor the receipt of hard-copy lists in the state office by running a Data Selection report using the field labeled "SLF Receipt Date." As the NAEP State Coordinator receives hard-copy lists from schools, he or she should be entering the date received as well as some other information about the lists in the SCS.

For nonpublic schools, you can use Data Selection in the SCS to check to see if they have submitted an E-File. The Data Selection field in the Grade information column labeled "Sampling method" will be set to "E-File" when they have submitted their E-file using the MySchool website. When the sample has been selected, the Data Selection field labeled "Sampling Date" will show the date.

See the *SCS User's Guide* chapter on the Student List Management option for more information on using the SLMS and Data Selection.

The supervisor Log of Schools will indicate which schools have E-Filed by the date the log was printed. See Section 3.3.1 for more details on using the log.

3.2 Overview of the Sampling Process

The sampling process includes the following tasks:

- Once you have determined that the student list is complete, use the SDS on your NAEP laptop computer to select students from the school's list of eligible students. Access the SDS by double-clicking on the SDS icon on your laptop computer.
- Follow the instructions for selecting a school and drawing the student sample in the SDS User's Guide. Print the sampling line numbers generated by the computer.

- Print out the Instructions for Sampling New Enrollees[1]. This document will be printed from the SDS immediately after the sampling line numbers. (An example is available in Exhibit 3-6.)

- Enter the names of sampled students (and other available demographic information) in the SDS.

- Put the sampling line number printouts and Instructions for Sampling New Enrollees in the School Folder.

- Transmit data to Westat daily.

Before you go to the state office, check to make sure you have all the necessary materials:

- computer and printer;

- computer paper;

- Sampling Checklist (Exhibit 3-2);

- this manual; and

- School Folders and labels.

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

You should also have some blank FedEx labels. Depending upon the NAEP State Coordinator's willingness to allow the lists to leave his/her office, these can be used if lists of students are received from the schools after you leave the state office. The NAEP State Coordinator can use them to ship the lists to you so that you can complete the sampling at home. You can use them to ship lists to an AC or other staff person who will help you with student data entry.

---

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

Exhibit 3-2. Sampling Checklist

NAEP 2005 SAMPLING CHECKLIST

- ☐ Review the list of students to ensure it is complete:
    - o The last names should cover the alphabet reasonably.
    - o Students listed should only be in the sampled grade (all others are ineligible and should be lined through).
    - o SD/LEP – If there are NO students (or if EVERY student is) coded as SD or LEP you should question the state coordinator.
    - o School Lunch – If there are NO students coded for school lunch or the codes are different from the NAEP codes you should question the state coordinator.
    - o Title I – If there are NO students (or if EVERY student is) coded as receiving Title I services you should question the state coordinator.

- ☐ Year-Round Schools with Off-Track Students:
    - o Eligible students who will be off track on assessment day should not be listed, but if they are, they should be clearly marked on the list as "Off Track."
    - o <u>Do not number</u> off-track students or include in the total number of listed students.
    - o The percent of off-track students should be recorded in the SCS on the school edit screen. (See supervisor manual for calculating this percentage.)

- ☐ Number the students, if necessary. Do not include off-track students in year-round schools. If off-track students were listed and the list was numbered, the list must be renumbered. (Clerks can help with this task.)

- ☐ Even if you did not number the list, check the numbering of students to ensure that no numbers have been duplicated or skipped. (Clerks can help with this task.)

- ☐ Compare the total number listed with the Total Enrollment from the SCS. If the numbers differ by 5 or more, determine reason for discrepancy. Resolve discrepancy and continue.

- ☐ Use the Student Data System on NAEP laptop to select the sample:
    - o Locate the school on the SDS, double check the NAEP ID, and click on the school's name.
    - o Click on the Student Sampling button and click "Yes" to begin the primary sample process.
    - o Enter total number from list of students and click on Select Primary Sample button.
    - o Print primary sample line numbers (the Sampling Line Numbers Form) and Instructions for Sampling New Enrollees.

- ☐ Put Instructions for Sampling New Enrollees into the school folder.

Exhibit 3-2. Sampling Checklist (Continued)

☐ Using the Sampling Line Numbers Form from the SDS, mark the selected students on the school's list of eligible students.

☐ Double-check the selected students against the Sampling Line Numbers Form. (The quality control check should be performed by someone other than the person who performed the original task.)

If on or before November 28:

☐ Enter the student names and available demographic information in the SDS being careful to enter them into the correct session.

☐ Print out the Student Information Form and have someone double check the data entry against the school's list of eligible students. (The quality control check should be performed by someone other than the person who performed the original task.)

☐ After making any necessary corrections in the SDS, click on the CCD Data Analysis button on the SDS and print out the CCD Report and review the report. Discuss with your field manager how to reconcile any discrepancies.

☐ Transmit data to Westat daily.

If after November 28:

☐ Enter sampled student names and available demographic information onto the appropriate Administration Schedule. (Clerks can help with this task.)

☐ Double check the data entry against the school's list of eligible students. (The quality control check should be performed by someone other than the person who performed the original task.)

☐ If you are at the school, photocopy the handwritten Administration Schedule(s) to give the school coordinator.

☐ Transmit data to Westat daily.

3.2.1 Suggestions for Organizing the Sample Selection Process

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

- Do not try to memorize the instructions and procedures involved in the sampling process. You should have the Sampling Checklist and this manual with you throughout the sampling process.

- Before you start any sampling, check to see exactly which school lists have been received and which are outstanding by running a Data Selection report as described in section 3.1.2. Then, check each completed list against the total number of students in the grade reported on the returned Instructions for Preparing Lists of Students to ensure that the lists are complete. Check that Grade 4 schools have chosen an option for assessing all students in classrooms, and that the number of for grade 4 and 8 teachers is recorded (this information is available in the SCS for public schools or on the School Data Collection Form for nonpublic schools). Check that SD/LEP data are included on the list. This should be done for every school before you begin the sampling tasks. Once you have determined the missing or incomplete schools, this information should be reported immediately to the NAEP State Coordinator, so that he/she can start to follow up with these schools.

- As you begin the sampling process for each school, make absolutely certain that you are correctly identifying the school to be sampled. Some school names may occur more than once within a state, so you should check the district name and mailing address to be sure you select (in the computer) the ID for the correct school. Mistakes will cause severe problems throughout the NAEP sampling and data collection.

- The sampling directions instruct you to recheck several of the steps that are prone to error. **This must be done to ensure that the sample is drawn correctly and are required quality control checks.** Quality control checks should be conducted by someone other than the person who performed the original task.

- Once you have determined an efficient method of working with your clerks, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work.

- When leaving the NAEP State Coordinator's office for the day, make sure that you leave all your materials in an organized manner. This way anyone can walk in and pick up from where you left off. Make certain that each school's materials are clipped together in separate bundles, so that they do not become mixed in with materials for other schools.

- Try to minimize the number of times that you ask the NAEP State Coordinator for assistance. Unless some question is preventing you from completing your work, try to accumulate your questions for the coordinator and minimize the number of times you interrupt him/her. Only one person should ask the State Coordinator questions. You might want to ask the State Coordinator to set aide a few minutes each afternoon to review questions and other issues with you.

3.3 Drawing the Student Sample

3.3.1 Using the Supervisor Log of Schools

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

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

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

School Information

Column 1 – School Information. This column displays sampled school information, including district name, school name, principal name, street address, city, state, ZIP Code, telephone number, NAEP ID, grade selected and the school's "take-all" option status (if the school is using the "take-all" option this column will display "Yes").

In addition, this column will display field for the:

- High School Transcript Study (HSTS) - if the school is sampled for HSTS, this column will display "Yes"; and
- New Enrollee Special Study - since this special study is only being conducted with grade 8 pilot schools that E-Filed, you'll need to update this field after E-Filing closes on November 19 by running a report using Data Selection.

Exhibit 3-3. Supervisor Log of Schools

Region:
Area:

NAEP 2005
Supervisor Log of Schools

Date: 10/25/04
Page 1 of X

School Information					Sampling Information						Shipping Info	Quality Control Information				Comments
District Name School Name Principal Street Address City State ZIP Phone # NAEP ID# Grade: Take All: HSTS: New Enrollee Study	School Disposition Code	Assessment Date	# of Sessions	Makeup Date	Sample Type (E-file, Fax, School)	Sampling Status (E-sampled, Sampling Pending, Sampling Complete)	Name of person who selected sample (record name)	Where was sample selected? (S)=St.Office (H)=Home (O)=Other	Sample Shipping Info. (Record Date and Tracking #)	Name of person who entered student data in SDS (Record name)	School Packet Shipping Info (Record Date and Tracking #)	QC Flag	Date QC Completed	Overall QC Rating	Date QC Rating Entered in SCS	Notes or Comments

QC Rating: 1 = Excellent; 2 = Good; 3 = Satisfactory; 4 = Unsatisfactory; 5 = Unacceptable; 6 = Could Not Rate

Column 2 – School Disposition Code. This column displays the school's recruitment disposition code. These codes are abbreviated in the following manner:

- PEND = Pending (code 00). This school has not been contacted for recruitment.
- CONT = Contacted/Cooperation Pending (code 02). This school has been contacted but the recruitment status is not final.
- IREF = Interim Refusal (code 05). This school has refused to participate, and refusal conversion has not occurred for this school, so the refusal is not final.
- COOP = Cooperating (code 11). This school has agreed to participate.
- PCOP = Partial Cooperating (code 12). This school has agreed to participate for reading and math, but not science (alpha sample only).
- DREF = District Refusal (code 22). The district or diocese has refused all schools' participation.
- SREF = School Refusal (code 24). This school has refused to participate.
- DRFS = District Refusal for This School Only (code 28). The district has refused to allow this particular school's participation.

Column 3 – Assessment Date. This column displays the school's scheduled assessment date.

Column 4 – # of Sessions. This column displays the number of sessions scheduled for this school

Column 5 – Makeup Date. This column will be blank. If a makeup session is scheduled for this school, record the date in this column. If the school is sampled for the telephone quality control (QC) followup, you should not conduct the call until after the makeup session has been completed.

Sampling Information

Column 6 – Sample Type. This column will display "E-File" if the school sent its sample electronically, otherwise the column will be blank. If the column is blank, you should fill in the type of sample. For example, if the sample was faxed to you or your field manager, write in "Fax." If the sample was provided in hard-copy by the school, write "School."

Column 7 – Sampling Status. This column will display "E-sampled" if the school sent its sample electronically (E-Filed); otherwise the column will display "Sample Pending." As you complete sampling, you should update this column to "Sampling Complete."

Column 8 – Name of person who selected sample. This column will be blank. Record the first and last name of the person who selected the sample.

Column 9 – Where was the sample selected? This column will be blank. Record the place that the sample was selected using the following codes: (S) for State Office, (H) for the Home of the person who selected the sample (column 7), or (O) for Other location.

Column 10 – Sample Shipping Information. This column will be blank. If you need to ship the sample to another person for data entry in the SDS, record the date sent and the tracking # (FedEx) in this column.

Column 11 – Name of person who entered student data in SDS. This column will be blank. Record the first and last name of the person who entered the sampled student data in the SDS.

Shipping Info

Column 12 – School Packet Shipping Info. This column will be blank. When you prepare and ship the school preassessment packet, record the date sent and the tracking # (FedEx) in this column.

Quality Control Information

Column 13 – QC Flag. This column will display "TQC" for those schools selected for telephone QC followup by you. If you selected one of these schools for an in-person quality control visit, you should record "IPQC" in the column.

Column 14 – Date QC Completed. This column will be blank. Record the date you completed either the telephone QC followup or the in-person QC visit.

Column 15 – Overall QC Rating. This column will be blank. Record the overall quality control rating for either the telephone followup or in-person visit. The ratings are listed at the bottom of each page of the listing.

Column 16 – Date QC Rating Entered in SCS. This column will be blank. Record the date you entered the QC rating in the SCS.

The Supervisor Log of Schools will be run and distributed at supervisor training. Since this will be before the official closing date for school E-Filing, which is November 19, you will need to update the logs as schools continue to E-File. Use the SLMS (public schools) or Data Selection (nonpublic schools) in the SCS to keep track of which schools have E-Filed.

3.3.2 Steps in the Sample Selection Process

The Sampling Checklist (Exhibit 3-2) is a summary of the steps that you will follow when selecting each student sample, and should be kept accessible while you are sampling. It presents the steps discussed below in a more concise manner.

Review the List of Students

Before the sample can be drawn, you must review the list provided by the school. If necessary, clarify confusing markings and partially erased or crossed off names. You should review the list for the following items:

- The last names should cover the alphabet reasonably.
- Students listed should only be in the sampled grade (all others are ineligible and should be lined through).
- If there are no students (or if every student is) coded as SD or LEP you should question the state coordinator.
- If there are no students coded for school lunch or the codes are different form the NAEP codes you should question the state coordinator.
- If there are no students (or if every student is) coded as receiving Title I services you should question the state coordinator.

Dealing with Year-round Schools with Off-track Students

If the school is year-round, eligible students who will be off-track on assessment day should be listed, but if they are, they should be clearly marked on the list as “off-track.” The off-track students should not be numbered or included in the total number of eligible listed students.

The percent of off-tack students should be recorded in the SCS. Calculate the percent of off-track students by dividing the number of off-track students in the grade by the sum of the number of students in the numbered list of eligible students plus the number of off-track students in the grade. Multiple the results by 100 and round the decimal to the nearest whole number.

Number the Students on the List

Be sure to correctly identify the school ID and then number the students sequentially from “1” to the total number of students on the list. Do not number off-track students in year-round schools.

- If the school has used a listing form provided by NAEP, number the students in the “For Sampling Use Only” column labeled “Line #” (see Exhibit 3-4).
- If the school has used a printout, number the students neatly in the margin.
- If the school has provided a computer-generated list that is already numbered, verify that the numbering is correct. Note whether a header row on the first and succeeding pages may have been included in the numbering.
- If a year-round school provided a list that is already numbered and it contains off-track students whoa re also numbered, the list must be renumbered.

Exhibit 3-4. Student Listing Form with Students Numbered

NAEP 2005
STUDENT LISTING FORM

School Name: Central Middle

Address: 252 Richardson St
Shannon TS 12345

District Name: Shannon School District

Prepared by: Dallas Jones

Preparer's Phone Number: 555-432-8877

Date List is Current: 11/04/04

QUESTIONS? Please call 1-800-283-6237

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE SELECTED GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT. Please see information on back. Photocopy as necessary.

REQUIRED OF ALL STUDENTS					**Required of Sampled Students**				**For Sampling Use Only**	
-A- Student Name	-B- Birth Date (MMYY)	-C- Gender	-D- SD	-E- LEP	-F- Home-room	-G- Race	-H- NSLP Status	-I- Title I	Line #	Sampled for Session
Tim Adams	06-94	1				1			1	
David Allen	03-94	1				1			2	
Alice Baker	02-95	2	X			2			3	
Donald Bull	01-94	1				1			4	
Ginger Calla	12-93	2				1			5	
Troy Davis	01-94	1				2			6	
David Douglas	03-94	1				2			7	
Elena Espinosa	04-94	2				3			8	
Kelly Funk	05-94	2				1			9	
James Hall	07-94	1				1			10	
Terry Lincoln	11-93	1				2			11	
Mavis Masters	06-94	2				1			12	
Denise Neal	02-94	2				1			13	
Sandra Pratt	02-94	2				1			14	
Caleb Reilly	04-94	1				1			15	
Peter Smith	06-94	1				2			16	
Tina You	07-94	1		X		4			17	

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

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

Recheck the Numbering of Students

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

There are two basic errors that could be made:

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

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

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

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

If the school has provided a computer-generated list, you must double check the numbers. Even with a computer-generated list, it is possible that a change was made causing the number to be incorrect. For example, if the list was produced in Excel and a student name was deleted, the number associated with that student might also be deleted. Sometimes the header row at the top of each page is included in the numbering sequence. When this is the case, cross out the numbers beside each name and renumber all the students.

Compare the School's Student List and Total Enrollment

Once you have numbered the students, compare the total number of students listed with the Total Enrollment recorded on the Instructions for Listing Students—even though the SDS will also make this check during the sampling process. It is anticipated that these figures will match. However, if there is a **discrepancy of 5 or more students**, this should be investigated with the school. The concern is that the school may have intentionally omitted students they expect to exclude or that this is the result of an oversight. You may first want to review the list to see that the first letters of the last names cover the entire alphabet. It is not uncommon for a page to be missing when lists are faxed or mailed. You should first discuss a discrepancy with the NAEP State Coordinator, but these issues probably cannot be resolved without speaking to someone at the school.

Select the Sample Using the Student Data System

If there is agreement between the number of students listed and the Total Enrollment, or once a discrepancy has been resolved, you will use the SDS to select the sample of students and print out the Field Sampling Line Numbers Form, which display the selected line numbers of the sampled students (Exhibit 3-5). After printing the line numbers of the sampled students, you will print the Instructions for Sampling New Enrollees, which displays the line numbers for the sample of new enrollees. You will need to enter the date the original list was compiled, if known (See Exhibit 3-6). See *SDS User's Guide* for instructions on using the SDS to draw the sample.

Make sure you put the Instructions for Sampling New Enrollees in the school folder for use at the preassessment visit.

Indicate the Sample on the List of Students

Once you have printed the sampled line numbers on the Field Sampling Line Numbers Form, you will need to transfer this information to the list provided by the school:

- If the school has used a NAEP listing form, enter the session code in the "Sampled" column on the appropriate line number (see Exhibit 3-7).
- If the school has provided a computer-generated list enter the session code in the margin next to the line numbers of the selected students.

Recheck That the Correct Session Code Is Recorded on the Correct Student Lines

This check should be done immediately to verify that the correct session codes have been recorded for the appropriate on the list. This check should be conducted by someone other than the person who recorded the session codes on the student lists.

How you proceed depends on when you are sampling. If it is on or before November 28, you will enter the student information into the SDS and the data will be sent to Pearson for preprinted Administration Schedules. If it is after November 28, you will need to record the student data directly onto blank Administration Schedules. It is our goal to have 95% of the Administration Schedules preprinted.

Exhibit 3-5. Field Sampling Line Numbers Form

NAEP 2005 Field Sampling Line Numbers Form **12:17PM**

School ID: 9920110 **Region: TS1** **Area: 1** **02/07/2005**

School Name:	Central Middle
School Address:	252 Richardson St. Shannon TS 12345

Year-round School: No
90 students were sampled from 185 listed on the SLF for this school.

Students Selected for the Sample

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

```
1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,
35,37,39,41,43,45,47,49,51,53,55,57,59,61,63,65,
67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,
99,101,103,105,107,109,111,113,115,117,119,121,
123,125,127,129,131,133,135,137,139,141,143,145,
147,149,151,153,155,157,159,161,163,165,167,169,
171,173,175,177,179
```

Exhibit 3-6. Instructions for Sampling From the New Enrollee Listing Form

NAEP 2005 INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

School Name: Central Middle 9:42AM

School ID: 9920110 Sample Type: Alpha 11/15/2004

---

1. Obtain from the school coordinator the New Enrollee Listing Form.

   <u>If there are no names</u> on the form, ask the school coordinator if any students have enrolled in the selected grade since the original list was prepared on [11/1/2004] according to information recorded in the School Control System (SCS).

   <u>If there are names</u> on the form, ask if this list includes all of the students who have enrolled in the selected grade since [11/1/2004] according to information recorded in the SCS.

   Any student who is listed and has officially withdrawn from the school should be deleted from the list by lining through the student's name.

2. Assign line numbers to the students listed by numbering them consecutively from 1 to N. Use the "Line #" column under the heading "For Sampling Only" on the New Enrollee Listing Form for numbering the students.

3. If there are more students on the New Enrollee Listing Form than line numbers below, call your supervisor for directions before proceeding.

4. <u>Sampling new enrollees</u>.

   RS session

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

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

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

5. After sampling is completed, copy the sampled students' names and other demographic data onto the Administration Schedule for the session type for which they were sampled. Be sure to enter a "1" in column M ("New Enrollee") of the Administration Schedule for each selected newly enrolled student.

6 Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.

7. Store this information in the School Folder.

Exhibit 3-7. Student Listing Form with Selected Students Designated

NAEP 2005
STUDENT LISTING FORM

School Name: Central Middle

Prepared by: Dallas Jones

Address: 252 Richardson St
Shannon TS 12345

Preparer's Phone Number: 555-432-8877

Date List is Current: 11/04/04

District Name: Shannon School District

QUESTIONS? Please call 800-283-6237

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE SELECTED GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT. Please see information on back. Photocopy as necessary.

REQUIRED OF ALL STUDENTS					**Required of Sampled Students**				**For Sampling Use Only**	
-A- Student Name	-B- Birth Date (MMYY)	-C- Gender	-D- SD	-E- LEP	-F- Home-room	-G- Race	-H- NSLP Status	-I- Title I	Line #	Sampled for Session
Tim Adams	06-94	1				1		2	1	RS
David Allen	03-94	1				1		2	2	
Alice Baker	02-95	2	X			2		2	3	RS
Donald Bull	01-94	1				1		2	4	
Ginger Calla	12-93	2				1		2	5	RS
Troy Davis	01-94	1				2		2	6	
David Douglas	03-94	1				2		2	7	RS
Elena Espinosa	04-94	2				3		2	8	
Kelly Funk	05-94	2				1		2	9	RS
James Hall	07-94	1				1		2	10	
Terry Lincoln	11-93	1				2		2	11	RS
Mavis Masters	06-94	2				1		2	12	
Denise Neal	02-94	2				1		2	13	RS
Sandra Pratt	02-94	2				1		2	14	
Caleb Reilly	04-94	1				1		2	15	RS
Peter Smith	06-94	1				2		2	16	
Tina You	07-94	1		X		4		2	17	RS

On or Before November 28, Enter Information about Sampled Students into the SDS

Enter the complete student name (first name, middle initial, last name) and other demographic information into the SDS. Convert any demographic information if it is clear that it is based upon a categorization scheme that is different than that given in the SDS. This information can be entered later on the Administration Schedule if you do not have enough information for the conversion. See Section 3.4 for more information about the demographic variables used for NAEP 2005.

Verify the Data Entry of Student Information

After all information about the sampled students has been entered, print the Student Information Report from the SDS (Exhibit 3-8) and have someone who did not do the data entry compare it against the list of students. During this check, the person verifying should check that:

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

Run the CCD Analysis Report From the SDS

Next, you should print the CCD Analysis Report from the SDS. The CCD Data Analysis tool has been added to the SDS as a way for you to check to be sure that the demographic data that the school has provided is accurate. Though the CCD data are approximately two years old, they still provides the best data against which to compare the data the school has provided. Similar comparisons are done on all E-Filed schools to ensure the highest quality data possible.

You should pay particular attention to the warning messages that appear on this report. Be sure to double-check your entries in the SDS for duplicate names, missing data or messages that indicate that all or none of the students are coded a particular way (for example, all students are coded as LEP or no students are coded as SD).

Exhibit 3-8. Student Information Report

STUDENT INFORMATION REPORT

Central Middle 9920110 November 15, 2004

	Student Name	MOB	YOB	Sex	SD	LEP	Homeroom	Race	Lunch	Title1
1	Tim Adams	06	94	1	2	2		1	4	2
	David Allen	03	94	1	2	2		1	4	2
	Alice Baker	02	95	2	1	2		2	4	2
	Donald Bull	01	94	1	2	2		1	4	2
	Ginger Calla	12	93	2	2	2		1	4	2
	Troy Davis	01	94	1	2	2		2	4	2
	David Douglas	03	94	1	2	2		2	4	2
	Elena Espinosa	04	94	2	2	2		3	4	2
	Kelly Funk	05	94	2	2	2		1	4	2
	James Hall	07	94	1	2	2		1	4	2
	Terry Lincoln	11	93	1	2	2		2	4	2
	Mavis Masters	06	94	2	2	2		1	4	2
	Denise Neal	02	94	2	2	2		1	4	2
	Sandra Pratt	02	94	2	2	2		1	4	2
	Caleb Reilly	04	94	1	2	2		1	4	2
	Peter Smith	06	94	1	2	2		2	4	2
	Tina You	07	94	1	2	1		3	4	2

9910111 **RS0801**

If you've printed this report for a number of schools in the state and you see consistent error messages, you should contact your field manager for guidance on how to resolve the discrepancies. Your field manager will direct you on when and how to review these issues with the NAEP State Coordinator and/or the individual schools. It is our goal to have as many of these discrepancies reviewed and resolved as possible before the ACs visit the schools. Review the *SDS User Guide* for more information on how to run the CCD Analysis Report.

Finally, you should transmit your SDS data to Westat every day.

After November 28, Record Information about Sampled Students onto the Administration Schedules

As mentioned previously, the deadline for submitting samples to Pearson in order to get preprinted Administration Schedules is November 28. After that date, you should record the data about sampled students directly onto blank Administration Schedules. Blank Administration Schedules will be sent form Pearson in late November.

Verify the Recorded Student Information

After all information about the sampled students has been recorded on the Administration Schedules, have someone who did not do the recording compare the Administration Schedules against the list of students. During this check, the person verifying should check that:

- the correct student name was recorded on the Administration Schedule;
- the name is complete and spelled correctly;
- all other available information (birth date, sex, SD, LEP, race/ethnicity, School Lunch, Title I, and locator information) is recorded completely and correctly; and
- each student is assigned to the correct session.

If you are at the school (instead of the state office), you should photocopy the handwritten Administration Schedule(s) and give the copies to the school coordinator.

Finally, even though you are not entering student data into the SDS, each time you run sampling and produce sampling line numbers from the SDS, you are creating sampling data, so you should transmit your SDS data to Westat every day.

3.3.3 Using Data Entry Clerks to Assist in Sampling Procedures

You will be using data entry clerks to assist you with some of the sampling procedures. **You may use ACs or AAs if they live either close to you or close to the location where student sampling is being conducted and they have good data entry skills.** Otherwise you should hire temporary data entry clerks to assist with sampling. Consult your field manager to arrange for data entry clerks.

After you have drawn the sample, you will be able to transfer school files to them for the purpose of entering data on the sampled students. After they have entered the student data, they will transfer the school file back to you to import into your computer and transmit to Westat. See the *SDS User's Guide* for more information on transferring student files between you and the clerks who are assisting you.

Clerks can be used in the following ways:

- Numbering the students on the list of eligible students;
- Double checking computer lists for correct numbering of students;
- Double checking the identification of selected students on the list;
- Entering student information in the SDS;
- Printing forms from the SDS for inclusion in the School Folders; and
- Checking the data entry for correctness and completeness.

You will need to use your judgment in deciding the most useful way to use clerks. Above all, it is essential that you always perform the sampling functions on the computer and be in a position to recheck all of their work. **Supervisors are ultimately responsible for the accuracy of all sampling and data entry.**

3.3.4 Special Situations

If a school will only participate if we assess all students instead of only the number we expected to sample, you should check with your field manager. The SDS will allow an override so that all students are assigned to a session. These sampled students should be considered part of the sample and given the appropriate Administration Code. The program will add the students to all sessions assigned to the school, proportionately.

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

3.4 Demographic Variables Codes Used on NAEP 2005 Administration Schedules

This year, the codes available for schools to use to identify the demographic information for students have changed. You'll need to use great care and attention to detail when entering these codes in the SDS. The new codes are described in Exhibit 3-9.

Exhibit 3-9. Key Demographic Variables Codes for Student List Submission: NAEP 2005

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Students with Disabilities (SD)	▪ Yes, SD. ▪ No, not SD. ▪ Information unavailable at this time.[1]	NAEP defines a student with a disability as a student with an IEP or equivalent classification (e.g., Section 504) for reasons other than being gifted and talented.
Limited English Proficient (LEP)	▪ Yes, LEP. ▪ No, not LEP. ▪ Formerly LEP (and monitored for AYP reporting). ▪ Information unavailable at this time.	An LEP student is a student classified by the school as limited English proficient. If a student has achieved full English proficiency within the previous 2 years and the state includes formerly LEP students in its annual yearly progress (AYP) reports, the student should be coded as "formerly LEP." The Formerly LEP designation is to be used only by schools in states that report such students as LEP for AYP reporting purposes.
Sex	▪ Male ▪ Female	

---

[1] The code **"information unavailable at this time**" enables list submitters to convey that the best data will be available in the future. Selection of the "information unavailable at this time" code during list submission will result in the field being left blank when the Administration Schedule is preprinted, and the blank field will be updated by field staff during the preassessment visit.

Exhibit 3-9. Key Demographic Variables Codes for Student List Submission: NAEP 2005 (continued)

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Race/Ethnicity	▪ White, not Hispanic	▪ White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
	▪ Black, not Hispanic	▪ Black, not Hispanic: A person having origins in any of the Black peoples of Africa.
	▪ Hispanic	▪ Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
	▪ Asian/Pacific Islander	▪ Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
	▪ American Indian/Alaska Native	▪ American Indian/Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
	▪ Other	▪ Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
	▪ Information unavailable at this time.	The code “school does not collect this information” will be offered to all schools E-Filing individually, even though this issue most often concerns *nonpublic schools*.

Exhibit 3-9. Key Demographic Variables Codes for Student List Submission: NAEP 2005 (continued)

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
National School Lunch Program (NSLP)	▪ Student not eligible ▪ Free lunch ▪ Reduced-price lunch ▪ School not participating ▪ Information unavailable at this time.	If it is not possible to distinguish between “free” and “reduced price” for some students, code these students as being eligible for free lunch. Students in schools participating in Provisions 2 or 3 of the NSLP should be coded as “free lunch.” Under Provisions 2 and 3, schools provide free lunches to all students in the school. Eligibility is determined for a base year and then not updated for 3 to 4 years or sometimes even longer. Provisions 2 and 3 make it unnecessary for schools to determine student eligibility on an individual basis, and therefore individual eligibility information is either not collected or out of date.
Receiving Title I Services (Title I)	▪ Yes, student receives Title I services. ▪ No, student does not receive Title I services. ▪ Information unavailable at this time.	Title I services are federally funded educational services targeted to students, in high-poverty districts and schools, who are educationally disadvantaged or at risk of failing to meet state standards. All students attending schools that administer a school-wide Title I program should be coded as “Yes, student receives Title I services.”

3.5 Sampling New Enrollees

When the AC calls or visits a school prior to the assessment, it is important that he/she asks the school coordinator whether any students have enrolled in the school since the original list of students was submitted to Westat for sampling in the fall. Their manual guides them through the sampling procedure using the Instructions for Sampling New Enrollees that was generated by the SDS if the sample was drawn by the supervisor, or a similar document generated by Westat for schools that were E-Filed. These documents must be kept in the school folders.

If any of the newly enrolled students are added to the sample, the AC will add the names and demographic information of these students to the Administration Schedule. The AC also will record a “1” (for “Yes”) in column M of the Administration Schedule to indicate that these students have been added after the original sampling through the process of sampling new enrollees.

The parents or guardians of any students who are selected from the new enrollee sample must receive the parental notification letter. The AC should be reminded to check with the school coordinator to ensure that the parental notification letter is sent to the parents prior to the assessment. When the AC has been assured that the letters have been sent, he/she should record this in the Parental Notification section of the SCS school edit screen for the school.

If all parents have not been notified by the assessment day, the assessment will have to be rescheduled. If the parents of sampled new enrollees have not been notified by the assessment day, these students cannot be assessed and must be coded as “absent.” This may result in the need for a makeup session.

4. PREPARING MATERIALS FOR ASSESSMENT COORDINATORS AND SCHOOLS

4.1 Overview of School Folder and Preassessment Packet Contents

In December 2004 and early January 2005, you will prepare the School Folders for ACs and the Preassessment Packets for schools. The contents for the folders and packets will come from Westat, and Pearson. Some materials will be generic and others will be school-specific. Below are charts showing the contents of the folders and packets along with the source, estimated arrival date, and whether the item is generic or school-specific.

Items for School Folders for ACs (see Section 4.3 for a description of the School Folder)

Item	Source	Estimated arrival date	Generic/School-specific
Folder with	Westat	11/12/04	Folder is Generic
Barcode Label		11/12/04	School specific
Instructions for Sampling New Enrollees/New Enrollee Line Numbers	Westat (for E-Sampled schools) Printed from SDS for in-field sampled schools	12/1/04	School-specific
Quality Control Booklet	Westat	11/12/04	Generic
Quality Control Booklet Label	Westat	12/13/04	School-specific
School Appreciation Certificate with Folder	Westat	12/13/04	Certificate is School-specific Folder is Generic
Administration Schedules - original	Pearson	12/22/04	School-specific
Questionnaire Rosters - original	Pearson	12/22/04	School-specific
Public School Only Items			
Single School E-Filing Summary Report (if applicable)	Westat	12/13/04	School-specific

In addition to these materials, you will receive the following materials, resulting from E-Sampling that you should keep for reference. You can forward this information to the appropriate AC, if necessary. All of these materials are school-specific. These materials delivered from Westat are for E-Sampled schools; however, you can print these materials from the Student Data System (SDS) for E-Sampled schools and schools that are sampled in-field (see the *SDS User's Guide*).

Sampling Materials

Item	Source	Estimated arrival date	Description
E-File Roster	Westat	12/1/04	Listing of all students submitted on school's E-File
Field Sampling Line Numbers	Westat	12/1/04	Listing of the sample line numbers for E-Sampled students
Student Information Report	Westat	12/1/04	Listing of demographic information for E-Sampled students by session
SD/LEP Report	Westat	12/1/04	Listing of SD and/or LEP E-Sampled students by session.

Items for School Preassessment Packets (see Section 4.4 for a description of the Preassessment Packet)

Item	Source	Estimated arrival date	Generic/School-specific
➢ Instruction for School Coordinators ➢ Instructions for School Coordinators – Science Bridge	Westat	11/12/04	Generic
➢ NAEP Inclusion Booklets ➢ NAGB Inclusion Booklet ➢ Science Bridge Criteria for Inclusion	Westat	11/12/04	Generic
New Enrollee Listing Form	Westat	11/12/04	Generic
Department of Agriculture Letter	Westat	11/12/04	Generic
Demonstration Booklets	Westat	11/12/04	Generic
Frameworks	Westat	11/12/04	Generic
Teacher's Guide to NAEP	Westat	11/12/04	Generic
Sample Teacher Notification Letter	Westat	11/12/04	Generic
Sample Parent Notification Letter	Westat	11/12/04	Generic
Student Appreciation Certificates – Grade 8 & 12 versions	Westat	11/12/04	Generic
Student Appreciation Certificates Grade 12 mathematics version	Westat	11/12/04	Generic
➢ School Storage Envelope – Grade 4 & 8 ➢ School Storage Envelope – Grade 12	Westat	11/12/04	Generic
"Important NAEP Materials" Label	Westat	11/12/04	Generic
➢ Accommodations Worksheet ➢ Accommodations Worksheet – Science Bridge	Westat	11/12/04	Generic
School, Teacher, SD, LEP Questionnaires	Pearson	12/1/04	Generic
Questionnaire Rosters (copy of original included in School Folder)	Pearson	12/1/04	School-specific

Items for School Preassessment Packets (see Section 4.4 for a description of the Preassessment Packet) (continued)

Item	Source	Estimated arrival date	Generic/School-specific
Administration Schedules – blank	Pearson	12/1/04	Generic
Administration Schedules – school copy	Pearson	12/22/04	School-specific
Student ID labels for Student Appreciation Certificates	Pearson	12/22/04	School-specific

4.2 Overview of Sample Types and Subjects Assessed

This year, we have four distinct samples:

- Operational Public Schools Grades 4 and 8 (Alpha sample – operational sessions)
- Pilot Public Schools Grades 4 and 8 (Beta sample – pilot sessions)
- Public Grade 12 schools (Gamma sample – operational and pilot sessions)
- Nonpublic Schools Grades 4, 8, and 12 (Delta sample – operational and pilot sessions)

Depending on the session types in a school, the contents of the school folder and preassessment packet could vary.

The seven-digit NAEP School ID will help you determine the sample and session types for which the school is selected.

Digits	Description
1, 2	Jurisdiction Code
3	1 = Grade 4 2 = Grade 8 3 = Grade 12
4, 5, 6	Sequential number within the jurisdiction and grade
7	0 = Original Operational Public School (Alpha sample) 1 = Original Public Pilot or Grade 12 school (Beta or Gamma samples) 2 = Substitute Public Pilot or Grade 12 school (Beta or Gamma samples) 3 = Original Nonpublic School (Delta sample) 4 = Substitute Nonpublic School (Delta sample)

Therefore, NAEP School ID Number 2110250 is an original public grade 4 school in Kentucky in the operational sample:

21 = Code for Kentucky
1 = Grade 4
025 = Sequential number
0 = Original Operational Public School (Alpha sample)

NAEP School ID Number 0634113 is an original grade 12 nonpublic school in California:

06 = California
3 = Grade 12
411 = Sequential number
3 = Original Nonpublic School (Delta sample)

The specific subjects in which a school is being assessed are dependent on the sample for which a school has been selected. The chart below shows the sample types and the possible assessed subjects for each.

Subjects	Operational (Public Gr. 4 & 8)	Pilot (Public Gr. 4 & 8)	Public Gr. 12	Nonpublic (Gr. 4, 8 & 12)
Mathematics - operational	✓		✓	✓
Reading - operational	✓		✓	✓
Science - operational	✓		✓	✓
Mathematics - pilot		✓	✓	✓
Reading - pilot		✓	✓	✓
U.S. History/Civics - pilot		✓	✓	✓
Science Bridge		✓	✓	✓
Economics - pilot			✓	✓
Number of sampled schools	16540 78%	1289 6%	818 4%	2574* 12%

* We expect that approximately 30% of the nonpublic schools will be ineligible.

While 80 percent of the Preassessment Packets you prepare will be identical, approximately 20 percent of the Preassessment Packets have various combinations of subjects and will need varying materials:

- Operational Subjects Grades 4, 8, and 12 (Reading/Mathematics/Science)
- Pilot Subjects Grades 4 and 8 (Reading/Mathematics/U.S. History/Civics)
- Pilot Subjects Grade 12 (Mathematics/U.S. History/Civics/Economics)
- Science Bridge Grades 4, 8, and 12

This will be discussed in greater detail in Section 4.3 (Preparing School Folders) and Section 4.4 (Overview of Preparing Preassessment Packets).

You can determine the Session Type by looking at the session ID (available in the SCS, SDS or on the Administration Schedules). The six-digit session ID is described below.

Digits	Description
1, 2	Session type: Operational Sessions RS = Reading, Mathematics, Science RM = Reading, Mathematics Pilot Sessions PT = Pilot Reading (4&8), Mathematics, Civics, U.S. History, Economics (12 only) SC = Science operational (for states not doing science in RS sessions) Other Sessions SB = Science Bridge PR = Puerto Rico sessions (mathematics only)
3, 4	04 = Grade 4 08 = Grade 8 12 = Grade 12
5, 6	Sequential number within the session type and grade

Therefore, Session # RS0801 is the first reading, mathematics, and science session in a grade 8 school.

RS = Reading, Mathematics, Science
08 = Grade 8
01 = first RS session in the school

RS Sessions. Most grade 4 and grade 8 schools in the operational sample will have three sessions of RS – reading, mathematics and science.

RM Sessions. The exception to the RS sessions is in the jurisdictions that did not elect to assess science to get statewide results. These grade 4 and grade 8 schools in these jurisdictions will have two RM sessions – reading and mathematics. The jurisdictions are: Alaska, Iowa, Kansas, Nebraska, New York (except for New York City), Pennsylvania, District of Columbia, and Bureau of Indian Affairs (BIA).

SC Sessions. SC is the operational science session at all grades. In states that are not assessing statewide science in the RS session, a small number of grade 4 and grade 8 schools will be assigned a science operational session to represent the state in the national sample. At grade 12, the SC session is not combined with reading and mathematics.

SB Sessions. The science bridge session will be conducted in the national sample schools at all three grades (4, 8, 12). This session has a different script and timing form the other sessions and is the only session that cannot be combined with the others.

PT Sessions. PT are the pilot test sessions In grade 4 and grade 8 and pilot test subjects are reading, mathematics, civics, U.S history. In grade 12 schools, the pilot test subjects are mathematics, civics, U.S. history and economics.

PR Sessions. PR is the Spanish version of the mathematics session that will only be administered I Puerto Rico at in grade 4 and grade 8 schools.

4.3 Preparing School Folders

You will prepare a School Folder for each cooperating and pending school in your region. The School Folder will hold the forms and materials required for completing all aspects of the assessment from making the initial contact with the school coordinator to documenting the preassessment and assessment visits. Exhibit 4-1 displays the materials that you will use to create the School Folders for the public and nonpublic schools in your region.

Public School Folders. You will create a School Folder for each cooperating and pending public school in your region (for which the state gained cooperation) when you return from training. All School Folders are yellow in color. If you wish to distinguish among grade levels, you may use highlighters, colored stickers, or assign right, left, and center tabs to specific grade levels. To prepare these public School Folders, you will:

- place the school name barcode label onto the tab of the School Folder, and
- fill in as much information specified on the front of the School Folder (Exhibit 4-2) as possible, such as school name, address, region, area, state, , etc.

Nonpublic School Folders. From the gaining cooperation supervisor, you will receive a School Folder (exhibit 4-2) for each nonpublic school in your region (pending, cooperating, or refusal). Supervisors working on gaining cooperation will already have begun the nonpublic School Folders by affixing name labels on the tabs and filling in as much information specified on the front cover as possible. Inside the folder you should find the following forms related to the gaining cooperation process, including the:

- Record of Contact(s) (ROC) – Diocese/School;
- Data Collection Form (completed by the gaining cooperation supervisor);
- Special Situation Form (if applicable); and
- Refusal Form (if applicable).

You will add the remaining items that make up the complete School Folder as they become available. The School Folder, for both public school and nonpublic schools, will now serve as the repository for all documents, forms, and materials related to an individual school until the time that the contents are separated during the process of creating the Preassessment Packet.

Exhibit 4-1. School Folder Contents

General Materials

☐ Folder with barcode label attached (public or nonpublic).

☐ Instructions for Sampling New Enrollees/New Enrollee Line Numbers.

☐ Quality Control Booklet with label.

☐ School Appreciation Certificate with Folder.

☐ FedEx tracking information for Preassessment Packet.

Materials from Pearson

☐ Original Copy of Administration Schedules.

☐ Original Copy of Questionnaire Roster (prepared) (make copy for School Folder).

Public School Materials

☐ School E-Filing Summary Report (if applicable).

Nonpublic School Materials

☐ Nonpublic School Data Collection Form (completed during Gaining Cooperation effort).

☐ Record of Calls from Gaining Cooperation effort.

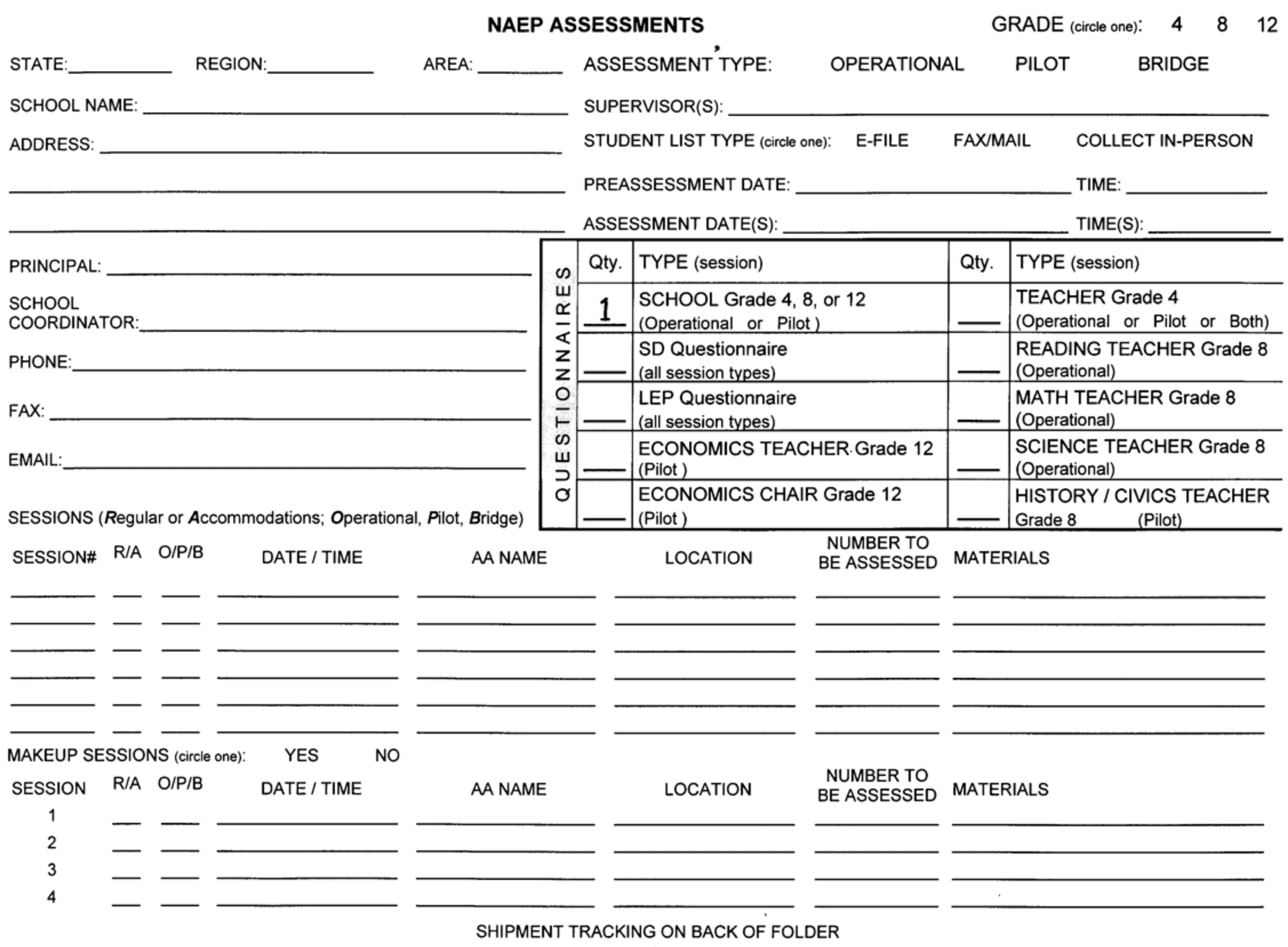
☐ Special Situation Form (if applicable).

☐ Refusal Form (if applicable).

Grade 8 Pilot (Beta sample) schools that E-Filed

☐ E-File Roster (for conducting the New Enrollee Special Study).

Exhibit 4-2. School Folder Cover



NAEP ASSESSMENTS

GRADE (circle one): 4 8 12

STATE:__________ REGION:__________ AREA: ________

ASSESSMENT TYPE: OPERATIONAL PILOT BRIDGE

SCHOOL NAME: ______________________________

SUPERVISOR(S): ______________________________

ADDRESS: ______________________________

STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECT IN-PERSON

PREASSESSMENT DATE: ____________ TIME: ________

ASSESSMENT DATE(S): ____________ TIME(S): ________

PRINCIPAL: ______________________________

SCHOOL COORDINATOR: ______________________________

PHONE: ______________________________

FAX: ______________________________

EMAIL: ______________________________

QUESTIONNAIRES	Qty.	TYPE (session)	Qty.	TYPE (session)
	1	SCHOOL Grade 4, 8, or 12 (Operational or Pilot)	___	TEACHER Grade 4 (Operational or Pilot or Both)
	___	SD Questionnaire (all session types)	___	READING TEACHER Grade 8 (Operational)
	___	LEP Questionnaire (all session types)	___	MATH TEACHER Grade 8 (Operational)
	___	ECONOMICS TEACHER Grade 12 (Pilot)	___	SCIENCE TEACHER Grade 8 (Operational)
	___	ECONOMICS CHAIR Grade 12 (Pilot)	___	HISTORY / CIVICS TEACHER Grade 8 (Pilot)

SESSIONS (***R***egular or ***A***ccommodations; ***O***perational, ***P***ilot, ***B***ridge)

SESSION#	R/A	O/P/B	DATE / TIME	AA NAME	LOCATION	NUMBER TO BE ASSESSED	MATERIALS

MAKEUP SESSIONS (circle one): YES NO

SESSION	R/A	O/P/B	DATE / TIME	AA NAME	LOCATION	NUMBER TO BE ASSESSED	MATERIALS
1							
2							
3							
4							

SHIPMENT TRACKING ON BACK OF FOLDER

Regardless of whether your school is a nonpublic school or a public school, as each of your sampled schools that did not submit an electronic file of students are sampled in-field, you will print from the SDS the following documents related to the student sample. For those schools that E-File, you will receive a preprinted copy of each of these documents from Westat around December 1, or you can print this information from the SDS.

- Instructions for Sampling New Enrollees/New Enrollee Line Numbers
- The Field Sampling Line Numbers Form
- The Student Information Report
- The SD/LEP Report

Only the Instructions for Sampling New Enrollees/New Enrollee Line Numbers need to be included in the School Folders. The other materials are for you to keep for reference. You can forward these other materials to the appropriate supervisor, if necessary.

Around December 1, Westat will send you the E-File Roster, which is a printout of the original list of grade eligible students submitted during E-Filing. The E-File Roster should be included in the School Folder for grade 8 pilot (beta sample) schools that E-Filed. You will need the E-File Roster to conduct the New Enrollee Special Study (see section 7.4 for more information on the New Enrollee Special Study). You should keep the E-File Rosters for other schools for reference and you can forward it to the appropriate supervisor, if necessary. For example, if the school coordinator does not recognize the sampled students on the Administration Schedule as being in the sampled grade, the AC may need to review the original list of students E-Filed for sampling in order to identify and resolve the problem

The only other material that needs to be included in the School Folder is the School E-Filing Summary Report. This report is generated for school that E-Filed and displays the online data checks that are unresolved for each school. This report should be included in the School Folder and you should review it with the AC. See Section 7.7 for more information about this report.

On the cover of the School Folder in the section labeled QUESTIONNAIRES, you should write the appropriate number of subject-area teachers for the sampled grade level. For public schools the NAEP State Coordinators should have entered this information into the School Control System (SCS) from data collected on the School Data Information Form. For nonpublic schools you can get this information from the Nonpublic School Data Collection Form (page 2). If this information hasn't been entered in the SCS for nonpublic schools, you should enter it.

At this point you have put everything in the School Folder that you can. You will be adding the preprinted Questionnaire Rosters from Pearson in early December and preprinted Administration Schedules from Pearson in late December.

All completed School Folders must be shipped to ACs for receipt by January 3, 2005.

4.4 Overview of Preparing Preassessment Packets

You will prepare a Preassessment Packet for each school in your assignment that you will FedEx to the school coordinator approximately 3 weeks prior to the scheduled assessment date. It will contain the materials the school coordinator will use to prepare for both the preassessment and assessment visits.

4.4.1 Determining Where You Will Assemble the Preassessment Packets

With the exception of the preprinted school and AC copies of the Administration Schedules, and the Student name/ID labels for the Student Appreciation Certificates for grades 8 and 12 schools, which will arrive the last week of December, by the end of the second week of December you will have received everything you need for assembling the Preassessment Packets. During January, supervisors must be present for or actually conduct certain preassessment visits (in order to conduct special procedures – see chapter 7) as well as attend AA training sessions for their region; therefore, it is essential that all of the Preassessment Packets be assembled and ready to mail by January 3 (3 weeks before January 24, the first day of assessments). Meeting this deadline will require the assistance of ACs and a carefully thought out method of organization. We recommend that you assemble the packets in stages as materials are available. ACs are available to help with assembling the Preassessment Packets until December 31. After that they must attend to their AC preassessment responsibilities. It is the supervisor's responsibility to oversee the packet preparation and shipment to schools. **These materials should not be sent to ACs for assembly and shipping.**

Former supervisors have found it advantageous to involve as many ACs as possible in the assembly of the school packets that will be distributed in their area. They gain familiarity with the schools in their area as well as the forms and procedures they will use for conducting assessments in the schools. Therefore, you should make every effort to allow ACs to assist you with the preparation and assembly of materials for the schools in their area assignment. Your field manager can work with you to decide how best to arrange for ACs to participate in the process. Keep in mind that depending on which AC training your team attends and the geography of your state, it may not be possible to involve all the ACs in this process. The following options may help you decide on the plan that best fits you and your staff.

- Supervisors may choose to set up their homes or a nearby meeting space for assembly of materials and invite all their local ACs to travel in each day and work together to finish the process for all schools in the region. An advantage of this plan is that materials can be laid out and left for the duration of the time required to complete the task. The disadvantage is that some supervisors find it very burdensome and disruptive to their families to have staff working in their homes. If you do choose this option, you are eligible for $150 home office allowance for the months of December and January.
- In other situations, it may be best for the supervisor to work from home with a clerk to assemble the packets as materials arrive. The advantage of this system is that the supervisor and materials remain stationary throughout the process. If you do choose this option, you are eligible for $150 home office allowance for the months of December and January.
- In larger states where travel and overnight stays are an issue, the supervisor may decide to reserve meeting space and bring all ACs together for preparation and assembly of the materials for their areas. The advantage of this system is that a maximum number of ACs can be involved in the process. The disadvantage is the cost and that all the packets must be prepared at once.

There may be other options that will work better in your state. Review all your proposed plans with your field manager before implementing them.

4.4.2 Organizing the Task

When you have decided how best to schedule the assembly session in your region, you will need to think about a plan that makes best use of your and your clerk’s or ACs’ time and minimizes the possibility of errors in the assembly process. There are many ways the assembly process can be successfully organized. This manual offers one method experienced supervisors have found successful.

1. Begin by printing a report using the Data Selection feature of the SCS. Select area, school name, NAEP ID, selected grade, status, and scheduled assessment date. Sort by area and grade. Subset status to cooperating and pending. Make several copies of the report to use to check the completion and quality control of each step.
2. Sort the School Folders by area. Then sort by grade level within area. The sort of folders should match the sort of the report you will use for monitoring progress.
3. Work with one area at a time. Within each area, work with one grade level at a time. This minimizes the possibility of accidentally inserting materials into the packet that are not grade specific.

Although you will want to involve your ACs as much as feasible in the preassessment packet assembly process, we don't want to travel ACs to assemble FedEx boxes or label folders – this does not help them understand NAEP, so supervisors can hire temporary staff as clerks. Here is a list of tasks that clerks can perform:

1. Put labels on School Folders.
2. Prepare FedEx labels for each school and put them in the School Folders.
3. Assemble FedEx boxes for mailing.
4. Assemble non-school-specific materials for each grade level and place in School Folders.
5. Sort completed packets by assessment day to prepare for weekly mailings by supervisor.
6. Individualize the "Instruction to School Coordinator for Preparing the Materials."

A clerk could do these tasks in preparation for the big assembly when ACs come together. The more you can include your ACs in these preassessment activities the more they will learn and become comfortable with all the materials. It will also give you a chance to observe their work and evaluate their understanding of the process. Our goal is to provide ACs as much knowledge as possible so they can fulfill their responsibilities when working at the schools. Here's a list of tasks in which ACs should be involved:

7. Record NAEP School ID Number on School Questionnaires and the questionnaire number on Roster.

8. Record NAEP School ID Number on Teacher Questionnaires and the questionnaire number on the Roster.

9. Prepare SD and/or LEP Questionnaires and record questionnaire number on Roster.

4.4.3 Preparing Preassessment Packets

Exhibit 4-3 displays a list of materials that are included in the Preassessment Packets for grade 4 or 8 operational (alpha sample) schools, which account for approximately 80 percent of sampled schools. Appendix E contains a sample of each material presented in the order in which it should be placed in the Preassessment Packet.

Materials Provided by Westat

The first supply of materials that you will receive after supervisor training is from Westat. In mid-November, you can begin by preparing the materials using the procedure outlined in Section 4.4.2. The following materials are generic and require no specific preparation by you:

- NAEP Criteria for Including Students with Disabilities;
- NAEP Criteria for Including Limited English Proficient Students;
- Department of Agriculture Letter;
- Operational Demonstration Booklets (grade specific)*;
- Frameworks (subject specific)*;
- *Teacher's Guide to NAEP*;
- Sample Teacher Notification Letter;
- Parent Notification Letter (you must include the correct version of the letter for public schools – if the state provided the parent notification letter (noted in the SCS), you must obtain and include that state version of the letter. Otherwise, include the NAEP sample letter);
- NAEP Storage Envelope – Red.

***Please Note:** If you (or the NAEP State Coordinator) have previously sent the Demonstration Booklets or Frameworks to a school, they should not be included in the Preassessment Packet.

Exhibit 4-3. Preassessment Packet Contents

Operational Schools (Grades 4 and 8)
Alpha Sample

Material Produced by Westat Available Mid-November	**Operational Schools**		**Material Produced by Pearson Available Early December**	**Operational Schools**	
	Gr 4	Gr 8		Gr 4	Gr 8
Instructions to School Coordinators	✓	✓	School Questionnaire – Operational Grade 4	✓	
NAEP Criteria for Including Students with Disabilities	✓	✓	School Questionnaire – Operational Grade 8		✓
NAEP Criteria for Including Limited English Proficient Students	✓	✓	Teacher Questionnaire – Operational Grade 4	✓	
New Enrollee Listing Form	✓	✓	Teacher Questionnaire – Operational Mathematics Grade 8		✓
Department of Agriculture Letter	✓	✓	Teacher Questionnaire – Operational Reading Grade 8		✓
Operational Demonstration Booklet – Grade 4	✓		Teacher Questionnaire – Operational Science Grade 8		✓
Operational Demonstration Booklet – Grade 8		✓	SD Questionnaire	✓	✓
Reading Framework	✓	✓	LEP Questionnaire	✓	✓
Mathematics Framework	✓	✓	Questionnaire Roster – Operational Grade 4 - Original	✓	
Science Framework	✓	✓	Questionnaire Roster – Operational Grade 8 - Original		✓
Teacher's Guide to NAEP	✓	✓	Supplemental SD or LEP Questionnaire Roster - Original	✓	✓
Sample Teacher Notification Letter	✓	✓	**Material Produced by Pearson Available Late December**	**Operational Schools**	
Sample Parent Notification Letter (State version or NAEP version)	✓	✓	Administration Schedule – School Copy	✓	✓
Student Appreciation Certificates – Grade 8 (labeled with student name/ID label from Pearson)		✓	Student Name/ID Labels – Grade 8 (use to label Student Appreciation Certificates)		✓
School Storage Envelope – Grade 4 and 8 (Red)	✓	✓			
Accommodations Worksheet (with student name, subject and SD/LEP status completed)	✓	✓			
Accommodations Worksheet – Science Bridge (with student name and SD/LEP status columns completed)	✓	✓			

The following materials from Westat require some preparation by you:

- Instructions to School Coordinators – this is the letter that goes on top of the packet and explains what the school coordinator should do with the contents of the packet

  Prepare by entering the school coordinator's name, assessment date, and sign the letter;

- New Enrollee Listing Form – this is the form that that the school coordinator will use to keep track of new enrollees since the student list was submitted for sampling. This procedure gives all students an equal chance to be selected to participate in NAEP.

  Prepare by recording the date the list of eligible students used for sampling is current and the sampled grade;

- Student Appreciation Certificates (Grades 8 and 12 only) – these are certificates that schools distribute to grade 8 and 12 students sampled for NAEP. The certificates not only express out appreciation for their participation, but also act as an appointment card for the assessments. At grade 12 there are two types of certificates – one for students sampled for a mathematics session, reminding them to bring their own calculator, and one for students sampled to be assessed in other subjects.

  Prepare by labeling the certificate with the student-specific name/ID label from Pearson (not available until end of December);

- Accommodations Worksheet – this worksheet is optional for the school coordinator to use to keep track of the accommodations that SD and/or LEP students will need for participation in NAEP. There are two version of t this worksheet – one for SD and or LEP students sampled for science bridge sessions and one for SD and/or LEP students in other types of sessions.

  Prepare by record the student's name, subject in which the student will be assessed, and whether the student is SD, LEP or both (SD/LEP).

Questionnaires and Preprinted Questionnaire Rosters Provided by Pearson

The next supply of materials you will receive after supervisor training is School, Teacher, SD, and LEP Questionnaires, preprinted Questionnaire Rosters, and blank Administration Schedules from Pearson.

Questionnaires: You will receive the following types of School and Teacher Questionnaires in bulk:

- School Questionnaires
    - Operational Grade 4
    - Operational Grade 8
    - Pilot Grade 4
    - Pilot Grade 8
    - Grade 12
- Teacher Questionnaires
    - Operational Grade 4
    - Operational Grade 8 – Mathematics
    - Operational Grade 8 – Reading
    - Operational Grade 8 – Science
    - Pilot Grade 4 – U.S. History and Civics
    - Pilot Grade 8 – U.S. History and Civics
    - Pilot Grade 12 – Economics
    - Pilot Grade 12 – Economics Department Head Chair
- Other Questionnaires
    - SD
    - LEP

You can begin preparing the questionnaires for each school by counting the number of each type that you will need for each school. That way, you'll have plenty of time to order additional questionnaires from Pearson, if you need them.

Questionnaire type	Number needed	Where to find number needed
School Questionnaire	1 per school	
Subject-area Teacher Questionnaires	1 per subject-area teacher	School Folder or SCS
SD and/or LEP Questionnaires	1 per SD and/or LEP student	SD/LEP Report

School Questionnaire: To prepare School Questionnaires, you will:

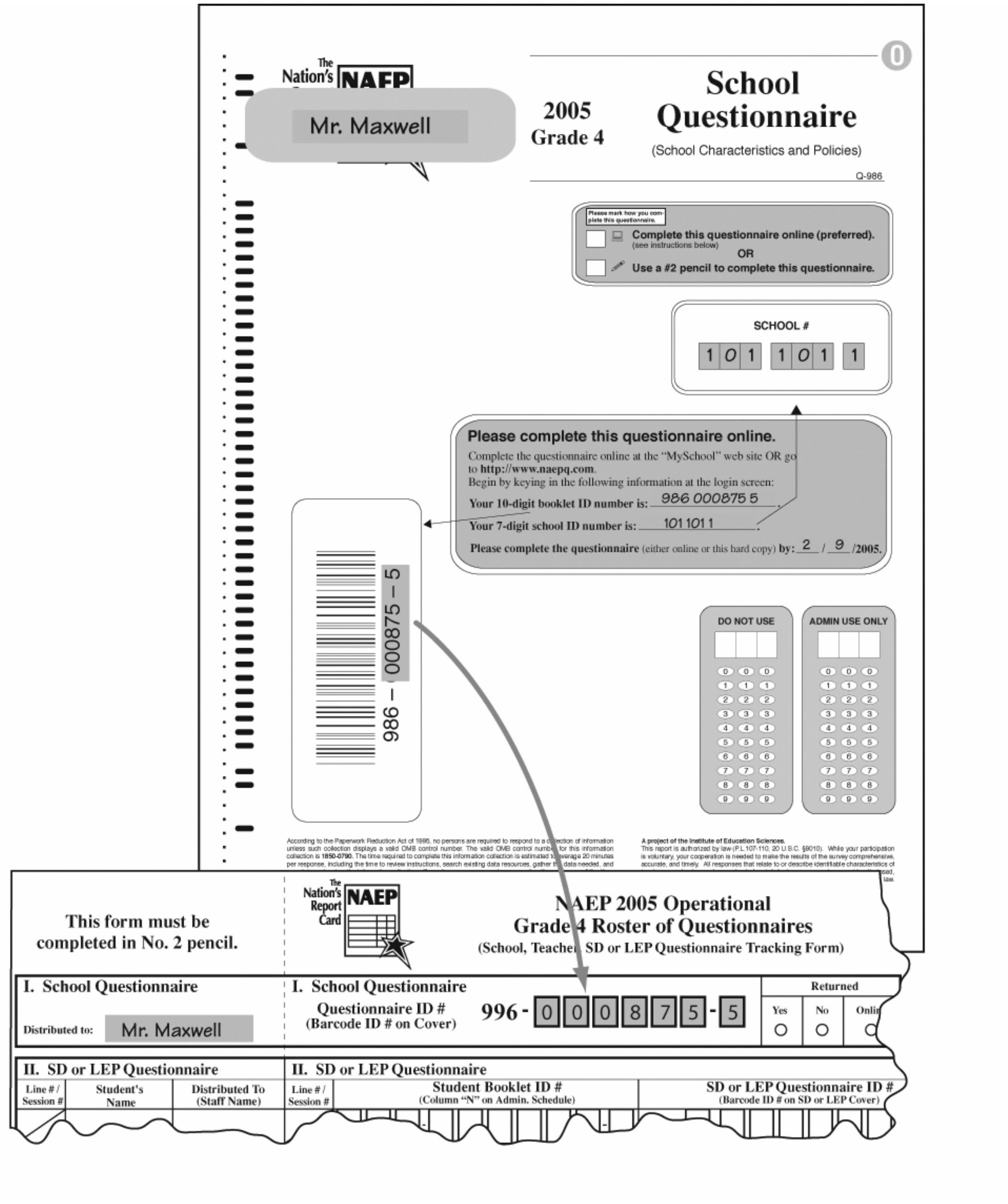
- assign a School Questionnaire to each school;
- write the School ID on the cover of the School Questionnaire (the ID can be found in the SCS);
- fill out the information for completing the booklet online and the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment); and
- add a blank label to the School Questionnaire and put the principal's name on the label if it is known.

See Exhibit 4-4 for an example of how to complete the front of the Grade 4 Operational School Questionnaire.

Teacher Questionnaire: Based on the number of subject-area teachers reported by the school coordinator (public schools) or the gaining cooperation supervisor (nonpublic schools), you will prepare the appropriate number and types of Teacher Questionnaires. Care must be taken that the assigned questionnaire is specific to the grade level and the appropriate content area. Teacher Questionnaires are assigned at all three grade levels. To prepare the Teacher Questionnaires:

- write the NAEP School ID Number on the cover of the Teacher Questionnaire (the ID can be found in the SCS),

Exhibit 4-4. Grade 4 Operational School Questionnaire and Grade 4 Operational Roster



The Nation's Report Card NAEP

Mr. Maxwell

2005
Grade 4

School Questionnaire

(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.

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

OR

☐ **Use a #2 pencil to complete this questionnaire.**

SCHOOL #

1 0 1 1 0 1 1

Please complete this questionnaire online.

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

Your 10-digit booklet ID number is: 986 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.

986 – 000875 – 5

DO NOT USE

ADMIN USE ONLY

This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2005 Operational Grade 4 Roster of Questionnaires

(School, Teacher, SD or LEP Questionnaire Tracking Form)

I. School Questionnaire

Distributed to: Mr. Maxwell

I. School Questionnaire

Questionnaire ID #
(Barcode ID # on Cover)

996 - 0 0 0 8 7 5 - 5

Returned: Yes ○ No ○ Onli

II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)

II. SD or LEP Questionnaire

Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)

- fill out the information for completing the booklet online and the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment); and
- place a blank label on each Teacher Questionnaire and record the teacher name on the label if it is known.

See Exhibit 4-5 for an example of how to complete the front of the Grade 4 Operational Teacher Questionnaire.

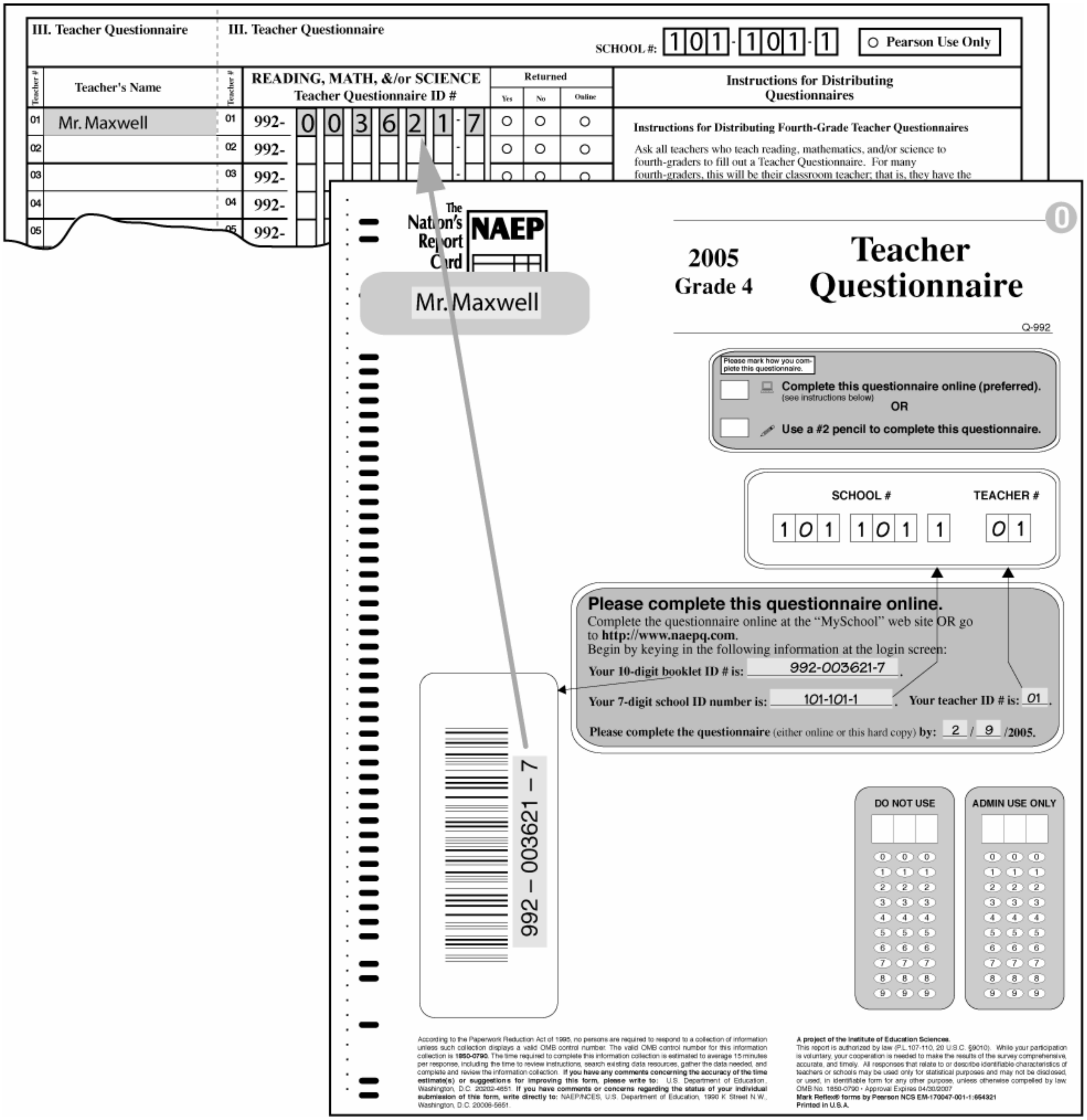
If you don't know how many Teacher Questionnaires you should prepare to include in the Preassessment Packet, bring the questionnaires to the preassessment visit so you can prepare and distribute the questionnaires before you leave the school.

SD and/or LEP Questionnaire: For each student identified as SD and/or LEP on the SD/LEP Report that you have either received from Westat or printed from the SDS, you will prepare a SD and/or LEP Questionnaire (Exhibit 4-6). To prepare the SD and/or LEP Questionnaire, you will:

- write the NAEP School ID Number on each SD and/or LEP Questionnaire (the ID can be found in the SCS);
- enter the student's demographic information (from the Student Information Report); and
- place a blank label on each SD and/or LEP Questionnaire cover and record the name of the student for whom the questionnaire needs to be completed.

If you don't know how many SD and/or LEP Questionnaires the AC should ask for this information during the confirmation phone call (2 days after you FedEx the preassessment packet). The AC should pas this information onto you and you should prepare and send the SD and/or LEP questionnaires to the school coordinator. Once the questionnaires have been sent, the AC should call the school coordinator and encourage him/her to distribute the questionnaires and collect the completed ones back before the preassessment visit so they can be used to guide accommodation and inclusion decisions for SD and/or LEP students.

Exhibit 4-5. Grade 4 Operational Teacher Questionnaire and Grade 4 Operational Roster



III. Teacher Questionnaire

III. Teacher Questionnaire

SCHOOL #: 101-101-1

○ Pearson Use Only

Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
01	Mr. Maxwell	01	992- 003621-7	○	○	○
02		02	992-	○	○	○
03		03	992-	○	○	○
04		04	992-			
05		05	992-			

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

The Nation's Report Card NAEP

Mr. Maxwell

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 # 101 101 1

TEACHER # 01

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.

992 – 003621 – 7

DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0790**. 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. 20202-4651. **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.

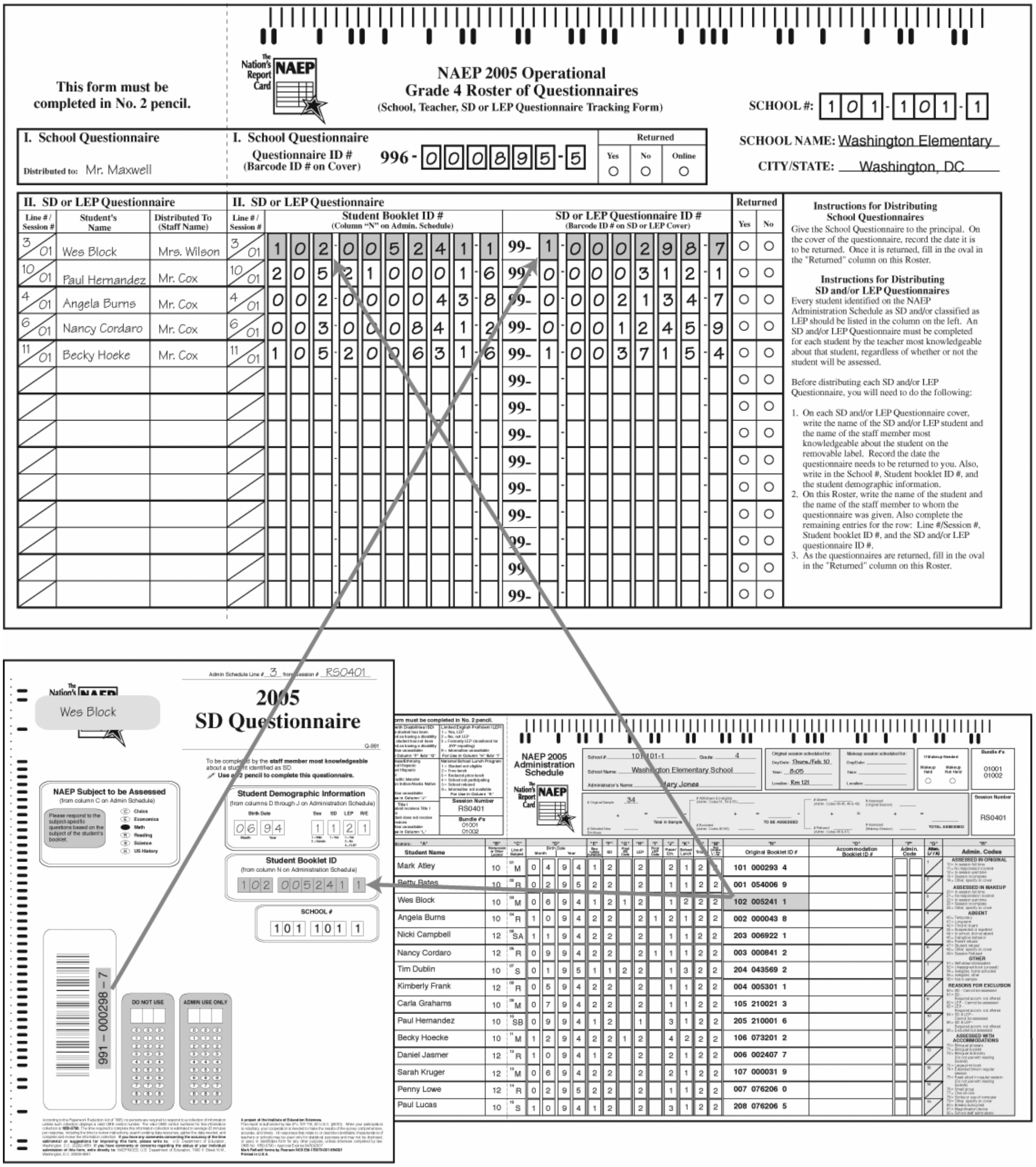
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be 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-170047-001-1:654321

Printed in U.S.A.

Exhibit 4-6. SD Questionnaire and Grade 4 Operational Roster



This form must be completed in No. 2 pencil.

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

SCHOOL #: 101-101-1
SCHOOL NAME: Washington Elementary
CITY/STATE: Washington, DC

I. School Questionnaire
Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID # (Barcode ID # on Cover) 996-000895-5
Returned: Yes ○ No ○ Online ○

II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Returned Yes	Returned No
3/01	Wes Block	Mrs. Wilson	3/01	1 0 2 0 0 5 2 4 1 1-1	99-1-0 0 0 2 9 8-7	○	○
10/01	Paul Hernandez	Mr. Cox	10/01	2 0 5 2 1 0 0 0 1-6	99-0-0 0 0 3 1 2-1	○	○
4/01	Angela Burns	Mr. Cox	4/01	0 0 2 0 0 0 0 4 3-8	99-0-0 0 2 1 3 4-7	○	○
6/01	Nancy Cordaro	Mr. Cox	6/01	0 0 3 0 0 0 8 4 1-2	99-0-0 0 1 2 4 5-9	○	○
11/01	Becky Hoeke	Mr. Cox	11/01	1 0 5 2 0 0 6 3 1-6	99-1-0 0 3 7 1 5-4	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○

Instructions for Distributing School Questionnaires

Give the School Questionnaire to the principal. On the cover of the questionnaire, record the date it is to be returned. Once it is returned, fill in the oval in the "Returned" column on this Roster.

Instructions for Distributing SD and/or LEP Questionnaires

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

Before distributing each SD and/or LEP Questionnaire, you will need to do the following:

1. On each SD and/or LEP Questionnaire cover, write the name of the SD and/or LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information.
2. On this Roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD and/or LEP questionnaire ID #.
3. As the questionnaires are returned, fill in the oval in the "Returned" column on this Roster.

Admin Schedule Line # 3 from Session # RS0401

Wes Block

2005
SD Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

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

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

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

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

Birth Date: Month 06 Year 94 · Sex 1 · SD 1 · LEP 2 · R/E 1

Student Booklet ID
(from column N on Administration Schedule)

102 005241 1

SCHOOL #
101 101 1

991 – 000298 – 7

DO NOT USE

ADMIN USE ONLY

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 Location: Rm 121

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: 34

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

Admin. Codes: ASSESSED IN ORIGINAL · ASSESSED IN MAKEUP · ABSENT · OTHER · REASONS FOR EXCLUSION · ASSESSED WITH ACCOMMODATIONS

The other information that needs to be entered on the SD and/or LEP Questionnaires can only be found on the Administration Schedules and cannot be entered until they are delivered from Pearson in late December.

- The student's booklet number;
- The student's Administration Schedule line number; and
- The session ID.

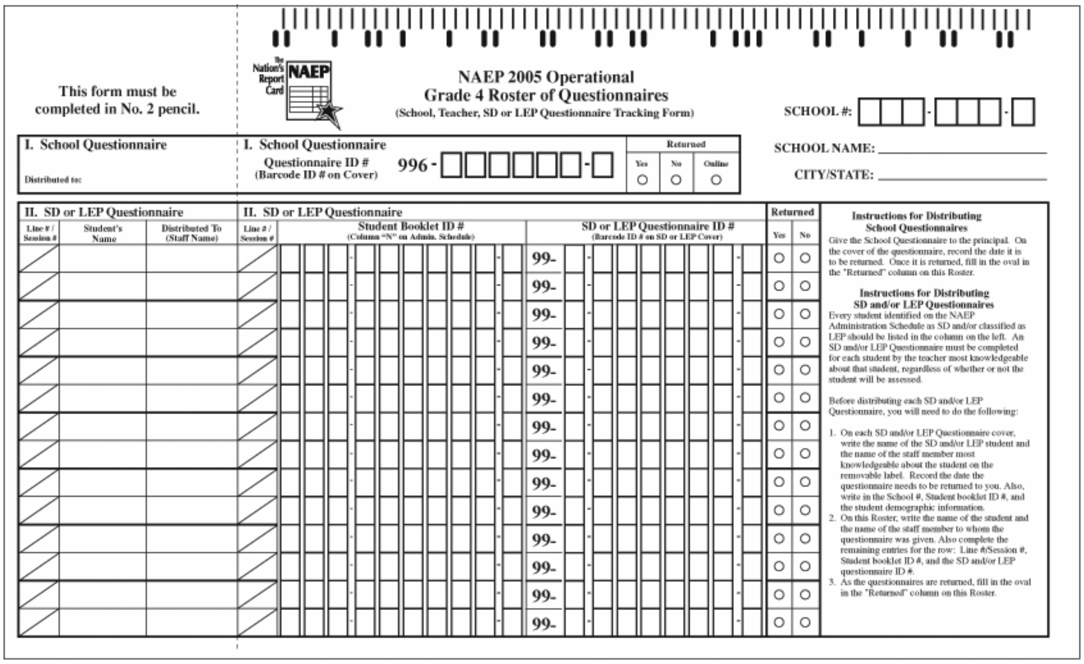
See Exhibit 4-6 for an example of how to complete the front of the SD Questionnaire.

Roster of Questionnaires: As with the questionnaires, depending on the sample type for which the school is selected, you will receive the following types of questionnaire rosters:

- Operational Grade 4
- Operational Grade 8
- Pilot Grade 4
- Pilot Grade 8
- Grade 12
- Supplemental SD or LEP

In order to complete the preparation of the School, Teacher, SD and/or LEP Questionnaires, you will prepare the Roster of Questionnaires (see Exhibit 4-7 for an example of the Operational Grade 4 Roster of Questionnaires). To do so, you should fill out each section as follows:

Exhibit 4-7. Roster of Questionnaires



This form must be completed in No. 2 pencil.

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

SCHOOL #: ☐☐☐-☐☐☐-☐

SCHOOL NAME: ____________________

CITY/STATE: ____________________

I. School Questionnaire

Distributed to:

I. School Questionnaire

Questionnaire ID # (Barcode ID # on Cover) 996-☐☐☐☐☐☐-☐

Returned: Yes ○ No ○ Online ○

II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Returned Yes	Returned No
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○
					99-	○	○

Instructions for Distributing School Questionnaires

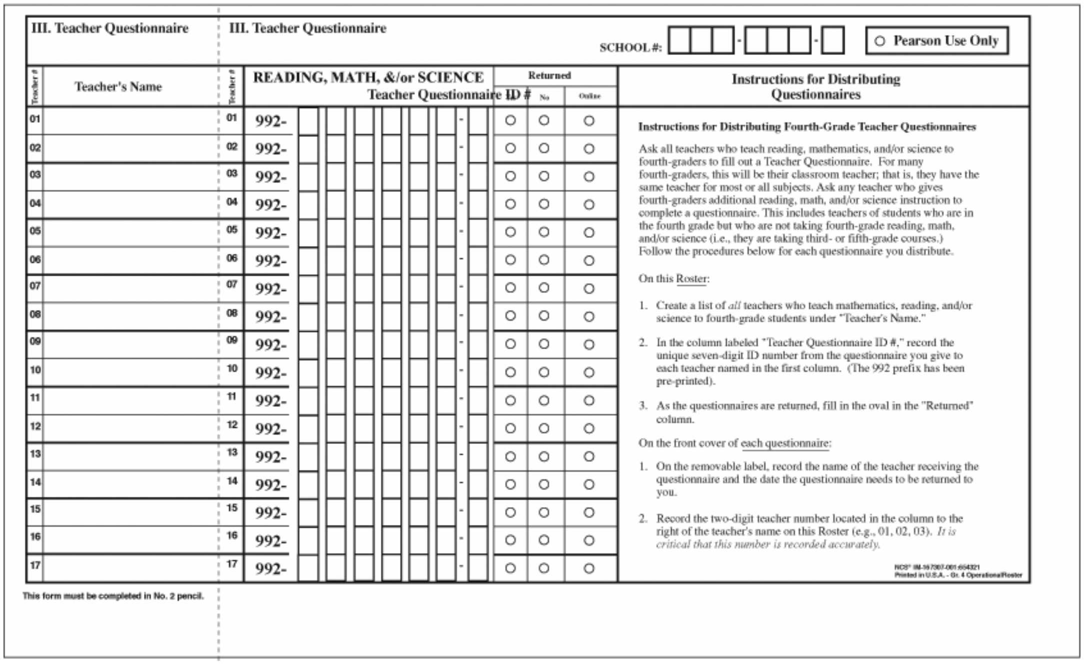
Give the School Questionnaire to the principal. On the cover of the questionnaire, record the date it is to be returned. Once it is returned, fill in the oval in the "Returned" column on this Roster.

Instructions for Distributing SD and/or LEP Questionnaires

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

Before distributing each SD and/or LEP Questionnaire, you will need to do the following:

1. On each SD and/or LEP Questionnaire cover, write the name of the SD and/or LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information.
2. On this Roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD and/or LEP questionnaire ID #.
3. As the questionnaires are returned, fill in the oval in the "Returned" column on this Roster.



III. Teacher Questionnaire

III. Teacher Questionnaire

SCHOOL #: ☐☐☐-☐☐☐-☐

○ Pearson Use Only

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

Instructions for Distributing Questionnaires

Instructions for Distributing Fourth-Grade Teacher Questionnaires

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

On this Roster:

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

On the front cover of each questionnaire:

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

NCS® IM-167307-001:654321
Printed in U.S.A. - Gr. 4 Operational Roster

This form must be completed in No. 2 pencil.

Section I (see Exhibit 4-4 for an example of completing Section I of the Grade 4 Operational Roster of Questionnaires):

- Record the school name and ID from the Administration Schedule Questionnaires.
- Record the School Questionnaire ID.
- Record the principal's name if it is known.

Section II (see Exhibit 4-6 for an example of completing Section II of the Grade 4 Operational Roster of Questionnaires):

- Enter each SD and/or LEP student's name.
- Enter each SD and/or LEP student's 10-digit booklet ID.*
- Enter the SD and/or LEP Questionnaire ID for each SD and/or LEP student.
- Record the student's name and the name of the staff person to whom the questionnaire is distributed, if it is known.

* on the preprinted Administration Schedule (available in late December)

Section III (see Exhibit 4-5 for an example of completing Section III of the Grade 4 Operational Roster of Questionnaires):

- Enter the Teacher Questionnaire ID for each questionnaire.

You will need to make a copy of the complete Roster of Questionnaires to place in the Preassessment Packet. The original completed copy goes in the School Folder for the AC.

Blank Administration Schedules: You will receive a supply of blank Administration Schedules form Pearson. You will use these primarily for schools sampled after November 28 (the deadline for submitting student data for preprinted Administration Schedules) (see section 3.3.2) and for preparing material s for grade 4 take-all schools with no homeroom indicator listed on the preprinted Administration Schedules (see section 7.3)

Preprinted Materials Provided by Pearson

The final supply of materials that you will receive after supervisor training is the preprinted Administration Schedules, and Student Name/ID labels (Grades 8 and 12 only). Upon receipt of these materials, you can finalize the preparation of the Preassessment Packets.

Administration Schedules: Now that you have the preprinted Administration Schedules from Pearson, you can complete the SD and/or LEP Questionnaires and then insert the original in the appropriate School Folder. The "school copy" of the Administration Schedule should be inserted in the Preassessment Packet.

Preprinted Student Name/ID Labels (Grades 8 and 12 only): Affix these labels onto the Student Appreciation Certificates for Grades 8 and 12 students. There are special certificates for Grade 12 mathematics students that remind them to bring their own calculators to the assessment session. Be sure to use this version of the certificate for Grade 12 students assigned a mathematics booklet (see column C of the Administration Schedule). Insert these labeled certificates in the appropriate Preassessment Packets.

4.5 Preparing Other Types of Preassessment Packets

As discussed above, for approximately 80 percent of the sampled schools, you will be preparing the Preassessment Packet as described in Section 4.4.3. However, for the other schools, you will need to customize the contents based on the schools' sample, session type or special procedures (see below). Exhibit 4-8 displays the contents for the various types of schools other than operational Grade 4 and 8.

4.5.1 School Folder and Preassessment Packet Materials for Special Procedures

Chapter 7 describes special procedures that NAEP has established for a subsample of schools for NAEP 2005. Several of these require the addition or substitution of special materials during the assembly of School Folders and Preassessment Packets. These schools are identified on the Log of Schools and a report listing the schools selected for each special procedure can be generated through Data Selection in the SCS.

In schools designated for the School E-Filing Summary Report, supervisors will receive a summary form that must be reviewed with the AC prior to the preassessment visit and should be included in the School Folder. The AC will review this form with the school coordinator during the preassessment visit.

Schools selected for the NAGB Inclusion booklet procedure require a different criteria form to be included in the Preassessment Packet. It is the responsibility of the **supervisor** to make certain the correct form is inserted in place of the NAEP criteria.

Schools with science bridge sessions require an additional criteria form to be included in the Preassessment Packet. It is the responsibility of the **supervisor** to make certain the correct form is inserted in addition to the NAEP criteria.

Supervisors must take care that these special situations are addressed properly during the assembly of Preassessment Packets. You may wish to apply a unique sticker or label to the front of School Folders requiring special procedures to remind you that the assortment of materials varies from the norm. While other special procedures do not impact the assembly of School Folders and Preassessment Packets, they do impact the supervisor's and AC's schedule and require special handling.

4.6 Preparing Other Types of Questionnaires

As discussed above, there are a variety of School and Teacher Questionnaires, as well as rosters for each grade/sample type combination. So far, we've illustrated how to complete the questionnaire covers and rosters for Operational Grade 4 schools. Exhibits 4-9 through 4-22 shown at the end of this chapter, display how to complete the questionnaire covers and rosters for:

- Operational Grade 8 schools;
    - School Questionnaire (Exhibit 4-9)
    - Teacher Questionnaires – Reading (Exhibit 4-10); Mathematics, Science (Exhibit 4-11)
    - SD and LEP Questionnaires (note that there is no place on the Grade 8 Operational Roster to record SD and/or LEP students; so use the Supplemental SD/LEP roster) (Exhibit 4-12)

- Pilot Grade 4 schools;
    - School Questionnaire (Exhibit 4-13)
    - Teacher Questionnaire (Exhibit 4-14)
    - SD and LEP Questionnaires (Exhibit 4-15)

- Pilot Grade 8 schools
    - Schools Questionnaire (Exhibit 4-16)
    - Teacher Questionnaire (Exhibit 4-17)
    - SD and LEP Questionnaires (Exhibit 4-18)

- Operational and Pilot Grade 12 schools (one roster)
    - School Questionnaire (both Operational and Pilot) (Exhibit 4-19)
    - Economics Department Head Questionnaire (Pilot only) (Exhibit 4-20)
    - Economics Teacher Questionnaire (Pilot only) (Exhibit 4-21)
    - SD and LEP Questionnaires (both Operational and Pilot) (Exhibit 4-22)

Note: for SD and/or LEP students in science bridge sessions, the SD and/or LEP questionnaires should be recorded in the SD/LEP section of the appropriate roster, or on the SD/LEP Supplemental Roster.

4.7 Shipping School Folders to ACs and Preassessment Packets to Schools

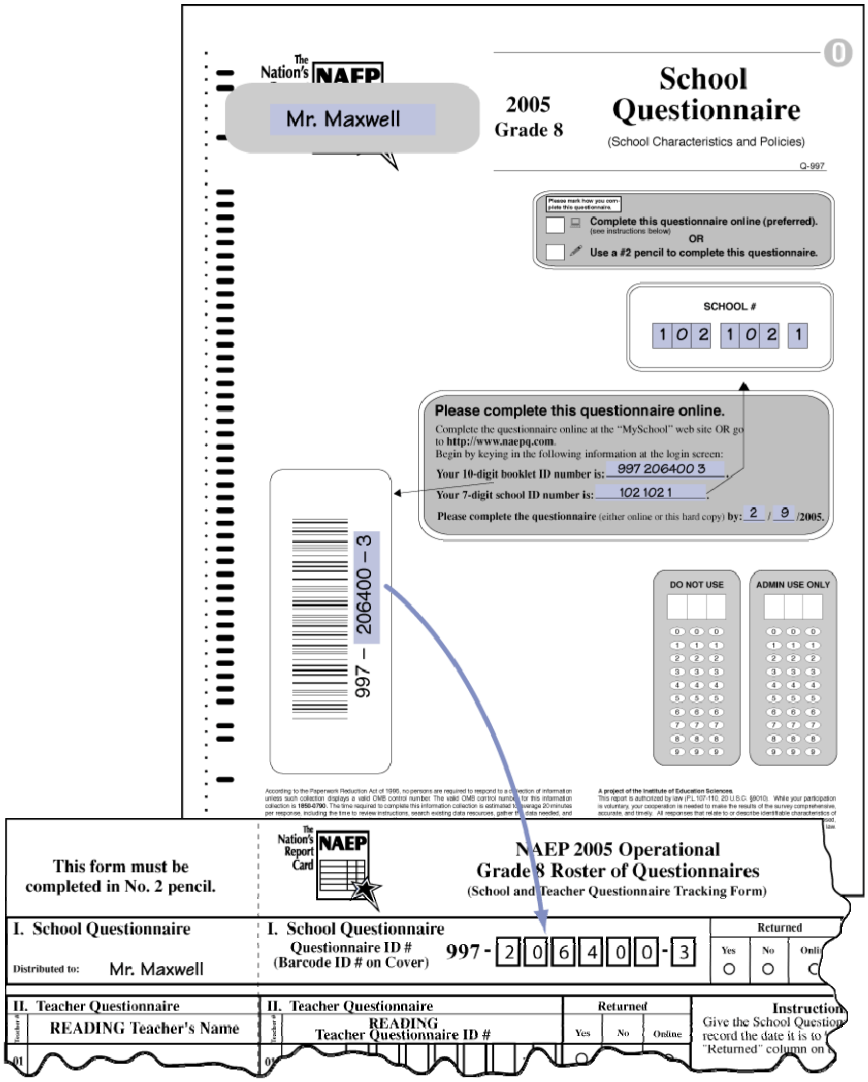
You will be shipping the School Folders to the ACs and the Preassessment Packets to the schools via FedEx. For ACs, the School Folder should fit in a small FedEx box. These boxes can be ordered directly from FedEx (1-800-GO-FEDEX or FedEx.com). For schools, the materials will require a large FedEx box. These should also be ordered directly from FedEx. The materials should be sent by express package service using “FedEx Priority Overnight.” The packaging should be “Other Pkg” for a FedEx box. The payment should be “Third Party” using Westat’s FedEx code 1290-1574-8. Enter the project number 7707.05.52.05 in Section 2 for the Internal Billing Reference number. For the materials that are sent to the schools, you will receive bright neon labels that say “Important NAEP Materials” that can be affixed to the outside of the FedEx box. Be sure to save the FedEx tracking numbers in case the

School Folders or Preassessment Packets need to be tracked.

Suggested shipping dates to the schools are given below:

Assessment Date	**Mail Date**
Jan. 24 – Jan. 28	January 3
Jan. 31 – Feb. 4	January 10
Feb. 7 – Feb. 11	January 17
Feb. 14 – Feb. 18	January 24
Feb. 21 – Feb. 25	January 31
Feb. 28 – Mar. 4	February 7

Exhibit 4-9. Grade 8 Operational School Questionnaire and Grade 8 Operational Roster



The Nation's NAEP

Mr. Maxwell

2005
Grade 8

School Questionnaire

(School Characteristics and Policies)

Q-997

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 2 1 0 2 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: 997 206400 3.

Your 7-digit school ID number is: 102 102 1.

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

997 – 206400 – 3

DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. 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

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

This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2005 Operational
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

I. School Questionnaire

Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID #
(Barcode ID # on Cover)
997 - 2 0 6 4 0 0 - 3

Returned
Yes ○ No ○ Onli

II. Teacher Questionnaire

Teacher # | READING Teacher's Name

01

II. Teacher Questionnaire

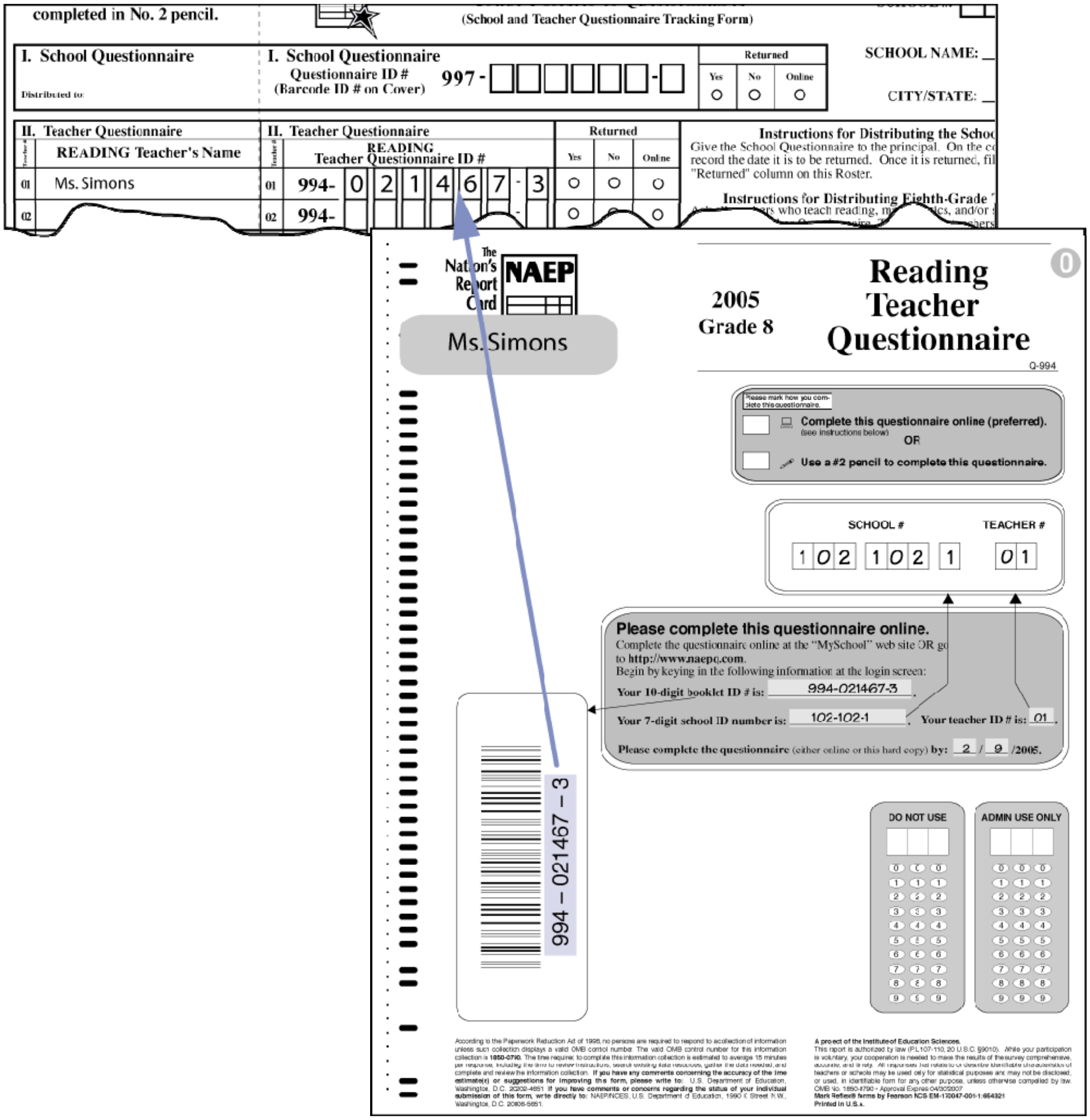
Teacher # | READING Teacher Questionnaire ID #

01

Returned
Yes ○ No Online

Instruction
Give the School Question
record the date it is to
"Returned" column on

Exhibit 4-10. Grade 8 Operational Reading Teacher Questionnaire and Grade 8 Operational Roster



completed in No. 2 pencil.

(School and Teacher Questionnaire Tracking Form)

			Returned		
I. School Questionnaire Distributed to:	**I. School Questionnaire** Questionnaire ID # (Barcode ID # on Cover)	997 - ☐☐☐☐☐☐ - ☐	Yes ○	No ○	Online ○

SCHOOL NAME: _

CITY/STATE: _

II. Teacher Questionnaire		II. Teacher Questionnaire		Returned		
Teacher #	READING Teacher's Name	Teacher #	READING Teacher Questionnaire ID #	Yes	No	Online
01	Ms. Simons	01	994- 0 2 1 4 6 7 - 3	○	○	○
02		02	994-	○	○	○

Instructions for Distributing the Schoo
Give the School Questionnaire to the principal. On the c
record the date it is to be returned. Once it is returned, fil
"Returned" column on this Roster.

Instructions for Distributing Eighth-Grade

Ms. Simons

2005
Grade 8

Reading Teacher Questionnaire

Q-994

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 # 102 102 1 TEACHER # 01

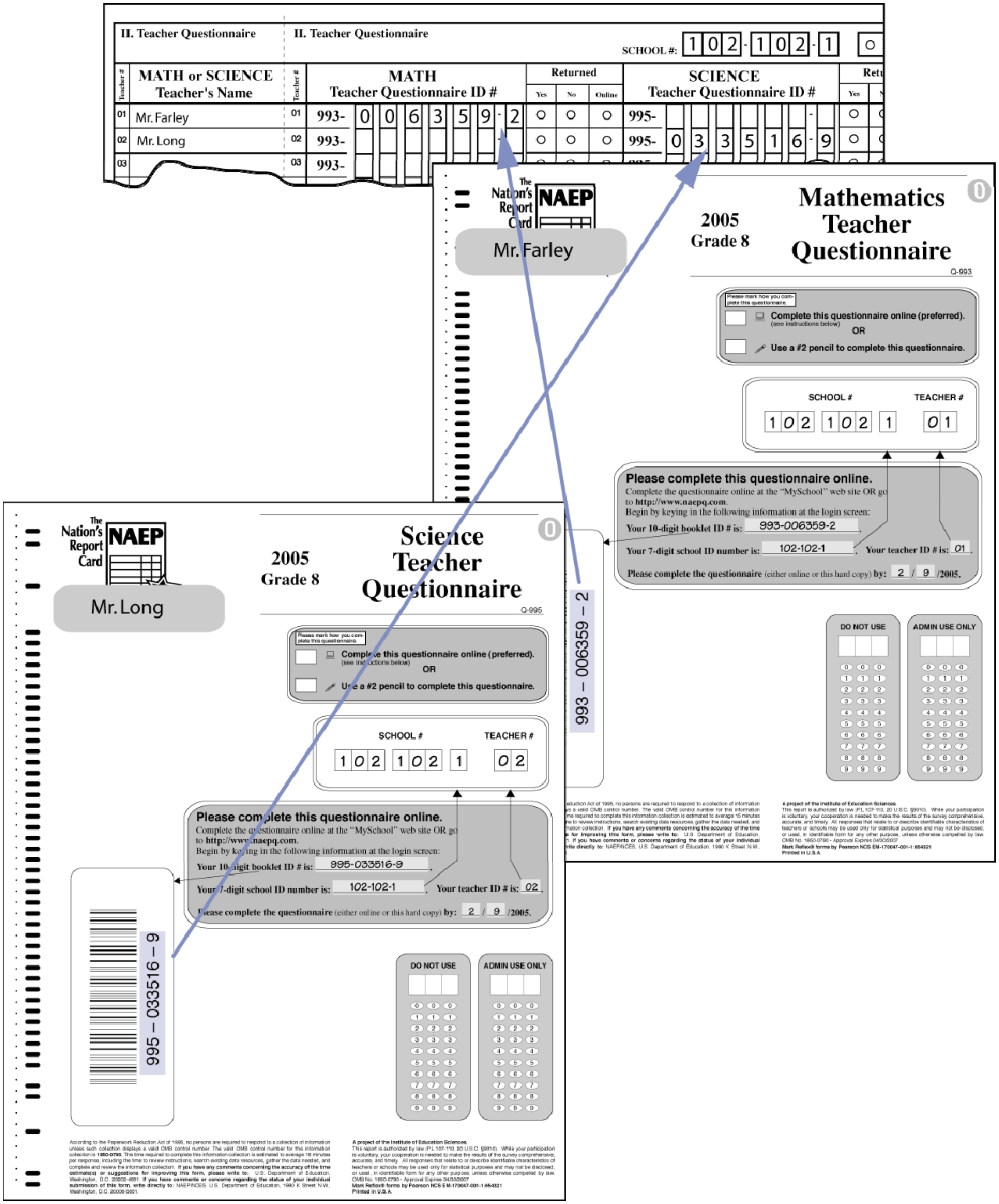
Please complete this questionnaire online.
Complete the questionnaire online at the "MySchool" web site OR go
to **http://www.naepq.com.**
Begin by keying in the following information at the login screen:
Your 10-digit booklet ID # is: 994-021467-3.
Your 7-digit school ID number is: 102-102-1. **Your teacher ID # is:** 01.
Please complete the questionnaire (either online or this hard copy) **by:** 2 / 9 /2005.

994 – 021467 – 3

DO NOT USE

ADMIN USE ONLY

Exhibit 4-11. Grade 8 Operational Mathematics and Science Teacher Questionnaires and Grade 8 Operational Roster



II. Teacher Questionnaire **II. Teacher Questionnaire**

SCHOOL #: 1 0 2 - 1 0 2 - 1 ○

Teacher #	MATH or SCIENCE Teacher's Name	Teacher #	MATH Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online	SCIENCE Teacher Questionnaire ID #	Returned Yes
01	Mr. Farley	01	993- 0 0 6 3 5 9 - 2	○	○	○	995- -	○
02	Mr. Long	02	993- -	○	○	○	995- 0 3 3 5 1 6 - 9	○
03		03	993-					

The Nation's Report Card NAEP

Mr. Farley

2005
Grade 8

Mathematics Teacher Questionnaire

Q-993

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 2 1 0 2 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: 993-006359-2.

Your 7-digit school ID number is: 102-102-1. **Your teacher ID # is:** 01.

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

DO NOT USE

ADMIN USE ONLY

993 – 006359 – 2

The Nation's Report Card NAEP

Mr. Long

2005
Grade 8

Science Teacher Questionnaire

Q-995

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 2 1 0 2 1 TEACHER # 0 2

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: 995-033516-9

Your 7-digit school ID number is: 102-102-1 **Your teacher ID # is:** 02.

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

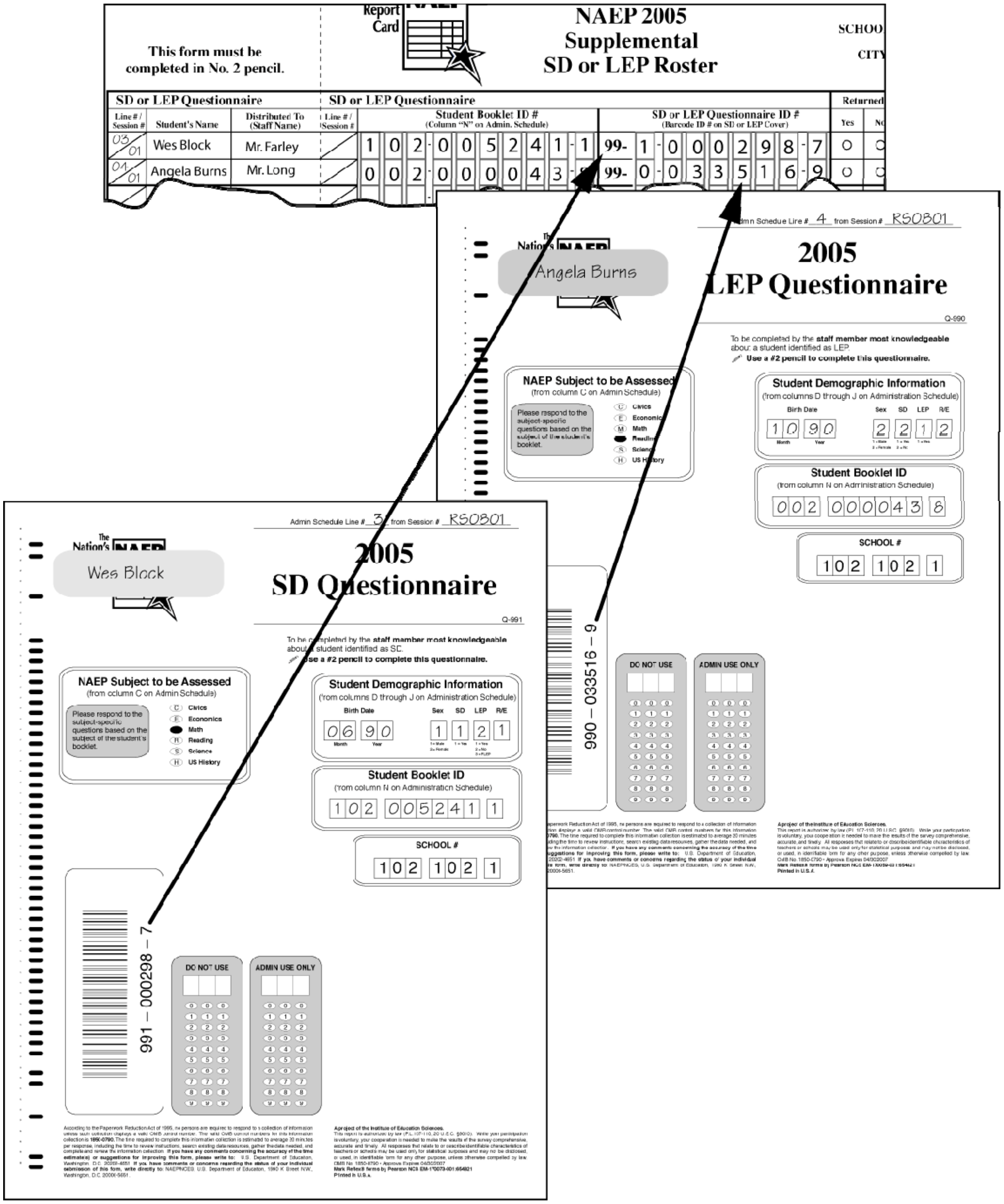
DO NOT USE

ADMIN USE ONLY

995 – 033516 – 9

A project of the Institute of Education Sciences.

Exhibit 4-12. SD and LEP Questionnaires and Supplemental SD/LEP Roster



Report Card

NAEP 2005
Supplemental
SD or LEP Roster

This form must be completed in No. 2 pencil.

SCHOO

CITY

SD or LEP Questionnaire			SD or LEP Questionnaire			Returned	
Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Yes	No
03/01	Wes Block	Mr. Farley	/	102-0052411-1	99-1-000298-7	○	○
04/01	Angela Burns	Mr. Long	/	002-0000043-8	99-0-033516-9	○	○

Admin Schedule Line # 4 from Session # RS0801

The Nation's NAEP

Angela Burns

2005
LEP Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

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

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

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

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

Birth Date Month	Birth Date Year	Sex	SD	LEP	R/E
10	90	2	2	1	2

Student Booklet ID
(from column N on Administration Schedule)

002 000043 8

SCHOOL #

102 102 1

990 – 033516 – 9

DO NOT USE

ADMIN USE ONLY

Admin Schedule Line # 3 from Session # RS0801

The Nation's NAEP

Wes Block

2005
SD Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

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

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

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

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

Birth Date Month	Birth Date Year	Sex	SD	LEP	R/E
06	90	1	1	2	1

Student Booklet ID
(from column N on Administration Schedule)

102 005241 1

SCHOOL #

102 102 1

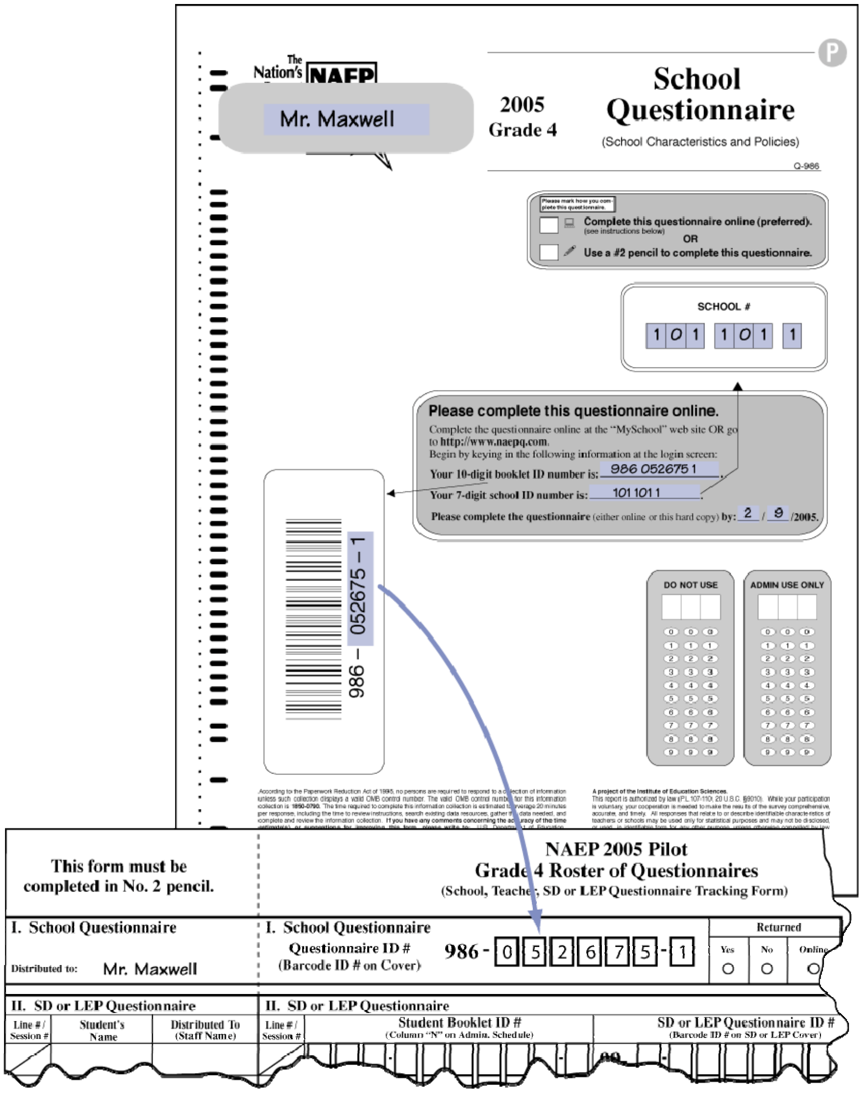
991 – 000298 – 7

DO NOT USE

ADMIN USE ONLY

A project of the Institute of Education Sciences.

Exhibit 4-13. Grade 4 Pilot School Questionnaire and Grade 4 Pilot Roster



The Nation's NAEP

Mr. Maxwell

2005
Grade 4

School Questionnaire
(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.
☐ Complete this questionnaire online (preferred).
(see instructions below)
OR
☐ Use a #2 pencil to complete this questionnaire.

SCHOOL #
1 0 1 1 0 1 1

Please complete this questionnaire online.
Complete the questionnaire online at the "MySchool" web site OR go to **http://www.naepq.com.**
Begin by keying in the following information at the login screen:
Your 10-digit booklet ID number is: 986 052675 1.
Your 7-digit school ID number is: 101 101 1.
Please complete the questionnaire (either online or this hard copy) **by:** 2 / 9 /2005.

986 – 052675 – 1

DO NOT USE

ADMIN USE ONLY

This form must be completed in No. 2 pencil.

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

I. School Questionnaire
Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID #
(Barcode ID # on Cover)
986 - 0 5 2 6 7 5 - 1

Returned
Yes ○ No ○ Online ○

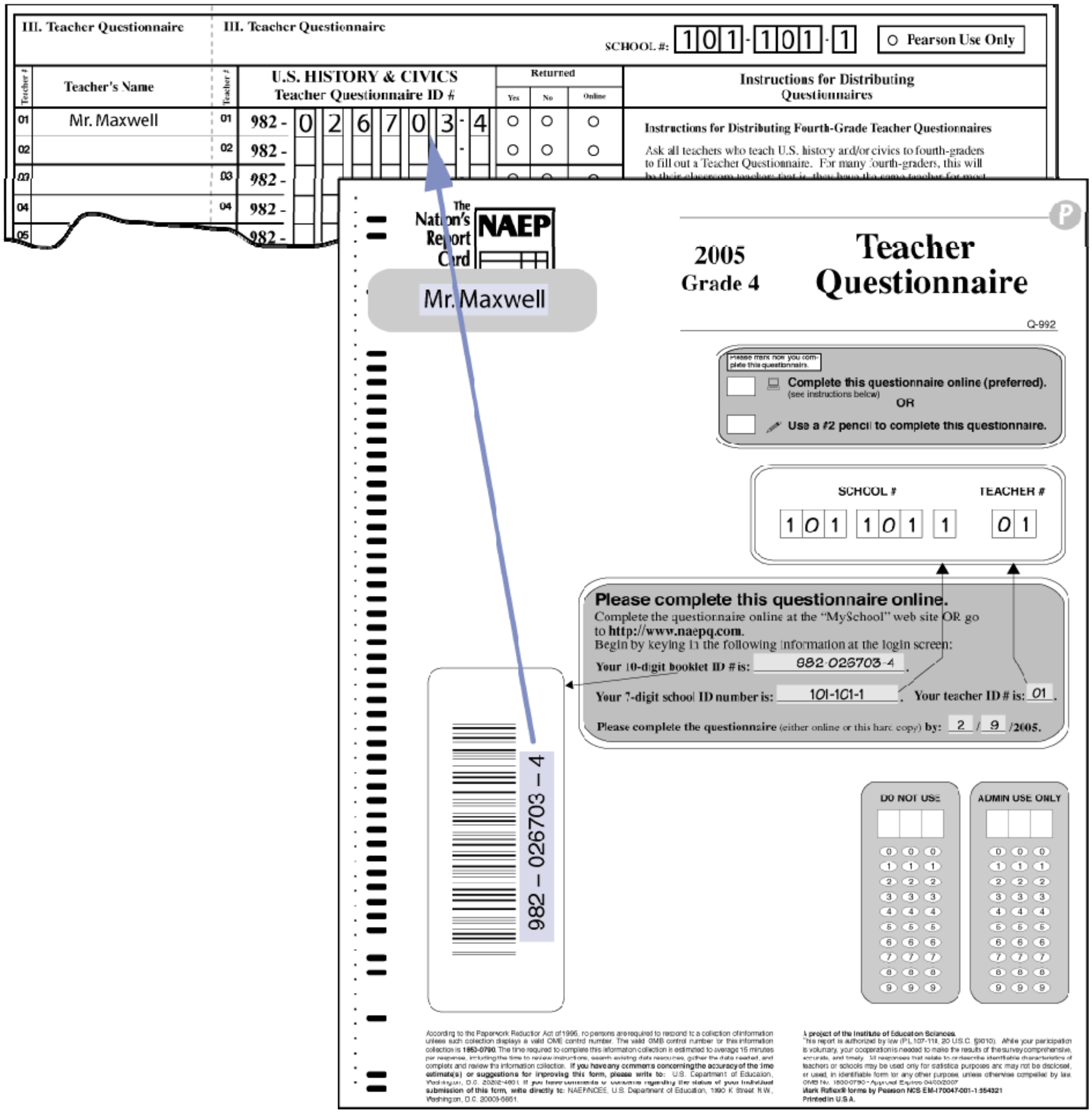
II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)

II. SD or LEP Questionnaire

Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)

Exhibit 4-14. Grade 4 Pilot Teacher Questionnaire and Grade 4 Pilot Roster



III. Teacher Questionnaire

III. Teacher Questionnaire

SCHOOL #: 101-101-1

○ Pearson Use Only

Teacher #	Teacher's Name	Teacher #	U.S. HISTORY & CIVICS Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
01	Mr. Maxwell	01	982 - 026703 - 4	○	○	○
02		02	982 -	○	○	○
03		03	982 -			
04		04	982 -			
05		05	982 -			

Instructions for Distributing Questionnaires

Instructions for Distributing Fourth-Grade Teacher Questionnaires

Ask all teachers who teach U.S. history and/or civics to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will

The Nation's Report Card NAEP

Mr. Maxwell

2005
Grade 4

Teacher Questionnaire

Q-992

Please mark how you complete this questionnaire.

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

OR

☐ **Use a #2 pencil to complete this questionnaire.**

SCHOOL # 1 0 1 1 0 1 1

TEACHER # 0 1

Please complete this questionnaire online.

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

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

Your 10-digit booklet ID # is: 982-026703-4.

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.

982 – 026703 – 4

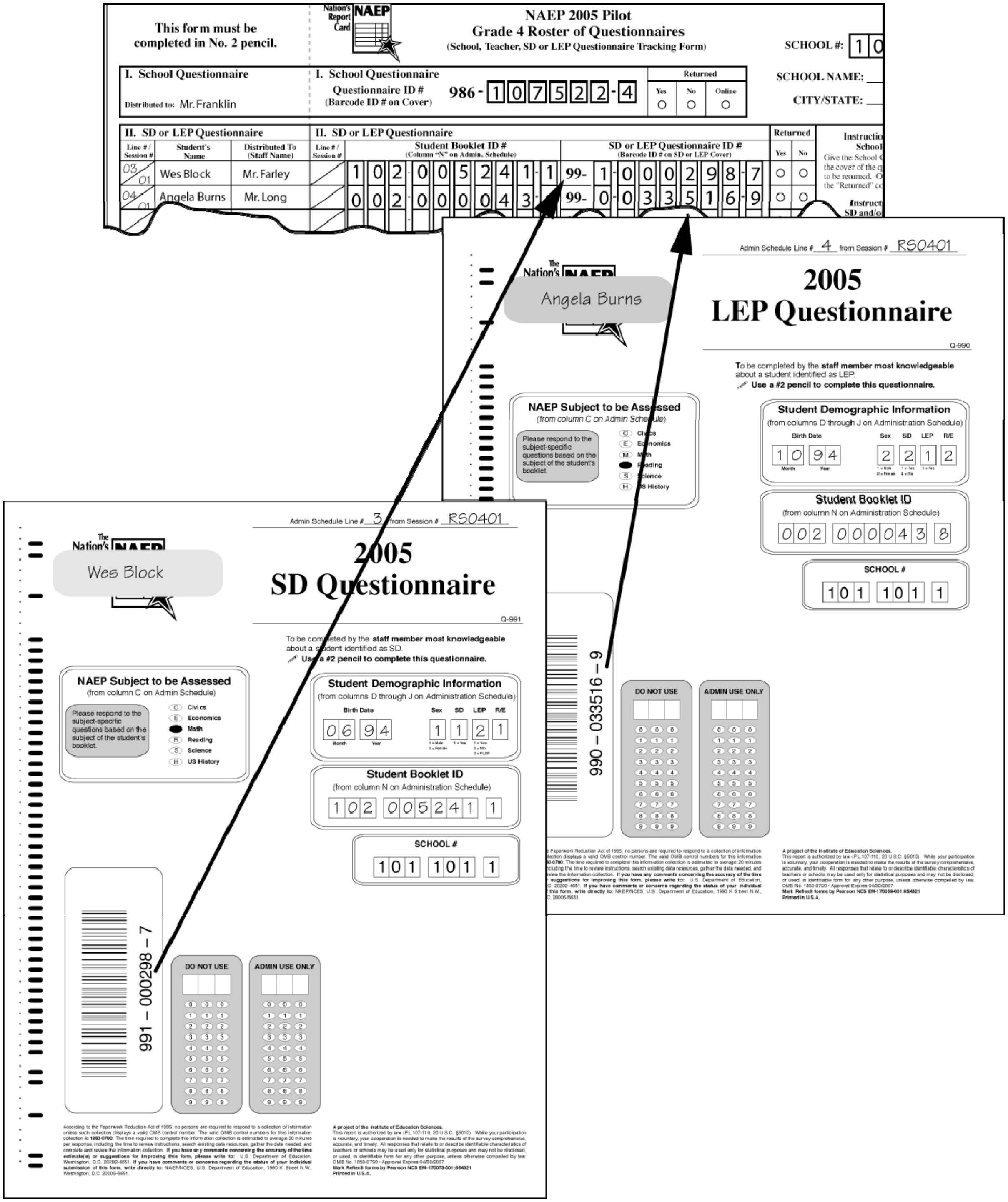
DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0790.** 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. 20202-4651. **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-170047-001-1:654321
Printed in U.S.A.

Exhibit 4-15. SD and LEP Questionnaires and Grade 4 Pilot Roster



This form must be completed in No. 2 pencil.

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

SCHOOL #: 1 0
SCHOOL NAME:
CITY/STATE:

I. School Questionnaire
Distributed to: Mr. Franklin

I. School Questionnaire
Questionnaire ID # (Barcode ID # on Cover) 986 - 1 0 7 5 2 2 - 4
Returned: Yes ○ No ○ Online ○

II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Returned Yes	Returned No
03/01	Wes Block	Mr. Farley		1 0 2 - 0 0 5 2 4 1 - 1	99- 1 - 0 0 0 2 9 8 - 7	○	○
04/01	Angela Burns	Mr. Long		0 0 2 - 0 0 0 0 4 3 -	99- 0 - 0 3 3 5 1 6 - 9	○	○

Instructio… School… Give the School… the cover of the q… to be returned. O… the "Returned" co…
Instruct… SD and/o…

Admin Schedule Line # 4 from Session # RS0401

Angela Burns

2005 LEP Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)
Please respond to the subject-specific questions based on the subject of the student's booklet.
Ⓒ Civics
Ⓔ Economics
Ⓜ Math
● Reading
Ⓢ Science
Ⓗ US History

Student Demographic Information
(from columns D through J on Administration Schedule)
Birth Date: Month 1 0 Year 9 4
Sex 2 SD 2 LEP 1 R/E 2

Student Booklet ID
(from column N on Administration Schedule)
0 0 2 0 0 0 0 4 3 8

SCHOOL #
1 0 1 1 0 1 1

990 – 033516 – 9

DO NOT USE
ADMIN USE ONLY

Admin Schedule Line # 3 from Session # RS0401

Wes Block

2005 SD Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)
Please respond to the subject-specific questions based on the subject of the student's booklet.
Ⓒ Civics
Ⓔ Economics
● Math
Ⓡ Reading
Ⓢ Science
Ⓗ US History

Student Demographic Information
(from columns D through J on Administration Schedule)
Birth Date: Month 0 6 Year 9 4
Sex 1 SD 1 LEP 2 R/E 1

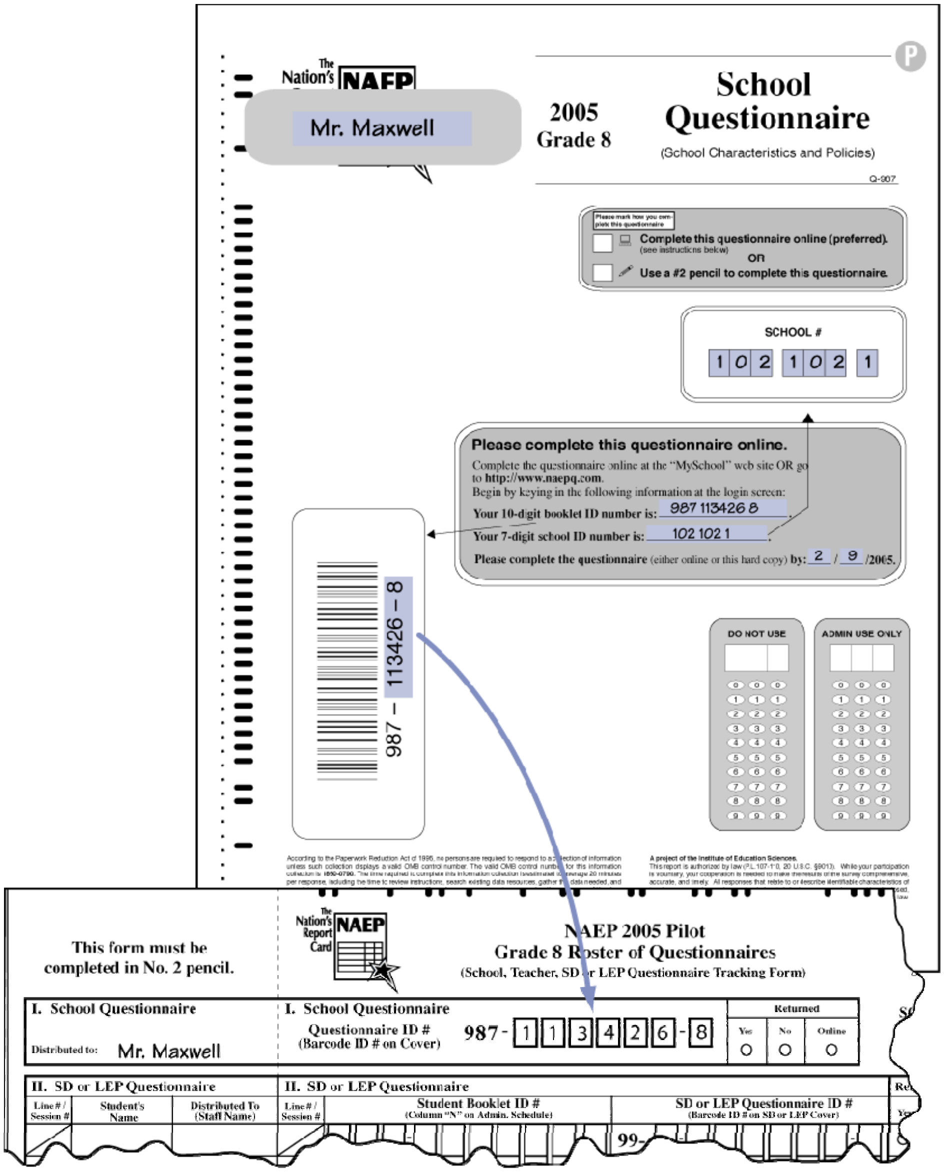
Student Booklet ID
(from column N on Administration Schedule)
1 0 2 0 0 5 2 4 1 1

SCHOOL #
1 0 1 1 0 1 1

991 – 000298 – 7

DO NOT USE
ADMIN USE ONLY

Exhibit 4-16. Grade 8 Pilot School Questionnaire and Grade 8 Pilot Roster



Mr. Maxwell

2005
Grade 8

School Questionnaire

(School Characteristics and Policies)

Q-907

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 2 1 0 2 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: 987 113426 8.

Your 7-digit school ID number is: 102 102 1.

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

987 – 113426 – 8

DO NOT USE

ADMIN USE ONLY

A project of the Institute of Education Sciences.

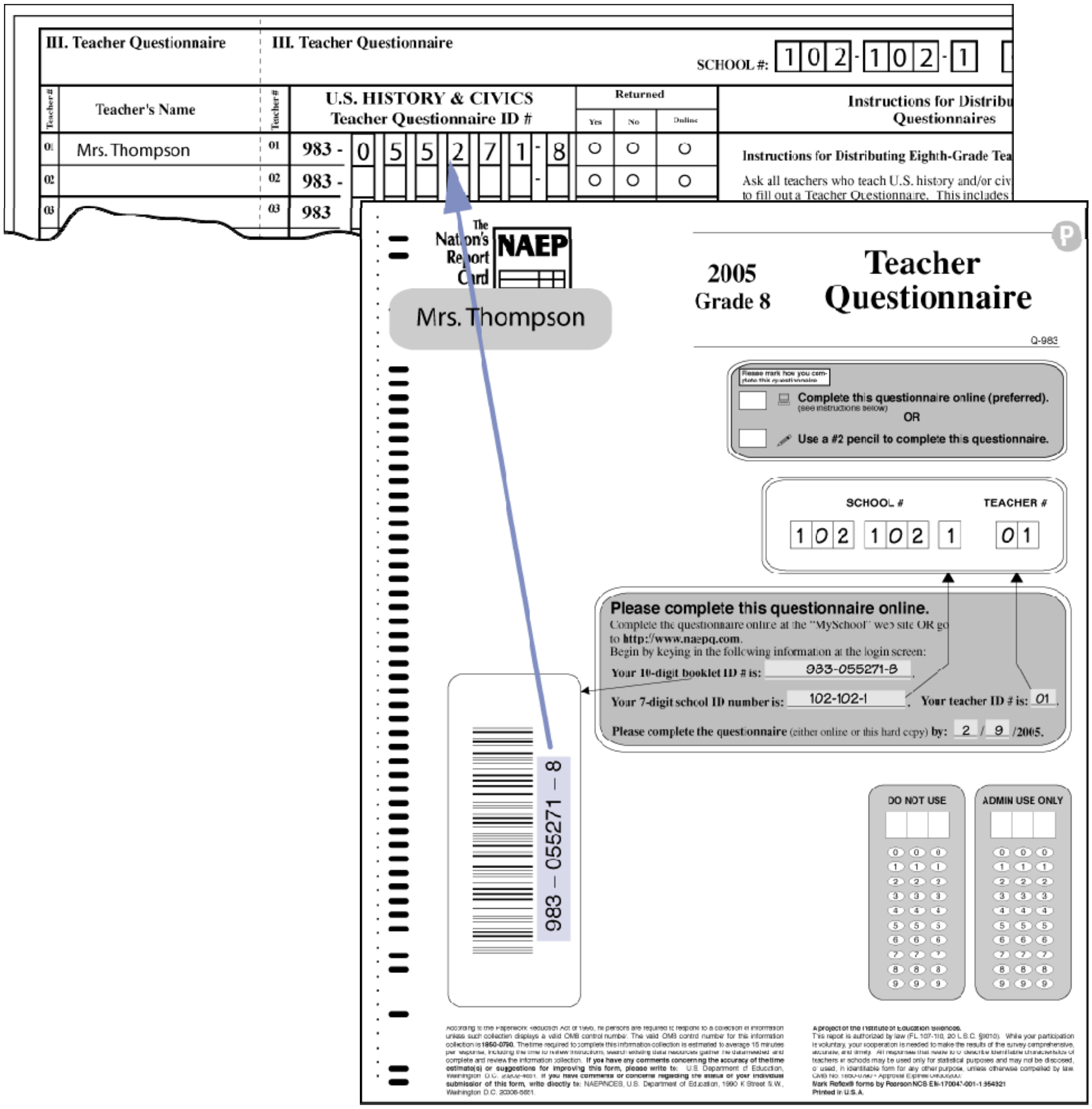
This form must be completed in No. 2 pencil.

NAEP 2005 Pilot
Grade 8 Roster of Questionnaires
(School, Teacher, SD or LEP Questionnaire Tracking Form)

I. School Questionnaire Distributed to: Mr. Maxwell	**I. School Questionnaire** Questionnaire ID # (Barcode ID # on Cover)	987 - 1 1 3 4 2 6 - 8	Returned	Yes ○ No ○ Online ○

II. SD or LEP Questionnaire			II. SD or LEP Questionnaire		
Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)
					99-

Exhibit 4-17. Grade 8 Pilot Teacher Questionnaire and Grade 8 Pilot Roster



III. Teacher Questionnaire | **III. Teacher Questionnaire**

SCHOOL #: 1 0 2 - 1 0 2 - 1

Teacher #	Teacher's Name	Teacher #	U.S. HISTORY & CIVICS Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
01	Mrs. Thompson	01	983 - 0 5 5 2 7 1 - 8	○	○	○
02		02	983 -	○	○	○
03		03	983			

Instructions for Distribu
Questionnaires

Instructions for Distributing Eighth-Grade Tea

Ask all teachers who teach U.S. history and/or civ
to fill out a Teacher Questionnaire. This includes

The Nation's Report Card NAEP

Mrs. Thompson

2005
Grade 8

Teacher Questionnaire

Q-983

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 2 1 0 2 1 TEACHER # 0 1

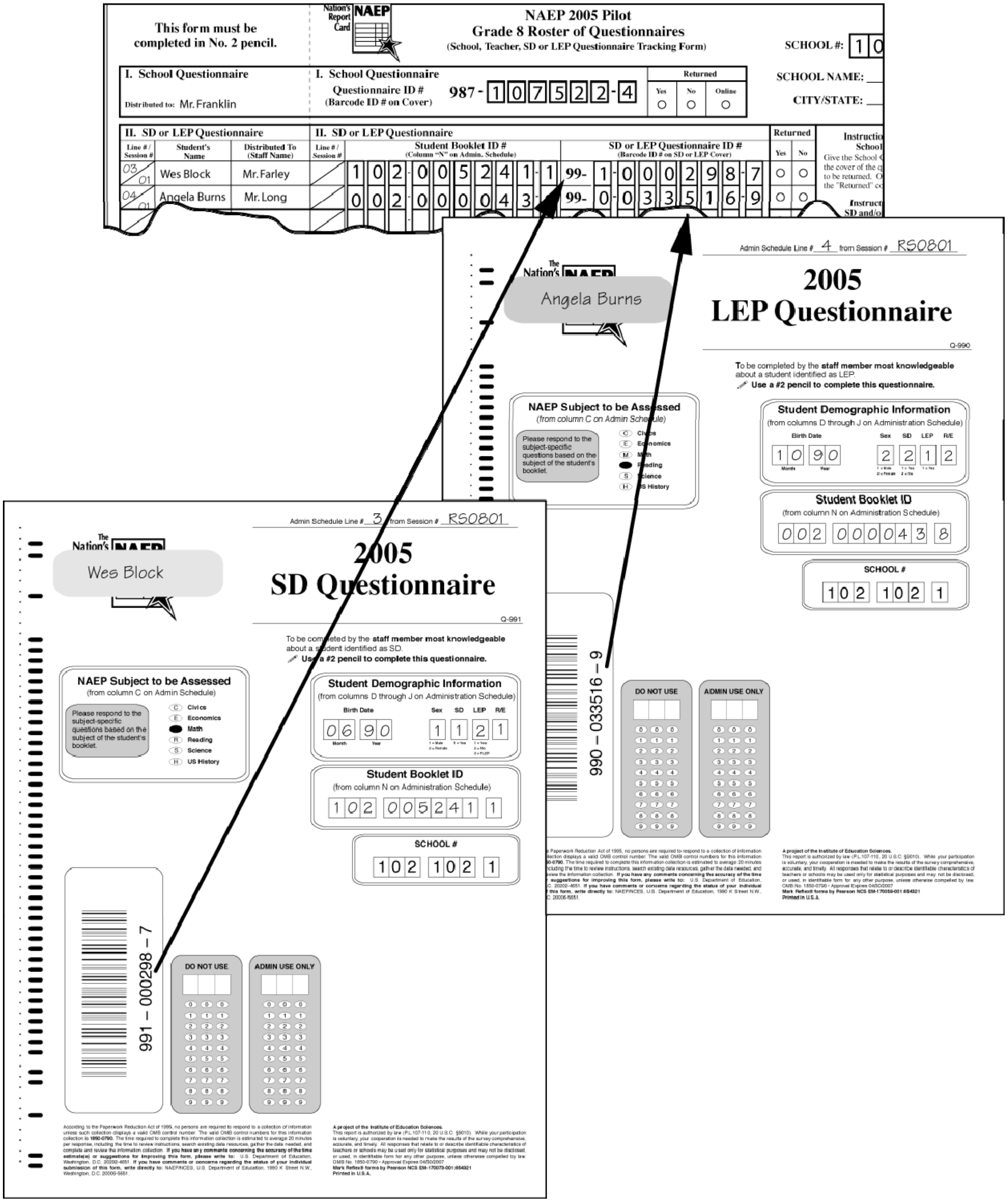
Please complete this questionnaire online.
Complete the questionnaire online at the "MySchool" web site OR go
to **http://www.naepq.com.**
Begin by keying in the following information at the login screen:
Your 10-digit booklet ID # is: 983-055271-8.
Your 7-digit school ID number is: 102-102-1. **Your teacher ID # is:** 01.
Please complete the questionnaire (either online or this hard copy) **by:** 2 / 9 /2005.

983 – 055271 – 8

DO NOT USE

ADMIN USE ONLY

Exhibit 4-18. SD and LEP Questionnaires and Grade 8 Pilot Roster



This form must be completed in No. 2 pencil.

Nation's Report Card NAEP

NAEP 2005 Pilot
Grade 8 Roster of Questionnaires
(School, Teacher, SD or LEP Questionnaire Tracking Form)

SCHOOL #: 1 0

SCHOOL NAME:

CITY/STATE:

I. School Questionnaire

Distributed to: Mr. Franklin

I. School Questionnaire

Questionnaire ID # (Barcode ID # on Cover) 987 - 1 0 7 5 2 2 - 4

Returned: Yes ○ No ○ Online ○

II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Returned Yes	Returned No
03 / 01	Wes Block	Mr. Farley		1 0 2 - 0 0 5 2 4 1 - 1	99- 1 - 0 0 0 2 9 8 - 7	○	○
04 / 01	Angela Burns	Mr. Long		0 0 2 - 0 0 0 0 4 3 -	99- 0 - 0 3 3 5 1 6 - 9	○	○

Instructio
School
Give the School
the cover of the q
to be returned. O
the "Returned" co

Instruct
SD and/o

Admin Schedule Line # 4 from Session # RS0801

Angela Burns

2005
LEP Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

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

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

- ○ Civics
- ○ Economics
- ○ Math
- ● Reading
- ○ Science
- ○ US History

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

Birth Date Month	Birth Date Year	Sex	SD	LEP	R/E
1 0	9 0	2	2	1	2

Student Booklet ID
(from column N on Administration Schedule)
0 0 2 0 0 0 0 4 3 8

SCHOOL #
1 0 2 1 0 2 1

990 – 033516 – 9

DO NOT USE

ADMIN USE ONLY

Admin Schedule Line # 3 from Session # RS0801

Wes Block

2005
SD Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

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

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

- ○ Civics
- ○ Economics
- ● Math
- ○ Reading
- ○ Science
- ○ US History

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

Birth Date Month	Birth Date Year	Sex	SD	LEP	R/E
0 6	9 0	1	1	2	1

Student Booklet ID
(from column N on Administration Schedule)
1 0 2 0 0 5 2 4 1 1

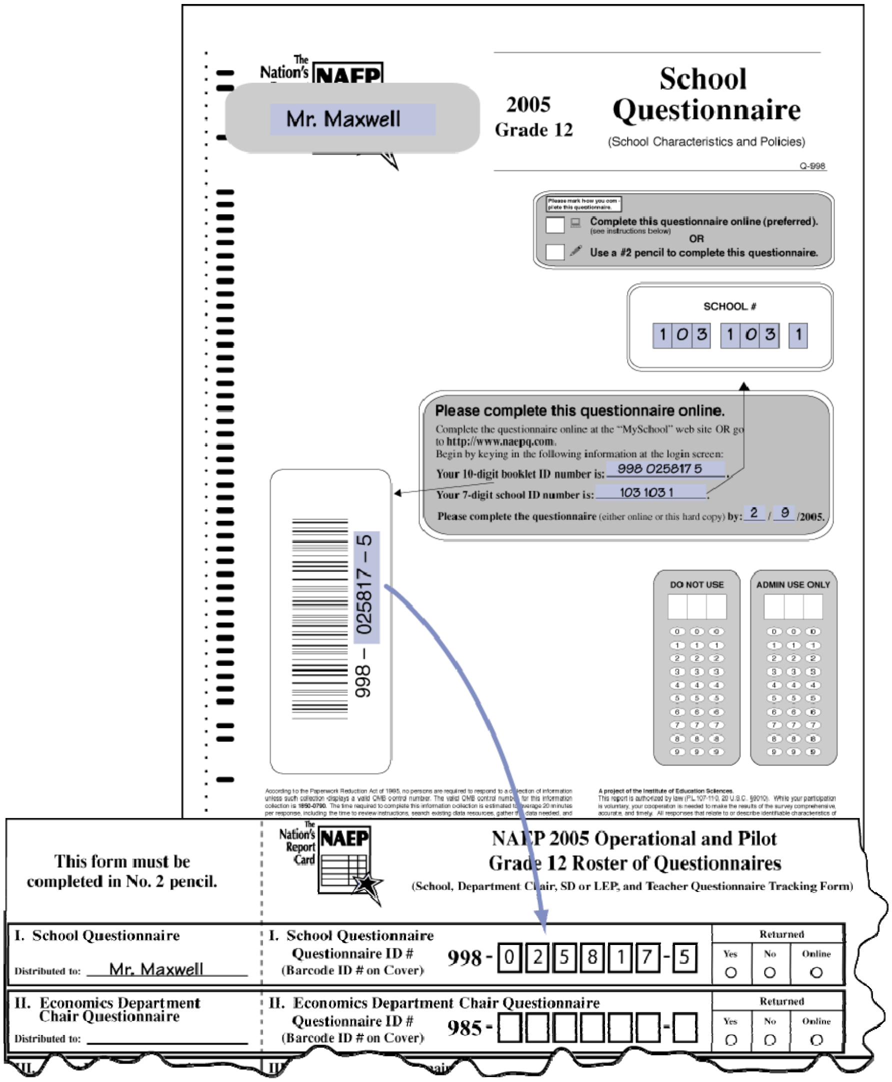
SCHOOL #
1 0 2 1 0 2 1

991 – 000298 – 7

DO NOT USE

ADMIN USE ONLY

Exhibit 4-19. Grade 12 School Questionnaire and Grade 12 Roster (Operational and Pilot)



Mr. Maxwell

2005
Grade 12

School Questionnaire

(School Characteristics and Policies)

Q-998

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 3 1 0 3 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: 998 025817 5.

Your 7-digit school ID number is: 103 103 1.

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

998 – 025817 – 5

DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. 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

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

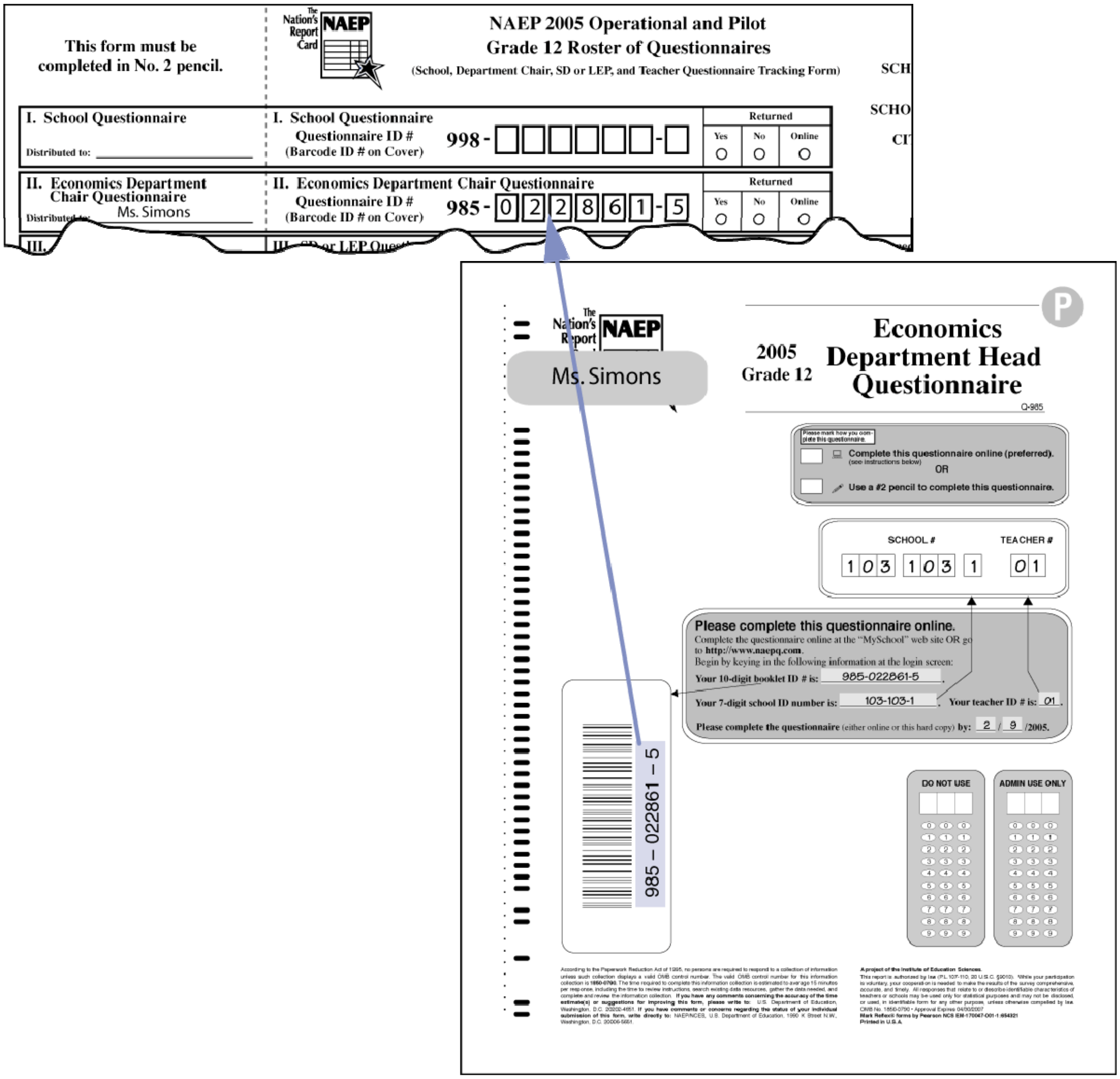
This form must be completed in No. 2 pencil.

NAEP 2005 Operational and Pilot Grade 12 Roster of Questionnaires

(School, Department Chair, SD or LEP, and Teacher Questionnaire Tracking Form)

			Returned		
			Yes	No	Online
I. School Questionnaire Distributed to: Mr. Maxwell	**I. School Questionnaire** Questionnaire ID # (Barcode ID # on Cover)	998 - 0 2 5 8 1 7 - 5	○	○	○
II. Economics Department Chair Questionnaire Distributed to:	**II. Economics Department Chair Questionnaire** Questionnaire ID # (Barcode ID # on Cover)	985 - ☐☐☐☐☐☐ - ☐	○	○	○

Exhibit 4-20. Grade 12 Pilot Economics Department Head Questionnaire and Grade 12 Roster



This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2005 Operational and Pilot
Grade 12 Roster of Questionnaires
(School, Department Chair, SD or LEP, and Teacher Questionnaire Tracking Form)

SCH

SCHO

CI

			Returned		
			Yes	No	Online
I. School Questionnaire Distributed to: ______	I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover)	998 - ☐☐☐☐☐☐ - ☐	○	○	○
II. Economics Department Chair Questionnaire Distributed to: Ms. Simons	II. Economics Department Chair Questionnaire Questionnaire ID # (Barcode ID # on Cover)	985 - 0 2 2 8 6 1 - 5	○	○	○
III.	III. SD or LEP Quest				

The Nation's Report Card NAEP

Ms. Simons

P

2005
Grade 12

Economics
Department Head
Questionnaire

Q-985

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 #	TEACHER #
1 0 3 1 0 3 1	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: 985-022861-5.
Your 7-digit school ID number is: 103-103-1. **Your teacher ID # is:** 01.
Please complete the questionnaire (either online or this hard copy) **by:** 2 / 9 /2005.

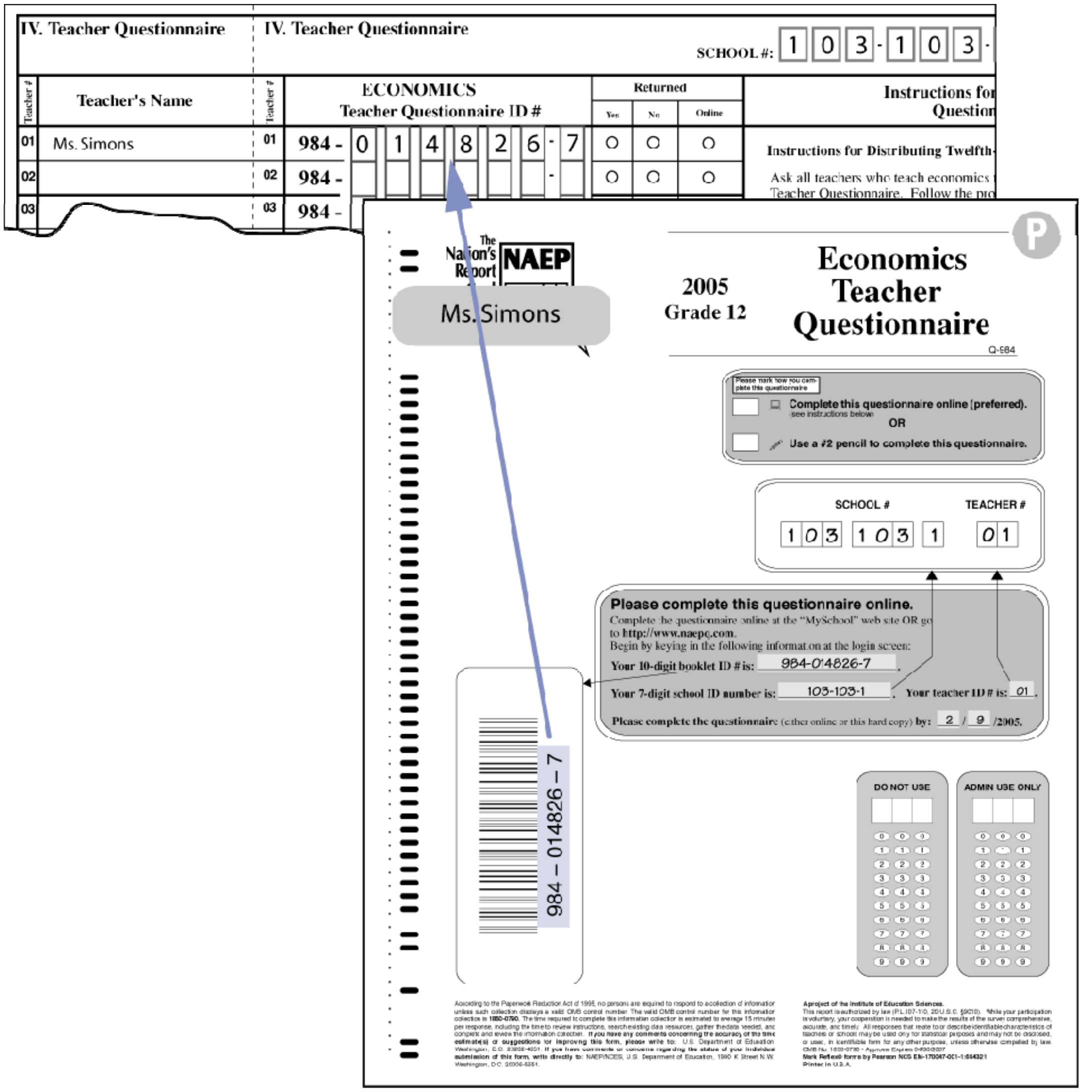
985 – 022861 – 5

DO NOT USE	ADMIN USE ONLY
☐☐☐	☐☐☐
⓪ ⓪ ⓪	⓪ ⓪ ⓪
① ① ①	① ① ①
② ② ②	② ② ②
③ ③ ③	③ ③ ③
④ ④ ④	④ ④ ④
⑤ ⑤ ⑤	⑤ ⑤ ⑤
⑥ ⑥ ⑥	⑥ ⑥ ⑥
⑦ ⑦ ⑦	⑦ ⑦ ⑦
⑧ ⑧ ⑧	⑧ ⑧ ⑧
⑨ ⑨ ⑨	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 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. 20202-4651. **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-170047-001-1:654321
Printed in U.S.A.

Exhibit 4-21. Grade 12 Pilot Economics Teacher Questionnaire and Grade 12 Roster



IV. Teacher Questionnaire | **IV. Teacher Questionnaire**

SCHOOL #: 1 0 3 - 1 0 3 -

Teacher #	Teacher's Name	Teacher #	ECONOMICS Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
01	Ms. Simons	01	984 - 0 1 4 8 2 6 - 7	○	○	○
02		02	984 -	○	○	○
03		03	984 -			

Instructions for Question

Instructions for Distributing Twelfth-

Ask all teachers who teach economics
Teacher Questionnaire. Follow the pro

The Nation's Report Card NAEP

Ms. Simons

2005
Grade 12

Economics Teacher Questionnaire

Q-984

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 #	TEACHER #
1 0 3 1 0 3 1	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: 984-014826-7.

Your 7-digit school ID number is: 103-103-1. **Your teacher ID # is:** 01.

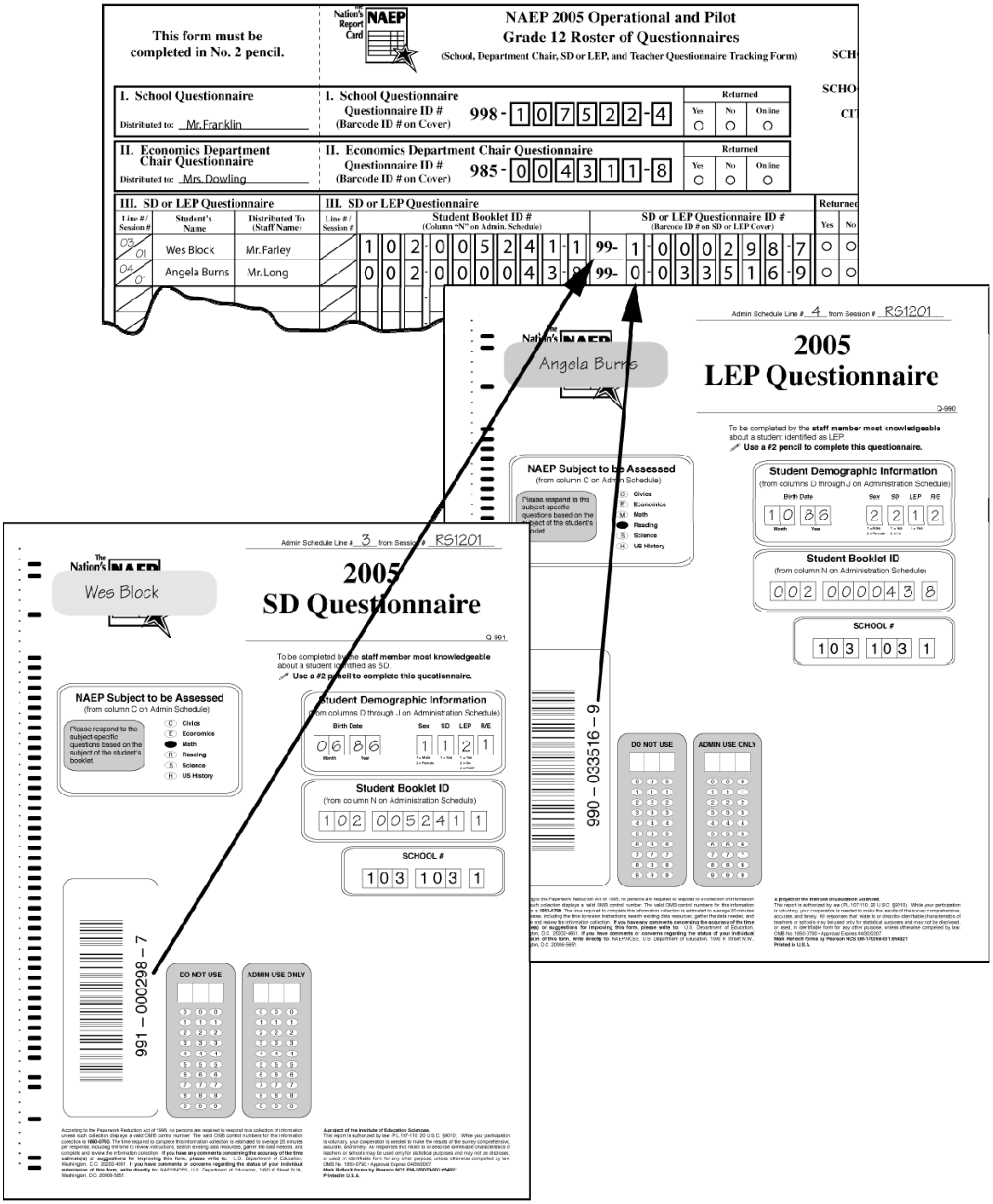
Please complete the questionnaire (either online or this hard copy) **by:** 2 / 9 /2005.

984 – 014826 – 7

DO NOT USE

ADMIN USE ONLY

Exhibit 4-22. SD and LEP Questionnaires and Grade 12 Roster



This form must be completed in No. 2 pencil.

NAEP 2005 Operational and Pilot
Grade 12 Roster of Questionnaires
(School, Department Chair, SD or LEP, and Teacher Questionnaire Tracking Form)

I. School Questionnaire
Distributed to: Mr.Franklin

I. School Questionnaire
Questionnaire ID # (Barcode ID # on Cover) 998 - 1 0 7 5 2 2 - 4
Returned: Yes ○ No ○ Online ○

II. Economics Department Chair Questionnaire
Distributed to: Mrs.Dowling

II. Economics Department Chair Questionnaire
Questionnaire ID # (Barcode ID # on Cover) 985 - 0 0 4 3 1 1 - 8
Returned: Yes ○ No ○ Online ○

III. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Returned Yes	Returned No
03/01	Wes Block	Mr.Farley		102-005241-1	99-1-000298-7	○	○
04/0	Angela Burns	Mr.Long		002-000043-8	99-0-033516-9	○	○

Admin Schedule Line # 4 from Session # RS1201

Angela Burns

2005 LEP Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

Student Demographic Information
(from columns D through J on Administration Schedule)
Birth Date: 10 86 (Month, Year)
Sex 2 SD 2 LEP 1 R/E 2

Student Booklet ID
(from column N on Administration Schedule)
002 000043 8

SCHOOL #
103 103 1

990 – 033516 – 9

DO NOT USE

ADMIN USE ONLY

Admin Schedule Line # 3 from Session # RS1201

Wes Block

2005 SD Questionnaire

Q 991

To be completed by the **staff member most knowledgeable** about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)
Please respond to the subject-specific questions based on the subject of the student's booklet
Ⓒ Civics
Ⓔ Economics
● Math
Ⓡ Reading
Ⓢ Science
Ⓗ US History

Student Demographic Information
(from columns D through J on Administration Schedule)
Birth Date: 06 86 (Month, Year)
Sex 1 SD 1 LEP 2 R/E 1

Student Booklet ID
(from column N on Administration Schedule)
102 005241 1

SCHOOL #
103 103 1

991 – 000298 – 7

DO NOT USE

ADMIN USE ONLY

5. NAEP QUALITY CONTROL

5.1 Overview of Quality Control Activities

Westat has established detailed quality control (QC) procedures for all stages of NAEP 2005, beginning with the selection of the school and student samples, and extending to all aspects of the data collection. As part of this overall focus, we have put in place a quality control program to ensure that ACs and AAs are performing their duties according to the established procedures. A thorough training program for the assessment teams is the first step of the QC process. At the conclusion of training, responsibility for maintaining the assessment teams' performance shifts to you. Throughout the data collection period, supervisors will make visits to a subset of schools to observe assessment teams as they implement all aspects of the assessment. To supplement this measure, supervisors and others will also make telephone followup calls to a random sample of schools a few days after the assessment to obtain any comments the school coordinators have about the performance of the assessment teams. If a school selected for the QC telephone call is observed in person, then the QC telephone call is not needed. The telephone followup call should be counted as complete. It will be your responsibility to monitor the results of both of these QC steps and keep your field manager informed if you identify assessment team members who may require additional training or other corrective actions.

5.2 Quality Control Field Visits

5.2.1 Overview of Responsibilities

The purpose of the field visit is to give you a firsthand view on how the team handles the full array of assessment responsibilities. The field visit will afford you the best opportunity to decide whether ACs and AAs are functioning effectively, need additional training, or in rare cases, lead you to the conclusion that an individual may not be suited for the role of AC or AA. It goes without saying that, given the compact field period for the 2005 assessment, it is extremely important that you identify as soon as possible ACs/AAs who are having difficulties. The QC field visits will help you do that.

Below is a summary of the tasks associated with the QC field visits.

In general, for the field visits, it will be your responsibility to:

- identify ACs and AAs during training who are most in need of early observation.
- schedule observations during the early assessment weeks so that all ACs and AAs that you supervise are observed in a timely manner.
- monitor the performance of the teams through the postassessment QC telephone calls you conduct and your regularly scheduled calls with the AC. These activities will help you to identify the teams or team members most in need of additional observation. To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observation should be observed as soon as possible.
- discuss problem situations you identify from your observations with the assessment team, your field manager, and possibly the home office if the field manager refers you to a field director.

For each QC visit you make, it will be your responsibility to:

- inform the assessment team in advance that you will be observing them.
- arrive at the school before the team so that you are in position to observe the complete assessment process as it unfolds.
- initiate an Assessment Team Quality Control Form (QCF) to document the results of your observation.
- record observations about the AC's coordination of the team, as directed by the QCF (section A).
- record observations about the individual sessions conducted by AAs, as directed by the QCF (section B).
- review the entries and written comments you have made on the QCF immediately after the assessment.
- discuss what you have observed with the AC and AAs after the assessment.
- enter key information from the QCF into the SCS and the supervisor QC log.
- keep the completed forms in your possession until your field manager asks for them. Your field manager will review the first five forms for completeness. The rest will be collected at the end of the field period.

5.2.2 Scheduling Field Visits

The intensity of the 6-week field period makes it impractical for Westat to predesignate schools for supervisory QC visits. Instead, you will have the flexibility to schedule the visits in a manner that will have the maximum effect, given the constraints on your time.

Here are some guidelines for scheduling the visits:

- Each AA and AC should be observed within the first 7 days of the field period. During the initial visit, all members of the team should be observed, to the extent possible.
- The order in which you observe teams will depend on a number of factors, including:
  - Your impressions of the assessment team from the training session;
  - Your own schedule, the weather, and logistical factors;
  - The schedules of your assessment teams during the first 7 days of the assessment period.
- After the first observation, you will schedule another observation. The scheduling of the team's next observation should be based on a variety of factors, including:
  - Your evaluation of the team and individual team members after the first observation;
  - The results of post-assessment telephone calls to school coordinators;
  - Any negative feedback you receive about the team from school representatives, NAEP State Coordinators, other NAEP observers, or ACs; and
  - Your overall impression of the quality of the team's work, based on your supervisory telephone contacts and other communications.

To the extent that your schedule permits, you should observe all of your assessment teams twice during the assessment field period. These observations should be "front-loaded" in the first half of the field period. If meeting this goal presents operational problems for you, be sure to consult with your field manager in order that he/she can help you arrange an observation schedule that is optimum for your region.

5.2.3 Using the Field Assessment Team Quality Control Form

You will use the in-person version of the QCF to help structure the observations you make. The form has been set up to capture information about the team's overall cohesion under the direction of the AC, as well as the performance of each AA as he/she administers an assessment. There is only one version of the form and it accommodates all session types and grades.

Basic Contents of the Form

The QCF has two distinct sections:

- Section A: This contains observations you will make about the AC's supervision and coordination of all the assessment activities at the school;
- Section B: This contains observations you will make about a specific session conducted by the AA. Three copies of Section B are included in each form, which will accommodate almost all multisession schools.

Exhibit 5-1 lists the observation items that are covered by each section of the form.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "met," "partially met," "did not meet," "cannot determine," or "not applicable." In some cases you will code "yes" or "no."
- When you have assigned a "did not meet" rating or otherwise indicated that the AC's or AA's performance has been deficient, you should record a description of the problem in **Column C**.

As a general rule, you are encouraged to observe each team member during the visit, particularly for the first visit. For schools with simultaneous sessions, this means that you will only be able to observe portions of a session administered by each AA. If you are unable to observe an AA performing a task, you will score the item as "cannot determine."

Exhibit 5-1. List of Items in the Assessment Team Quality Control Form

Section A: **AC's Coordination of Assessment Activities**

PREPARING FOR THE ASSESSMENT:

AC arrived on time
AC's attire
AC's general demeanor
Was AC wearing the NAEP ID badge upon arrival?
Did the AC obtain a signed and dated copy of the parent notification letter before the sessions began?
Did the AC bring a copy of manual and scripts into the school?
Session scheduling, workload management, and general organization
Interaction with SC and other school staff
Level of preparedness – *(i.e. team has sufficient materials for all sessions and problem situations)*
AC's completion of the activities just prior to the assessment including reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials.
Did the AC update the Administration Codes on the Administration Schedule(s) for any changes to accommodation status or ineligible and withdrawn students?
Did the AC inquire about any parent refusals and update the Administration Codes appropriately on the Administration Schedule(s)?
Did the AC update the Demographic Variables Codes as necessary?
Did AC check session booklets for accuracy of preparation?
The AC's interaction with the AAs

DURING THE ASSESSMENT:

Assisting the AAs in locating and accounting for all students
Observing the sessions/AA
Identifying and managing problem situations
Answering questions appropriately

AFTER ALL SESSIONS:

Did the AC correctly review the completed Administration Schedule(s) for accuracy and correctly determine whether makeup was needed?
IF MAKEUP NEEDED: Negotiating makeup schedule with school coordinator
Collecting questionnaires and completing/reviewing the Rosters
Did the AC review the Session Debriefing Form and discuss it with the AA?
Supervising the packing of materials and shipment preparation
AC maintained security of NAEP materials at all stages of the assessment process
Did the AC prepare the NAEP Storage Envelope correctly?
Integrating information from sessions to complete Part 2 of the Call Log
Debriefing the school coordinator

Exhibit 5-1. List of Items in the Assessment Team Quality Control Form (continued)

Section B: Evaluation of AA Administering the Session (2 copies within each form)

PREPARING FOR THE SESSION:
AA arrived on time?
AA's attire
AA's general demeanor
Was AA wearing the NAEP ID badge upon arrival?
Did the AA bring the Assessment Information Form into the school?
Did the AA bring a copy of the *AA Manual* and scripts into the school?
Bundles opened at correct time?
Preparing the assessment booklets
Preparing the room

ADMINISTERING THE SESSION:
Checking in students, handling latecomers, accounting for all students to maximize participation
Starting the session without undue delay
Passing out booklets and materials
Read the script verbatim
Handling of questions about calculators (MATHEMATICS ONLY)
Distribution and collection of calculators (MATHEMATICS ONLY)
Timing of the assessment sections
Engaging and interacting with students
Monitoring the session and walking around the room
Managing disorderly students and problem situations
Answering questions appropriately
Handling of accommodated students
Sensitivity shown to accommodated students
Distributed science kits appropriately
Followed "Safety Issues"
Followed guidelines for responding to student questions
Followed cleanup procedures
Ending the session, collection of materials, and dismissal of students

AFTER THE SESSION:
Administration Codes assigned correctly?
Top portion of the Administration Schedule completed correctly?
Did the AA correctly calculate the response percentage?
Booklet covers coded correctly including time entered in the extended time box for any students receiving that accommodation?
Quality of scannable entries made by AA
Completing the Session Debriefing Form
Final review of materials prior to packing
AA maintained security of NAEP materials at all stages of the assessment process
Shipment packed in correct order and all packing procedures followed?
Interaction with AC and other AAs (willingness to receive direction from AC, work as a team member, assist other AAs with QC'ing documents and materials)

At the core of the form is a simple three-column format, as seen in the example below:

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
2	Interacting with school coordinator and other school staff	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET................ 3 CANNOT DETERMINE ... 4 NOT APPLICABLE 5	

This is the observation item #

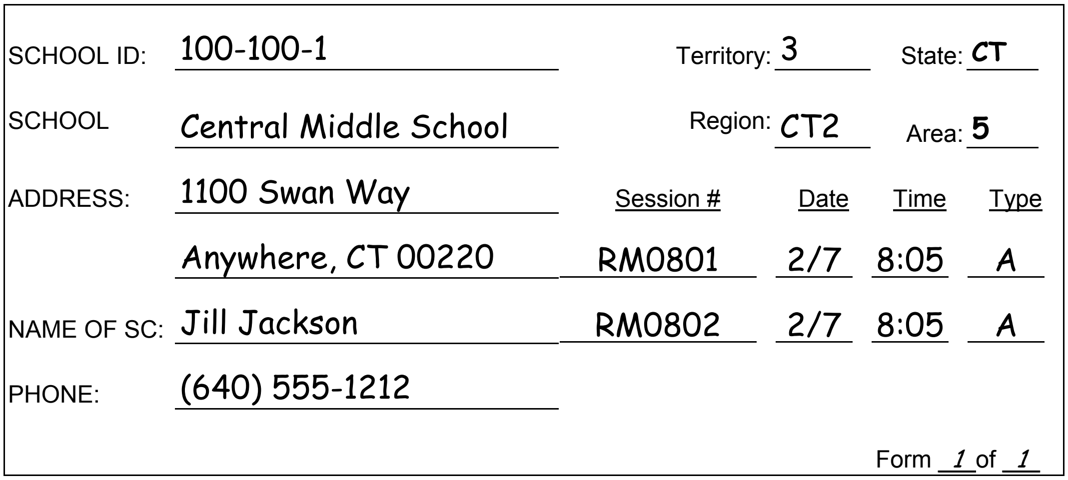
You are instructed to evaluate an AA's performance on each procedure listed on a scale of 1 through 5, which are defined as follows:

1. **Met:** The AA/AC conducted <u>all</u> procedures according to NAEP standards, in a professional manner, with no or only very minor deviations.
2. **Partially Met:** The AA/AC conducted <u>some</u>, but not all procedures according to NAEP standards. Performance of procedures, while adequate, had rough spots that need improvement.
3. **Did Not Meet:** The AA/AC conducted few, if any procedures according to NAEP standards. Whenever it is necessary for the AC or supervisor to intervene, a "3" rating should be assigned. Ratings of "3" must be elaborated upon in the adjacent column C.
4. **Cannot Determine:** Should be used for situations where you were not able to observe the AA/AC completing a procedure.
5. **Not Applicable:** Use when the procedure did not have to be completed for the particular session.

Generally, the 5-point rating scheme is used for those activities for which we expect variations in performance. For other items, you will assign a yes/no rating to indicate whether the activity was done correctly or not. "Did the AC prepare the NAEP Storage Envelope correctly" is an example of this. For a narrowly defined activity like this, it is either correct or incorrect; there is really no middle ground. To give you more guidelines for assigning these ratings, Appendix P provides question-by-question specifications (QxQs) for each observation item.

Initiating the Form

You will receive QCFs as a bulk supply. Since you will be selecting the schools for the QC visit, it will not be possible to provide prelabeled forms. Prior to visiting a school you have selected for a visit, please "label" the front cover of the form, as shown by the example below.



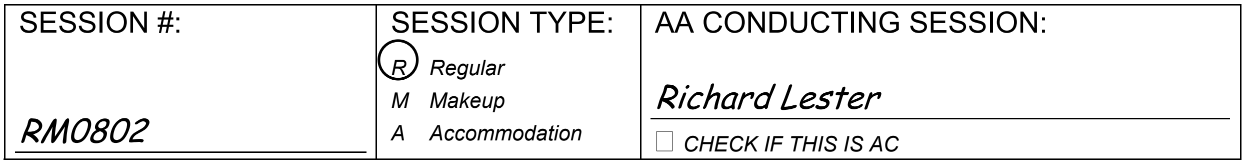
SCHOOL ID: 100-100-1 Territory: 3 State: CT
SCHOOL Central Middle School Region: CT2 Area: 5
ADDRESS: 1100 Swan Way

	Session #	Date	Time	Type
Anywhere, CT 00220	RM0801	2/7	8:05	A
NAME OF SC: Jill Jackson	RM0802	2/7	8:05	A

PHONE: (640) 555-1212
Form *1* of *1*

For each session you will be observing, completely or partially, you will need to complete the information at the top of the first page of Section B.

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION



SESSION #: *RM0802*	SESSION TYPE: [✓ *R*] *Regular* *M* *Makeup* *A* *Accommodation*	AA CONDUCTING SESSION: *Richard Lester* ☐ *CHECK IF THIS IS AC*

5.2.4 Conducting the QC Observation at the School

During the visit, your primary focus should be on observing the activities of the team. You may have to resist a natural tendency to "pitch-in" to help the team "get things moving." You really want to use this visit as an opportunity to see how the team interacts with school staff, stays on schedule, follows the assessment procedures for administering sessions, and completes all the necessary recordkeeping and packing duties. In short, once you have made your introductions to the school staff, try to stay in the background and observe. Of course, if the AC or an AA is running into difficulties that could be harmful to the assessment, you will need to step in to get things back on track.

Here are some guidelines for making your observations while at the school:

1. The QC visits are not meant to be unannounced. Give the AC advance notice of the visit in order that you can better coordinate arrival times.

2. Arrive in advance of the assessment team so that you can see the early interaction the team has with school staff and how the AC organizes the critical early activities on assessment day.

3. For schools holding simultaneous sessions, you will not be able to observe an AA conduct an entire session. For these situations, use your instincts and impressions from training to determine which AAs are more in need of observation. For AAs whom you suspect may need more observation, you will definitely want to be present as the AA prepares the assessment materials and begins the session. Once the session has started, you will have an opportunity to move to another session, perhaps returning to the original session later.

4. While you want to observe all AAs during your first visit, inevitably you may spend more time with one AA than another. When you make your second visit for the team, be sure to focus on team members whom you did not fully observe during the first visit.

5. If you are able to observe only a partial session, please indicate those items you were unable to observe at all by marking the “Cannot Determine” box in column B. Even with simultaneous sessions, you should be able to observe portions of each session. If this proves to be impossible, you will not need to initiate a Section B for the session. Simply make a note by the AA and session on the first page.

6. You should accompany the AC and observe the debriefing he/she conducts with the school coordinator. (This is an item on the QCF.)

7. If you are visiting a school that is holding a separate accommodation session, you may use Section B to observe portions of that session, if your schedule permits. Similarly, makeups can also be observed with Section B.

8. If you have more comments than a section of the form will hold, use additional sheets of paper. Record the NAEP School ID Number, session ID, AA or AC name, and QC item number on these inserts and staple to the form.

9. Each form contains three Section B’s. This will be sufficient for almost all schools in the sample. If you observe a school with more than three sessions, start a second QC form for sessions #4, #5 & #6, etc. Enter the appropriate cover information on the second booklet and label the QCFs 1 of 2, 2 of 2, etc. on the front cover of the form.

10. The QC items provided in the form are meant to reflect the most common assessment situations you will encounter. If an observation item does not apply to the school you are observing, simply note this.

11. Your observation style should give AAs or ACs some latitude. Allow events to unfold to a degree before you step in so that you can get a better sense of how the AA or AC will perform when you are not there. Of course, if the AA or AC is having serious difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

12. If you are at a school and a scheduled team member does not show up, is late, or becomes ill, the assessment takes precedence over your role as observer. You will need to suspend the observation and assist the team.

13. Give some thought to the manner in which you will provide the AC and AAs feedback on their performances. In general, for minor performance issues that can easily be remedied (e.g., making an incorrect entry on the Roster) you should provide feedback immediately. Other more sensitive comments are best delivered after the team has left the school. Specific concerns you have about individual AAs should be shared with the AC. All concerns should be shared with your field manager.

Rarely should you need to step in and correct the AA or AC. The only time you should interrupt the AA or AC conducting a session is if they are doing something that would threaten the validity of NAEP. Some examples of when you should step in may include:

- If the AA conducting the session does not distribute or collect the assessment booklets to the students properly;
- The AA answers student questions without using the QxQs script;
- The AA makes serious deviations from the script;
- The AA does not time the sections properly, or fails to set the timer, or forgets to announce timings;
- The AA fails to correctly distribute and collect calculators;
- The AA fails to correctly assign the science kits;
- The AA fails to maintain security of the assessment booklets;
- The AA admits students after beginning instructions;
- The AA fails to provide proper accommodation(s) to student(s);
- The AA exhibits inappropriate behavior to staff, students or observers;

- The AA does not properly answer questions or does not answer questions at all;
- The AA allows school staff to answer questions;
- The AA fails to have staff sign nondisclosure form;
- The AA fails to distribute ancillary items or replaces items incorrectly; and
- The AA unnecessarily delays the start of a session.

Again, rarely should you need to intervene with the administration of an assessment. If you do need to do so, it is essential that you remedy the situation tactfully, and with the least amount of disturbance. Avoid demeaning or embarrassing the AA in front of students or school staff by approaching the AA and quietly asking that the correct NAEP procedure be followed. Anytime you must intervene, provide a comment in the QFC.

5.2.5 Completing the Front Cover of the Form

During your observation, you will need to complete the chart found on the front cover of the QCF. Enter the basic AA and session information before the observations. Complete the last two columns after you have completed the observation.

	FROM THE COVER OF THE FORM			TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AC/AA	☑ IF AC:	SESSION # ASSIGNED	*(R) REGULAR* *(M) MAKEUP* *(A) ACCOM*	*(1) COMPLETE SESSION* *(2) PARTIAL SESSION* *(3) COULD NOT OBSERVE*	*(1) EXCELLENT* *(2) GOOD* *(3) ADEQUATE* *(4) NEEDS IMPROVEMENT* *(5) UNACCEPTABLE* *(8) COULD NOT RATE*
AA #1:	Sam Irwin	☑	RM0801	[✓ R] M A	1 [✓ 2] 3	[✓ 1] 2 3 4 5 8
AA #2:	Richard Lester	☐	RM0802	[✓ R] M A	1 2 3	1 [✓ 2] 3 4 5 8
AA #3:	Richard Lester	☐	RM0801	R M [✓ A]	1 2 [✓ 3]	1 2 3 4 5 [✓ 8]
AA #4:		☐		R M A	1 2 3	1 2 3 4 5 8

To complete this chart:

- Account for every session by entering the name of each AA, and the AC, if he/she is conducting a session. If sessions are scheduled consecutively and an AA or the AC conducts two sessions, enter each on a separate row of this chart.
- Place a check mark in the adjacent column to indicate whether the AC conducted the session.
- Enter the Session Number from the Administration Schedule.
- Circle whether the session is a “regular,” “makeup,” or separate “accommodation” session.
- Circle how much of the assessment session you observed. Reserve the category “complete session” for when you are able to code all of the QC form items because you have witnessed the session from beginning to end. When you move between simultaneous sessions, you will code each as “partial” observations. If you observed only a small portion of a session, such as packing the shipment, this should still be considered a “partial.”
- Assign a rating between 1 and 5 that summarizes your judgment of the AA’s performance, based on what you have been able to observe. Assign an 8 if you did not observe any portions of the session conducted by an AA.

The ratings you assign are very important. This information will be entered into the NAEP 2005 School Control System (SCS), permitting you, your field manager, and the home office staff to also monitor the performance of AAs throughout the field period. You will also use this information to determine which assessment teams require additional observations.

The rating scale for the overall evaluation of the AAs uses a different scale than the rest of the form. It consists of a five-category scale, with values ranging from “1,” signifying “excellent” to “5,” meaning the performance was “unacceptable.” Ratings of “4” and “5” should be extremely rare and, when assigned, you will need to provide more details about the AA’s performance. Because the scale for the overall AA evaluation is different from the scale used in the rest of the evaluation, you will need to carefully consider the AA and AC’s performance before assigning the overall rating.

You should promptly discuss with your field manager any AA or AC that receives an overall rating of 4 or 5. There is a considerable subjective aspect to this, but the following guidelines illustrate how the rating scale should be applied.

Excellent	(1)	The AA was totally prepared, initiated all stages of assessment, followed the script verbatim, and worked with a high degree of accuracy. Almost all observation items are coded “1.” The AA or AC should not have received any “3’s” or “No’s” throughout the observation section.
Good	(2)	AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an “excellent” session. The AA or AC received a majority of “1’s” and a few “2’s” throughout the observation section. The AA or AC should not have received any “3’s” or “No’s” throughout the observation section.
Adequate	(3)	AA was adequate, got the job done, but was weak in one or more areas of the assessment. AA needs to spend some time studying the materials. The AA or AC received more “2’s” than “1’s” in the observation section. The AA or AC may have received a small number of “3’s” and “No’s” throughout the observation section.
Needs Improvement	(4)	AA acted unprepared and/or unprofessional at times. You may have had to intervene with minor reminders such as posting the “DO NOT DISTURB” sign. The AA may have requested your help with the routine procedures or asked questions that AAs are expected to address without assistance. The AA’s performance definitely requires improvement. Additional briefing or training may be in order. The AA or AC may have received “2’s” and “3’s” and a few “No’s” throughout the observation section.
Unacceptable	(5)	AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required. The AA or AC received mainly “3’s” and “No’s” throughout the observation section.
Could Not Rate	(8)	Due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Once you have completed the AA rating chart you will need to assign the AC and the team rating.

AC *(IF NOT LISTED ABOVE)*	________________________________	**ASSESSMENT COORDINATOR RATING**	**1 2 3 4 5**
OVERALL TEAM RATING *Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.*			**1 2 3 4 5**

To complete this section of the QCF, you will:

- enter the name of the AC, if the AC's name is not recorded in the session listing because he/she did not conduct a session.
- assign a rating between "1" and "5" that summarizes your judgment of the **AC's** overall performance, based on what you have been able to observe.
- assign a rating between "1" and "5" that summarizes your judgment of the **team's** overall performance, based on what you have been able to observe. Your overall evaluation of the team should include:
  - the overall organization of the team and the leadership provided by the AC.
  - the performance of each AA while administering a session.

As with the AA ratings, the team rating is very important. This information will be entered into NAEP 2005 SCS, permitting you, your field manager, and the home office staff to also monitor the performance of assessment teams throughout the field period. You will also use this information to determine which assessment teams require additional observations.

At the conclusion of your observation, you will also need to complete the remaining items on the cover of the form: your name, the date of the observation, and your arrival and departure times.

QC OBSERVATION MADE BY:	Janet Thompson TITLE: Sup	OFFICE USE ONLY
DATE OF OBSERVATION:	2/7/05	DATE: __________
ARRIVAL TIME:	7:00 am	
DEPARTURE TIME:	11:15 am	INIT: __________

Blank Supervisor QC Logs (Exhibit 5-2) will be provided to track your in-person visit results. The logs will have columns for you to enter school and session information, AC and AA names and ratings, team rating, date ratings were entered in the SCS, and any relevant comments.

5.3 Quality Control Telephone Followup Calls

As an additional QC check, supervisors will call school coordinators from a 25 percent predesignated random sample of schools after the assessment. The followup call should be placed within 3 working days of the assessment so that the assessment experience is still fresh in the school coordinator’s mind, but you should not call on the same day as the assessment. The purpose of the call is to obtain the school coordinator’s impression of the assessment team, specifically, the team’s level of organization, professionalism, and overall performance. You will use a short questionnaire, the Telephone Followup QC Form, for the call. Many of the questions will be “open-ended”; that is, the answer categories are not specified so that you can record exactly what the school coordinator has to say about a topic. The brief interview will take only 3–5 minutes to complete. Any negative reports you receive through this call should be brought to the attention of your field manager and the assessment team responsible for the school and project staff.

For each selected school you will receive an Assessment Team Quality Control Telephone Followup Form with a preprinted label. You will also receive a supply of blank forms for additional followup. Corresponding Supervisor QC Logs will be printed to track your results. The logs will have all of the school and session information preprinted. You will enter the date you completed the followup call, the date the information was entered in the SCS, and any relevant comments.

5.3.1 Content of the Form

The sample of schools for the QC followup calls has been predesignated and you will receive labeled forms for this purpose. Another school cannot be substituted for the preselected school. Appendix O contains an example of the entire form, including specifications for each of the questions.

The label provides all the information you will need to organize your work and make the postassessment contact, including:

- NAEP School ID Number, name, and address;
- NAEP region and area #;

Exhibit 5-2. In-person QC Log

Region:_____________Area:_______________

NAEP 2005
In-Person QC Log

NAEP ID # School Name AC Name	Session Numbers Session Type (circle one) Session Date	AA Names	Overall AA Rating (circle one)	Overall AC Rating	Team Rating (circle one)	Date Entered in SCS	Rater's Names/ Comments
NAEP ID# ___________ Sch Name: ____________________ AC Name:	Sess______R M A Date___ Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____	_________________ _________________ _________________ _________________	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 6 Could Not Rate		
NAEP ID# ___________ Sch Name: ____________________ AC Name:	Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____	_________________ _________________ _________________ _________________	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 6 Could Not Rate		
NAEP ID# ___________ Sch Name: ____________________ AC Name:	Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____	_________________ _________________ _________________ _________________	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 6 Could Not Rate		

- School coordinator name and telephone number;
- Name of the AC assigned to the school;
- Session # and type for each session at the school, including the originally scheduled date and time for the session, to the extent that this information was available before the assessment.

Before you place the call, enter the names of the AAs who conducted the sessions so that you may reference the team by name during the call. Also, update the label to reflect any late-breaking changes to the assessment dates or times.

SCHOOL ID:	100-100-1	Territory: 3 Region: CT2		State: CT Area: 6	
SCHOOL	Central Middle School	Session	Date	Time	Type
ADDRESS:	1100 Main St.				
	Anywhere, CT 00220	R0801	2/8	9:00	A
NAME OF SC:	Bill Lewis	R0802	2/8	9:00	A
SC PHONE:	(640) 555-1222				

Assessment Team Members:

AC: Jason Thomas

AAs Conducting Sessions:

Jason Thomas

Olivia Svenson

The telephone followup version of the QCF contains the following items:

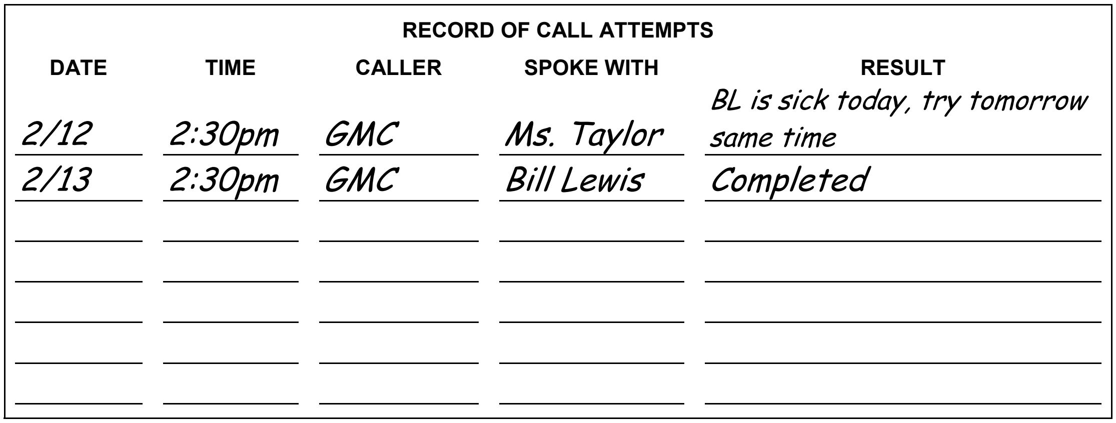
1. How well did the team handle the assessment?
2. Did the team arrive on time?
3. How organized was the team?
4. Did the sessions start on time?
5. How professional was the team?
6. If the school coordinator observed any sessions, how well were they conducted?
7. Did the AC give the school coordinator the NAEP Storage Envelope?
8. How well did the team interact with the school staff?
9. How well did the team interact with the students?

10. Any other comments about the assessment team?

11. Any comments about NAEP in general?

5.3.2 Using the Form

You can make your first attempt to reach the school coordinator on the day after the assessment. If you do not reach the school coordinator by the third working day after the assessment, contact the AC for the best time to reach the school coordinator. Make additional attempts for the next few days/weeks before discontinuing your attempts. Document your attempts to conduct this interview on the "record of call attempts" located on the cover of the form.



RECORD OF CALL ATTEMPTS

DATE	TIME	CALLER	SPOKE WITH	RESULT
2/12	2:30pm	GMC	Ms. Taylor	BL is sick today, try tomorrow same time
2/13	2:30pm	GMC	Bill Lewis	Completed

To administer this brief interview correctly, you should be aware of some of the basic techniques used by survey interviewers. Basically you will want to:

- read the questions as worded;
- remain "neutral"; and
- use "probing" techniques when you feel the response given by the school coordinator needs expansion or clarification.

An overview of these techniques is provided in Appendix C of the *Assessment Coordinator Manual*.

After the interview, you will need to assign a summary rating that reflects the responses to the items listed above, as well as any unsolicited comments the school coordinator makes during your conversation that is relevant to the team's performance. The rating should factor in the school coordinator's overall evaluation of the team, as well as any positive or negative reports about individual AAs. In assigning your rating, be sure to differentiate, when possible, a negative attitude about the NAEP program versus a negative evaluation of the assessment team's performance.

The rating is identical to the five-category scale used for the QC observation forms, with values ranging from "1," signifying "excellent" to "5," meaning the performance was "unacceptable." A "not enough information" option is provided, but unless the school coordinator consistently answers your questions with "don't know," assign a rating based on the opinions the school coordinator was able to express.

OVERALL RATING BASED ON THIS CALL:

EXCELLENT	[✓ 1]
GOOD	2
SATISFACTORY/ADEQUATE	3
UNSATISFACTORY	4
UNACCEPTABLE/PROBLEM	5
NOT ENOUGH INFORMATION TO RATE	8

5.4 Quality Control Feedback

The feedback you give to the ACs and AAs is very important to the quality control process. The quality control procedures are a continuation of the AC and AA training and the feedback you give will fine-tune their knowledge and skills.The feedback you provide will be different for each format – in-person and telephone. The in-person feedback will be on the assessment day and provided to the AAs and the AC. The feedback from the telephone follow-up will be after the follow-up call and is usually provided just to the AC. The AAs will be contacted if they are specifically mentioned by the school coordinator during the call and immediate follow-up is needed.

5.4.1 In-person Observation Feedback

When conducting the in-person quality control visits, the feedback you provide will take place:

- Immediately – if the observed activities are or will impact the quality and integrity of the assessment
- After the assessment activities – if observed activities will not impact the assessment

While the goal of the observer is not to alter or take part in the assessment, if the observed activity is or will affect the integrity of the assessment; you will need to take action. You will need to decide the extent of your involvement. Depending upon the situation, you may just have to direct the AA or AC to follow the correct procedure or in rare cases you may need to step into the role of the staff you are observing if the situation warrants.

Immediately following the assessments and post assessment activities, meet privately with each assessment administrator and the assessment coordinator to give feedback on their performance. You should share the contents of the completed QCF with them and review the form section-by-section. If possible, meet with the AAs first then meet with the AC after the AAs have left.

Review the correct behaviors and implementation of procedures that you observed then review the problems. Be sure to explain specifically what you observed and how it could have been improved. Properly managed observer feedback can greatly enhance the assessor's performance. Everyone responds positively to correction and advice given in collegial spirit. For experienced staff that continues to do an excellent job, reward them with positive comments. For inexperienced staff, you are a valued role model who reinforced their developing sense of professional style and technique.

While it is important that you balance the feedback with positive and negative comments, it is also important that the AA or AC hear and understand which procedures and behaviors need correction. They also need to understand the consequences of not correcting the behavior or procedure. For example, the problem is that the AA is not reading the script verbatim because they have taught before and they think it ruins the rapport. You must make sure they understand that they are required to read the script verbatim and if they do not read the script verbatim that they will not be allowed to conduct the assessments.

In addition to reviewing the form, you can use this time to review other procedures and administrative issues that may need attention, timesheet, completion, and paperwork.

Observations of severe breaches of procedure may result in additional training and a follow-up QC Observation.

5.4.2 Telephone Follow-up Feedback

As in the in-person visit, provide feedback to the AC as soon as possible after the phone call is complete. Review the QCF and advise the AC as to those parts of the assessment that went well and those that need improvement. If the AA is specifically mentioned, either have the AC pass on the information or if the comment indicates that additional training is necessary, contact the AA directly.

5.4.3 Additional Feedback Procedures

Regularly update your field manager on the positive and negative results of your observations. Depending on the severity of problems discovered you might need to:

- schedule another in-person observation for the team;
- select additional schools for telephone follow-up,
- given remedial training; or,
- terminate the staff member.

These decisions are made by you in consultation with your field manager. The home office staff and troubleshooter supervisors can assist with the additional calls or visits.

5.5 Update the SCS

As you complete QC field visits and make telephone followup calls, you will document your efforts and findings by making entries on the Supervisor QC logs and into the SCS. A description of this process, as well as other recordkeeping tasks associated with each of the QC activities, will be fully described in an SCS update memorandum. Entry in the SCS needs to be made immediately after the observation or call so that the field managers and the home office can monitor the results. Plan to send the first five completed forms to your field manager. The others should be kept until requested.

5.6 Other Quality Control Activities

The National Center for Education Statistics (NCES) has contracted with the Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. HumRRO's QA efforts include randomly selecting schools to conduct site visit observations of NAEP test administration.

A HumRRO staff member will contact the supervisor (or other contact provided by Westat) affiliated with each selected site visit location via telephone to inform him/her the site had been selected for QA observation. At that time, he or she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

5.6.1 Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, in order to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff in order to ascertain whether or not certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed as trained, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

5.6.2 Observation Checklist Items

HumRRO has designed separate ratings sheets for pre-, during- and post-assessment activities, and for both Assessment Coordinator and Assessment Administrator duties. It is important to note that these are only activities that Westat NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- Booklet preparation
- Room preparation
- Informing AAs of school protocol
- Classroom management during testing
- Completion of paperwork
- General handling of materials

5.6.3 Interactions Between HumRRO and NAEP Staff Members

Based on the above checklist items, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- Observation from a distance
- Personal inquiry (as to whether or not a specific task was performed
- "Looking over the shoulder" observation

Observation From a Distance

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to go about performing job tasks while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

Personal Inquiry

In some instances, job tasks were performed prior to the arrival of the HumRRO team, or were simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was indeed performed.

"Looking Over the Shoulder" Observation

HumRRO staff members are instructed to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, HumRRO staff may quietly walk amongst team members to view their work.

A collegial atmosphere has emerged between HumRRO and NAEP staff during many site visits, which has led to more frequent interchanges between members of either group. As a result, it may seem that when HumRRO staff members are present, they are working with NAEP staff. It is important, however, to not that HumRRO staff members are not present to advise NAEP staff on proper procedure. Some additional examples of what should not be expected of HumRRO observation staff include:

- Preparing or assisting in the preparation and/or completion of assessment materials
- Monitoring classrooms/answering students' questions
- Maintaining security of test materials.

At the end of each site visit, time permitting, HumRRO observers will ask a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

5.7 Reviewing School Folders After the Assessment

Once the assessments are completed in a school (including makeup sessions), the AC will be sending you the completed School Folder. It is your quality control responsibility to review the contents of the School Folder and make sure that everything is complete. You should provide feedback to the AC after receiving the first shipment of school folders and as necessary after that. Whenever information is incomplete or inaccurate, you must contact the AC to resolve the issues as soon as possible.

There are three primary tasks you need to perform when reviewing the School Folders:

- Verify that the School Folder contains all the necessary materials;
- Review the Administration Schedule(s);
  - Verify that all demographic information boxes are filled in;
  - Verify that the entries in the summary box are complete and correct;
- Complete the SD and/or LEP Summary Form and enter the results in the SCS.

Verify that the School Folder contains all the necessary materials. Using the list of School Folder materials in Section 4.3 in chapter 4, verify that the School Folder contains all the necessary materials. If any materials are missing, contact the AC to locate the materials. You must keep the School Folder until the missing materials are located and placed `in the School Folder.

Review the Administration Schedule(s). You should carefully review the Administration Schedules to verify that they are complete and accurate.

Verify that all demographic information boxes are filled in. All demographic information boxes for all sampled students must be filled in on the Administration Schedules (columns D–L). There should be no empty boxes. During the preassessment visit, it is the AC's responsibility to collect any missing student demographic data from the school coordinator and fill it in on the Administration Schedule(s). The AC also has an opportunity to collect missing demographic information at the assessment visit. If the information is not available from the school or other sources (district, etc.), the AC should be using the code "Information unavailable." This code indicates that the AC has requested the information from the school coordinator and it is unavailable. ACs must not use this code unless they have specifically requested the information from the school coordinator and been told that it is unavailable. You will be reviewing missing demographic data with the ACs during your report calls (see Section 5.9).

If the Administration Schedules are missing any demographic information, you will need to contact the AC as soon as possible to clarify the situation. If necessary, you may need to send the School Folder back to the AC so that he/she can contact the school coordinator to collect the missing information.

You should not send in any School Folders containing Administration Schedules that are missing information.

Verify that the entries in the summary box are complete and correct. You should doublecheck the calculations in the summary box at the top of the Administration Schedules. Verify that the Administration Codes have been counted correctly and entered in the correct spaces.

Verify whether a makeup session needs to be held, based on the response rate for the grade (calculate all the Administration Schedules together). If a science bridge session was held, the makeup session is based on that Administration Schedule only (not combined with the others).

Complete the SD and/or LEP Summary Form and enter the results in the SCS. We are interested in gathering information about inclusions of SD and/or LEP students during the field period, so we are asking that you complete the SD/LEP Summary Form (Exhibit 5-3) and enter the results in the SCS. The form asks you to record the Administration Codes for all SD and/or LEP students for each NAEP ID, and using the completed form, enter the information in the SCS (see the *SCS User's Guide* for more information on how to make this entry).

Exhibit 5-3. NAEP 2005 SD/LEP Summary Form

NAEP 2005
SD/LEP Summary Form

Review all the Administration Schedules in each School Folder sent to you from the AC. Using the SD columns (F and G) and the LEP columns (H and I) from all the Administration Schedules for this school please complete the form below and enter the results in the SCS.

School Name: ______________________ NAEP ID: ______________________

	Assessment Codes	SD Only	LEP Only	SD and LEP
1.	Total #			
2.	# Assessed Codes 10-14, 20-24			
3.	# Assessed with Accommodations Codes 70-82			
4.	# Absent Codes 40-49			
5.	# Other Codes 51-56			
6.	# Excluded Codes 60-66			

Definitions	SD Column F or G =		LEP Column H or I =
SD Only =	1	and	2,3,9
LEP Only =	2,9	and	1
SD and LEP =	1	and	1

6. 2005 HIGH SCHOOL TRANSCRIPT STUDY

6.1 Overview

An important part of the NAEP 2005 assessment program is the High School Transcript Study (HSTS). This study is being conducted to provide educational policymakers with information regarding current course offerings and course-taking patterns in the Nation's secondary school curriculum. In addition, this study will permit researchers to examine the relationship between course-taking patterns and educational achievement by linking HSTS data to data from the NAEP operational assessment.

Westat has conducted previous transcript studies in 1987, 1991, 1994, 1998, and 2000. The design for the 2005 study will consist of two phases. Phase 1 will take place from September 2004 through March 2005. It will entail introducing the study to the selected schools. It will also involve collecting course catalogs for the current and three prior school years, and collecting three sample transcripts. Selected supervisors and field managers, with the help of the NAEP State Coordinator, will conduct this phase. Also during this phase, supervisors will flag sampled students' records on assessment day and arrange for a return visit to the school in the summer or fall. Phase 2 will take place from the end of the school year through October 2005 when select supervisors will go to the schools to collect the sampled students' current transcripts. As in the past, we expect to be very successful in obtaining a high percentage of the transcripts requested in the schools selected for the HSTS.

The procedures discussed in this chapter involve only Phase 1 of the HSTS. A separate document will be sent to select supervisors that will outline the steps to follow during Phase 2 of the HSTS.

6.1.1 The HSTS Sample

The school sample for the HSTS will consist of all NAEP public high schools and a subset of the nonpublic high schools. We expect to have approximately 750 cooperating high schools. The original sampled schools will be included in HSTS if they participate in the operational NAEP assessment. If an original school refuses to participate in NAEP and a substitute school participates, then the substitute school will be asked to participate in the HSTS. If there is no substitute school or if a substitute school refuses participation in NAEP, we will ask the original school to participate in the HSTS.

All eligible twelfth grade students in the selected schools who are sampled for mathematics or science for the NAEP 2005 operational assessment will be included in the HSTS student sample. This sample includes students who were either excluded or absent, though it **does not** include students who have withdrawn or are ineligible. Approximately 25,000 student transcripts will be included in the 2005 sample.

6.1.2 Data Collection Overview

As mentioned earlier, Phase 1 of the data collection will start in the fall. During Phase 1, NAEP State Coordinators will inform districts and schools in their state of their selection in the HSTS. They will attempt to find out the best source of collecting course catalogs from the larger districts. About 3 weeks before the assessment date, you will contact the school and briefly outline the study, using Part 1 of the School Information Form (SIF) (described in Section 6.5), and attempt to collect the current year's catalog.

On assessment day, you will mark the student files; collect the three previous years' catalogs; collect three sample transcripts; and complete Part 2 of the SIF. Phase 2, in the summer, will entail collecting the actual student transcripts. Key activities for the two phases are described below:

Phase 1: September 2004 – March 2005

- The NAEP supervisor will call each sampled school to discuss the details of the HSTS.
- The NAEP supervisor will complete the SIF for each school with the help of school staff.
- The NAEP supervisor will go to sampled high schools on the NAEP assessment day and will place a disclosure notice in the sampled students' files to assist with identifying the student population for whom transcripts will be obtained. This notice will include the provisions from the Family Education Rights and Privacy Act

(FERPA), which explains the disclosure safeguards that grant NAEP the authority to obtain transcript information.

- Course catalogs and/or course lists will be requested for the current school year (2004-2005) and for the preceding 3 years (2003 – 2004, 2002 – 2003, and 2001 – 2002).
- Three sample transcripts will be requested. One should include honors courses, one special education course, and one with regular courses.
- The NAEP supervisor will review all materials and will ask questions necessary to understand the transcripts and course catalogs.

Phase 2: June – October 2005

- A NAEP representative will return to each sampled school to collect copies of transcripts for the sampled students.

6.2 NAEP State Coordinator Responsibilities

Data collection for Phase 1 of the HSTS will start during the fall. This phase of data collection will begin when the NAEP State Coordinator calls the selected districts to inform them about NAEP. In his/her telephone conversations, the NAEP State Coordinator will also inform the districts about the HSTS. The NAEP State Coordinator will let the district contact know that NAEP staff will need four years of course catalogs for the selected schools. The NAEP State Coordinator will ascertain where the best place is to get these materials. In the past, we have found that most sample transcripts are located at the schools, while course catalogs might be at the schools, districts, or state level. For the larger districts, if the materials are at the district level, the NAEP State Coordinator will ask for the name of the person to contact regarding getting copies of these materials and will pass that information on to the field manager.

6.3 Field Manager and Supervisor Responsibilities

If the catalogs are available at the district level, the field manager will call the person at the district and request the appropriate copies of the catalogs to be sent to him/her (or perhaps a supervisor). He/she will then assign a supervisor to call the schools within the district, approximately 3 weeks before the assessment. If the NAEP State Coordinator learns that the catalogs are kept at the schools, he/she will let the field manager know. The field manager will then inform the supervisor to follow the procedures of contacting the schools about 3 weeks before the assessment date to collect the catalogs. If any district- or state-level catalogs are received, it will be marked on the SIF. However, we still would like the supervisor to follow the regular procedures to collect the school-level catalogs.

6.4 Contacts With Schools

The HSTS Summary of Activities is part of the package sent to superintendents and principals notifying them about NAEP 2005 and the HSTS. Because this summary includes only aspects of the main NAEP assessment, your contact with the school coordinator may be the first time he/she is hearing about the HSTS. Thus, for your contacts with school personnel, you will be provided with the following materials:

- **Informational Letter from Nancy Caldwell** of NAEP/Westat (Exhibit 6-1).
- **2005 High School Transcript Study Summary of Activities** (Exhibit 6-2).
- **School Information Form (SIF):** This form will be used as a guide to ensure the collected course catalogs and sample transcripts can be easily interpreted by Westat and that you have provided the necessary information required for each HSTS school. This form comes in two parts (Appendix H).
- **HSTS Questionnaire:** This form duplicates some of the questions on Part 2 of the SIF. It will be used to send to the school for them to look at in advance of the supervisor’s visit (Exhibit 6-3).
- **Course Catalog Checklist:** This form will be used to help Westat staff interpret course offerings available at the school (Exhibit 6-4).
- **Transcript Format Checklist:** This form will be used to help Westat staff locate needed information on the transcripts (Exhibit 6-5).
- **Transcript Reimbursement Form:** This form will be completed in order to reimburse the school for receipt of three sample transcripts (Exhibit 6-6).
- **Administration Schedule:** This form will identify the HSTS student sample after the NAEP sampling has been completed.
- **Disclosure Notice:** This form will be placed in the sampled student files to assist with identifying the student population for whom transcripts will be obtained. This notice will include the provisions from the Family Education Rights and Privacy Act (FERPA), which explains the disclosure safeguards that grants Westat the authority to obtain transcript information (Exhibit 6-7).

Exhibit 6-1.HSTS Information Letter to School Coordinator From Westat

January 2005

Dear NAEP School Coordinator:

As described in previous mailings to your school, the 2005 High School Transcript Study (HSTS) is being conducted in conjunction with the 2005 National Assessment of Educational Progress (NAEP). The purpose of this study is to supply data to educational researchers and policy analysts on course-taking patterns and to examine the relationship of these patterns to achievement in secondary schools sampled in the NAEP 2005. NAEP schools are included in the sample in order that NAEP data and transcript data can be linked. The participation of all selected schools is needed to make the results of the transcript study comprehensive, accurate, and timely.

The activities for Phase 1 of this study will be conducted this winter. For Phase 2 of this study in the summer of 2005, a NAEP representative will return to the school to collect the requested transcripts.

The granting of U.S. Department of Education authority for collection of the transcript data has been made pursuant to the provisions of the Family Education on Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31 (l) (a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants in connection with the audit and evaluation of federal and state supported education programs. The privacy of the information schools are asked to supply to NAEP and the HSTS will be protected as required by FERPA and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations will be provided to you prior to the collection of any transcripts.

I would appreciate your cooperation in this important component of the NAEP 2005. If you have any questions about the study or its procedures, please contact me at 1-800-283-6237.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
Westat Project Director for NAEP

Exhibit 6-2. HSTS Summary of School Transcript Activities

2005 High School Transcript Study
Summary of School Activities

What is the High School Transcript Study?

The High School Transcript Study (HSTS) is sponsored by the National Center for Education Statistics (NCES) to provide educational policymakers with information regarding course offerings and course-taking patterns in the Nation's secondary schools and changes in these offerings and patterns over time. In addition, this study will permit researchers to examine the correlation between course-taking patterns and educational achievement by linking the HSTS data to National Assessment of Educational Progress (NAEP) proficiency data. Thus, the HSTS school sample includes all of the public schools and approximately half of the nonpublic schools in the NAEP 2005 sample.

The 2005 HSTS is the sixth NAEP transcript study. As with the previous studies, no student or teacher time is involved and the school will be reimbursed for copies of transcripts and catalogs.

What is the schedule for HSTS 2005 activities?

Phase 1: September 2004 – March 2005

- A NAEP representative will call each sampled school to discuss the details of the HSTS.
- A NAEP representative will go to sampled high schools on the NAEP assessment day and will place a disclosure notice in the sampled students' files to assist with identifying the student population for whom transcripts will be obtained. This notice will include the provisions from the Family Education Rights and Privacy Act (FERPA), which explains the disclosure safeguards that grant NAEP the authority to obtain transcript information.
- Course catalogs and/or course lists will be requested for the current school year (2004 – 2005) and for the preceding 3 years (2003 – 2004, 2002 – 2003, and 2001 – 2002).
- Three sample transcripts will be requested. One should include honors courses, one special education course, and one with regular courses.
- The NAEP representative will review all materials and will ask questions necessary to understand the transcripts and course catalogs.

Phase 2: June – October 2005

- A NAEP representative will return to each sampled school to collect copies of transcripts for the sampled students.

What are the key aspects of the HSTS 2005?

- ***No student time is involved*** (NAEP staff will work with school personnel to minimize as much of the burden as possible).
- ***Confidentiality*** (students' names and all other identifying information will be masked before removing copies of transcripts from the school).
- ***Transcript and catalog reimbursement*** (reimbursed at each school's customary rate).
- ***Parental notification*** (not required by NAEP or No Child Left Behind).

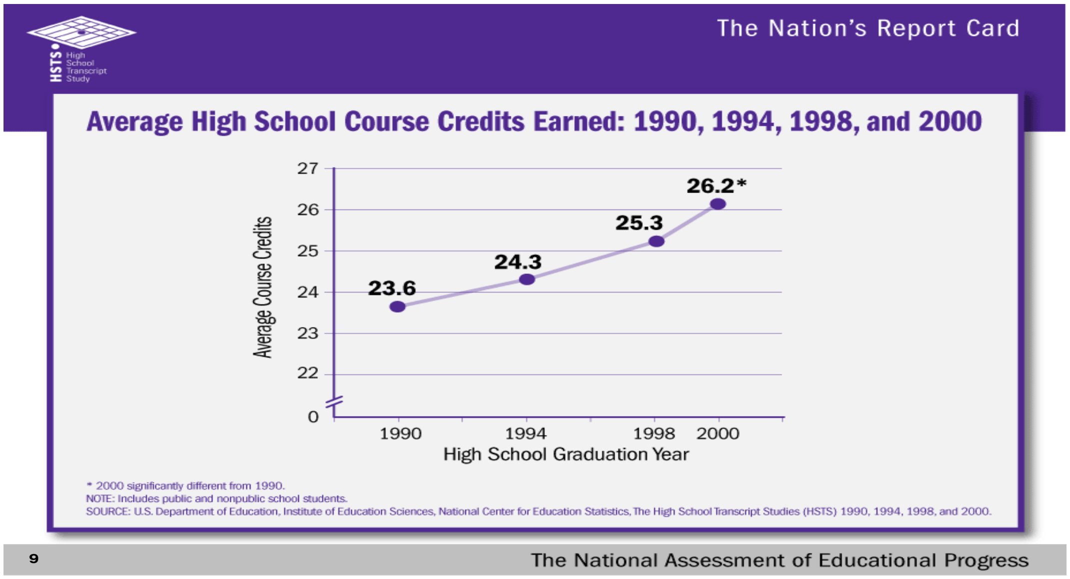
Where can I find more information about the HSTS?

More information about NCES high school transcript studies can be found by visiting the NCES web site at http://nces.ed.gov/survey/hsts.

Exhibit 6-2. Summary of School Transcript Activities (continued)

What are the results from the NAEP 2000 HSTS?

Here are some selected results from the 2000 HSTS entitled: The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990 – 2000.



HSTS High School Transcript Study

The Nation's Report Card

Average High School Course Credits Earned: 1990, 1994, 1998, and 2000

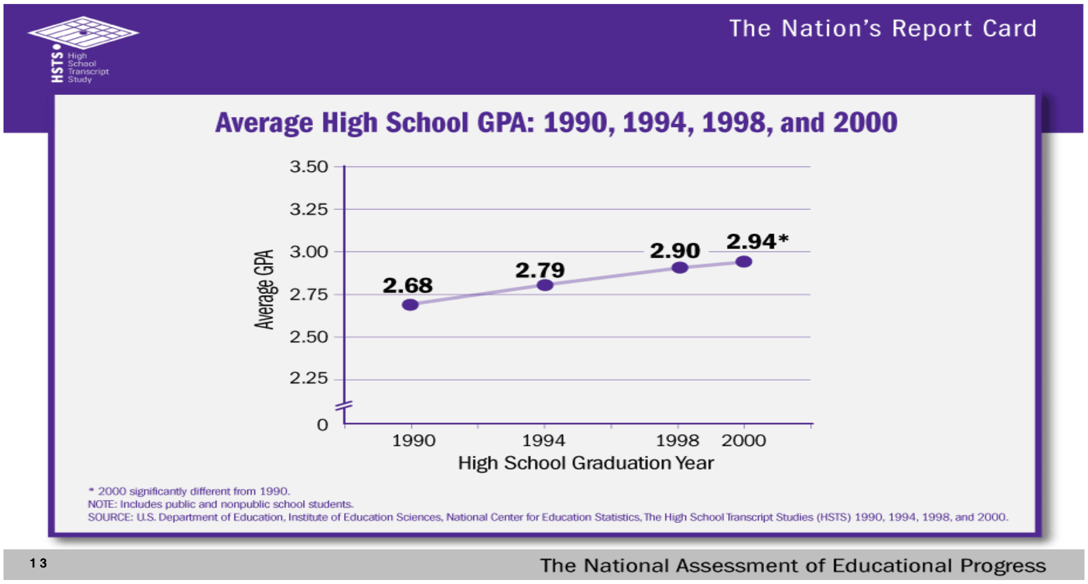
* 2000 significantly different from 1990.

NOTE: Includes public and nonpublic school students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, The High School Transcript Studies (HSTS) 1990, 1994, 1998, and 2000.

9 The National Assessment of Educational Progress

Overall, there was an increase in the number of course credits earned by high school graduates throughout the 1990s. High school graduates earned an average of 26.2 course credits in 2000, compared to 23.6 in 1990.



HSTS High School Transcript Study

The Nation's Report Card

Average High School GPA: 1990, 1994, 1998, and 2000

* 2000 significantly different from 1990.

NOTE: Includes public and nonpublic school students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, The High School Transcript Studies (HSTS) 1990, 1994, 1998, and 2000.

13 The National Assessment of Educational Progress

From 1990 to 2000, there was an increase in students' grade point average (GPA) in the courses they took, from an average of 2.68 to 2.94, on a standardized 4-point scale.

- **Mathematics and Science Textbook Forms:** These forms will be collected in some schools. It asks for the list of mathematics and science textbooks that are used in the twelfth grade classrooms. (Exhibit 6-12).

- **Preprinted mini labels:** Westat will provide preprinted minilabels with the students' NAEP booklet ID number. These labels should be attached to the Disclosure Notice, which will be placed in the students' files. If by chance you have no pre-printed labels, you should handwrite the students' NAEP ID numbers on the tabs of the Disclosure Notice. You should also write the students' names on the tabs, so that you do not have to refer to the Administration Schedule each time you place a tab in a file. You will also be given labels with a NAEP School ID Number on them for use on labeling the catalogs and sample transcripts. Save the remaining labels in your School Folder so that they may be used again during Phase 2 when the transcripts are collected. In Phase 2 select supervisors will go back to the schools in the summer and fall 2005 to collect the actual transcripts.

6.5 Completing the School Information Form (SIF)

A School Information Form (SIF) will be completed for each school participating on the HSTS assignment. The SIF is not formatted like a rigid questionnaire because it assumes that schools will differ in where and how the information will be obtained to complete the form. Part 1 of the SIF is designed for you to use when you call the school before the NAEP assessment and talk to the school coordinator. Part 2 of the SIF is designed to be used when you are at the school on assessment day gathering detailed information about the school, most likely from the registrar. Before you meet with the registrar (or other person at the school knowledgeable about the course details), you should call that person and inform him/her about what types of questions you will be asking on assessment day. We have designed a HSTS Questionnaire that you should send to this person in advance of your visit so he/she can look over the questions that will be asked. The SIF serves three key functions:

1. It provides a format to record key information about the school's grading structure, credit system, and graduation requirements.
2. It provides checklists to ensure that data preparation staff can easily interpret the course catalogs and transcripts that are collected.
3. It provides a place to record the names of school staff members whom data preparation staff can contact if clarification of materials is required.

Since this is not a rigid questionnaire, you may paraphrase the responses you receive, continue on separate sheets of paper, or attach additional documentation provided by the school. **Please**

be sure that the school name and ID number are CLEARLY recorded on any additional sheets or documentation.

The following section will briefly describe the SIF and the HSTS Questionnaire and how they should be completed. The SIF is shown in Appendix I.

6.5.1 SIF – Part 1

Record the school name and NAEP School ID Number (from the School Folder) and other identifying information on the top of the first page of Part 1 of the SIF. The information requested on Part 1 of the SIF should be completed during your initial telephone call to the school coordinator. This telephone call should take place a few days after the AC talks to the school coordinator about NAEP. The AC will inform the school coordinator about your pending call.

During this initial telephone call, you will ask for the current year's catalog, as well as the name of the person you can spend some time with at the school on assessment day to complete Part 2 of the form. This person is often the registrar at the school. Part 1 also provides some guidance in describing to school personnel what will be required from their school for the HSTS assignment. The information gathered in this section will also allow home office staff to contact appropriate school staff if additional information or clarification is needed. After talking to the school coordinator, you should mail him/her a copy of the HSTS Summary of Activities, along with the introduction letter (Exhibit 6-1) and an envelope to return the current year's catalog (if he/she will be mailing it to you).

6.5.2 HSTS Questionnaire

After you complete Part 1 of the SIF with the school coordinator, you should call the registrar and give him/her a brief outline of what type of information you will need on assessment day. After your call with the registrar, you should mail him/her the Summary of Activities as well as the HSTS Questionnaire. The HSTS Questionnaire (Exhibit 6-3) takes some questions directly from Part 2 of the SIF, but puts it in a format that will make it easier for the registrar to understand. Ask the registrar

Exhibit 6-3. HSTS Questionnaire

Dear ____________________:

Your school is participating in the High School Transcript Study (HSTS), part of the National Assessment of Educational Progress (NAEP). This study involves collecting transcripts from the twelfth grade students at your school who were selected for the mathematics or science sections of NAEP. The HSTS does not involve any student time, but in order to complete it, we will need to get detailed information about courses offered at your school, as well as other school information.

I will be visiting your school on [ASSESSMENT DATE] and would like to spend approximately two hours with you to discuss information about your school. To make the meeting go smoothly, I am providing you with the attached questionnaire to let you know some of the questions I will be asking. It will be helpful if you look this over in advance of our meeting. If you have any questions about this process, please call me at [TELEPHONE NUMBER].

Thank you in advance for your help on this very important study.

Sincerely,

HSTS Supervisor

Exhibit 6-3. HSTS Questionnaire (continued)

1. Does this school include grade 9?

Yes (GO TO #1b)   No

1a. If no, where do most students attend grade 9?

___ A single feeder junior high/middle school

___ Several junior high/middle schools in the district

___ Other schools not in this district or affiliated with this school

1b. Do the high school catalogs contain information about the grade 9?

Yes   No

2. Do the catalogs include the following course offerings?

2a. Vocational courses (circle answer)

Yes   No

If yes, how are vocational courses indicated in the catalog(s):__________________
____

2b. Remedial courses (circle answer)

Yes   No

If yes, how are remedial courses indicated in the catalog(s):___________________
____

2c. Honors courses (circle answer)

Yes   No

If yes, how are honors courses indicated in the catalog(s):_____________________
____

Exhibit 6-3. HSTS Questionnaire (continued)

2d. Special Education courses (circle answer)

Yes No

If yes, are different levels of special education (e.g. resource and self-contained) courses indicated in the catalog(s) and how are they indicated:_______________________
____

2e. Off-campus courses (circle answer)

Yes No

If yes, how are off-campus courses indicated in the catalog(s):__________________
____

2f. ESL or bilingual courses (circle answer)

Yes No

If yes, how are ESL or bilingual courses (courses taught in a language other than English indicated in the catalog(s):____
____

2g. Courses Offered through Distance Learning (circle answer)

Yes No

If yes, how are distance-learning courses indicated in the catalog(s)?________________
____

3. Have there been substantial changes in your course offerings between 2001 – 2002 and the 2004 – 2005 school years?

Yes No

4. How many credits does a student earn for a course taken for a single period that lasts the entire 2004 – 2005 school year?

2004 – 2005 # of credits:____________________

4a. Has this changed during the last four school years (circle one)

Yes No (GO TO #5)

Exhibit 6-3. HSTS Questionnaire (continued)

4b. If yes, how many credits are earned for a year-long course for the following years?

2003 – 2004 Number of credits:____________________

2002 – 2003 Number of credits:____________________

2001 – 2002 Number of credits:____________________

5. How many class periods does a student typically have per day, not including lunch?

Number of class periods:____________________

6. What is the maximum number of class periods a student can take per day at this school?

Maximum number of class periods:____________________

7. What is the minimum number of class periods a student can take per day at this school?

Minimum number of class periods:____________________

8. Is the minimum number of courses required different for seniors?

Yes No

9. How long does a typical class period last?

Number of minutes:____________________

10. Are credits for honors/AP classes defined the same as in Question #4?

Yes No

If no, describe any differences: ____
____

11. Are credits for special education classes defined the same as in Question #4?

Yes No

If no, describe any differences:____
____

Exhibit 6-3. HSTS Questionnaire (continued)

12. What type of diplomas does this school offer? (check all that apply)

___ Standard

___ Honors

___ Certificate of Merit

___ Vocational

___ Special Education

___ Certificate of Attendance

___ International Baccalaureate

___ Regents (NY State only)

___ Other (specify):____

13a. Are graduation requirements for all high school diplomas documented in the course catalogs?

Documented Not Documented (GO TO #14)

13b. Specify the relevant catalog page number(s) indicating graduation requirements.

Graduation requirements recorded on page(s)________________ (GO TO #15)

14. What are the graduation requirements (diploma type) for the following subject areas? (Skip this item if #13b indicates where to locate graduation requirements in the catalog[s]).

Diploma type	Standard	Honors	Vocational	Other
*Total credits required for graduation	_______ (credits)	_______ (credits)	_______ (credits)	______ (credits)

Write "NA" on the credit lines if the school does not offer the program.

14a. English/Language Arts	_______ (credits)	_______ (credits)	________ (credits)	______ (credits)
14b. Mathematics	_______ (credits)	_______ (credits)	________ (credits)	______ (credits)

Exhibit 6-3. HSTS Questionnaire (continued)

14c. Computer Science	________ (credits)	________ (credits)	________ (credits)	______ (credits)
14d. Social Studies/History	________ (credits)	________ (credits)	________ (credits)	______ (credits)
14e. Science	________ (credits)	________ (credits)	________ (credits)	______ (credits)
14f. Foreign Language	________ (credits)	________ (credits)	________ (credits)	______ (credits)
14g. Physical Education/Health	________ (credits)	________ (credits)	________ (credits)	______ (credits)
14h. Other (___________)	________ (credits)	________ (credits)	________ (credits)	______ (credits)
14i. Other (___________)	________ (credits)	________ (credits)	________ (credits)	______ (credits)

* This number may be larger or smaller than the credits specified for subject areas 14a – 14i listed here because of electives and/or overlapping sections.

15. Are there any courses required for graduation that do not receive credits?

Yes No

If yes, please specify: ____
____

16. Do these graduation requirements assume four years of high school?

Yes No

If no, please explain:____
____

17. Are there grade point average (GPA) requirements for graduation?

Yes No

If yes, please explain: ____
____

Exhibit 6-3. HSTS Questionnaire (continued)

18. Are there state or district competency tests or performance assessments that are required for graduation?

Yes No

If yes, in what content areas (e.g. reading, citizenship, functional mathematics):_____________
____

19. Does this school offer any special programs or serve as a Magnet School?

Yes No

19a. What types of special programs are offered? (check all that apply)

___ International Baccalaureate

___ Performing Arts

___ Science/Technology

___ Continuing Education

___ Other

19b. When was this/were these programs established at the school?

Year:________ Program _______________
Year:________ Program _______________

20. Does your school use a computerized student information system?

Yes No

If Yes:

Products used: ____

Product Name: ____
Publisher or Developer (if developed in your state, district or school, so indicate):_________
____

Exhibit 6-3. HSTS Questionnaire (continued)

Does your system:

20a. Produce electronic transcripts: Yes No

20b. Track attendance: Yes No

20c. Record standardized test scores: Yes No

20d. Record graduation dates: Yes No

20e. Record diploma types: Yes No

21. What type of grading system is used (e.g. A, B, C or A+, A, A-, B+, etc.)?

_______A, B, C, etc.

_______A+, A, A-, B+, etc.

_______Pass/Fail

_______Satisfactory/Unsatisfactory

_______Other (please specify)____

____

Exhibit 6-3. HSTS Questionnaire (continued)

What do the letter grades or other marks stand for numerically (example, A=90 – 100, B=80 – 90, etc.)?

Letter Grade or Alternate Symbol		Range (or description, if range not possible)
A+		
A		
A-		
B+		
B		
B-		
C+		
C		
C-		
D+		
D		
D-		
F		
Pass		
Fail		
Satisfactory		
Unsatisfactory		

22. Is the grading system the same for all students (i.e., special education, honors, etc.)?

Yes No

If no, please explain: ____

____

23. Do the course titles or course numbers on the transcript match those in the course catalogs(s)?

Yes No

Comments: ____

____

Exhibit 6-3. HSTS Questionnaire (continued)

24. Are transfer courses identified by the school on the transcripts?

Yes No

If yes, please explain: ____

____

If no, is there any way that they can be identified: ______________________

____

25. Are there abbreviations or symbols on the transcripts that are not self-evident?

Yes No

to look over this questionnaire in advance of your arrival (and to fill it out, if possible). This will make your visit on assessment day go more smoothly. There is also an item correspondence sheet, which matches the question numbers on the HSTS Questionnaire to Part 2 of the SIF.

6.5.3 SIF – Part 2

Record the school name and NAEP School ID Number (from the School Folder) and other identifying information on the top of the first page of Part 2 of the SIF. The information requested on Part 2 of the SIF should be completed during your visit to the school on assessment day. It is assumed that you will gather most of this information from the registrar at the school. It is expected that it will take a couple of hours to complete the information on this form. Remember that the registrar may have already completed the HSTS Questionnaire, which duplicates most of the questions on Part 2 of the SIF. On assessment day, you will also be collecting the remainder of the course catalogs, described in Section 6.6 and the sample transcripts, described in Section 6.7, in addition to putting the disclosure notices in the sampled students' files, as described in Section 6.10.

6.6 Collecting Course Catalogs

Another important step in the HSTS is collecting information regarding school course offerings. Collect the school's course catalog for the current year (2004 – 2005), if you haven't already. You will also collect the catalogs for the preceding three years (2003 – 2004, 2002 – 2003, and 2001 – 2002). If no course catalogs are available, obtain whatever information is accessible that provides detailed information about the school's curriculum. **Be sure to record the NAEP School ID Number on each catalog you obtain.** (Westat will provide preprinted minilabels for each grade 12 school in your assignment.) Ideally, we would like to obtain "school-level" catalogs (listed below as #1, that is, the first preference); if these are not available, the order of preference for the type of course catalogs to be collected in the study is as follows:

1. School-level catalogs, which provide course names and descriptions;
2. District-level catalogs, which provide course names and descriptions with the course offerings for that particular school clearly indicated;

3. A course list by department, which includes general descriptions of course offerings by department;
4. Course lists without descriptions; and
5. District-level catalogs without school-level indications.

Review the catalogs thoroughly to ensure that you have a complete listing of **all** courses available to the sampled twelfth graders for all four years of high school. As you review the catalogs, complete the Course Catalog Checklist (Exhibit 6-4), indicating the availability of the course materials you have obtained from the school. If only a district-level catalog is available, please try to obtain a list of courses actually offered at the HSTS school. Again, as indicated by the above list of catalog types, school-level catalogs (“type 1”) are the most useful to the HSTS analysis.

After you have reviewed the materials and completed the checklists, band the Course Catalog Checklist to the catalogs and prepare them for shipping. All materials collected for the HSTS should be shipped under separate cover **directly** to [NAME OF PERSON] at Westat. This includes the SIF, course catalogs, the Course Catalog Checklist, sample transcripts, and the Transcript Format Checklist.

6.6.1 How the Course Catalogs Will Be Used

To help you understand your responsibilities regarding collection of course catalogs, it will be useful for you to understand how the information from the course catalogs will be used once the catalogs are returned for data processing.

Upon receipt, data preparation staff will review the Course Catalog Checklist, the catalogs, the Transcript Format Checklist, the sample transcripts, and any additional notes you have made regarding school materials/catalogs, which were marked in the SIF. During this process, specially trained educational staff will assign a code to each course listed in the course catalog using a well-established classification system known as the “Classification of Secondary School Courses” (CSSC).

Exhibit 6-4. Course Catalog Checklist

NAEP School ID: ____________________
School Name: ________________________
Supervisor: ___________________________

COURSE CATALOG CHECKLIST

Record each catalog title and check off all items that are identified in the course description materials you have collected.

School Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level[1]	Special Codes[2]	Special Programs[3]
2001-2002								
2002-2003								
2003-2004								
2004-2005								

District Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level[1]	Special Codes[2]	Where Offered[4]
2001-2002								
2002-2003								
2003-2004								
2004-2005								

[1] Identified as Regular, Honors, A.P., Remedial, Special Education, ESL.

[2] Does the catalog describe what codes mean?

[3] Are Special Programs (Sp. Ed, IB, Vocational, etc.) included in this catalog?

[4] Does the district catalog identify courses offered at the sampled HSTS school?

The CSSC includes the titles and descriptions of vocational, academic, and general education courses offered in grades 7–12 in public and nonpublic schools in the United States. The coding scheme was initially developed to classify students participating in surveys conducted for the National Center for Education Statistics. Because this scheme provides an inventory of courses taught nationwide at the secondary level, a variety of broad policy analyses will be conducted. Analysis will consist of examining changing trends in secondary school curriculum, the equality of educational opportunity, the effects of secondary school education on student performance, and the transition of secondary students from high school to early adulthood.

Each course offered at the HSTS school will be assigned a code based on the course **content** rather than the course title. Therefore, for accurate coding, descriptive information in catalogs about course content is very important. After the entire catalog has been coded, coders will review the transcripts of the sampled students and match the title of each course appearing on those transcripts to a coded course from the catalog. They will then assign the appropriate CSSC code to each course based on the course descriptions contained in the school catalogs.

6.7 Collection of Sample Transcripts

A third important task involved in the HSTS is obtaining copies of transcripts for three previously graduated students. Be sure to mask all identifying information on the transcript copies. Use a black marker or correction tape to mask out the student’s name and any other personal identifying information. One transcript should include honor courses, one should include special education courses, and one should include “regular” courses. The sample transcripts will allow Westat staff to carefully review the school’s transcript format in advance of future phases of data collection, and to request needed information or ask questions prior to collecting transcripts for the sampled students.

After three sample transcripts have been collected, work through the Transcript Format Checklist (Exhibit 6-5) and circle on the sample transcripts (using a red or orange pencil) the requested items identified on the Transcript Format Checklist. As the items are circled, number each with the appropriate number reflecting the item number from the Transcript Format Checklist.

Exhibit 6-5. Transcript Format Checklist

NAEP School ID: ______________________________________

Supervisor: ____

TRANSCRIPT FORMAT CHECKLIST

Marked	Not Marked	Not on Transcript	
			1. Student's birth date
			2. Student's race/ethnicity
			3. Student's gender
			4. Student's SD and/or LEP status
			5. Student's graduation date
			6. Years attending this school
			7. Type of diploma awarded
			8. **When** a course was taken (year and semester)
			9. For a single course:
			a. course name
			b. number of credits awarded
			c. length of course (one year, semester, or other)
			d. grade received
			e. level of course (honors, remedial, SpEd, regular)
			f. transfer credit from another high school
			g. taught in another language (or ESL course)
			h. vocational courses
			i. location, if not taught at this school site
			10. Total number of credits received
			11. "Weighting" of course credits/grades (for honors or remedial levels)

Prepare the materials for shipping to Westat by attaching the Transcript Format Checklist to the three sample transcripts that were collected.

6.8 Transcript Reimbursement Form

One additional document that must be completed is the Transcript Reimbursement Form. Reimburse the school for the three sample transcripts at their standard rate for supplying the documents (may be $1 to $4 per sheet). You may reimburse the school either in cash or by writing a personal check and claim the amount on your Time and Expense Report (T&E). To do so, complete a Transcript Reimbursement Form (Exhibit 6-6) and have it signed by the school registrar or designated representative as documentation that the school has been paid for these transcripts. The original Transcript Reimbursement Form should be attached to your T&E as a receipt. Since the amount paid for transcript copies in Phase 1 will be small, we are asking you to pay this out-of-pocket. If you prefer that Westat give you an advance to cover these payments, please request one from your field manager.

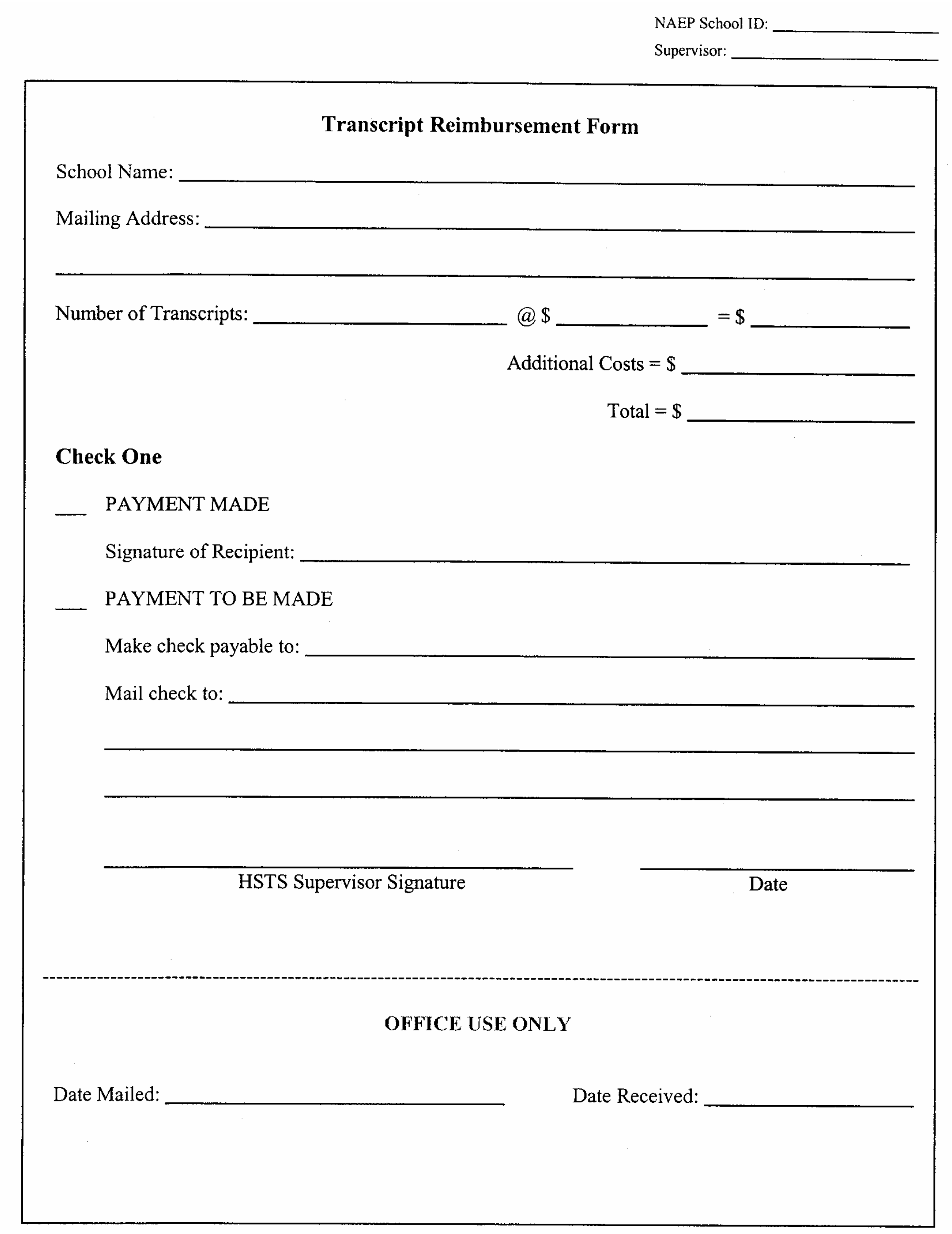
6.9 Identifying Students for the HSTS

The next important task on assessment day is to identify all of the students eligible for the transcript study. Each of these students' files must be marked with a disclosure notice. Because you are responsible for so many tasks on assessment day, you can ask an AA to assist you in this task. Proceed as follows when identifying students for whom transcripts will later be collected:

1. Identify **all grade-eligible students** on the Administration Schedule who are currently enrolled in the twelfth grade and were selected for mathematics or science for NAEP. These students **include** those identified as SD, having an IEP, classified as LEP, or enrolled in a Title I program. Any "not in sample" (NIS) students, ineligible students, or withdrawn students are **excluded** from the HSTS.

2. Record the student's name and NAEP booklet ID number on the tab on the Disclosure Notice. (A mini-label with the ID number printed on it will be available.) Be sure to write the student's name as well as the ID number on the Disclosure Notice. Place a "✓" on the Disclosure Notice, in the appropriate space to indicate a copy of the student's transcript will be provided to Westat.

Exhibit 6-6. Transcript Reimbursement Form



NAEP School ID: ____________
Supervisor: ____________

Transcript Reimbursement Form

School Name: ____________

Mailing Address: ____________

____

Number of Transcripts: ____________ @ $ ________ = $ ________

Additional Costs = $ ____________

Total = $ ____________

Check One

___ PAYMENT MADE

Signature of Recipient: ____________

___ PAYMENT TO BE MADE

Make check payable to: ____________

Mail check to: ____________

____

____

____________ HSTS Supervisor Signature

____________ Date

OFFICE USE ONLY

Date Mailed: ____________

Date Received: ____________

3. Place the Disclosure Notice in each sampled student's file. Some schools will not allow you to have access to the students' files. If this is the case, discuss possible options with the school coordinator. Offer to reimburse school staff for any time that they may provide to complete this task.
4. Copy the Administration Schedule(s) **without student names** and keep them in your **School Folder** for reference in the Phase 2 data collection.

6.10 Disclosure Notice

As described above, a Disclosure Notice (Exhibit 6-7) will be placed in student files to indicate that the student has been sampled for the HSTS. One side of the notice explains Westat's authority to conduct the study; the reverse side presents the appropriate FERPA provisions regarding the conditions under which the disclosure of student records may be made without prior consent. You will be provided with sufficient copies of these notices for each student selected for the Transcript Study. If files are personally accessed, place one notice in each student's folder. If the school accesses the files on behalf of the study, give the school the Disclosure Notices you have completed with the names and NAEP booklet ID numbers of the eligible students. School personnel should place the Disclosure Notices into the students' folders so that they are easily identifiable when we return to the school later to collect the transcripts.

6.11 Parental Consent

When discussing with the school coordinator the study's information requirements, you may find instances where parental consent is required by the school in order to release the requested transcripts for Phase 2 of the HSTS. Typically, school officials realize that notification is **not** necessary, once you have shown them the disclosure notices and provided them with the details of the study requirements and procedures.

Exhibit 6-7. Disclosure Notice

2005 HIGH SCHOOL TRANSCRIPT STUDY

"A copy of this student's transcript____ will be ____ has been provided to WESTAT, agent for the U.S. Department of Education, National Center for Education Statistics (NCES). The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35, summarized on the back of this notice. This disclosure statement fulfills the requirements of provision 34 CFR 99.32 of FERPA.

The High School Transcript Study (HSTS), sponsored by NCES, is being conducted to collect information on current course offerings and course taking in the nation's secondary schools. This student has been selected to participate in HSTS, and data from these records will be combined with other into statistical summaries and tables. No individually identifiable information will be released in any form."

It is the intent of this study and of Westat to honor all requirements for consent. In doing so, review the study's information needs and procedures with the school coordinator to verify such consent is indeed required by the school or school district policy. Using the letter from Nancy Caldwell/Westat and the HSTS Summary of Activities, point out the following information:

- **The names of students are not being collected.** Elaborate precautions are undertaken to safeguard the anonymity of all students. Only the school will be able to make the link between our data and individual students.
- The Office of General Counsel of the U.S. Department of Education has reviewed the study requirements, has concluded that the HSTS conforms to FERPA regulations, and that **parental consent is not required under federal law**.
- Copies of the **Disclosure Notice** will be placed in all of the student records accessed for the purpose of the HSTS (or notices will be given to the school coordinator to be placed in the appropriate student files).

If the school official insists that local policy requires parental consent, you will have two letters that you can provide to the school in order to inform parents of the HSTS. The first letter, which is the less stringent of the two, is the Parent Information Letter (Exhibit 6-8). This letter provides parents with information about the purpose and scope of the HSTS, and is intended for parents of all students in the specified study population. Your bulk supplies will include an ample supply of these letters for schools that wish to use them.

Occasionally, school officials may decide that some form of parental permission will be essential before making student transcript data available for the HSTS. If so, show the school official the second letter, the Parent Implied Consent Letter (Exhibit 6-9). This letter requires a parental signature **only** if the parent **objects** to releasing their child's transcript information. If there is no response to this letter, it is assumed that data can be released.

Exhibit 6-8. Parent Information Letter

January-March 2005

Dear Parent:

The National Center for Education Statistics of the U.S. Department of Education has authorized the National Assessment of Educational Progress (NAEP) to obtain student transcript data from schools selected to participate in the 2005 NAEP assessments. The NAEP High School Transcript Study will be conducted during the summer after the selected students have graduated from high school. The purpose of the NAEP 2005 High School Transcript Study is to supply data to education professionals on course offerings, course-taking patterns, and the relationship of these patterns to achievement in secondary schools across the nation.

Your child's school has been selected to participate in this important study. In the summer of 2005, the school will provide NAEP with transcripts for a sample of students who were in the twelfth grade in the school year of 2004-2005. **No student time** is involved in the study. Students' names and other individually identifying information will be removed from copies of the transcripts before they leave the school. The school will be reimbursed at the standard rate for the costs of the transcripts.

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 2343g), as implemented by 34 CFR 99.31 (a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of survey participants, in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information will be protected as required by FERPA.

Again, we want to inform you of the participation of your child's school. The NAEP 2005 High School Transcript Study is an important study, which provides valuable information regarding the courses students take while in high school and the rigor of American high schools. The participation of your child's school is needed to make the results of this study comprehensive, accurate, and timely.

Sincerely,

Peggy Carr

Peggy G. Carr
Associate Commissioner for Assessment

Exhibit 6-9. Parent Implied Consent Letter

January-March 2005

Dear Parent:

The National Center for Education Statistics of the U.S. Department of Education has authorized the National Assessment of Educational Progress (NAEP) to obtain student transcript data from schools selected to participate in the 2005 assessments. The NAEP High School Transcript Study will be conducted during the summer after the selected students have graduated from high school. The purpose of the NAEP 2005 High School Transcript Study is to supply data to education professionals on course offerings, course-taking patterns, and the relationship of these patterns to achievement.

Your child's school has been selected to participate in this important study. In the summer of 2005, the school will provide NAEP with transcripts for a sample of students who were in the twelfth grade in the school year of 2004-2005. Your child is one of the students for whom we **may** request transcript data. Please understand that **no student time** is involved in the study. Students' names and other individually identifying information will be removed from copies of the transcripts before they leave the school. NAEP will reimburse the school for the costs of the transcripts. Before we proceed, we want to make sure that you do not have any objections to the school releasing your child's transcript information. If you object, please complete and return the attached form to the school.

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 2343g), as implemented by 34 CFR 99.31 (a)(3)(ii) and 99.35.

The NAEP 2005 High School Transcript Study is an important study, which provides valuable information regarding the courses high school students take and the rigor of American high schools. I would appreciate your cooperation in this very important educational study. Thank you for your time and consideration.

Sincerely,

Peggy Carr

Peggy G. Carr
Associate Commissioner for Assessment

IF YOU DO NOT OBJECT TO THE RELEASE OF YOUR CHILD'S TRANSCRIPT, IT IS NOT NECESSARY TO RETURN THIS FORM TO THE SCHOOL.

I have been informed of the nature of the 2005 High School Transcript Study and **object to the release of information from my child's transcript.**

Print Child's Name:____
Last First Middle

____
Parent or Guardian's signature

6.12 Confidentiality

Westat is firmly committed to the principle that confidentiality of individual data obtained through Westat surveys must be protected. This principle holds whether or not there are specific contractual obligations with the federal agency that is sponsoring the study. Westat ensures that information collected in the schools will be held in strict confidence, will be used only for the purposes stated in the study, and will not be disclosed or released to others without the consent of the individuals or facilities participating in the study.

This study has been designed so that no individually identifiable information is reported to Westat. Thus, you can assure the school coordinator that NAEP representatives will “mask” any student identifiers. However, at the schools, supervisors will also have access to the individual student identifiers, and thus will be bound by all relevant laws and regulations regarding confidentiality of student documents. At the same time, Westat will be dependent on supervisors to conform to the study procedures to allow this “unidentified” data to become statistically useful.

You should assure the school of confidentiality during this phase of data collection, when the Disclosure Notice is placed in student files to indicate that the student has been sampled for the HSTS. One side of the notice explains Westat’s authority to conduct the study; the reverse side presents the appropriate FERPA provisions regarding the conditions under which the disclosure of student records may be made without prior consent. The school may wish to access the files on behalf of the study, in which case you give the school the Disclosure Notices you have completed with the names and NAEP booklet ID numbers of the eligible students. School personnel should place the Disclosure Notices into the students’ folders so that they are easily identifiable when we return to the school later to collect the transcripts.

6.12.1 The Family Education Rights and Privacy Act (FERPA)

The Department of Education has granted authority to Westat for collection of transcript data pursuant to the provisions of FERPA (as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35) (Exhibit 6-10). These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without prior consent of the survey participants.

Exhibit 6-10. Family Education Rights and Privacy Act

The Family Rights and Privacy Act (FERPA)

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information you are asked to supply to the NAEP contractors will be protected as required by FERPA, and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations is reproduced below.

§99.31 Prior consent for disclosure not required.

(a) An educational agency or institution may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student if the disclosure is:

(1) To other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests;

(2) To officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in §99.34;

(3) Subject to the conditions set forth in §99.35, to authorize representatives of:

(i) The Comptroller General of the United States,

(ii) The Secretary, or

(iii) State educational authorities:

(4) In connection with financial aid for which a student has applied or which a student has received: *Provided,* That personally identifiable information from the education records of the student may be disclosed only as may be necessary for such purposes as:

(i) To determine the eligibility of the student for financial aid,

(ii) To determine the amount of the financial aid,

(iii) To determine the conditions which will be imposed regarding the financial aid, or

(iv) To enforce the terms or conditions of the financial aid.

§99.35 Disclosure to certain Federal and State officials for Federal program purposes.

(a) Nothing in Section 438 of the Act or this part shall preclude authorized representatives of officials listed in §99.31(ax3) from having access to student and other records which may be necessary in connection with the audit and evaluation of Federally supported education programs, or in connection with the enforcement of or compliance with the Federal legal requirements which relate to these programs.

(b) Except when the consent of the parent of a student or an eligible student has been obtained under §99.30, or when the collection of personally identifiable information is specifically authorized by Federal law, any data collected by officials listed in §99.31(ax3) shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials and personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, or enforcement of or compliance with Federal legal requirements, 20 U.S.C. 1232g(bx3).

The disclosure of individually identifiable information from the education records of students is subject to special safeguards under the Family Education Rights and Privacy Act (20 U.S.C. 1232g). This law very carefully states the conditions under which schools may disclose such records and the persons to whom these materials are exposed. Furthermore, FERPA authority has its own requirements for protecting the privacy of information, which Westat and Westat employees are required to honor.

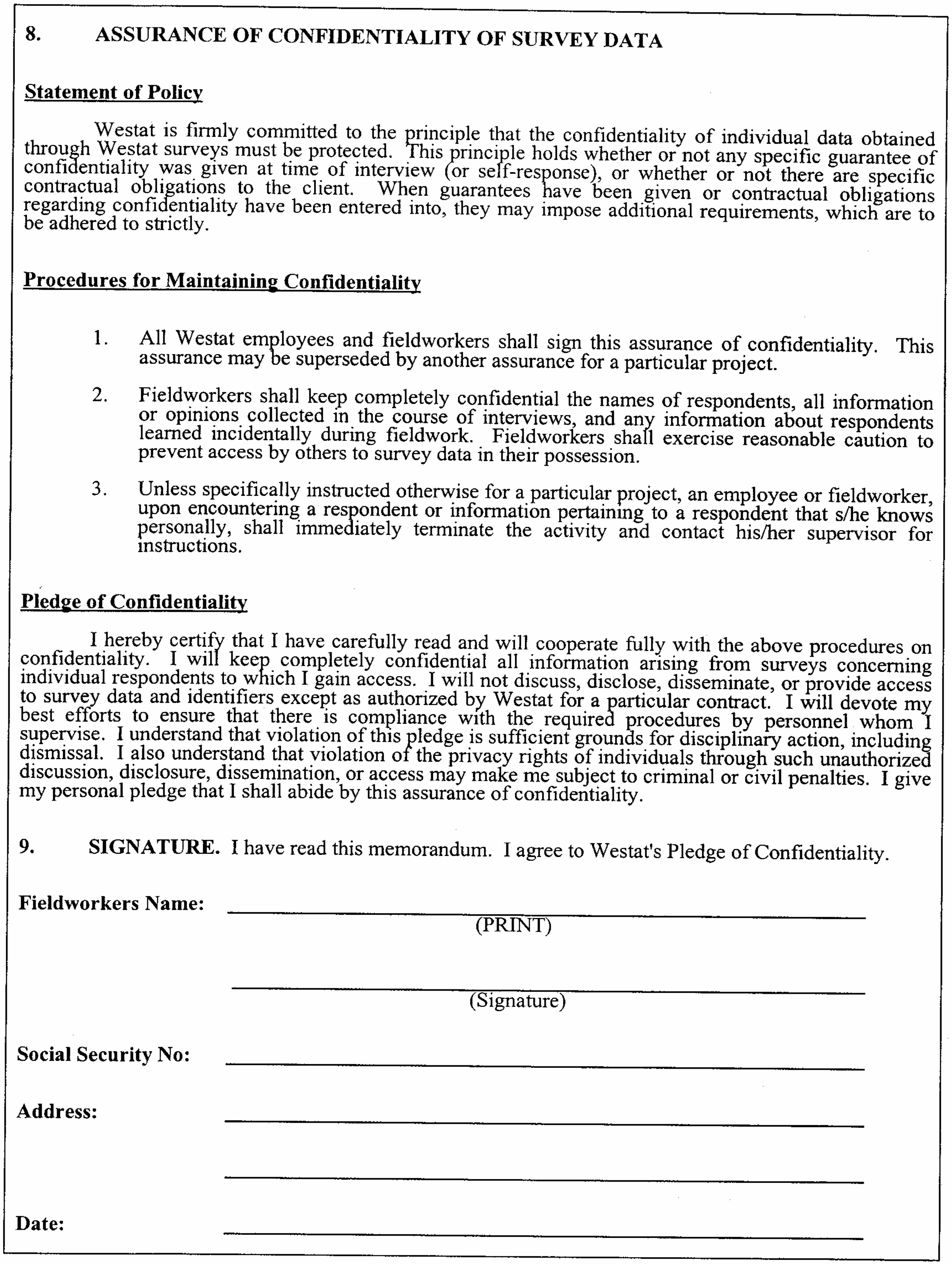
6.12.2 Confidentiality Agreements

The U.S. Privacy Act of 1974 (Public Law 93-579) is a federal law concerned with the individual's right to privacy. The law establishes certain safeguards that must be followed in protecting the privacy rights of persons who participate in federally sponsored surveys. Westat adheres to the provisions of the U.S. Privacy Act of 1974 with regard to surveys of individuals for the federal government. Therefore, employees and consultants of Westat are required to sign a pledge of confidentiality. This pledge states that the individual understands that he/she is prohibited by law from disclosing any information obtained while working on the study and pledges to abide by the assurance of confidentiality. Exhibit 6-11 is an example of the Assurance of Confidentiality Pledge signed by all Westat employees.

6.12.3 Masking Identifiers

Confidentiality procedures for this study require that individually identifying information on persons about whom data are collected must never be released to anyone not officially associated with the study. This requirement means that reports prepared to describe the study findings will not include names of students or other participants, the school from which each student was sampled, or any other information that could be used to identify an individual who took part in the study. The requirement also means that study personnel cannot disclose any information on individual participants collected through the survey to anyone who is not specially authorized access to the information. These confidentiality protections cover both verbal and written disclosures of student information.

Exhibit 6-11. Westat Assurance of Confidentiality Pledge



8. ASSURANCE OF CONFIDENTIALITY OF SURVEY DATA

Statement of Policy

Westat is firmly committed to the principle that the confidentiality of individual data obtained through Westat surveys must be protected. This principle holds whether or not any specific guarantee of confidentiality was given at time of interview (or self-response), or whether or not there are specific contractual obligations to the client. When guarantees have been given or contractual obligations regarding confidentiality have been entered into, they may impose additional requirements, which are to be adhered to strictly.

Procedures for Maintaining Confidentiality

1. All Westat employees and fieldworkers shall sign this assurance of confidentiality. This assurance may be superseded by another assurance for a particular project.
2. Fieldworkers shall keep completely confidential the names of respondents, all information or opinions collected in the course of interviews, and any information about respondents learned incidentally during fieldwork. Fieldworkers shall exercise reasonable caution to prevent access by others to survey data in their possession.
3. Unless specifically instructed otherwise for a particular project, an employee or fieldworker, upon encountering a respondent or information pertaining to a respondent that s/he knows personally, shall immediately terminate the activity and contact his/her supervisor for instructions.

Pledge of Confidentiality

I hereby certify that I have carefully read and will cooperate fully with the above procedures on confidentiality. I will keep completely confidential all information arising from surveys concerning individual respondents to which I gain access. I will not discuss, disclose, disseminate, or provide access to survey data and identifiers except as authorized by Westat for a particular contract. I will devote my best efforts to ensure that there is compliance with the required procedures by personnel whom I supervise. I understand that violation of this pledge is sufficient grounds for disciplinary action, including dismissal. I also understand that violation of the privacy rights of individuals through such unauthorized discussion, disclosure, dissemination, or access may make me subject to criminal or civil penalties. I give my personal pledge that I shall abide by this assurance of confidentiality.

9. **SIGNATURE.** I have read this memorandum. I agree to Westat's Pledge of Confidentiality.

Fieldworkers Name: ______________________________
(PRINT)

____
(Signature)

Social Security No: ______________________________

Address: ______________________________

____

Date: ______________________________

Assure the school coordinator that safeguards are used for the 2005 HSTS, which ensure applicable privacy requirements are met by removing all personal identifiers from the data reported to Westat's home office from the field. All identifying information on the sample transcripts obtained will **be masked using a black marker or correction tape** prior to shipping materials to Westat.

6.13 Textbook Study

As part of the HSTS, some schools may be selected to answer questions regarding the textbooks that they use for their mathematics and science classes. Schools selected for this study will be flagged in the School Control System (SCS). The forms for this study are shown in Exhibit 6-12 and 6-13. You can mail these forms to the school coordinator or registrar and ask him/her to pass them on to the correct person at the school, possibly the mathematics and science department heads. Fill out the forms with the name of the school coordinator or registrar and the date of the assessment. It is preferred that you pick these forms up on assessment day. If the forms are not ready on assessment day, there are instructions on the forms to have them faxed directly to Westat.

6.14 Concluding Phase 1 of the Transcript Data

After concluding the HSTS activities for each school participating in the transcript study, mail the following materials to **Westat** using a separate envelope for each school. Prior to shipping any documents/materials, please verify the following items have been accounted for:

- Course Catalogs/Course Lists;
- Three Sample Transcripts;
- **Copy** of Completed School Information Form (SIF) – Parts 1 and 2;
- Completed Course Catalog Checklist;
- Completed Transcript Format Checklist;
- Completed Mathematics and Science Textbook Forms; and
- Completed Transcript Reimbursement Form.

Exhibit 6-12. Science Textbook Forms

School __________________________________ State ________ ID#__________________
Please return this form to:____________________ by ______________ or fax to: 240-314-2381.

Science Textbook Form

Please list the textbooks used for all science courses in your school and explain how the textbooks are used. If you have an existing list of textbooks, you may send it to us. Please add any information below that is not already included on your list.

Course: ____

ISBN: ____________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ____________Publisher: ______________________________ Copyright: ___________

Chapters covered in course: All ___ Chapters Covered: _______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ____________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ____________Publisher: ______________________________ Copyright: ___________

Chapters covered in course: All ___ Chapters Covered: _______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ____________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ____________Publisher: ______________________________ Copyright: ___________

Chapters covered in course: All ___ Chapters Covered: _______________________________

Use of Textbook: ___ Major ___ Supplementary

Exhibit 6-12. Science Textbook Forms (continued)

Science Textbook Form (continued)

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___ Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___ Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___ Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Exhibit 6-13. Mathematics Textbook Forms

School ________________________________ State ________ ID#_________________

Please return this form to:___________________ by _____________ or fax to: 240-314-2381.

Mathematics Textbook Form

Please list the textbooks used for all mathematics courses in your school and explain how the textbooks are used. If you have an existing list of textbooks, you may send it to us. Please add any information below that is not already included on your list.

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___ Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___ Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___ Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Exhibit 6-13. Mathematics Textbook Forms (continued)

Mathematics Textbook Form (continued)

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___   Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___   Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

Course: ____

ISBN: ___________________

Textbook Title ____

Author(s)/Editor(s) ____

____

Edition ___________Publisher: ____________________________ Copyright: __________

Chapters covered in course: All ___   Chapters Covered: ______________________________

Use of Textbook: ___ Major ___ Supplementary

NOTE: At this point only a **copy** of the SIF should be returned to Westat. The original should be kept in the School Folder for use in Phase 2 of the HSTS.

Use the following information when shipping HSTS materials to Westat. Please note the contact person and address where materials will be sent. To assist with organizing packing and shipping of transcript materials, Westat will supply preprinted labels and envelopes with the following shipping information. Otherwise, please mark all packages carefully with the contact name and address below.

Attention: Westat – NAEP HSTS
1500 Research Blvd. – TB100F
Rockville, MD 20850

In addition to shipping the information back to Westat, you will have to update the information on each school in the SCS. This includes checking off the activities that are completed at the school such as completing the SIF, collecting the course catalogs, collecting the sample transcripts, and placing the disclosure notices in the student files. See the *SCS User's Guide* for more information on making these entries.

6.15 Time and Expense Form

Keep track (as much as possible) of the amount of time you spend on the HSTS activities. HSTS activities should be reported separately from main NAEP activities on your Time and Expense Form and your Trip Expense Report. The charge code you should use for the HSTS 2005 is **7707.05.54.04**.

7. SPECIAL PROCEDURES IN SCHOOLS FOR NAEP 2005

7.1 Overview of Special Procedures for NAEP 2005

During NAEP 2005, we will be conducting a number of special procedures in schools. In some cases, the special procedures are to handle special studies. In other cases, we are testing procedures that may be used study-wide in future cycles of NAEP. Some of these procedures will be conducted by ACs when they are in schools, while others must be conducted by supervisors. Below is a list of the special procedures that we will be conducting for NAEP 2005. Each procedure is described in more detail in this chapter.

- Grade 4 Take-All with No Homeroom Indicator—ACs will conduct this procedure for Grade 4 take-all schools that do not have a homeroom indicator on the preprinted Administration Schedules;
- New Enrollee Special Study—Supervisors will attend the preassessment visit in 8th grade, pilot test schools that have been E-Sampled to conduct this special procedure for verifying new enrollees for sampling;
- NAGB Criteria for Inclusion—Supervisors will insert the appropriate 3-page NAGB Criteria for Including Students with Disabilities or Limited English Proficient Students booklets (instead of the 4-page NAEP Criteria for Inclusion booklets) in the Preassessment Pack and then conduct the preassessment visit in the selected pilot test schools to use the NAGB Criteria for Inclusion to guide inclusion and accommodation decisions at the schools;
- Criteria for Inclusion for Science Bridge Sessions—Supervisors will insert the 1-page Criteria for Including Students with Disabilities or Limited English Proficient Students in Science Bridge Sessions (usually in addition to the 4-page NAEP Criteria for Inclusion booklets or the 3-page NAGB Criteria for Inclusion booklets) in the preassessment school package; and
- School E-Filing Summary Report—Supervisors will review this form with ACs before the preassessment visit. The form summarizes the E-File error messages that single school E-Filers may have received. If necessary, the ACs will review the form with the school coordinators to resolve any list submission discrepancies that were identified during the E-Filing process.

7.2 State Information Form

Your field manager has developed a State Information Form for the state you supervise. The purpose of the form (Exhibit 7-1) is to inform you and for you to inform your ACs about specific state issues or requirements that ACs need to know in order to properly conduct assessments, collect questionnaires, and otherwise deal with schools. It will include agreements or requirements that the states expect NAEP to observe when in schools. It will also include information about which parent letter is used (state provided or NAEP-provided), the demographic variables used during E-Filing; for example, the "information unavailable at this time" (which will require ACs to collect the missing data at the preassessment or assessment visit), or "formerly LEP" code (only used in specific states).

Your field manager will review this form with you at training and will also keep you up to date on any changes to the information during the assessment period.

7.3 Grade 4 Take-All With No Homeroom Indicator

It is the policy of the National Assessment Governing Board (NAGB) the grade 4 schools participating in the NCLB subjects are given the option of assessing students in their classrooms. This is an option for grade 4 schools with fewer than 121 students in the grade. Even though the actual sample is either 60 ort 90 students, we will assess all students up to 120 in order to reduce burden in the school by allowing students to be tested in the regular classrooms. This method is attractive to schools be it avoids the disruption of moving students from room to room. It also solves the problem of supervising students who were not selected to participate.

We are unable to offer this option in grade 4 schools with more than 120 students.

In states that E-File for the entire state, frequently the homeroom is not known at the state level. So student names are printed on the Administration Schedules in the order of the original list, usually, alphabetically. To assess the students in this order negates the benefits of the grade 4 take all option. In order to assess students in their classrooms in grade 4 take all schools, the ACs will need to prepare temporary Administration Schedules, listing the students by homeroom. This will allow the ACs to prepare and sort the booklets based on homeroom before assessment day.

Exhibit 7-1. State Information Form

NAEP 2005
State Information Form

State: ____

State Coordinator: ______________________________________

This form contains state-specific details for NAEP 2005.

1. What type of parent letter was used to notify parents? State NAEP Other

2. Does this state use Formerly LEP for Title I AYP Reporting: Yes No
(If no, this code cannot be used on the Administration Schedules)

3. Did this state submit a state-wide E-File for sampling? Yes No (skip to Q4)

    3a. Did the state use the "Information Unavailable at this time" code for any demographic variables?
    (If Yes, we'll need to collect this information either from the state or district offices or the individual schools)
    Yes Which one(s)?__________________________
    ____
    ____
    No

    3b. Did the state include Homeroom on the E-File? Yes No
    (If No, review the special procedures for Grade 4 Take-All with no homeroom indicated)

4. Did the state send Demonstration booklets to all the schools? Yes No
(If Yes, do not send them in the Preassessment Pack to schools)

5. Did the state send frameworks to all the schools? Yes No
(If Yes, do not send them in the Preassessment Pack to schools)

6. Is this state refusing to participate in any of the following parts of NAEP (check all that apply)?

    ☐ National Sessions
    ☐ Social Studies (Pilot)
    ☐ Grade 12 NAEP
    ☐ HSTS
    ☐ Science Bridge
    ☐ Other (specify) ____________________________________

____

OVER

Exhibit 7-1. State Information Form (continued)

7. Use the rest of the form to describe any special state-specific requirements that field staff need to know to conduct assessments in schools.

Although supervisors do not need to conduct these special procedures, they will need to be sure that the ACs know how to implement the steps reviewed below. A supervisor may want to visit an AC the first time he/she conducts this procedure in a school with many sampled students in order to make sure that the Administration Schedules and booklets are prepared properly for assessments and for shipping to Pearson. It is imperative that data from the temporary Administration Schedules is transferred back to the original Administration Schedules and is correct for each student.

Exhibit 7-2 shows the Checklist for Preparing Administration Schedules and Booklets for Grade 4 Take-All Schools With No Homeroom Indicator. The process begins with the AC asking the school coordinator how he/she would like students grouped during the assessment (typically, schools will want students grouped by the classrooms they are in at the time the assessment is scheduled to begin). The AC will then record the homeroom or other locator, as indicated by the school coordinator, in column B for each student listed on the Administration Schedule.

Prepare the temporary Administration Schedules. After the preassessment visit, the AC will use blank Administration Schedules (from Pearson bulk supplies) to group the students according to their homeroom/locator status. Each unique homeroom or locator should have a different Administration Schedule. To facilitate this process, ACs may use highlighters to distinguish the different indicators in column B on the original Administration Schedule as long as the mark does not extend to the right of the perforation between columns B and C.

The AC must carefully transfer columns A (student name), B (homeroom or other locator), C (Line # Subject), and N (original booklet ID #), as well as the school name and ID number from the original Administration Schedules to the blank Administration Schedules. AAs will use the temporary Administration Schedules to conduct the sessions. After the assessment, the AC will carefully transfer the attendance and Administration Codes back onto the original (preprinted) Administration Schedules.

Prepare the booklets. Now that the data in columns A, B, C, and N have been transferred from the original, preprinted Administration Schedules to the temporary Administration Schedules, the next step is to prepare the booklets. The booklets will need to be prepared in the original Administration Schedule order and then sorted into the new, temporary Administration Schedule order by classroom. Because this task will take some time, the AC should plan on completing it the day before the assessment. AAs may assist with this activity.

Exhibit 7-2. Checklist for Preparing Administration Schedules and Booklets for Grade 4 Take-All Schools With No Homeroom Indicator

Checklist for Preparing Administration Schedules and Booklets for Grade 4 Take-All Schools With No Homeroom Indicator

- ☐ Ask school coordinator how he/she would like the students grouped during the assessment (typically, schools will want students grouped by the classrooms they are in at the time the assessment is scheduled to begin).

  - ☐ Record Locator in column B of the original preprinted Administration Schedules.

- ☐ Using blank Administration Schedules from Pearson bulk supplies, group the students according to the homeroom/locator. Each unique homeroom or locator should have a different Administration Schedule.

  - ☐ Carefully transfer columns A (student name), B (homeroom or other locator), C (Line #/Subject), and N (original booklet ID #) from the original Administration Schedules to the blank Administration Schedules.

  - ☐ Transfer the school name and ID number onto the top of the blank Administration Schedule(s).

- ☐ Prepare booklets the day before the assessment.

  - ☐ Prepare booklets (including accommodation booklets) in original Administration Schedule order.
    - ➢ Record the student's line # from the original preprinted Administration Schedule in the upper right corner of each booklet cover.
    - ➢ Write the session # next to the student's line number on the booklet.
    - ➢ Affix student ID labels to the booklets.
    - ➢ Write the homeroom locator on the label.
    - ➢ Insert additional materials into the booklets.

  - ☐ Sort the prepared booklets in temporary Administration Schedule order (by classroom).

  - ☐ Double check the temporary Administration Schedules against the stack of booklets.

  - ☐ Place temporary Administration Schedules on top of the ordered stack of booklets and rubber band them together. The booklets are ready for distribution on assessment day.

Exhibit 7-2. Checklist for Preparing Administration Schedules and Booklets for Grade 4 Take-All Schools With No Homeroom Indicator (continued)

Checklist for Preparing Administration Schedules and Booklets for Grade 4 Take-All Schools With No Homeroom Indicator

- ☐ Complete the Administration Schedules on assessment day.
    - ☐ Record any updates from the school coordinator on the original preprinted Administration Schedules and on the temporary Administration Schedules. These changes include changes to accommodations, Administration Codes, withdrawn and ineligible students, and parental refusals.
    - ☐ Record Administration Codes and attendance on the temporary Administration Schedules used to conduct the assessments.
    - ☐ Transfer the Administration Codes and attendance from the temporary Administration Schedules to the original preprinted Administration Schedules after the assessment.
    - ☐ Complete the top of the original preprinted Administration Schedules.
- ☐ Prepare the booklets for shipment to Pearson.
    - ☐ Code the booklet covers using the temporary Administration Schedules.
    - ☐ Sort the booklets in original preprinted Administration Schedule order.
    - ☐ Double check the booklets against the original preprinted Administration Schedules.
    - ☐ Place original preprinted Administration Schedule on top of the ordered stack of booklets and rubber band them together. The booklets are ready to ship to Pearson.
- ☐ Prepare the NAEP Storage Envelope.
    - ☐ Place the temporary Administration Schedules along with the school copy of the original Administration Schedules in the NAEP Storage Envelope that will remain in the school.

First, the AC should 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, the AC should prepare the booklets as trained. **The AC should be sure to write the student's line number and session 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. The AC will need to review the temporary Administration Schedules one more time to make sure that the correct information in columns A, B, C, and N has been entered. Next, the AC should sort the booklets into the new, temporary Administration Schedule order.

Once the booklets are stacked in the new, temporary Administration Schedule order, the AC should place the temporary Administration Schedule on top of the stack, rubber band them together and place the stack of booklets and Administration Schedule back in the Session Box. The booklets and hands-on science kits are now ready to be distributed on assessment day.

You should remind the AC that even though the booklet preparation has been done prior to the assessment day, the booklets must remain in his/her possession in order to protect the security of the assessment materials. On the assessment day, the AC must bring both the temporary Administration Schedules that are sorted by classroom and the original preprinted Administration Schedules.

Complete the Administration Schedules. Any updates the AC receives 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. Since the AA must be advised of any changes to accommodation codes, parent refusals, and withdrawn or ineligible students, the updates should be made on the temporary Administration Schedules as well. Therefore, even though the booklets have been prepared and sorted in advance of the assessment day, it is essential that the team arrives at the school one hour before the scheduled start of assessments to make these last minute adjustments.

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, the AC and the AAs should 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, **the AC should complete the entire summary box on the top of the original, preprinted Administration Schedules**.

Prepare the booklets for shipment to Pearson. Using the temporary Administration Schedules, the AAs should code the assessment booklet covers as they have been trained. After the booklet covers are coded, the AC and AAs must put the booklets back in the original preprinted Administration Schedule order. Once the original, preprinted Administration Schedule is complete and the assessment booklets are in the original Administration Schedule order, the AC should conduct a careful quality control check of the booklet codings and check to make sure that each booklet is in the original Administration Schedule order and that the original Administration Schedule is rubber banded on the top of the stack of booklets.

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

7.4 New Enrollee Special Study

In order to give every student an equal chance of being selected for NAEP, we ask sampled schools to maintain a list of students who enroll in the school after the date the original E-File student list used for sampling was submitted. Since most of these lists were submitted in fall 2004 and are current as of or before the date of submission, it’s expected that some of the sampled schools will have new students who enrolled after that date. In order to maintain the statistical validity of the NAEP sample, we need to give these newly enrolled students a chance to be selected to participate in NAEP. The statisticians would like supervisors to test a new procedure for verifying the new enrollees before they are sampled to see if the new procedure yields newly enrolled students that would not have been identified using the regular procedure.

Supervisors will be attending the preassessment visit with the AC for beta (pilot study) grade 8 schools that have been E-Sampled in order to test this procedure. The SCS will display a link for each eligible school on the School Edit Page, Sampling tab that says "New Enrollee Special Study." You can run a report of these schools using Data Selection. They will also be flagged on the Supervisor Log of Schools, although the log will be run before E-Filing is closed, so it may not include all the eligible schools. Since supervisors are responsible for conducting this procedure, you should contact the school before the preassessment visit and review what you'll need the school coordinator to have ready at the visit to conduct the procedure. Explain to the school coordinator that you will accompany the AC to the visit for this purpose.

Exhibit 7-3 displays the NAEP 2005 New Enrollee Special Study Procedures Checklist, which will be included in your bulk supplies. Supervisors will use this checklist to guide them through the procedures and to record answers to questions about the procedures. Supervisors will then enter the responses in the SCS (see *SCS User's Guide* for more information on this entry).

On the top of the checklist, record the school name, NAEP ID, your name and the date you are conducting this procedure. All schools are asked to maintain a New Enrollee Listing Form, that is, the list of students in the selected grade who have officially enrolled in the school since the date the original list used for sampling was effective. When you accompany the AC on the preassessment visit, you will conduct these new procedures instead of the AC conducting Procedure 8 (Select Sample of Newly Enrolled Students) of the Preassessment Contact Log (part of the Quality Control Booklet).

This procedure involves comparing three rosters of students in order to verify the new enrollees:

- <u>New Enrollee Listing Form</u>—we ask all schools to keep a list of all students who enroll in the school after the date the sampling list is current using the New Enrollee Listing Form (schools can use this form or just keep a list in another format);

- <u>Current Roster</u>—this is a list of all students enrolled in the school at the time of the preassessment visit. You should ask the school coordinator to have this list (sorted alphabetically is best) ready for the preassessment visit; and

- <u>E-File Roster</u>—this is the complete list of students submitted for E-Filing by the school/district /state and is in the School Folder.

Exhibit 7-3. NAEP 2005 New Enrollee Special Study Procedures Checklist

NAEP 2005 NEW ENROLLEE SPECIAL STUDY PROCEDURES CHECKLIST

SCHOOL NAME: ____ SCHOOL ID: ____________________

SUPERVISOR NAME: ____ DATE:__________________________

Before the preassessment visit, contact the school coordinator and request that the school create and maintain a list (New Enrollee Listing Form) of all students in the selected grade who have officially enrolled in the school since the date that the original E-File roster was effective (for date, see "Instructions for Sampling New Enrollees" in school folder). Also, inform the school coordinator that you will need a list of all students currently enrolled ("current roster") in the sampled grade on the day of the pre-assessment visit. It would be best if this were sorted alphabetically.

Steps during preassessment visit at the school:

1. Obtain from the school coordinator the New Enrollee Listing Form and answer A1 (and A2 if necessary).

A1. Did school maintain a list of newly enrolled students? ☐ Yes, continue with step 2. ☐ Yes, but there were no new enrollees; continue with step 2. ☐ No, go to A2 ➔	A2. Did the school provide a list of newly enrolled students today? ☐ Yes, continue with step 2. ☐ Yes, but there were no new enrollees; continue with step 2. ☐ No, continue with step 2.

2. Current roster.

B. Did school provide a list of currently enrolled students (enrolled on day of preassessment visit)?
☐ Yes. ☐ No.

If the school provided a new enrollee list, continue with step 3.

If the school could not provide a new enrollee list or says that there were no new enrollees and has provided a current roster, skip to step 4.

If the school could not provide a new enrollee list or a current roster, end of procedure.

3. Count the names on the new enrollee list and record in B1 below.

B1. _______(#) of names on the new enrollee list.

Compare the names on the new enrollee list to the E-File roster (the list of students submitted by the school/district/state for E-Filing located in the school folder).

Names appearing on both rosters should be crossed off the new enrollee list. Count the number of names you cross off the new enrollee list and record the total number of these in B2 below.

B2. _______(#) of names on new enrollee list which were also on the E-File roster.

Names only appearing on the new enrollee list should be highlighted.

Exhibit 7-3. NAEP 2005 New Enrollee Special Study Procedures Checklist (continued)

If the answer to B. is "No" (school could not provide a current roster), skip to step 7 unless this is a year-round schools. For year-round schools, cross off the new enrollee list any highlighted names of students who will be off-tract on assessment day and skip to step 7.

4. Compare the names on the E-File roster with the names on the current roster. Names appearing on both rosters should be crossed off the current roster. Names only appearing on the current roster should be highlighted. Count the highlighted names and record in C1 below unless this is a year-round school. For year-round schools, skip C1 and go to "Year-Round Schools Only".

C1. ________(#) of names on the current roster that were not on the E-File roster.

If C1 = 0, skip to step 6, else go to step 5.

4a. Year-Round Schools Only. Cross out the names of any highlighted students on the current roster and/or the new enrollee list who will be off-track on the scheduled date of assessment.

Count and record the number of these students who are highlighted and crossed out in C1a below.

C1a. ________(#) of names which were not on the E-File roster who are on the current roster, but will be off-track on assessment day.

Count and record the number of the students who are currently enrolled and will be on-track on C1b below.

C1b. ________(#) of names which were not on the E-File roster who are on the current roster, and will be on-track on assessment day.

If C1b = 0, skip to step 6, else proceed below.

The highlighted names on the current roster constitute the supplemental student sampling roster.

If there is no school-generated new enrollee list, skip to step 7, else continue with step 5.

5. Highlighted names on the current roster (the supplemental student sampling roster) should be compared to the highlighted names on the new enrollee list. (Do not consider any names you have crossed out.) If a name on the supplemental student roster is also on the new enrollee list, put a check mark next to it on both rosters.

Count the names highlighted on the supplemental sampling roster who do not have a checkmark and record the number below, if there are any.

C2. ________(#) Of the number in "C1", the number of those students that were not on new enrollee list.

6. If there are any highlighted student names (not crossed out) on the new enrollee list that do not have a check mark, ask the school coordinator why they are not on the current roster.

If these students are no longer enrolled in the school, cross them off the new enrollee list.

If these students are currently enrolled, add their names to the current roster and highlight them and record the number added below.

D.1 ________(#) students on the new enrollee list who should have been on the current roster, but were not.

Exhibit 7-3. NAEP 2005 New Enrollee Special Study Procedures Checklist (continued)

7. On the supplemental student sampling roster (the highlighted names on the current roster) or on the new enrollee list if the school could not provide a current roster, consecutively number the names that are highlighted, but not crossed out.

   D.2 ________(#) students eligible for the supplemental student sampling.

8. Using the line numbers on the Instructions for Sampling New Enrollees (step 4) for this school, select the supplemental student sample by putting the session type abbreviation next to the selected line number/student name. Record number sampled below.

   D3. ______ (#) students sampled from supplemental student sampling roster.

9. Add the selected student names and demographic data to the appropriate Administration Schedule(s). Be sure to enter a "1" in the column M ("New Enrollee") of the Administration Schedule(s) for each selected newly enrolled student.

10. Remind the school coordinator that the parents of all sampled newly enrolled students must be notified abut the assessment before they can be assessed.

Record the information from questions A, B, C, and D in the SCS School Edit page, Sampling tab by clicking on the "New Enrollee Special Study" link.

Step 1. Begin by obtaining the New Enrollee Listing Form from the school coordinator and continue to Step 2. If the New Enrollee Listing Form is not available or there are no new enrollees, continue to Step 2.

Step 2. Ask the school coordinator to produce an alphabetical list of all students currently enrolled in the school (Current Roster). You should alert the school coordinator before the preassessment visit that you will need this list.

- ➢ If you have the New Enrollee Listing Form (with new enrollees) and the Current Roster, go to Step 3.
- ➢ If you do not have the New Enrollee Listing Form (or there are no new enrollees) and you do have the Current Roster, go to Step 4.
- ➢ If you do not have the New Enrollee Listing Form (or there are no new enrollees) and you do not have the Current Roster, end the procedure.

Step 3.

- ➢ Count the names on the New Enrollee Listing Form.
- ➢ Compare the names on the New Enrollee Listing Form and the E-File Roster (in the School Folder).
- ➢ Names appearing on both lists should be crossed off the New Enrollee Listing Form.
- ➢ Count the names crossed off the New Enrollee Listing Form.
- ➢ Highlight remaining names on the New Enrollee Listing Form.
- ➢ If this is a year-round school, cross off any highlighted names on the New Enrollee Listing Form who will be off-track on assessment day and skip to Step 7.
- ➢ If you do not have a Current Roster, skip to Step 7. Otherwise, continue with Step 4.

Step 4. **(Non-year-round school only)**

- ➢ Compare the names on the E-File Roster to the names on the Current Roster.
- ➢ Names appearing on both lists should be crossed off the Current Roster.
- ➢ Name only appearing on the Current Roster should be highlighted.
- ➢ Count the number of highlighted names on the Current Roster (non year-round schools only. See below for year-round school instructions). If this number is zero (0), skip to Step 6.

- The highlighted names on the Current Roster are the Supplemental Student Sampling Roster.

Step 4a. **(Year-round school only)**

- Cross out the names of any highlighted students on the Current Roster and the New Enrollee Listing Form who will be off-track on assessment day.
- Count the number of <u>off-track</u> highlighted names on the Current Roster.
- Count the number of on-track highlighted names on the Current Roster. If this number is zero (0), skip to Step 6.
- The highlighted names on the Current Roster are the Supplemental Student Sampling Roster.
- If you do not have the New Enrollee Listing Form from the school, go to Step 7. Otherwise, go to Step 5.

Step 5.

- Compare the Supplemental Student Sampling Roster (highlighted names on the Current Roster) with the highlighted names that are not crossed out on the New Enrollee Listing Form.
- For the names that appear on both lists, put a check mark next to those names on both lists.
- Count the highlighted names on the New Enrollee Listing Form that do not have a check mark.

Step 6.

- If there are any highlighted names on the New Enrollee Listing Form that do not have a check mark, ask the school coordinator why they are not on the Current Roster.
- If the students in question are no longer enrolled in the school, cross them off the New Enrollee Listing Form.
- If the students in question are currently enrolled, add their names to the Current Roster and highlight them.
- Count the names that are highlighted and not checked off on the New Enrollee Listing Form.

Step 7. On the Supplemental Student Sampling Roster (highlighted names on the Current Roster), or on the New Enrollee Listing Form (if the school could not provide a Current Roster) consecutively number the names that are highlighted, but not crossed off.

Step 8.

- Using the line numbers on the Instructions for Sampling New Enrollees for this school (in the School Folder), select the sample of new enrollees by recording the session code next to the selected number/student name.
- Count the number of students sampled.

Step 9. Add the selected student names and demographic data to the appropriate Administration Schedules. Be sure to enter a 1 in column M (New Enrollee) on the Administration Schedules.

Step 10. Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.

When you leave the school, enter the recorded responses from questions A, B, C, and D in the SCS. See the *SCS User's Guide* for more information on how to make these entries.

7.5 NAGB Criteria for Inclusion

The NAEP policies and practices on inclusion have evolved over the years. The criteria for inclusion have been evaluated and updated several times. In 1995, NAEP pilot tested administering accommodations for the first time. In 2004, we pilot tested several methods of increasing inclusion. One method was the use of a decision tree that could guide school staff to logical and uniform decisions regarding accommodations and inclusion. Another method was distributing a letters from the Office of Special Education Programs (OSEP), encouraging inclusion. Both of these are incorporated into the 2005 NAEP procedures.

At the same time, as NAEP piloted new inclusion techniques, NAGB convened a group of national experts to address the same issue – increased inclusion in NAEP. This group developed materials that we will pilot in 100 schools. In these schools you will use the NAGB inclusion materials instead of the NAEP inclusion materials.

NAEP strives to include as many students with disabilities (SD) and/or limited English proficiency (LEP) as possible with appropriate accommodations as necessary. Decisions about inclusions and accommodations should be made in consultation with knowledgeable school staff, such as IEP/504 teams, ESL teachers, school psychologists, and classroom teachers. NAEP provides a number of tools to help knowledgeable school staff decide whether to include a SD and/or LEP student without accommodations, with accommodations, or to exclude the student, including:

- SD and/or LEP Questionnaires – collects information about the student's educational experience;
- Criteria for Inclusion – describes NAEP's policy on inclusion;
- Decision Tree – used in conjunction with the SD and/or LEP Questionnaires to guide the inclusion decision; and
- List of Frequently Provided Accommodations – identifies the most frequently used accommodations and indicates whether or not NAEP allows them.

The National Assessment Governing Board (NAGB) is interested in testing a different version of the Decision Tree in 50 grade 4 and 50 grade 8 pilot (beta) schools. In consultation with their field manager, supervisors will select the schools in their region (if any) and conduct the preassessment visit for those selected schools. Once you've selected the schools for which you will be using the NAGB SD and/or LEP inclusion booklets, you should update the SCS using the NAGB Criteria for Inclusion link to record your selections. See the *SCS User Guide* for more information on updating this link.

Exhibit 7-4 displays the Checklist for Administering the NAGB inclusion booklet. Once you have selected the schools for which the NAGB inclusion booklet will be implemented, you will prepare the SD and LEP Questionnaires that will be included in the preassessment packets that are sent to the schools. You should include the 3-page NAGB Inclusion of Students with Disabilities booklet and/or the 3-page NAGB Inclusion of Limited English Proficient Students booklet **instead** of the 4-page NAEP inclusion booklets.

The 3-page NAGB Inclusion of Students with Disabilities booklet contains the following materials:

- Cover Notice for Inclusion of Students with Disabilities (Exhibit 7-5);
- NAGB Decision Tree for Students with Disabilities (Exhibit 7-6); and
- Accommodations Permitted by NAEP for Students with Disabilities (Exhibit 7-7).

The NAEP Inclusion of Students with Disabilities booklet (see Appendix E) contains the NAEP Criteria for Inclusion, which is not included in the NAGB booklet.

Exhibit 7-4. Checklist for Administering the NAGB Criteria for Inclusion

NAEP 2005
Checklist for Administering the NAGB Criteria for Inclusion

- ☐ Prepare for the Preassessment Visit.
  - ☐ Select the eligible schools in your region for which you will administer the NAGB Criteria for Inclusion. You will need to conduct the preassessment visit for these schools (instead of the AC).
  - ☐ For the selected schools, prepare the SD/LEP questionnaires to send in the school packets
    - ➢ Insert the 3-page **NAGB** Inclusion (SD and/or LEP) booklet instead of the 4-page **NAEP** Inclusion booklet (SD and/or LEP).
  - ☐ The supervisor will keep the school folder and contact the school to schedule and confirm the preassessment visit.
    - ➢ Encourage the school coordinator to collect the completed SD and/or LEP Questionnaires by the preassessment visit.
- ☐ Conduct the Preassessment Visit.
  - ☐ For SD students, use the NAGB pilot Inclusion of Students with Disabilities in NAEP booklet and the responses to Q11-15 from the completed SD Questionnaires for those students to guide inclusion and accommodation decisions.
  - ☐ For LEP students, use the NAGB pilot Inclusion of Limited English Proficient Students in NAEP booklet and the responses to Q11-13 from the completed LEP Questionnaires for those students to guide inclusion and accommodation decisions.
  - ☐ Determine which SD and/or LEP students need accommodations and what accommodations they will need. Enter code in column P on the Administration Schedule.
  - ☐ Determine which SD and/or LEP students cannot be assessed and the reason. Enter code in column P on the Administration Schedule.
  - ☐ Complete the NAGB Criteria for Inclusion Debriefing Questionnaire and review with your field manager. Place the completed questionnaire in the School Folder.
  - ☐ Update the SCS using the NAGB Criteria for Inclusion flag, (see the *SCS User's Guide*).

Exhibit 7-5. Cover Notice for Inclusion of Students With Disabilities

Inclusion of Students with Disabilities in NAEP
(NAGB Pilot)

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. Decision makers 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.

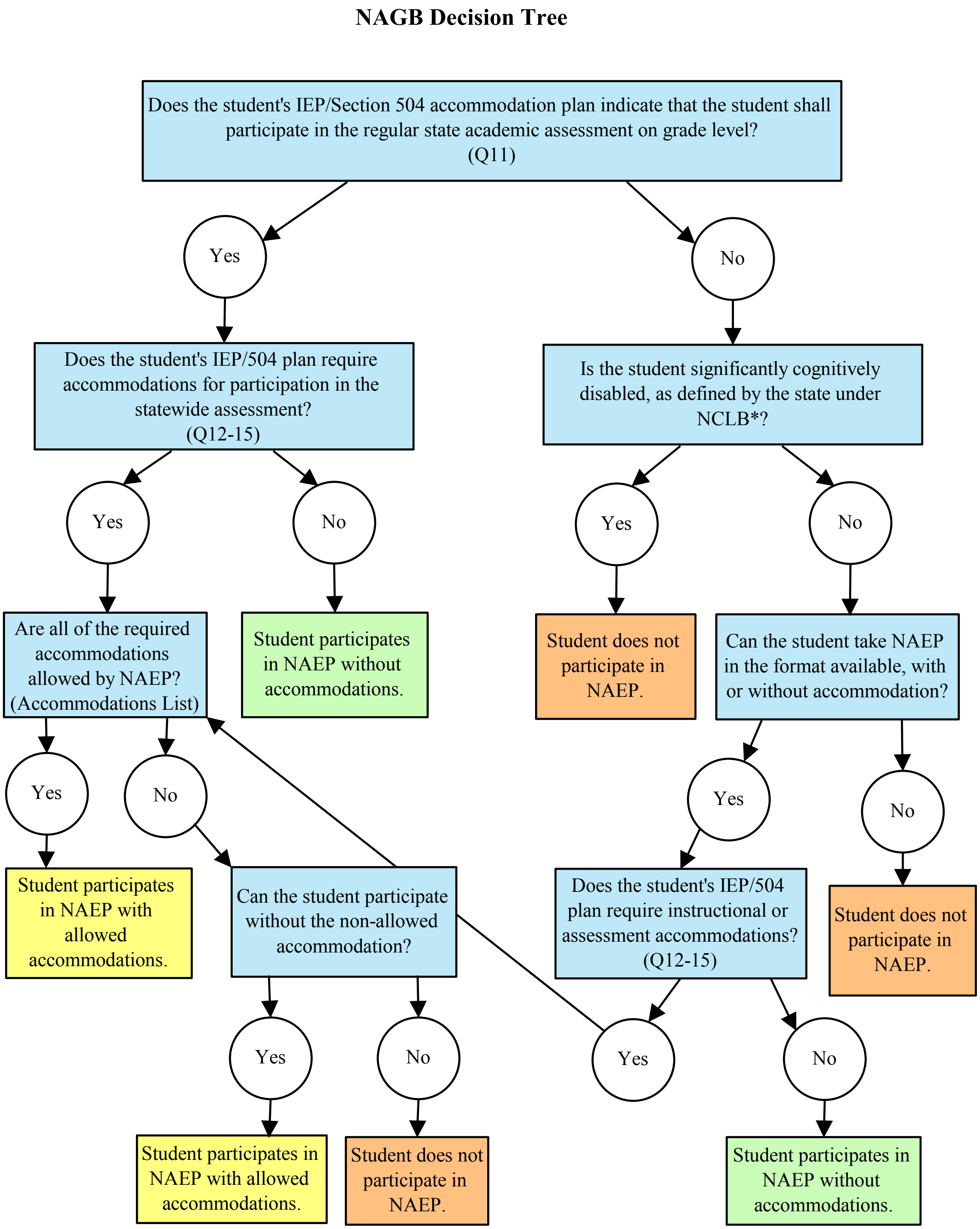
NAEP provides the following tools to help knowledgeable school staff decide whether to include a student with disabilities without accommodations, with accommodations, or to exclude the student:

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

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 two 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!

Exhibit 7-6. NAGB Decision Tree for Students With Disabilities



*NCLB - No Child Left Behind Act of 2001

Exhibit 7-7. List of Frequently Provided Accommodations for Students With Disabilities

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.

	Permitted by NAEP in:			
Accommodations for SD Students	**Reading**	**Mathematics**	**Science**	**Other**
Presentation Format				
Read directions aloud/Repeat directions*	Yes	Yes	Yes	Yes
Use audio taped 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
Response Format				
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**
Setting Format				
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
Other Accommodations				
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.

The 3-page NAGB Inclusion of Limited English Proficient Students booklet contains the following materials:

- Cover Notice for Inclusion of Limited English Proficient Students (Exhibit 7-8);
- NAGB Decision Tree for Limited English Proficient Students (Exhibit 7-9); and
- Accommodations Permitted by NAEP for Limited English Proficient Students (Exhibit 7-10).

The NAEP Inclusion of Limited English Proficient Students booklet (see Appendix E) contains the NAEP Criteria for Inclusion, which is not included in the NAGB booklet.

Since you are conducting the preassessment visit, you will contact the school to schedule the visit. You will keep the school folder in order to conduct the scheduling and confirmation phone calls, as well as the preassessment visit. When you call to confirm the preassessment visit (2 days after the preassessment packet was sent), you will encourage the school coordinator to collect the completed SD and/or LEP Questionnaires before the preassessment visit.

During the preassessment visit, you should use the appropriate NAGB inclusion booklet and the completed SD and/or LEP Questionnaires to guide inclusion and accommodation decisions. Conduct the procedure even if the school coordinator has already determined the participation status of each SD and/or LEP student in order to confirm those accommodation and inclusion decisions. Update column P of the Administration Schedule with appropriate accommodation or exclusion codes.

After you've conducted the procedure outlined above, please complete the short NAGB Criteria for Inclusion Debriefing Questionnaire, which will be included in your bulk supplies (Exhibit 7-11). Review this questionnaire with your field manager during your report calls. Once you've reviewed the debriefing questionnaire with your field manager, include the questionnaire in the School Folder before you send it back to the home office.

Finally, you'll need to update the SCS with the results of the visit. See the *SCS User Guide* for instructions on making this updates in the SCS.

Exhibit 7-8. Cover Notice for Inclusion of Limited English Proficient Students

Inclusion of Limited-English-Proficient Students in NAEP

(NAGB Pilot)

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, school psychologists, and classroom teachers. Decision makers 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 student without accommodations, with accommodations, or to exclude the student:

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

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 two 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!

Exhibit 7-9. NAGB Decision Tree for Limited English Proficient Students

NAGB DECISION TREE

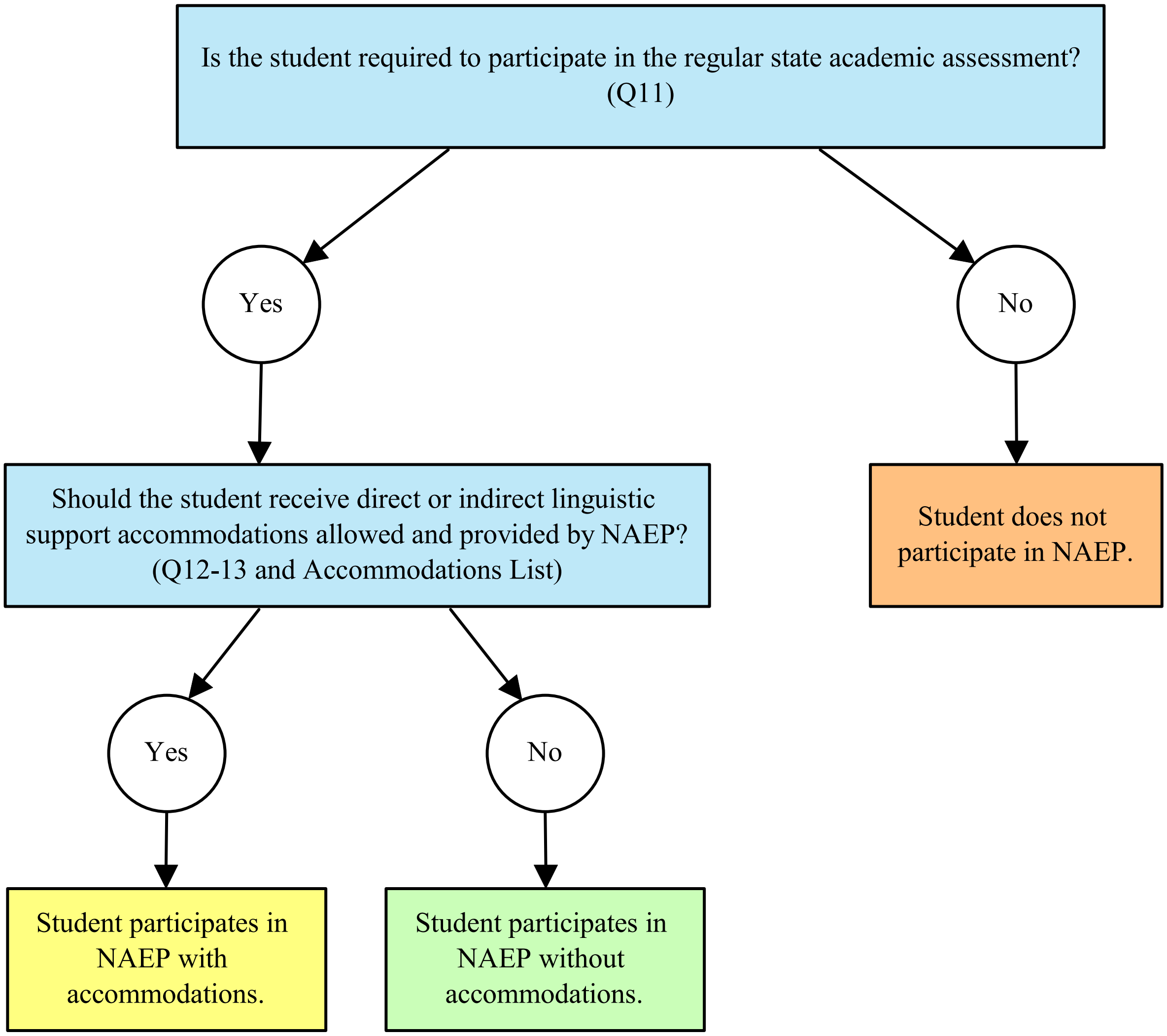


Exhibit 7-10. List of Frequently Provided Accommodations for Limited English Proficient Students

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**	**Yes**	**Yes**
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**

*Standard NAEP practice. Not considered an accommodation.

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

Exhibit 7-11. NAGB Criteria for Inclusion Debriefing Questionnaire

NAGB Criteria for Inclusion Debriefing Questionnaire

School Name:____

NAEP ID# ____________________________

Territory: __________Region: ___________ Area: _____________

Supervisor Name: ____

1. Did you use the NAGB Criteria for Inclusion to help guide the inclusion decisions in this school?

   ☐ Yes, Criteria for Including Students with Disabilities

   ☐ Yes, Criteria for Including Limited English Proficient Students

   ☐ Yes, both

   ☐ No (End Questionnaire)

2. How helpful was the NAGB Criteria for Inclusion in helping to guide inclusion decisions?

   ☐ Very helpful

   ☐ Somewhat helpful

   ☐ Not helpful at all

   ☐ Comments: ____

   ____

   ____

3. Please provide any other comments that you think would be helpful in evaluating this procedure.

   ____

   ____

   ____

   ____

   ____

7.6 Criteria for Including SD and/or LEP Students in Science Bridge Sessions

As discussed previously, we are conducting science sessions in selected pilot session schools using items and procedures from the NAEP 2000 science assessment. The purpose of this study is to collect data on what, if any, effects result from rearranging the order of the assessment booklet sections and the timing of the science assessment, thus providing a link or "bridge" between the past and future assessments.

Since we must replicate the procedures used for the NAEP 2000 science assessment, we must also use the same criteria for including students with disabilities and limited English proficient students in these sessions that we used in NAEP 2000. When supervisors prepare the preassessment school packets for schools that contain a science bridge session, they must conduct the following special procedures:

- Prepare and insert the Instructions for School Coordinators – Science Bridge (Exhibit 7-12);
- Insert the 1-page (front and back) NAEP 2005 Science Bridge Study Criteria for Including Students with Disabilities or Limited English Proficient Students in Science Bridge Sessions (Exhibit 7-13); and
- Prepare the Science Bridge Accommodations Worksheet (Exhibit 7-14) by listing the students in the science bridge session(s) and indicating if they are SD and/or LEP.

Since it's likely that the science bridge sessions will be conducted along with other operational and/or pilot sessions, supervisors will not only insert the 1-page criteria for including SD and/or LEP students in science bridge sessions, but also the appropriate NAEP inclusion booklets.

You should band together the SD and/or LEP questionnaires for the students in science bridge session and place the Science Bridge Accommodations Worksheet and NAEP 2005 Science Bridge Study Criteria for Including Students with Disabilities or Limited English Proficient Students on top of those questionnaires. Then make a second stack with the remaining SD and/or LEP questionnaires, the regular Accommodations Worksheet and the appropriate NAEP inclusion booklets.

Exhibit 7-12. Instructions for School Coordinators - Science Bridge

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 Coordinator (SB)	One per school; yellow 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.

Exhibit 7-12. Instructions for School Coordinators - Science Bridge (continued)

Document name	Quantity	Purpose of document
Accommodations Worksheet	One or two per school; white paper	Used by school coordinator to keep track of decisions regarding accommodation.
Science Bridge Accommodations Worksheet (only for schools with a science bridge session)	One or two per school; yellow paper	Used by school coordinator to keep track of decisions regarding accommodations for SD/LEP students in the science bridge session.
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.
Science Bridge Criteria for Inclusion (only for schools with a science bridge session)	One per school (if school has one or more students identified as LEP on the Administration Schedule); yellow paper	Used by school to determine if students with disabilities and/or limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them.
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.
Sample Parent Notification Letter	One per school; white paper	Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.
A Teacher's Guide to NAEP	One per Teacher Questionnaire being distributed	Provides information about NAEP that is of interest to teachers.

Exhibit 7-12. Instructions for School Coordinators - Science Bridge (continued)

Document name	Quantity	Purpose of document
Demonstration Booklet	One per school per grade and session type (operational/pilot)	Contains NAEP 2005 background questionnaires accompanied by explanations, rationales, and sample assessment items.
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.
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.

<u>School Coordinator Activities</u>:

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 already done so, 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 at 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 at 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.
- ☐ **(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).

- ▪ 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 completing 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.

- 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 contact. 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 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. Please review the students listed on the yellow Accommodation Worksheet using the yellow Criteria for Inclusion first. The students in the science bridge session must be considered for inclusion using the same criteria that was used in 2000, the last time this version of science was assessed. Then review all other students on the white Accommodation Worksheet using the Criteria document for 2005. The NAEP representative will talk with you further about these students during the preassessment contact.

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. Although you are not required to use these certificates, NAEP has found that doing so improves attendance at the assessment session.

Exhibit 7-12. Instructions for School Coordinators - Science Bridge (continued)

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

Exhibit 7-13. Criteria for Including SD and/or LEP Students in Science Bridge Sessions

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.

Exhibit 7-13. Criteria for Including SD and/or LEP Students in Science Bridge Sessions (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

Exhibit 7-14. 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 *(Not allowed for reading)*	Small Group (without Read Aloud)	Small Group (with Read Aloud) *(Not allowed for reading)*	One-on-one	Bilingual Glossary	Bilingual Dictionary *(Not aloud for reading)*	Scribe	Breaks During Test	Magnification Device	School Staff Administers	Other	Exclude

When the AC conducts the preassessment visit, he/she should discuss the SD and/or LEP students in the science bridge sessions before the others. We want the school coordinator to focus on the science bridge SD and/or LEP students using the inclusion criteria from NAEP 2000 before looking at the criteria booklets for NAEP 2005.

7.7 School E-Filing Summary Report

As in previous years, 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 submitted by E-Filing, the lists are run through a series of data checks to verify the quality of the submission. If the checks identify questions or issues, messages are displayed to the E-Filers giving them an opportunity to correct or verify the submitted data.

During the E-Filing process, we did not require that schools, states or large districts use the same codes on their student lists that we use on the Administration Schedules. Therefore, E-Filers “mapped” their demographic variable codes to NAEP values as defined in section 3.4 (Demographic Variable Codes Used on NAEP 2005 Administration Schedules).

For example, a school may use the following SD codes, which the E-Filer mapped to NAEP SD values during E-Filing:

School SD Codes Map to	NAEP SD Values
X	No, not SD
1	Yes, SD

Another E-Filing school may use different SD, which the E-Filer also mapped to NAEP values:

School SD Codes Map to	NAEP SD Values
1	Yes, SD
2	No, not SD

Even though each school uses different SD codes, the E-Filers had the opportunity to map their codes to NAEP SD values.

The data checks are designed to alert E-Filers to possible problems with mapping their codes to NAEP values.

For all schools that E-Filed, we have developed a School E-Filing Summary Report (Exhibit 7-15), which displays the data checks for each school that are unresolved. This report should be included in the School Folder and you should review it with the AC. In some cases, the AC will not need to address the issues with the school coordinator, while in other cases; the AC should review the issues and attempt to resolve them with the school coordinator. Depending on the issue, you should review the proper course of action with your ACs.

Appendix I contains a summary of the error messages that will be printed on the School E-Filing Summary Report.

Exhibit 7-15. School E-Filing Summary Report

NAEP 2005
School E-filing Summary Report

Territory:__________ Region:__________Area: ________ Type of E-File: ____________________

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: ____________________

		Corrected on Admin Schedule	Verified as Correct
Date: ________	Error Text	☐	☐
Date: ________	Error Text	☐	☐
Date: ________	Error Text	☐	☐
Date: ________	Error Text	☐	☐
Date: ________	Error Text	☐	☐

8. STAFF EVALUATIONS

Staff evaluation is a critical part of the supervisor job. This evaluation not only summarizes the staff member's performance on the project, but also serves to communicate the staff member's him/her capabilities to other projects that may want to hire after NAEP. At the end of the NAEP field period, supervisors complete the Westat Staff Evaluation Form for each AC, which includes a summary rating and ratings on productivity, accuracy/quality, cooperation, dependability, and refusal conversion (skills). In addition, supervisors will assist their ACs in completing the same evaluation form for AAs. In Chapter 3 we have described tips, techniques, and guidelines for providing ongoing feedback to field staff. As a supervisor and team leader, it is your obligation to provide both positive and negative feedback throughout the study. Each field staff member should know what their evaluation on NAEP will be. There should be no surprises since all staff members should be receiving feedback on their performance throughout the field period.

8.1 Documenting Feedback for Use in Evaluations

The evaluation process is continual and strengths and weaknesses should be documented throughout the duration of the project. Tips and techniques for documenting feedback are reviewed in Section 3.3.2 in chapter 3. As suggested in Section 3.3.2, you should keep a personnel file for each AC and his/her team. Use this file to document:

- **Problems**—Start with the first incident. Don't wait or let an incident pass without documentation. If there's only a single incident, that's fine, but if the problem persists, you'll want an accurate history beginning with the first occurrence.
- **Records of assistance** you have provided in order to document that you have made every effort to retain this person as a productive part of the team.
- **Praise and compliments**—This could be from a school, a NAEP Alliance member, co-workers, or from you. Stick to the facts and comment only on the specific incident. Do not add anything that indicates that future employment is assured or that the person is the "best" staff person.

There are a number of resources that you can and should use to document performance issues for evaluations. They include:

- Emails sent to field staff with receipt and delivery information;
- Weekly production reports;
- Notes from weekly report calls;
- Results of telephone QC;
- In-person observation forms; and
- Documented discussions with your field manager.

We have also developed a NAEP 2005 Team Member Evaluation Form that you can use to record your general impressions of an AC's performance (Exhibit 8-1). You should complete this form (which can be printed from the "NAEP Documents" folder on your laptop) for ACs reporting to you on the following schedule:

For ACs:	Complete the team member evaluation form:
Recruiting Staff	NA – For field manager use only
Gaining Cooperation	NA – For field manager use only
Sampling in Schools	NA – For field manager use only
Preparing Preassessment Packets	Once (December 2004)
Managing Preassessment Activities	Once (February 2005)
Managing Assessment Teams	Twice ■ Within the first 2 weeks of the field period (first week of February 2004) ■ 2-3 weeks after the first form is completed (end of February 2004)

Some ACs will be working on more than one phase of NAEP and you should complete a form for each phase on which they work. This will allow you to track and compare an AC's overall performance over time during different tasks. You should file the forms in the AC's personnel file and refer to them when it's time to complete evaluations.

Exhibit 8-1. NAEP 2005 Team Member Evaluation Form

NAEP 2005 Team Member Evaluation

Name of Team Member:___________________________________ **Date Completed:**__________________________

Task (circle one): Recruiting Staff Gaining Coop Sampling Preassess Assess

Does This Team Member/Is This Team Member…

					Would additional training improve this person's performance?		Discussed with Team Member?
Know what to do and how to do it?		**Always**	**Sometimes**	**Never**	**Yes**	**No**	
	Follows established protocols						
	Asks for help when necessary						
	Reports problems in a timely manner						
	Double checks own work						
Complete work on schedule?							
	Meet sdeadlines						
	Schedules staff appropriately						
	Completes required paperwork on time						
	Updates the SCS regularly						
Work well with other team members and contribute constructively to the overall effort							
	Considered by others to be a team player						
	Reliable						
	Motivates staff						
	Communicates effectively						
	Willing to take on additional responsibility when needed						

8.2 Evaluating and Reviewing AC Performance

As mentioned before, the Westat Fieldworker Evaluation Form asks for a summary rating and ratings on productivity, accuracy/quality, cooperation, dependability, and refusal conversion [skills]. We'll review how to complete the form and how to assign the ratings in Section 8.4. As you evaluate your ACs, here are some additional qualities you should think about. Rating and ranking ACs and other staff on these criteria yields detailed information that can be used to match staff strengths and talents to specific positions and in determining promotions, demotions, and dismissals.

Evaluations should be honest and reflect the true performance of the person, not how likable they are. Failure to accurately evaluate a staff member is not fair to others who may want to rehire this person. If you give a person a high rating, then they may be hired on another project with the expectation that they will perform well.

1. **Professionalism. Does/Is the AC…..?**

   - seek new skills and feedback to improve his/her professional role
   - always maintain professional relationships with all project staff (contractor, home office, field managers, other supervisors and their support staff)
   - dress appropriately for the situation (trainings, meetings, schools, or public situations where contractors and clients may observe him/her)
   - act appropriately in the situations mentioned above
   - display a high degree of integrity
   - set interpersonal boundaries to maintain objectivity with him/her staff, contractors, home office, field managers, supervisors, schools, teachers, students, parents, clients, etc.
   - show discretion and share information appropriately
   - keep personal information of others confidential
   - diplomatic in a spectrum of situations

2. **Communication and Interpersonal Skills. Does/Is the AC…?**

   - seek feedback and participate in activities or studies to improve communication and interpersonal skills
   - an effective trainer, teacher, coach, mentor
   - clearly and effectively communicate directions, corrections, concepts, goals, project needs, and tasks to be completed
   - able to relate positively and comfortably to a variety of situations and persons (persons of other racial/ethnic backgrounds, socioeconomic groups, religious backgrounds, and cultures)
   - effective at maintaining school cooperation
   - proficient in written correspondence (reports, emails, etc.)
   - use active listening

- sensitive to the needs of others (thoughtful, polite, caring, but objective, truthful, but sensitive)
- provide timely and effective feedback to others
- have effective conflict resolution and mediation skills
- fair, consistent, and equal in the treatment of others
- have the ability to see both sides of an issue
- not let personal preferences, likes, and dislikes influence professional relationships
- not carry personal problems to the workplace
- self-disciplined and directed
- maintain a positive attitude
- accept constructive feedback (both positive and negative)

3. **Supervisor and Management Skills. Does/Is the AC…..?**

- have a clear understanding of the project and relevant tasks
- display effective organizational and time management skills
- have good leadership and team-building skills
- have effective problem-solving skills including anticipating problems and offering workable solutions
- have good mentoring and coaching skills
- goal oriented and can define and achieve goals
- motivated
- set appropriate priorities
- accept accountability and instill this in others
- know and follow established procedures (both Westat and project-specific)
- offer constructive and honest feedback of problems in the field or concerns about project procedures and policies
- flexible, able to adapt to change, and able to accept change and new approaches
- delegate appropriate tasks to appropriate staff
- reliable/dependable and punctual
- productive and accurate
- display effective scheduling skills for staff, schools, regions/areas
- require little supervision or micromanagement. Does not need to have work corrected or redone. Does not need to have others assist with completing work unnecessarily
- display stress management skills
- self-evaluating

4. **Technical Skills. Does/Is the AC…..?**

- seek to improve technical skills
- facile with spreadsheets and database manipulation
- able to generate useful reports
- able to interpret reports effectively
- display good public speaking skills
- have adequate computer skills

- able to use other technical equipment specific to a project or to general office use such as a fax, scanner, etc.
- conduct web searches for a variety of purposes and information gathering
- keep up with technology relevant to field and improve existing skills

Although all of the above should be considered when evaluating staff, you can also use a very basic approach. Just ask yourself a few simple questions:

- Was it stressful to manage this person?
- Did I need to unnecessarily assign others to complete this person's work?
- Did I have to do damage control on a situation caused by this person?
- Was it often necessary to correct his/her work or ask that it be redone?
- Did I have to micromanage this person?

The responses to those questions can help you identify the overall areas that are successful or need improvement, and help you pinpoint the specific qualities in those areas for evaluation.

8.3 Assisting ACs with AA Evaluations

Supervisors must sign off on the ACs' evaluations of their AA staff. This process is easier if you train ACs to apply the evaluation principles that we've discussed in this manual. It should be stressed to ACs that this is an ongoing process and ACs should not wait until the last minute. ACs (as leaders of their teams) should also be encouraged to help their staff grow into more responsible positions. Detailed and ongoing evaluations provide us with the ability to more clearly make decisions about promotion readiness.

Encourage your ACs to set up individual personnel folders for each member of their staff and use the folder to file documentation of issues, problems, and successes, along with their feedback. This will be a great asset for the AC when it is time to prepare evaluations. ACs should be having regular discussions with you on AA performance issues during the field period. Set aside time with your ACs to review performance in preparation for completing the Westat Staff Evaluation Forms.

The Westat Fieldworker Evaluation Form should be reviewed and explained to ACs at the beginning of the project. ACs should evaluate AA performance in consultation with their supervisors. AAs should be familiar with the form and understand that all employees including ACs and supervisors will be evaluated using similar criteria appropriate to their job description. We'll review how to complete the form in the next Section.

8.4 Completing the Westat Fieldworker Evaluation Form

As we've mentioned before, a Westat Fieldworker Evaluation Form (Exhibit 8-2) must be completed for each field staff member who completed 1 or more hours of field work. This includes those that quit before or after the start of the project, those who never worked, and those who were fired.

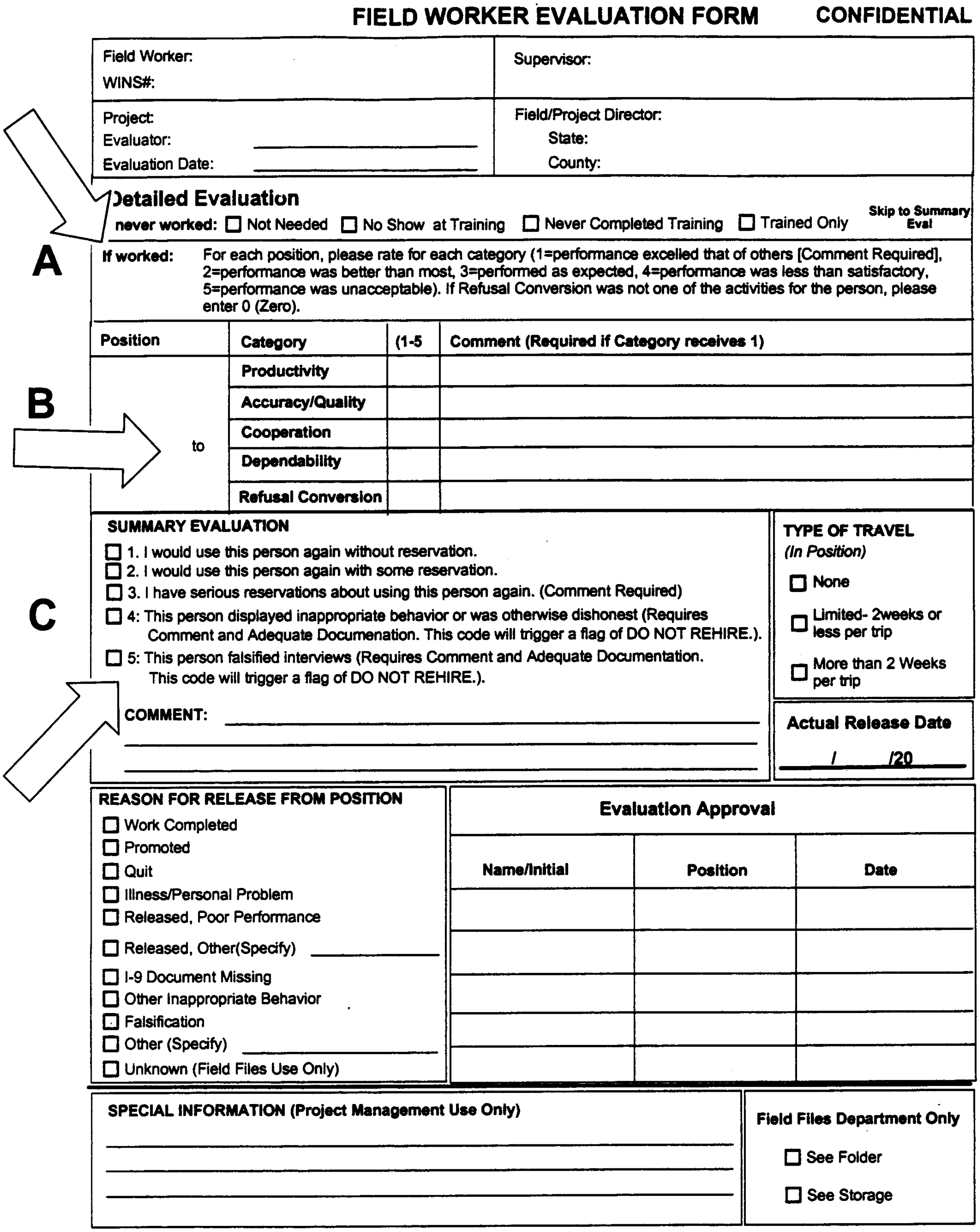
The form should be considered and completed carefully. All fields on the form should have data entered and the form signed and dated. You will sign your evaluation of your ACs and the AC's evaluation of their AAs. The form is then given to the field manager for sign-off. In turn, these are given to the field director for review and sign-off and delivery to the Westat Field Files department.

8.4.1 Assigning the Ratings

The main purpose of the form is to evaluate the individual performance attributes of PRODUCTIVITY, ACCURACY/QUALITY, COOPERATION, DEPENDABILITY, and (only if it applies) REFUSAL CONVERSION (see Section 8.4.3 for details on NAEP-Specific Guidelines for Rating Individual Performance Categories). For each attribute, one of the numerical values must be assigned. Looking at the Section of the form labeled with the letter **A** on Exhibit 8-2 you will see that each rating and its description are shown for each category on the form. On NAEP, the numerical values for supervisors are described below:

- A numerical value of 1 should only be entered for the <u>best</u> performance among the ACs in your region. A comment **must** be entered for a numerical value of 1.
- A numerical value of 2 should only be entered when the AC's performance was <u>better</u> than most others in the region.

Exhibit 8-2. Westat Fieldworker Evaluation Form



FIELD WORKER EVALUATION FORM **CONFIDENTIAL**

Field Worker:
WINS#:
Supervisor:

Project:
Evaluator: ____________________
Evaluation Date: ____________________
Field/Project Director:
State:
County:

Detailed Evaluation

never worked: ☐ Not Needed ☐ No Show at Training ☐ Never Completed Training ☐ Trained Only **Skip to Summary Eval**

If worked: For each position, please rate for each category (1=performance excelled that of others [Comment Required], 2=performance was better than most, 3=performed as expected, 4=performance was less than satisfactory, 5=performance was unacceptable). If Refusal Conversion was not one of the activities for the person, please enter 0 (Zero).

Position	Category	(1-5	Comment (Required if Category receives 1)
to	**Productivity**		
	Accuracy/Quality		
	Cooperation		
	Dependability		
	Refusal Conversion		

SUMMARY EVALUATION

☐ 1. I would use this person again without reservation.
☐ 2. I would use this person again with some reservation.
☐ 3. I have serious reservations about using this person again. (Comment Required)
☐ 4: This person displayed inappropriate behavior or was otherwise dishonest (Requires Comment and Adequate Documenation. This code will trigger a flag of DO NOT REHIRE.).
☐ 5: This person falsified interviews (Requires Comment and Adequate Documentation. This code will trigger a flag of DO NOT REHIRE.).

COMMENT: ____________________

TYPE OF TRAVEL
(In Position)
☐ None
☐ Limited- 2weeks or less per trip
☐ More than 2 Weeks per trip

Actual Release Date
/ /20

REASON FOR RELEASE FROM POSITION
☐ Work Completed
☐ Promoted
☐ Quit
☐ Illness/Personal Problem
☐ Released, Poor Performance
☐ Released, Other(Specify) ____________
☐ I-9 Document Missing
☐ Other Inappropriate Behavior
☐ Falsification
☐ Other (Specify) ____________
☐ Unknown (Field Files Use Only)

Evaluation Approval

Name/Initial	Position	Date

SPECIAL INFORMATION (Project Management Use Only)

Field Files Department Only
☐ See Folder
☐ See Storage

- A numerical value of 3 should be entered when the AC did a good job and performed as expected. Most of your ACs' performances will fall into this category.
- A numerical value of 4 should be entered when the AC's performance was less than satisfactory. If you enter a numerical value of 4, you cannot indicate that you would use the person again without reservation in the summary evaluation Section of the form.
- A numerical value of 5 should be entered when the AC's performance was unacceptable. If you enter a numerical value of 5, you cannot indicate that you would use the person again without reservation in the summary evaluation Section of the form.

These ratings and any comments are entered in the Section of the form marked with the letter **B**. A zero (0) is entered for any attribute that was not a part of this person's job (attributes to be assigned a zero [0] will be determined by your field director). To give you some guidelines, we expect most ACs who perform in accordance with the Fieldworker Agreement to get an evaluation of 3 (performance as expected). In this Section, all attributes to which you assign a 1 must be justified with a substantive comment that accurately defines the fieldworker's excellence. A rating of 1 should be given **only** to superior performers. Any person receiving a 1 must be a "shining star," not just an extremely good AC, but the best in the category evaluated. You also will be required to provide a concise, quantitative comment explaining what makes this interviewer outstanding in any particular category in which you rate him/her 1.

Moving down the evaluation form to the Section with the letter **C** you will find the Summary Evaluation Section of the form. Here, a box must be checked that represents your overall assessment of this fieldworker's performance. You will select one of the following numerical values to be entered on the form.

1 = You have no reservations about rehiring this person.

2 = You have some slight reservations about rehiring this person (comment required).

3 = You have serious reservations about rehiring this person (comment is required).

4 = You have adequate documentation of this person's inappropriate behavior (comment and documentation are required).

5 = You have adequate documentation of this person's fabrications (comment and documentation are required).

If you rated an AC with 1s, 2s, or 3s in the individual attribute categories, that individual should be rated a 1 in the summary evaluation. To be given a 2 summary evaluation, the AC would need to have at least one rating of 4 or 5 in the individual attribute categories. To be given a 3 summary evaluation, the AC would need to have ratings of 4s and 5s in several of the individual attribute categories.

Any summary evaluation other than 1 requires a brief comment. If someone has even slight reservations about using a fieldworker again, we need to know what those reservations are. It is up to you to clearly state them. So for summary evaluations of 2 or 3, for example, a brief comment could be:

- "Seemed overextended."
- "Other obligations took over."
- "Seemed unable to master the complexity of this study."
- "Did not follow NAEP protocols."
- "Would rehire as AA only."

Please note and communicate to your ACs that summary evaluations can directly affect the person's eligibility to be hired again for NAEP. Please see Section 8.6 for more details on using evaluations for rehiring staff on NAEP.

There will be times when it will be necessary to terminate an employee and you will assign either a code 4 or code 5. When this happens, you will be glad that you have kept good personnel records that indicate accurately the dates and incidents (see Section 3.3.2 on documenting feedback).

8.4.2 Guidelines for Assigning Summary Evaluations of Codes 4 or 5

You must assign a summary evaluation of 5 only for fieldworkers who falsify data or are dishonest in dealing with Westat. Please use the list below as a guide for assigning 4 as a summary evaluation for any fieldworker who demonstrates the following inappropriate behavior:

- Sells or attempts to sell products to respondents;
- Loss, destruction, or misuse of a company laptop (hardware or software);

- Gross insubordination (states a refusal to adhere to Westat policy or project protocols);
- Harassment (of colleagues, in-house staff, respondents, clients, etc.);
- Theft (persistent overcharges after warnings, unauthorized use of incentives or advances);
- Unauthorized use of equipment (including rental cars) or project materials;
- Bizarre, disruptive, rude, or persistently unprofessional (includes dress, phone use, etc);
- Inappropriate litigation against Westat, a client, or respondent, etc.;
- Substance abuse; or
- Persistent unreliability (travels and/or undertakes training, but does no work or disappears with no word).

This list is intended as a set of guidelines that Westat will update, as needed. Additional documentation is required for summary evaluations of 4 and 5. Documents must clearly support the inappropriateness of a fieldworker's behavior and must include records of warning, witnesses, dates, names, discussion with field managers, and all other facts. Confirmation of a summary evaluation of 4 or 5 will result in a fieldworker's termination from all field projects (i.e., termination from Westat). Westat will not rehire any fieldworker with a confirmed summary evaluation of 4 or 5.

8.4.3 NAEP-Specific Guidelines for Rating Individual Performance Categories

You should review these NAEP-specific guidelines for each individual performance category before you assign each category rating. This is a comprehensive list of performance guidelines that may apply to one or more staff types (supervisor, AC, AA).

Productivity*

- Assists with preassessment packets
- Keeps SCS entries up to date
- Completes quality control activities
- Schedules weekly report calls with staff
- Assists with sampling activities
- Confirms calls to schools
- Conducts preassessment contacts with schools

- Keeps SCS entries up to date
- Ships materials to Pearson

Accuracy/Quality*

- Student sampling activities
- Sending of Preassessment Packets
- Timesheet management and processing
- SCS entries up to date
- Followup on problems
- Ensuring all sessions are staffed
- Completing Administration Schedule
- Completing Quality Control Booklet
- Completing Questionnaire Roster
- Accounting for all assessment materials
- Completing timesheets
- Preparing the assessment booklets
- Using the session scripts
- Timing the sessions accurately
- Coding assessment booklet covers
- Completing top of Administration Schedule

Cooperation*

- Responsive to assessment team questions and problems
- Uses teambuilding approaches to problems
- Acts as assessment team leader

Dependability*

- Report calls with staff
- Communicates new policies/procedures
- Follows NAEP protocol
- On time arrival at schools
- Preparedness for sessions

Refusal Conversion*

- A 0 (zero) may be assigned for refusal conversion for all AAs and ACs

---

* Ratings of 1 must include a comment that **numerically quantifies** the achievement. For example, "Susie Supervisor completed 10 percent more interviews than other supervisors during the same time period." Since NAEP 2005 doesn't measure productivity in the same way as other studies, you should carefully consider assigning a rating of 1 to any staff member.

8.4.4 Typical Errors Made on the Westat Fieldworker Evaluation Forms

Below are some typical errors made when completing the Westat Fieldworker Evaluation Form. Please note that evaluations will be returned if they are not completed correctly. Examples of incorrectly completing the evaluation are as follows:

Individual Performance Categories

- Failure to use the correct number codes to reflect a normal distribution so that 67 percent of all field staff receive subevaluations of 3 in each category:
    - 1 is to be used ONLY for the single person whose performance was the BEST in the category being evaluated. (Do not give more than one person a "1" in any category.)
    - 2 is to be used ONLY for those few people whose performance was BETTER than most others in the category. (Do not give everyone 2.)
    - 3 is to be used for EVERYONE who did exactly what they were hired to do and they did it well. (Do not use 3 to indicate a problem in this Section.)
    - 4 is to be used for anyone whose performance was less than what they were hired to do.
    - 5 is to be used for anyone whose performance failed in the category being evaluated.
- Failure to quantify a brief comment supporting an evaluation of 1.
- Failure to place comments for evaluations of 2, 3, 4, or 5 in the COMMENT Section of the SUMMARY EVALUATION Section (quantitative comments for evaluations of 1 must be entered on the line opposite this evaluation).

Summary Evaluation Section

- Failure to assign a summary evaluation of 2 or 3 to support valid slight or serious reservations that have already been reflected by any assignment of 4 or 5 in the individual performance category Section or stated in any comment on the evaluation.
- Inappropriate use of codes 4 or 5 (these codes are only to be used when a fieldworker is being released from Westat).
- Inappropriate use of Termination Forms (these forms are to be completed only when a fieldworker is being released from Westat with a code of 4 or 5).

Other Sections

- Failure to enter actual release dates;
- Failure to enter the name of the actual evaluator;
- Illegible handwriting
- Failure to enter the "termination reason" (e.g., completed, quit, etc.);
- Entering more than one termination reason, instead of selecting the one most cogent reason; and
- Reluctance to indicate when a person quit.

Evaluators who do a poor job also tend to write all over the evaluations — in margins and on lines intended for other entries. They also tend to address issues related to the *person* and not to the person's *work performance*. Finally, far too many evaluators repeat the same empty nonspecific, bland comments for everyone on their team. The comments entered should be factual and significant for the next recruiter (e.g., what, if any, are the problems the fieldworker needs to overcome, particular talents or skills the fieldworker brings to the team, etc.).

Evaluation forms (blank or completed) are never to be photocopied, scanned, faxed, or otherwise duplicated at any time. All evaluation forms must be submitted as an official Westat document that is treated with strict confidentiality. Evaluations should never be discussed with nonproject-related staff or with NAEP staff in the same or lower position than the person being evaluated. For example, you would never discuss an AC’s evaluation with another AC, or AA on NAEP. However, you may discuss an AC’s evaluation with your field manager or another supervisor.

8.5 Westat Fieldworker Evaluation Form Review and Sign-Off

All Westat Fieldworker Evaluation Forms completed by the ACs are sent to the supervisors for review and sign-off. Before you sign off on an evaluation, you should ensure that all data is entered and correct. If the supervisor has worked and trained the AC adequately, there should be little need to review the form with the AC again.

Supervisors should look for inconsistencies between the individual performance category ratings and the summary evaluation ratings. If you find these types of inconsistencies, the form should be reviewed with the AC. An AC should only assign a summary evaluation of 4 or 5 with your (and your field manager's) prior approval. In this situation, the reason for giving a 4 or 5 rating must be well documented. Be sure to review the forms for the typical errors listed above and make sure that all required comments and documentation are complete and adequate.

8.6 Using Evaluations for Rehiring Staff on NAEP

Apart from speaking to the person's previous supervisor/manager, the only other way of knowing the capabilities of an employee is by looking at the evaluation. When you see a summary evaluation of 1, then you should have the expectation that this person will do a good job in the position.

A summary evaluation of 1 on NAEP means that this person may be rehired for the same position on NAEP. This person may also be considered for a higher position on NAEP if he or she has exhibited other necessary qualities for the higher position.

If someone has a summary evaluation of 2 on NAEP, then you may rehire this person for the same position, but should certainly speak to the former supervisor or field manager to determine the exact reasons for the 2 rating. Then you should discuss the specific performance expectations with the person before hiring them again, and the person's work would need to be monitored closely. A rating of 2 may also indicate that the person should be considered for a less demanding position (an AA instead of an AC).

A summary evaluation of 3 on NAEP means that the person cannot be hired again on NAEP, although he/she can be hired for other Westat projects.

Persons with summary evaluations of 4 or 5 are terminated from the company and not eligible to be considered for hiring on NAEP or any other Westat project.

9. OTHER ACTIVITIES

This chapter details additional activities that you will perform in the December 2004 to March 2005 time period. You will attend AC and AA training and play an evaluation role for your staff , supervise ACs, review and approve Time and Expense Reports from ACs and AAs, continue to FedEx school packages, and report to your field manager.

9.1 Your Role at the AC and AA Trainings

Your main role at AC training is to observe and complete evaluation forms for each AC who will be on your team. The evaluation forms will review each task the AC is expected to perform. As ACs conduct training exercises and role-plays you should observe and evaluate them on each specific task, including:

- Identifying missing information on the Administration Schedule;
- Accurately entering and updating student information on the Administration Schedule;
- Accurately completing questionnaire covers and rosters;
- Distributing correct questionnaires;
- Conducting the preassessment visit tasks;
- Verifying the assessment materials;
- Preparing booklets;
- Assigning accommodation booklets;
- Assigning Administration Codes on the Administration Schedule;
- Completing the top of the Administration Schedule;
- Conducting the quality control check of booklets;
- Completing post-assessment activities in the school; and
- Finalizing the School Folder.

During AA training, you will assist your ACs in completing evaluation forms for each AA. Again, the AC and AA Evaluation Forms will be distributed after supervisor training, along with a detailed description memo.

9.2 Schedule and Supervise ACs

All of the ACs in your region should report to you weekly at a set time. Allow an hour for the initial calls. The calls should include a discussion of the following topics:

- Review of schools: When you begin your report calls with ACs, you should review the requirements for each school including the contents of the School Folders, missing demographic information on the Administration Schedules that the AC needs to collect, whether the school requires any special procedures (as reviewed in chapter 7), and if you will be attending or conducting the preassessment visit.
- Scheduling telephone calls: All ACs will conduct a scheduling telephone call to each school in their assignment between the end of AC training and January 7. The purpose of the telephone call is to verify the assessment date and to schedule a date and time for the preassessment visit or telephone call;
- Confirmation telephone calls: All ACs will conduct a confirmation telephone call to each school in their assignment two days after the preassessment packet has been sent to the school by the supervisor. The purpose of the telephone call is to confirm that the Preassessment Packet has been received and to confirm the date and time for the preassessment visit and to encourage the school coordinator to distribute the SD and/or LEP questionnaires so the resulting accommodation and inclusion decisions can be made at the preassessment visit;
- Preassessment visits: For most schools, ACs will conduct the preassessment visit at least 2 weeks before the assessment date. In some cases (as discussed in chapter 7), the supervisor will need to either attend the visit or conduct the visit. The purpose of the visit is to assist the school coordinator make accommodation and inclusion decisions for sampled SD and/or LEP students, determine the number of separate accommodation session needed, verify the student demographic information, verify that parents have been notified, sample new enrollees, and make any final arrangements for assessment day.
- For assessments in the upcoming week, review the schedule of AAs to be sure all assessments are properly staffed;
- Determine if there are any materials missing at Pearson 4 days after being shipped; and
- Determine if there are any problems or procedural questions.

ACs will be provided with a Log of Schools to track their preassessment and assessment activities. Supervisors will also receive a copy of this log. It is important that ACs are organized and ready for the report call. If you sense that the log is not up-to-date or the School Folders for the previous and upcoming week(s) are not readily available, you should suggest that the AC take a few minutes to prepare for the call and that you will call back in 15 minutes.

After taking the report, allow a few minutes to "chat" about how assessments are going, how AAs are performing, and the reaction of students and school staff to the assessment. It is also useful to ask about the kinds of questions that are asked by school staff and if the AC is able to respond to them.

9.3 Review and Approve Time and Expense and Trip Expense Reports

ACs will complete their Time and Expense Report (T&E) and, if applicable, a Trip Expense Report (TER) weekly and give or send them to you for approval. You will promptly conduct this review, sign them and FedEx the T&E's to the NAEP Field Room at the home office and the TERs to your field manager for approval.

As you know, Westat will process about 5000 timesheets a week for NAEP field staff alone; therefore it is critical that you review the following carefully before sending them to the home office:

- WINS number and name entered;
- Correct project number is entered;
- The T&E or TER is signed by the employee;
- Mileage expenses are added correctly, at 37.5¢ per mile;
- Hours are entered correctly;
- All receipts are correct and attached; and
- You have signed (approved) the T&E or TER.

Please refer to the *Assessment Coordinator Manual* for a full description of completing the Westat T&E.

9.4 Ship Preassessment Packets

It is the **supervisor's** responsibility to ship preassessment packets to arrive at schools 3 weeks before the assessment date. ACs are not to ship these packages under any circumstances. Work closely with your AC so he/she will know the date each package will be shipped so he/she can schedule the preassessment contacts accordingly. Include the tracking information for the preassessment packet in the school folder. See chapter 4 for more details on how to prepare both the preassessment packets and the school folders.

9.5 Booklet Security

Upon receipt of Session Boxes from Pearson, ACs will record in the School Control System (SCS) that they have received the correct boxes for each session. You will be able to monitor the recordkeeping in the SCS. Details on this procedure will be fully described in the SCS update memorandum. ACs will ship the completed assessment materials to Pearson as soon as possible after each session, but no later than the following day (except if a makeup session is scheduled). The tracking number and date shipped must be recorded in the SCS for each shipment. You will be responsible to oversee the accounting process for all booklets and to verify that ACs have updated the SCS for each of the schools and sessions assigned to them.

9.6 Reporting to Your Field Manager

Just as it is critical that the ACs report to you, you should report weekly to your field manager. Be prepared for this call, just as you would want the AC prepared for your call. The following topics should be discussed:

- Status of preassessment and assessment activities in your region;
- Status of quality control activities;
- Status of shipments to and receipt of materials by Pearson;
- Staffing issues;

- Procedural questions;
- Problems;
- Review of reports; and
- Recurring questions from NAEP staff or school staff.

Appendix A

National Assessment Governing Board
NAEP Policies

Adopted: August 3, 2002

National Assessment Governing Board

Policy Statement on Informing Parents About Participation in NAEP

INTRODUCTION

The No Child Left Behind Act (P.L. 107-110) provides that student participation in the National Assessment of Educational Progress shall be voluntary, and the law contains the following section:

> "STUDENT PARTICIPATION—Parents of children selected to participate in any [NAEP] assessment authorized under this section shall be informed before the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question."

However, the legislation also requires all states and school districts to provide assurances that they will participate in the National Assessment in reading and mathematics at grades four and eight, starting in 2003, as a condition for receiving Title I federal aid.

To implement the provision on parental notification, the National Assessment Governing Board hereby adopts the following:

GUIDING PRINCIPLES

1. The National Center for Education Statistics will assist schools, school districts, and states in notifying the parents of students selected for NAEP samples about the

"opt out" provision in federal law. The manner of such notification shall be determined by the state, district, or school in which the students are enrolled.

2. NCES will provide brief explanatory information about the nature and importance of NAEP to accompany the notice to parents.
3. NCES will prepare and disseminate more detailed information on NAEP that is specifically designed for parents and the public. Such information shall be available in pamphlets and brochures and on the Internet.
4. The Governing Board shall monitor implementation of this policy. The Board will review relevant procedures and materials prepared by the National Center for Education Statistics.

Adopted: May 18, 2002

National Assessment Governing Board

Policies and Procedures for Complaints Related to the National Assessment of Educational Progress

Policy Statement

The Governing Board views parents, students, representatives of participating states and schools, and members of the public as primary producers and consumers of National Assessment of Educational Progress (NAEP) data. As such, their experience with the National Assessment is of utmost concern and an important source of information for its continual improvement. It shall be the policy of the National Assessment Governing Board to respond promptly to written complaints about the National Assessment of Educational Progress submitted to the Governing Board. The Governing Board intends the process of handling complaints to be a means both of answering complaints that have been submitted and of enhancing the quality, integrity, and service orientation of the National Assessment.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

INTRODUCTION

The National Assessment of Educational Progress (NAEP) legislation provides parents and members of the public the right to view, under secure conditions, all NAEP data, questions, and test instruments (Section 411(c)). The Governing Board has approved a Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, which is referenced herein.

The same section of the legislation also provides parents and members of the public the right to submit complaints to the National Assessment Governing Board about procedures or test questions.

> “Parents and members of the public may submit written complaints to the National Assessment Governing Board… [The Board], in consultation with the Commissioner [of the National Center for Education Statistics (NCES)], shall review such complaints and determine whether revisions are necessary and

> appropriate. As determined by such review, the Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, not later than 30 days after so acting."

The NAEP legislation explicitly extends to representatives of state or local educational agencies and chief state school officers the right to submit complaints about the National Assessment to the Governing Board (Section 411(d)(4)).

The legislation gives the responsibility for addressing complaints about NAEP to the National Assessment Governing Board. The purpose of this document is to provide policies and procedures for handling such complaints.

Complaint Process: Procedures

1. What must be included in a complaint?

A complaint about the National Assessment of Educational Progress must be submitted in writing to the National Assessment Governing Board (NAGB). The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint may also include the remedy being sought.

If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a felony, subject to fines and imprisonment. To protect the security of test questions, therefore, an individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

2. Where should complaints be sent?

The mailing address is: National Assessment Governing Board, Suite 825, 800 North Capitol Street, N.W., Washington, DC 20002-4233. The e-mail address is NAGB@ed.gov . If submitting a complaint by e-mail, the person submitting the complaint must provide his/her full name and a mailing address because the response to the complaint will be in the form of a letter and will be sent by regular mail.

2. What happens to complaints after they are received by the Governing Board?

A. Complaint Receipt

a. A log shall be maintained of all complaints submitted. The log shall contain sufficient information to monitor the status of each complaint, such as the date received, date assigned, date acknowledged, and final disposition.

b. Within 5 calendar days of receipt of a complaint, an acknowledgment letter shall be sent to the individual who submitted the complaint.

c. The Executive Director shall:

    i. forward, within 30 days of receipt, copies of the complaint to the NCES Commissioner, the Secretary of Education, and the State and local educational agencies from which the complaint originated;

    ii. provide for consultation with NCES (as required by the legislation);

    iii. forward copies of the notification to the person submitting the complaint and the Secretary, not later than 30 days after the final disposition has been determined.

B. Complaint Review

I. **Administrative Review.** In the first level of review, a complaint shall be answered by the Governing Board Executive Director, with assistance from staff.

a. Background information related to the complaint shall be obtained, working in consultation with staff of the National Center for Education Statistics, as appropriate.

b. The Executive Director shall determine whether additional information is necessary.

c. The Executive Director, after consulting with the Commissioner of Education Statistics, shall respond in writing to the person submitting the complaint. The response shall describe the Executive Director's administrative determination in response to the complaint and the opportunity to appeal the administrative determination.

II. **Appeals**

a. An individual may appeal an administrative determination of the Executive Director. The individual must submit the appeal in writing to the Governing Board at the address given above. The appeal must be postmarked or sent by e-mail no later than 25 calendar days after the date the Executive Director's determination is mailed.

b. In response to an appeal of the Executive Director's administrative determination, the Chairman of the Governing Board shall decide whether the appeal will be addressed by the full Governing Board or by a panel of no less than three members of the Governing Board that will act on behalf of the Board.

c. The complaint record shall be reviewed and a determination made of whether additional information is needed to complete the review of the complaint.

d. A final decision on the complaint shall be made after consulting with the Commissioner of Education Statistics.

e. The Executive Director shall provide written notification to the individual who submitted the complaint about the disposition of the complaint, with a copy of such notification to the Secretary, no later than 30 days after the Governing Board has taken final action with respect to the complaint.

f. Decisions of the Governing Board are final and not subject to further appeal.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002.

Adopted: May 18, 2002

National Assessment Governing Board

Public Access to Test Questions, Item Release, and Confidentiality of Data for the National Assessment of Educational Progress

Policy Statement

INTRODUCTION

As the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is an on-going, Congressionally-authorized project to collect data through surveys on the academic knowledge and skills of American students. Its primary goal is to report fair and accurate information on student achievement in reading, mathematics, and other subjects taught in elementary and secondary schools.

Since its inception, the National Assessment has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect non-cognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of the National Assessment with two important exceptions:

a. "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code), and

b. Access to cognitive questions may be restricted to maintain security if such questions are to be reused, and breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. As part of its administration procedures, the names of students who have taken NAEP never leave the school building in which the assessment is given.

Although test questions may be kept secure, a substantial number of questions are released after each assessment in order to aid public understanding of the exam. In addition, under the statute, all secure cognitive questions must be made available within 45 days after a written request "in a secure setting that is convenient to both parties." Local school districts must make "reasonable efforts" to inform parents and others about the access provided under law.

By statute, NAEP may "only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information."

The National Assessment is conducted by the Commissioner of Education Statistics under the policy guidance of the National Assessment Governing Board. The Board's areas of responsibility include the assessment methodology; guidelines for reporting and dissemination; and "appropriate actions needed to improve the form, content, use, and reporting" of the National Assessment.

To carry out these responsibilities, the Board hereby adopts guiding principles, policies, and procedures for public access to test questions, item release, and confidentiality of data for the National Assessment of Educational Progress. The policy shall be implemented in a manner that promotes wide public confidence in the integrity and appropriateness of NAEP questions and in the absolute confidentiality of all individual data obtained.

GUIDING PRINCIPLES

1. By law, all questions and instruments of the National Assessment shall be accessible to the public, consistent with security considerations which pertain to test items that may be reused. The procedures for public access shall be user-friendly and designed to make the assessment as open to the public as possible.

2. Since security considerations do not apply, all background questionnaires shall be readily available to parents, state and local officials, and interested members of the public. Such questionnaires shall be available before field tests and operational use or at any other time members of the public wish to obtain them.

3. After each assessment, a substantial number of test questions shall be made publicly available with performance data to provide concrete examples of NAEP contents and results. Released items shall be widely distributed to promote public understanding of the National Assessment.As required by law, within 45 days of a written request, all NAEP test questions shall be available for public inspection, consistent with requirements for test security. Any breach of security is punishable as a felony.

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

5. The Governing Board shall monitor the implementation of this policy. The Board shall review all procedures regarding public access and confidentiality of NAEP, which are established by the National Center for Education Statistics.

POLICIES AND PROCEDURES

1. NCES and its contractors shall assist school districts in informing parents and members of the public about the National Assessment. Special efforts shall be made to inform parents about the content, survey methodology, and uses of the assessment. Background questionnaires and released cognitive test items shall be available at schools participating in NAEP samples. Districts shall be given information about public access to current assessment questions and instruments, provided test security is maintained.

2. Background questionnaires shall be sent promptly to anyone wishing to obtain them and shall be posted on the Internet, accompanied by explanations and rationales.

3. Following each administration of the National Assessment, approximately 25 percent or more of the test questions shall be made public at the same time as the initial release of test results. These items shall illustrate the range of item types, difficulty levels, and content covered in the assessment, and shall also be useful as exemplars of achievement levels. Items shall be accompanied by performance

data. A selection of released items shall be available in NAEP reports and information booklets. All released items shall be posted on the Internet.

4. Procedures shall be developed for the examination of secure NAEP items by members of the public within 45 days of a written request, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request. As provided by law, the review must take place in a secure setting, such as the offices of a state or local education agency that is convenient to both parties.

5. Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with provisions of the Federal Privacy Act (Section 552a of Title 5, U.S. Code). No names of students who have taken the assessment shall leave the school building. No records shall be maintained by NCES or its contractors containing personally identifiable information about individual students and their families. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.

Appendix B

School Control System (SCS)
User Guide

NAEP 2005 SCHOOL CONTROL SYSTEM

ADDENDUM

3.3 Addendum to Updating School Information

Several new features have been added to the SCS for 2005 and a few items in the SCS 2005 have been revised since it was first released for the 2005 study in September 2004. This addendum will highlight these new features and revisions. This should be inserted in your copy of the guide at the end of chapter 3. Some of the features will be used by the Assessment Coordinators, but since you will be monitoring their work, you need to be aware of them as well.

In summary, the items covered in this addendum are as follows:

General information:

- Color coded Westat data-entry fields (on Grade and Sampling tabs)
- Potential notice of "database not available"

School Edit

- Charter School field (section 3.3.1)
- NAGB Special study flag for a few schools (section 3.3.2)
- High School Transcript Study data entry fields (section 3.3.3)
- E-File Summary Report flag for schools with these special reports (section 3.3.4)
- Quality Control fields for in-person visits (section 3.3.5)
- Quality Control telephone calls (section 3.3.6)
- New data entry fields for reporting on sampling new enrollees (section 3.3.7)

Session tab of School Edit

- New data entry page for summarizing data on SD and LEP students (section 3.3.8)
- New "Session Complete" button (section 3.3.9)

General Information

Color coded Westat data-entry fields. State coordinators are responsible for updating the SCS for the public schools, except for a few of the fields. Thus, they requested that the fields that the Westat staff are responsible for updating, be more easily identifiable. The fields for the public schools that have been changed to red to indicate Westat staff responsibility are:

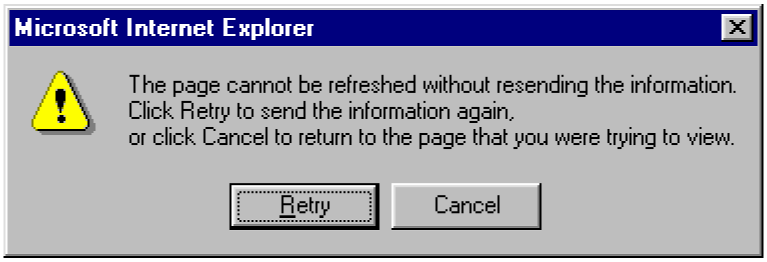
- Preassessment visit date
- Parent letter information (indicated in the SCS as Westat responsibility)
- Sampling date

In addition, Westat staff are responsible for updating the following fields, some of which will not be seen by the state coordinators:

- All of the information regarding the special studies – HSTS, NAGB, and New Enrollee procedures.
- All quality control fields (in-person and telephone)
- All SLF fields if sampling is done in-person at the school
- All fields associated with the session summary data.

Of course, Westat field staff are responsible for keeping all of the data up to date for their nonpublic schools.

Database not available. When editing information in the SCS, when you click on the Save button, if you get the following message you should select the **Retry** option. If you do not, your changes will not be saved. Do <u>not</u> click the **Cancel** button.

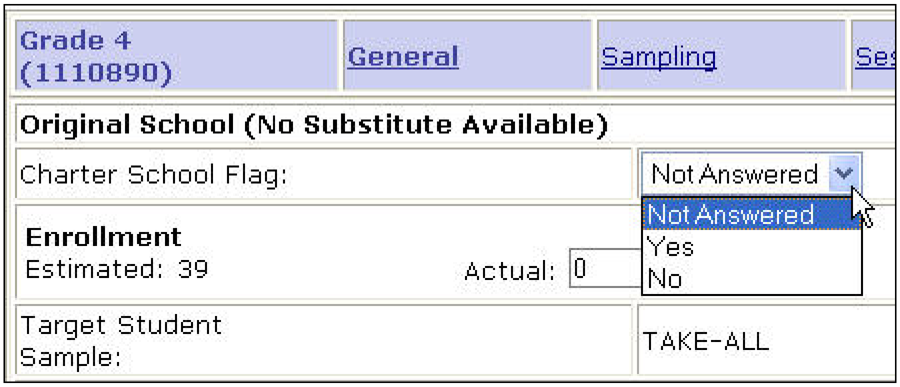


The page cannot be refreshed without resending the information.
Click Retry to send the information again,
or click Cancel to return to the page that you were trying to view.

While this warning screen has only been seen by people testing the SCS, it is possible that you might see it with so many people accessing the SCS (Westat staff and state coordinators). The programmers think this is a momentary instance of the database not being available due to heavy system use.

3.3.1 Charter School Flag.

Grade 4 and 8 public schools have the Charter School “flag” on the General tab of the School Edit page again this year as shown in the example below.



Grade 4 (1110890) | General | Sampling | Ses

Original School (No Substitute Available)

Charter School Flag: Not Answered

Enrollment
Estimated: 39 Actual: 0

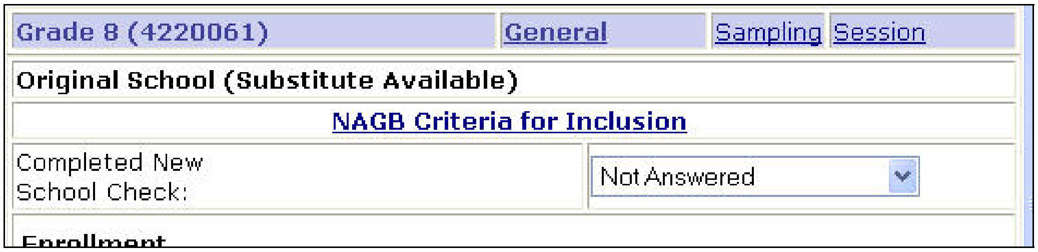
Target Student Sample: TAKE-ALL

Charter School flag and Answer Options

State coordinators have been asked to indicate whether their grade 4 and 8 schools are Charter schools or not.

3.3.2 NAGB Criteria for Inclusion.

Some of the public grade 4 and 8 schools will have this link on their General tab. This is a small set of schools in which science bridge or pilot assessments will be conducted and those schools doing operation al science in states not doing science.



Grade 8 (4220061) | General | Sampling | Session

Original School (Substitute Available)

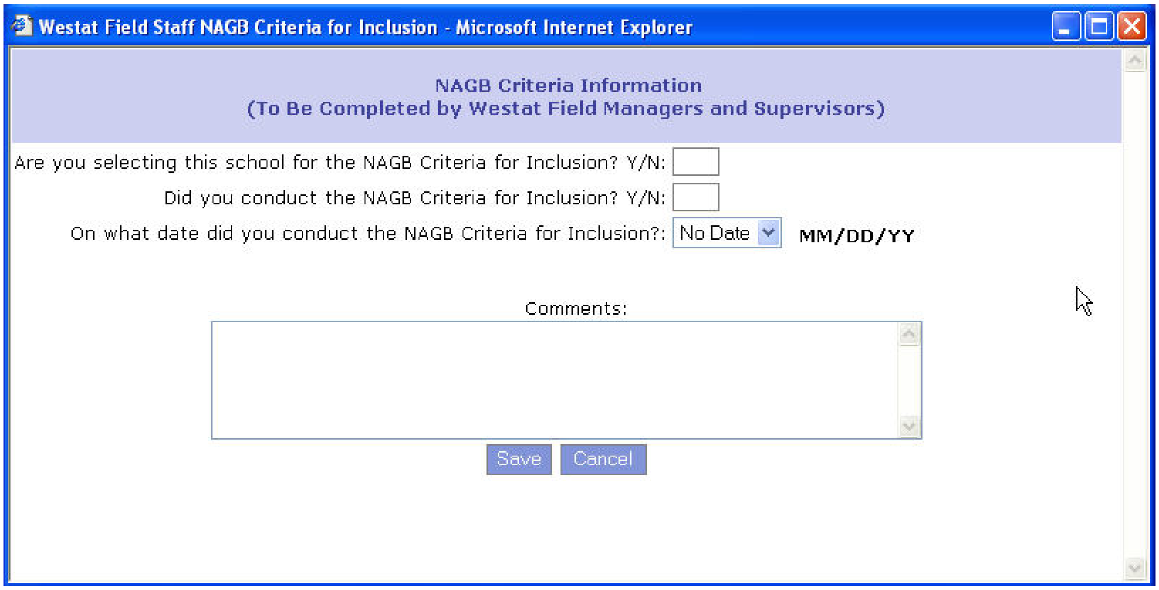
NAGB Criteria for Inclusion

Completed New School Check: Not Answered

Enrollment

NAGB Criteria for Inclusion link

Clicking on this link will reveal fields that you will complete indicating if you have selected the school for the study, if you have conducted the special study, and on what date you conducted the special study. (See your Supervisor Manual for details on this special study.)



NAGB Criteria Information
(To Be Completed by Westat Field Managers and Supervisors)

Are you selecting this school for the NAGB Criteria for Inclusion? Y/N:

Did you conduct the NAGB Criteria for Inclusion? Y/N:

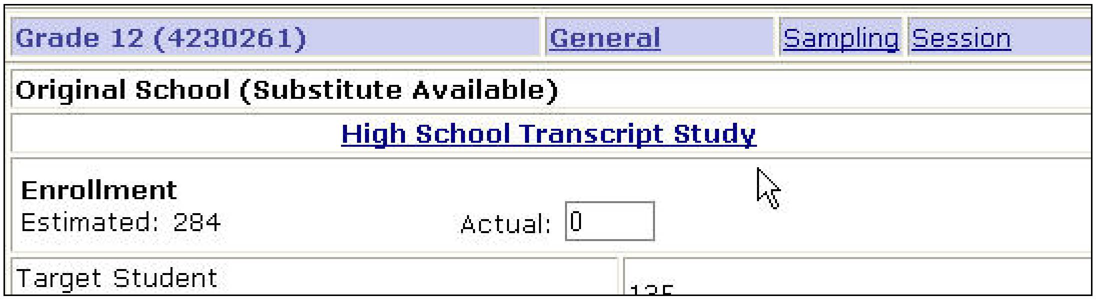
On what date did you conduct the NAGB Criteria for Inclusion?: No Date MM/DD/YY

Comments:

NAGB Special Study fields to be completed

3.3.3 High School Transcript Study (HSTS)

All public and some nonpublic grade 12 schools will have the HSTS flag on the General tab.



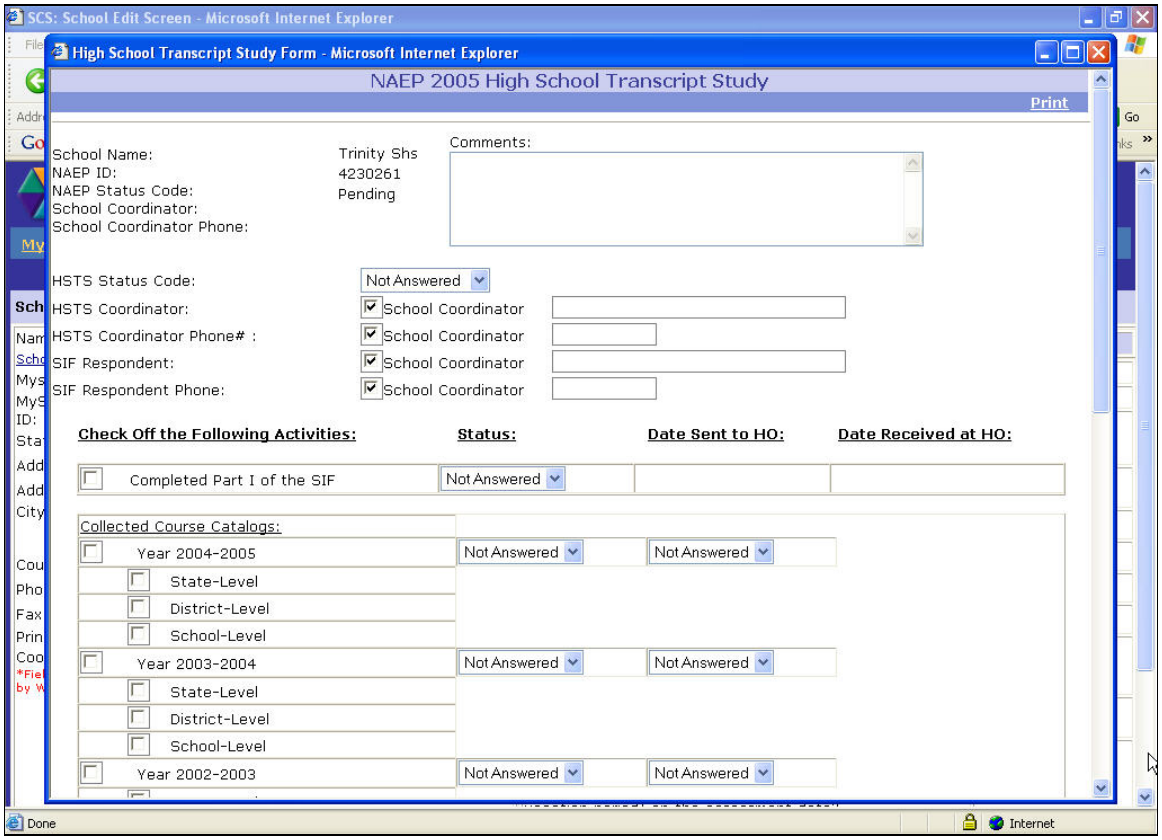
Original School (Substitute Available)

Enrollment
Estimated: 284 Actual: 0

Target Student

HSTS Link

Clicking on this link will open a new page of fields to be completed as you complete the various activities in the study and send materials to the home office. (See your Supervisor Manual for details on this special study.)



NAEP 2005 High School Transcript Study

School Name: Trinity Shs
NAEP ID: 4230261
NAEP Status Code: Pending
School Coordinator:
School Coordinator Phone:

Comments:

HSTS Status Code: Not Answered
HSTS Coordinator: ☑ School Coordinator
HSTS Coordinator Phone# : ☑ School Coordinator
SIF Respondent: ☑ School Coordinator
SIF Respondent Phone: ☑ School Coordinator

Check Off the Following Activities:	Status:	Date Sent to HQ:	Date Received at HQ:
☐ Completed Part I of the SIF	Not Answered		
Collected Course Catalogs:			
☐ Year 2004-2005	Not Answered	Not Answered	
☐ State-Level			
☐ District-Level			
☐ School-Level			
☐ Year 2003-2004	Not Answered	Not Answered	
☐ State-Level			
☐ District-Level			
☐ School-Level			
☐ Year 2002-2003	Not Answered	Not Answered	

HSTS Page

A printout of this form is attached to this addendum for reference as you work through the various activities associated with the special study. Below is an explanation of the sections of the form and how you are to fill them out.

HSTS Status Codes – These are similar to the regular NAEP participation status codes but <u>separate</u> from them. The codes available to you here are used only in reference to this school's participation in this special study. The codes are:

HSTS Status Codes	Explanations
Pending	School has not been contacted about participating in the High School Transcript Study.
Interim Refusal	School is reluctant to participate in the HSTS.
Cooperating	School has agreed to participate in the HSTS.
Ineligible	The school was not eligible to participate in the regular NAEP assessments.

HSTS Status Codes	Explanations
Final Refusal*	School refused to participate in the HSTS. School may have participated in the regular NAEP assessments or may not have agreed to participate. This code is independent of the NAEP participation status.
Other (specify)	

*If a school refused to participate in the NAEP assessment and is flagged for the HSTS, it should be contacted about participating in the HSTS. Therefore, you might have a high school with a NAEP status code of School Refusal, but an HSTS status code of Cooperating.

HSTS and SIF contacts. Anticipating that the school coordinator will be the HSTS coordinator, the system defaults to selecting the school coordinator as the HSTS coordinator and the SIF respondent. If other individuals have these roles in a school, you should uncheck (click on the box) the school coordinator and fill in the names of the individuals.

Completed Part I of the SIF. Check this box when Part I of the SIF has been completed. If the respondent refuses, select the “Refusal” status code from the drop-down list.

Collecting Course Catalogs. As you obtain the course catalogs from the school for the various years, check the years off and indicate the “level” of the catalog by checking the appropriate box. If the catalog is a school-level catalog, click on the box in front of “School-Level”. The default “Complete” code is automatically displayed when the box is checked. If you cannot obtain the catalog, select “Refusal” from the drop-down list of status codes. Record the date you send the catalog to Westat.

Course Catalog Checklists. After going through the check list for each school year’s course catalog that you have obtained, check the box in front of the year. This will result in the “Complete” status code being displayed. Record the date the checklist is sent to Westat.

Collecting Textbook Information. As you collect the required textbook information, check off (by clicking) the box for math and for science as appropriate. Record the date this information is sent to Westat.

Sample Transcripts. Various types of transcripts are listed for you to obtain, as possible and appropriate for the school. As you obtain copies, check off the type and record the date you send them to Westat.

Completed Part **II of the SIF.** When part II of the SIF has been completed, check this off and record the date you send it to Westat.

Disclosure Notices. Finally, when you have placed the disclosure notices in the student files for this school, check off (by clicking in the box) this activity.

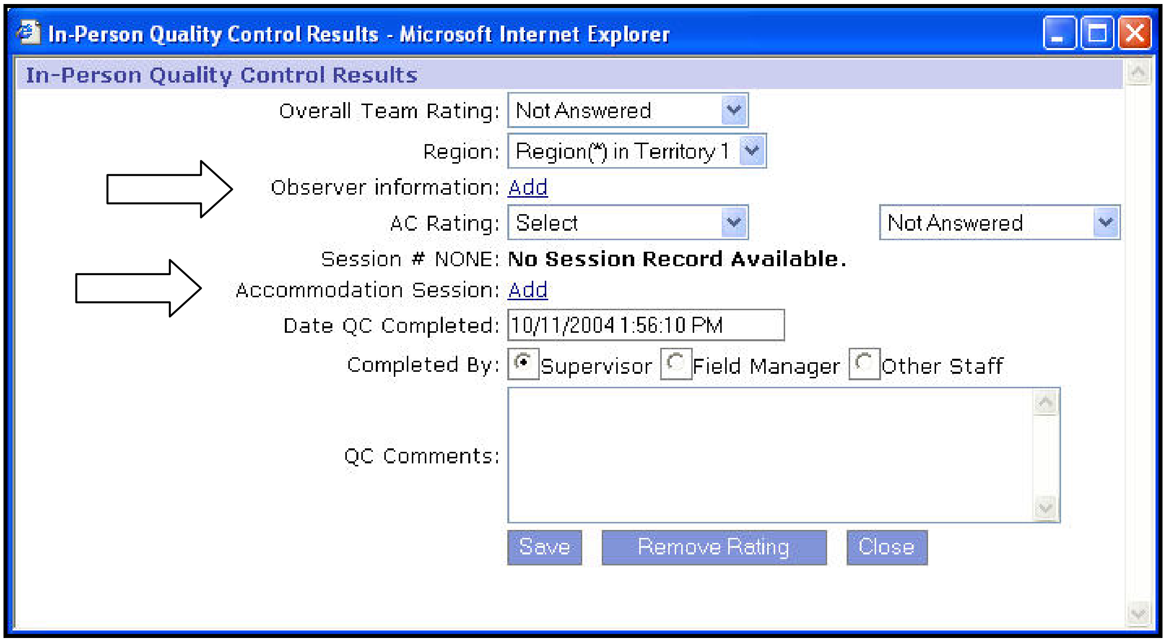
3.3.4 E-File Summary Report

An E-File Summary Report will be generated for some of the schools that E-File their student data. When a report is generated for a school, it will be placed in the school folder and the School Edit page, General tab will display the link "E-File Summary Report." This will alert you to the report, if you have not already seen the report in the school folder, and provide you with a link to a new page.

The page will display the error/warning messages and boxex to check if you have corrected the information on the Administration Schedule or verified the information on the Administration Schedule as correct.

3.3.5 Quality Control Fields for In-Person Visits

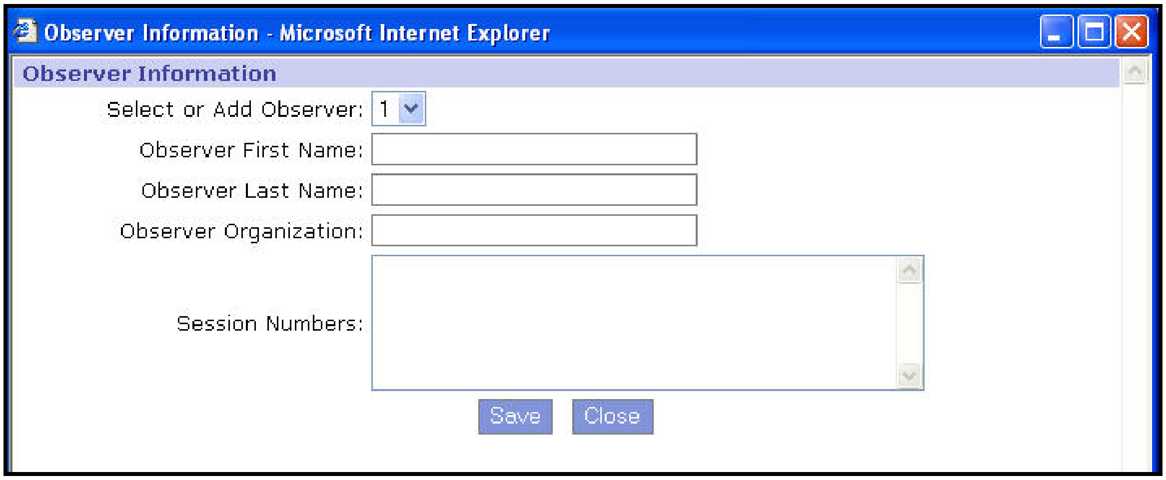
The In-Person QC window has been expanded to include the capability of recording information on observers to the session(s) and adding up to 5 accommodation sessions.



In-Person Quality Control Results

Overall Team Rating: Not Answered
Region: Region(*) in Territory 1
Observer information: Add
AC Rating: Select Not Answered
Session # NONE: **No Session Record Available.**
Accommodation Session: Add
Date QC Completed: 10/11/2004 1:56:10 PM
Completed By: ● Supervisor ○ Field Manager ○ Other Staff
QC Comments:

Observer information. Click on the Add link to open the window to record information on observers.



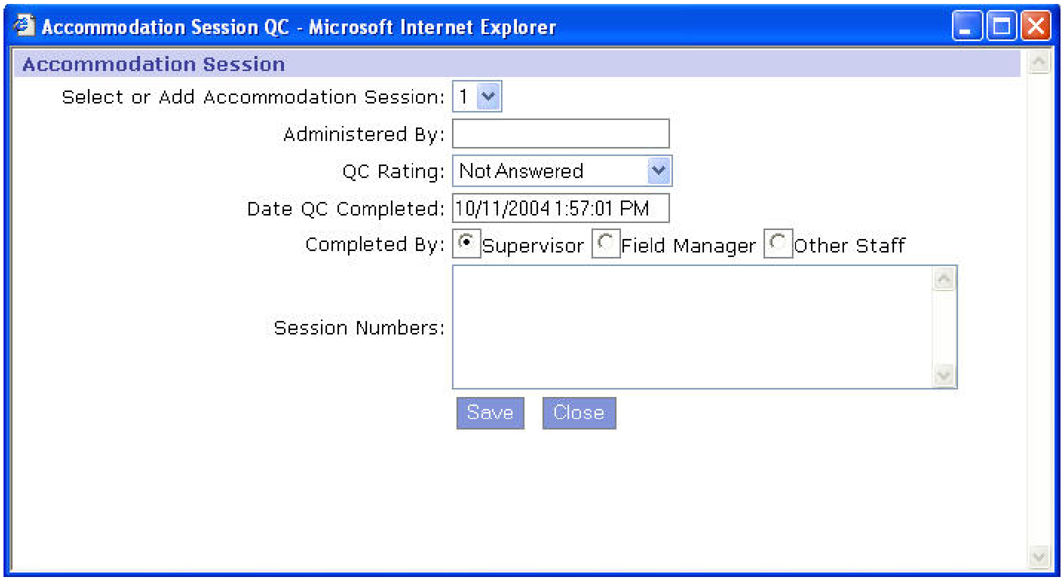
Observer Information

Select or Add Observer: 1
Observer First Name:
Observer Last Name:
Observer Organization:
Session Numbers:

QC Observer Information

If there is more than one observer, enter information on the first observer and click **Save**. Then, click on the button beside the "1" and click on "2" to open another window.

Accommodation Sessions. When a school has an accommodation session(s), it will be possible to include QC observation information on the session(s). Click on the Add link on the main In-Person QC page following "Accommodation Session" to open the following page.



Select or Add Accommodation Session: 1

Administered By:

QC Rating: Not Answered

Date QC Completed: 10/11/2004 1:57:01 PM

Completed By: ● Supervisor ○ Field Manager ○ Other Staff

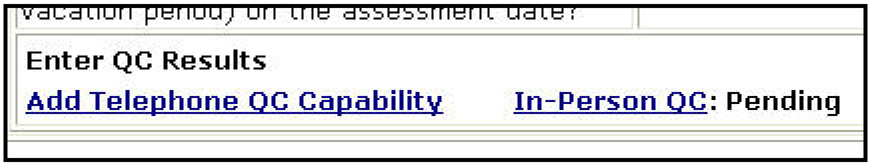
Session Numbers:

Accommodation Session QC page

After completing the information and clicking **Save**, if there is a second session, click on the button beside the session number "1" and select "2" and complete that information.

3.3.6 Telephone Quality Control

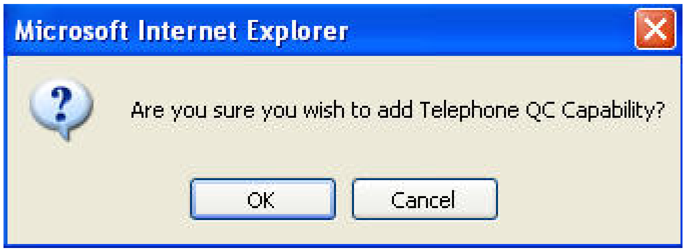
Ten percent of the schools have been selected for the quality control telephone call. Often, supervisors (or field managers) feel additional schools should be called for a variety of reasons. Thus, for all other schools (the 90% that have not been selected), you will see the link as shown below.


vacation period) on the assessment date?

Enter QC Results

Add Telephone QC Capability **In-Person QC: Pending**

When you click on this link, a confirmation window will appear in case you have click on this link in error.



Are you sure you wish to add Telephone QC Capability?

If you want to add the Telephone QC page to this school, click on the **OK** button and the link will be replaced with the regular Telephone QC link as shown below.

vacation period) on the assessment date?

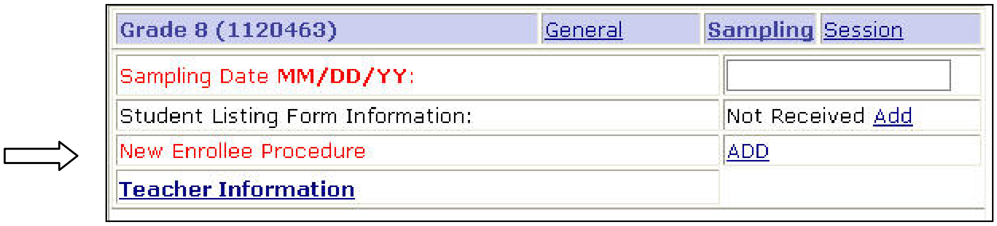
Enter QC Results

Telephone QC: Pending **In-Person QC: Pending**

3.3.7 Data Entry Fields for Reporting on Sampling New Enrollees

Schools sampled in the fall were requested to maintain a list of students who enroll after the date the original list from which the sample was selected was effective. During the preassessment visit to the school, the AC is responsible for locating the list – the New Enrollee Listing Form – and sampling any students whose names were listed.

The results of this process are to be recorded on a page that has been added to the SCS on the Sampling tab as shown below.

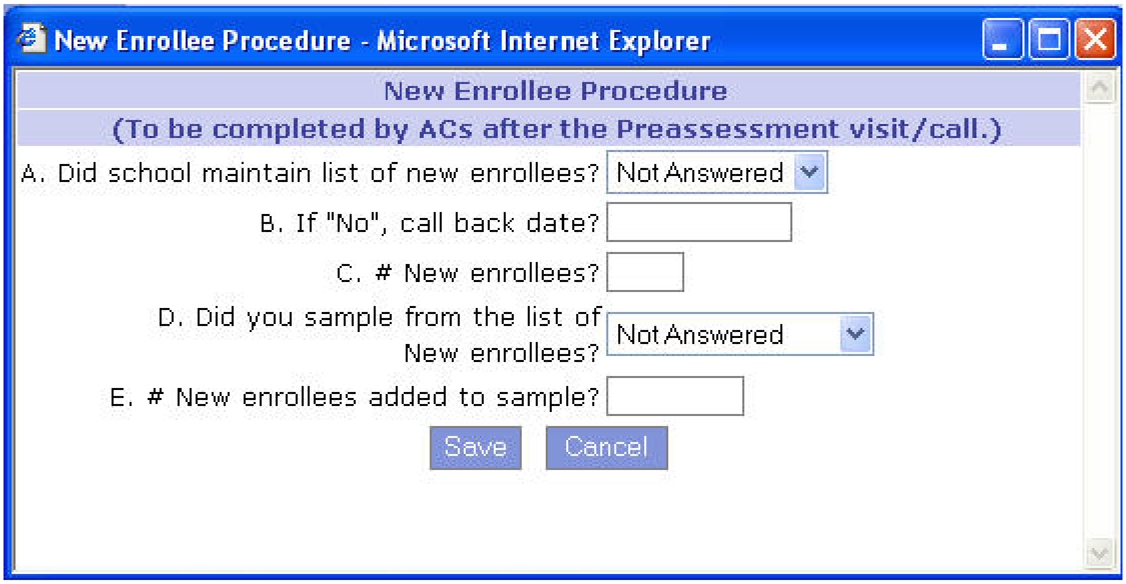


Grade 8 (1120463)	General Sampling Session
Sampling Date MM/DD/YY:	
Student Listing Form Information:	Not Received Add
New Enrollee Procedure	ADD
Teacher Information	

New Enrollee Procedure link

While it does not show in this black and white screen shot, the text of this link is in red as a reminder to the Westat staff (and state coordinators) that this is to be completed by them.

Clicking on this link reveals the page shown below.



New Enrollee Procedure

(To be completed by ACs after the Preassessment visit/call.)

A. Did school maintain list of new enrollees? Not Answered

B. If "No", call back date?

C. # New enrollees?

D. Did you sample from the list of New enrollees? Not Answered

E. # New enrollees added to sample?

New Enrollee Procedure fields

New Enrollee Special Study. A few schools will be included in the New Enrollee Special Study. This study will be limited to those grade 8 schools selected for the pilot study, bridge study, or those doing science in states not doing science that have E-Filed. For those schools, a new link will be available on the Sampling tab of the School Edit page – "New Enrollee Special Study."

SCREEN SHOT OF LINK HERE

Clicking on this link will reveal a new page in which you will record the answers you have already recorded on the New Enrollee Special Study Checklist.

SCREEN SHOT OF PAGE HERE

See your supervisor manual for more information on completing this checklist.

3.3.8 Data Entry Page for Summarizing Data on SD and LEP Students

The Session page for each cooperating school will have a link to the SD/LEP Summary Form. It will be labeled “SD/LEP Summary Form” (strangely enough). After the sessions in a school have been completed and the AC has sent you copies of the completed Administration Schedules, you will record information concerning the SD and/or LEP students on the hard-copy “SD/LEP Summary Form.”

When the hard-copy form has been completed, you should transfer the information from that form into the form in the SCS.

SCREEN SHOT HERE

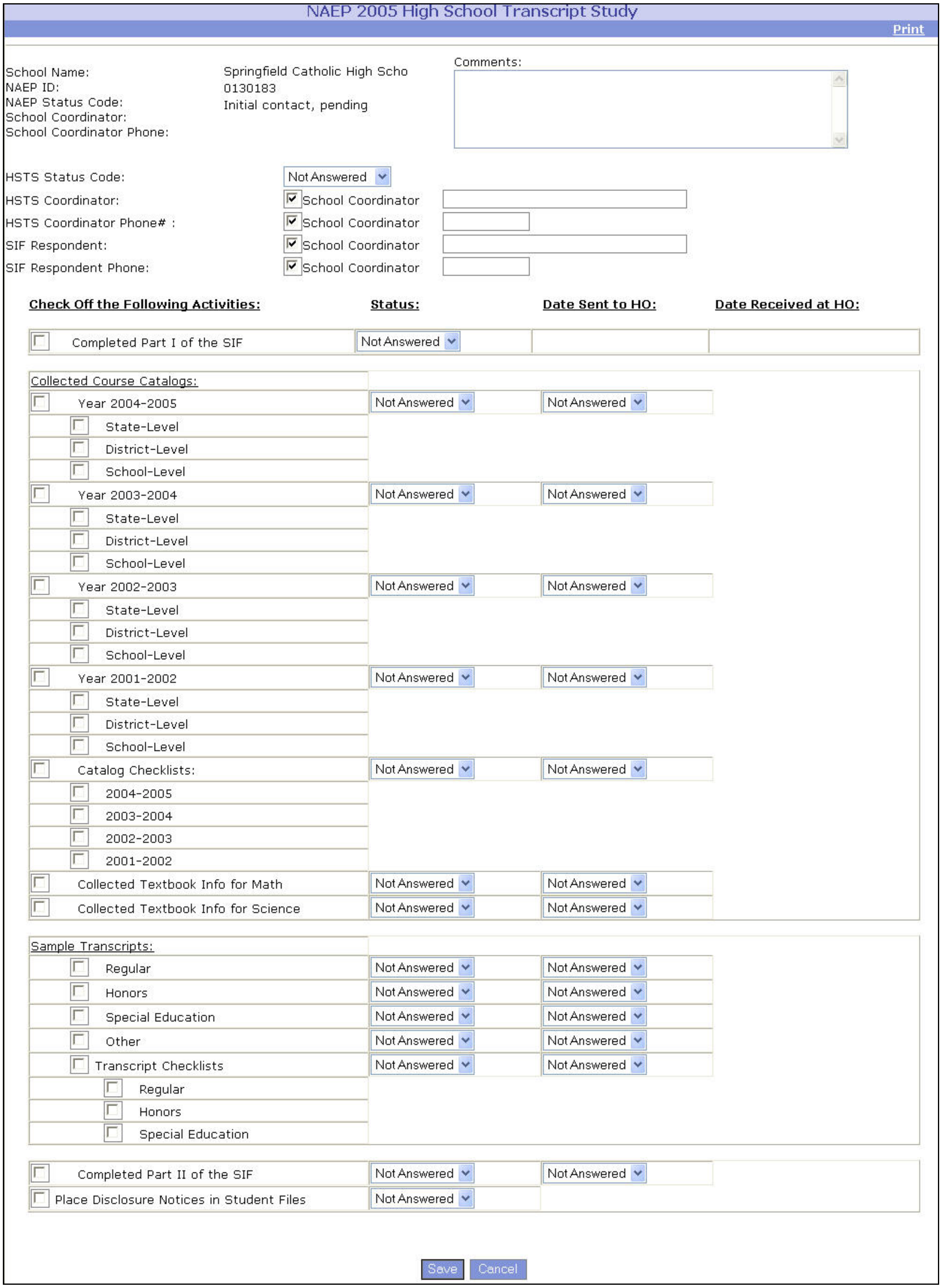
After entering the number in the first cell – “SD Only”/# Assessed” – tab across to the next field and enter the number there. Continue using the tab key to easily move from field to field.

3.3.9 “Session Complete” button

The Session page in the SCS for each school will have a button labeled **Session Complete**. The Assessment Coordinator should click on this button after the sessions in a school are complete (including all make up sessions) and all summary data have been entered in the SCS.

SCREEN SHOT HERE

HIGH SCHOOL TRANSCRIPT STUDY SCS FORM



NAEP 2005 High School Transcript Study

School Name: Springfield Catholic High Scho
NAEP ID: 0130183
NAEP Status Code: Initial contact, pending
School Coordinator:
School Coordinator Phone:

Comments:

HSTS Status Code: Not Answered
HSTS Coordinator: ☑ School Coordinator
HSTS Coordinator Phone# : ☑ School Coordinator
SIF Respondent: ☑ School Coordinator
SIF Respondent Phone: ☑ School Coordinator

Check Off the Following Activities:	**Status:**	**Date Sent to HO:**	**Date Received at HO:**
☐ Completed Part I of the SIF	Not Answered		
Collected Course Catalogs:			
☐ Year 2004-2005	Not Answered	Not Answered	
☐ State-Level			
☐ District-Level			
☐ School-Level			
☐ Year 2003-2004	Not Answered	Not Answered	
☐ State-Level			
☐ District-Level			
☐ School-Level			
☐ Year 2002-2003	Not Answered	Not Answered	
☐ State-Level			
☐ District-Level			
☐ School-Level			
☐ Year 2001-2002	Not Answered	Not Answered	
☐ State-Level			
☐ District-Level			
☐ School-Level			
☐ Catalog Checklists:	Not Answered	Not Answered	
☐ 2004-2005			
☐ 2003-2004			
☐ 2002-2003			
☐ 2001-2002			
☐ Collected Textbook Info for Math	Not Answered	Not Answered	
☐ Collected Textbook Info for Science	Not Answered	Not Answered	
Sample Transcripts:			
☐ Regular	Not Answered	Not Answered	
☐ Honors	Not Answered	Not Answered	
☐ Special Education	Not Answered	Not Answered	
☐ Other	Not Answered	Not Answered	
☐ Transcript Checklists	Not Answered	Not Answered	
☐ Regular			
☐ Honors			
☐ Special Education			
☐ Completed Part II of the SIF	Not Answered	Not Answered	
☐ Place Disclosure Notices in Student Files	Not Answered		

1. INTRODUCTION

1.1 Background

Westat field managers and supervisors and the NAEP state coordinators and the coordinators for the Trial Urban District Assessment (TUDA) will all access the same Internet-based computer system as sampled schools are contacted and recruited to participate in the National Assessment. This guide describes the features of the School Control System (SCS) as used by Westat field managers and supervisors.

The SCS is located on a server at Westat. While all users of the system will be accessing the same database of schools, only those schools for which you are responsible will actually be visible to you and you will only be able to make updates to those schools. To access the SCS, you will log on to the Internet using the Web browser on the laptop supplied to you for this study or through any computer connected to the Internet.

Since all of the project staff and state and TUDA coordinators will have immediate access to the NAEP data, it is very important that the information be as up-to-date and accurate as possible.

It is important to remember that some of the basic school information also will be available to the individual sampled schools via the MySchool Web site which makes it imperative that the information about the schools is correct and kept up to date. (More about this below.)

State and TUDA coordinators also use the School Control System with a few minor differences in the screens and data. Those of you who will be working closely with these coordinators must remember that some of the screens that they see when they work in the SCS will look a little different from the screens that you have access to. For example, the only schools that they will have access to are the public schools that they are recruiting.

1.2 SCS Revisions and New Features

The SCS has remained relatively stable over the past few years, though there continue to be minor modifications and revisions in response to suggestions from users and reflecting changes in the study. Below are brief summaries of the revisions to the SCS for NAEP 2005 that experienced users should be aware of.

The **Mail Merge** menu option has been renamed to more accurately reflect its function. For the SCS 2005 it is labeled **Data Selection**. Its functions remain the same as in previous years.

A new menu option has been added labeled **Student List Management**. This option allows state and TUDA coordinators to submit student data files for sampling. It also will be their and your vehicle for monitoring the process of submitting files by the coordinators and schools. See Section 9 for further details of this important new part of the SCS.

The **Documents** menu item has been eliminated this year since all of the documents located there were also available to state coordinators on the NAEP Network. Documents that you need will continue to be available to you on your laptop accessed using the Westat Documents icon on the desktop.

In response to requests from SCS users, the names of school and district contact persons (principals and superintendents, for example) have been brought forward from the schools and districts in the 2003 and 2004 NAEP that have been selected for NAEP 2005.

This year, the system that the state and TUDA coordinators use will be called the School Control System, rather than the State Coordinator System. Since the coordinators and NAEP field staff use virtually the same system with minor differences to some of the pages and options, it was felt the system name should be the same for all users.

Other modifications will be noticed as you use the system. As in past years, we encourage you to forward suggestions for improvements to Dward Moore via email as you work with the system.

1.3 Linking Data Between the SCS and MySchool Web Site

The letter being sent to schools inviting them to participate in NAPE will encourage them to log on to the MyNAEP MySchool Web site. The User Name they will use to logon will be the MySchool Registration ID provided to state coordinators and to you in the SCS on the School Edit Screen. The initial password will be “Register”. Part of the registration process allows users to select their own user password to use after they register.

The MySchool site will have information on the National Assessment, links to other Web sites related to NAEP, the name of the NAEP representative who will be working with the school, and specific information about the sampled school. In addition, schools wishing to submit their student lists electronically for student sampling will access the E-File system through step 2 of MySchool. The NAEP representative for the public schools will be the state coordinator and for the nonpublic schools initially it will be the field manager. Eventually, these names will be updated with the field staff responsible for the schools.

The MySchool site will be personalized with information in our sample database on the school. This information will include:

- School Name
- Principal name (as soon as it is entered in the SCS)
- School address
- Phone number
- NAEP ID number
- Grade to be assessed
- Assessment date
- Name of NAEP representative (this will be the NAEP state coordinator for public schools and the NAEP field manager for non-public schools initially.)

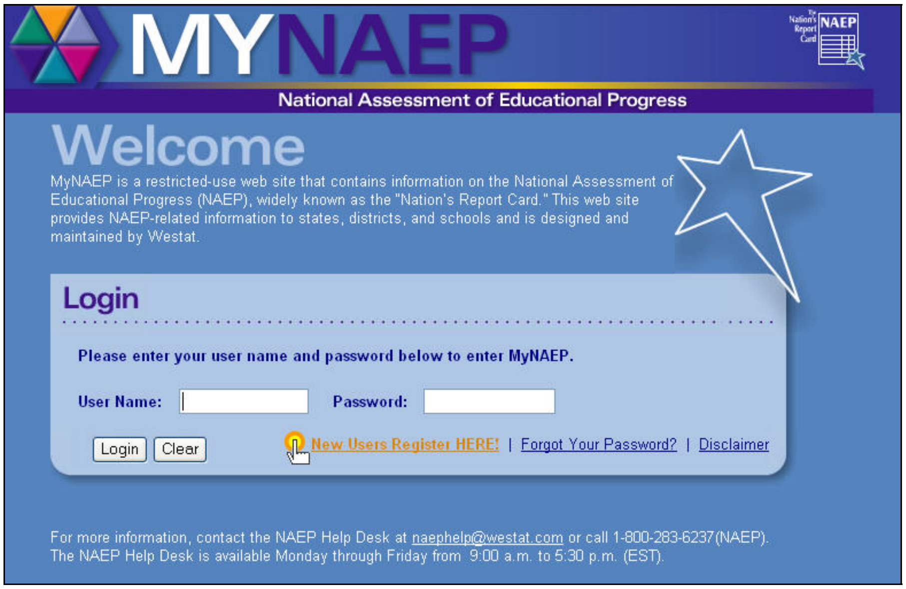
As the school moves through the various steps of cooperation, sampling, assessment, and post assessment, new pages of the MySchool site will be available with information specifically related to the various phases of the study. For example, prior to the assessment date, the Web page will remind the school that the NAEP representative is scheduled to come on a particular day and remind the school that we hope the questionnaires will be competed by then. Student sampling information will also be available to the public schools unless the state coordinator has indicated that the district or the state will provide the student data for sampling purposes. Registered MySchool users will be sent an email message notifying them of new information available for them in their MySchool site.

Since the school-specific information in the MySchool site will come from the same database as the SCS, the scheduling supervisors must be very careful to double-check the school information in the SCS and be sure that it is up-to-date and accurate.

1.4 Getting Started in the SCS

All work on the School Control System will be online. This will allow you to access the SCS using your NAEP laptop or any computer connected to the Internet.

When you are connected to the Internet, go to **www.mynaep.com** which will take you to the log in screen. Enter your user ID and password and click on **Login**.



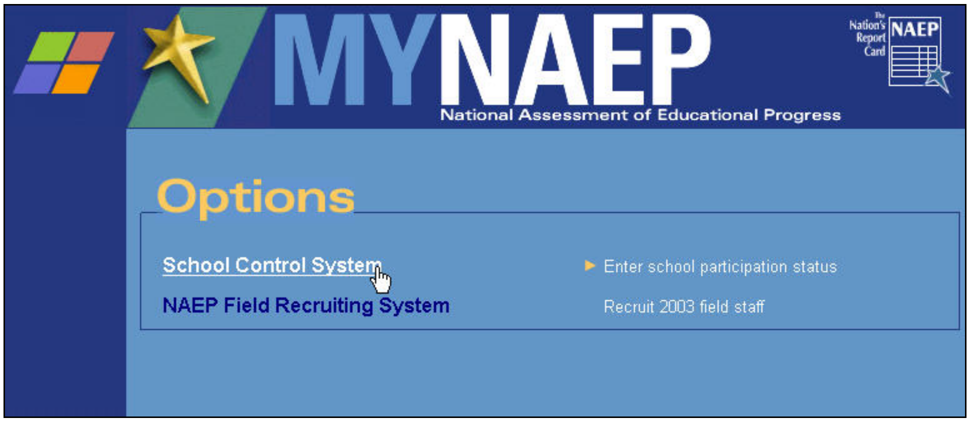
MyNAEP is a restricted-use web site that contains information on the National Assessment of Educational Progress (NAEP), widely known as the "Nation's Report Card." This web site provides NAEP-related information to states, districts, and schools and is designed and maintained by Westat.

Please enter your user name and password below to enter MyNAEP.

For more information, contact the NAEP Help Desk at naephelp@westat.com or call 1-800-283-6237(NAEP). The NAEP Help Desk is available Monday through Friday from 9:00 a.m. to 5:30 p.m. (EST).

MyNAEP Log in Screen

This will take you to the MyNAEP options screen. Shown below is an example of the options screen.



School Control System	Enter school participation status
NAEP Field Recruiting System	Recruit 2003 field staff

MyNAEP Options Screen

The list of options that one has will depend on what their position is and, therefore, which site they have access to.

Move the mouse pointer over the School Control System option click.

1.5 Logging On Dos and Don'ts

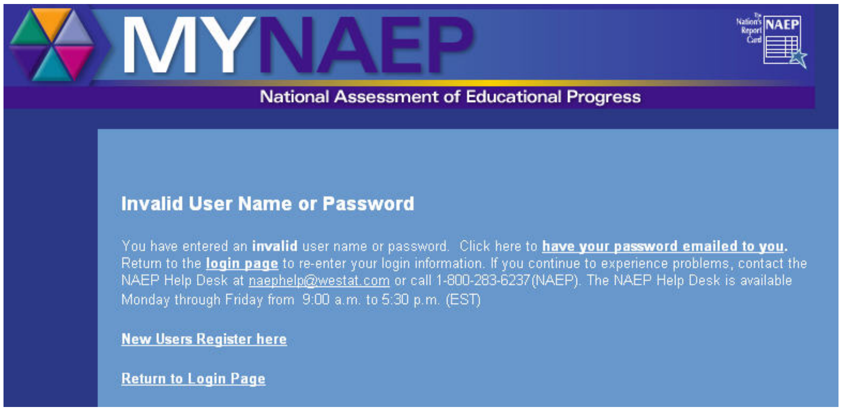
It is possible to program your Web browser so that it will remember information and save keystrokes. However, this also means that other folks can see this information as well. If the information that is stored includes user IDs and passwords, then your system will not be very safe. We strongly recommend that you do not set the browser to memorize such information. The version of Internet Explorer that we have provided on your laptop will not save such information. If you use your own computer to access the SCS, you also should have this feature turned off on your computer.

To log onto the system, you will need to enter two items, your user ID and your password. Please note that the password has a mixture of upper and lower case letters as well as numbers and a symbol. The user ID and password must match exactly with the information on the Westat end, so it is important that you enter these correctly.

Both your user ID and password have been provided to you. Everyone will have a unique password and user ID, which must be kept CONFIDENTIAL. Remember that we have promised the schools that their data are confidential. You must do your part to ensure that no one has access to this Web based database.

To enter your user ID, move the mouse pointer over the blank field following "User ID:" until it turns into an I-beam and click once to place the flashing cursor in the field. Enter your user ID. Then, press the **Tab** key or move the mouse pointer over the blank field following the label "Password" and click to place the cursor in the field.

Be careful not to press the **Enter** key after typing your user ID. If you do, the system will think that you are trying to log on without entering the password and you will get the following message.



Invalid User Name or Password

You have entered an **invalid** user name or password. Click here to **have your password emailed to you.** Return to the **login page** to re-enter your login information. If you continue to experience problems, contact the NAEP Help Desk at naephelp@westat.com or call 1-800-283-6237(NAEP). The NAEP Help Desk is available Monday through Friday from 9:00 a.m. to 5:30 p.m. (EST)

New Users Register here

Return to Login Page

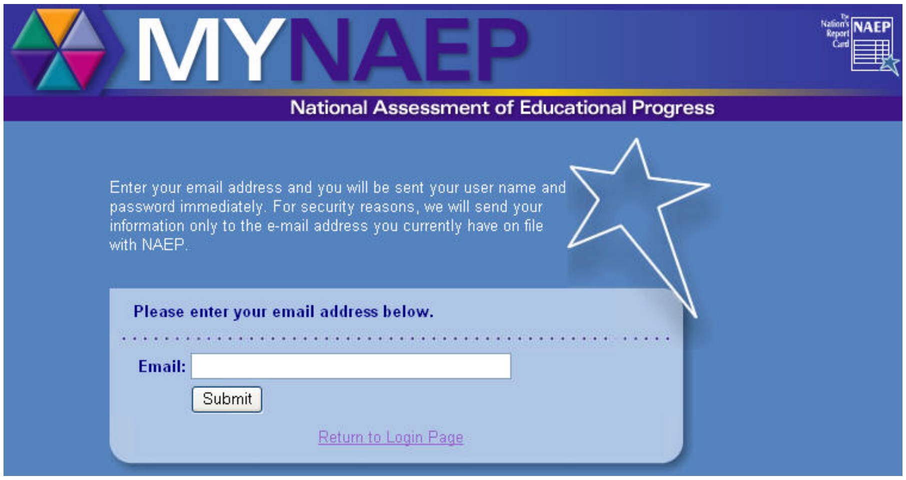
Invalid User Name or Password

If this happens, click on the Return hyperlink and enter your user ID again and move to the password field.

As you enter your password, all you will see is a series of dots (● ● ● ● ●) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you be careful as you type the password. After typing the password, click on the **Login** button.

If you make a mistake entering either your user ID or password, you will get the invalid user name or password message shown above. If this happens, select the return hyperlink and carefully enter your user ID and password again.

The system will allow you to try as many times as you need. However, if you continue to have problems, call the Help Desk at the toll free number **888-499-6237**.



Enter your email address and you will be sent your user name and password immediately. For security reasons, we will send your information only to the e-mail address you currently have on file with NAEP.

Please enter your email address below.

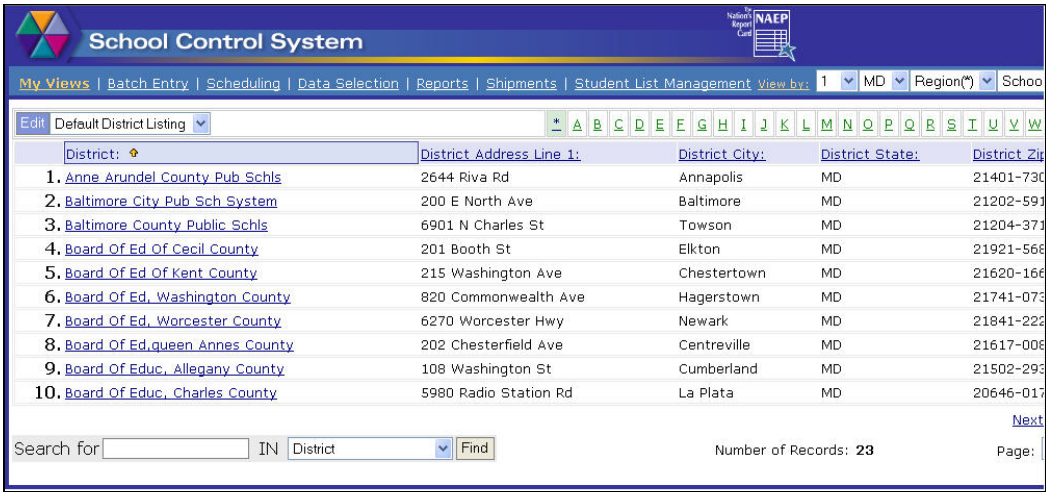
Email:

If you Forgot Your Password

If you have forgotten your password, as the screen shot above notes, enter your e-mail address and click on the **Submit** button. Your user ID and password will be sent to you in an email message.

1.6 Basics for Using the System

Below is the default district listing using test data.



	District:	District Address Line 1:	District City:	District State:	District Zi
1.	Anne Arundel County Pub Schls	2644 Riva Rd	Annapolis	MD	21401-73
2.	Baltimore City Pub Sch System	200 E North Ave	Baltimore	MD	21202-59
3.	Baltimore County Public Schls	6901 N Charles St	Towson	MD	21204-37
4.	Board Of Ed Of Cecil County	201 Booth St	Elkton	MD	21921-56
5.	Board Of Ed Of Kent County	215 Washington Ave	Chestertown	MD	21620-16
6.	Board Of Ed, Washington County	820 Commonwealth Ave	Hagerstown	MD	21741-07
7.	Board Of Ed, Worcester County	6270 Worcester Hwy	Newark	MD	21841-22
8.	Board Of Ed,queen Annes County	202 Chesterfield Ave	Centreville	MD	21617-00
9.	Board Of Educ, Allegany County	108 Washington St	Cumberland	MD	21502-29
10.	Board Of Educ, Charles County	5980 Radio Station Rd	La Plata	MD	20646-01

Number of Records: **23**

Default District List

As you move your mouse pointer around the screen, you should see it change shape and, as the pointer goes over the name of a district, you should note that the name of the school district changes color. Let's briefly tour the screen and then investigate each of the functions.

Please note that all of the icons and menu items above the SCS banner are related to the functions of Internet Explorer browser. They are completely functional while you are using the SCS. However, you generally will not need to use any of the browser buttons or functions while you are working in the SCS.

At the top of the SCS screen are several menu options (hyperlinks). As you move the mouse pointer over a menu item, the pointer turns into a "hand" indicating that if you click you will go to that part of the system.

On the left, if you move the pointer over this link and click, you will return to the options screen that gives you access to the other NAEP Web sites.

This link plus the menu hyperlinks will be available while you are working in the various views of the SCS. Briefly, they are:

My Views	Two views are available – a list of schools and a list of districts. These views can be edited to include those fields you wish to see as

	part of the view. (Section 1.7)
Batch Entry	Using this feature, you can make entries for several schools by working from a list of schools. (Section 4)
Scheduling	This option leads to a calendar of your assessments.(Section 5)
Data Selection	Use this function (previously labeled Mail Merge) to generate special reports or data to be sent to a word-processor or spreadsheet from which you can print individualized letters and labels. (Section 6)
Reports	Generate reports on recruitment and scheduling activities for your region. (Section 7)
Shipment	The date the assessment materials were shipped from Pearson as well as the tracking number will be displayed here for you to verify receipt. When assessment materials are returned, the tracking number should be verified and date shipped entered. (Section 8)
Student List Management	This new option allows state coordinators to designate how student lists will be submitted for sampling and monitor this process. Supervisors will use it for its reporting capabilities. (Section 9)

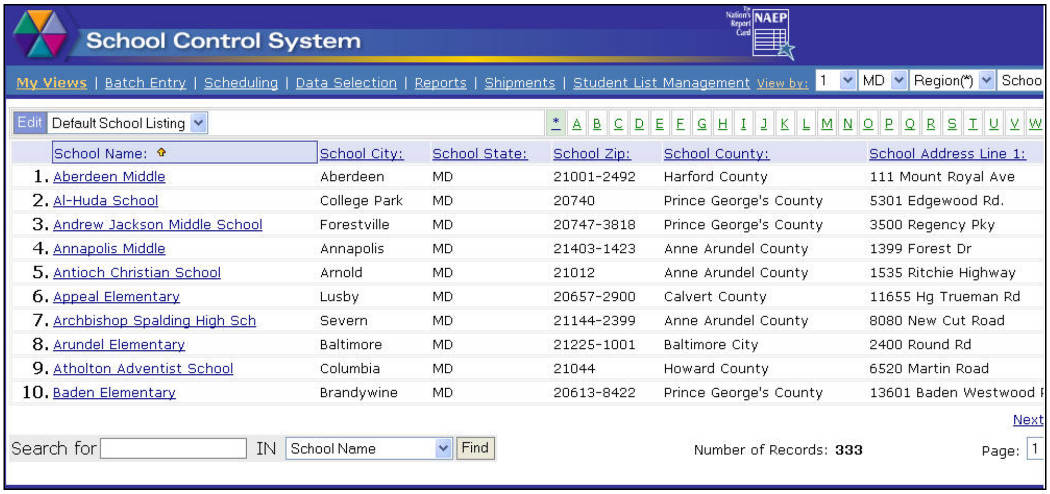
The alpha tabs across the top of the screen allow you to subset the list in the current view to only show those that start with the letter you choose. The column that the tabs work with is identified at the extreme right of the alpha tabs. Click on this link to change the column that the tabs affect. To reset the list to include all schools or districts in alpha order, click on the asterisk tab.

Please notice that if you are logged on to the SCS and the Westat server does not detect any keyboard or mouse activity for 20 to 30 minutes, the server will lock you out. For example, if you are logged on the SCS and leave it running in the background for 20 to 30 minutes while you do something else, your connection with the server at Westat will be terminated. When you try to move from one view to another, you will be directed to a screen that explains why you have been logged out. There will be a link on this screen to return to the login screen.

This is a security feature so that the database does not remain open for hours and available to hacking by someone outside NAEP.

1.7 Customizing Your View

You can change the information that is displayed when you log onto the SCS on the page labeled My Views. The default view is the list of districts. Since you will mainly be working with non-public schools, this explanation will focus on customizing the default school list.



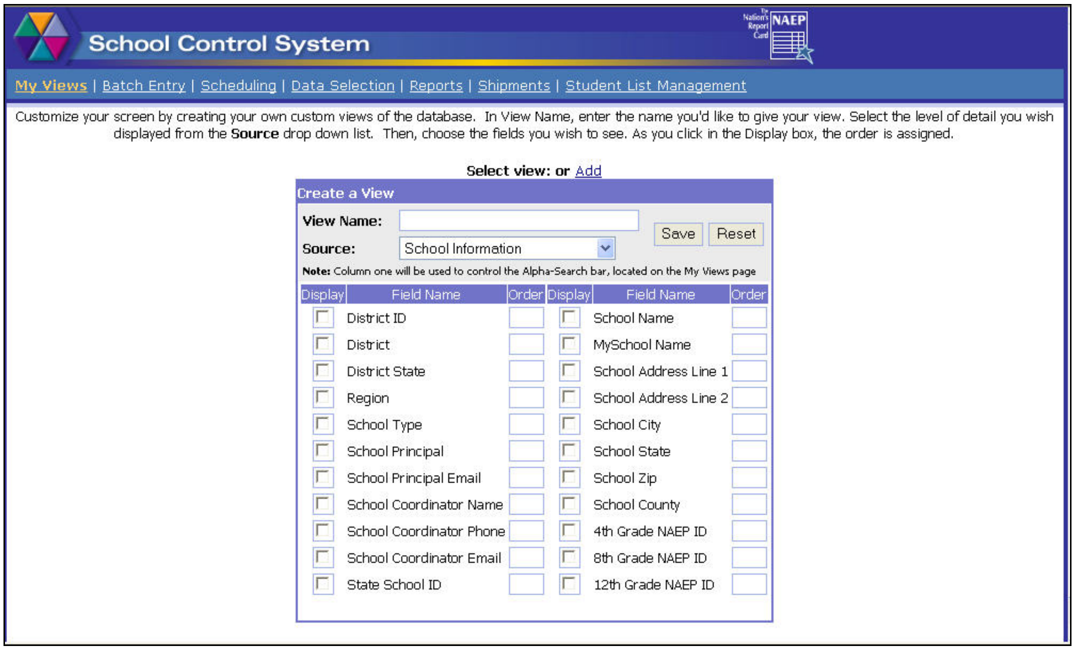
Default School Listing

	School Name:	School City:	School State:	School Zip:	School County:	School Address Line 1:
1.	Aberdeen Middle	Aberdeen	MD	21001-2492	Harford County	111 Mount Royal Ave
2.	Al-Huda School	College Park	MD	20740	Prince George's County	5301 Edgewood Rd.
3.	Andrew Jackson Middle School	Forestville	MD	20747-3818	Prince George's County	3500 Regency Pky
4.	Annapolis Middle	Annapolis	MD	21403-1423	Anne Arundel County	1399 Forest Dr
5.	Antioch Christian School	Arnold	MD	21012	Anne Arundel County	1535 Ritchie Highway
6.	Appeal Elementary	Lusby	MD	20657-2900	Calvert County	11655 Hg Trueman Rd
7.	Archbishop Spalding High Sch	Severn	MD	21144-2399	Anne Arundel County	8080 New Cut Road
8.	Arundel Elementary	Baltimore	MD	21225-1001	Baltimore City	2400 Round Rd
9.	Atholton Adventist School	Columbia	MD	21044	Howard County	6520 Martin Road
10.	Baden Elementary	Brandywine	MD	20613-8422	Prince George's County	13601 Baden Westwood

Number of Records: 333

Default School List

To change the information that is displayed, click on the **Edit** button in the upper left of the screen, next to Default School List and the following screen will appear.



Customize your screen by creating your own custom views of the database. In View Name, enter the name you'd like to give your view. Select the level of detail you wish displayed from the **Source** drop down list. Then, choose the fields you wish to see. As you click in the Display box, the order is assigned.

View Name:

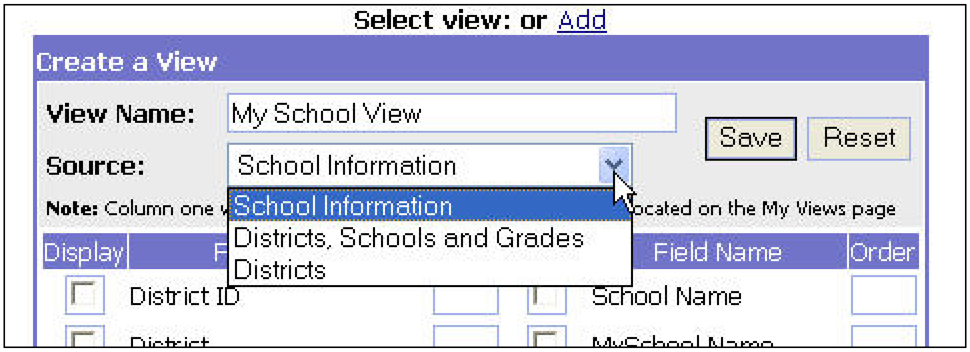
Source: School Information

Note: Column one will be used to control the Alpha-Search bar, located on the My Views page

Display	Field Name	Order	Display	Field Name	Order
☐	District ID		☐	School Name	
☐	District		☐	MySchool Name	
☐	District State		☐	School Address Line 1	
☐	Region		☐	School Address Line 2	
☐	School Type		☐	School City	
☐	School Principal		☐	School State	
☐	School Principal Email		☐	School Zip	
☐	School Coordinator Name		☐	School County	
☐	School Coordinator Phone		☐	4th Grade NAEP ID	
☐	School Coordinator Email		☐	8th Grade NAEP ID	
☐	State School ID		☐	12th Grade NAEP ID	

Edit or Customize your My Views Screen

As it notes at the top of the screen, you can give your custom view a name and select the level of detail you would like displayed. After typing the name for your My Views, tab to the Level box and click on the down arrow to reveal the options as seen below. The "Level" that you select will determine what fields are available for you to choose among.



Select view: or Add

Create a View

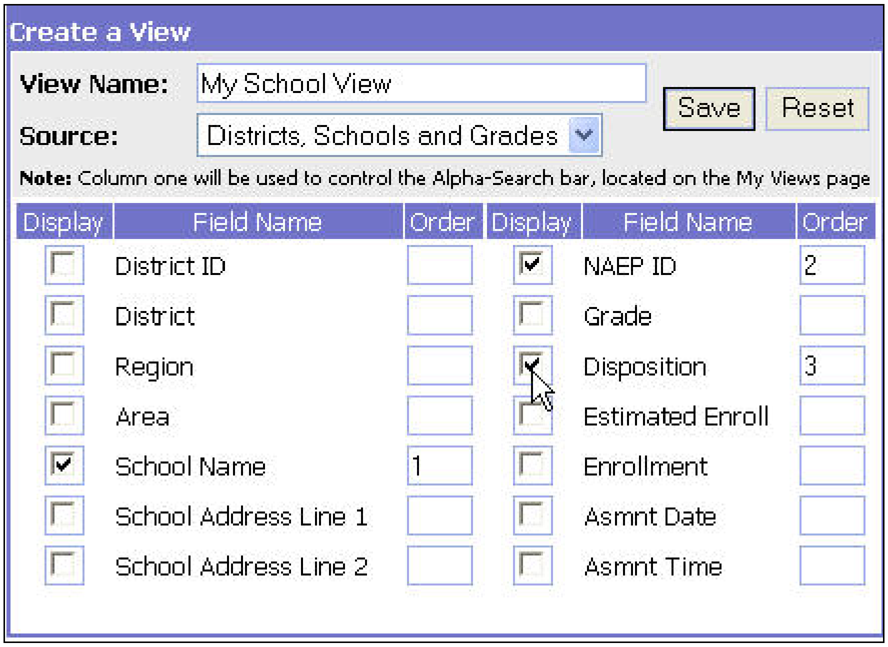
View Name: My School View

Source: School Information

Select Level of Detail

Next, select the fields you want displayed in your custom view. As you select a field (by clicking on the box), you will notice that the field is given a number in sequence. This will determine the order in which the fields are displayed in your view. Click again on a field to de-select it.

An example of selected fields is shown below.



Create a View

View Name: My School View

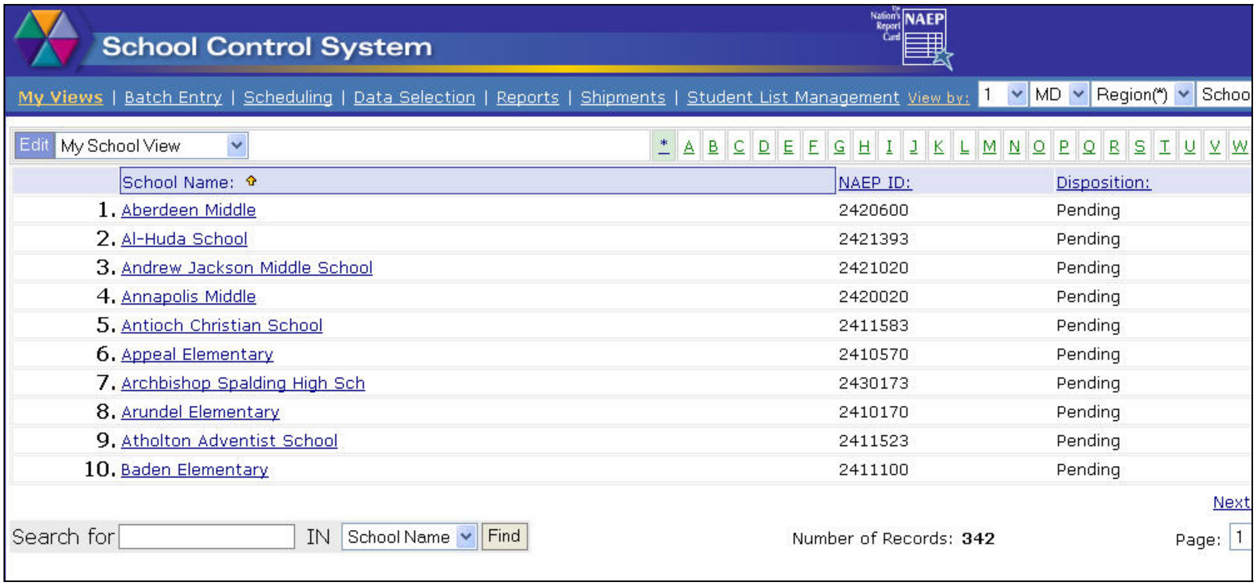
Source: Districts, Schools and Grades

Note: Column one will be used to control the Alpha-Search bar, located on the My Views page

Display	Field Name	Order	Display	Field Name	Order
☐	District ID		☑	NAEP ID	2
☐	District		☐	Grade	
☐	Region		☑	Disposition	3
☐	Area		☐	Estimated Enroll	
☑	School Name	1	☐	Enrollment	
☐	School Address Line 1		☐	Asmnt Date	
☐	School Address Line 2		☐	Asmnt Time	

Fields Selected for Custom View

Click the **Save** button and then on “My Views” to return to the My Views screen. (You can return at any time to modify your new view.) Select your new view.



	School Name:	NAEP ID:	Disposition:
1.	Aberdeen Middle	2420600	Pending
2.	Al-Huda School	2421393	Pending
3.	Andrew Jackson Middle School	2421020	Pending
4.	Annapolis Middle	2420020	Pending
5.	Antioch Christian School	2411583	Pending
6.	Appeal Elementary	2410570	Pending
7.	Archbishop Spalding High Sch	2430173	Pending
8.	Arundel Elementary	2410170	Pending
9.	Atholton Adventist School	2411523	Pending
10.	Baden Elementary	2411100	Pending

Number of Records: 342

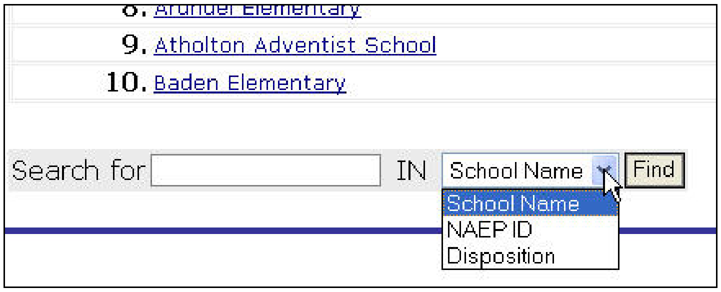
Customized View Selected

1.8 Using the Sort and Search Functions

The list of schools appears **sorted** alphabetically by default. To sort the list alphabetically in reverse order, click on the School Name column header. Likewise, to sort the list by one of the other columns, click on the column header.

Notice the small yellow arrow appearing on the column header of the column by which the list is sorted. If the arrow is point up, it column is sorted in ascending order. If it points down, the order is descending. Resting your mouse pointer on the column header for a second will also reveal the order by which the column has been sorted.

Since the list of districts and especially the list of sampled schools can be quite long, a **search function** is available to assist in locating a school or group of schools. At the bottom of the My Views screen is a field labeled “Search for” and a drop down list of options.



Search Function

The options appearing on the drop down list will be determined by the fields that are displayed in the My Views screen.

The search function is intelligent, allowing you, for example, to enter “Middle” in the Search for window and obtain a list of schools with the word “Middle” anywhere in the school name.

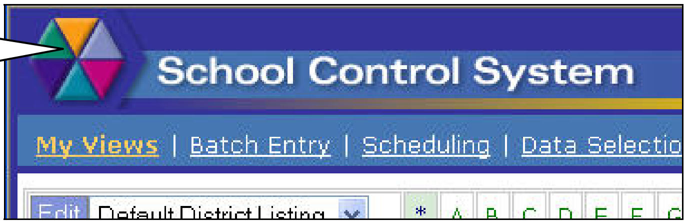
To reset the list to contain all of the districts or schools, delete anything in the Search for field and click on the **Find** button.

1.9 Moving Among the SCS Screens

If you are looking at a district’s District Edit screen and wish to return to the list of districts, click on the My Views menu option at the top left of the screen. You can also go directly from one section of the system to another by selecting any of the menu options any time they are visible at the top of the screen.

1.10 Leaving the SCS

When you leave the SCS, click on the logo to the left of the system name, as shown below.



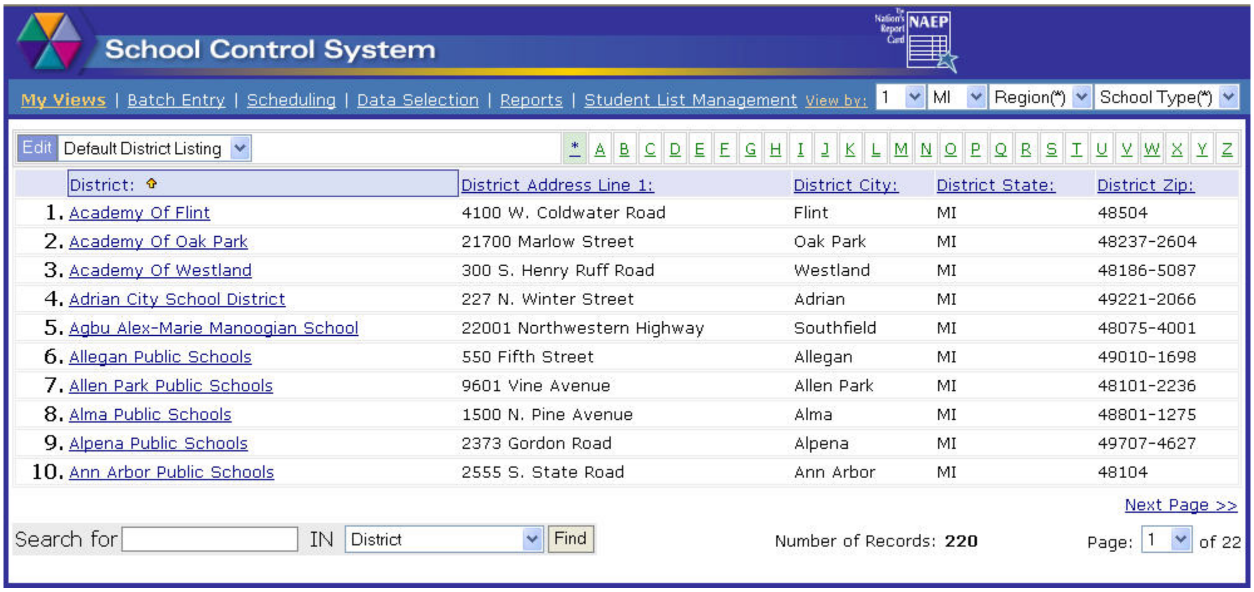
Click here to leave the SCS and return to the Options screen.

This will take you back to the My NAEP options screen. At this point, you can either make another choice on this screen or log out of the My NAEP site by clicking on the same logo on the choices page.

2 EDITING DISTRICT INFORMATION

2.1 Selecting a District

The list of districts with sampled schools will be displayed if you select the Default District List. The default view in the SCS is shown below.



	District:	District Address Line 1:	District City:	District State:	District Zip:
1.	Academy Of Flint	4100 W. Coldwater Road	Flint	MI	48504
2.	Academy Of Oak Park	21700 Marlow Street	Oak Park	MI	48237-2604
3.	Academy Of Westland	300 S. Henry Ruff Road	Westland	MI	48186-5087
4.	Adrian City School District	227 N. Winter Street	Adrian	MI	49221-2066
5.	Agbu Alex-Marie Manoogian School	22001 Northwestern Highway	Southfield	MI	48075-4001
6.	Allegan Public Schools	550 Fifth Street	Allegan	MI	49010-1698
7.	Allen Park Public Schools	9601 Vine Avenue	Allen Park	MI	48101-2236
8.	Alma Public Schools	1500 N. Pine Avenue	Alma	MI	48801-1275
9.	Alpena Public Schools	2373 Gordon Road	Alpena	MI	49707-4627
10.	Ann Arbor Public Schools	2555 S. State Road	Ann Arbor	MI	48104

Number of Records: **220**

Page: 1 of 22

Default District List

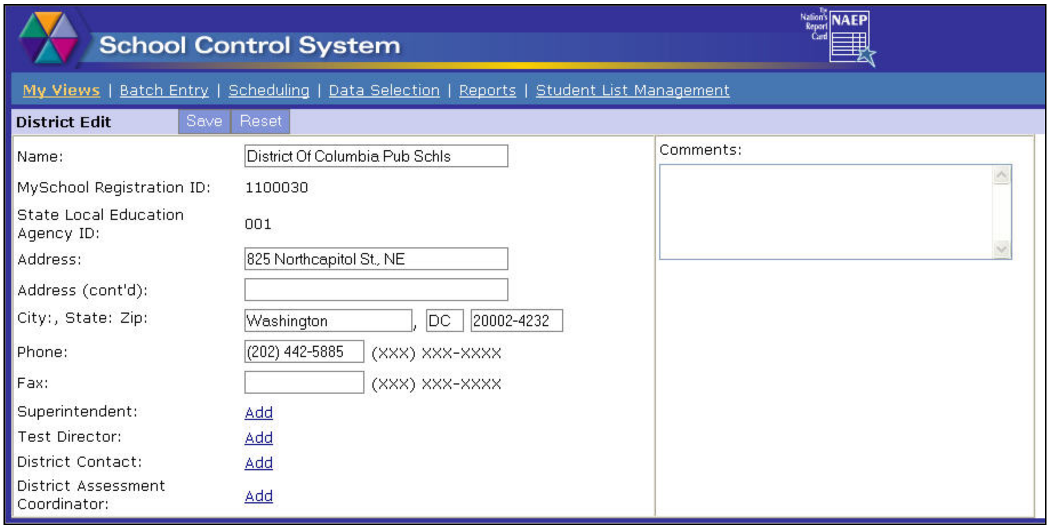
Non-public, non-Catholic schools will be grouped under a “district” name of Non-public non-Catholic schools since every school must have a “district” associated with it. Catholic schools will be associated with their diocese which functions like a district for our purposes.

As with the school list, you have control over the fields that are displayed for the districts. Click on the **Edit** button and customize the list to display the fields you wish displayed.

Search for a particular district by typing at least part of that district’s name in the search field at the bottom of the screen. If you want to see a list of all districts beginning with the same letter, click on the appropriate alpha tab at the top of the screen.

2.2 Editing District Information

Click on a district’s name to go to the district information screen. (See example below.) While complete district-level information is not essential to the assessment preparations, you should make updates and corrections as necessary to the district name and address fields since this information is used for mailing information to the districts.

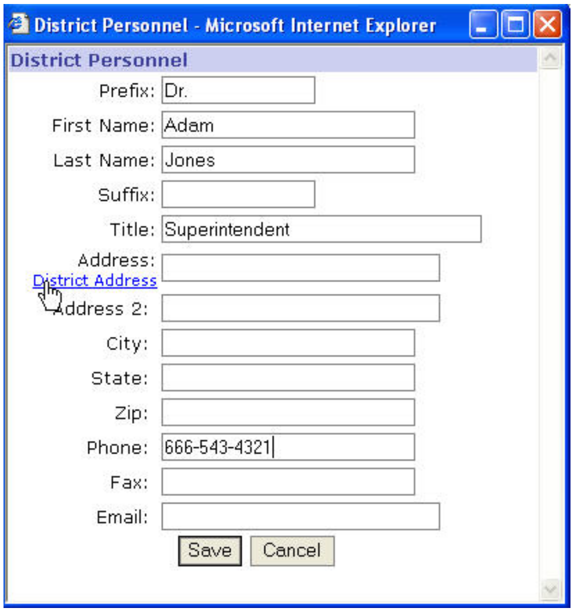


District Edit

Name: District Of Columbia Pub Schls
MySchool Registration ID: 1100030
State Local Education Agency ID: 001
Address: 825 Northcapitol St, NE
Address (cont'd):
City:, State: Zip: Washington , DC 20002-4232
Phone: (202) 442-5885 (XXX) XXX-XXXX
Fax: (XXX) XXX-XXXX
Superintendent: Add
Test Director: Add
District Contact: Add
District Assessment Coordinator: Add
Comments:

District Edit Screen

The main district information is on this screen. Note the MySchool Registration ID number. Districts will need this to log onto the MyNAEP site to see the MySchool sites for their schools. The screen also contains hyperlinks for adding the superintendent, test director, district contact information, and district assessment coordinator. To add the superintendent's name, click on the "Add" hyperlink.



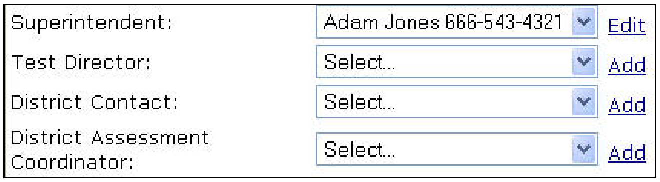
District Personnel

Prefix: Dr.
First Name: Adam
Last Name: Jones
Suffix:
Title: Superintendent
Address:
District Address
Address 2:
City:
State:
Zip:
Phone: 666-543-4321
Fax:
Email:

Adding Superintendent Name

Enter the superintendent's name. If you want to use the district address information for the superintendent, click on "District Address". After completing the fields, click on the **Save** button to return to the district screen. You can return to this superintendent information window later if you need to update any information.

When you return to the District Edit screen, the superintendent's name and phone number will be displayed as shown below.



Superintendent:	Adam Jones 666-543-4321	Edit
Test Director:	Select...	Add
District Contact:	Select...	Add
District Assessment Coordinator:	Select...	Add

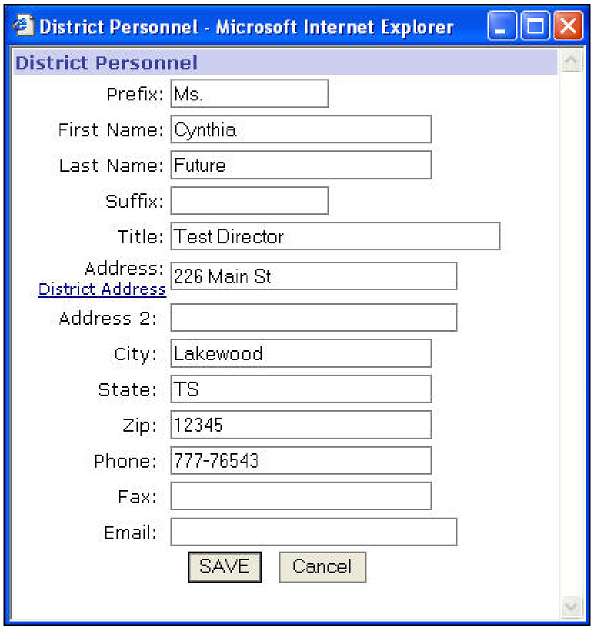
Superintendent Name and Phone Displayed

The superintendent's name will also be available to associate with other district fields such as the "district contact person" if this is appropriate. Select the "Add" hyperlink to add another name or to update the superintendent's name if it changes during the study.

NOTE: District and school information were obtained from a database complied by the U.S. Department of Education (Common Core of Data) which contains data sent from the states to the Department. Procedures involved in drawing the current NAEP sample began over a year ago. Thus, some information on districts and schools may be blank or contain out-of-date information. The district contact and test director fields are blank initially for all districts since these fields are not in the CCD database. The CCD database can be accessed via the Internet at nces.ed.gov/ccd.

2.3 District Test Director

In some districts, the test director needs to be copied on all information concerning external testing. In some districts, the test director may be the primary contact for the NAEP assessments. To update the system with information on the test director, select the "Add" hyperlink and complete the information.



District Personnel

Prefix: Ms.
First Name: Cynthia
Last Name: Future
Suffix:
Title: Test Director
Address: 226 Main St
District Address
Address 2:
City: Lakewood
State: TS
Zip: 12345
Phone: 777-76543
Fax:
Email:

District Test Director Screen

The data entry for test director works the same as for the superintendent. Select "District Address" to copy that information for the test director.

A similar process will be followed to update the information about the district contact and the district assessment coordinator.

2.4 District Assessment Coordinator

A field has been added to the system to accommodate the name of the district's assessment coordinator at the request of state coordinators.

2.5 Comments

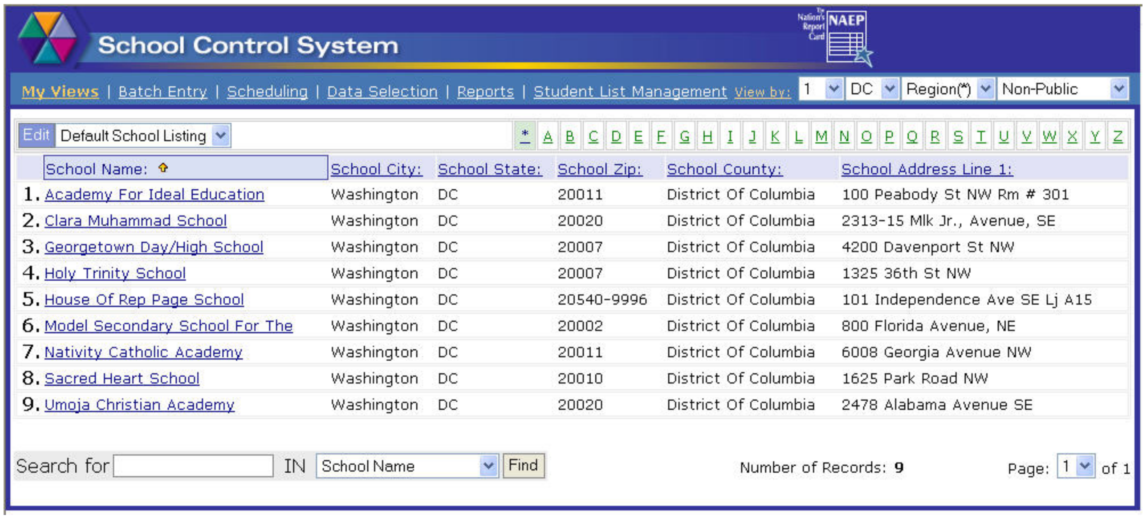
In the right panel of the District Information Screen is an area available for you to record comments about your contacts or attempted contacts with the district or diocese. If you have more information than will fit on this screen, the text will scroll up as you type. The lines will wrap around as they do in a word processor. Use the **Page Up** and **Page Down** keys to move up and down if you have entered more text than will fill one window.

Remember, if there is information that your field manager or the home office should know about this district, you must either call or send an e-mail with that information. Do not expect your field manger or the office staff to check the comments field for every district and school looking for such information.

Information entered in the Comments area will be available to the state coordinators. Likewise, any information that they enter will be available to all you and your field manager.

3 EDITING SCHOOL INFORMATION

The default listing of schools is shown below.



	School Name:	School City:	School State:	School Zip:	School County:	School Address Line 1:
1.	Academy For Ideal Education	Washington	DC	20011	District Of Columbia	100 Peabody St NW Rm # 301
2.	Clara Muhammad School	Washington	DC	20020	District Of Columbia	2313-15 Mlk Jr., Avenue, SE
3.	Georgetown Day/High School	Washington	DC	20007	District Of Columbia	4200 Davenport St NW
4.	Holy Trinity School	Washington	DC	20007	District Of Columbia	1325 36th St NW
5.	House Of Rep Page School	Washington	DC	20540-9996	District Of Columbia	101 Independence Ave SE Lj A15
6.	Model Secondary School For The	Washington	DC	20002	District Of Columbia	800 Florida Avenue, NE
7.	Nativity Catholic Academy	Washington	DC	20011	District Of Columbia	6008 Georgia Avenue NW
8.	Sacred Heart School	Washington	DC	20010	District Of Columbia	1625 Park Road NW
9.	Umoja Christian Academy	Washington	DC	20020	District Of Columbia	2478 Alabama Avenue SE

Number of Records: **9**

Page: 1 of 1

Default List of Schools

As noted earlier, you can modify the fields that are displayed in this view by clicking on the **Edit** button. The list can be subset to those schools beginning with a particular letter by clicking on the alpha tab.

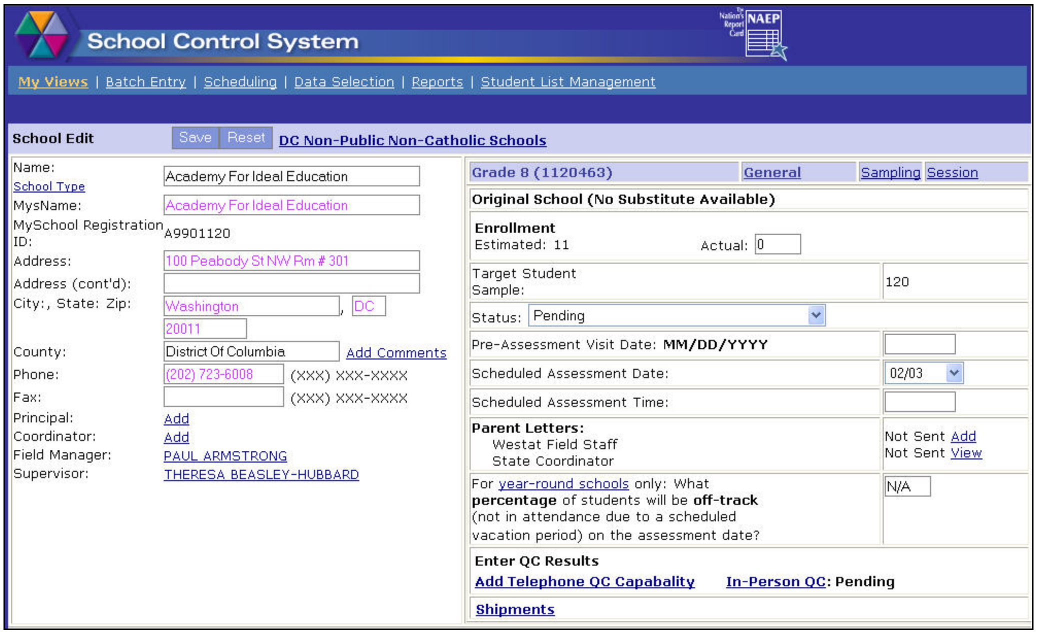
If you have a school's NAEP ID number, you might find it easier to locate using the search function if you have the NAEP IDs displayed as in the above example.

3.1 Searching for a School

To locate a particular school, use the search option at the bottom of the screen. Use of this option is discussed in Section 1.8.

3.2 Updating School Information

An example of the School Edit screen is shown below.



School Edit
DC Non-Public Non-Catholic Schools

Name: Academy For Ideal Education
School Type
MysName: Academy For Ideal Education
MySchool Registration ID: A9901120
Address: 100 Peabody St NW Rm # 301
Address (cont'd):
City:, State: Zip: Washington, DC 20011
County: District Of Columbia Add Comments
Phone: (202) 723-6008 (XXX) XXX-XXXX
Fax: (XXX) XXX-XXXX
Principal: Add
Coordinator: Add
Field Manager: PAUL ARMSTRONG
Supervisor: THERESA BEASLEY-HUBBARD

Grade 8 (1120463) General Sampling Session
Original School (No Substitute Available)
Enrollment
Estimated: 11 Actual: 0
Target Student Sample: 120
Status: Pending
Pre-Assessment Visit Date: MM/DD/YYYY
Scheduled Assessment Date: 02/03
Scheduled Assessment Time:
Parent Letters:
Westat Field Staff Not Sent Add
State Coordinator Not Sent View
For year-round schools only: What percentage of students will be off-track (not in attendance due to a scheduled vacation period) on the assessment date? N/A
Enter QC Results
Add Telephone QC Capabality In-Person QC: Pending
Shipments

School Edit Screen

Use the scroll bar on the right to scroll down the page and reveal all of the fields, if necessary.

It is important that key school-level information be correct in NAEP records. As you contact schools and learn of out-of-date information, such as the school's area code or incorrect mailing address, this information should be updated immediately.

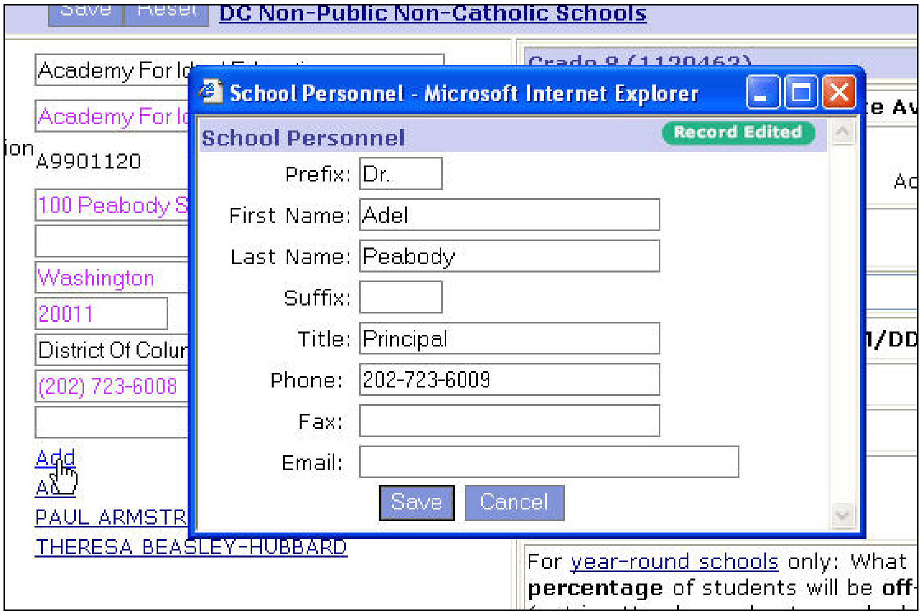
If the school name is not complete you should enter and/or up date the name in the field labeled "MysName" so that the name displayed on the MySchool site will be correct. Examples of names needing updating are as follows:

- Smith Elem
- Jones (fred) Mid Sch
- Riverdale Jhs
- Mccall JHS
- Morris Louis J Elem Sch

Double check before updating any of the names to be sure that you know exactly what it should be.

Unfortunately, the database from which the sample is selected (including the nonpublic school database) does not contain the names of principals. Thus, you will need to obtain the principal's name and should enter it in the SCS for each of your schools. The state and TUDA coordinators will be updating this field (and other contact names) for their public schools.

Since the principal name is not displayed, there is an “Add” hyperlink available. Once you have obtained the principal’s name, click on “Add” and enter his or her name, phone, fax number, and email address.



Prefix: Dr.
First Name: Adel
Last Name: Peabody
Suffix:
Title: Principal
Phone: 202-723-6009
Fax:
Email:

A9901120
Washington
20011
(202) 723-6008

For year-round schools only: What **percentage** of students will be **off-**

Enter School Personnel Data

3.2.1 School Coordinator

Before you update the SCS with the name of the principal, the hyperlink “Add” is located after each of the positions of Principal and Coordinator. When you enter the name of the principal, the screen will refresh and display a selection box for the name of the coordinator. If the principal will be the school’s NAEP coordinator, you can select his or her name. If someone else will serve as the coordinator, click on the Add hyperlink and fill in the information.

Fax: (XXX) XXX-XXXX
Principal: Adel Peabody 202-723-6009
Coordinator: Select...
Field Manager:
Supervisor:

3.2.2 Comments

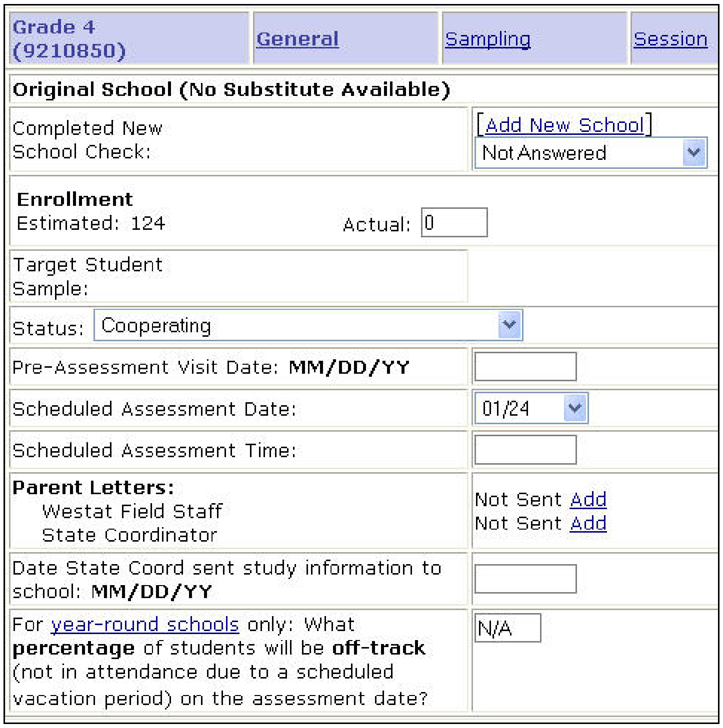
The “Comments” field is available for you to enter information related to recruiting the school, how to pronounce the principal’s name, etc.

Click on the **Add Comments** link to open the comments window. If a comment has been entered, this link will change to **View Comments,** which will alert you (and other users) to the fact that a comment has been entered.

State Coordinators, who will have access to the same database, will also have access to these comments regarding public schools only. Thus, it will be possible for you to share information regarding the public schools.

3.2.3 Grade Information

The right side of the School Edit screen contains the grade information similar to the example below.



Original School (No Substitute Available)

Completed New School Check: [Add New School] Not Answered

Enrollment
Estimated: 124 Actual: 0

Target Student Sample:

Status: Cooperating

Pre-Assessment Visit Date: **MM/DD/YY**

Scheduled Assessment Date: 01/24

Scheduled Assessment Time:

Parent Letters:
Westat Field Staff: Not Sent Add
State Coordinator: Not Sent Add

Date State Coord sent study information to school: **MM/DD/YY**

For year-round schools only: What **percentage** of students will be **off-track** (not in attendance due to a scheduled vacation period) on the assessment date? N/A

Grade Information; General Tab

3.2.4 Enrollment

The estimated enrollment of the sampled grade is displayed in this section. As you discuss the assessment plans with the school, it is important for you to obtain the actual enrollment for the sampled grade in this school. Districts use different terms to refer to this information such as:

- The 10-day enrollment information
- The 20th day,

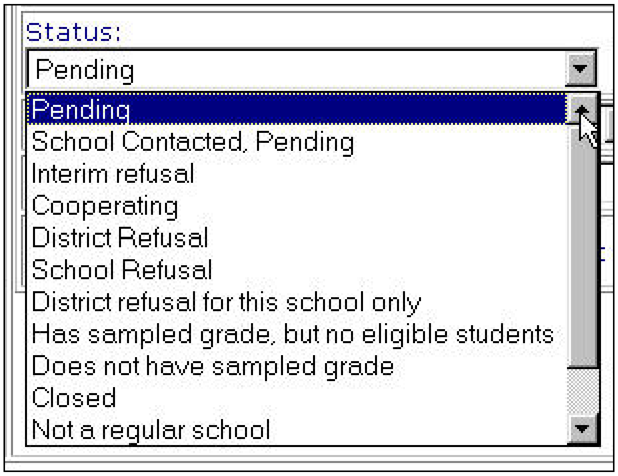
- or the first month report.

Remember: If a school refuses to participate, you should attempt to determine the number of students enrolled in the sampled grade and record the number on this page. It is important for the statisticians to know how many students would have been represented in such a school.

3.2.5 School Status Codes

Each grade's disposition status code (Exhibit 1; end of document) is set to Pending at the beginning of recruiting and scheduling. To see a list of eligible status codes, click on the **Down Arrow** button next to the status information box.

To change the code, click on the new status code and it will be displayed in the status box.



Status:
Pending

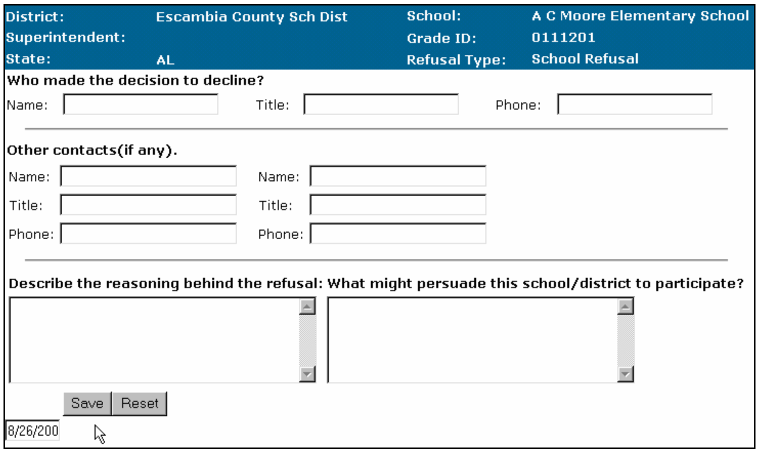
Pending
School Contacted, Pending
Interim refusal
Cooperating
District Refusal
School Refusal
District refusal for this school only
Has sampled grade, but no eligible students
Does not have sampled grade
Closed
Not a regular school

School Status Codes

Please Note: You should not set any school's status to final refusal (District Refusal, District Refusal for this School Only, or School Refusal) without first discussing the situation with your field manager. Likewise, do not assign "Not a Regular School" or "Other, Ineligible" without discussing it with your field manager.

3.2.6 Refusal Report Form

If you set a school's status to refusal (Initial Refusal, School Refusal, District Refusal, or District Refusal for this school only), the Refusal Report From is activated.



District: Escambia County Sch Dist
Superintendent:
State: AL
School: A C Moore Elementary School
Grade ID: 0111201
Refusal Type: School Refusal

Who made the decision to decline?
Name:
Title:
Phone:

Other contacts(if any).
Name:
Title:
Phone:
Name:
Title:
Phone:

Describe the reasoning behind the refusal:
What might persuade this school/district to participate?

8/26/200

Refusal Report Form

It is important that you complete this form with as much information as possible. This will enable your field manager to decide whether it might be possible to reassign this school to someone else for conversion purposes.

Please include any information that would help in converting the school.

Providing the name(s) of the individual(s) you spoke to is also important for any followup to your contact(s).

After you have filled out as much of the form as you can (at least for the moment), **be sure that you click on the Save button** which will return you to the school page.

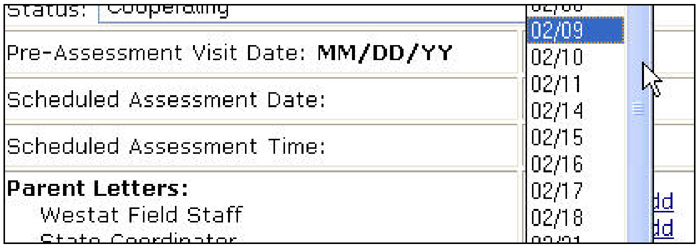
3.2.7 Ineligible School Form

In general, a school is eligible for the national and state NAEP assessments if it is a “regular” graded school serving the targeted grade for the given NAEP assessment. As explained in the document *Eligible versus Ineligible Schools*, a small percent of schools selected for NAEP will be identified as ineligible. When an ineligible status code is assigned in the SCS to a sampled school, the electronic version of Ineligible School Form (see Exhibit 2) is made available through a link immediately under the status window.

After filling out the hard-copy version of the form, you should update the form on the SCS as a record of why the school was coded as ineligible.

3.2.8 Assessment Date and Time

All schools will have a suggested assessment date recorded in the system. If the school requires the date be changed, you will need to enter the new assessment date. Since this information will be accessible to the school via their MySchool site, it should be as accurate as possible.



Status: Cooperating

Pre-Assessment Visit Date: MM/DD/YY

Scheduled Assessment Date:

Scheduled Assessment Time:

Parent Letters:

Westat Field Staff

Assessment Date

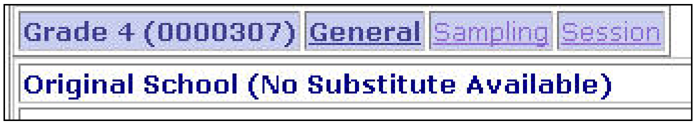
The valid assessment dates are available in the drop down list. Scroll down to the date and click on it.

Remember: Before you enter or change dates, you should check the area's calendar (see Section 5) to be sure that you know exactly what dates are available.

The time for the assessment should also be entered. This is particularly important if the assessment is scheduled for the afternoon and another assessment in another school in the morning. It is also important since state and TUDA coordinators and others will want to observe sessions and will need to know when the sessions begin.

3.2.9 Substitute Schools

In some rounds of NAEP and in some substudies, substitute schools are selected in case a school refuses to participate. In NAEP 2005, substitutes will be selected for all except the Alpha sample. When substitutes have been selected, if the refusing school has a substitute available, this will be noted within the system.



Original School (No Substitute Available)

Substitute Availability on Right Panel of
School Edit Screen

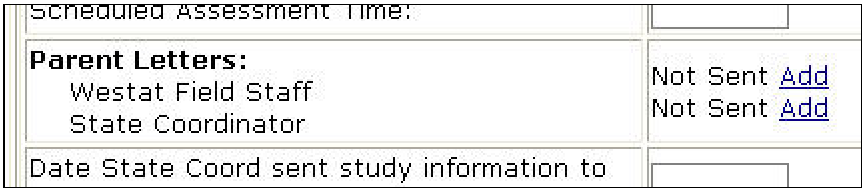
When you change a school's status to a final refusal (District Refusal, School Refusal, or District Refusal for This School Only), you will be notified that the substitute has been activated.

Substitute schools will be easy to pick out of the list of schools since their names will be in full caps as will the name of the district if it only has substitutes in it.

A school or district that has been assigned a status code of refusal can be changed back to Pending and to Cooperating, if they are converted. If and when this happens, you will be given a notice that the substitute that had been activated will be "deactivated" and any changes you might have made to that school's information will be lost. (For example, if you corrected the school's telephone number and updated the file with the new principal's name, all of this would be lost.) This will be of importance only in the unlikely event that the original school refuses a second time activating the substitute for a second time. If this should happen, you would need to start all over again updating the substitute's information in the SCS.

3.2.10 Parent Letters – Westat Field Staff

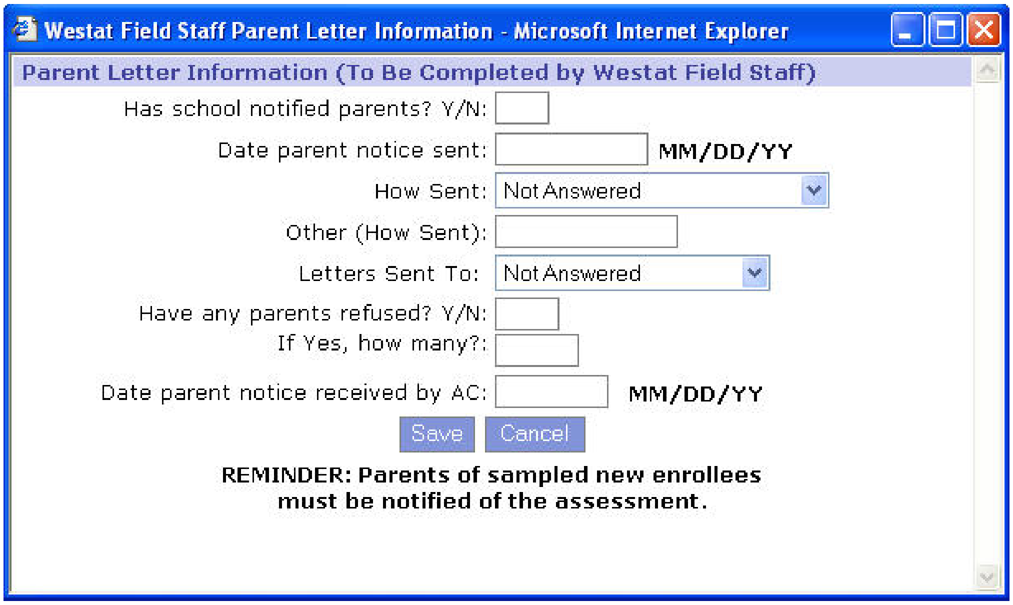
The new Federal legislation, commonly referred to as "No Child Left Behind", requires that parents of all selected students be notified that their child has been selected. Thus, it is important that this section of the SCS is completed for every participating school.



Scheduled Assessment Time:	
Parent Letters: Westat Field Staff State Coordinator	 Not Sent Add Not Sent Add
Date State Coord sent study information to	

Westat field staff and NAEP state coordinators both have responsibilities regarding these notices. Thus, there are two links under the "Parent Letters" heading in the SCS.

As Assessment Coordinators discuss the assessment with their schools, they will record information in the *NAEP Quality Control Booklet* regarding the notification of parents. This information will then be recorded in the Parent Letter Information pop-up window.



Westat Field Staff Parent Letter Information - Microsoft Internet Explorer

Parent Letter Information (To Be Completed by Westat Field Staff)

Has school notified parents? Y/N:

Date parent notice sent: MM/DD/YY

How Sent: Not Answered

Other (How Sent):

Letters Sent To: Not Answered

Have any parents refused? Y/N:

If Yes, how many?:

Date parent notice received by AC: MM/DD/YY

REMINDER: Parents of sampled new enrollees must be notified of the assessment.

Parent Letter Information Fields

Westat field staff are responsible for sending the parent notification letters to nonpublic schools and discussing the importance of parent notification with them. They will also obtain dated copies of the parent notification from all participating schools – public and nonpublic.

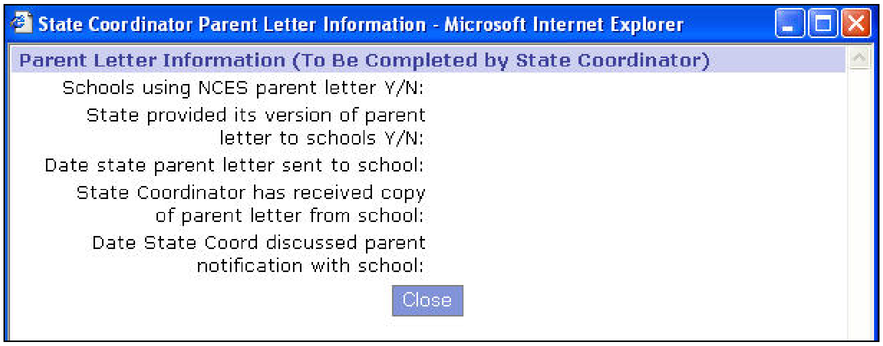
The Parent Letter Information window will be completed by Westat field staff as follows.

FIELD	EXPLANATION
Has school notified parents?	It is important that the school has notified parents before the assessment can be held.
Date letter sent to parent	The date that the school coordinator sent the letter or newsletter with the parent notification.
How Sent	Drop down list includes: Letter mailed home. Letter sent home with student. Notice posted in newsletter. Other.
Other (How sent)	If some other means of notifying parents was used, record here, such as by facsimile, which is allowed.
Letters sent to	Drop down list included: Sampled students only. All eligible students.
Refusal count	When the assessment is completed in the school, record how many parents refused to permit their children to participate.
Date parent notice received by the AC?	When the AC has received a dated copy of the parent notice, the date received should be entered.

At the bottom of this pop-up window is a reminder that the parents of sampled newly enrolled students must also be notified before they can be assessed.

3.2.11 Parent Letters – State Coordinators

The NAEP state coordinators will have read-only access to the pop-up window with parent notification information that is filled in by Westat field staff. Below, is the pop-up window that they will be filling in. Read-only access is provided to Westat field staff for this information.



Parent Letter Information (To Be Completed by State Coordinator)

Schools using NCES parent letter Y/N:

State provided its version of parent letter to schools Y/N:

Date state parent letter sent to school:

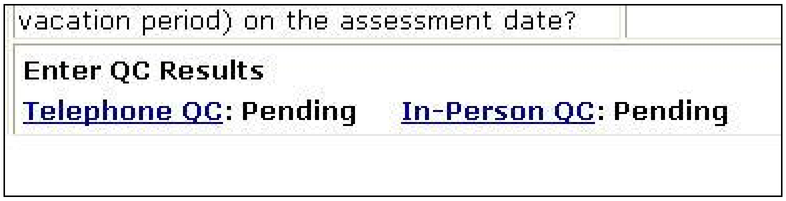
State Coordinator has received copy of parent letter from school:

Date State Coord discussed parent notification with school:

3.2.12 Quality Control

During the assessment field period, in-person quality control visits will be made to ensure that staff training was successful. Also, a percentage of schools will be identified for a quality control telephone call.

From the main school screen, select a school. On the School Edit screen there is a section titled Enter QC Results (lower right corner). In that section, there will be a link for “In-Person QC”. If the school is flagged for telephone QC followup, there will also be a link for “Telephone QC”.

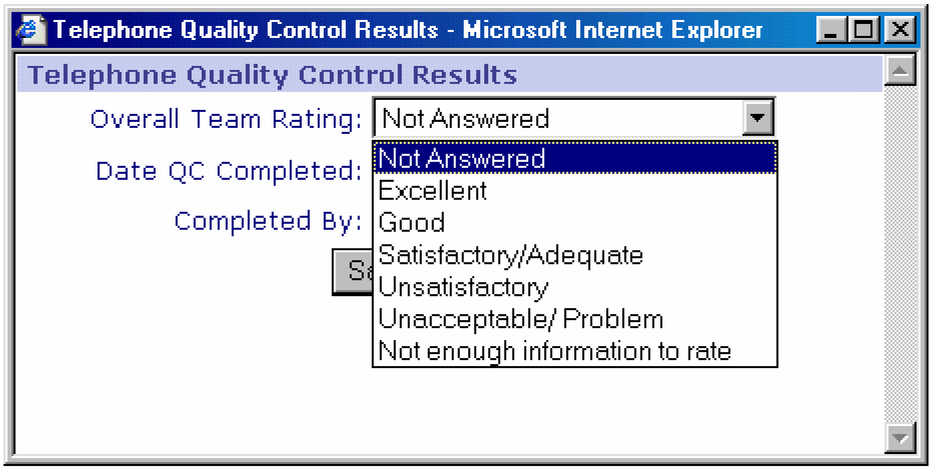


vacation period) on the assessment date?

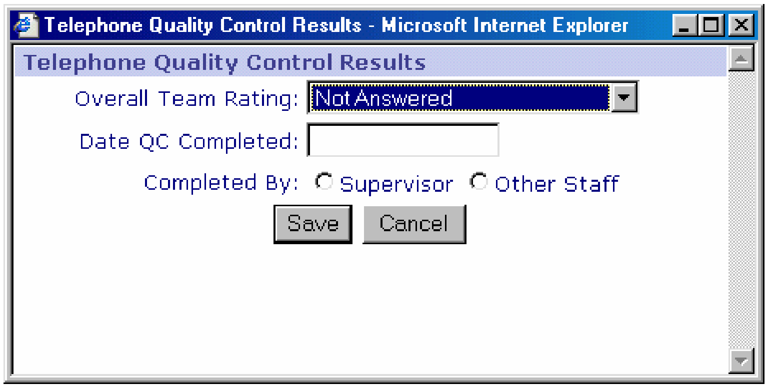
Enter QC Results

Telephone QC: Pending In-Person QC: Pending

Telephone QC. When you select the “Telephone QC” link, the Telephone Quality Control Results screen will open. On this screen you can record the Overall Team Rating (from the Telephone QCF) from the drop down list of ratings (Not Answered is the default).

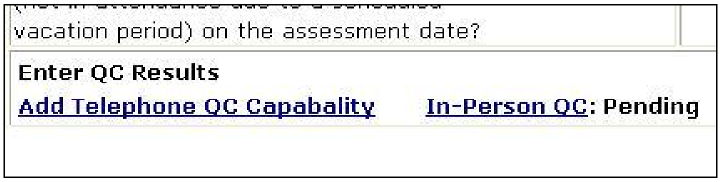


Record the date the QC telephone call was completed using the MM/DD/YY format. Also, select the radio button to indicate whether the QC call was completed by the Region/Area Supervisor or "other staff".



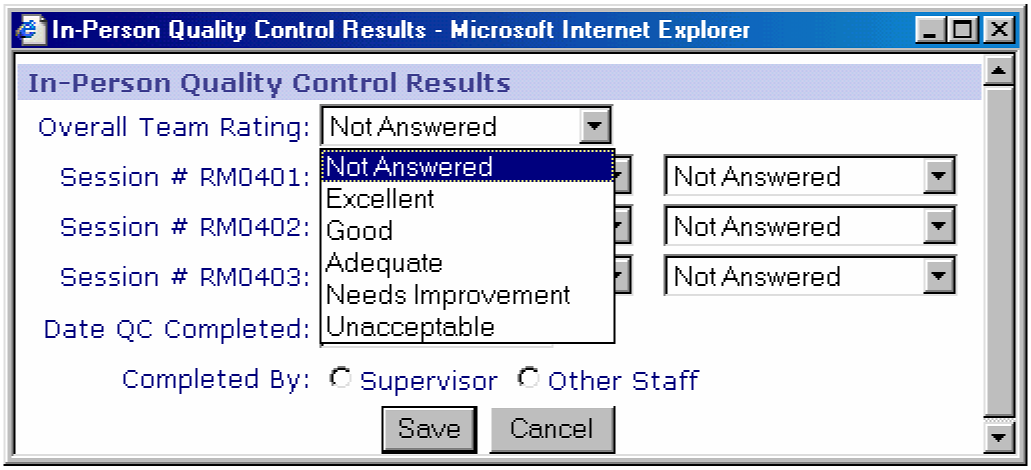
Click on the **Save** button to save your entries and return you to the School Edit screen. Click on the **Cancel** button to delete your entries and return you to the School Edit screen.

If you want to add the capability of recording the results of a telephone QC call to a school, you may do so by clicking on the link shown below. This will be available for all of the schools not selected for the required QC sample.



Click on the "add telephone QC capability" link.

In-Person QC. When you select the “In-Person QC” link, the In-Person Quality Control Results screen will open. On this screen you can record the Overall Team Rating (from the In-Person QCF) from the drop down list of ratings (Not Answered is the default).


In-Person Quality Control Results - Microsoft Internet Explorer

In-Person Quality Control Results

Overall Team Rating: Not Answered

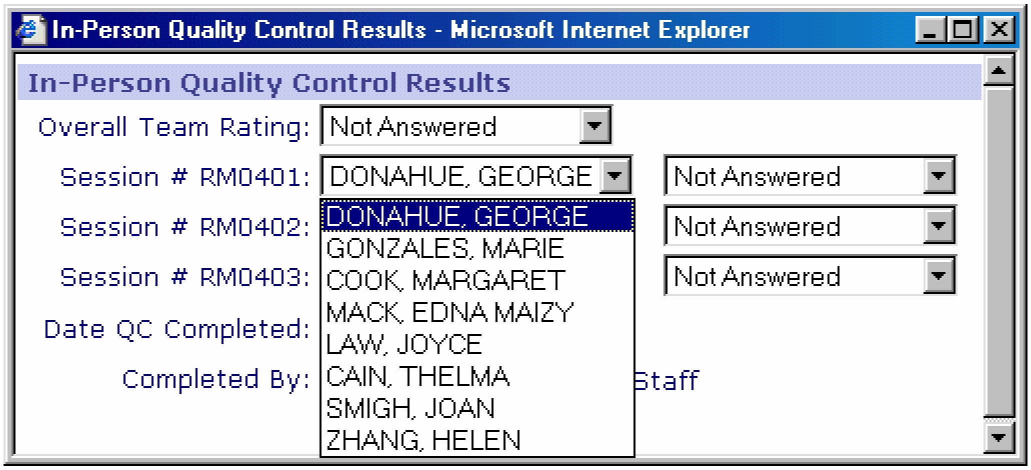
Session # RM0401: Not Answered

Session # RM0402: Not Answered

Session # RM0403: Not Answered

Date QC Completed:

Completed By: ○ Supervisor ○ Other Staff


In-Person Quality Control Results - Microsoft Internet Explorer

In-Person Quality Control Results

Overall Team Rating: Not Answered

Session # RM0401: DONAHUE, GEORGE — Not Answered

Session # RM0402: Not Answered

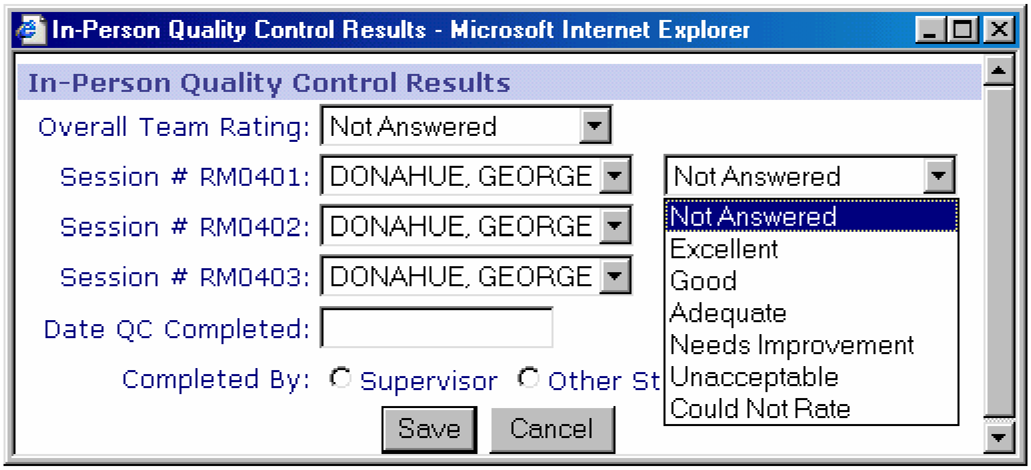
Session # RM0403: Not Answered

Date QC Completed:

Completed By:

Next to each session ID is a drop down box of names of the AAs and the AC who are assigned to this area. For each session, select the name of the person who conducted the session from the drop down box.

Next to the staff name drop down list is the rating field. Click on the button to reveal the ratings (they are the same as those listed on the QC Form) and select the appropriate rating from the drop down list.



In-Person Quality Control Results

Overall Team Rating: Not Answered

Session # RM0401: DONAHUE, GEORGE Not Answered

Session # RM0402: DONAHUE, GEORGE

Session # RM0403: DONAHUE, GEORGE

Date QC Completed:

Completed By: ○ Supervisor ○ Other St

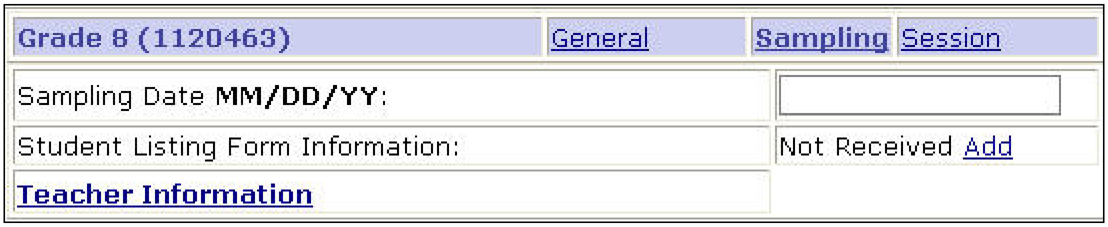
Repeat the procedure for all sessions, identifying the individual who conducted the session and selecting the appropriate rating for him or her.

Record the date the QC was completed using the MM/DD/YY format. Also, select the radio button to indicate whether the QC visit was completed by the Region/Area Supervisor or “other staff”.

Click on the **Save** button to save your entries and return you to the School Edit screen. Click on the **Cancel** button to delete your entries and return you to the School Edit screen.

3.2.13 Sampling

Click on Sampling to access the sampling panel and view and update this information.



Sampling Date **MM/DD/YY**:

Student Listing Form Information: Not Received

Sampling Tab of School Edit Screen

3.2.14 Samping Date

If an in-person visit will be made to a school to draw the student sample, you will record the date this visit is scheduled when it is known.

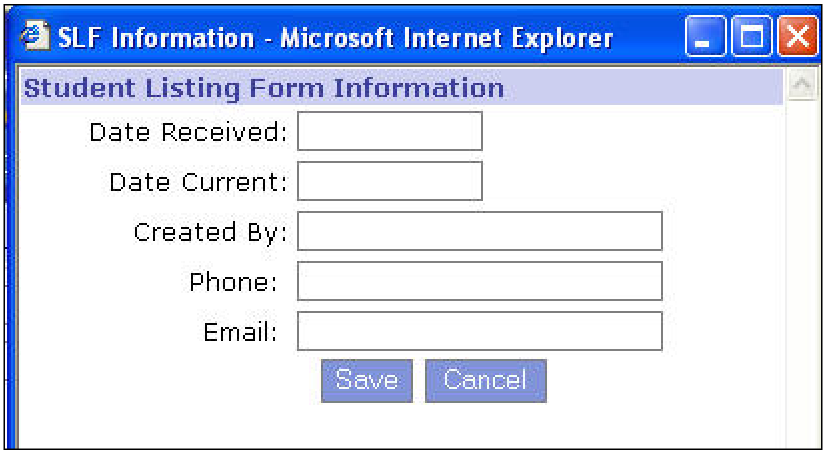
3.2.15 Take All Schools

Grade 4 schools in the Alpha sample (assessment will be in reading, mathematics, and science) may elect to have all of their students assessed in their classrooms if they have fewer than 121 grade 4 students. Since it is expected that most such schools will want this option, the default in this field is set to “Yes”.

Other schools cannot be offered this option since it would result in a considerable expense using materials that were not budgeted for processing and additional staffing that will not be available.

3.2.16 Student Listing Form Information

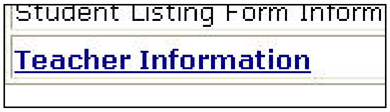
In previous years of NAEP, all schools were provided a form called the Student Listing Form. Today, references to this form are generally to a list of all eligible students for a school, which is most often produced by their computer system. If you have received a copy of such a list from which you will sample (using the Student Data System), you should record receipt information in the SCS.



Likewise, state coordinators have been requested to provide this information if student lists are sent to them for you to sample using the Student Data System.

3.2.17 Teacher Information

In most NAEP assessments, teacher questionnaires will be prepared and distributed to schools prior to the assessment being conducted so that they can be collected on assessment day.

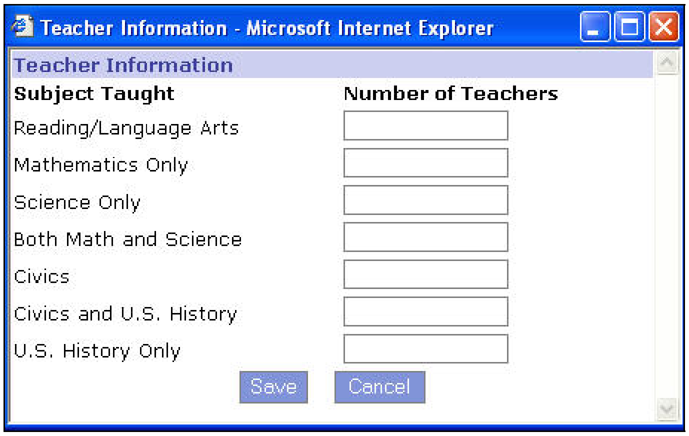


Student Listing Form Inform

Teacher Information

The “Teacher Type” link will open a small dialog box into which you can record the number of teachers (teachers of grade 4 students in the example above). As illustrated, the SCS will display the number of teacher for each subject so that the proper number of questionnaires can be prepared and sent to the school. State coordinators have been asked to update this information for the public schools.

Grade 8 schools are asked for numbers of teachers of grade 8 students in the various subjects in the assessment.



Teacher Information

Subject Taught	Number of Teachers
Reading/Language Arts	
Mathematics Only	
Science Only	
Both Math and Science	
Civics	
Civics and U.S. History	
U.S. History Only	

Grade 8 Teacher Numbers

Grade 12 schools will be asked for number of economics teachers.

3.2.18 New Schools

Some public school districts with selected schools have been identified as “small districts”. This designation indicates that according to the sample frame (the CCD) there is only one school with the sampled grade in the district. If such a district has another school with the same grade as the sampled school, information about the new school(s) should be obtained by the state coordinator and recorded in the SCS on the New School Form.

The lists of schools sent to state coordinators will have a flag noting these small districts. Likewise, the SCS will indicate which schools are thought to be the only school with the sampled grade in their district. In the panel on the right side of the school edit screen, the system notes, “Completed New School Check”. After confirming with the school or its district that there are no other schools in the district with the sampled grade, the state coordinator will select “Yes” from the drop down list indicating that the check has been completed.

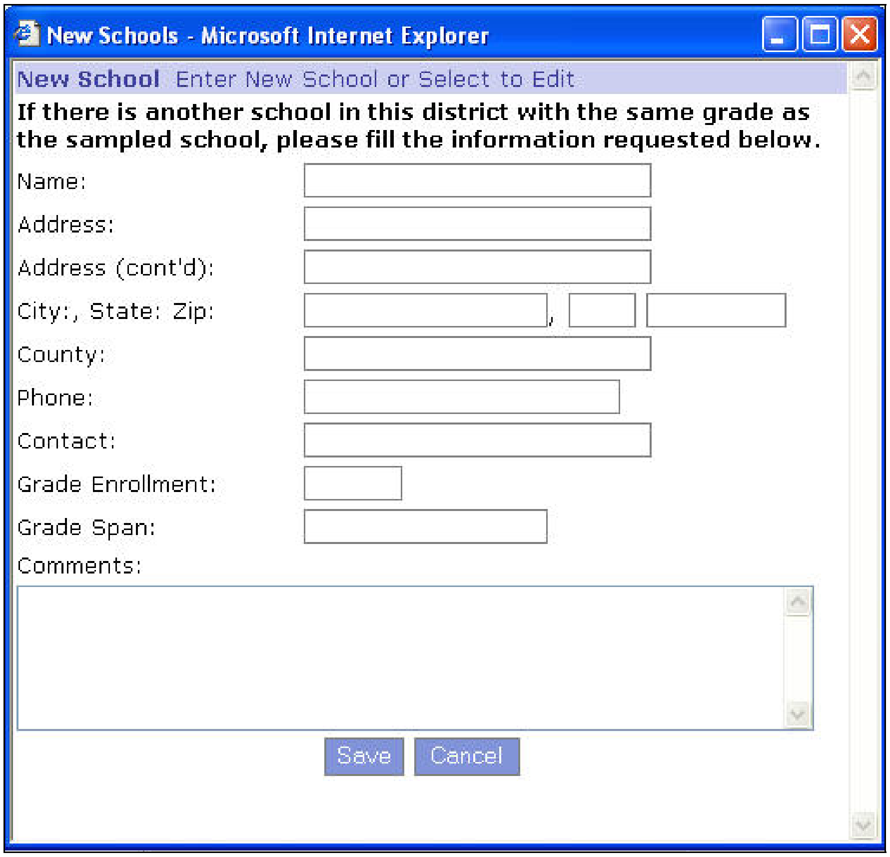
Grade 4 (9210850)

Original School (No Substitute Available)

Completed New School Check: Not Answered

Enrollment

If there is another school (or schools) with the sampled grade, after changing the answer to yes, clicking on the “Add New School” link will access the New School form as shown below.



New School Enter New School or Select to Edit

If there is another school in this district with the same grade as the sampled school, please fill the information requested below.

Name:
Address:
Address (cont'd):
City:, State: Zip:
County:
Phone:
Contact:
Grade Enrollment:
Grade Span:
Comments:

New School Form

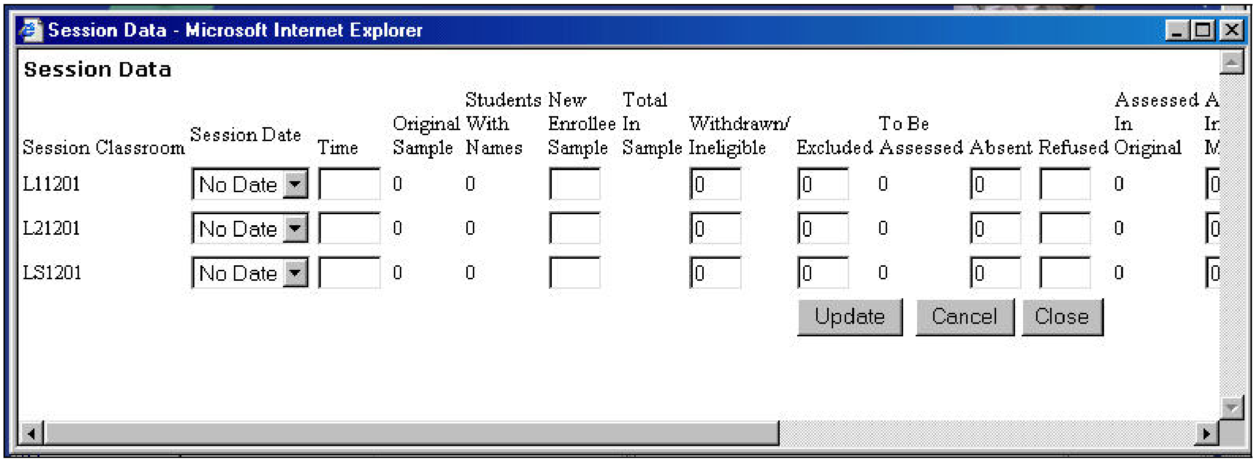
The state coordinator will fill in the name and address of the new school as well as the other contact information. The enrollment (of the sampled grade) and grade span are also important. A comment field is available for recording any information felt to be important or noteworthy.

After this information has been recorded, it will be necessary for NAEP to check to see if this school is actually on the CCD list of schools though incorrectly identified under a different district. It is important that no school have more than one chance of being added to the sample. If the school is found on the CCD, then it was not selected originally and will not now be added to the study. If the school is not on the original list of schools in the CCD, the school will be added to the sample.

Westat will notify the state coordinator when the school can be considered part of the NAEP assessments.

3.2.19 Session Information

After the assessment has been conducted in a school, the NAEP assessment coordinator (or supervisor) will update the session statistics in this part of the system.



Session Classroom	Session Date	Time	Original Sample	Students With Names	New Enrollee Sample	Total In Sample	Withdrawn/ Ineligible	Excluded	To Be Assessed	Absent	Refused	Assessed In Original	A Ir M
L11201	No Date ▾		0	0			0	0	0	0		0	0
L21201	No Date ▾		0	0			0	0	0	0		0	0
LS1201	No Date ▾		0	0			0	0	0	0		0	0

Summary Session Information (Example from NAEP 2004)

Each line represents one "session" as identified by the student information on the corresponding Administration Schedule. Even if sessions are combined (all students listed on 2 or more Administration Schedules are assessed in the same room), the summary boxes at the top of the Administration Schedule should reflect the information (the counts of Administration Codes) for the students on that Administration Schedule and recorded in that way in the SCS.

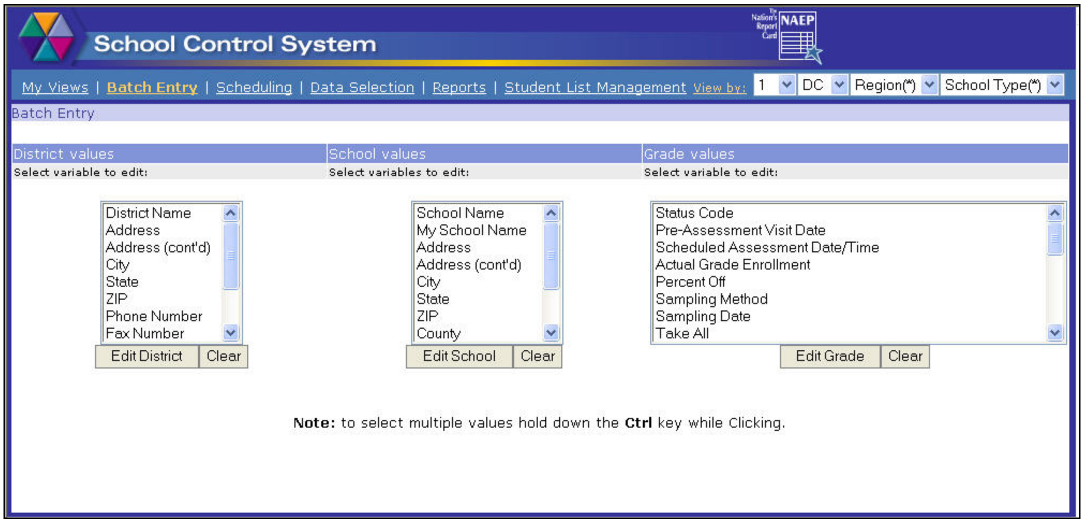
Click on the scroll bar at the bottom of the Session Data window to scroll over to the field out of view. As you will note, several of the fields are calculated as data are entered in the other fields.

Session information should be recorded in this window within 24 hours of completing the assessments in a school.

4 MAKING BATCH ENTRIES

4.1 Overview

This option allows you to make a "batch" of similar entries by working down a list of schools. This can be a time-saver, because it eliminates the need for calling up individual school screens.



Note: to select multiple values hold down the **Ctrl** key while Clicking.

Batch Entry Selection Page

Batch entries can be made to update district information (the first column in the screen shot above), school information (the middle column), or schools' grade fields (the third column).

To use this option, first determine which of the three sets of data you will be updating – district, school, or grade. Then within that column, which field or fields you need to update. Note that it is possible to select more than one field within one set of data, but you can not select one value from each of two columns at the same time. To select multiple fields on one column to update, hold down the **Ctrl** key as you click on the two or more field labels. Don't select District Name or School Name unless you need to make changes to these fields. The district and school names always will be displayed by default.

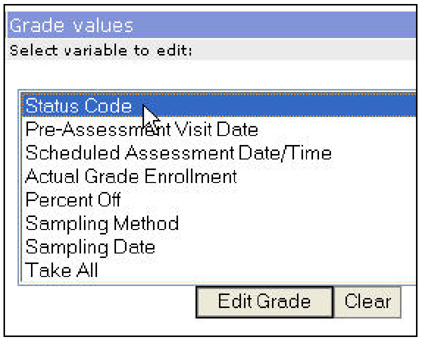
To explain how to use this option, we will work through the steps using an example of updating status codes for several schools.

4.2 Using Batch Entry to Update Status Codes

We will walk through the steps you will follow to update status codes for several schools.

Step 1. Select the value or field to be changed or updated.

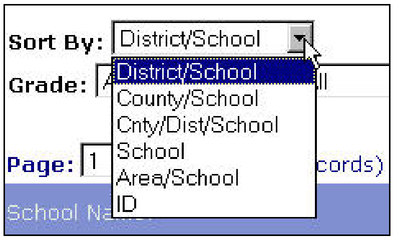
In this case, we select the Status Code value. Then, click on the **Edit Grade** button.



Selecting Status Code to Update

Step 2. Locate the school(s) to be updated.

All schools within the region will be displayed sorted by district. However, if you want to change the list, that option is available.

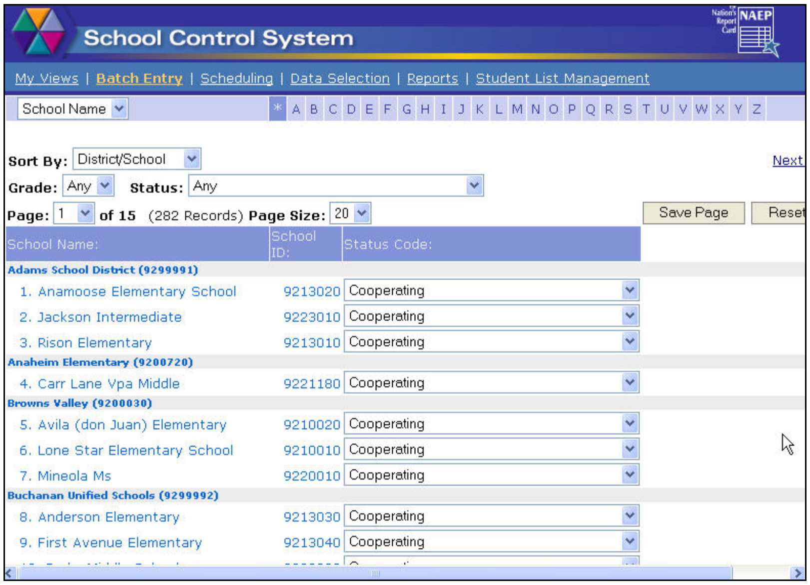


The sort order can be changed to:

- Schools by county,
- Schools by their county and district,
- Alpha sort by school name,
- Schools by their geographical NAEP area, or
- Schools by their NAEP ID.

The list can be subset to only one grade level and also subset to one of the status codes.

A sample of the sort by district (the default) is shown below.



Sort By: District/School
Grade: Any **Status:** Any
Page: 1 **of 15** (282 Records) **Page Size:** 20

School Name:	School ID:	Status Code:
Adams School District (9299991)		
1. Anamoose Elementary School	9213020	Cooperating
2. Jackson Intermediate	9223010	Cooperating
3. Rison Elementary	9213010	Cooperating
Anaheim Elementary (9200720)		
4. Carr Lane Vpa Middle	9221180	Cooperating
Browns Valley (9200030)		
5. Avila (don Juan) Elementary	9210020	Cooperating
6. Lone Star Elementary School	9210010	Cooperating
7. Mineola Ms	9220010	Cooperating
Buchanan Unified Schools (9299992)		
8. Anderson Elementary	9213030	Cooperating
9. First Avenue Elementary	9213040	Cooperating

Batch Entry Updating Status Codes

Using this sort, schools within a district can easily be located. If you want to search for schools beginning with the same letter, use the alpha tabs at the top of the screen.

Step 3. Change or Update the value.

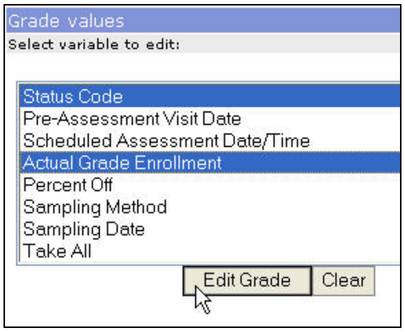
Click on the **Down Arrow** button next to the "Status Code" field for the school, and select the correct status code. As an alternative, with the status field highlighted, if you type the first letter of the status you want entered, the system will display the entire code. Press the **Tab** key to move to the next school.

PLEASE NOTE: After you have updated information on one screen or page, you must click on the Save Page button before going to the next page of listings or returning to the main Batch Entry screen. If you do not, your changes will NOT be saved.

4.3 Using Batch Entry to Update Multiple Fields

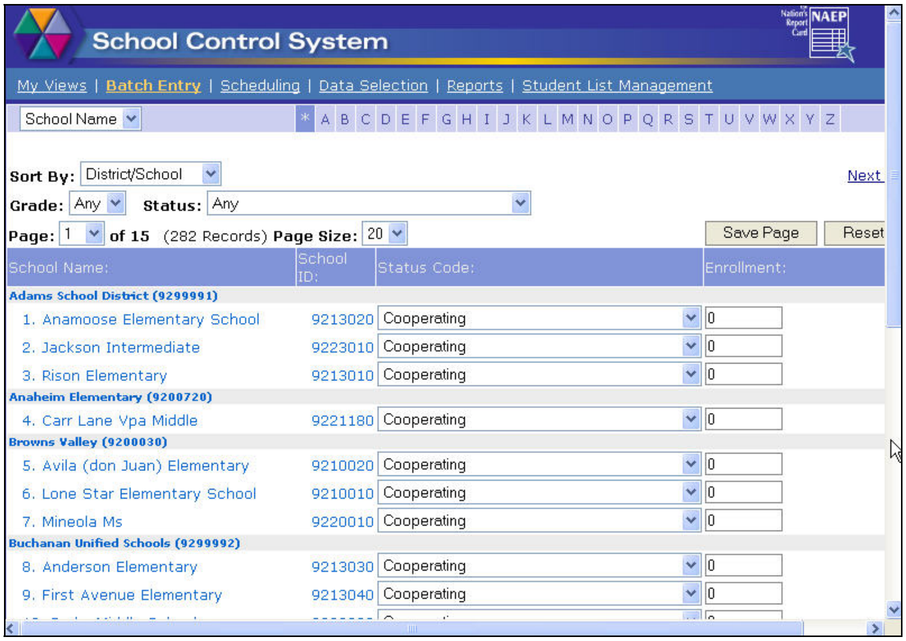
If you want to select more than one field to update, you can do so, but only within one of the values panels – district, school, or grade. You cannot select one value from the school list and one from the grade list.

To select more than one field, click on one field and then, while holding the **control** key, click on the next field. In the example below, we have selected two values in the school files to update – status code and actual grade enrollment.



Batch Entry Multiple Selection

After double checking your selections (remember, you might need to scroll up or down to see that both have been selected), click on the **Edit School** button.



Sort By: District/School
Grade: Any **Status:** Any
Page: 1 **of 15** (282 Records) **Page Size:** 20

School Name:	School ID:	Status Code:	Enrollment:
Adams School District (9299991)			
1. Anamoose Elementary School	9213020	Cooperating	0
2. Jackson Intermediate	9223010	Cooperating	0
3. Rison Elementary	9213010	Cooperating	0
Anaheim Elementary (9200720)			
4. Carr Lane Vpa Middle	9221180	Cooperating	0
Browns Valley (9200030)			
5. Avila (don Juan) Elementary	9210020	Cooperating	0
6. Lone Star Elementary School	9210010	Cooperating	0
7. Mineola Ms	9220010	Cooperating	0
Buchanan Unified Schools (9299992)			
8. Anderson Elementary	9213030	Cooperating	0
9. First Avenue Elementary	9213040	Cooperating	0

Batch Entry Updating Fax Number and School Principal

Both fields will be listed. If the fields are too wide to be displayed on the screen, you may need to scroll to the right.

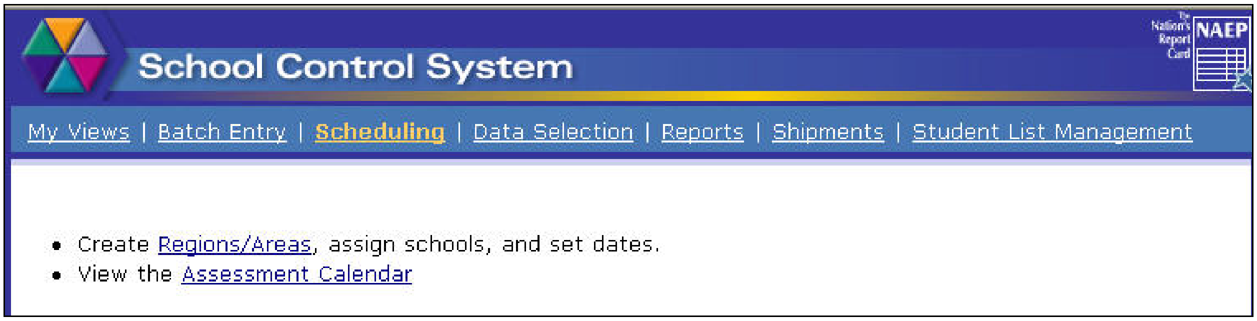
Don't forget to click on the **Save Page** button before leaving the screen. After making your updates, you can return to the main Batch Entry selection screen by selecting Batch Entry from the menu choices at the top of the screen.

5 SCHEDULING

5.1 Overview

Currently, there are two options available when you select the Scheduling menu option.

- An option that field managers have been using for developing regions and areas and assigning assessment dates.
- Viewing the calendar showing assessment dates for your Region/Area; and



- Create Regions/Areas, assign schools, and set dates.
- View the Assessment Calendar

Scheduling Selection Screen

It is unlikely that you will use the assessment date option.

Clicking on “Calendar” will take you to the six-week assessment calendar.

5.2 The Calendar

The schedule for all of the schools in a region and area can be viewed in the calendar. Displayed are the school’s name, number of sessions, the NAEP ID, and the school’s status. The calendar for each region and area you are responsible for should be checked carefully and frequently as you contact schools and discuss assessment dates. Public and nonpublic schools are displayed so you can see the entire schedule for a region and area.

A sample of a calendar is shown below.

Assessment Calendar

1

Mon	Tue	Wed	Thr	Fri
Jan 24	Jan 25	Jan 26 DC Umoja Christian Academy 1111223 Sessions: 1 PreAssessDate: *Pending*	Jan 27 DC Village Leaning Center Public Charter School 1110110 Sessions: 1 PreAssessDate: *Pending* DC Village Leaning Center Public Charter School 1120060 Sessions: 1 PreAssessDate: *Pending*	Jan 28
Jan 31	Feb 1 DC Hine Junior High School 1120220 Sessions: 1 PreAssessDate: *Pending*	Feb 2 DC Marshall Thurgood Elementary 1111160 Sessions: 1 PreAssessDate: *Pending* DC Marshall Thurgood Elementary 1120320 Sessions: 1 PreAssessDate: *Pending*	Feb 3 DC Hardy Middle School 1120310 Sessions: 1 PreAssessDate: *Pending*	Feb 4 DC Slowe Elementary School 1110460 Sessions: 1 PreAssessDate: *Pending*
Feb 7	Feb 8 DC Ludlow Taylor	Feb 9 DC Reed Elementary	Feb 10 DC Takoma Elementary	Feb 11

Sample Assessment Calendar

Field managers, state and TUDA coordinators, and home office staff will be checking the calendars. As you determine that a school is not eligible to participate (closed, does not have the sampled grade, or does not have any grade-eligible students), its status should be updated as soon as possible and its assessment date removed.

Schools will only be displayed on the calendar if they have an assessment date recorded in the SCS and their status code is one of the following: Pending, Pending Cooperation, Cooperating, or Interim Refusal. Once a school's status is changed to a final refusal or ineligible, the school will no longer be displayed on the calendar.

Remember, you cannot actually change any information on the calendar. If you need to record a different assessment date for a school, you will need to go to the school's page and make the change there.

Information displayed on the calendar is:

- School name
- School's NAEP ID
- Number of sessions
- Preassessment date
- School's participation status

The school name is underlined indicating it is a hyperlink. If you want to go directly to a school's information, click on the school name and go to the school edit page.

If you want to print out the calendar, a "printer version" of the calendar is available. You will note in the upper left of the screen is the printer version hyperlink. The result will be more calendar and less header printed out. Return to the previous version by clicking on the link provided at the top of the calendar.

A "List of Events" is also available. This link will take you to a listing of schools for each day. The information will be the same as on the calendar simply organized in a different way as you can see below.

List of Events

1/26/2005	**DC** Umoja Christian Academy 1111223 Pre-Assessment Date: None Sessions: 1 Pending
1/27/2005	**DC** Village Leaning Center Public Charter School 1110110 Pre-Assessment Date: None Sessions: 1 Pending **DC** Village Leaning Center Public Charter School 1120060 Pre-Assessment Date: None Sessions: 1 Pending
2/1/2005	**DC** Hine Junior High School 1120220 Pre-Assessment Date: None Sessions: 1 Pending
2/2/2005	**DC** Marshall Thurgood Elementary 1111160 Pre-Assessment Date: None Sessions: 1 Pending **DC** Marshall Thurgood Elementary

Calendar "List of Events"

6 DATA SELECTION

6.1 Overview

Using this option (previously labeled Mail Merge), an electronic file is created that can be used with another application, such as a word processor to generate individualized letters, mailing labels, etc. Its most powerful application is to generate specialized reports which can be exported and manipulated in Excel if you want to. It is this latter use that you might find of greatest benefit to you.

Using this feature, you will follow up to four steps as you:

1. Select the fields that you want to use;
2. Indicate how you want the data sorted (if necessary);
3. Indicate which of the records you want included (subsetting or filtering, if necessary); and then
4. View the results and create an electronic file of the data to be printed.

If you do not need to sort or subset the data, you can go directly from step 1 to step 4 and see the list of data that you have requested.

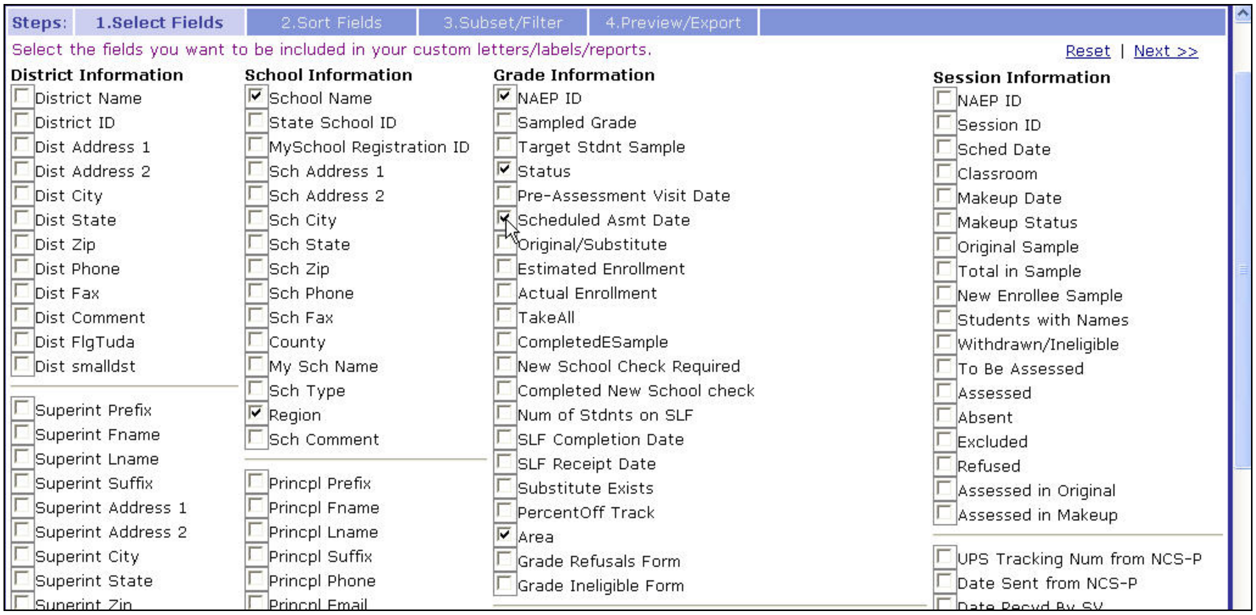
This section will guide you step by step in producing a report that is not available through the system's regular Reports menu option.

6.2 Creating an Area Status Report

In this example, we will walk you through the process of creating a report that recruiting supervisors might find useful. This report will list all of the schools by name and NAEP ID that you are responsible for contacting in an area and will show you the scheduled assessment date for each school as well as its participation status. You will want to produce this report before you begin making your telephone calls for the day to be sure that you have the most up-to-date information for the schools that you are responsible for.

From the menu options at the top of the screen, select Data Selection.

Step 1. Select Fields



Select the fields you want to be included in your custom letters/labels/reports.

District Information
☐ District Name
☐ District ID
☐ Dist Address 1
☐ Dist Address 2
☐ Dist City
☐ Dist State
☐ Dist Zip
☐ Dist Phone
☐ Dist Fax
☐ Dist Comment
☐ Dist FlgTuda
☐ Dist smalldst
☐ Superint Prefix
☐ Superint Fname
☐ Superint Lname
☐ Superint Suffix
☐ Superint Address 1
☐ Superint Address 2
☐ Superint City
☐ Superint State
☐ Superint Zip

School Information
☑ School Name
☐ State School ID
☐ MySchool Registration ID
☐ Sch Address 1
☐ Sch Address 2
☐ Sch City
☐ Sch State
☐ Sch Zip
☐ Sch Phone
☐ Sch Fax
☐ County
☐ My Sch Name
☐ Sch Type
☑ Region
☐ Sch Comment
☐ Princpl Prefix
☐ Princpl Fname
☐ Princpl Lname
☐ Princpl Suffix
☐ Princpl Phone
☐ Princpl Email

Grade Information
☑ NAEP ID
☐ Sampled Grade
☐ Target Stdnt Sample
☑ Status
☐ Pre-Assessment Visit Date
☑ Scheduled Asmt Date
☐ Original/Substitute
☐ Estimated Enrollment
☐ Actual Enrollment
☐ TakeAll
☐ CompletedESample
☐ New School Check Required
☐ Completed New School check
☐ Num of Stdnts on SLF
☐ SLF Completion Date
☐ SLF Receipt Date
☐ Substitute Exists
☐ PercentOff Track
☑ Area
☐ Grade Refusals Form
☐ Grade Ineligible Form

Session Information
☐ NAEP ID
☐ Session ID
☐ Sched Date
☐ Classroom
☐ Makeup Date
☐ Makeup Status
☐ Original Sample
☐ Total in Sample
☐ New Enrollee Sample
☐ Students with Names
☐ Withdrawn/Ineligible
☐ To Be Assessed
☐ Assessed
☐ Absent
☐ Excluded
☐ Refused
☐ Assessed in Original
☐ Assessed in Makeup
☐ UPS Tracking Num from NCS-P
☐ Date Sent from NCS-P
☐ Date Recvd By SV

Data Selection Step 1

As it states at the top of this screen, in Step 1 you will select the fields you want to be included in your report. You will do this by clicking on the name of the field or in the small box in front of it.

For this report, select the following fields:

- School Name
- Region:
- Area;
- NAEP ID;
- Status; and
- Scheduled Assessment Date. (Note that this is not "session" date.)

The order in which you select these fields does not matter. You will set the sort order in the next step.

If you select any fields in the "Grade Information" column, you should also select NAEP ID. If you do not include NAEP ID, the system will include it for each row of data displayed in step 4. Many schools have the same name, but the NAEP IDs will be unique.

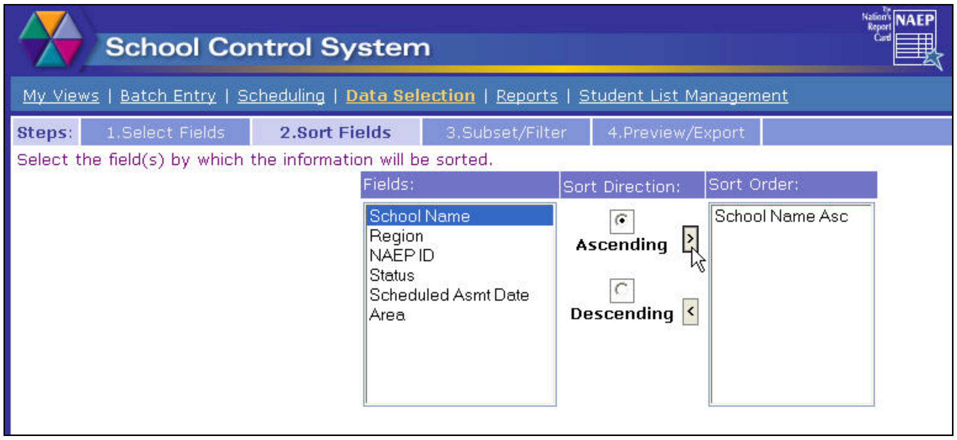
Next, click on the second tab and go to Step 2 in Data Selection.

Step 2. Sort Fields

How do you want the report or list of schools sorted? We will sort the report by school status.

First, put the focus of the computer on the sort field by clicking on Status in the list under “Fields” (on the left of the screen). Next, click on the button with the right arrow (>) to indicate that you want to “send” that field into the box labeled ”Sort Order” (on the right of the screen).

Let’s select school name as our second sort order so that they are in alpha order on the list. Below, both of the selections that we have made are displayed in the “Sort Order” column.



Select the field(s) by which the information will be sorted.

Sort Order: School Name Asc

Step 2: Select Sort Fields

If you make a mistake, or change your mind after copying a field from the list of fields to the “Sort Order” list, click on the field name in the “Sort Order” list and click on the left (<) arrow to remove it from the “Sort Order” list.

When you are finished with your selections here, go to Data Selection Step 3.

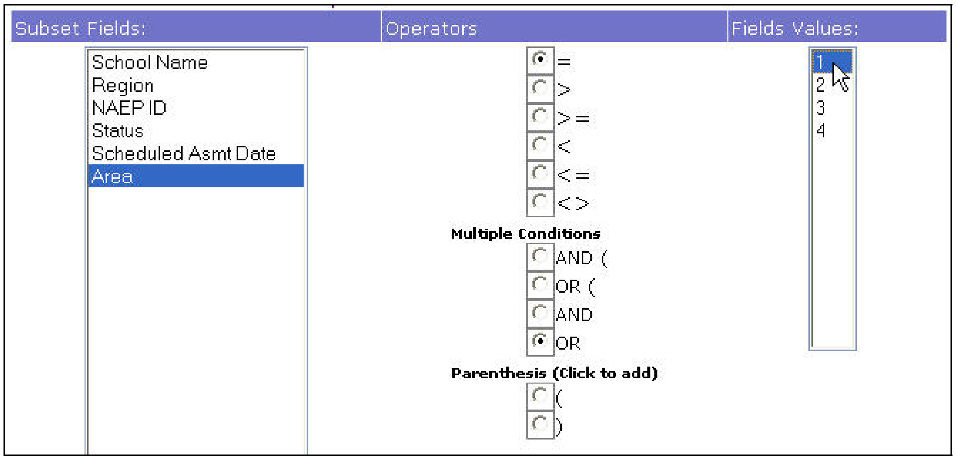
Step 3. Subset File

In this step, you will tell the system that you want a report for only one area. You can come back and create a report for another of your areas after producing the first list.

As this step indicates, you will "subset" or filter the data so that the schools in only one area will be displayed.

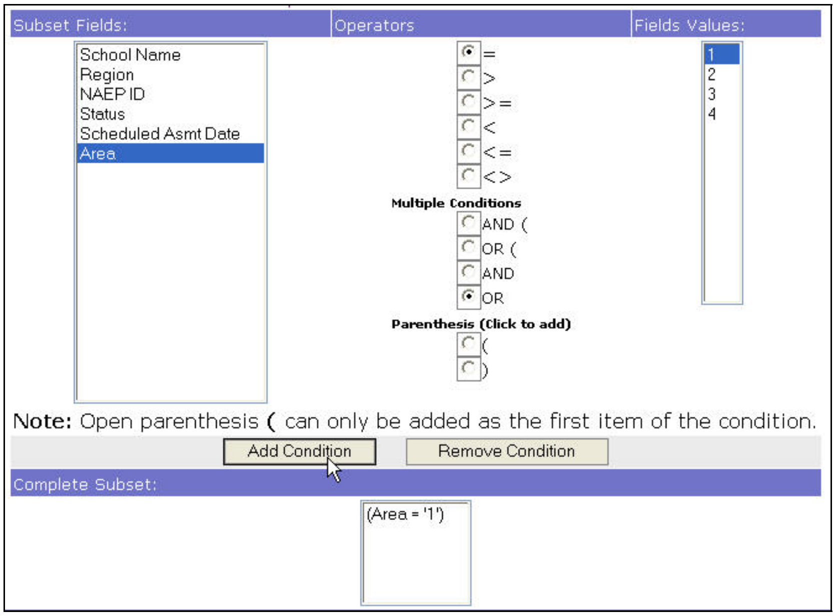
First, select the field "Area" (click on it). In the Field Values panel will be displayed all of the areas for which you are responsible in one region.

What you have created at this point is what you might call a statement or condition. In plain English this is that you want the list to be comprised only of schools for which area equals “1”. You didn’t need to select “equals” since that is the default option. The other symbols are explained below (Section 6.4) if you are not familiar with them.



First part of Step 3

Now, you need to complete the process by adding the statement or condition to the “Complete Subset” box. You do this by clicking on the **Add Condition** button. In the panel under that button you will see the full statement or condition that you have created.



Note: Open parenthesis **(** can only be added as the first item of the condition.

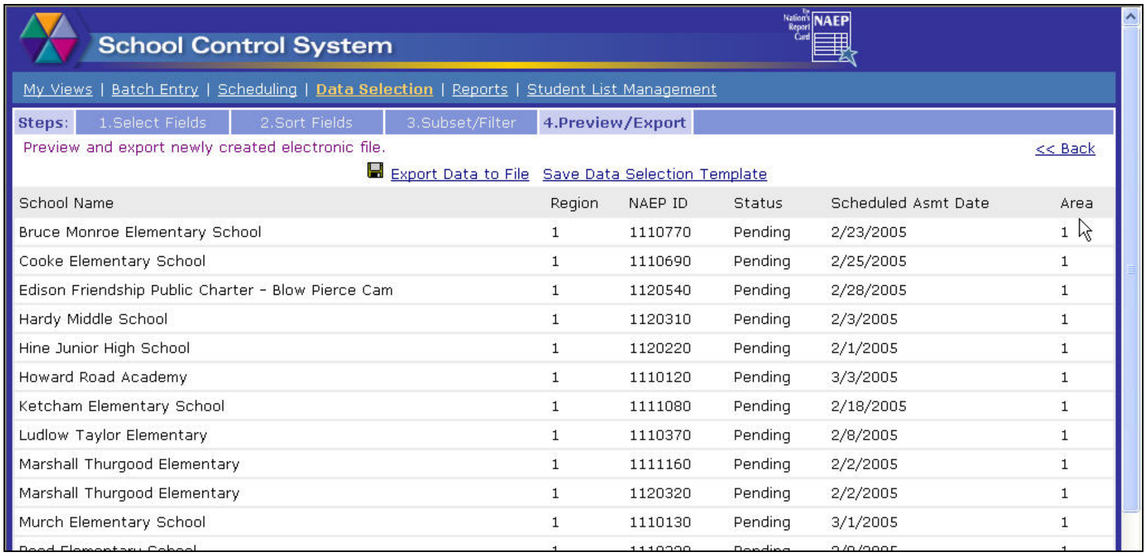
(Area = '1')

Adding the Condition to the Subset

Now we are ready to see the list, so go to step 4.

Step 4. Preview and Saving

Here, you can see the results of your efforts in the proceeding steps before you actually create the electronic file. If you need to modify something, you can go back to Step 3 or Step 2.



Preview and export newly created electronic file.

School Name	Region	NAEP ID	Status	Scheduled Asmt Date	Area
Bruce Monroe Elementary School	1	1110770	Pending	2/23/2005	1
Cooke Elementary School	1	1110690	Pending	2/25/2005	1
Edison Friendship Public Charter - Blow Pierce Cam	1	1120540	Pending	2/28/2005	1
Hardy Middle School	1	1120310	Pending	2/3/2005	1
Hine Junior High School	1	1120220	Pending	2/1/2005	1
Howard Road Academy	1	1110120	Pending	3/3/2005	1
Ketcham Elementary School	1	1111080	Pending	2/18/2005	1
Ludlow Taylor Elementary	1	1110370	Pending	2/8/2005	1
Marshall Thurgood Elementary	1	1111160	Pending	2/2/2005	1
Marshall Thurgood Elementary	1	1120320	Pending	2/2/2005	1
Murch Elementary School	1	1110130	Pending	3/1/2005	1

Preview of Report – Step 4

If your report looks all right, select the "Save Data Selection Template" option at the top of the screen. This will allow you to save the report format in the new "My Data Selections" tab so that you can very quickly recreate the report for this area any time you want to run it again on up-to-date data.

When you click on Save Data Selection Template, a small dialog box will open giving you the opportunity to give your report a name. Enter the name and click on **Save**.

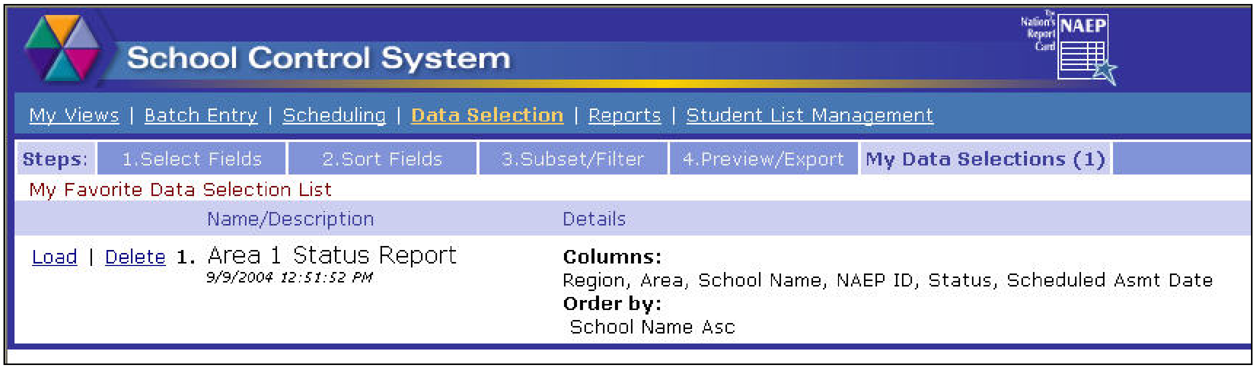
Description: Area 1 Status Report

Naming and Saving Custom Data Selection

You should print out this report before going any farther. Click on the print icon at the top of the screen (being sure that your printer is connected and turned on.)

Web sites unfortunately do not always print out very well. It is quite possible that, at a page break, part of a line will print at the bottom of one piece of paper and part of it on the top of the next page. An option would be to save or "export" the report to an Excel file and print it from Excel. (See Section 6.5)

Now that you have saved this report as one of your data selections, you can access it any time you need to by clicking on the My Data Selection tab. Below is an example of how the listing of saved data selections will be displayed.



1. Area 1 Status Report
9/9/2004 12:51:52 PM

Columns:
Region, Area, School Name, NAEP ID, Status, Scheduled Asmt Date
Order by:
School Name Asc

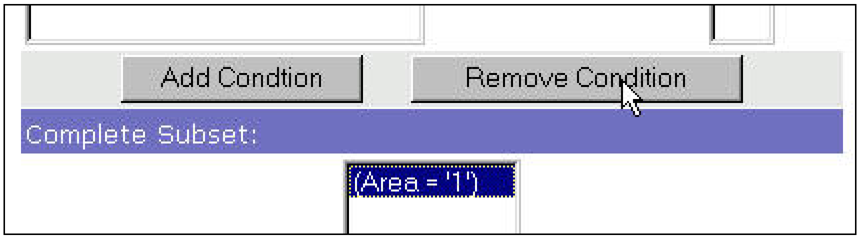
My Data Selections

Select **Load** to get a report showing you the most recent report of the status codes and assessment dates for Area 1.

6.3 Creating an Area Status Report for another area.

If you want to create a status report for another area, you can easily do so. Go back to step 1 of the Data Selection process by clicking on the tab labeled Step 1 Select Fields. As you will see, the fields that you originally selected will still be selected. Go through the steps until you get to the step 3 so that you can select a different Area for your next report.

In Step 3, you will need to remove the condition Area = 1 so that you can create a new condition of Area = 2. To do this, highlight the condition you created for the first report and then click on the **Remove Condition** button.



(Area = '1')

Removing the Condition "Area=1"

Then, return to the top part of the screen and create the condition Area = 2 and click on the **Add Condition** button.

Then, in step 4, if the report looks right, you can save it in My Data Selections. This time, you should save it as “Area 2 Status Report”.

6.4 Explanation of Data Selection Symbols

If you are not familiar with the symbols used in Step 3, subsetting the fields, they are explained below.

=	Equals (the default)
>	Greater than
>=	Greater than or equal to
<	Less than
<=	Less than or equal to
<>	Does not equal

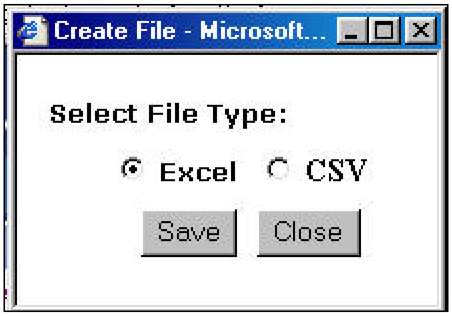
If you are familiar with these mathematical symbols, you are also aware that they are not displayed completely accurately within the SCS. However, it is not always possible to use the actual mathematical symbols when designing screens such as this.

The other symbols are for use by those with programming backgrounds who will produce more complex “conditions.”

6.5 Export Data

After you have created a report with Data Selection, you can save the entire report in an Excel file. While the option discussed in Step 4 (section 6.3) saves the format (“condition”), the “Export Data” option saves the actual data that you have put in a report.

With the report displayed in Step 4 of the Data Selection steps, click on the “Export Data” link at the top of the screen. A small dialog box will appear asking if you want to save an Excel or CSV file.

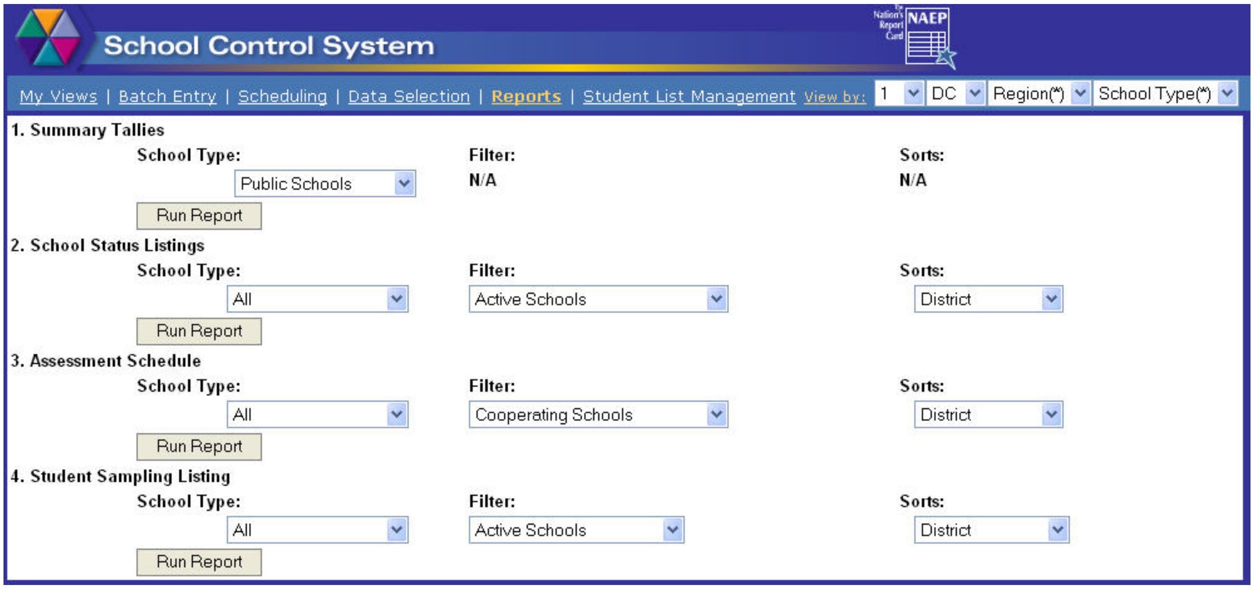


Excel is the default. The file type CSV (for “comma separated values”) is a format that can be used by a wide variety of applications (including Excel). Saving the file in Excel will make it immediately available to you.

7 REPORTS

7.1 Overview

On the menu options at the top of the SCS screen, click on Reports and you can select which report you want to work with as you see below.



1. Summary Tallies
School Type: Public Schools
Filter: N/A
Sorts: N/A

2. School Status Listings
School Type: All
Filter: Active Schools
Sorts: District

3. Assessment Schedule
School Type: All
Filter: Cooperating Schools
Sorts: District

4. Student Sampling Listing
School Type: All
Filter: Active Schools
Sorts: District

Report Menu

Filter and sort options are available for all except the first, summary report. There is no sort available for it, but you can select the school type (as explained below) and elect to see just one region or all regions for which you are responsible.

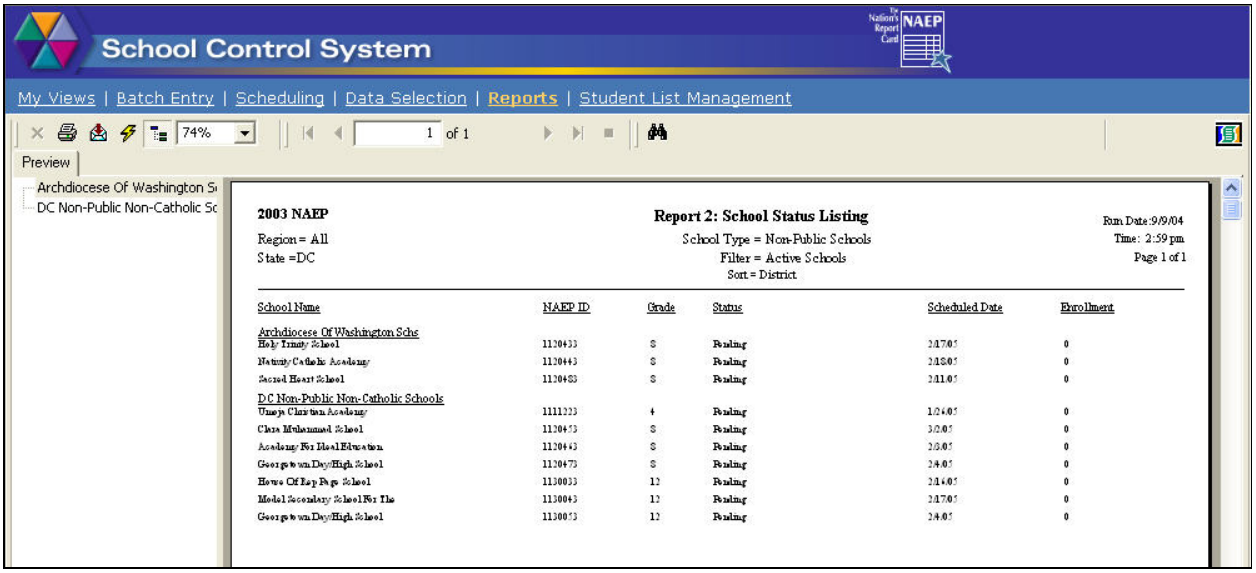
To run a report, first select the “school type” that you want. The options are:

All	All public and non-public schools in the area and region.
Public	Only the public schools.
Non-Public	Only the non-public schools.
District	Only the schools participating in the Trial Urban District Assessment (TUDA) if there are any in your region.

After selecting the school type, set the filter and sort options (explained below), and click on the **Run** button. After the report is “run”, it will be displayed on the screen. If you want to print the report, you must do so before closing the report (see below). The reports can also be saved as Word files or as Excel files.

7.1.1 Viewing Reports

Below is an example of Report 2 for nonpublic schools viewed on the screen.



2003 NAEP
Region = All
State =DC

Report 2: School Status Listing
School Type = Non-Public Schools
Filter = Active Schools
Sort = District

Run Date:9/9/04
Time: 2:59 pm
Page 1 of 1

School Name	NAEP ID	Grade	Status	Scheduled Date	Enrollment
Archdiocese Of Washington Schs					
Holy Trinity School	1120433	8	Pending	2/17/05	0
Nativity Catholic Academy	1120443	8	Pending	2/18/05	0
Sacred Heart School	1120483	8	Pending	2/11/05	0
DC Non-Public Non-Catholic Schools					
Umoja Christian Academy	1111223	4	Pending	1/26/05	0
Clara Muhammad School	1120453	8	Pending	3/2/05	0
Academy For Ideal Education	1120463	8	Pending	2/8/05	0
Georgetown Day/High School	1120473	8	Pending	2/4/05	0
House Of Rep Page School	1130033	12	Pending	2/16/05	0
Model Secondary School For The	1130043	12	Pending	2/17/05	0
Georgetown Day/High School	1130053	12	Pending	2/4/05	0

Report 2

The reports have a different look for NAEP 2003. On the left, the Preview pane shows you the list of districts by which the report was sorted. If you click on one of the district/county names, the system will jump to that part of the report.

For this report, we had selected the following criteria:

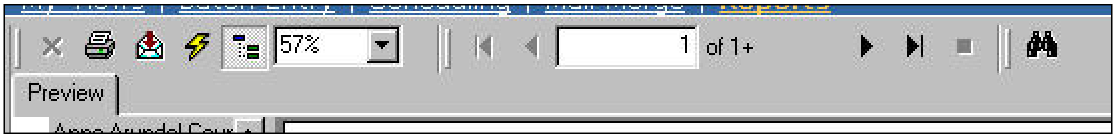
School type = Non-public schools
Filter = All schools (pending, cooperating, refusing, etc.)
Sort = District

The report menu bar is explained in the following section.

The default size for the report is for it to be seen without having to scroll across the screen. The size can be increased as explained below if you cannot read the report.

7.1.2 Report Menu Bar

The menu bar at the top of the report screen is shown below with explanations for each of the icons. When you pause the mouse pointer over an icon, its label is displayed. Some of these are more fully discussed in the following sections.



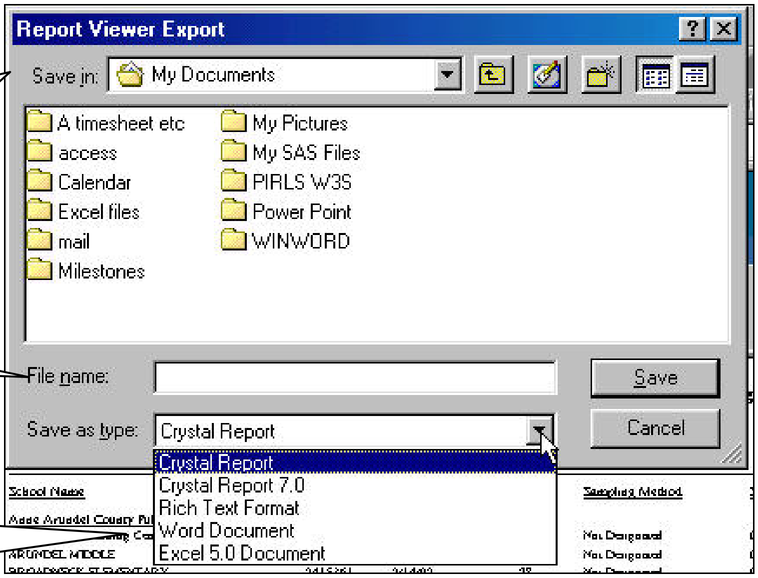
X --	The first icon (an X) is inactive.
Printer --	Use this icon if you want to print the report.
Envelope --	Use this icon, labeled “Export Report”, to save the report to your hard drive.
Lightning bolt --	This icon will not be used.
“Toggle Group Tree” --	When you click on this icon, the “Preview” panel on the left closes. Click the icon again to reveal the Preview pane.
X% --	The size of the report as you see it. You can change the size by clicking on the down arrow next to this field.

The next series of icons allow you to move from page to page, to jump to the last page of the report by clicking on this icon ⏭. After you have moved beyond page 1, the left facing arrows become active so that you can go back one page at a time or jump to the first page. Click in the field with the page number and change the number to jump directly to a page.

The search icon will function in the reports. If you want to find one particular school in the list, for example, click on the icon and enter the school’s name. The system will jump to that school and outline its name on the report.

7.1.3 Exporting Reports

The report that you are looking at can be “exported to” or saved on your hard disk. As shown below, after you click on the envelope icon, a dialog box will appear allowing you to name the file, select what type of file you want it to be (a Word or Excel file, for example), and where the file will be saved.



The folder or subdirectory in which the file will be saved will depend on the default setting of your computer.
Change this by clicking on the down arrow.

You will need to name the file.

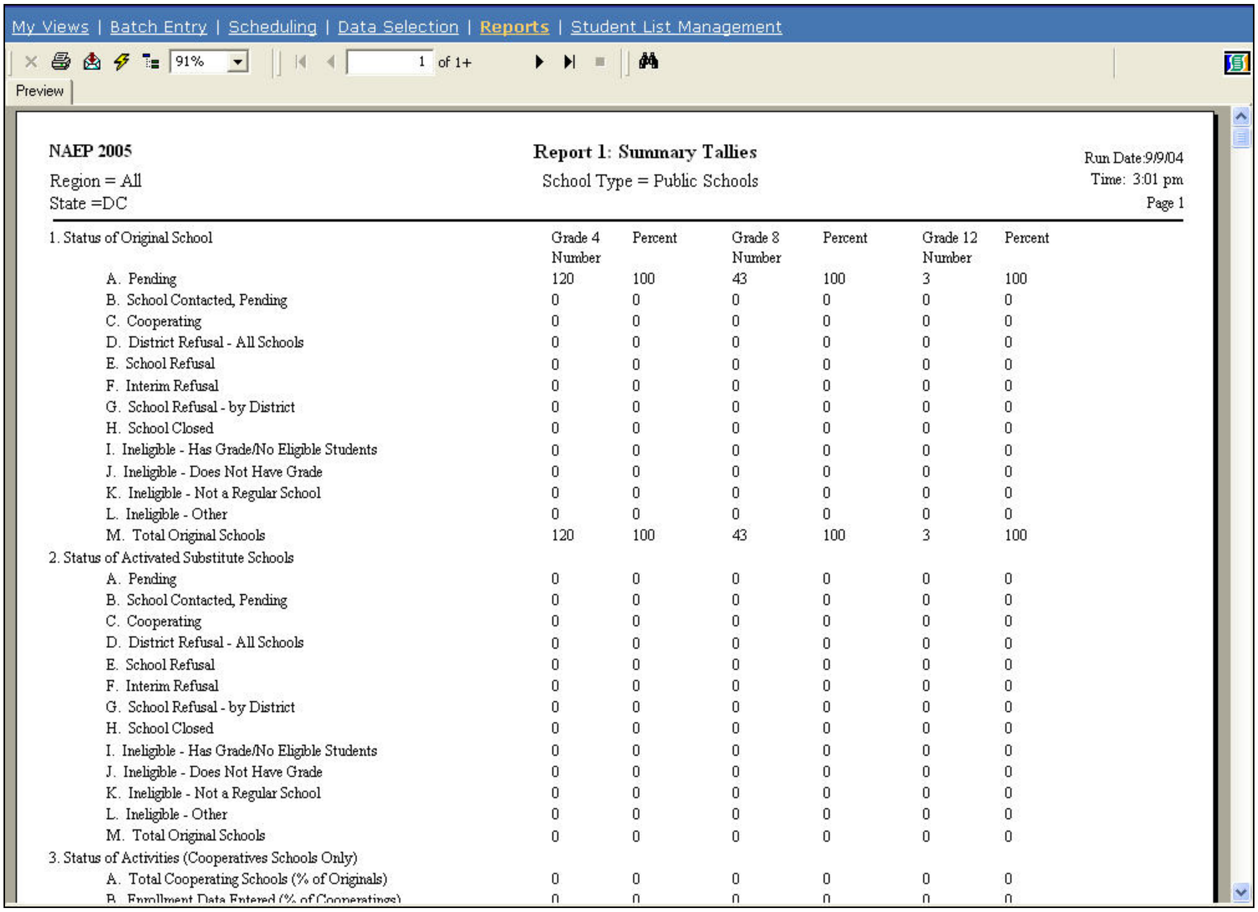
If you save the file in Word, there will be no heading information. Excel may be a better choice.

7.2 Report 1: Summary Tallies

This report (shown below) provides summary numbers on the status of the recruitment activities for all sampled schools in a region. This report summarizes the participation status of all originally sampled schools as well as the status of activated substitute schools.

The report provides a breakdown of the participation status for all three grades including unweighted response rates and indicates the progress you have made in entering enrollment information and sampling related information.

To accommodate the number of columns in the report, it prints in landscape on two pages. (You do not need to do anything different to the paper as it feeds into the printer.)



NAEP 2005
Region = All
State =DC

Report 1: Summary Tallies
School Type = Public Schools

Run Date:9/9/04
Time: 3:01 pm
Page 1

1. Status of Original School	Grade 4 Number	Percent	Grade 8 Number	Percent	Grade 12 Number	Percent
A. Pending	120	100	43	100	3	100
B. School Contacted, Pending	0	0	0	0	0	0
C. Cooperating	0	0	0	0	0	0
D. District Refusal - All Schools	0	0	0	0	0	0
E. School Refusal	0	0	0	0	0	0
F. Interim Refusal	0	0	0	0	0	0
G. School Refusal - by District	0	0	0	0	0	0
H. School Closed	0	0	0	0	0	0
I. Ineligible - Has Grade/No Eligible Students	0	0	0	0	0	0
J. Ineligible - Does Not Have Grade	0	0	0	0	0	0
K. Ineligible - Not a Regular School	0	0	0	0	0	0
L. Ineligible - Other	0	0	0	0	0	0
M. Total Original Schools	120	100	43	100	3	100
2. Status of Activated Substitute Schools						
A. Pending	0	0	0	0	0	0
B. School Contacted, Pending	0	0	0	0	0	0
C. Cooperating	0	0	0	0	0	0
D. District Refusal - All Schools	0	0	0	0	0	0
E. School Refusal	0	0	0	0	0	0
F. Interim Refusal	0	0	0	0	0	0
G. School Refusal - by District	0	0	0	0	0	0
H. School Closed	0	0	0	0	0	0
I. Ineligible - Has Grade/No Eligible Students	0	0	0	0	0	0
J. Ineligible - Does Not Have Grade	0	0	0	0	0	0
K. Ineligible - Not a Regular School	0	0	0	0	0	0
L. Ineligible - Other	0	0	0	0	0	0
M. Total Original Schools	0	0	0	0	0	0
3. Status of Activities (Cooperatives Schools Only)						
A. Total Cooperating Schools (% of Originals)	0	0	0	0	0	0
B. Enrollment Data Entered (% of Cooperatings)	0	0	0	0	0	0

Report 1

7.2.1 Interpreting the Report

Report 1 is divided into four sections briefly explained below:

- Status of Original Schools
- Status of Activated Substitute Schools
- Status of Activities (Cooperating Schools Only)
- All School Summary

7.2.2 Status of Original Schools

This section gives the distribution of participation status codes assigned to all schools in the original sample for all three grades. Activated substitutes are not included.

The base of the percentages is the total number of sampled schools in the original sample at that grade. Initially, the status for all schools is set to Pending.

7.2.3 Status of Activated Substitute Schools

If you have activated any substitutes, a distribution of their status codes appears here.

7.2.4 Status of Activities (Cooperating Schools Only)

This portion of the report focuses on the progress made with cooperating schools.

- Total Cooperating Schools. This number is the same as reported in 1C.
- Enrollment Data Entered shows the number and percentage of cooperating schools for which enrollment information has been entered.
- Scheduled Date Entered shows the number and percentage of cooperating schools for which an assessment date is present for all sessions.
- Sampling Completed shows the number and percentage of cooperating schools for which sampling has been completed within the Student Data System or at Westat.

Note: If the region has schools sampled for multiple grades, these schools will be tallied separately in the three columns (Grades 4, 8, and 12) of this report. Accordingly, summing the corresponding entries across grades will yield totals higher than the number of sampled schools in the region.

7.2.5 All School Summary

This section of the report brings together information about original and substitute schools:

- Total Pending Schools equals the sum of original and substitute pending (1A + 2A).
- Total Cooperating Schools equals the sum of original and substitute cooperating (1C + 2C).
- Unweighted Response Rate Before Substitution is a measure of school cooperation similar to that calculated in the final reports provided by NAEP. The response rate before substitution is calculated as follows **using only schools in the original sample**.

$$\frac{\text{\# COOPERATING SCHOOLS}}{\text{\# PENDING + \# COOPERATING + \# REFUSING SCHOOLS}}$$

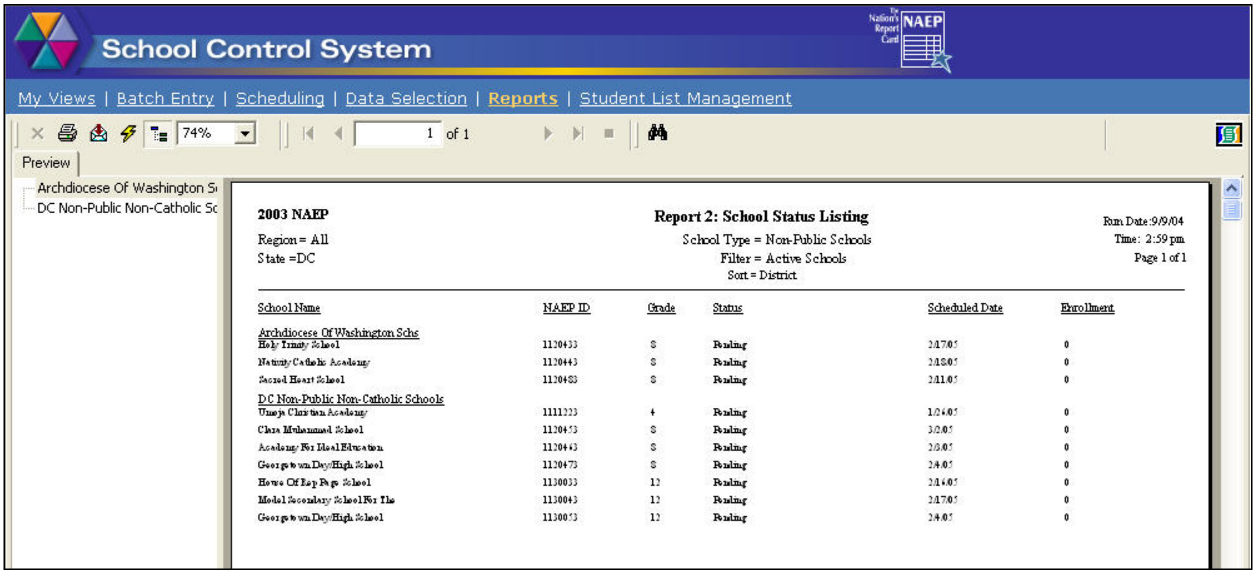
- Unweighted Response Rate After Substitution. The after-substitution response rate uses the same formula as the before-substitution rate except that the numerator includes the number of original cooperating schools plus the number of cooperating substitutes.

- Weighted Response Rate Before Substitution. These are calculated the same as the unweighted rates with the addition of a statistical weighting factor that is applied to all schools.

- Weighted Response Rate After Substitution. These are calculated the same as the unweighted rates with the addition of a statistical weighting factor that is applied to all schools.

- Original Refusals Without Substitutes. This item tallies the number of original sample refusals for which a substitute grade is not available.

7.3 Report 2: School Status Listing



2003 NAEP
Region = All
State =DC

Report 2: School Status Listing
School Type = Non-Public Schools
Filter = Active Schools
Sort = District

Run Date:9/9/04
Time: 2:59 pm
Page 1 of 1

School Name	NAEP ID	Grade	Status	Scheduled Date	Enrollment
Archdiocese Of Washington Schs					
Holy Trinity School	1120433	8	Pending	2/17/05	0
Nativity Catholic Academy	1120443	8	Pending	2/18/05	0
Sacred Heart School	1120483	8	Pending	2/11/05	0
DC Non-Public Non-Catholic Schools					
Umoja Christian Academy	1111223	4	Pending	1/24/05	0
Clara Muhammad School	1120453	8	Pending	3/2/05	0
Academy For Ideal Education	1120463	8	Pending	2/3/05	0
Georgetown Day/High School	1120473	8	Pending	2/4/05	0
House Of Rep Page School	1130033	12	Pending	2/16/05	0
Model Secondary School For The	1130043	12	Pending	2/17/05	0
Georgetown Day/High School	1130053	12	Pending	2/4/05	0

Report 2

This report is useful as a general reference for reviewing information about sampled schools. A variety of filters and sorting options (described below) are available. For each school, the report lists:

- The district (or county, depending on the sort selected) in which the school is located;

- The school name and NAEP ID;

- The current participation status;

- The scheduled assessment date; and
- The enrollment for the sampled grade (based on your entry).

To access the filter and sort options, click on the down arrow next to the appropriate box.

7.3.1 Report Filters

The filter options for Report 2 are:

Filter	**Effect on Report**
Active Schools	All active schools in the original sample as well as activated substitute schools will be listed.
Original Schools	All schools in the original sample will be listed.
Substitute schools	All substitutes that have been activated by the refusal of original schools will be listed.
Pending Schools	All original and substitute schools with a status of pending will be listed.
Cooperating Schools	All original and substitute schools with a status of cooperating will be listed.
Cooperating/ Pending Schools	All original and substitute schools with a status of pending or cooperating will be listed.
Refusal Schools	All original and substitute school with refusals at the district-level, school-level, or districts refusing for a specific school will be listed.

7.3.2 Report Sorting Options

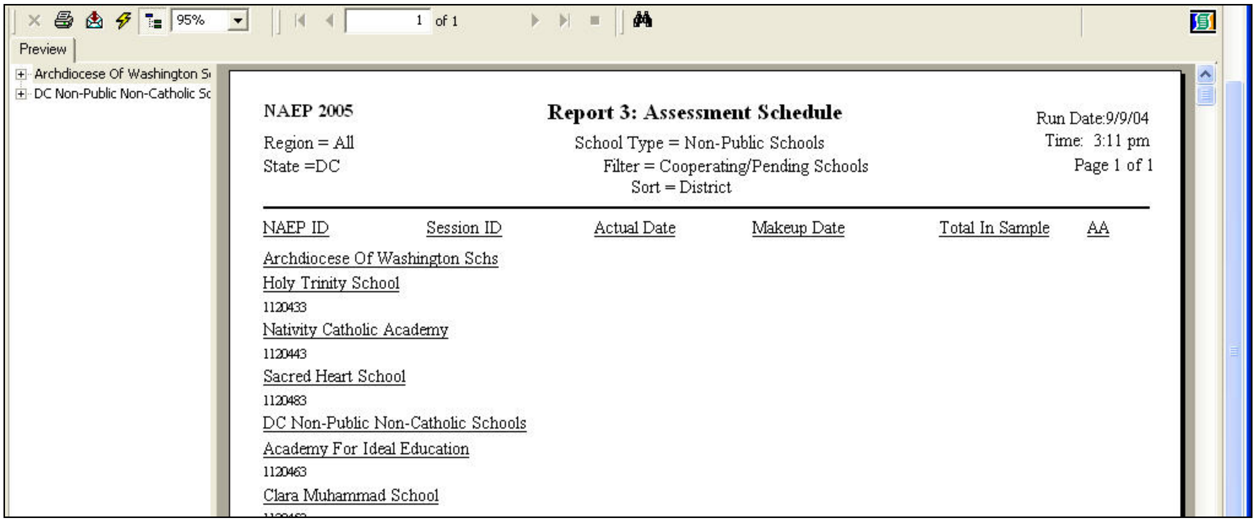
Report 2 may be sorted in any of the following ways to meet a specific requirement:

Sort	**Effect on Report**
District	Schools are listed in alphabetical order under district header lines. Districts appear in alphabetical order.
County	Schools are listed in alphabetical order under county header lines. Counties appear in alphabetical order.
School	Schools are listed in alphabetical order (no header line.)
Status	Schools are listed in alphabetical order under status code header lines.

NAEP ID	Schools are listed in order of their NAEP ID number.
Area	Schools are listed in order of their area assignment.
School Type	Schools are listed in order of their type

Note: Report 2 is a grade-level report. Schools sampled for both 4th and 8th grades, for example, will be listed twice on this report.

7.4 Report 3: Assessment Schedule



NAEP 2005

Report 3: Assessment Schedule

Run Date:9/9/04
Time: 3:11 pm
Page 1 of 1

Region = All
State =DC

School Type = Non-Public Schools
Filter = Cooperating/Pending Schools
Sort = District

NAEP ID	Session ID	Actual Date	Makeup Date	Total In Sample	AA
Archdiocese Of Washington Schs					
Holy Trinity School					
1120433					
Nativity Catholic Academy					
1120443					
Sacred Heart School					
1120483					
DC Non-Public Non-Catholic Schools					
Academy For Ideal Education					
1120463					
Clara Muhammad School					

Report 3

This report is useful for reviewing the assessment schedule.

For each cooperating or pending school, the report lists:

- The school name and NAEP ID number for the sampled grade;
- The session ID for each session;
- The actual assessment date(s) and time(s) for each session;
- The makeup date (if needed); and
- The number sampled.

7.4.1 Report Filters

Filters that may be selected to restrict the output of this report are:

Filter	Effect on Report
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating/ Pending	All cooperating and pending schools will be listed.

7.4.2 Report Sorting Options

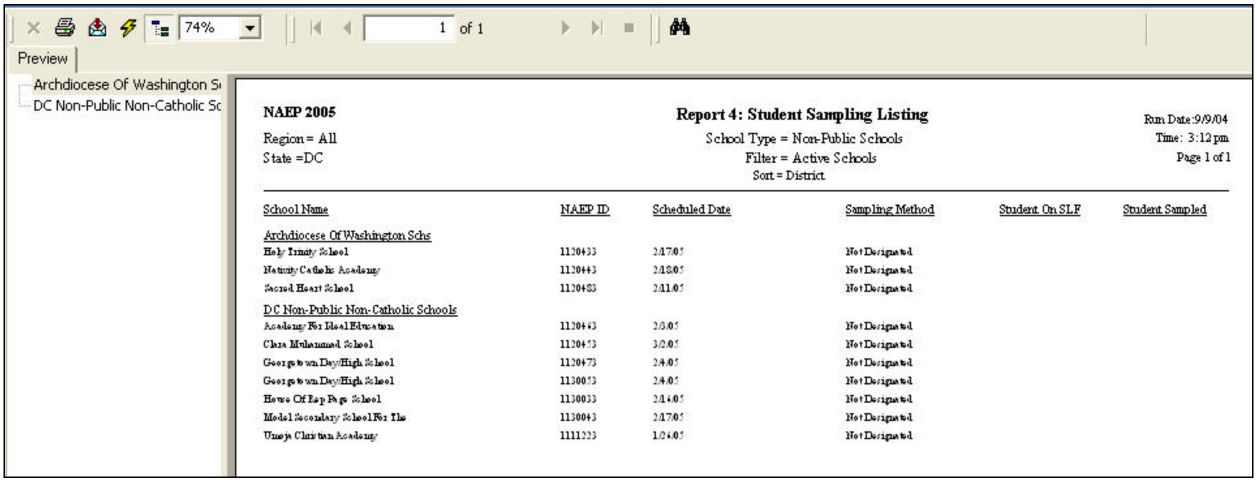
Report 3 may be sorted in any of the following ways:

Sort	Effect on Report
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Status	Sessions are listed in order of their status code.
Date	Assessment date. Sessions are listed in school order under assessment date header lines.
NAEP ID	Schools are listed in order of their NAEP ID number.
State School ID	Sessions are listed in State School ID order.
Area	Sessions are listed in area order.

7.5 Report 4: School Sampling Listing

This report lists cooperating schools and the procedure that will be followed to sample the students – electronic file or manual sampling at the school (with the SLF).

An example of how Report 4 will look is shown below:



NAEP 2005
Region = All
State =DC

Report 4: Student Sampling Listing
School Type = Non-Public Schools
Filter = Active Schools
Sort = District

Run Date:9/9/04
Time: 3:12 pm
Page 1 of 1

School Name	NAEP ID	Scheduled Date	Sampling Method	Student On SLF	Student Sampled
Archdiocese Of Washington Schs					
Holy Trinity School	1120433	2/17/05	Not Designated		
Nativity Catholic Academy	1120443	2/18/05	Not Designated		
Sacred Heart School	1120483	2/11/05	Not Designated		
DC Non-Public Non-Catholic Schools					
Academy For Ideal Education	1120463	2/8/05	Not Designated		
Clara Muhammad School	1120453	3/2/05	Not Designated		
Georgetown Day/High School	1120473	2/4/05	Not Designated		
Georgetown Day/High School	1130053	2/4/05	Not Designated		
House Of Rep Page School	1130033	2/16/05	Not Designated		
Model Secondary School For The	1130043	2/17/05	Not Designated		
Umoja Christian Academy	1111223	1/26/05	Not Designated		

Report 4

The report shows the sampling "Method" or procedure to be followed in each cooperating school. This information will usually be updated by the home office. Additionally, the report shows the area, number of eligible students, and number sampled.

7.5.1 Report Filters

Filters that may be selected to restrict the output of this report are:

Filter	Effect on Report
Active	All active schools will be listed.
Not Designated	Schools for which the method has not been updated.
E-File by State	Schools for which the state has notified Westat they will submit a file for all schools.
E-File by District	Schools for which the district has notified Westat they will submit a file for all schools.
E-File by School	Schools that have at least started the E-Filing process.
SDS in State Office	Schools that have submitted lists to the state coordinator.
SDS in Home/Hotel	Schools that have submitted lists to the superivsor.
SDS in School	Schools that have not submitted lists and will need to be sampled in the school.

7.5.2 Report Sorting Options

Report 4 may be sorted in any of the following ways:

Sort	**Effect on Report**
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Status	Schools are listed in order of their status.
NAEP ID	Schools are listed in order of their NAEP ID number.
Date	Schools are listed in order of their assessment date.
NAEP ID	Schools are listed in order of their NAEP ID
State School ID	Schools are listed in order of the State School ID
Area	Schools are listed in order of their area.
Method	Schools are listed in order of their student sampling method.

8 SHIPMENTS

Pearson is working on an on-line materials shipment tracking system that can be accessed by NAEP field staff as well as home office staff. The target date for this to be available is early December 2004.

When this system is available, documentation will be provided to you.

9 Student List Management

9.1 Introduction

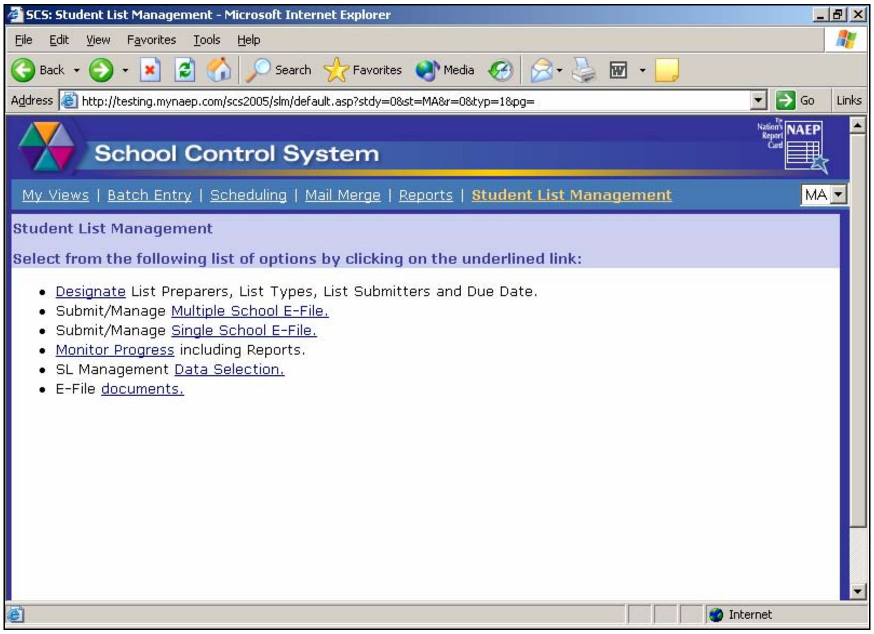
The Student List Management (SLM) option of the SCS is a new option that enables state and TUDA coordinators to perform the following tasks:

- Assign the responsibility for compiling the list of students for hard copy or electronic filing (E-Filing);
- Assign the responsibility for submitting the list of students;
- Verify the E-File data;
- Monitor the progress of E-Filing;
- Display reports and lists that facilitate E-Filing;
- Select and download data for review.

You will want to refer to this option as you monitor the progress of student list submission for the schools (public and nonpublic) in your region.

9.2 Overview of the Designation Process

The first step in the E-Filing process is to designate the List Preparers, List Types, List Submitters and Due Dates. To do this, the coordinator will select the first bulleted option, Designate, from the SLM Main Menu.



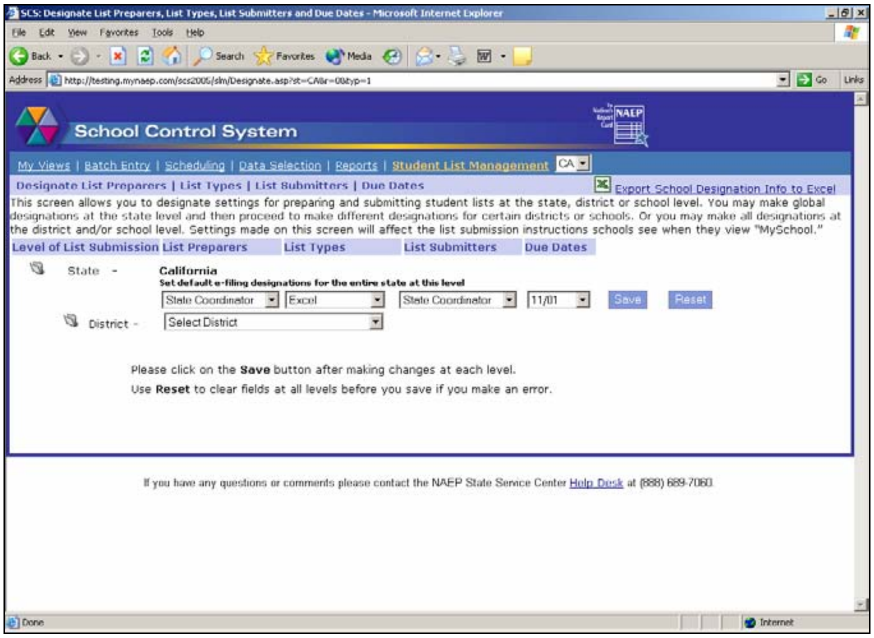
Student List Management

Select from the following list of options by clicking on the underlined link:

- Designate List Preparers, List Types, List Submitters and Due Date.
- Submit/Manage Multiple School E-File.
- Submit/Manage Single School E-File.
- Monitor Progress including Reports.
- SL Management Data Selection.
- E-File documents.

The Main Menu Screen of the SLM

This will display the fields for the List Preparers, List Types, List Submitters, and Due Dates.



This screen allows you to designate settings for preparing and submitting student lists at the state, district or school level. You may make global designations at the state level and then proceed to make different designations for certain districts or schools. Or you may make all designations at the district and/or school level. Settings made on this screen will affect the list submission instructions schools see when they view "MySchool."

Level of List Submission	List Preparers	List Types	List Submitters	Due Dates
State -	**California** **Set default e-filing designations for the entire state at this level** State Coordinator	Excel	State Coordinator	11/01
District -	Select District			

Please click on the **Save** button after making changes at each level.

Use **Reset** to clear fields at all levels before you save if you make an error.

If you have any questions or comments please contact the NAEP State Service Center Help Desk at (888) 689-7060.

List Preparers, List Types, List Submitters, and Due Dates Screen

The purpose of this screen is to allow state and TUDA coordinators to change the default setting for schools in their states and districts. The default is to allow schools to choose whether to electronically file student lists prior to November 19th, or to provide hard-copy listings of student names to the state coordinator.

It is important to note that coordinators do not have to change the default designation. However, if they want to do state- or district-level E-Filing, or change settings for a specific district or school, they must use this screen to make these designations before they mail information to the schools that will encourage schools to register for their MySchool site.

The choices made on this designation screen affect the text that is displayed on MySchool Step 2 under "Student List Status." If a coordinator uses the designation screen to set up state-wide E-Filing, the message that appears on MySchool will explain that submission of student listings will be handled by the state or TUDA coordinator.

The Student List Management option allows coordinators to choose one or more districts or schools within districts to follow different directions for list submission than the rest of the state. The district and school level settings are used to do this and the message text that appears on MySchool Step 2 will reflect these designations.

The "State" level designation is used for indicating how the entire state will submit files.

For one or more districts in a state, the "District" level designation is used.

If the coordinator wants to set the designations for one or more schools in a district, the district designation is set first and then the schools' designations are set.

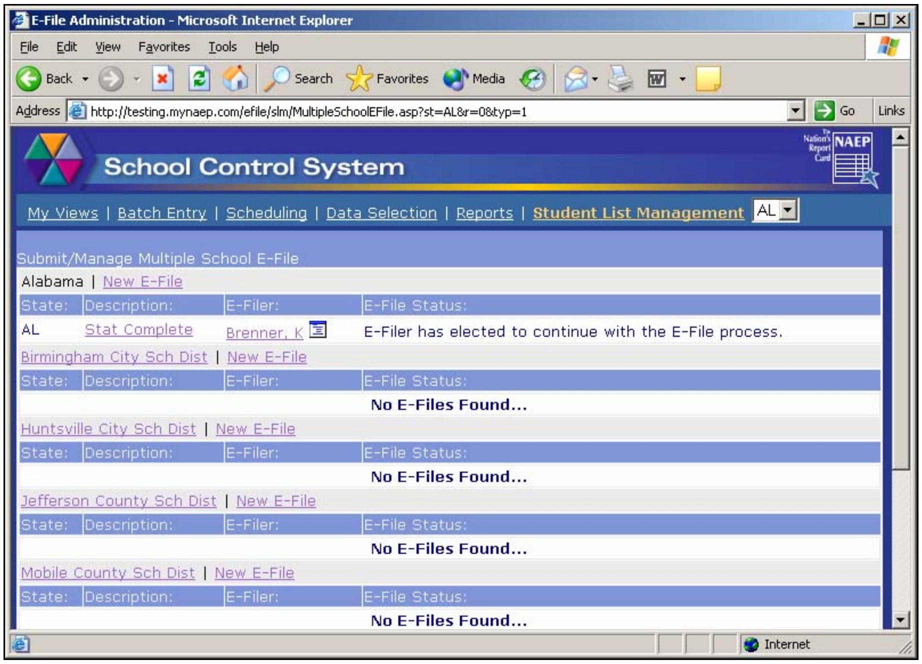
Since it is possible to have different designations for various districts and schools within a state, the coordinator can export their settings to an Excel file. This will enable them to keep track of all of these settings. However, it is not expected that many of the states will set up complicated variations of these designations.

It is expected that all of the TUDA coordinators will submit electronic files for all of their schools and not expect any schools to be involved in the process.

9.3 Submit/Manage Multiple School E-Files

State coordinators will use the Submit/Manage Multiple-School E-File menu option to submit electronic files for multiple schools after setting the designation at the state level.

This screen contains the state name and a list of all of the districts in the state with 10 or more schools (for which individual files could also be submitted). Immediately after the state and district names are links for beginning the E-Filing process. Also displayed is the status of the E-Filing process for the state and for each district.



Address: http://testing.mynaep.com/efile/slm/MultipleSchoolEFile.asp?st=AL&r=0&typ=1

Submit/Manage Multiple School E-File

Alabama | New E-File

State:	Description:	E-Filer:	E-File Status:
AL	Stat Complete	Brenner, K	E-Filer has elected to continue with the E-File process.

Birmingham City Sch Dist | New E-File

State:	Description:	E-Filer:	E-File Status:
			No E-Files Found...

Huntsville City Sch Dist | New E-File

State:	Description:	E-Filer:	E-File Status:
			No E-Files Found...

Jefferson County Sch Dist | New E-File

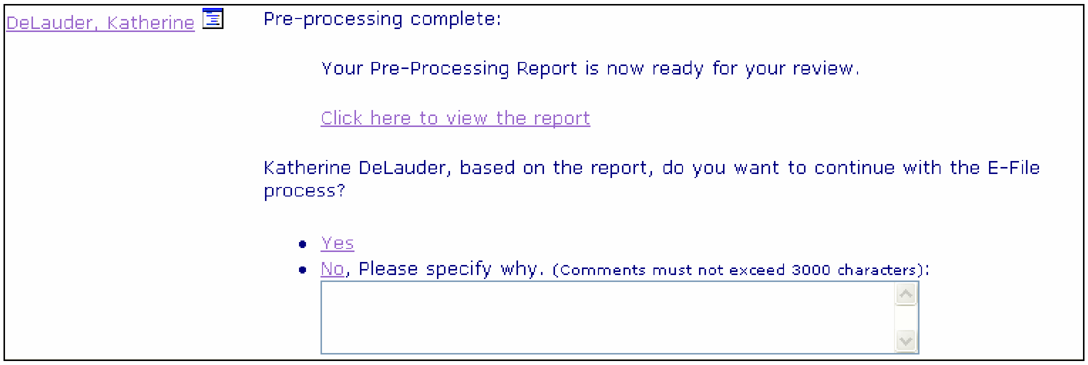
State:	Description:	E-Filer:	E-File Status:
			No E-Files Found...

Mobile County Sch Dist | New E-File

State:	Description:	E-Filer:	E-File Status:
			No E-Files Found...

The Submit/Manage Multiple School E-File Screen

The first step in multiple school E-Filing is to upload the file and identify the contents of each column in the Excel file. The system then informs the filler that they will be notified within 24 hours when they can return to review a pre-processing report. When notified by e-mail that the report is ready, the coordinator will return to the Submit/Manage screen to access the report and either approve it or modify the file as necessary and resubmit it.



DeLauder, Katherine

Pre-processing complete:

Your Pre-Processing Report is now ready for your review.

Click here to view the report

Katherine DeLauder, based on the report, do you want to continue with the E-File process?

- Yes
- No, Please specify why. (Comments must not exceed 3000 characters):

Pre-Processing Report Notification

After the coordinator has approved the report, the system records the fact that the filer has reviewed the report and elected to continue with the E-File process. Thus, you can track the process of multiple school E-Filing for each state and TUDA coordinator.

Pre-processing is a basic uniformity data check and the report contains information about the file and alerts the coordinator to any immediate problems with the column mapping, missing or duplicate student names, year of birth range problems, or invalid NAEP IDs. There will be warning flags for any variable that fails the uniformity check. Coordinators are asked to review each check closely to ensure that the data have been submitted as intended.

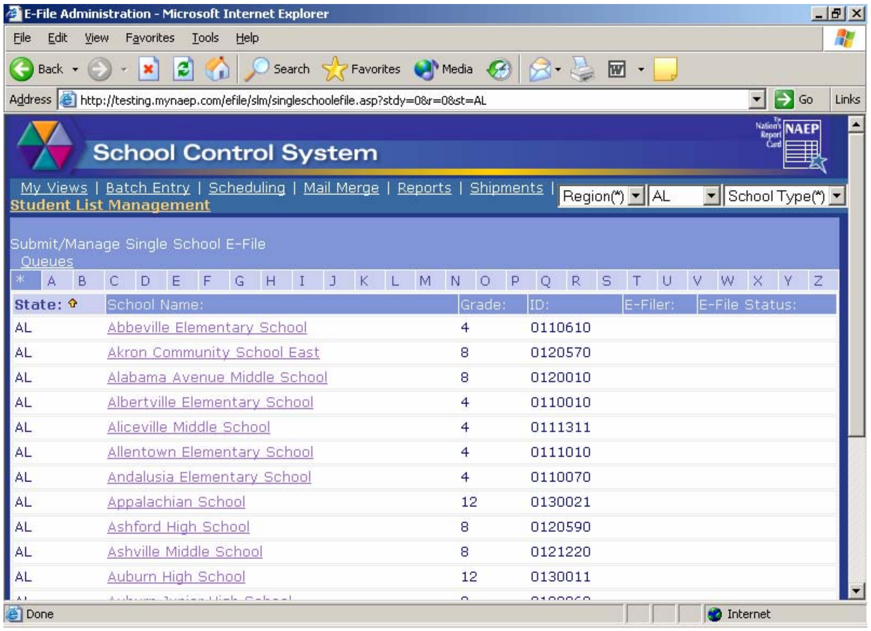
Once the pre-processing report has been approved by the coordinator, he/she can continue with the E-File procedure and match the state's codes for each of the demographic variables (gender, race/ethnicity, etc.) with the NAEP codes.

At the completion of E-Filing, the coordinator is again notified that a report will be available within 24 hours for him/her to review. This is the Final Verification Report which is a detailed summary of the variable code matching and counts and percentages that must be thoroughly reviewed by the coordinator. Once again, this page of the system will indicate when this report is ready and the coordinator will receive an e-mail to this effect as well.

9.4 **Submit/Manage Single School E-Files** [section revised 10/13/04]

This option of the system will allow coordinators to submit a file for an individual school and/or to monitor the process of E-Filing by individual schools. You can use this option to monitor the E-File progress of public schools, but not the nonpublic schools.

This option displays a list of the sampled schools in the state, the sampled grade, the NAEP ID, and, if a file has been submitted, name of the person who submitted the E-File and the E-File status.



State:	School Name:	Grade:	ID:	E-Filer:	E-File Status:
AL	Abbeville Elementary School	4	0110610		
AL	Akron Community School East	8	0120570		
AL	Alabama Avenue Middle School	8	0120010		
AL	Albertville Elementary School	4	0110010		
AL	Aliceville Middle School	4	0111311		
AL	Allentown Elementary School	4	0111010		
AL	Andalusia Elementary School	4	0110070		
AL	Appalachian School	12	0130021		
AL	Ashford High School	8	0120590		
AL	Ashville Middle School	8	0121220		
AL	Auburn High School	12	0130011		

The Single School E-File Screen

You can search for a school by scrolling down to the bottom of the screen to display a search function**.** To go to the school's record in the SCS, click on the school's name.

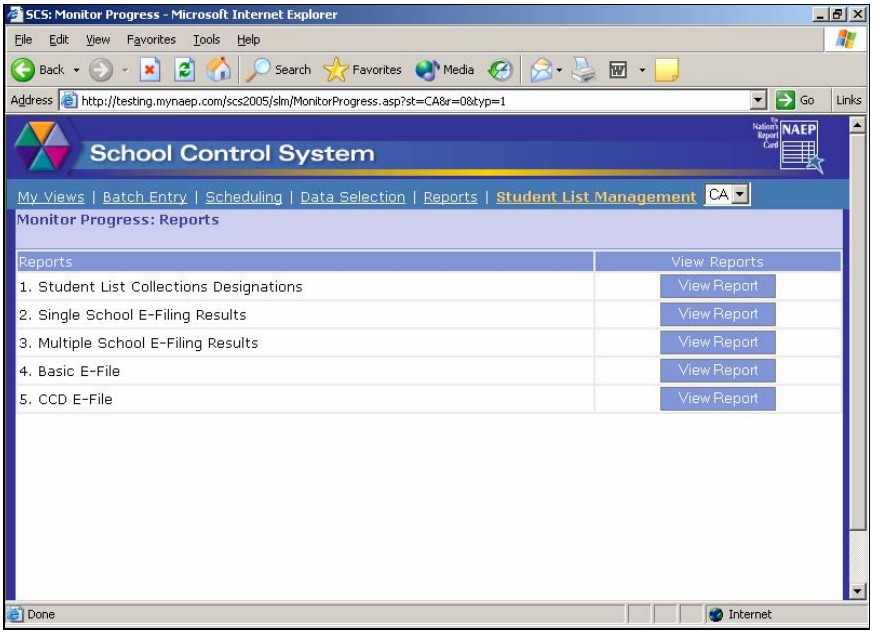
The coordinator can submit a file for an individual school by clicking on the school's NAEP ID on this page. This will open the school's MySchool page allowing the coordinator to proceed with E-Filing as though he/she were a school representative.

The main difference between filing for one school versus filing for several schools in one Excel file is that the process is not interrupted for report verification when filing for one school as it is for multiple-school E-Filing.

A "user guide" to E-Filing (both for multi-school and single school E-Filing) is available to all users of the SCS in the E-File Documents option of the menu page of Student List Management. Schools will have access to the document for single school E-Filing on Step 2 of MySchool.

9.5 Monitor Progress and Display Reports

Several reports are available that monitor the progress of E-Filing in the fourth menu option, Monitor Progress.



Monitor Progress: Reports

Reports	View Reports
1. Student List Collections Designations	View Report
2. Single School E-Filing Results	View Report
3. Multiple School E-Filing Results	View Report
4. Basic E-File	View Report
5. CCD E-File	View Report

Monitor Progress Reports Menu

The reports are:

- Student List Collections Designations;
- Single School E-Filing Results;
- Multiple School E-Filing Results;
- Basic E-File; and
- CCD E-File

To view a report, click on the corresponding button.

Return to the main reports menu by clicking on the words Monitor Progress, at the top of the screen.

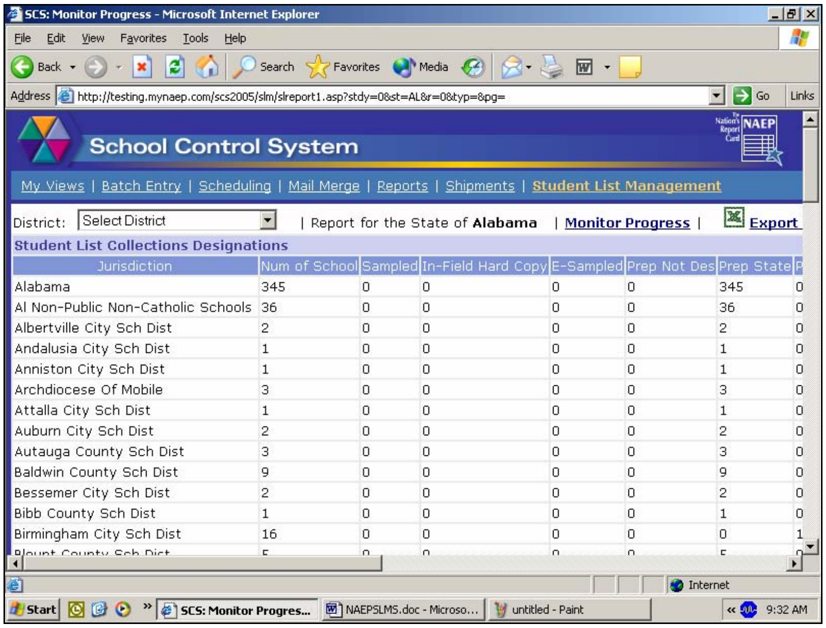
The report can be exported to an Excel file by clicking on the words Export to Excel at the top of the screen.

9.5.1 The Student List Collections Designations Report

The Student List Collections Designations Report enables coordinators to track student list files. The report contains the following columns:

- Jurisdiction – Total for the state, total public schools, total for each district;
- Number of Schools – The number of schools in the jurisdiction;
- Sampled – The number of sampled schools in the jurisdiction;
- In-Field Hard Copy – The number of hard-copy sampled schools in the jurisdiction;
- E-Sampled – The number of electronically sampled schools in the jurisdiction;
- Prep Not Des – Preparer not designated.

- Prep State – Preparer is the state coordinator.
- Prep TUDA – Preparer is the TUDA coordinator.
- Prep District – Preparer is the district coordinator.
- Prep Schl – Preparer is the school coordinator.
- Type Not Des – The type of file (either Excel or hard copy) is not designated.
- Type Excel – The file is in the Excel format, prepared for electronic submission.
- Type Hard Copy – The file is in a hard copy format (on paper).
- Subm Not Des – The submitter of the file has not been designated.
- Subm State – The state coordinator is the submitter of the file.
- Subm District – The district coordinator is the submitter of the file.
- Subm School – The school coordinator is the submitter of the file.
- Due Date – The date on which the submissions are due.



District: Select District | Report for the State of **Alabama** | Monitor Progress | Export

Student List Collections Designations

Jurisdiction	Num of School	Sampled	In-Field Hard Copy	E-Sampled	Prep Not Des	Prep State	P
Alabama	345	0	0	0	0	345	0
Al Non-Public Non-Catholic Schools	36	0	0	0	0	36	0
Albertville City Sch Dist	2	0	0	0	0	2	0
Andalusia City Sch Dist	1	0	0	0	0	1	0
Anniston City Sch Dist	1	0	0	0	0	1	0
Archdiocese Of Mobile	3	0	0	0	0	3	0
Attalla City Sch Dist	1	0	0	0	0	1	0
Auburn City Sch Dist	2	0	0	0	0	2	0
Autauga County Sch Dist	3	0	0	0	0	3	0
Baldwin County Sch Dist	9	0	0	0	0	9	0
Bessemer City Sch Dist	2	0	0	0	0	2	0
Bibb County Sch Dist	1	0	0	0	0	1	0
Birmingham City Sch Dist	16	0	0	0	0	0	1
Blount County Sch Dist	5	0	0	0	0	5	0

Sample Student List Collections Designations Report

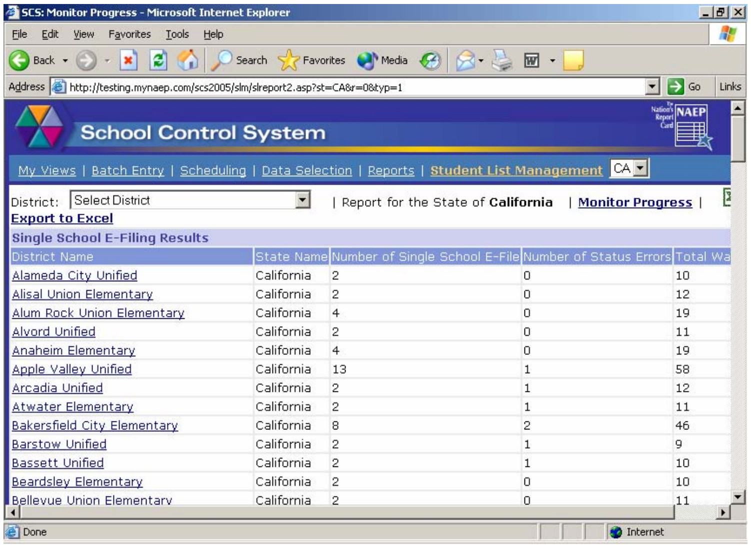
Use the scroll bar at the bottom of the screen to display additional columns to the right.

9.5.2 The Single School E-Filing Results Report

The Single School E-Filing Results Report contains the following columns:

- District Name
- State Name
- Number of Single School E-Files
- Number of Status Errors

- Total Warnings



District: Select District | Report for the State of **California** | **Monitor Progress** |

Export to Excel

Single School E-Filing Results

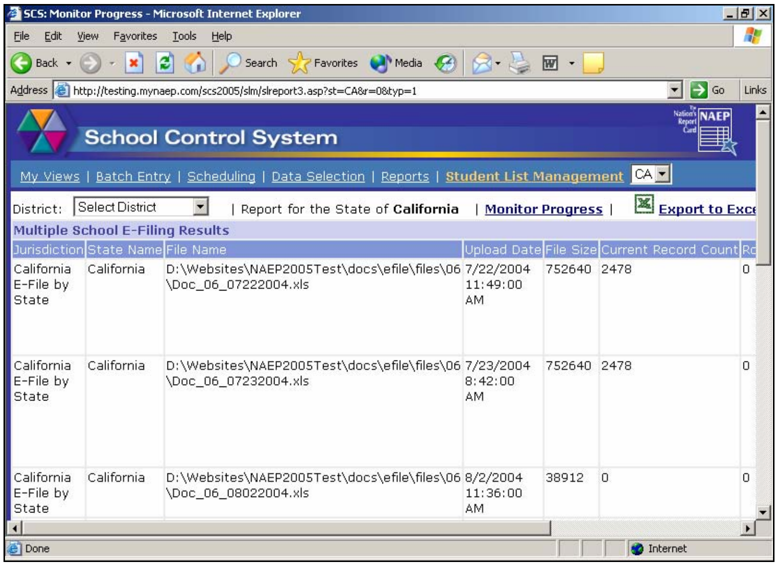
District Name	State Name	Number of Single School E-File	Number of Status Errors	Total Wa
Alameda City Unified	California	2	0	10
Alisal Union Elementary	California	2	0	12
Alum Rock Union Elementary	California	4	0	19
Alvord Unified	California	2	0	11
Anaheim Elementary	California	4	0	19
Apple Valley Unified	California	13	1	58
Arcadia Unified	California	2	1	12
Atwater Elementary	California	2	1	11
Bakersfield City Elementary	California	8	2	46
Barstow Unified	California	2	1	9
Bassett Unified	California	2	1	10
Beardsley Elementary	California	2	0	10
Bellevue Union Elementary	California	2	0	11

Sample Single School E-Filing Results Report

9.5.3 The Multiple School E-Filing Results Report

The Multiple School E-Filing Results Report contains the following columns:

- Jurisdiction – The jurisdiction from which the file was sent.
- State Name – The state from which the file was sent.
- File Name – The name assigned to the file.
- Upload Date – The date on which the file was sent.
- File Size – The number of bytes in the file.
- Current Record Count – The total number of current records.
- Rows Deleted – The number of rows deleted from the file.
- Total Warnings – The total number of warnings sent.
- E-File Status – The status of the E-File.



Address http://testing.mynaep.com/scs2005/slm/slreport3.asp?st=CA&r=0&typ=1

District: Select District | Report for the State of **California** | **Monitor Progress** |

Multiple School E-Filing Results

Jurisdiction	State Name	File Name	Upload Date	File Size	Current Record Count	Rc
California E-File by State	California	D:\Websites\NAEP2005Test\docs\efile\files\06 \Doc_06_07222004.xls	7/22/2004 11:49:00 AM	752640	2478	0
California E-File by State	California	D:\Websites\NAEP2005Test\docs\efile\files\06 \Doc_06_07232004.xls	7/23/2004 8:42:00 AM	752640	2478	0
California E-File by State	California	D:\Websites\NAEP2005Test\docs\efile\files\06 \Doc_06_08022004.xls	8/2/2004 11:36:00 AM	38912	0	0

Sample Multiple School E-Filing Results Report

Use the scroll bar at the bottom of the screen to display additional columns.

9.5.4 The Basic E-File Report

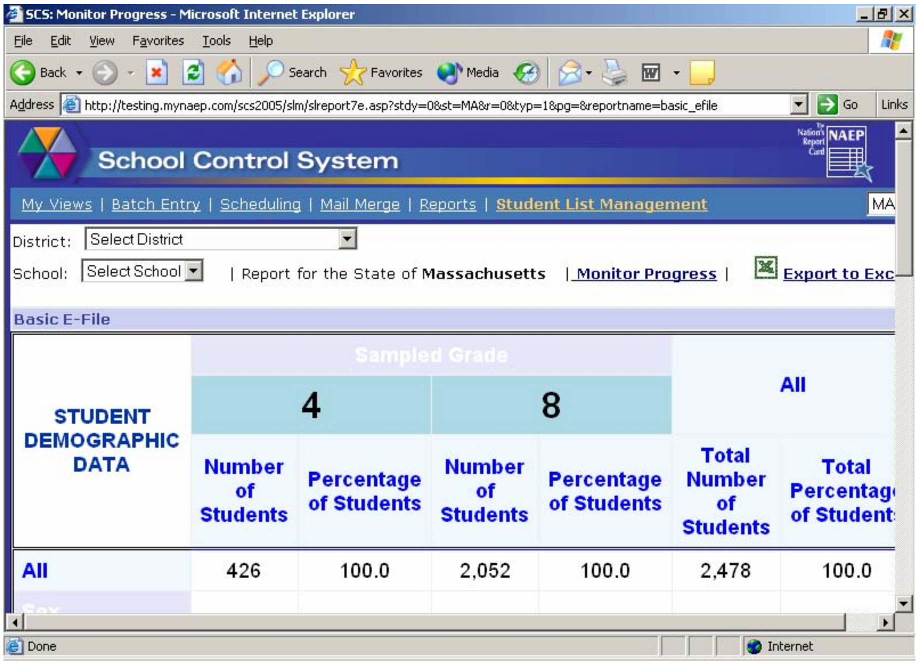
The Basic E-File Report contains the following columns:

Sampled Grade – The grade for which the following three columns apply:

- Number of Students – The number of students contained in the file.
- Percentage of Students – The percentage of students contained in the file, of the total number of students in the sampled grade. For example, if there are 40 grade 4 students in the file, and 400 students in grade 4, the percentage of students would be 10%.
- Number of Students – The total number of students in the sampled grade.

All – The grade for which the following two columns apply:

- Total Number of Students – The total number of students in all of the sampled grades.
- Total Percentage of Students – The percentage of students contained in the file, of the total number of students in the sampled grades.



Address: http://testing.mynaep.com/scs2005/slm/slreport7e.asp?stdy=0&st=MA&r=0&typ=1&pg=&reportname=basic_efile

District: Select District

School: Select School | Report for the State of **Massachusetts**

STUDENT DEMOGRAPHIC DATA	Sampled Grade				All	
	4		8			
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Total Number of Students	Total Percentag of Student
All	426	100.0	2,052	100.0	2,478	100.0

Sample Basic E-File Report

The Basic E-File Report contains the following rows:

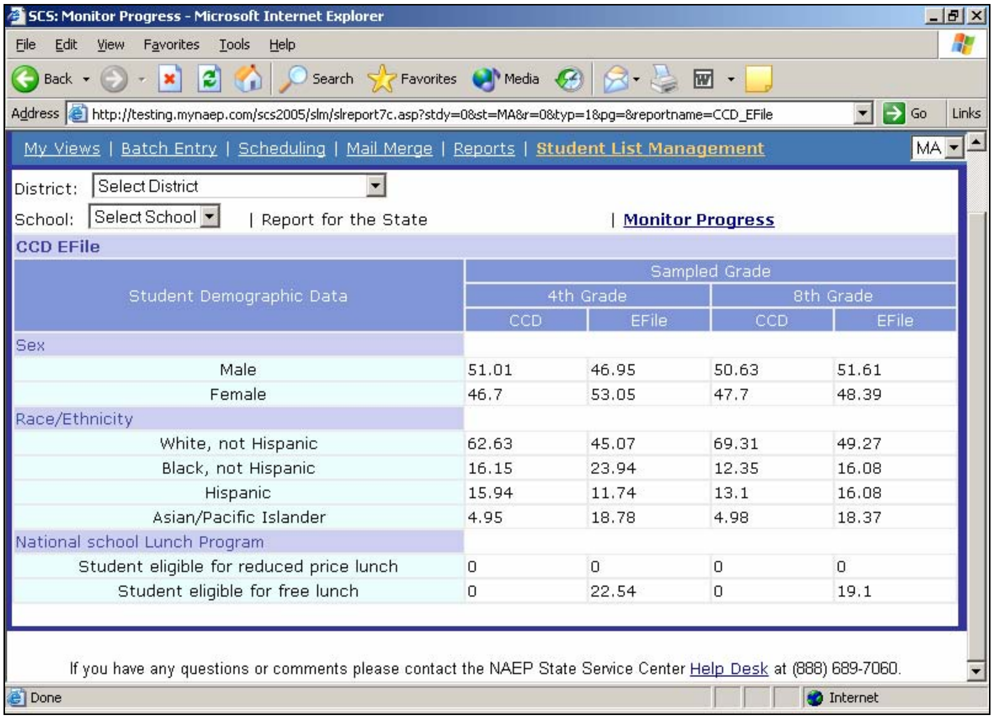
- All
- Sex
  - Male
  - Female
- Race/Ethnicity
  - White not Hispanic
  - Black not Hispanic
  - Hispanic
  - Asian/Pacific Islander
  - American Indian or Alaskan Native
- Student with a Disability
  - Yes, SD
  - No, not SD
- Limited English Proficiency
  - Yes, LEP
  - No, not LEP
- Title I
  - Yes, student receives Title I services
  - No, student does not receive Title I services
- School Lunch
  - Student not Eligible
  - Free Lunch

9.5.5 The CCD E-File Report

The CCD E-File Report compares percentages between the data in the E-File and the data in the Common Core of Data (CCD) file. The CCD is a comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools (approximately 95,000) and school districts (approximately 17,000). If a substantial discrepancy exists between the two percentages, it may indicate a problem with the data in the E-File.

The CCD E-File Report contains the following columns:

- Student Demographic Data
- Sampled Grade
- CCD
- E-File



District: Select District

School: Select School | Report for the State | **Monitor Progress**

CCD EFile

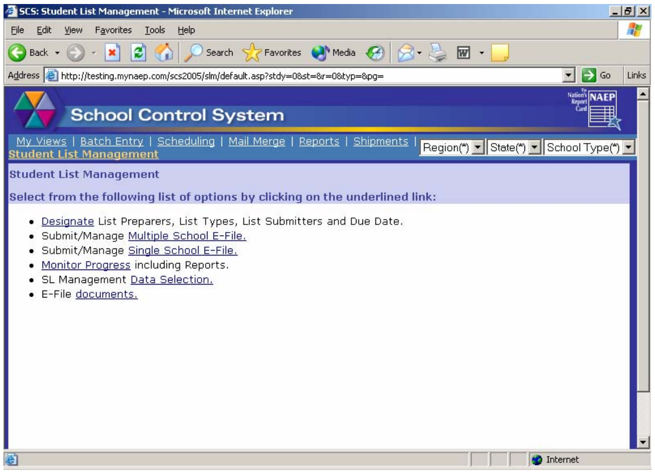
Student Demographic Data	Sampled Grade			
	4th Grade		8th Grade	
	CCD	EFile	CCD	EFile
Sex				
Male	51.01	46.95	50.63	51.61
Female	46.7	53.05	47.7	48.39
Race/Ethnicity				
White, not Hispanic	62.63	45.07	69.31	49.27
Black, not Hispanic	16.15	23.94	12.35	16.08
Hispanic	15.94	11.74	13.1	16.08
Asian/Pacific Islander	4.95	18.78	4.98	18.37
National school Lunch Program				
Student eligible for reduced price lunch	0	0	0	0
Student eligible for free lunch	0	22.54	0	19.1

If you have any questions or comments please contact the NAEP State Service Center Help Desk at (888) 689-7060.

Sample CCD E-File Report

9.6 Data Selection Option

To create custom reports click on the fifth bulleted item, Data Selection.



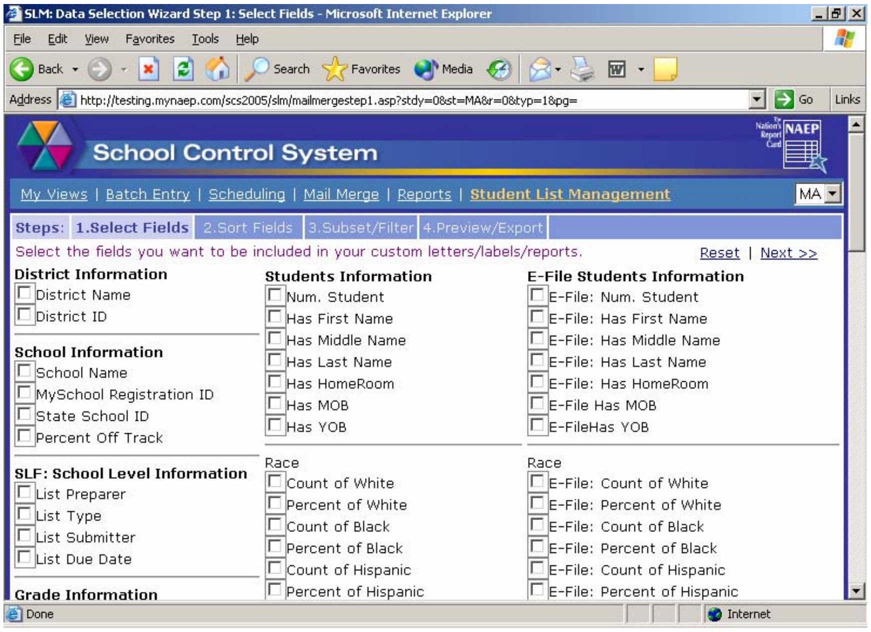
Student List Management

Select from the following list of options by clicking on the underlined link:

- Designate List Preparers, List Types, List Submitters and Due Date.
- Submit/Manage Multiple School E-File.
- Submit/Manage Single School E-File.
- Monitor Progress including Reports.
- SL Management Data Selection.
- E-File documents.

The Main Menu Screen of SLM

This will display a screen featuring check boxes and corresponding data elements from which to choose in creating reports.



Select the fields you want to be included in your custom letters/labels/reports.

District Information
☐ District Name
☐ District ID

School Information
☐ School Name
☐ MySchool Registration ID
☐ State School ID
☐ Percent Off Track

SLF: School Level Information
☐ List Preparer
☐ List Type
☐ List Submitter
☐ List Due Date

Grade Information

Students Information
☐ Num. Student
☐ Has First Name
☐ Has Middle Name
☐ Has Last Name
☐ Has HomeRoom
☐ Has MOB
☐ Has YOB

Race
☐ Count of White
☐ Percent of White
☐ Count of Black
☐ Percent of Black
☐ Count of Hispanic
☐ Percent of Hispanic

E-File Students Information
☐ E-File: Num. Student
☐ E-File: Has First Name
☐ E-File: Has Middle Name
☐ E-File: Has Last Name
☐ E-File: Has HomeRoom
☐ E-File Has MOB
☐ E-FileHas YOB

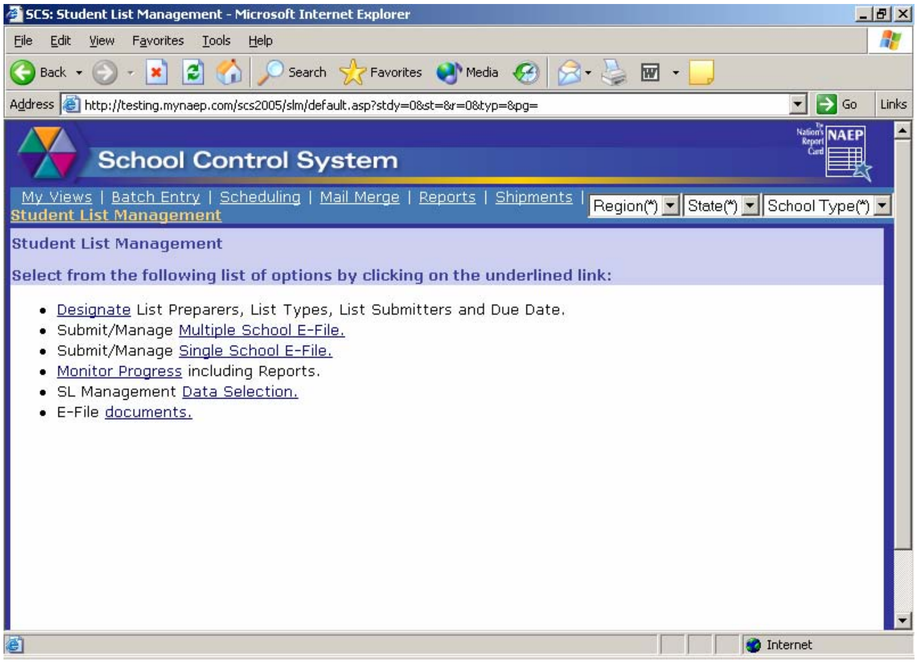
Race
☐ E-File: Count of White
☐ E-File: Percent of White
☐ E-File: Count of Black
☐ E-File: Percent of Black
☐ E-File: Count of Hispanic
☐ E-File: Percent of Hispanic

Data Selection Screen

To utilize the Data Selection option, you will select fields, sort the fields you have selected, set conditions for subsets and filters, preview, and then export your selections as you would in the Data Selection option of the main SCS.

9.7 E-File Documents

To access documents relating to E-Filing including the templates that are available to schools and state and TUDA coordinators, click on the sixth bulleted item, E-File Documents.



Address http://testing.mynaep.com/scs2005/slm/default.asp?stdy=0&st=&r=0&typ=&pg=

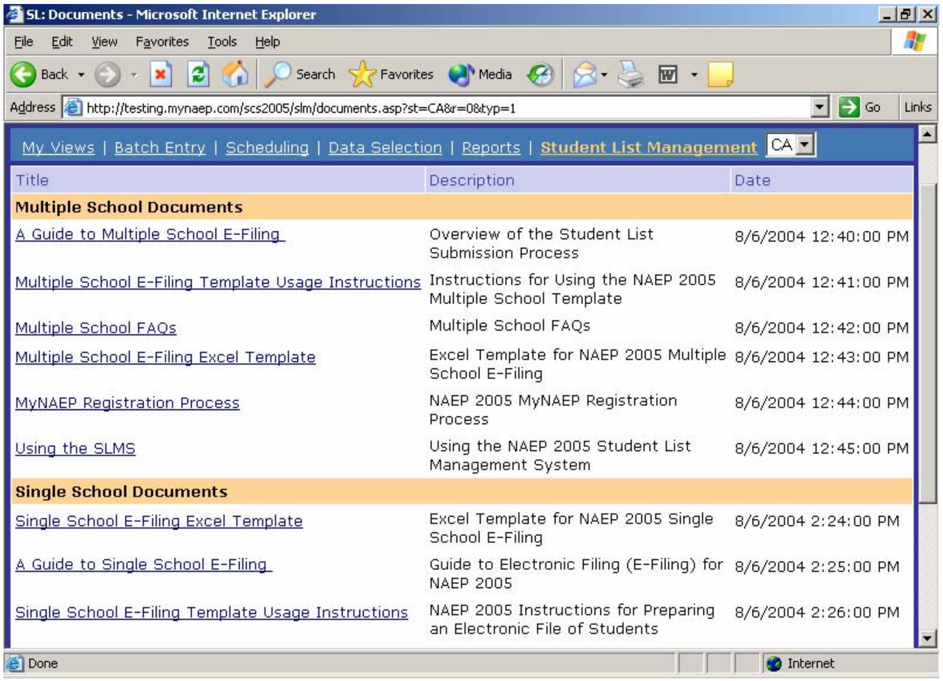
Student List Management

Select from the following list of options by clicking on the underlined link:

- Designate List Preparers, List Types, List Submitters and Due Date.
- Submit/Manage Multiple School E-File.
- Submit/Manage Single School E-File.
- Monitor Progress including Reports.
- SL Management Data Selection.
- E-File documents.

The Main Menu Screen of the SLMS with E-File Documents

This will display a screen listing the following documents:



Address http://testing.mynaep.com/scs2005/slm/documents.asp?st=CA&r=0&typ=1

Title	Description	Date
Multiple School Documents		
A Guide to Multiple School E-Filing	Overview of the Student List Submission Process	8/6/2004 12:40:00 PM
Multiple School E-Filing Template Usage Instructions	Instructions for Using the NAEP 2005 Multiple School Template	8/6/2004 12:41:00 PM
Multiple School FAQs	Multiple School FAQs	8/6/2004 12:42:00 PM
Multiple School E-Filing Excel Template	Excel Template for NAEP 2005 Multiple School E-Filing	8/6/2004 12:43:00 PM
MyNAEP Registration Process	NAEP 2005 MyNAEP Registration Process	8/6/2004 12:44:00 PM
Using the SLMS	Using the NAEP 2005 Student List Management System	8/6/2004 12:45:00 PM
Single School Documents		
Single School E-Filing Excel Template	Excel Template for NAEP 2005 Single School E-Filing	8/6/2004 2:24:00 PM
A Guide to Single School E-Filing	Guide to Electronic Filing (E-Filing) for NAEP 2005	8/6/2004 2:25:00 PM
Single School E-Filing Template Usage Instructions	NAEP 2005 Instructions for Preparing an Electronic File of Students	8/6/2004 2:26:00 PM

E-File Document Screen

The documents are divided in three categories:

Multiple School Documents

- Multiple School E-Filing Excel Template
- Using the SLMS (the state and TUDA coordinator version of this document)
- A Guide to Multiple School E-Filing
- Multiple School E-Filing Template Usage Instructions
- Multiple School FAQs
- Multiple School E-Filing Checklist

Single School Documents

- Single School E-Filing Excel Template
- A Guide to Single Multiple School E-Filing
- Parent Notification Letter
- Parent Notification Letter – Spanish
- Instructions for Preparing Excel File
- Instructions for Preparing Hard-Copy List
- Single School E-Filing FAQs

General Documents

- MyNAEP Registration Process

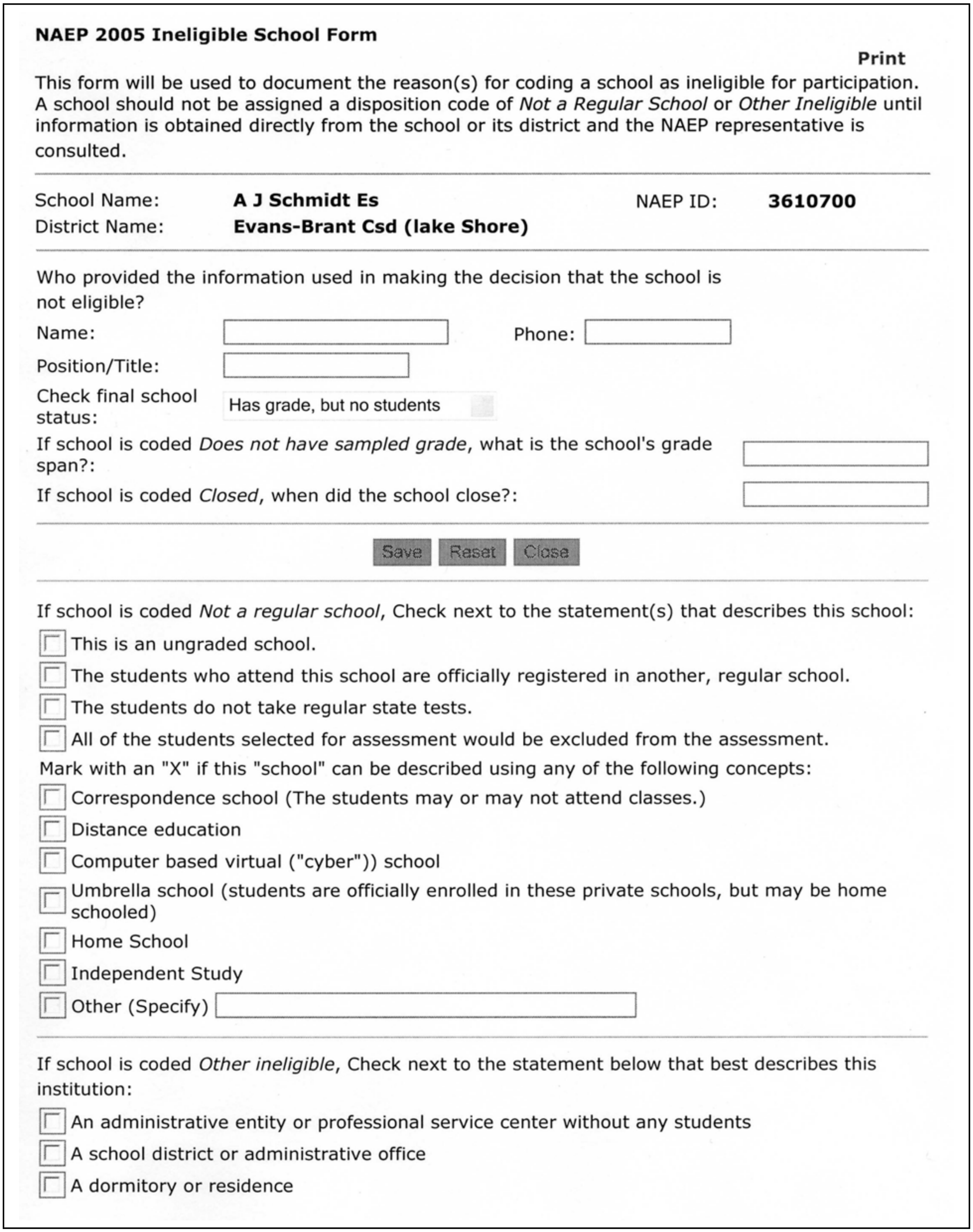
Click on a selection to download it.

Exhibit 1. School-Level Status Codes

NAEP SCHOOL DISPOSITION CODES

CODE	EXPLANATION
Pending codes:	
Pending	Neither the district nor the school has been contacted. (Default code for all schools in the SCS.)
Pending Cooperation	The school has been contacted, but no decision has been reached on participation.
Interim Refusal	The school has indicated that they do not wish to participate, but there is a possibility that they will agree. [Complete the Refusal Report in the SCS to explain the refusal.]
Cooperating	The school will definitely participate in the assessment.
Final refusal codes: [Do not assign until you have discussed with your field manager. Complete the Refusal Report in the SCS to explain the refusal.]	
District Refusal	The district refuses to participate in the assessment. Record grade enrollment information on sampled schools in the SCS.
School Refusal	The school has said that they will definitely **not** participate in the assessment. Record grade enrollment information in the SCS**.**
District Refusal for this school only	The school district has refused for this one school to participate. Other sampled schools in the district will cooperate. Record grade enrollment information in the SCS.
Ineligible school codes: [Complete the Ineligible School Form in the SCS to explain.]	
Has Sampled Grade, but No Eligible Students	This school has the sampled grade, but no eligible students this year.
Does Not have Sampled Grade	This school does not contain the sampled grade.
Closed	This school has officially closed.
Not a Regular School	This school does not offer a traditional academic or comprehensive educational program to the general student population. Examples would be special education schools in which all students would be excluded from assessment and vocational schools whose student are enrolled in a traditional high school. Do not assume the school meets this disposition without talking with someone at the school. Ask the principal if they are ungraded or if students are registered in another school. You should talk with your field manager before using this code.
Other Ineligible	You should talk with your field manager about using this code.

Exhibit 2 Ineligible School Form from SCS



NAEP 2005 Ineligible School Form

This form will be used to document the reason(s) for coding a school as ineligible for participation. A school should not be assigned a disposition code of *Not a Regular School* or *Other Ineligible* until information is obtained directly from the school or its district and the NAEP representative is consulted.

School Name: **A J Schmidt Es** NAEP ID: **3610700**
District Name: **Evans-Brant Csd (lake Shore)**

Who provided the information used in making the decision that the school is not eligible?

Name: Phone:
Position/Title:
Check final school status: Has grade, but no students
If school is coded *Does not have sampled grade*, what is the school's grade span?:
If school is coded *Closed*, when did the school close?:

If school is coded *Not a regular school*, Check next to the statement(s) that describes this school:

☐ This is an ungraded school.
☐ The students who attend this school are officially registered in another, regular school.
☐ The students do not take regular state tests.
☐ All of the students selected for assessment would be excluded from the assessment.

Mark with an "X" if this "school" can be described using any of the following concepts:

☐ Correspondence school (The students may or may not attend classes.)
☐ Distance education
☐ Computer based virtual ("cyber")) school
☐ Umbrella school (students are officially enrolled in these private schools, but may be home schooled)
☐ Home School
☐ Independent Study
☐ Other (Specify)

If school is coded *Other ineligible*, Check next to the statement below that best describes this institution:

☐ An administrative entity or professional service center without any students
☐ A school district or administrative office
☐ A dormitory or residence

Appendix C

Student Data System (SDS)
User Guide

This Appendix will be distributed at Supervisor Training

Appendix D

NAEP 2005 Staff Recruiting Overview

And

Field Recruiting System (FRS) Overview

TABLE OF CONTENTS

Chapter | Page

1 STAFF RECRUITING OVERVIEW 1-1

- 1.1 NAEP Field Plan for 2005 1-1
- 1.3 Staff Roles 1-2
- 1.4 Staff Targets 1-7
- 1.5 Recruiting Process 1-7
- 1.6 Schedule of Activities 1-7

2 RECRUITING SOURCES 2-1

- 2.1 Westat Staff 2-1
- 2.2 Westat Application Files 2-2
- 2.3 NAEP Field Staff Recommendations 2-3
- 2.4 State, District, and School Recommendations 2-3
- 2.5 Advertisements in Education-Related Newsletters and Web Sites 2-4
- 2.6 Advertisements in Local Newspapers 2-4
- 2.7 Managing Your Recruiting Sources 2-6

3 OVERVIEW OF THE NAEP FIELD RECRUITING SYSTEM 3-1

- 3.1 NAEP 2005 Field Recruiting System (FRS) 3-1
- 3.2 Accessing FRS 3-2
  - 3.2.1 NAEP Laptop Access 3-2
  - 3.2.2 Any PC with Access to the Internet 3-2
- 3.3 NAEP Login 3-3
- 3.4 Logging In Do's and Don'ts 3-3
- 3.5 Basics for Using the System 3-5
- 3.6 Availability and Hiring Status 3-8
- 3.7 Do Not Hire, NAEP-Do Not Hire, and Call Home Office Records ... 3-10
- 3.8 Exiting the FRS 3-11

4 THE FIELD RECRUITING SYSTEM GUIDELINES 4-1

- 4.1 Searching for a Record 4-2
- 4.2 Entering New Person Data 4-4
- 4.3 Viewing/Updating Staff Information 4-6
  - 4.3.1 Update Name 4-7
  - 4.3.2 Addresses and Telephones 4-8
  - 4.3.3 Field Assignment 4-10
  - 4.3.4 Forms and Activities 4-12

TABLE OF CONTENTS (CONTINUED)

Chapter Page

4.3.5 Travel, Skills, and Profile Data 4-14
4.3.6 Westat Experience 4-15
4.3.7 Staff Notes 4-16
4.3.8 Training 4-17

4.4 Region/Area Management Link 4-18
4.5 Staffing Targets Link 4-20
4.6 Training Link 4-20
4.7 Alternate Shipping Address 4-21
4.8 The Future of FRS 4-22

5 FIELD RECRUITING SYSTEM — REPORTS 5-1

5.1 Creating, Viewing, and Printing Reports 5-1
5.2 FRS Data Selection 5-1

5.2.1 Overview 5-1
5.2.2 Creating a List of Staff 5-2
5.2.3 Creating a List for Another City 5-7
5.2.4 Explanation of Data Selection Symbols 5-8
5.2.5 Export Data 5-8

5.3 Standard Reports 5-9

5.3.1 Hiring Status Report 5-10
5.3.2 Personnel Forms and Activities Report 5-12
5.3.3 Do Not Hire Report 5-13
5.3.4 Personal Data Sheet 5-13
5.3.5 Region/Area Cross Reference Report and Gaining Cooperation Supervisor Listing 5-16
5.3.6 State Prospect Listing 5-16

List of Tables

Table

1-1 Field plan for the NAEP 2005 assessment cycle 1-1

1-2 NAEP 2005 schedule of recruiting and training activities 1-8

TABLE OF CONTENTS (CONTINUED)

List of Exhibits

Exhibit

1-1 NAEP field staff organization structure.. 1-4

1-2 AC Fact Sheet 1-4

1-3 AA Fact Sheet.. 1-6

2-1 Newsletter, magazine, and web site staff recruitment ad................................ 2-5

2-2 Example of a NAEP classified ad.. 2-5

1. STAFF RECRUITING OVERVIEW

1.1 NAEP Field Plan for 2005

Through the years NAEP has relied on an experienced, well-managed and well-trained field staff, including field managers, supervisors, assessment coordinators (ACs), and assessment administrators (AAs). To estimate the number of staff needed for the assessments, we reviewed previous requirements for number of staff hours needed per school and more importantly, feedback from the NAEP assessments 2003 and 2004. This appendix provides an overview of the NAEP 2005 staffing plan and guidelines on using the Field Recruiting System (FRS) to recruit, hire and track the progress of fulfilling the staffing plan. Table 1-1 details the NAEP field plan for the NAEP 2005 assessment cycle.

Table 1-1. Field plan for the NAEP 2005 assessment cycle

Staff	Responsibilities	Work plan	Number required
Field Manager	Manage an assessment territory comprised of supervisor regions	June- to March 2005	16
Supervisor	Recruit staff	June – Nov. 2004	18
	Gain cooperation	Sept.- Nov. 2004	92
	Sample in schools and supervise ACs and all assessment activities in assigned region	Nov. 2004 to March 2005	175
Assessment Coordinators	Supervise AAs and contact schools for preassessment and assessment activities in their assigned area	Dec. 2004 – March 2005	1,000
Assessment Administrators	Conducts assessments in schools, in teams of two to five	January – March 2005	3,500

The numbers are derived from our actual experiences in 2003, the larger school sample, including the trial state and nonpublic school oversamples and the TUDA district samples, and the addition of science as an assessment subject. We will start with estimated staff needed by state and then once the sample has been finalized, we will determine exact needs by region and area.

Having a qualified and well-trained staff is very important in ensuring high participation rates and that the sampling and assessment of students are carried out to the highest standards. Westat offers a wage that attracts qualified candidates and allows them to work only after they have completed a background check and an extensive, in-person and distance training program. This procedure will ensure that the staff that we are sending into the schools is qualified. In addition, it is Westat's policy to hire ACs/AAs locally. This way, NAEP staff will closely match the demographic characteristics of the teachers in the areas where they conduct assessments. The *Staff Recruiting Magazine* (at the end of this Appendix*)* provides important information on recruiting and hiring staff for NAEP 2005.

1.2 Staff Roles

For NAEP 2005, an assessment team consists of two to five AAs reporting to an AC, five to six ACs reporting to a supervisor, and 12 to 15 supervisors reporting to a field manager. Exhibit 1-1 details the organization structure of the NAEP 2005 field team.

Field managers work closely with the State Coordinators; schedule schools; manage and participate in staff recruiting; manage and participate in school recruiting; and supervise staff.

Supervisors have responsibility for making the initial contacts to recruit all nonpublic schools, assisting in the recruitment of the ACs and AAs; conducting introductory meetings with schools to explain the role of the school in the assessment; selecting the samples of students; sending the preassessment packets to schools; and monitoring the progress and quality of the assessments. A Troubleshooter supervisor is hired for each territory to assist with quality control monitoring.

Each **Assessment Coordinator (AC)** works with approximately 25 schools and begin work in early December 2004. The ACs have responsibility for coordinating and supervising the assessment team activities in the school; reporting the results of the assessment; assisting with the student sampling and preparing the preassessment packets; conducting the preassessment contacts; and securing all assessment materials. ACs lead a team of local AAs as they complete the assessments in the schools and report weekly on the status of their work to their NAEP supervisor. See the Assessment Coordinator Fact Sheet (Exhibit 1-2) for a full listing of the AC responsibilities. Each supervisor will also have a troubleshooter AC assigned to their region to assist where needed in the region.

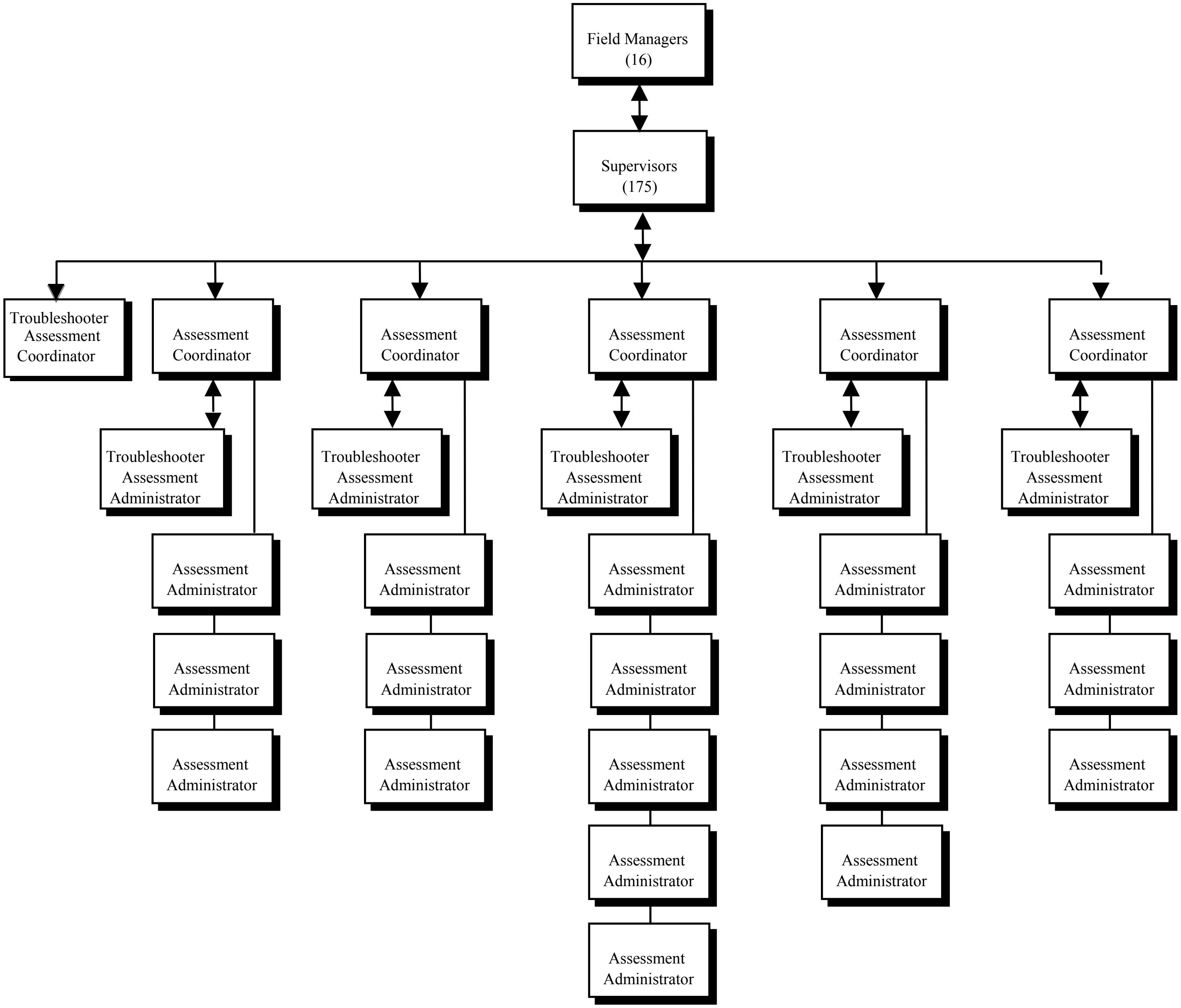


Exhibit 1-1. NAEP field staff organization structure

Exhibit 1-2. AC Fact Sheet - Page 1

NAEP ASSESSMENT COORDINATOR (AC) FACT SHEET

ABOUT NAEP

Since 1969, the National Assessment of Educational Progress (NAEP) has gathered information about the educational achievement of U.S students. The purpose of the national assessment is to collect data to aid educators, legislators, and others in improving the educational experience of America's young people. For the current cycle of assessments, students who are in grades 4, 8, or 12 will be assessed. The U.S. Department of Education has contracted with Westat to conduct the sampling and administration of the assessment program for NAEP. For more information about Westat or NAEP, visit their Web sites at www.Westat.com or http://nces.ed.gov/nationsreportcard.

ROLE OF THE ASSESSMENT COORDINATOR

Westat will be hiring assessment coordinators (ACs) across the country. The ACs primary duty is to manage the assessment activities in approximately 25 schools including supervising a team of four to six assessment administrators (AAs), who administer the tests to students. Each assessment coordinator (AC) is hired to perform and is expected to exercise independent judgment and discretion in the following areas:

- Negotiating with schools to set assessment schedules in accordance with the special needs of the school population and the school calendar.
- Determining staffing requirements for carrying out the assessments based on each school's schedule.
- Monitoring AA training and providing guidance as needed.
- Planning work assignments for the AAs.
- Strategizing with other ACs to cover staffing needs in others areas.
- Directing the work of the AAs during assessments.
- Submitting written and verbal weekly reports to supervisor documenting team activities, updating status of work assignments, identifying problems areas and proposing solutions.
- Monitoring staff performance, productivity and efficiency.
- Recommending personnel actions for AAs that includes approving hours worked and completing evaluations.
- Performing quality control checks of assessment materials, both prior to and after the assessments.
- Dealing with unforeseen circumstances and creating contingency plans when schedules change abruptly.

Other responsibilities may include: conducting assessments on an emergency basis; functioning as team leader in the preparation of pre-assessment materials, assembly and security of assessment materials prior to assessment administration; and, packing and securing of post-assessment materials prior to shipment to scoring contractor; and sampling activities.

THE ASSESSMENT COORDINATOR'S WORK SCHEDULE

The ACs will work from early December, 2004 to early March, 2005. ACs will be trained in early December and begin work immediately following training. Activities in December and the first part of January will be preparing for the assessment period that begins in schools from January 24 through March 4, 2005. In most cases, the schools assigned to an AC will be local to where the person lives. ACs will be expected to use their own automobiles to travel to the schools and will be reimbursed at the published IRS business mileage allowance. Currently, this mileage rate is 37.5 cents per mile, but it can fluctuate. Traveling positions are also available that will require extended time away from home. ACs expenses for hotel and per diem for overnight travel will be paid according to established government rates.

Continued ➔

Exhibit 1-2 continued. AC Fact Sheet - Page 2

NAEP ASSESSMENT COORDINATOR (AC) FACT SHEET (continued)

TRAINING

AC candidates must attend an out-of-town, three-day training session in December 2004 and successfully complete the training program in order to work. Assessment coordinators will be paid for attending training and completing the home study before attending training. Travel expenses, food allowance, and accommodations will also be provided.

QUALIFICATIONS

Applicants should have professional education experience and have good communication and management skills. They must also pass an FBI background check.

Assessment Administrators (AAs) work with the AC in the local areas starting in January 2005. The exact number of AAs required in each area is determined by a number of factors, including the number of schools in the areas, the schedule of the assessments, whether the state signed up for the science assessment, and the estimated school enrollment. The responsibilities of the AA include preparing the assessment booklets before the assessment begins; conducting assessment sessions using prepared scripts; and completing the various post-assessment activities. See the Assessment Administrator Fact Sheet (Exhibit 1-3) for a full listing of the AA responsibilities. A troubleshooter AA is also assigned to each AC to assist where needed in the area.

Exhibit 1-3 AA Fact Sheet

NAEP ASSESSMENT ADMINISTRATOR (AA) FACT SHEET

ABOUT NAEP

Since 1969, the National Assessment of Educational Progress (NAEP) has gathered information about the educational achievement of U.S students. The purpose of the national assessment is to collect data to aid educators, legislators, and others in improving the educational experience of America's young people. For each cycle of assessments, students in grades 4, 8 and 12, public and nonpublic schools are assessed.

The U.S. Department of Education has contracted with Educational Testing Service (responsible for the design, analysis, and reporting), Pearson Educational Measurement (responsible for processing the data), and Westat (responsible for sampling and administration of the assessment program), to conduct the NAEP. Assessment administrators (AAs) are part-time, temporary employees of Westat. For more information about Westat or NAEP, visit their web sites at www.Westat.com or http://nces.ed.gov/nationsreportcard.

ROLE OF THE ASSESSMENT ADMINISTRATOR

The primary role of the NAEP AAs is to conduct the assessment sessions in participating schools. Each assessment session lasts approximately one hour and a half. AAs administer the session to groups of approximately 30 students. It is the responsibility of the AA to prepare assessment booklets and materials, check attendance, read directions to students, monitor the sessions, and collect the booklets and other assessment materials. In addition, AAs ensure quality control is achieved by reviewing and coding the assessment forms, as well as assist in the packing and shipping of assessment materials.

Each AA l reports directly to a local Westat assessment coordinator (AC). In addition to conducting the assessments, AAs also assist with other assessment-related activities and work with ACs to prepare for the assessments. AAs may work alone or with other AAs in conducting assessments in a given school.

THE ASSESSMENT ADMINISTRATOR'S DAILY WORK SCHEDULE

The field period for the assessments is January 24 through March 4, 2005. AAs should be available to work 30 hours per week during the field period. Twenty hours of work per week is guaranteed during the field period. The work schedule for AAs varies depending on location. AAs travel from school to school to conduct the assessments. AAs are reimbursed for local travel using their own automobiles at the rate of the IRS business mileage allowance, which can fluctuate. Currently, the allowance is 37.5 cents per mile.

AAs are paid for hours worked as directed prior to and during the field period

TRAINING

To work on NAEP, AA candidates must successfully complete a training session. Hired AAs are paid for time at training as well as time spent traveling to and from the session and time spent completing the home study.

QUALIFICATIONS

Applicants should be detail oriented and have good communication skills; have experience and enjoy working with students in an education setting; successfully complete the required training; be available for a minimum of 30 hours a week during the field period; and pass an FBI background check.

1.3 Staff Targets

Staff targets or goals are set for each field manager territory, supervisor region, and AC area. The number of targeted staff varies from state to state depending on the following:

- Number of schools in a state;
- If the state contains one of the selected district samples or the schools in the charter or nonpublic school oversample;
- Distance between schools;
- Any known scheduling problems (e.g., vacation periods, irregular school schedules, etc.);
- Average number of sessions in schools;
- Weather conditions during certain times of the year; and
- Size of the state.

Obviously, these factors will have a bearing on the schedules and work assignments. The field managers will determine the number of staff needed in each state.

1.4 Recruiting Process

The recruiting process begins with filling the targeted positions with staff utilizing the recruiting sources. When staffing each state, the first source considered is experienced Westat staff that have been successful on previous administrations of NAEP. Additional sources include Westat education-experienced staff that have never worked NAEP, staff in Westat's backup and applicant files, and non-Westat sources of people with education experience (i.e., the Retired Teachers Association, unions of retired Department of Defense teachers, educational newsletters and web sites, etc.). Chapter 2 of this appendix contains the details on all staff recruiting sources.

1.5 Schedule of Activities

Table 1-2 contains the schedule of NAEP 2005 recruiting and training activities.

The remaining sections of this appendix will cover the procedures for recruiting, hiring, and managing the staff related data in the NAEP FRS for the NAEP 2005 field staff.

Table 1-2. NAEP 2005 schedule of recruiting and training activities

Activity	Date
Availability Mailer sent	May 2004
Staff Recruiting Team Training	June 2004
Recruit Staff	June –December 2004
Supervisors hired	June – September 1, 2004
Supervisor Staff Recruiting, Sampling and Data Collection Activities Training	November, 2004
ACs hired	June – November 1, 2004
AC Trainings	December 2004
AAs hired	June – December 10, 2004
AA Trainings	January, 2005

2. RECRUITING SOURCES

NAEP has several sources that can provide good field staff candidates. In addition to the qualified and experienced NAEP staff, we will have access to Westat education-experienced staff that have never worked for NAEP, previous NAEP staff that have a summary evaluation of “2” and education-experienced applicants. Following these primary sources of staff are the sources outside of Westat: recommendations from NAEP field staff, NAEP State Coordinators (State Coordinators), districts and schools; and advertisements placed on education-related newsletters and web sites and in local newspapers. In the areas where no or limited experienced staff are available, we seek to hire individuals that have worked in or with schools, and/or who are organized and can work well with a variety of people.

2.1 Westat Staff

The Field Recruiting System (FRS) contains the data for most Westat staff (and applicants) that can potentially be hired for NAEP 2005. This includes NAEP experienced staff, education experienced Westat staff that have not worked on NAEP, and education-experienced applicant staff. The names of NAEP-experienced staff and education- experienced Westat staff are provided in the FRS through data obtained from Westat’s Field Files department and last year’s version of the FRS. The Field Files department is responsible for keeping track of all Westat field staff. They maintain documentation on the specific projects that each person has worked on, the number of hours worked on each project, the evaluation given, and a host of additional personnel information.

The primary source of staff for NAEP 2005 is experienced Westat staff that have been successful on previous administrations of NAEP. A Field Staff Availability Form was sent in May to all successful NAEP 2003 and NAEP 2004 AC & AA staff that received an overall evaluation of “1.” This group is our base of qualified experienced NAEP staff. When the form was returned to the home office, the availability status of the person was recorded in the FRS.

Staff with previous NAEP experience in the FRS may not automatically qualify to be an assessment administrator (AA) or an assessment coordinator (AC). You are only authorized to contact fieldworkers who have NAEP 2003 and NAEP 2004 summary evaluation codes of “1.” If you feel a candidate with an evaluation code of “2” or higher should be considered, you must obtain approval from the field director before contacting him/her.

Another good potential source of staff is Westat experienced staff that have never worked on NAEP. Westat has many other educational studies that recruit staff throughout the year and this staff may be available to work on NAEP. Please note that anyone currently working on another project will have to be cleared through the home office.

The NAEP staff recruiting effort is larger than any other project recruitment at Westat. Staff hired for NAEP are specially trained, so they remain on “reserve” in the Field Files System, but are released for the portions of the year that they are not working on NAEP. Files have been specially generated for the NAEP 2005 staff recruiting using recruitment data for all successful NAEP 2003 and NAEP 2004 field staff.

We have also loaded the names of all staff at Westat (including previous NAEP staff) that have a “Do Not Hire” status This staff is not eligible to be rehired. This staff can never be hired to work on NAEP. In the FRS, you can search for the person’s name and they will be listed with a “Do Not Hire” or with a “NAEP Do Not Hire” status. See chapter 4 for additional details on this staff.

Please do not contact anyone on the Westat or NAEP “Do Not Hire” lists. If you are contacted by someone on the lists, tell them that we are in the initial stages of NAEP recruiting and that you will take their contact information down and have someone get back to them. Do not discuss their past employment record nor their employment possibilities.

2.2 Westat Application Files

Many applications come into Westat as a result of printed newspaper and magazine advrtisements. Other Westat projects that hire also generate many applicants. Often these other projects receive more good applicants then there are positions open. While it has been our experience that applications need to be fresh to be useful, applications for those people with education experience generally have a longer shelf life. We have reviewed all of the applicants in the backup files and pulled the applications for all people with an education background. Copies of these backup applications are sent to the field managers.

Please remember that these materials are strictly confidential and only released to the field temporarily. All printouts, applications, and other recruiting materials with personnel information must be returned to the home office for shredding once recruiting is complete.

The applicant staff information in the FRS will be similar to the experienced Westat staff, except they will not have any previous Westat experience listed. Staff hired from the backup files are treated the same as newly hired staff.

2.3 NAEP Field Staff Recommendations

When we sent out the availability mailer to ACs & AAs in May 2004, we asked for names and addresses of people who they would recommend for NAEP. Many of them provided two or more names. We have also received calls throughout the past year from people who were referred to NAEP. Applications were mailed to the recommended staff. The names and the data of the people who returned the applications are loaded in the FRS and copies of the applications are sent to the field manager. Again, these materials are strictly confidential and only released to the field temporarily. All printouts, applications, and other recruiting materials with personnel information must be returned to the home office for shredding once recruiting is complete.

Some of your professional associates and friends may also be appropriate candidates for NAEP, so please forward any suggestions to Westat. NAEP employees who have previously supervised in a specific area can also provide a wealth of information on experienced and potential field staff. When considering friends or family members as candidates for NAEP, be sure they have the skills and experience necessary for NAEP and note that the hiring of friends and family members must be approved by the field director.

2.4 State, District, and School Recommendations

The NAEP State Service Center has solicited recommendations for NAEP staff from the State Coordinators. Applications were sent to all recommendations. State Coordinators are able to recommend staff recently retired from schools, the state office, scorers on the state assessment, and others.

Recommendations for potential NAEP staff also come from state offices, district offices, and schools. Recently retired and substitute teachers have been excellent employees in past years because of their familiarity with schools and testing. Very often the school coordinator can also recommend a parent who volunteers at the school and works well with the students. However, you should not feel committed to hire anyone just because he/she has been recommended by a superintendent or principal.

Recommendations were sent an application and recruitment flyer. Returned applications are entered in the FRS and provided to you.

2.5 Advertisements in Education-Related Newsletters and Web Sites

NAEP has been advertised in education-related newsletters and on education-related web sites including the Retired Teachers Associations (RTAs) and the Retired Department of Defense Teachers Reunion. We also posted notices in retirement communities. If you know of any additional sources, educational newsletters, and web sites that would be a good vehicle for NAEP recruiting, please contact your field manager. Exhibit 2-1 is the NAEP 2005 Newsletter, Magazine, and Web Site version of the staff recruitment ad.

2.6 Advertisements in Local Newspapers

Westat has experience placing classified ads in most areas of the country. NAEP has placed ads in the major newspapers in the four states that are part of the state oversample: California, Texas, New York, and Florida and in locations where we needed additional qualified staff. Westat contacts the selected newspapers and places the ad. Ads can instruct applicants to call the recruiting supervisor or the home office directly. The responders are screened and interested parties are sent a NAEP Flyer and a Westat Application Form. Instructions for screening applicants can be found in the *Staff Recruiting Magazine* and an example of the screening form is at the end of this appendix. An example ad can be seen in Exhibit 2-2.

Exhibit 2-1. Newsletter, magazine, and web site staff recruitment ad

Assessment Administrators

Temporary Job Opportunities

The National Assessment of Education Progress (NAEP), a congressionally mandated elementary and secondary education research study is looking for people who:

- **Enjoy working in schools**
- **Are detail oriented**
- **Can work in a team**
- **Have good communication skills**
- **Have some education or research experience**

This job features:

- Assignments starting in December 2004 & January 2005
- Local, limited and extensive travel positions available
- Ideal for substitute teachers or retirees
- Competitive rates
- Candidates must complete an FBI background security check

Please call (800) 627-NAEP for more information or send a resume to:
NAEP_Recruit@Westat.com or:

WESTAT Attn: Pat Heiser
1650 Research Blvd. GA W18
Rockville, MD 20850-9973.
For more information on Westat, visit www.westat.com.
EOE
WESTAT

Exhibit 2-2. Example of a NAEP classified ad

Assessment Administrators

Temporary Job Opportunities

The National Assessment of Education Progress (NAEP), a congressionally mandated elementary and secondary education research study is looking for people who; **Enjoy working in schools, Are detail oriented, Can work in a team, Have good communication skills, Have some education or research experience.**

This job features Assignments starting in December 2004 & January 2005 and Competitive rates. Candidates must complete an FBI background security check.

Please call **(888) 555-5555** for more information or send a resume to: [Supervisor or FM name@westat.com] or to WESTAT Attn: [Supervisor or FM name] [Supervisor or FM Address] City, State zip-code

For more information on Westat, visit www.westat.com. EOE

WESTAT

2.7 Managing Your Recruiting Sources

All printouts, copies of applications, and other recruiting materials with personnel information are strictly confidential. These materials are only released to the field temporarily. All printouts, applications, and other recruiting materials with personnel information must be returned to the home office for shredding once recruiting is complete. Please feel free to write on them — to jot down notes on the front and back. But, remember that they need to be returned eventually to the home office. You should not keep originals (or make photocopies) of any confidential information (including names, addresses, phone numbers, social security numbers, evaluations, etc.) of field staff. Please do not write on the application except to complete missing information (please initial) and to complete section 13.

Before returning the applications, please be sure they are fully completed and as the recruiter, you should complete Section 13 (found on the last page). If you have any questions about your recruiting sources, please contact your field manager or the NAEP Help Desk at 1(800)627-6237 or NAEPrecruit@Westat.com.

3. OVERVIEW OF THE NAEP FIELD RECRUITING SYSTEM

3.1 NAEP 2005 Field Recruiting System (FRS)

The NAEP Field Recruiting System (FRS) is designed to provide immediate, up-to-date information on the progress of recruiting, hiring, and training activities for NAEP field staff. The secure, web-based system allows field managers and supervisors access to the same information available to home office staff.

The FRS is intended to help identify and track fieldworkers who worked on previous NAEP studies or other education-related studies, as well as persons new to Westat. It assists the field staff in coordinating and managing the recruiting process by providing the following capabilities:

- Monitor progress toward hiring targets;
- Search for existing records;
- Maintain demographic, field assignment and status information;
- Avoid potential hiring errors;
- Ascertain the correct paperwork for each person;
- Maintain the status of paperwork for each person; and
- Produce various reports.

Any questions about the operation of the FRS should be directed to your field manager or the NAEP Help Desk at 1(800) 499-6237.

Several enhancements were made to the FRS for the NAEP 2005 recruitment:

- Multiple study and position-based field assignments;
- Variable number of lines displayed on the Search screen;
- Verification of county with residential ZIP Code;
- Employment form tracking related to each study/position;

- Enhanced training component;
- Alternate Shipping Address for Pearson and Westat shipments;
- Updates from the Westat Field Files System
- Enhanced data selection (formerly known as mail merge) and standard reports; and
- Many other user friendly upgrades.

3.2 Accessing FRS

All work on the FRS is online, in real-time. You will access the system by connecting to the web site via an Internet browser.

3.2.1 NAEP Laptop Access

If you have not already used your laptop to access the Internet, refer to the document *Windows XP Dial-Up Connection* to learn how. Please note that this document is written for and presents screen shots using the NAEP laptop configuration.

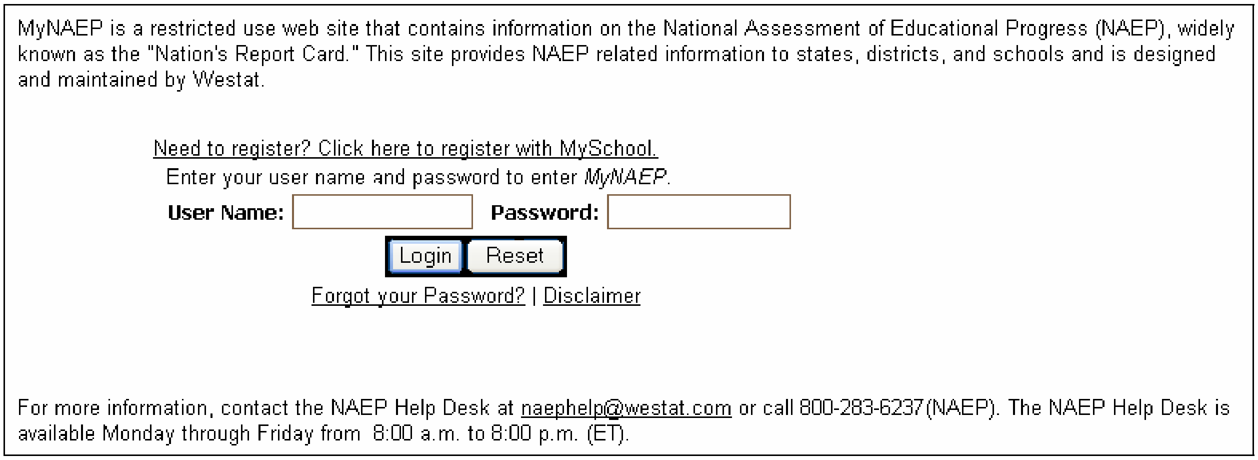
3.2.2 Any PC with Access to the Internet

As the number of options for browser types, connections, and PC configurations is as many as there are computers, detailed instructions are not possible for this alternative. Therefore, you should have some basic understanding of computers other than the NAEP laptop. Essentially, you need to locate the Internet browser on the PC. The browser must be equivalent to or better than Internet Explorer, Version 5 (IE5) to function with the MyNAEP web sites properly. Connect to the Internet using the browser. Enter the address or URL for the MyNAEP web site: www.MyNAEP.com.

This appendix is written for and presents screen shots from the NAEP laptop configuration. Therefore, if you are not using the NAEP laptop, you can expect some differences in the look and use of the FRS.

3.3 NAEP Login

When you are connected, the MyNAEP Welcome screen will appear (this is the default home page on the laptop). Enter your NAEP User Name and password, and click the Login button.



MyNAEP is a restricted use web site that contains information on the National Assessment of Educational Progress (NAEP), widely known as the "Nation's Report Card." This site provides NAEP related information to states, districts, and schools and is designed and maintained by Westat.

Need to register? Click here to register with MySchool.

Enter your user name and password to enter *MyNAEP*.

User Name: **Password:**

Forgot your Password? | Disclaimer

For more information, contact the NAEP Help Desk at naephelp@westat.com or call 800-283-6237(NAEP). The NAEP Help Desk is available Monday through Friday from 8:00 a.m. to 8:00 p.m. (ET).

When the login is successful, the MyNAEP Options screen is displayed. From this screen, you can go to any of the NAEP-related web sites listed on the screen. The list of options that you have access to will depend on your Login. To access the FRS, move the mouse pointer over the words “NAEP Field Recruiting System” and click.

Options

MySchool	Access information for selected schools
School Control System '05	Record information about sampled schools NAEP 2005
NAEP Field Recruiting System	Field staff recruiting for NAEP 2005

3.4 Logging In Do’s and Don’ts

Do enter your password in upper and lowercase letters – exactly as given to you. To login to the system, you will enter your NAEP User Name and password. Please note that the password is a mixture of upper and lowercase letters, as well as numbers and symbols. The NAEP User Name and password are case sensitive and must match with the information in the Westat system so that it is important that you enter these exactly as they were given to you.

Do keep your NAEP User Name and password secure. Both your NAEP User Name and password have been provided to you. Everyone will have a unique password and NAEP User Name, which must be kept CONFIDENTIAL. Remember that we have pledged to keep the data secure. You must do your part to ensure that no unauthorized persons have access to the NAEP web-based systems.

Do Login. To login, move the mouse pointer over the blank field following "Login:" until the pointer turns into an I-beam and click once to bring the cursor to the field. Type your NAEP User Name exactly as it was given to you. Then, press the Tab-key or move the mouse pointer over the blank field following the label "Password:" and click once to bring the cursor to the field. Type your password exactly as it was given to you. Move the pointer over the Login button and click once or press the Enter-key.

Do be careful entering your password. As you enter your password, all you will see is a series of asterisks (*****) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you are careful as you type the password. After typing the password, press the Enter-key or click the Login button.

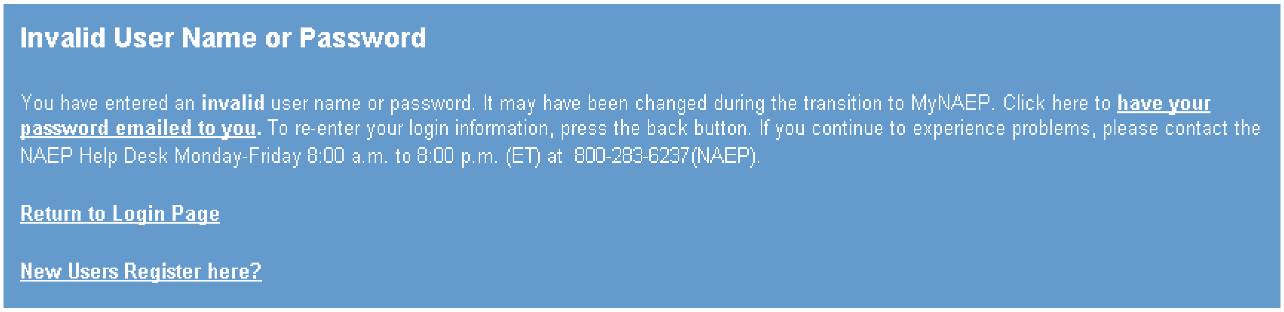
Do return to the Login page to correct mistakes in your NAEP User Name and password. If you make a mistake entering either your NAEP User Name or password, you will get the "Sorry" message shown above. If this happens, click on Return to Login Page and carefully type your NAEP User Name and password again.

Do call the NAEP Help Desk after several failed login attempts. The system will allow you to try as many times as you need. However, if you continue to have problems, call the NAEP Help Desk at 1-888-499-6237.

Do request to have your forgotten password emailed to you. If you have forgotten your password, click on Forgot your Password? on the Welcome screen or click on have your password emailed to you on the Sorry screen to go to the Forgot Your Password screen. Type your email address and click the Submit button. Your NAEP User Name and password will be sent to you in an email message.

Don't save your User Name and password in the browser. Your web browser can be programmed so that it will save information and keystrokes for future reference. However, this also means that anyone with access to the computer can use this information as well. If the information stored includes User Names and passwords, then your system and NAEP data will not be secure. Do **not** set the browser to memorize such information. The version of Internet Explorer that is on your NAEP laptop will not save the information.

Don't use Enter-key after entering User Name. Be careful not to press the Enter-key after typing the NAEP User Name. If you do, the system will think that you are trying to login without entering a password, the message below is displayed. If this screen appears, click on Return to Login Page and retype your NAEP User Name and password.



Invalid User Name or Password

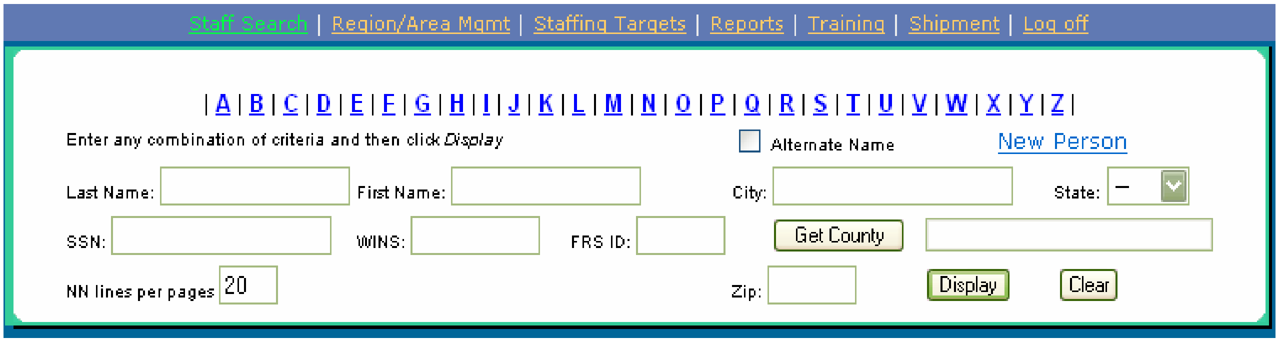
You have entered an **invalid** user name or password. It may have been changed during the transition to MyNAEP. Click here to **have your password emailed to you.** To re-enter your login information, press the back button. If you continue to experience problems, please contact the NAEP Help Desk Monday-Friday 8:00 a.m. to 8:00 p.m. (ET) at 800-283-6237(NAEP).

Return to Login Page

New Users Register here?

3.5 Basics for Using the FRS

Those who have used the School Control System (SCS) will find that the FRS has a similar appearance. The first screen that you see in the FRS is the Staff Search screen.



Enter any combination of criteria and then click *Display*

NN lines per pages: 20

TIP The icons and menu items that surround the full screen are related to the functions of the Internet Explorer browser. Removing the Internet Explorer tool and status bars simply by pressing the F11-key on the keyboard can maximize the FRS display. The major navigation icons for Internet Explorer are still available on a smaller toolbar at the top of the screen. Pressing F11 again will restore the tool and status bars. Many users find it easier to work in FRS when the tool bar is removed.

In the upper left corner of the screen is the MyNAEP Home icon as shown here:

Moving the pointer to this icon and clicking will return you to the MyNAEP Options screen that allows you access to the other MyNAEP web sites.

As is common with web-based systems, underlined text indicates a hyperlink. As you move the mouse pointer over a link, the pointer changes shape and the text will change color. Clicking on this text takes you directly (links) to another part of the system. Below the MyNAEP Home icon is a bar listing several hyperlinks. These hyperlinks are available while you are working in the FRS.

Staff Search | Region/Area Mgmt | Staffing Targets | Reports | Training | Shipment | Log off

Each of these links is described in more detail in chapter 4 of this appendix, but the following chart presents a brief description.

Link	**Description**
Staff Search	The first screen you see after entering the FRS. This where you search for existing staff records and creating new ones.
Region/Area Mgmt	View and update supervisor, AC, and AA assignments.
Staffing Targets	View (field managers can update) staffing targets for your territory, region, and area.
Reports	Generate reports for recruiting and staffing activities.
Training	View and update training data for entire training sessions and generate reports.
Shipment	View upcoming shipment dates and enter alternate shipping information.
Log off	Return to MyNAEP Options screen.

The FRS database has more information about each person than can be displayed on one screen. Therefore, the data has been categorized. Once you select a person, you can view their specific information by highlighting or selecting the label or the tab — much like the tab of a file folder. The contents and use of each tab is discussed in more detail in chapter 4 of this appendix.

Please note that if you are logged on to any of the MyNAEP systems and the Westat server does not detect any keyboard or mouse activity for 20 to 30 minutes, the server will log you off. For example, if you are logged into FRS and leave it running while you do something else for 20 to 30 minutes, when you try to return to FRS, a window appears (shown below) explaining that a Session Time Out has occurred and you must login again. Click the word here to return to the Login screen. This is a security feature so that the database does not remain open for hours at a time and allow for access by someone not authorized to use NAEP.

Session Time Out

The current session has time out. Please click here to start a new session.

Most of the data entry or updates are completed on what are known as pop-up windows. These windows are smaller than the main screen and appear (pop up) when you click an **Insert** or **Update** button. Always close the pop-up window by clicking on **Submit** to save your work or **Close** to close the pop-up without saving. While working on a pop-up window, if you click on the screen behind it, the pop-up remains open in the background — you have not finished updating the record. If you leave a pop-up by mistake, simply click on its name in the task bar at the bottom of your screen to re-open it. Then close the pop-up by clicking on **Submit** to save your work or **Close** to close the pop-up without saving.

3.6 Availability and Hiring Status

The Availability Status is the overall status of the person on the project, the interest of the person to work on NAEP and the eligibility to be hired by Westat and/or NAEP. Availability is updated by the home office staff or by the system based on the values of certain fields. The following table lists each Availability Status in FRS, a definition, who or what may change it, how or when it will change, and how the Westat Field Files System (FFS) is affected.

Availability	Definition	Set by	Rules	Field File System (FFS) Affect
Do Not Hire (DNH)	NOT eligible to be hired by Westat.	FFS	Cannot be changed.	None.
NAEP-Do Not Hire	NOT eligible to be hired for NAEP; eligible for other Westat projects.	FRS or HO	Cannot be changed.	None.
Call Home Office (CHO)	May be eligible to be hired after reconciling issue(s).	FFS or HO	Do not contact this person until approval is obtained from Susan Lea or Annette Morgan	None.
Deceased	Person died.	FFS or HO	Cannot be changed.	None. Notify HO
Delete	Duplicate record.	HO or FR or FM	Ensure all data in undeleted record is kept.	None.
Released From Project	Availability is set to this after all NAEP studies/ positions have status of Released, Quit, or Fired.	HO or FR or FM	Eligible for rehire.	FFS updated.
Active	Hiring activity has started.	FRS	Study and position activity.	None.
Inactive	Hiring activity has not started, person is eligible, but interest is unknown.	FRS or HO	All staff set to this if not already set to DNH or CHO.	Person on a NAEP reserve or recruitment list in Field Files.

The Hiring Status is the NAEP study/position-specific hiring status and the progression of completion of employment forms. The following table lists each Hiring Status in FRS, a definition, who or what may change it, how or when it will change and how the FFS is affected.

Hiring Status	**Definition**	**Set by**	**Rules**	**Field File System (FFS) Affect**
Prospect	Potential for hiring on NAEP; may change back to Inactive or proceed to Intend to Hire.	Field or HO	To consider for hiring.	None.
Intend to Hire	Hiring activity to begin. Initial screening done.	Field or HO	Address, county, and position must be entered. Forms to be sent.	FFS updated.
Hired-Key Forms	Application, FWA, and Personnel Form Status = Complete.	FRS	Person can be paid for non-school work.	None.
Hired-All Forms	All employment forms Status = Complete.	FRS	Person can work.	None.
Hired-All Clear	All employment forms Status = Complete; Interview = Complete; References = Approved & FBI Clearance Status = Approved; and Profile Data is non-blank.	FRS	Person cleared to work in schools.	None.
Released	Person is released from this position	Field or HO	Eligible for rehire.	FFS updated.
Quit	Person decides not to work.	Field or HO	Eligible for rehire.	FFS updated.
Fired	Project dismisses person for cause.	Field or HO	Not eligible for rehire.	FFS updated.

Availability Status and Hiring Status together are key fields in controlling interactions with other systems and with the home office. If the record you are entering is a new person, the Hiring Status is automatically set to *Prospect*. For other records, if you want to indicate an initial interest in someone, you can update the Hiring Status to *Prospect;* this will “hold” the person for this assignment until the record is updated to *Intend to Hire* or *Released*. The system will ask for a position for this person at this point, in order to be counted on the Hiring Status report.

You are able to change the position until the Hiring Status becomes Hired-Key Forms. Once the key forms (Application, FWA, and Personnel Form) for a position are marked *Complete*, the person is considered hired by Westat and the person must be *Released* from that position and the End Date must be revised before a new position may be inserted.

3.7 Do Not Hire, NAEP-Do Not Hire, and Call Home Office Records

Any record with a Hiring Status of *Do Not Hire* indicates a person who is not eligible to be hired by Westat. The contact information (address and phone number) is not displayed and no other data is available. Data for this record cannot be updated.

Records with a Hiring Status of *NAEP-Do Not Hire* indicate a person who is not eligible to be hired for work on NAEP because an evaluation on NAEP or other education-related project (e.g., ECLS) was “3.”

Where the Hiring Status is *Call Home Office*, the person has a reconcilable or potentially pardonable issue. You **must** contact Susan Lea at 1-800-627-6237, extension 2015 or email SusanLea@Westat.com; or Annette Morgan at 1-800-627-6237, extension 2609 or email AnnetteMorgan@Westat.com to discuss if contact with this person is appropriate. If the issue can be resolved, Susan or Annette will change the person’s Availability Status to *Available* so that you can proceed with the recruiting process. Some reasons for a *Call Home Office* status are as follows:

- Other Contract – The person is currently working on or reserved for another Westat project.
- Money – The person owes Westat money.
- Rehire – Various issues such as long-term illness.
- Criminal Status – Question on Application about criminal conviction was answered “Yes” or was unanswered.
- Eval = 2 – The person received an Evaluation of “2” – reservations about rehire.

3.8 Exiting the FRS

When you want to exit the FRS, simply click on the Log off link in the top portion of the screen. The MyNAEP Options screen is displayed. If you use the browser's Close or Exit without logging out, some data may be lost or damaged.

4. FIELD RECRUITING SYSTEM GUIDELINES

This section of the Appendix provides guidelines for the following subjects in the Field Recruiting System (FRS):

- Searching for a person;
- Entering data for a person not already in FRS;
- Viewing and updating name, addresses, phone numbers, email addresses, field assignments, employment forms and activities, travel, skills, and profile data, experience, notes, and training;
- Viewing and/or updating region and area assignments;
- Viewing and/or updating targets for staffing the regions and areas;
- Viewing and/or updating training administration data;

The data maintained in the FRS is used in many ways. The accuracy and timeliness of data in the FRS influences:

- Management decisions;
- Shipping of materials;
- Contacts by home office, Help Desk staff, other field staff and state/district/school officials; and
- Reports to the National Center for Education Statistics and other contractors.

It is critical that each person with access to the FRS assumes responsibility for correctly maintaining the data.

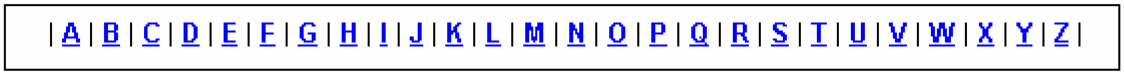
4.1 Searching for a Record

Thoroughly searching for a record in the FRS is a key to proper recruiting and hiring for the NAEP project. Not only does the FRS database contain persons who are eligible to be hired, but also the database identifies who is not eligible to be hired. An inadequate search may lead to duplicate records in the FRS, which would lead to inaccurate reports, hiring conflicts for more than one study, or hiring an ineligible person.

A new feature of the FRS allows you to indicate the number of lines to be displayed on each page of the Search screen. This will allow you to decrease the number of lines displayed so that slower communication connections will refresh the screen more quickly or for faster connections, you may increase the number of lines to scroll down the list of names. Twenty lines per page is the default.

NN lines per pages 20

You can search by last name. Across the top of the Search screen are the letters of the alphabet. Select the first letter of the last name for a list of everyone whose last name begins with that letter.



| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

Alternately, you can search on any combination of the following items:

- Last name – legal or alternate (full last name, or just the first letters);
- First name – legal or alternate (full first name, or just the first letters);
- Social Security Number (numbers only, no dashes or spaces);
- WINS # (numbers only, no dash or space);
- FRS ID;
- City (full city name or just the first letters);
- State;
- ZIP Code (5 digits only, no partial); and/or
- County.

TIP Do not enter quote marks or apostrophes in any data fields.

We recommend that you do not type the entire name (first or last) just in case the name you are searching for is spelled differently than what you may think. For example, if you type “fraser” in the last name field, the only records listed would be for any “Fraser” in the database. Whereas, if you type “fra” in the last name field, the list would include any Fraser, Frasier, Frazer, Frazier, etc., in the database.

The default for searches by name is by legal name only. To search for a record based on the person’s alternate name, click the Alternate Name checkbox. The system searches only for records with that Alternate Name, and displays Alternate Name(s) in the name fields on the Search Results grid.

Do not type dashes when entering a WINS# or Social Security Number. Type numbers only.

To search by county, you must first select the state from the drop-down list; then click the Get County button and select the county from the drop-down list of counties for that state.

The system displays only those records that match **all** of the search criteria, therefore the more criteria you enter the fewer records that will be listed and the more likely it is that you will miss finding the appropriate record. Since the system retains the search criteria when listing the results, you should start with broad or few criteria and narrow the list by typing in additional criteria.

Type in the desired search criteria and click the Display button or press the Enter-key. The bottom section of the screen lists, in alphabetical order, all of the records meeting all of your selection criteria. The list of names is displayed by pages. At the left of the screen, just above the line, the system displays the current page number and the number of pages, and in parentheses just after that, the total number of records selected for the criteria. You can move through the records by clicking on >>Next Page and <<Prev Page, or by selecting a page number from the drop-down list.

If you see a name you want to view or update, click on the underlined name (a hyperlink to the full record). The Address screen for that person will be displayed.

If the record selected is not the one you were looking for and you want to return to the list of names to look for another, click on the browser’s Back Arrow (⇦) in the toolbar. If you click on the Staff Search link instead of the Back Arrow, you would return to a blank Search screen ready for a new search.

If you cannot find an FRS record for someone who claims to have previous Westat experience, please contact Annette Morgan at 1-800-627-6237, extension 2609, or email AnnetteMorgan@Westat.com to search in the home office for their data. If no data is available, then a new staff record may be created.

If no records meet the criteria you entered, the system issues a message: “No matching records found.” At this point, you can perform the following:

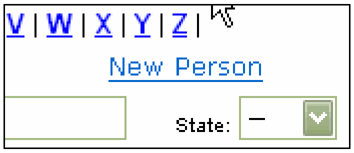
- Change the criteria you entered and search again; or
- Click on the Staff Search link to empty all of the search criteria boxes and begin again.

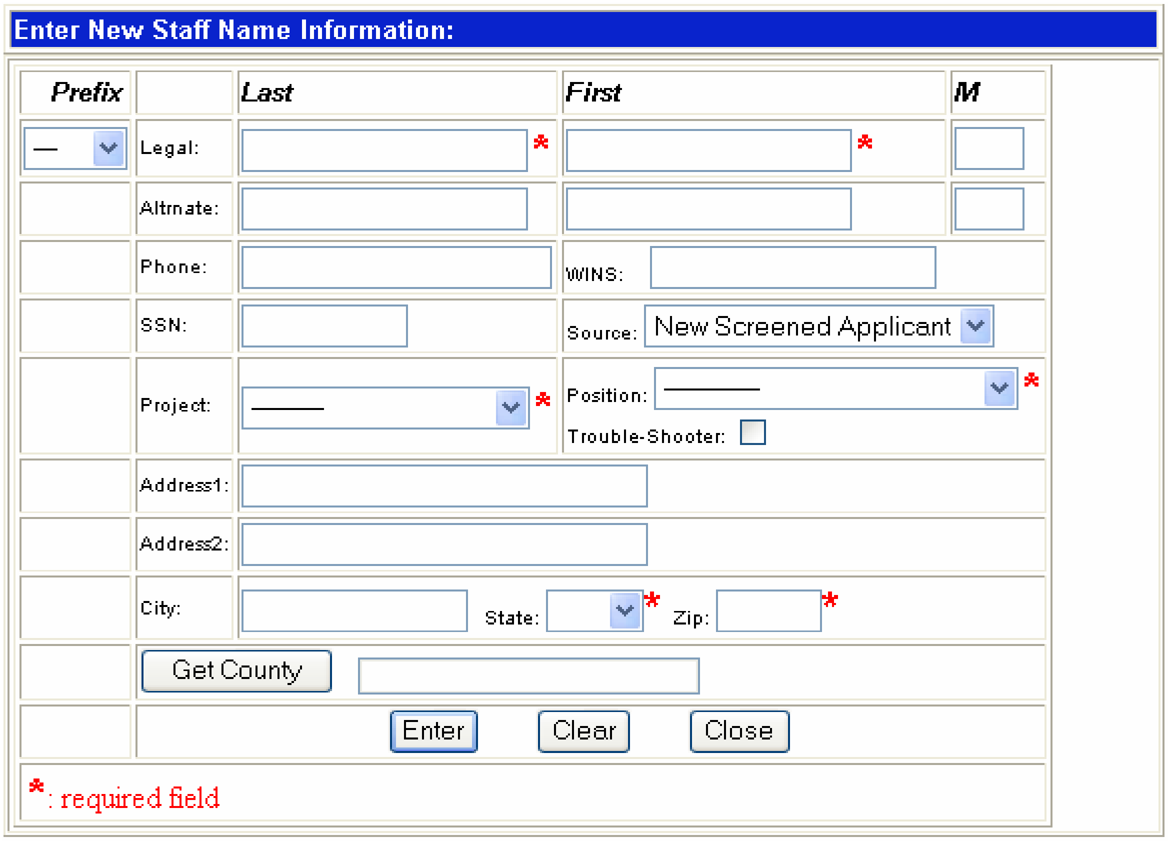
If you have exhausted the search scenarios and still have not found the record of the person you seek, then you may create a new record by clicking on the New Person link on the Search screen. ***Remember that inadequate searches may lead to duplicate records and/or hiring of ineligible persons.***

TIP If you think the person has worked for Westat previously, but you cannot locate then by searching; enter them as a new person and put their social security number in using the Travel ans Skills tab. The nightly FRS update will load any information in the Westat Field Files System based on the social security number.

4.2 Entering New Person Data

If a thorough search on the Staff Search screen found no records or did not find the specific person, you can enter a person’s data by clicking on the New Person link in the upper right corner of the Staff Search screen. The Enter New Staff Name Information pop-up window appears. Use the Tab-key to move between fields. The required fields — legal last name, legal first name, study, position, and state — are marked with a red asterisk (*). A position is required so that this new person can be included in status reports. The position may be changed until the Hiring Status equals Hired-Key Forms.




Enter New Staff Name Information:

Source: New Screened Applicant

If you have address residential information for the person, you can enter it at this point, but it is not required. You may also want to enter a phone number, if available. Refer to list below for standardization rules for addresses and phone numbers.

Rules for Entering Address and Phone Information

- Use standard abbreviations (e.g., ST, RD, LN, AVE, BLVD, SE, NW, etc.).
- Omit all commas and periods in street addresses.
- Enter apartment numbers on the same line as the street name and number (e.g., 12290 GREEN MEADOW DR #312). Use the number sign (#A) whether the apartment is a numeral or letter.
- Format U.S. phone numbers with hyphens (e.g., 999-999-9999).
- Format non-U.S. phone numbers as: 011 CC TT 999 99999, where 011 is international access code from U.S.; CC is the country code; TT is the city code; 999 99999 is the phone number.

When you are finished entering the information, you can do the following:

- Click on the Enter-key to save your changes and the Addresses and Phones screen is displayed;
- Click on the Clear button to erase the information currently displayed so that you can type in new information; or
- Click on the Close button to return to the screen you came from without saving your changes.

The Hiring Status for the New-Person record defaults to *Prospect;* the status date is set to today's date; and the source defaults to *New*. The system automatically assigns the person an FRS ID number. This number can be used to uniquely identify the person until a WINS# is assigned.

TIP If you get an error message when entering social security number, this person is already in the FRS. Search on social security number to locate the record.

4.3 Viewing/Updating Staff Information

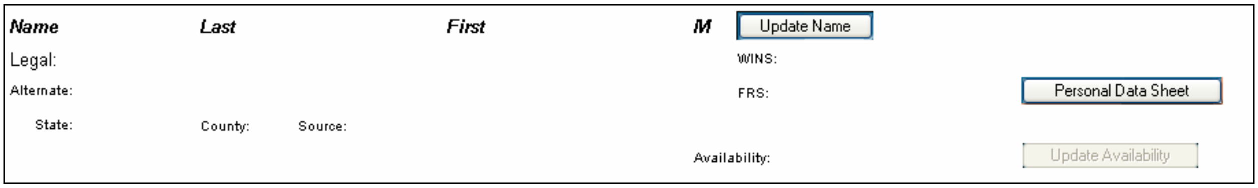
Many of the people you hire will be returning from previous NAEP cycles. The FRS contains a considerable amount of information about these people. You are required to maintain some of this information, as well as collect more information about each person.

In the upper portion of an individual's screen, the Personal Data Sheet button is available so that you may print a Personal Data Sheet (PDS) for that person. Refer to section 5.3.4 for details on the PDS.

Two messages may appear in the upper portion of the screen – "Check Profile Data" and/or "Check Staff Notes." The Check Profile Data message will appear when any of the profile data fields are blank (refer to section 4.3.5 for details about Profile Data). All profile data must be entered in order for this message to disappear and for the person to be Hired-All Clear. If a Staff Note exists for this person, the Check Staff Notes message will appear. Notes are not necessarily of a negative nature and may pertain directly to information you need to know. You should make a habit of checking Staff Notes every time you access a record with this message.

The FRS database has more information about each person than can be displayed on one screen. Therefore, basic information about the person is displayed in the upper portion of the screen. This includes:

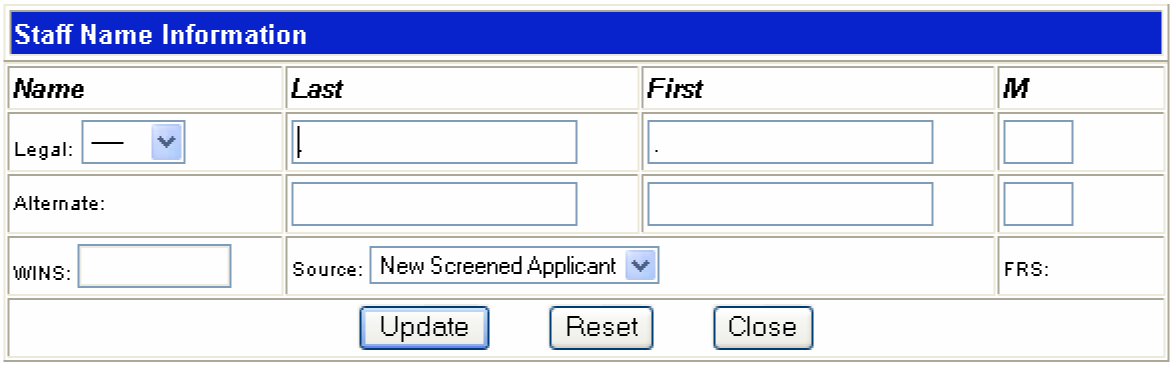
- Legal Name
- WINS#
- FRS Record Number
- Source of Record
- Alternate Name
- Residential State
- Residential County
- Availability



All other data about a person is categorized. You can view someone’s specific information by highlighting the label or the tab – much like the tab of a file folder. The contents and use of each tab is discussed in more detail later in this section.

4.3.1 Update Name

The Update Name button will allow you to update the legal and alternate first and last names, middle initial, and prefix. After your initial entry of the legal name for a new person, changes should be made only to the alternate name. All employment forms are official, legal, and binding documents, and a person’s full legal name must be used. The home office staff has procedures to thoroughly check that the legal name in the FRS matches the employment forms and vise versa.



Source: New Screened Applicant

Suffixes (Jr., III, etc.) must be entered in the last name field of the legal name. To maintain consistency with other systems and so that names will be printed properly on reports and labels, do not insert any punctuation except for hyphens. For example, John R. Jones, Jr. and Jane C. Heiser-Morgan would be typed in as follows:

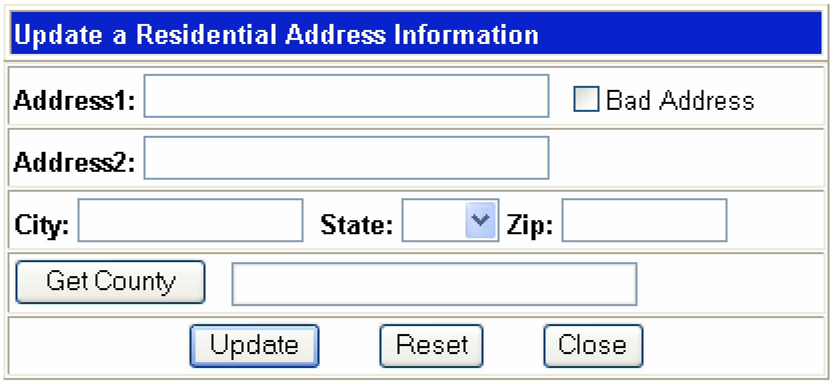
Last	*First*	*M*
JONES JR	JOHN	R
HEISER-MORGAN	JANE	C

Also, to maintain consistency with other systems and reports, the FRS translates name data to all upper case. So you may enter upper and lowercase, but it will convert to all upper case.

4.3.2 Addresses and Telephones

Most address and phone information is from the previous NAEP cycle or was transferred from the Field Files System (FFS). Other staff have entered some information. The system requires at least one line of street address, city, state, and ZIP Code.

The residential address is the legal, physical address of the person. Post office boxes are not to be used in the residential address field. Westat and Pearson use this address for express delivery service (FedEx, UPS) shipments, which require a residential street address.

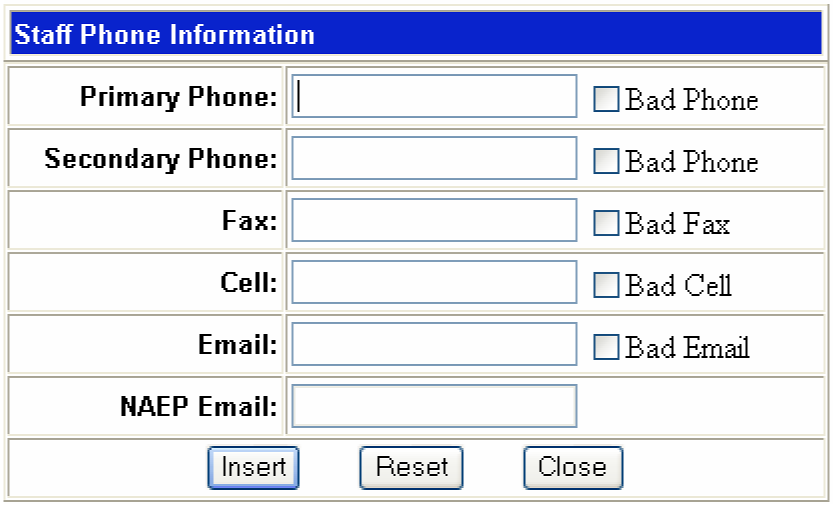


The county is associated with the residential address and is used to determine a person's pay rate. Whenever the residential address changes, you must update the county. County does not automatically update when the address changes. You will get an error message if the ZIP Code does not match the county. For field staff other than field managers and supervisors (whose pay rates are not visible in FRS), the pay rate on the Field Assignment screen may change because of the change in county. The home office **must** be notified when changes to an address occur (send an email to NAEP-Recruit@Westat.com).

If there is an address that differs from the residential address and is preferred for mailing general correspondence, you should enter that mailing address. Post office boxes are to be maintained in the mailing address. You can also store a temporary address, with start date and end date, for fieldworkers who may be traveling. This temporary address will then be used as the person's mailing address if labels are printed during the dates listed.

Telephone numbers include a primary and secondary telephone, as well as a cell phone and a number for a fax. There is automatic formatting of telephone numbers, so just enter the numbers with out dashes or periods.

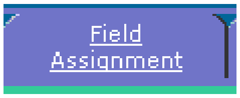
The NAEP email address is one assigned by Westat. The other email address may be a personal or alternate email. When you enter an email address, it is transformed into a link. Click on the link to open email and send a message to the person.



Staff Phone Information

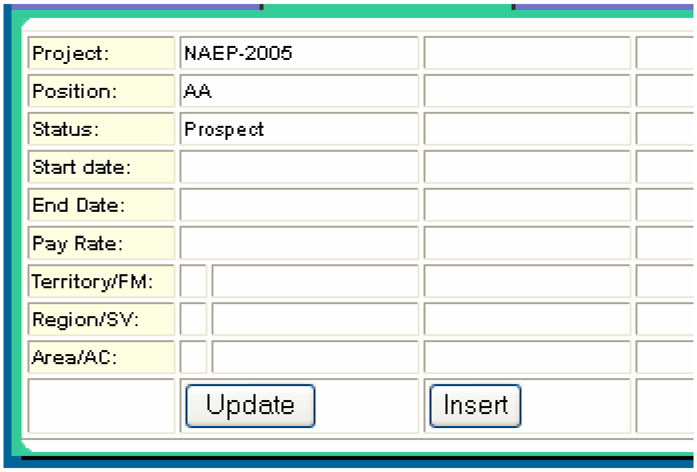
Primary Phone:		☐ Bad Phone
Secondary Phone:		☐ Bad Phone
Fax:		☐ Bad Fax
Cell:		☐ Bad Cell
Email:		☐ Bad Email
NAEP Email:		

If the address, phone, or email information displayed is incorrect, but new information is not available to replace it, you may check or click the Bad Address, Phone, Fax, Cell, or Email indicators. The entire field is displayed in red and a red asterisk (*) appears next to an address or phone. If you have more current information, please update the information and uncheck the bad information box.



4.3.3 Field Assignment

The Field Assignment tab allows you to view multiple field assignments for a person.



Project:	NAEP-2005
Position:	AA
Status:	Prospect
Start date:	
End Date:	
Pay Rate:	
Territory/FM:	
Region/SV:	
Area/AC:	

To change the Hiring Status of a person to indicate your interest in hiring them, you may click the Update button if the assignment is already displayed or you may click the Insert button to add a new assignment.

When the Update button is chosen, a pop-up window appears with a drop-down list for you to select Prospect or Intend to Hire.


Update Staff Hire Status

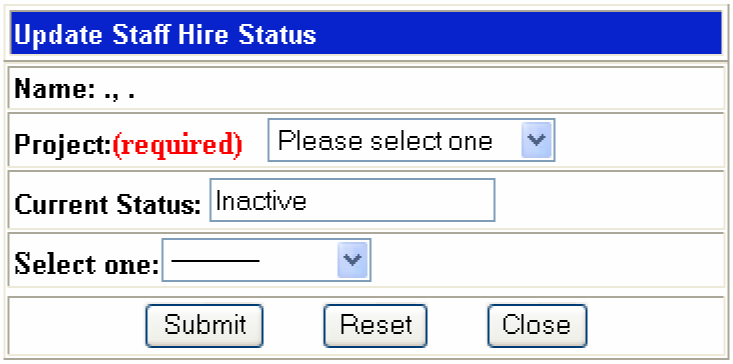
Name: ., .

Project: NAEP-2005

Current Status: Prospect

Select one: Prospect

When the Insert button is chosen, a pop-up window appears with drop-down lists for you to select the project and status of Prospect or Intend to Hire.


Update Staff Hire Status

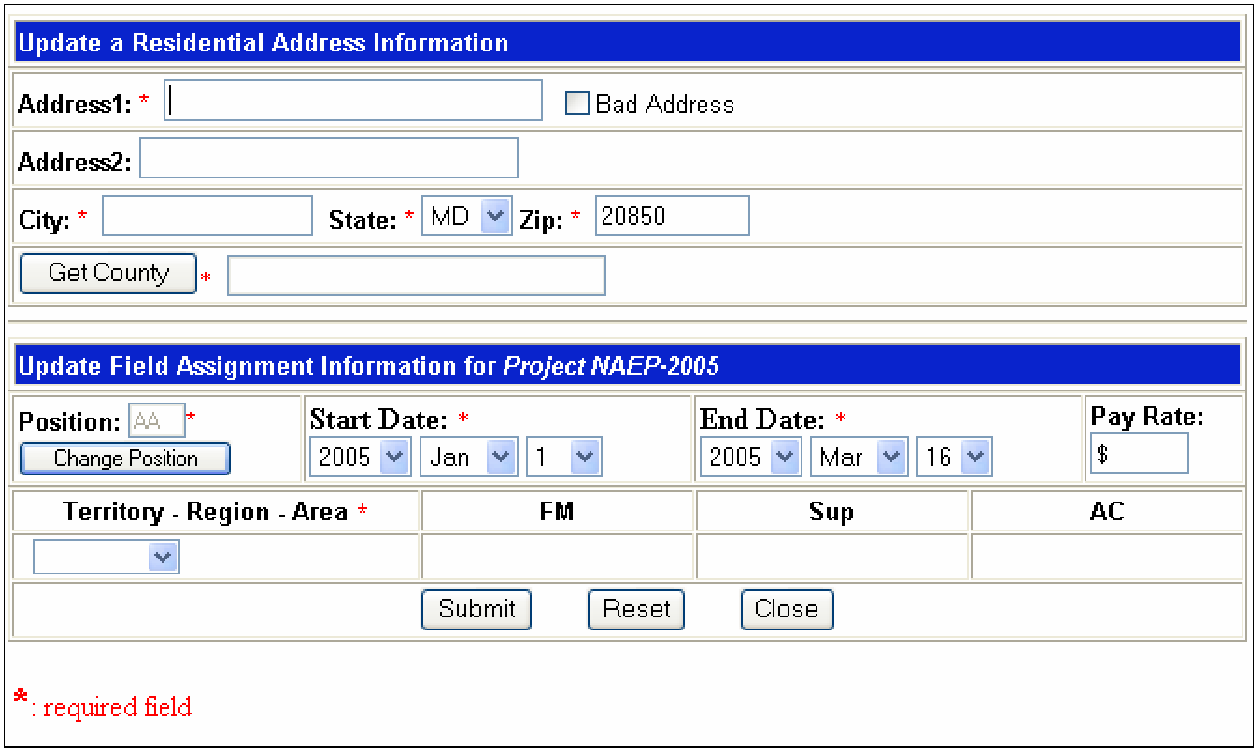
Name: ., .

Project:(required) Please select one

Current Status: Inactive

Select one: ———

After selecting the Hiring Status, click the Update or Submit button. A pop-up window will appear asking if you wish to update the Hiring Status. If you do, click the OK button. Another window appears for you to review address and update the field assignment data. Check that the address is correct. Select the appropriate position from the drop-down list. Start and end dates will change to the default dates for that position. Adjust the dates if the person is starting earlier or later or is expected to stop work sooner or continue working longer than the default dates. For assessment administrators (AAs), select the appropriate region and area (if available) where this person is assigned to work. When required fields are complete and all data looks to be correct, click the Submit button to save the data. The Field Assignment tab should now display the new field assignment information.



Update a Residential Address Information

Address1: * ☐ Bad Address

Address2:

City: * State: * MD Zip: * 20850

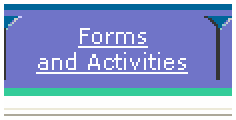
*

Update Field Assignment Information for *Project NAEP-2005*

Position:	Start Date: *	End Date: *	Pay Rate:
AA *	2005 Jan 1	2005 Mar 16	$

Territory - Region - Area *	FM	Sup	AC

*: required field



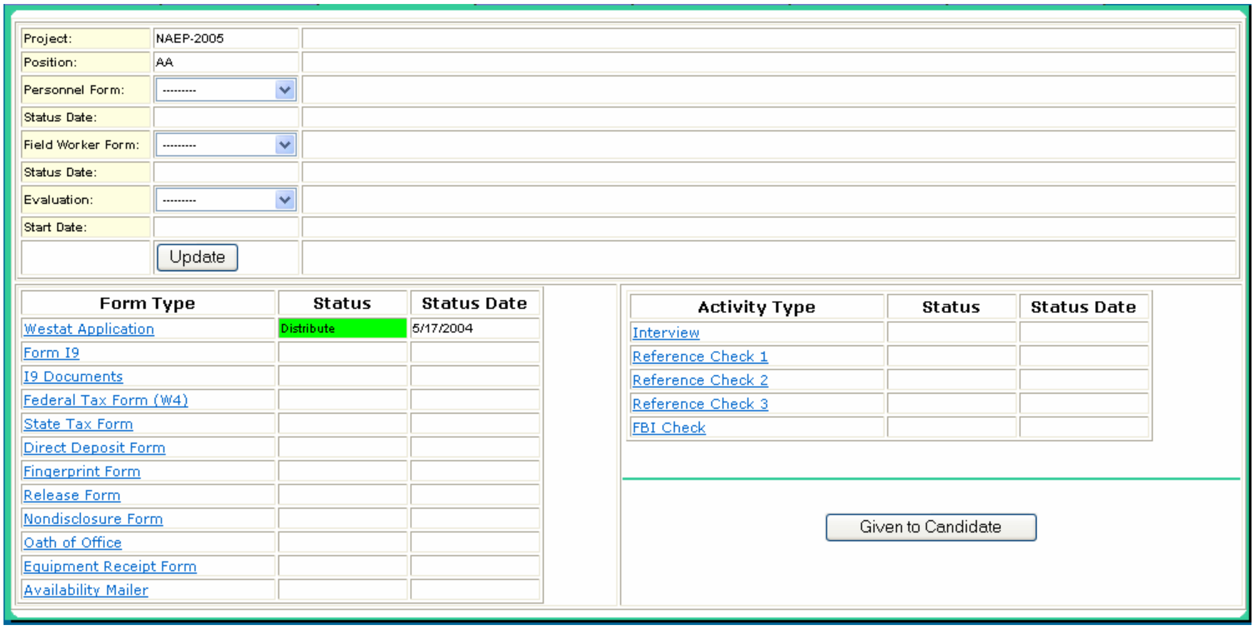
4.3.4 Forms and Activities

The Forms and Activities tab is divided into three sections;

- Study/position-specific employment forms;
- General employment forms; and
- Employment activities.

The Forms and Activities screen displays all of the forms and activities necessary in the hiring process. Most forms begin with a blank status. If a record is loaded or updated from the FFS, the Application; I-9; Fingerprint Form; Release Form; and FBI Clearance may have a status of *Complete, Incomplete, On File,* or *Approved*, as appropriate.

The study/position-related forms are the Fieldworker Agreement (FWA), the Personnel Form, and the Evaluation. For each study and/or position, another set of these forms is required and a column is displayed for each study/position.



Project:	NAEP-2005
Position:	AA
Personnel Form:	---------
Status Date:	
Field Worker Form:	---------
Status Date:	
Evaluation:	---------
Start Date:	

Form Type	Status	Status Date
Westat Application	Distribute	5/17/2004
Form I9		
I9 Documents		
Federal Tax Form (W4)		
State Tax Form		
Direct Deposit Form		
Fingerprint Form		
Release Form		
Nondisclosure Form		
Oath of Office		
Equipment Receipt Form		
Availability Mailer		

Activity Type	Status	Status Date
Interview		
Reference Check 1		
Reference Check 2		
Reference Check 3		
FBI Check		

For New Hires, the Status column is blank for all of the forms except the Westat Application, which has a status of *Distribute*. You should click the Given to Candidate button to update the status of the application to *Given to Candidate* and give or mail the application to the candidate.

When the Hiring Status is changed to *Intend to Hire*, any of the required forms not already *Complete* or *On File* will be changed to a status of *Distribute*, meaning that you need to distribute those forms to the person. Make a packet of employment forms where status is *Distribute*, and send them to the applicant/candidate with the return envelope addressed to the home office. Update the status of those forms by clicking the Given to Candidate button.

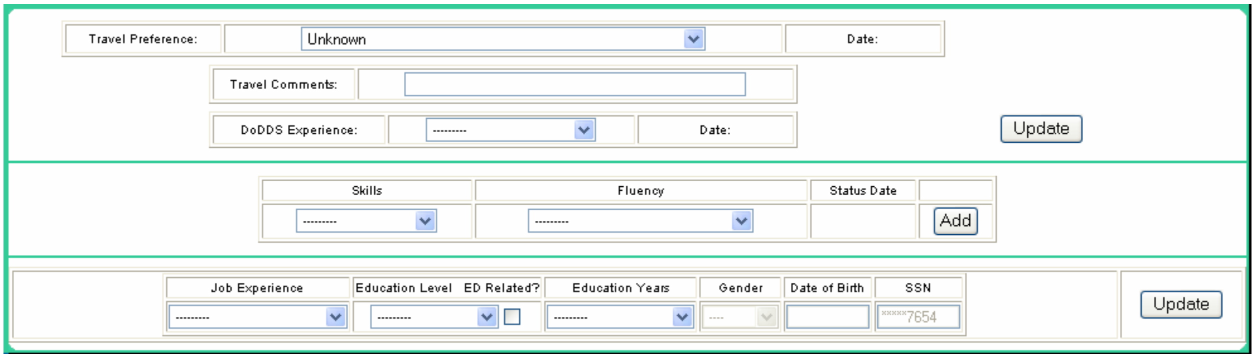
When the home office receives any of the forms, we have procedures to determine if each form is *Complete* or *Incomplete* and the form's status in FRS is marked accordingly. There are some forms that are not required or may not be required under certain circumstances. In these cases, a status of *Not Applicable* is selected (e.g., the Direct Deposit Form is optional).

For persons with a source of *New* you must have an in-person interview and check their references before the person can be hired. As you complete the interview and reference checks, you need to enter those activities on the Forms and Activities tab. Click on the appropriate underlined activity and on the pop-up window, select the appropriate status from the drop-down list. Click the Submit button to save your entry and return to the Forms and Activities tab.

One additional note: no one can work in a school until they have submitted their fingerprints for the FBI clearance process. This includes the submission of the original set of finger prints or the resubmission of fingerprints. Resubmission is necessary for when the original clearance has expired (after 3 years) or the originally submitted prints were unreadable.

4.3.5 Travel, Skills, and Profile Data

The Travel Preference screen is presented to help you select persons suitable for the specific tasks based on the travel involved. If the Field Files System (FFS) has information about a person's travel preferences, that information is displayed on this screen. Travel Preference may be updated by field or home office staff. There is also space for a 50 character free-form text note pertaining to travel. In addition to travel, there is a field for DoDDS Experience. To add or update any fields on this screen, click on the field or the drop-down arrow next to the field; enter the data or highlight the value on the drop-down list; and click the Add or Update button.


Travel Preference: Unknown

SSN: *****7654

This screen also displays any special skills or languages which the person may possess, their proficiency (Fluent, Not fluent), and how the proficiency was assessed. As with travel, language is presented to help you select persons suitable for specific tasks. Skills would include the following:

- Languages (e.g., Spanish, French, etc.);
- Sign Language; and/or
- Special Learning.

A *Not Fluent* listing for English means that during the certification process, it was determined that the person was not fluent in English. This entry is usually paired with a listing for fluency in another language.

The FFS also updates language data. Other skills can be added by home office or field staff. To add or update any fields on this screen, you click on the field or the drop-down arrow next to the field; enter the data or highlight the value on the drop-down list; and click the Add or Update button.

New to the FRS is Profile Data. Profile Data is used for the analysis of field staff experience as requested by NCES. All Profile Data must be complete for Hiring Status to be Hired-All Clear. A message in the upper portion of the screen appears (Check Profile Data) when any of the fields are blank. To add or update any fields on this screen, you click on the field or the drop-down arrow next to the field; enter the data or highlight the value on the drop-down list; and click the Add or Update button. Gender and Date of Birth are updated by home office staff only. The year in Date of Birth is masked for privacy. Social Security Number may be entered by field staff if it is blank, but once the field is entered, only home office staff may update Social Security Number.

4.3.6 Westat Experience

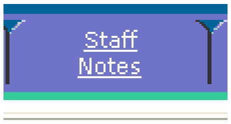
The Westat Experience screen displays information that was transferred from the FFS about a person’s previous Westat work and any projects that have the person on a Reserved or Recruitment List. It lists all the Reserved or Recruitment Lists and then in reverse chronological order, their previous positions at Westat, including the project, position, supervisor, start and end dates, evaluation, and evaluation comment (all evaluation data is omitted for anyone who held a position of supervisor).

Westat Experience

Project	Position	Supervisor	Start Date	End Date	Eval	Evaluation Comment
NAEP-2004	Reserve List		5/19/2004	5/20/2004		On Reserve
NAEP-2003	Assessor	NAEP	1/1/2003	3/7/2003	1	ACCURATE. EARLY.

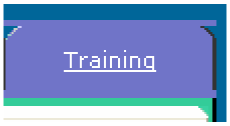
Two notes about the Westat Experience screen:

- If the evaluation comment begins with the notation “NWORK,” it means that the fieldworker never actually worked in the position.
- If the position is “Others,” the exact name of the position should be displayed at the beginning of the Evaluation Comment field.

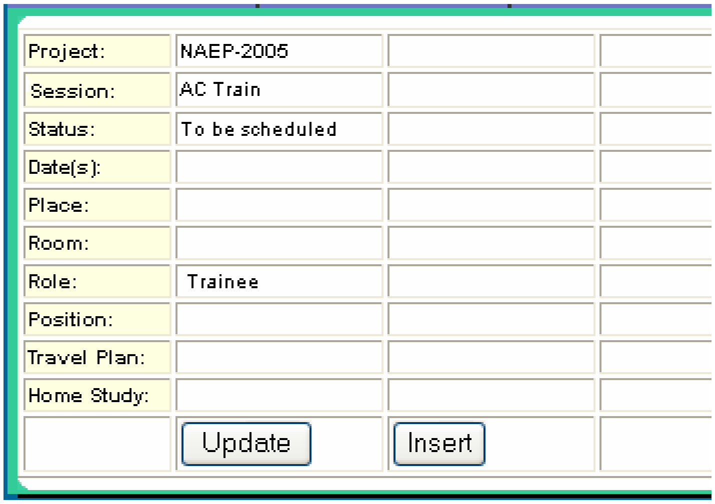
There is no user-modifiable information on the Westat Experience screen (a.k.a., it is a read-only screen).

4.3.7 Staff Notes

The Staff Notes screen is a free-form text area used to enter notes about the person. Home office and field staff may enter notes. All users may view the notes. The notes are printed on the PDS (refer to section 5.3.4 for details). The system automatically indicates the date and time the note was added and the name of the user who created the note. Notes cannot be deleted. To add a note, click on the Add button; enter the note; and click the Add button. If a note exists for this person, the Check Staff Notes message will appear in the upper portion of the person’s screens. Notes are not necessarily of a negative nature and may pertain directly to information needed by field or home office staff. You should make a habit of checking Staff Notes every time you access a record with this message.

4.3.8 Training



The Training screen allows you to view and update information about the training of the specific person. The data includes Training Status, Date, Location, Role, Home Study, and Travel Plans. Each training is based on study, position, and hiring status. The date and location may be updated for each person individually or can be updated via the Training Link (refer to section 4.6).



Project:	NAEP-2005
Session:	AC Train
Status:	To be scheduled
Date(s):	
Place:	
Room:	
Role:	Trainee
Position:	
Travel Plan:	
Home Study:	

Travel Plans for training are tracked on this tab. Statuses include the following:

- To be scheduled;
- In progress: travel office is working on travel arrangements; or
- Complete: travel plans are final.

The Training tab also tracks the status of the Home Study. When the Home Study Package is shipped, Home Study Status will be changed to Given to Trainee, and the home office will set the default date when the Home Study Exercise is due. The field manager/supervisor may indicate one of the following statuses:

- Complete/Certified: trainee has completed the Home Study to the satisfaction of the field manager/supervisor. No further action is required.

- Incomplete: trainee has been granted additional time to finish Home Study; new Due Date is set.

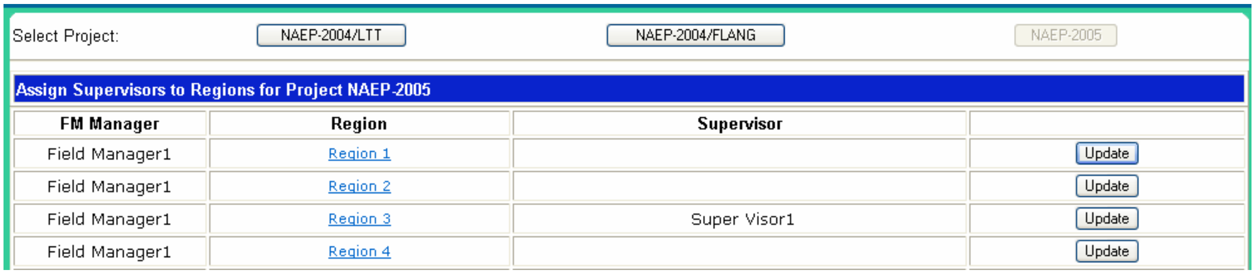
- Unsatisfactory: trainee needs additional study; trainee cannot attend training; Training Status is set to Holding; new Due Date is set.

- Released: changed by system when corresponding study/position Hiring Status changed to Released, Fired, Quit, or Deceased.

In addition to the trainee role, field staff may be assigned other roles for training: trainer, observer, and assistant. For example, a supervisor may be a trainer at an AC training session. In this case, the supervisor's record would be located; the Training tab clicked; and a training record inserted for the correct training type, session, location, and role of trainer.

4.4 Region/Area Management Link

This link is study specific. Based on the current/active position, this link displays the following for each study: field manager responsible for the territory; each region number (table of regions created in SCS); and the supervisor assigned to each region.

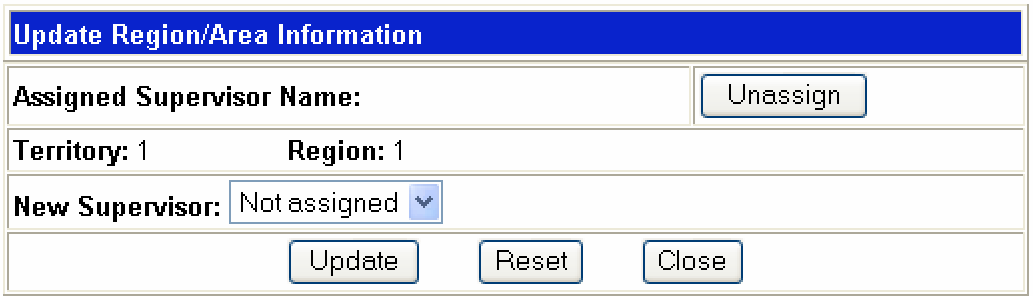


Assign Supervisors to Regions for Project NAEP-2005

FM Manager	Region	Supervisor	
Field Manager1	Region 1		Update
Field Manager1	Region 2		Update
Field Manager1	Region 3	Super Visor1	Update
Field Manager1	Region 4		Update

The functions within the Region/Area Management link are as follows:

- Home office and field managers can utilize the Update button next to a region/supervisor, so that the current supervisor may be unassigned (leaving the region without a supervisor) or assigned to another supervisor from a drop-down list of supervisor names (current/active position must be supervisor or supervisor-troubleshooter (SV-TS) in order to appear on the list);



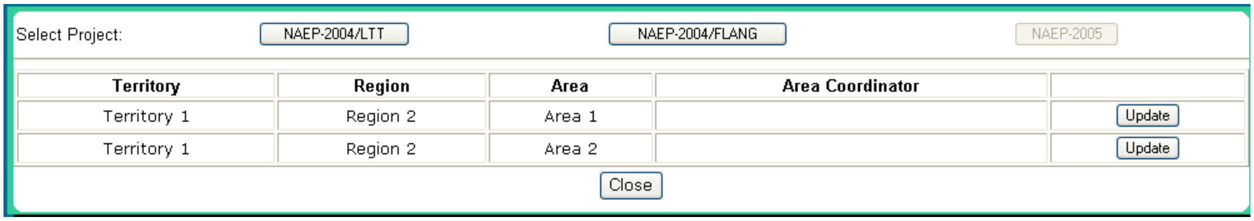
Update Region/Area Information

Assigned Supervisor Name:

Territory: 1 **Region:** 1

New Supervisor: Not assigned

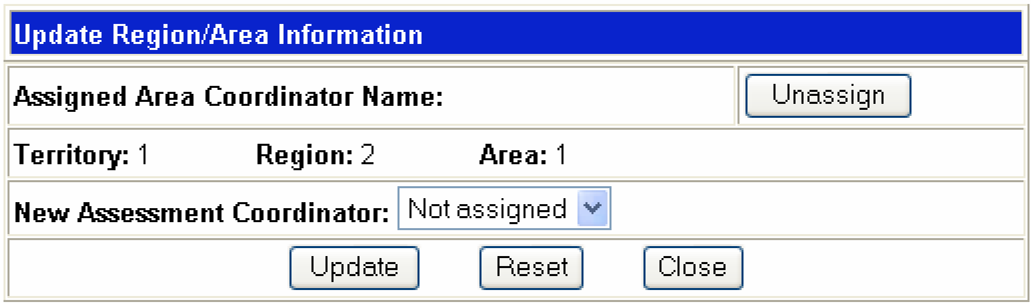
- By clicking the region, all assessment coordinators (ACs) assigned to that region are displayed along with their corresponding Area designation;



Select Project:

Territory	Region	Area	Area Coordinator	
Territory 1	Region 2	Area 1		Update
Territory 1	Region 2	Area 2		Update

- By clicking the Update button next to an area/AC, the current AC may be unassigned (leaving the area without an AC) or re-assigned to another AC from a drop-down list of AC names (current/active position must be AC or assessment coordinator-troubleshooter (AC-TS) in order to appear on the list); and



Update Region/Area Information

Assigned Area Coordinator Name:

Territory: 1 **Region:** 2 **Area:** 1

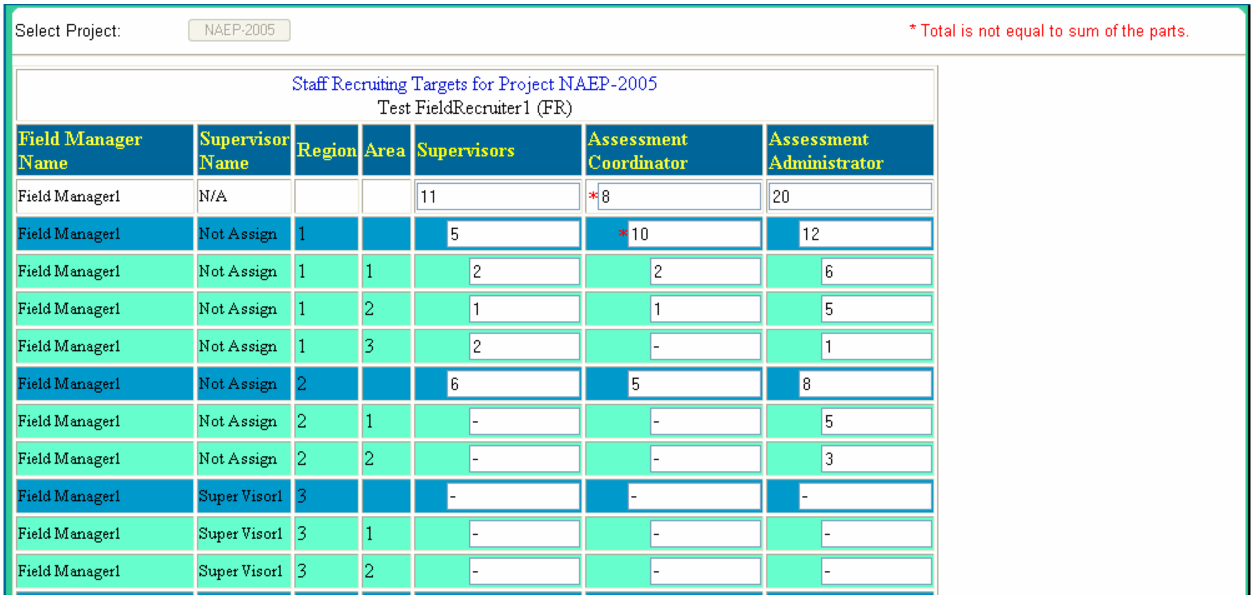
New Assessment Coordinator: Not assigned

Note: ACs and supervisors are assigned to regions and areas on this link only. AAs are assigned in the Field Assignment tab only.

4.5 Staffing Targets Link


| Staffing Targets |

Westat home office will divide the nation into territories. Each territory is assigned to a field manager. As school/sampling data becomes available, field directors and field mangers will subdivide their territories into regions and subsequently areas will subdivide the regions (regions and areas are created in SCS). Within territories, regions, and areas, targets will be established for each position to be hired. Targets for each territory, region, and area are listed in the Hiring Status Report.


Select Project: NAEP-2005

* Total is not equal to sum of the parts.

Staff Recruiting Targets for Project NAEP-2005
Test FieldRecruiter1 (FR)

Field Manager Name	Supervisor Name	Region	Area	Supervisors	Assessment Coordinator	Assessment Administrator
Field Manager1	N/A			11	*8	20
Field Manager1	Not Assign	1		5	*10	12
Field Manager1	Not Assign	1	1	2	2	6
Field Manager1	Not Assign	1	2	1	1	5
Field Manager1	Not Assign	1	3	2	-	1
Field Manager1	Not Assign	2		6	5	8
Field Manager1	Not Assign	2	1	-	-	5
Field Manager1	Not Assign	2	2	-	-	3
Field Manager1	Super Visor1	3		-	-	-
Field Manager1	Super Visor1	3	1	-	-	-
Field Manager1	Super Visor1	3	2	-	-	-

Field managers can enter and review the targets by clicking on the Staffing Targets link. To change a target for a particular territory and position, click in the appropriate cell and enter the new figure. Click on Update to save your changes. Numbers in red and marked with an asterisk (*) indicate that the sum of the parts does not equal the whole. You need to reconsider the lower-level numbers so that they add up to the higher-level numbers (e.g., targets for areas within a region must add up to the total for that region).

4.6 Training Link


| Training |

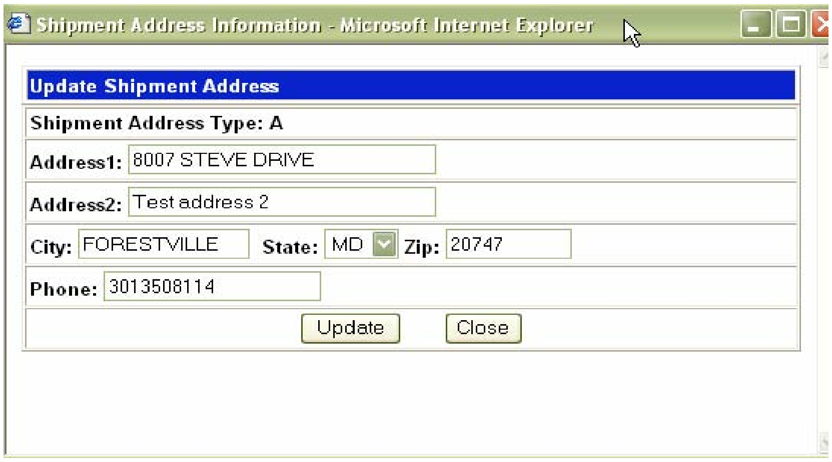
The training link provides for the overall management of the training sessions. There are three major functions of this link: collective view and update of training sessions, training administration, and training reports. A training record is created based on the hiring status and position of the person. The training link allows you to collectively select and update the trainees' training statuses, assign trainees to locations and rooms, view and update Home Study statuses, and view and update Travel Plans statuses.

Training administration consists of viewing the administrative portions of each training session. This includes verifying field staff assigned as trainers, observers and assistants (refer to section 4.3.8 for assignment of field staff); assignment of home office trainers, assistants, equipment operators, and runners (free-form text entry). Only home office staff should update the home office training roles.

There are two training reports — the Training Status Report and the Training Room Report. The status report allows field and home office staff to track the progression of training status, home study status, and travel plans as well as track the administrative needs of each training session. The room report may be used as a sign-in sheet, an attendance sheet, a list posted on the door of the training room, etc.

4.7 Alternate Shipping Address

The alternate shipping link has been added to indicate where Pearson and Westat shipments should be sent for each area. Each shipment is loaded into the system by the HO, a cut off date is assigned and the residential address is loaded as the default address. The Supervisor or AC can designate an alternate address by selecting update and entering the alternate shipping address. A different address may be designated for each shipment. On the date of the deadline the option to update will no longer be available.



Update Shipment Address

Shipment Address Type: A

Address1: 8007 STEVE DRIVE

Address2: Test address 2

City: FORESTVILLE **State:** MD **Zip:** 20747

Phone: 3013508114

4.8 The Future of FRS

The FRS is still evolving. We have plans to add a batch entry link that will allow data to be entered in batches and the ability to complete staff evaluations through the FRS. We will send you updates as these features are added. Your suggestions for enhancements are welcome.

5. FIELD RECRUITING SYSTEM — REPORTS

5.1 Creating, Viewing, and Printing Reports

The Field Recruiting System (FRS) has two reporting features: a data selection feature to view and/or export data (formerly known as mail merge), and preformatted, standard reports for viewing and printing. Either feature is accessible from the Reports Menu by clicking on the <u>Reports</u> link at the top of the NAEP FRS screen.

5.2 FRS Data Selection

5.2.1 Overview

This option, formerly known as mail merge, was originally developed to provide NAEP State Coordinators (State Coordinators) with a means of generating mailing labels and customized letters. Through this option, an electronic file is created that can be used with another application, such as a word processor, to generate individualized letters, mailing labels, etc. It can also be used with Excel to generate specialized reports. It is this latter use that you may find of great benefit to you.

Using this feature, you will follow four relatively simple steps as you:

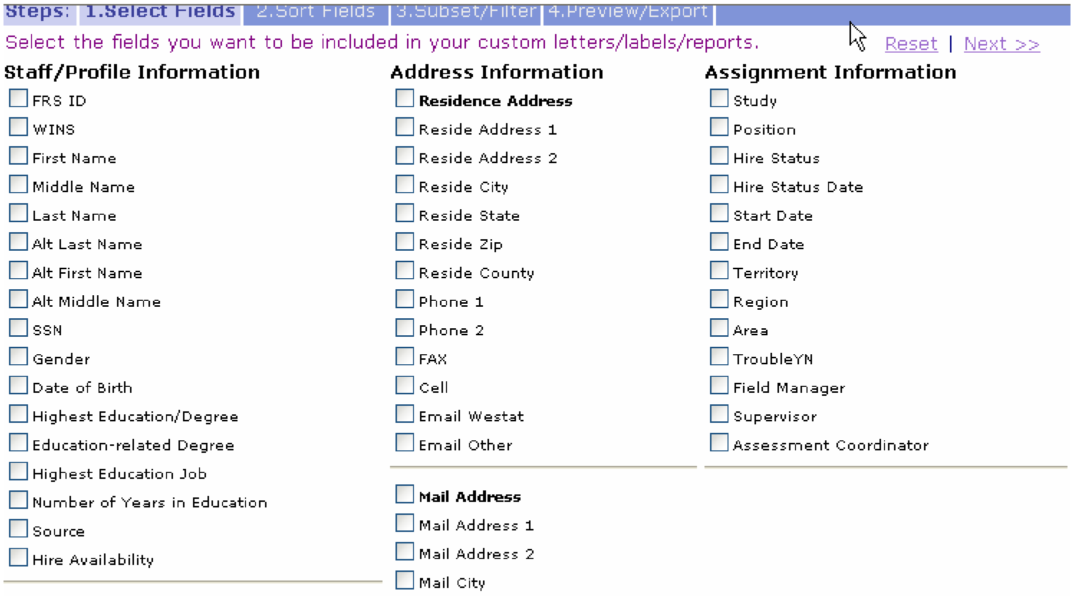
- Select the fields that you want to use;
- Indicate how you want the data sorted;
- Indicate which of the records you want included (sub setting or filtering); and then
- View the results and create an electronic file of the data to be printed.

5.2.2 Creating a List of Staff

This section will guide you step by step in producing a report that is not available from the list of preformatted, standard reports. In this example, we will walk you through the process of creating a report that recruiting supervisors and field managers will want to produce rather frequently. This report will list all of the candidates that you may wish to hire in a particular geographical locale.

From the report menu options, select FRS Data Selection. Carefully review the list of fields on the first Data Selection screen. There are some new fields, some changes to fields, and other fields have been removed.

Step 1. Select Fields



Select the fields you want to be included in your custom letters/labels/reports.

Staff/Profile Information

☐ FRS ID
☐ WINS
☐ First Name
☐ Middle Name
☐ Last Name
☐ Alt Last Name
☐ Alt First Name
☐ Alt Middle Name
☐ SSN
☐ Gender
☐ Date of Birth
☐ Highest Education/Degree
☐ Education-related Degree
☐ Highest Education Job
☐ Number of Years in Education
☐ Source
☐ Hire Availability

Address Information

☐ **Residence Address**
☐ Reside Address 1
☐ Reside Address 2
☐ Reside City
☐ Reside State
☐ Reside Zip
☐ Reside County
☐ Phone 1
☐ Phone 2
☐ FAX
☐ Cell
☐ Email Westat
☐ Email Other

☐ **Mail Address**
☐ Mail Address 1
☐ Mail Address 2
☐ Mail City

Assignment Information

☐ Study
☐ Position
☐ Hire Status
☐ Hire Status Date
☐ Start Date
☐ End Date
☐ Territory
☐ Region
☐ Area
☐ TroubleYN
☐ Field Manager
☐ Supervisor
☐ Assessment Coordinator

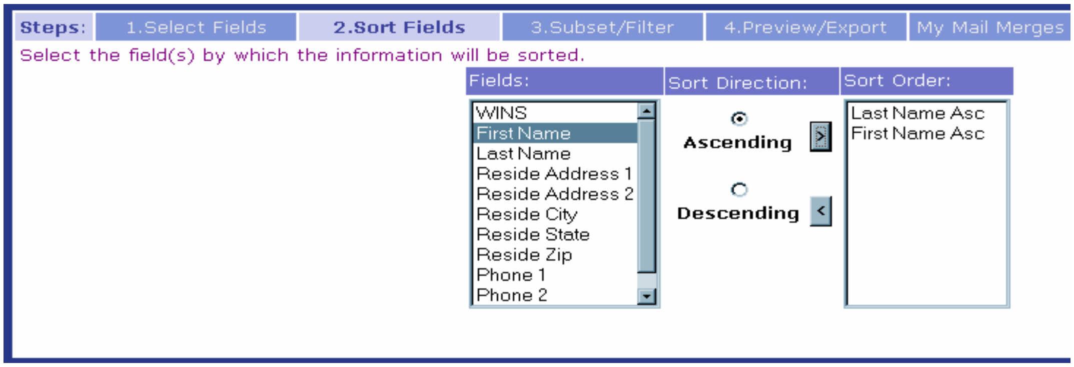
As it states at the top of this screen, in Step 1 you will select the fields to be included in your report. To select a field click on the name of the field or in the small box in front of it.

For this report, select the following fields:

- WINS;
- First Name;
- Last Name;
- Reside Address 1;
- Reside Address 2;
- Reside City;
- Reside State;
- Reside Zip;
- Phone 1;
- Phone 2; and
- Hire Status.

The order in which you select these fields does not matter. You will set the sort order in the next step. Next, click on the second tab and go to Step 2 in Data Selection.

Step 2. Sort Fields



Select the field(s) by which the information will be sorted.

Fields:
WINS
First Name
Last Name
Reside Address 1
Reside Address 2
Reside City
Reside State
Reside Zip
Phone 1
Phone 2

Sort Direction:
● Ascending
○ Descending

Sort Order:
Last Name Asc
First Name Asc

How do you want the report or list of candidates sorted? We will sort the report by last name.

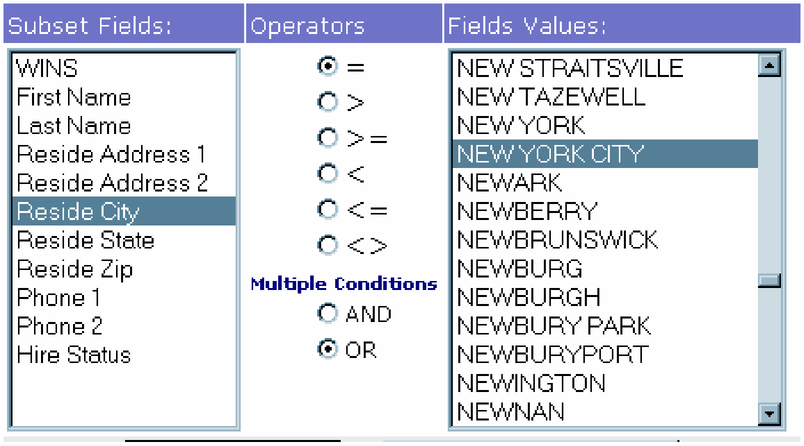
First, put the focus of the computer on the sort field by clicking on Last Name in the list under "Fields" (on the left of the screen). Next, click on the button with the right arrow (>) to indicate that you want to "send" that field into the box labeled "Sort Order" (on the right of the screen).

Let's select First Name as our second sort order. Below, the selections that we have made are displayed in the "Sort Order" column.

If you make a mistake, or change your mind after copying a field from the list of fields to the "Sort Order" list, click on the field name in the "Sort Order" list and click on the left (<) arrow to remove it from the "Sort Order" list.

When finished with your selections here, go to Data Selection Step 3.

Step 3. Subset/Filter



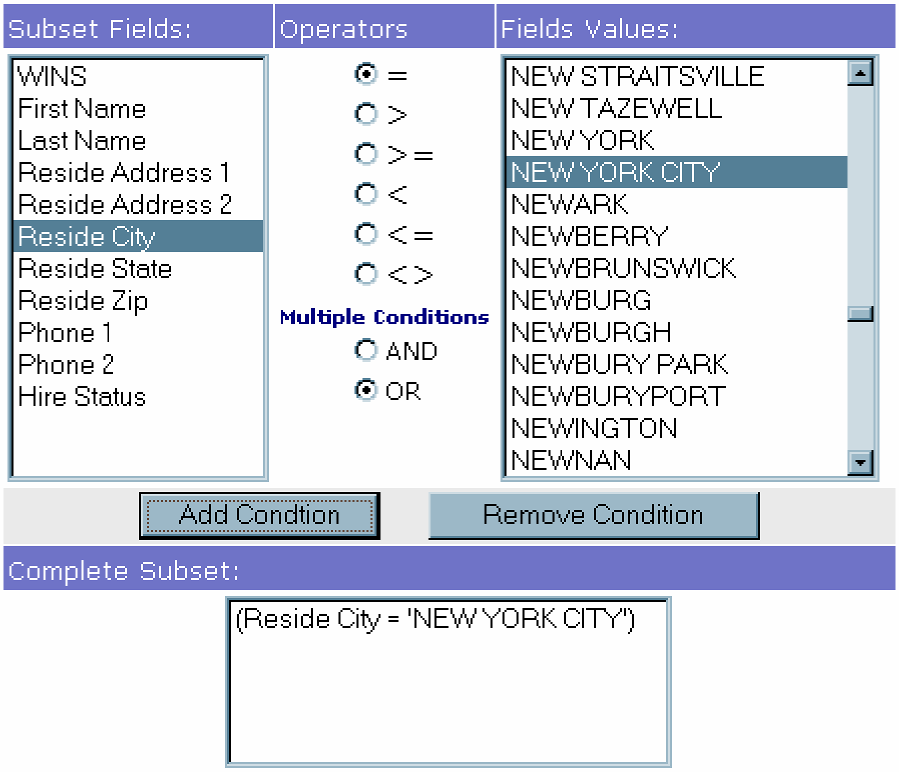
In this step, you will tell the system that you want a report for only one city. You can come back and create a report for another area after producing the first list.

As this step indicates, you will "subset" or filter the data so that the candidates in only one city will be displayed.

First, select the field “City” (click on it). In the Field Values panel all of the cities will be displayed.

What you have created at this point is a statement or condition: you want the list to be comprised only of candidates for which city equals “New York City.” You didn’t need to select “equals” since that is the default option. The other symbols are explained here if you are not familiar with them.

Now, you need to complete the process by adding the statement or condition to the “Complete Subset” box. You do this by clicking on the **Add Condition** button. In the panel below that button you will see the full statement or condition that you have created.



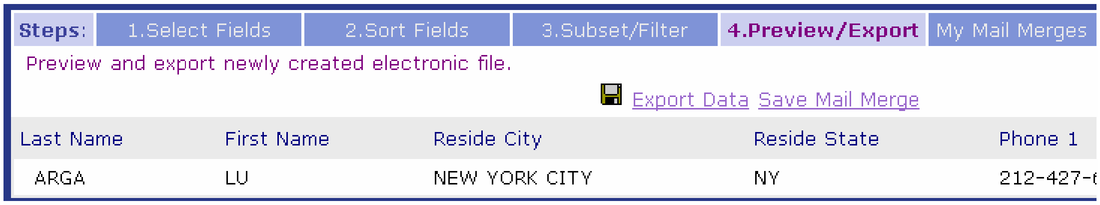
(Reside City = 'NEW YORK CITY')

Adding the Condition to the Subset

Note: Data Selection is a simple reporting tool and complex subsets may not give the anticipated results. You should limit your subset/filtering to two or three conditions. You can always export the report ans subset by additional variables.

Step 4. Preview/Export

Now we are ready to see the list, so go to Step 4. Here, you can see the results of your efforts in the proceeding steps before you actually create the electronic file. If you need to modify something, you can go back to Step 3 or Step 2.



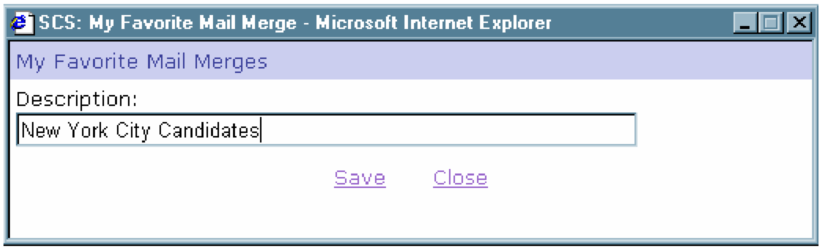
Preview and export newly created electronic file.

Last Name	First Name	Reside City	Reside State	Phone 1
ARGA	LU	NEW YORK CITY	NY	212-427-

Preview of Report – Step 4

If your report looks correct, select the "Save Data Selection" option at the top of the screen. This will allow you to save the report format in the "My Data Selections" tab so that you can very quickly recreate the report for this city any time you want to run it again on up-to-date data.

When you click on Save Data Selection, a small dialog box will open giving you the opportunity to name your report. Enter the name and click on "Save."



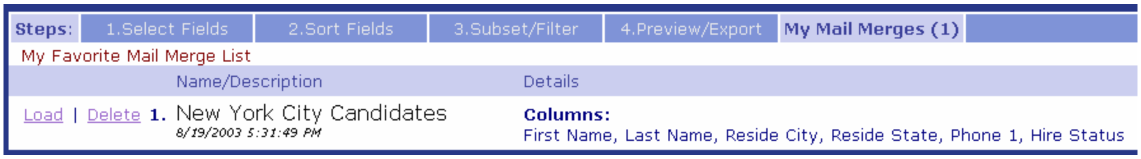
Description: New York City Candidates

Naming and Saving Custom Data Selection

You should print out this report before going any further. Click on the print icon at the top of the screen (being sure that your printer is connected and turned on).

Web sites unfortunately do not always print out very well. It is quite possible that, at a page break, part of a line will print at the bottom of one piece of paper and part of it on the top of the next page. An option would be to save or "export" the report to an Excel file and print it from Excel.

Now that you have saved this report as one of your data selections, you can access it any time you need to by clicking on the My Data Selection tab. Below is an example of how the listing will be displayed.



	Name/Description	Details
Load | Delete 1.	New York City Candidates 8/19/2003 5:31:49 PM	**Columns:** First Name, Last Name, Reside City, Reside State, Phone 1, Hire Status

My Data Selections

Select Load to get a report showing you the report with up-to-the-moment data.

5.2.3 Creating a List for Another City

If you want to create a status report for another city, you can easily do so. Go back to Step 1 of the Data Selection process by clicking on the tab labeled Step 1 Select Fields. As you will see, the fields that you originally selected will still be selected. Go through the steps until you get to Step 3 so that you can select a different city for your next report.

In Step 3, you will need to remove the condition City = New York City so that you can create a new condition of City = Albany. To do this, highlight the condition you created for the first report and then click on the **Remove Condition** button.

Then, return to the top part of the screen and create the condition City = Albany and click on the **Add Condition** button.

Then, in Step 4, if the report looks right, you can save it in My Data Selections. This time, we saved it as “Albany Candidates.” Click on the tab labeled My Data Selections.

5.2.4 Explanation of Data Selection Symbols

If you are not familiar with the symbols used in Step 3, they are explained below.

=	Equals (the default)
>	Greater than
>=	Greater than or equal to
<	Less than
<=	Less than or equal to
<>	Does not equal

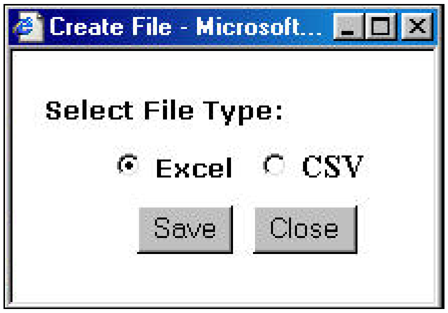
If you are familiar with these mathematical symbols, you are also aware that they are not displayed completely accurately within the FRS. However, it is not always possible to use the actual mathematical symbols when designing screens such as these.

Note: Data Selection is a simple reporting tool and complex subsets may not give the anticipated results. You should limit your subset/filtering to two or three conditions.

5.2.5 Export Data

After you have created a report with Data Selection, you can save the entire report in an Excel file. While the option discussed in Step 4 saves the format ("condition"), this option saves the actual data that you have put in a report.

With the report displayed in Step 4 of the Data Selection steps, click on the Export Data link at the top of the screen. A small dialog box will appear asking if you want to save an Excel or CSV file.



Excel is the default. The file type CSV (Comma Separated Values) is a format that can be used by a wide variety of applications. Saving the file in Excel will make it immediately available to you.

5.3 Standard Reports

Links to each of the preformatted, standard reports is listed on the Reports Menu. Click on the hyperlink for the report you wish to create. This section will review report basics then give a description of each report.

Reports Menu

FRS Data Selection
Hiring Status Report
Personnel Forms & Activities Report
Do Not Hire Report
Personal Data Sheets
Region/Area Cross-Reference Report
Gaining Cooperation Supervisor Listing
State Prospect Listing

The first time you run a report, you will be prompted to download a small file required to generate reports. Click on Yes to download the file.

The main window for the report opens. Enter your selection criteria; the system searches for records that meet all of the criteria entered. Select the sort order from the drop-down list. For all of the reports that can be sorted by Name, if additional sort criteria are selected, the list is sorted by Name within the primary sort criteria.

Click on **Run Report** to view your report. The report viewer opens.

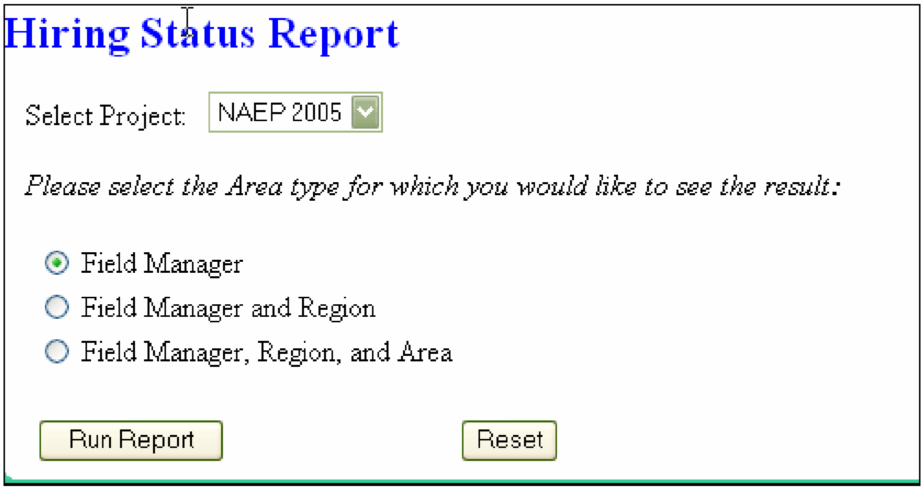
Use the scroll bar to scroll down the page. Use the back arrow in the Internet Explorer toolbar (⇦) to close the report and go back to the main report page.

Use the buttons at the top of the window for the following functions:

Icon	Purpose and Use
🖶	Print a copy of the report. Opens the printer dialog box.
📤	Export the report to a Word or Excel document. You will be asked to confirm the export, and then select a format and directory and filename for the saved report.
⚡	Refresh the image of the report.
100% ▾	Change the magnification of the view of the report on the screen. The smaller the magnification, the more information fits on the screen. Select Whole Page to view a complete page on the screen. Select Page Width to fit the report to the width of your screen.
⏮	Go to the beginning of the report.
◀	Go back one page.
2	Displays the current page number. You can enter a new page to go directly to that page.
▶	Go forward one page.
⏭	Go to the end of the report.
🔍	Find a word or phrase.

5.3.1 Hiring Status Report

The Hiring Status Report can be run to show either territory-level counts; territory- and region-level counts; or territory-, region-, and area-level counts.



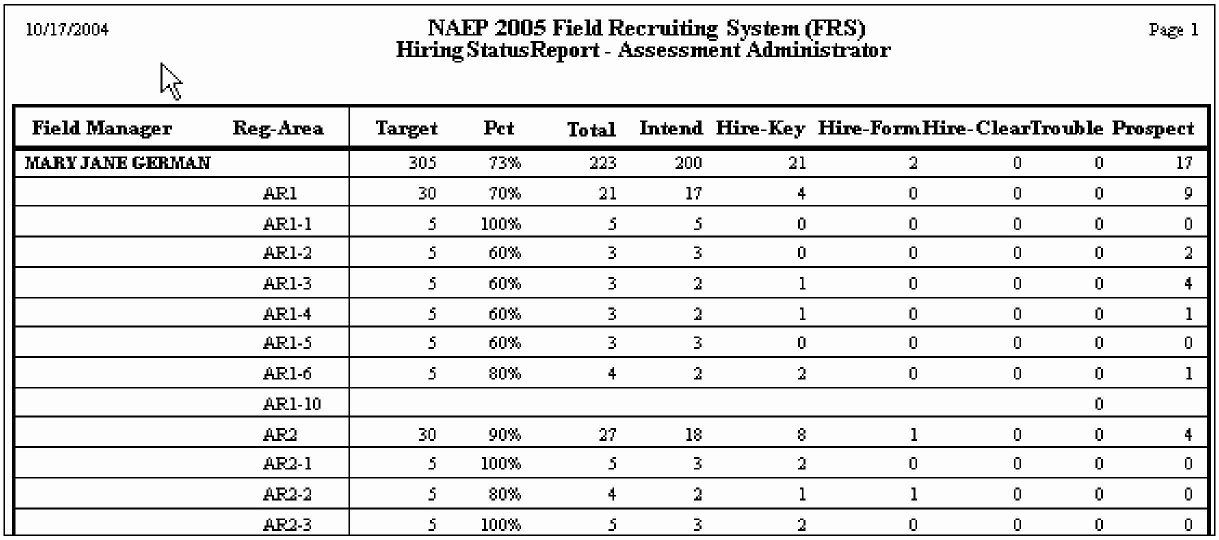
Hiring Status Report

Select Project: NAEP 2005

Please select the Area type for which you would like to see the result:

- ● Field Manager
- ○ Field Manager and Region
- ○ Field Manager, Region, and Area

The Hiring Status Report has a separate page for each staff position (AA, AC, SV & HC). The Hiring Status Report lists for each position the target set by the field manager, the percent of staff hired to meet the target, the total staff hires for the position. It also includes a count of field staff for each hiring status, the number of trouble shooters hired and the number of prospects identified. A sample page of the Territory/region/Area report is below.



10/17/2004

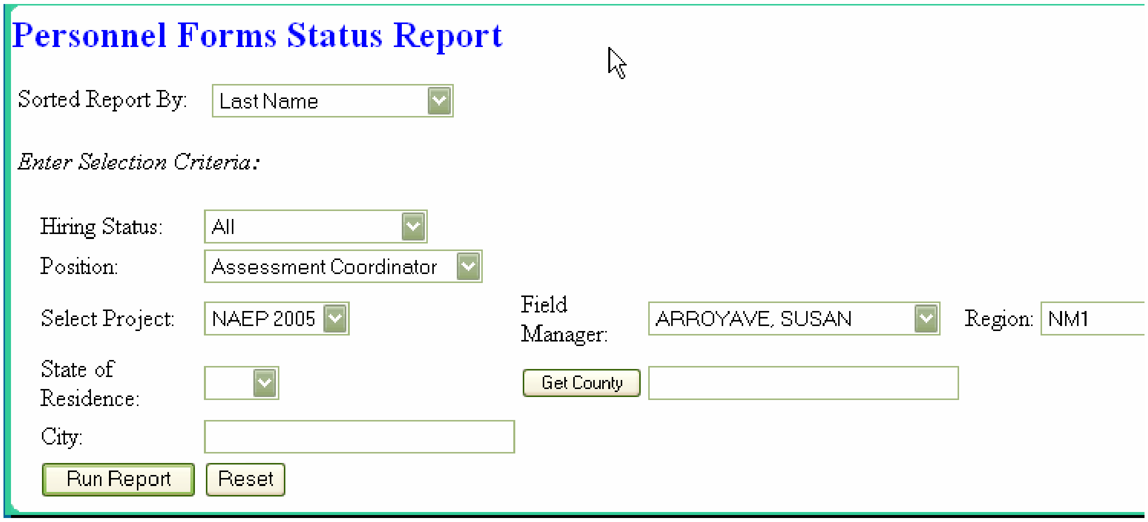
NAEP 2005 Field Recruiting System (FRS)
Hiring StatusReport - Assessment Administrator

Page 1

Field Manager	Reg-Area	Target	Pct	Total	Intend	Hire-Key	Hire-Form	Hire-Clear	Trouble	Prospect
MARY JANE GERMAN		305	73%	223	200	21	2	0	0	17
	AR1	30	70%	21	17	4	0	0	0	9
	AR1-1	5	100%	5	5	0	0	0	0	0
	AR1-2	5	60%	3	3	0	0	0	0	2
	AR1-3	5	60%	3	2	1	0	0	0	4
	AR1-4	5	60%	3	2	1	0	0	0	1
	AR1-5	5	60%	3	3	0	0	0	0	0
	AR1-6	5	80%	4	2	2	0	0	0	1
	AR1-10								0	
	AR2	30	90%	27	18	8	1	0	0	4
	AR2-1	5	100%	5	3	2	0	0	0	0
	AR2-2	5	80%	4	2	1	1	0	0	0
	AR2-3	5	100%	5	3	2	0	0	0	0

5.3.2 Personnel Forms and Activities Report

The report may be sorted by last name, territory-region-area, or position. The selection criteria include hiring status, position, Project, Field Manager, region, state, county, and city.



Personnel Forms Status Report

Sorted Report By: Last Name

Enter Selection Criteria:

Hiring Status: All

Position: Assessment Coordinator

Select Project: NAEP 2005

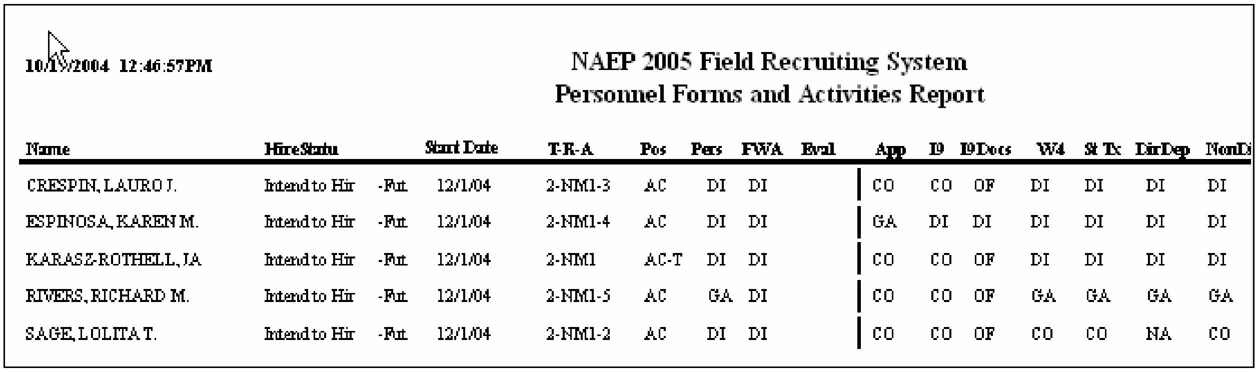
Field Manager: ARROYAVE, SUSAN

Region: NM1

State of Residence:

The Personnel Forms and Activities Report lists the status of each form and activity for the selected records. Al key to the codes for each item is at the bottom of the report.

Status: CO - Complete, IC - Incomplete, OF - On File, AW – Awaiting, DI – Distribute, NA - Not Applicable, RS – Resubmitted, EX – Expired, GA - Given to Applicant, RF - Received in Field, AP – Approved, and RP - Reprocessing. A sample is below.



10/19/2004 12:46:57PM

NAEP 2005 Field Recruiting System
Personnel Forms and Activities Report

Name	HireStatu	Start Date	T-R-A	Pos	Pers	FWA	Eval	App	I9	I9Docs	W4	St Tx	DirDep	NonDi
CRESPIN, LAURO J.	Intend to Hir -Fut	12/1/04	2-NM1-3	AC	DI	DI		CO	CO	OF	DI	DI	DI	DI
ESPINOSA, KAREN M.	Intend to Hir -Fut	12/1/04	2-NM1-4	AC	DI	DI		GA	DI	DI	DI	DI	DI	DI
KARASZ-ROTHELL, JA	Intend to Hir -Fut	12/1/04	2-NM1	AC-T	DI	DI		CO	CO	OF	DI	DI	DI	DI
RIVERS, RICHARD M.	Intend to Hir -Fut	12/1/04	2-NM1-5	AC	GA	DI		CO	CO	OF	GA	GA	GA	GA
SAGE, LOLITA T.	Intend to Hir -Fut	12/1/04	2-NM1-2	AC	DI	DI		CO	CO	OF	CO	CO	NA	CO

5.3.3 Do Not Hire Report

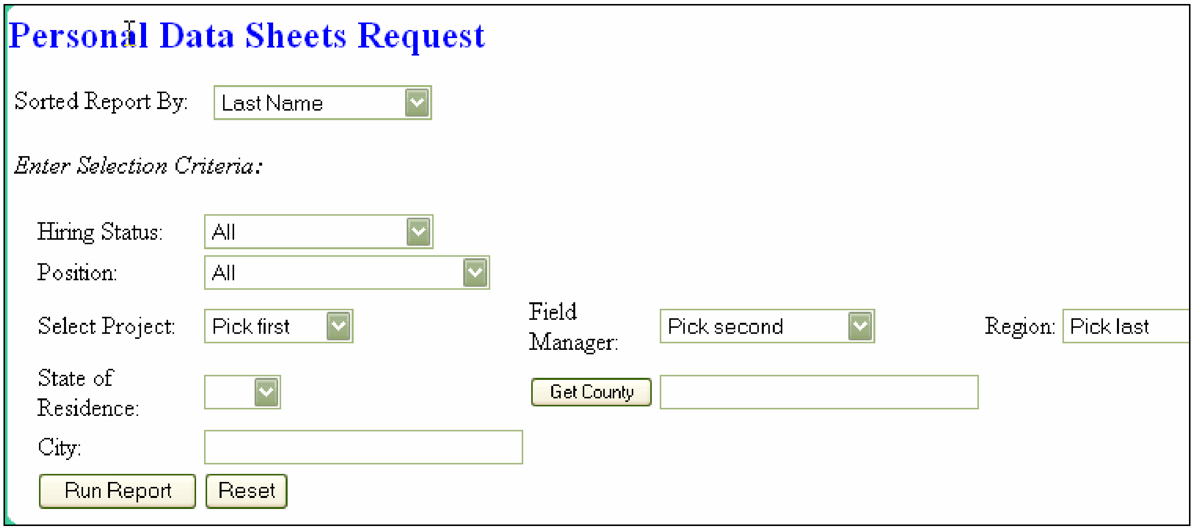
The Do Not Hire Report is a list of all persons considered ineligible for rehire by Westat or for NAEP. Not all data is available for each person, but wherever available the report lists name, city, state, ZIP Code, county, WINS#, and Social Security Number (last four digits only). There is a page-break between Westat Do Not Hire and NAEP-Do Not Hire lists.

5.3.4 Personal Data Sheet

The Personal Data Sheet (PDS) is designed to assist field recruiters in locating, evaluating, selecting, and hiring field staff for the various territories, regions, areas, and positions. ***The data printed on these sheets is highly confidential; pages must not be shared with unauthorized persons, and must be shredded or returned to the home office when no longer needed.*** The PDS lists the following for each person selected:

- Name – Legal Last, First Middle;
- Residential Address, City, State, and ZIP Code;
- County and Pay Area;
- Phones 1 and 2, Cell, Fax, Emails – Westat and Other;
- Availability;
- Profile Data: Highest Education, Education-related, Highest Education Job, Number of Years of Education Experience;
- Travel Preference and Note;
- WINS #;
- Current Activity: Project, Position, Hire Status, T-R-A, Supervisor, Start and Release Dates;
- Skills and Fluency;
- Previous Westat Experience; and
- Staff Notes.

The sheets can be sorted (ordered) by last name, territory-region-area, or position. Selection criteria for this report include: hiring status, position, project, field manager, region, state, county, and city.



Personal Data Sheets Request

Sorted Report By: Last Name

Enter Selection Criteria:

Hiring Status: All

Position: All

Select Project: Pick first

Field Manager: Pick second

Region: Pick last

State of Residence:

City:

Each person may have one or more pages, depending on their Westat history. Also, the selection criteria may be quite broad (e.g., all persons living in the state of California). For this reason, the report will limit the number of pages that are printed so that the field printers are not mistreated, printer malfunctions do not arise, and printer cartridges are not abused.

A PDS may also be printed for an individual by clicking on the PDS button on the upper portion of an individual's screen. A sample report is on the next page.

Confidential ***NAEP Personal Data Sheet*** Rank: ____________

MORGAN, JANE C **MORGAN, JANE C**

Address:	123 MAIN STREET	*Availability:*	Available
	______________________	*Highest Educ:*	Some Graduate
	SMALLVILLE AL 35030	*Educ-related?:*	Yes No
		Highest Educ Job:	__________________
County:	HUGE *Pay Area:* 1	*No. Years Educ Exp:*	__________________
Phone1:	205-555-6789		
Phone2:	_________________________	*Travel:*	Extended
Fax:	_______________________	*Travel Note:*	__________________
Email Westat:	_______________________	*WINS:*	111-2345
Email Other:	_______________________		
		Special Skill(s):	Spanish, Fluent Sign Language, Not Fluent __________________

Current NAEP Activity

Project	*Position*	*T-R-A*	*Hire Status*	*Supervisor*	*Start*	*Rls Date*
NAEP-2005	AC	TS-3-1	Hired-All Forms	Ellig, John	11/15/04	03/15/05

Westat Experience

Project	*Position*	*Eval*	*Project Contact + Phone*		*Supervisor*	*Start*	*Rls Date*
NAEP-2006	Reserve		Lea_s	301-294-2015		08/01/05	03/30/06
Some Study	Recruit		Morgan_A	240-453-2609		12/15/04	12/25/04
NAEP-2002	AC	1	Lea_s	301-294-2015	BIRD, JUNE	1/5/02	3/8/02
NAEP-2003	AC	1	Lea_s	301-294-2015	Gilberti, Callie	12/5/02	2/8/03
NAEP-2004/LTT	AA	1	Lea_s	301-294-2015	German, Mary	9/5/03	3/21/04
NAEP	AA	1	Lea_s	301-294-2015	German, Mary	9/5/02	3/21/03

Staff Notes:

Note by	*Note Date*	*Notes*
Susan Lea	02/26/04	Free-form text for notes. Home office or field staff with access to FRS may enter notes pertaining to this person for all other users to view.
Annette Morgan	03/01/04	Last 5 notes will be listed here and the latest 6 experiences should be listed on this report.

Not Interested/Release Contact _______________________ Other: _______________________

Shred or Return to Home Office Do Not Share with Unauthorized Persons

Confidential Printed: 03/25/04 **Confidential**

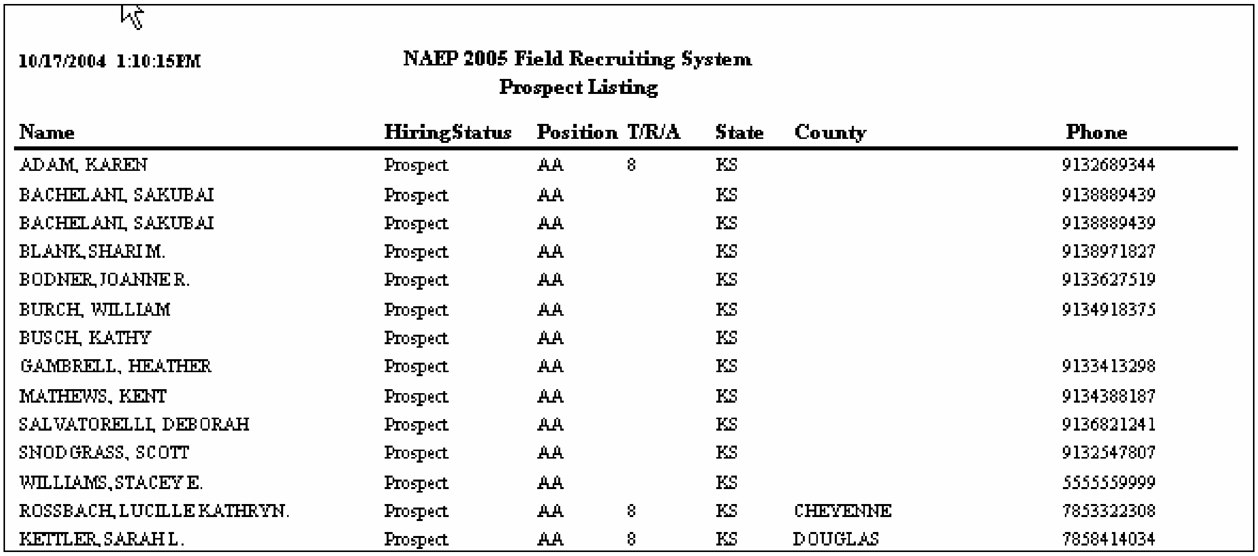
5.3.5 Region\Area Cross Reference Report and the Gaining Cooperation Supervisor Listing

The Region Area Cross Reference Report and the Gaining Cooperation Supervisor Listing are reports used by the home office and the field managers. You will not need to run these reports on a regular basis.

5.3.6 State Prospect Listing

The State Prospect Listing is a quick listing of all prospects available by state. Select a state and run the report.

The report will list all of the prospects available in the selected state. Information listed includes name, hiring status, position, T/R/A (territory region area), state, county, and phone number. A sample report is below.



10/17/2004 1:10:15PM

NAEP 2005 Field Recruiting System
Prospect Listing

Name	HiringStatus	Position	T/R/A	State	County	Phone
ADAM, KAREN	Prospect	AA	8	KS		9132689344
BACHELANI, SAKUBAI	Prospect	AA		KS		9138889439
BACHELANI, SAKUBAI	Prospect	AA		KS		9138889439
BLANK, SHARI M.	Prospect	AA		KS		9138971827
BODNER, JOANNE R.	Prospect	AA		KS		9133627519
BURCH, WILLIAM	Prospect	AA		KS		9134918375
BUSCH, KATHY	Prospect	AA		KS		
GAMBRELL, HEATHER	Prospect	AA		KS		9133413298
MATHEWS, KENT	Prospect	AA		KS		9134388187
SALVATORELLI, DEBORAH	Prospect	AA		KS		9136821241
SNODGRASS, SCOTT	Prospect	AA		KS		9132547807
WILLIAMS, STACEY E.	Prospect	AA		KS		5555559999
ROSSBACH, LUCILLE KATHRYN.	Prospect	AA	8	KS	CHEYENNE	7853322308
KETTLER, SARAH L.	Prospect	AA	8	KS	DOUGLAS	7858414034

Appendix E

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 Booklets
- NAEP Publications
- Student Certificates of Appreciation
- NAEP Storage Envelope

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; green 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.
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.
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.

2

Cover Letter with Instructions for School Coordinators (continued)

Document name	Quantity	Purpose of document
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).

- 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.

Cover Letter with Instructions for School Coordinators (continued)

  - 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 studentís 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 studentís 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 studentís 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.

- 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.

4

Cover Letter with Instructions for School Coordinators (continued)

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.

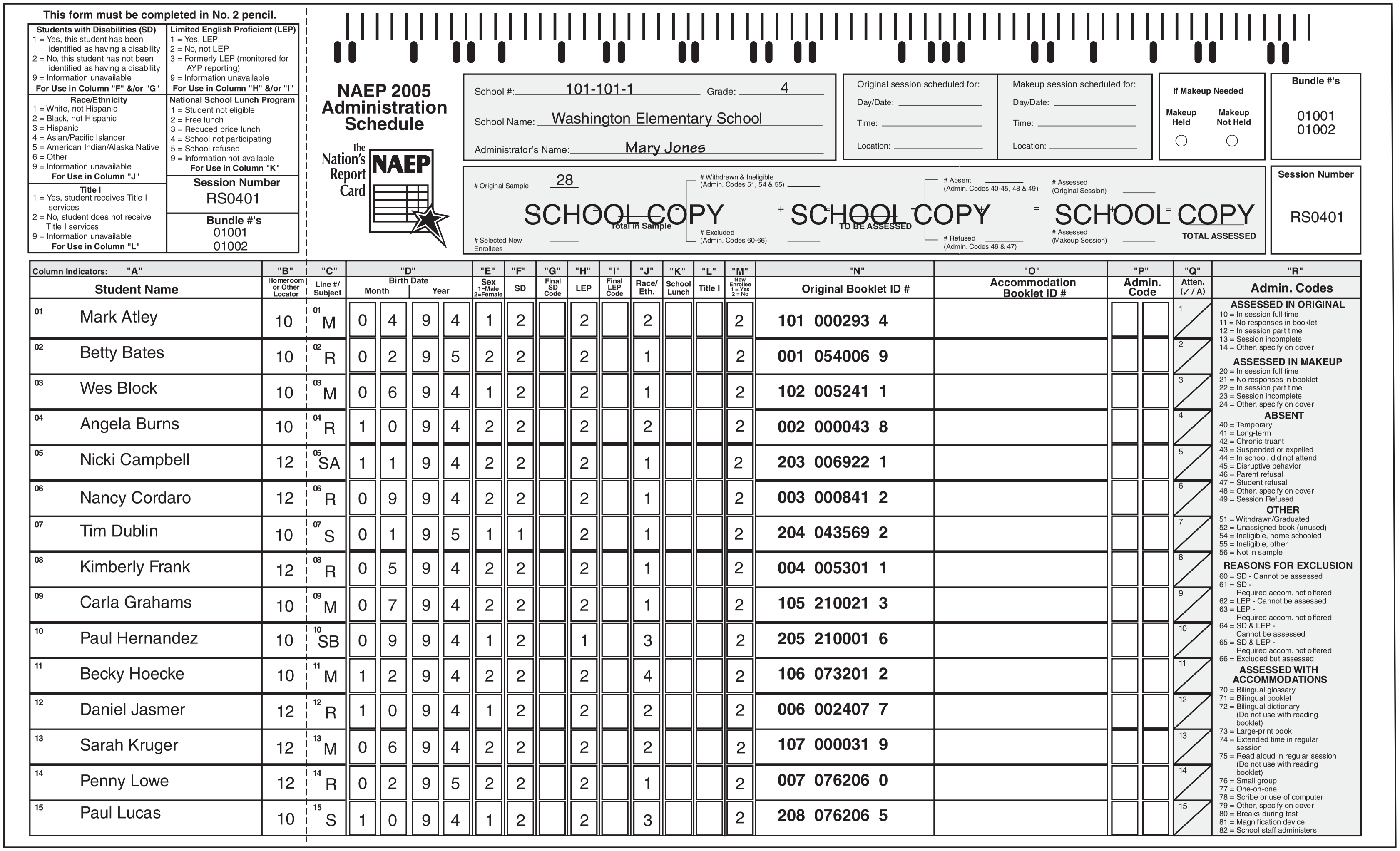
Thank you in advance for completing these activities before the assessment. Remember, a NAEP representative will call you shortly after you receive this packet to review its contents with you, answer any questions you may have, and confirm the date of the preassessment visit. If you have questions or 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)



This form must be completed in No. 2 pencil.

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

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

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

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

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

Session Number
RS0401

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule

The Nation's Report Card NAEP

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: ______

If Makeup Needed
Makeup Held ○ Makeup Not Held ○

Bundle #'s
01001
01002

Original Sample 28
Selected New Enrollees ______
SCHOOL COPY
Total in Sample
Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) ______
Excluded (Admin. Codes 60-66) ______
+ SCHOOL COPY
TO BE ASSESSED
Absent (Admin. Codes 40-45, 48 & 49) ______
Refused (Admin. Codes 46 & 47) ______
= SCHOOL COPY
Assessed (Original Session) ______
Assessed (Makeup Session) ______
TOTAL ASSESSED

Session Number
RS0401

Column Indicators:	"A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"
	Student Name	Homeroom or Other Locator	Line #/ Subject	Birth Date Month	Year	Sex 1=Male 2=Female	SD	Final SD Code	LEP	Final LEP Code	Race/ Eth.	School Lunch	Title I	New Enrollee 1 = Yes 2 = No	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓ / A)
01	Mark Atley	10	01 M	04	94	1	2		2		2			2	101 000293 4			1
02	Betty Bates	10	02 R	02	95	2	2		2		1			2	001 054006 9			2
03	Wes Block	10	03 M	06	94	1	2		2		1			2	102 005241 1			3
04	Angela Burns	10	04 R	10	94	2	2		2		2			2	002 000043 8			4
05	Nicki Campbell	12	05 SA	11	94	2	2		2		1			2	203 006922 1			5
06	Nancy Cordaro	12	06 R	09	94	2	2		2		1			2	003 000841 2			6
07	Tim Dublin	10	07 S	01	95	1	1		2		1			2	204 043569 2			7
08	Kimberly Frank	12	08 R	05	94	2	2		2		1			2	004 005301 1			8
09	Carla Grahams	10	09 M	07	94	2	2		2		1			2	105 210021 3			9
10	Paul Hernandez	10	10 SB	09	94	1	2		1		3			2	205 210001 6			10
11	Becky Hoecke	10	11 M	12	94	2	2		2		4			2	106 073201 2			11
12	Daniel Jasmer	12	12 R	10	94	1	2		2		2			2	006 002407 7			12
13	Sarah Kruger	12	13 M	06	94	2	2		2		2			2	107 000031 9			13
14	Penny Lowe	12	14 R	02	95	2	2		2		1			2	007 076206 0			14
15	Paul Lucas	10	15 S	10	94	1	2		2		3			2	208 076206 5			15

"R"
Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, home schooled
55 = Ineligible, other
56 = Not in sample

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = LEP - Cannot be assessed
63 = LEP - Required accom. not offered
64 = SD & LEP - Cannot be assessed
65 = SD & LEP - Required accom. not offered
66 = Excluded but assessed

ASSESSED WITH ACCOMMODATIONS
70 = Bilingual glossary
71 = Bilingual booklet
72 = Bilingual dictionary (Do not use with reading booklet)
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use with reading booklet)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer
79 = Other, specify on cover
80 = Breaks during test
81 = Magnification device
82 = School staff administers

SCHOOL COPY of the Administration Schedule (back)

Column Indicators:	"A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"
	Student Name	Homeroom or Other Locator	Line #/ Subject	Birth Date Month	Birth Date Year	Sex 1=Male 2=Female	SD	Final SD Code	LEP	Final LEP Code	Race/ Eth.	School Lunch	Title I	New Enrollee 1 = Yes 2 = No	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓ / A)
16	Eric Malone	10	16 R	09	94	1	2		2		3			2	008 000232 9			16
17	Paul Mayne	10	17 S	05	94	1	2		2		5			2	209 000233 2			17
18	Teresa Meyer	12	18 R	02	95	2	2		2		1			2	009 000234 5			18
19	Amanda Newman	10	19 M	11	94	2	2		2		1			2	110 000235 9			19
20	Beina Ortiz	12	20 R	10	94	2	2		2		3			2	010 000236 1			20
21	Michael Popelka	12	21 SA	12	94	1	2		2		2			2	211 000237 5			21
22	Kate Ray	10	22 R	06	95	2	2		2		3			2	011 000142 8			22
23	Amy Schloeter	10	23 M	09	94	2	2		2		3			2	112 008651 4			23
24	Ryan Scott	12	24 R	11	94	1	2		2		5			2	012 000005 5			24
25	Jason Tabbert	10	25 S	03	95	1	2		2		1			2	213 098008 4			25
26	Dan Tesch	10	26 R	07	94	1	2		2		1			2	013 000841 3			26
27	Jessica Trocke	10	27 M	04	94	2	2		2		3			2	114 034002 9			27
28	Louis Walton	10	28 SB	01	95	1	2		2		2			2	214 004926 0			28
29			29															29
30			30															30
31			31															31
32			32															32
33			33															33
34			34															34

"R"

Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, home schooled
55 = Ineligible, other
56 = Not in sample

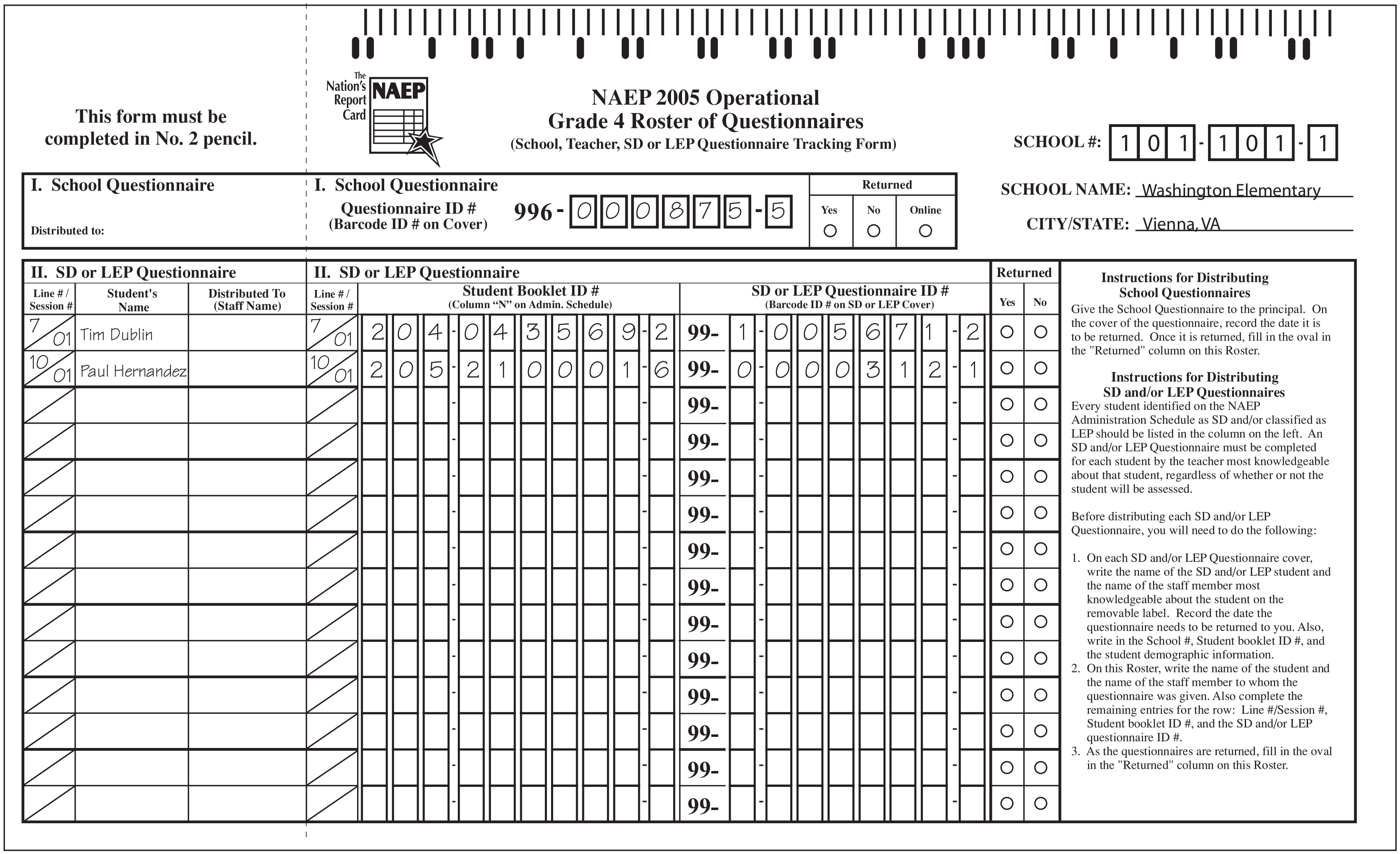
REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = LEP - Cannot be assessed
63 = LEP - Required accom. not offered
64 = SD & LEP - Cannot be assessed
65 = SD & LEP - Required accom. not offered
66 = Excluded but assessed

ASSESSED WITH ACCOMMODATIONS
70 = Bilingual glossary
71 = Bilingual booklet
72 = Bilingual dictionary (Do not use with reading booklet)
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use with reading booklet)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer
79 = Other, specify on cover
80 = Breaks during test
81 = Magnification device
82 = School staff administers

Pearson NCS®
IM=170038-001:654321
Printed in U.S.A. - 2005 A/S

This form must be completed in No. 2 pencil.

Copy of the Roster of Questionnaires (front)



This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

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

SCHOOL #: 101-101-1

SCHOOL NAME: Washington Elementary

CITY/STATE: Vienna, VA

I. School Questionnaire

Distributed to:

I. School Questionnaire

Questionnaire ID #
(Barcode ID # on Cover)

996-000875-5

Returned		
Yes	No	Online
○	○	○

II. SD or LEP Questionnaire

Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Returned Yes	Returned No
7/01	Tim Dublin		7/01	204-043569-2	99-1-005671-2	○	○
10/01	Paul Hernandez		10/01	205-210001-6	99-0-000312-1	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○
				- -	99- - -	○	○

Instructions for Distributing School Questionnaires

Give the School Questionnaire to the principal. On the cover of the questionnaire, record the date it is to be returned. Once it is returned, fill in the oval in the "Returned" column on this Roster.

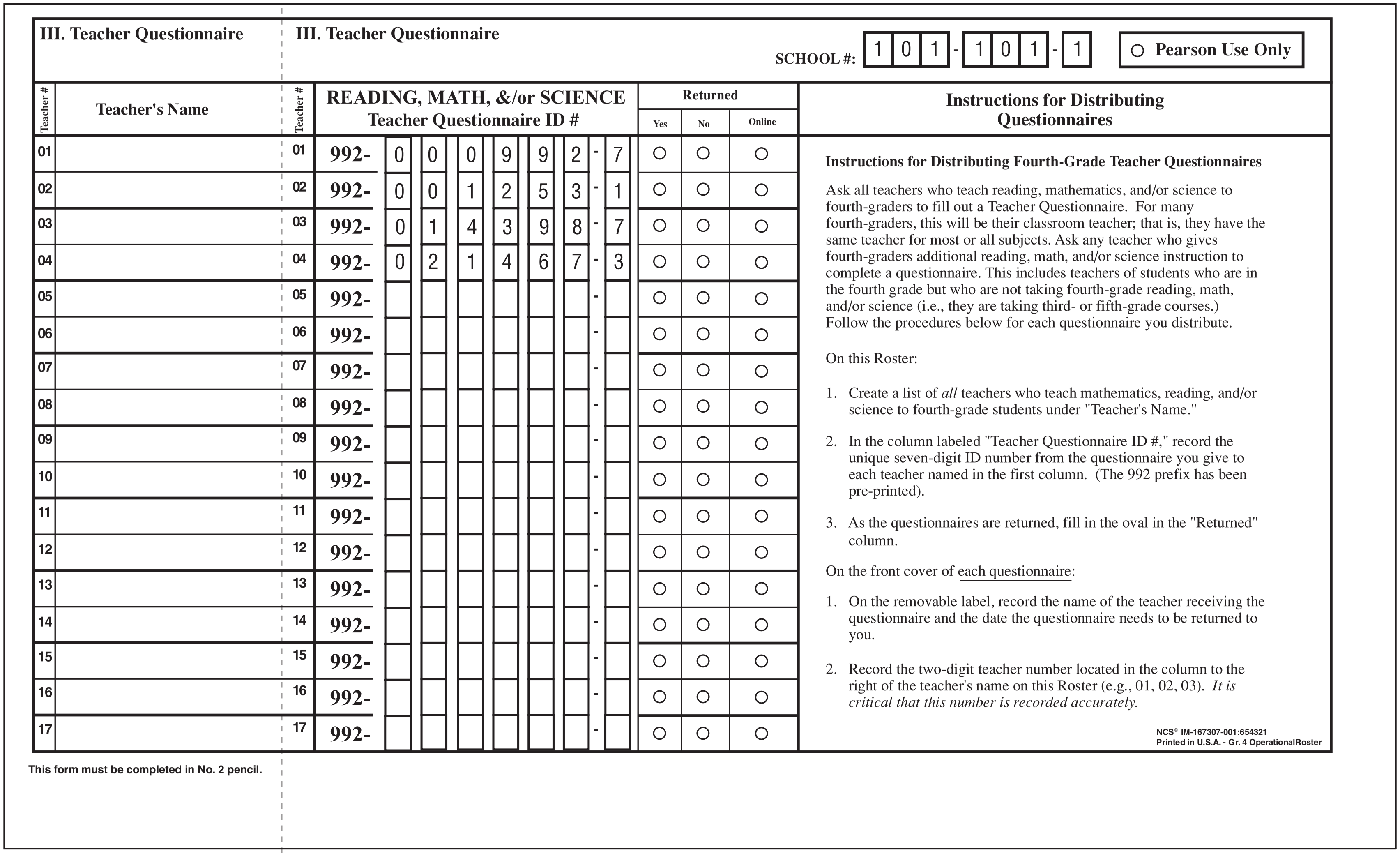
Instructions for Distributing SD and/or LEP Questionnaires

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

Before distributing each SD and/or LEP Questionnaire, you will need to do the following:

1. On each SD and/or LEP Questionnaire cover, write the name of the SD and/or LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information.
2. On this Roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD and/or LEP questionnaire ID #.
3. As the questionnaires are returned, fill in the oval in the "Returned" column on this Roster.

Copy of the Roster of Questionnaires (back)



III. Teacher Questionnaire | **III. Teacher Questionnaire**

SCHOOL #: 1 0 1 - 1 0 1 - 1

○ **Pearson Use Only**

Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
01		01	992- 0 0 0 9 9 2 - 7	○	○	○
02		02	992- 0 0 1 2 5 3 - 1	○	○	○
03		03	992- 0 1 4 3 9 8 - 7	○	○	○
04		04	992- 0 2 1 4 6 7 - 3	○	○	○
05		05	992- _ _ _ _ _ _ - _	○	○	○
06		06	992- _ _ _ _ _ _ - _	○	○	○
07		07	992- _ _ _ _ _ _ - _	○	○	○
08		08	992- _ _ _ _ _ _ - _	○	○	○
09		09	992- _ _ _ _ _ _ - _	○	○	○
10		10	992- _ _ _ _ _ _ - _	○	○	○
11		11	992- _ _ _ _ _ _ - _	○	○	○
12		12	992- _ _ _ _ _ _ - _	○	○	○
13		13	992- _ _ _ _ _ _ - _	○	○	○
14		14	992- _ _ _ _ _ _ - _	○	○	○
15		15	992- _ _ _ _ _ _ - _	○	○	○
16		16	992- _ _ _ _ _ _ - _	○	○	○
17		17	992- _ _ _ _ _ _ - _	○	○	○

This form must be completed in No. 2 pencil.

Instructions for Distributing Questionnaires

Instructions for Distributing Fourth-Grade Teacher Questionnaires

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

On this Roster:

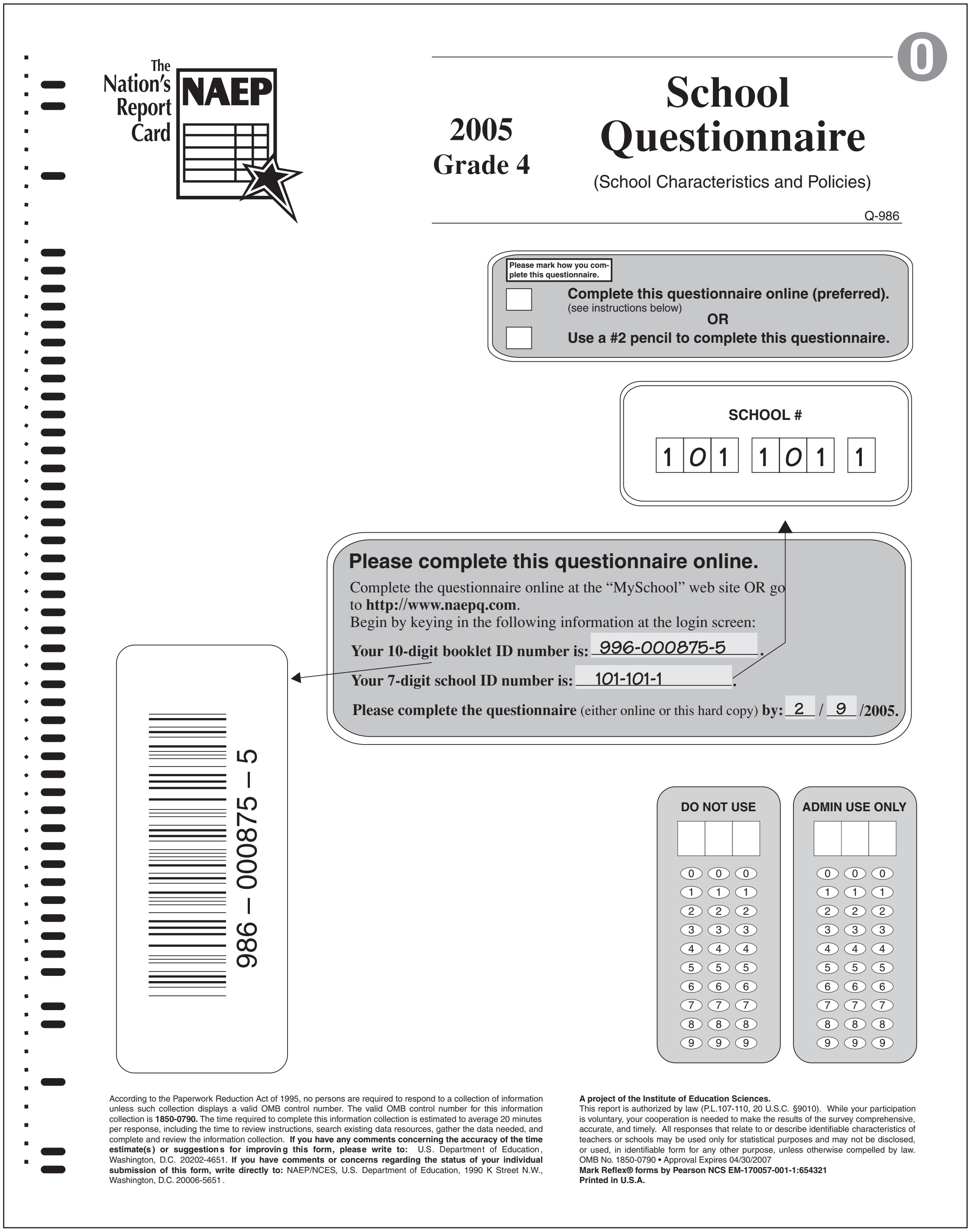
1. Create a list of *all* teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name."
2. In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column.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

On the front cover of each questionnaire:

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

NCS® IM-167307-001:654321
Printed in U.S.A. - Gr. 4 OperationalRoster

NAEP School Questionnaire



The Nation's Report Card
NAEP

0

2005
Grade 4

School Questionnaire

(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.

☐ **Complete this questionnaire online (preferred).**
(see instructions below)
OR
☐ **Use a #2 pencil to complete this questionnaire.**

SCHOOL #

1 0 1 1 0 1 1

Please complete this questionnaire online.

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

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

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

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

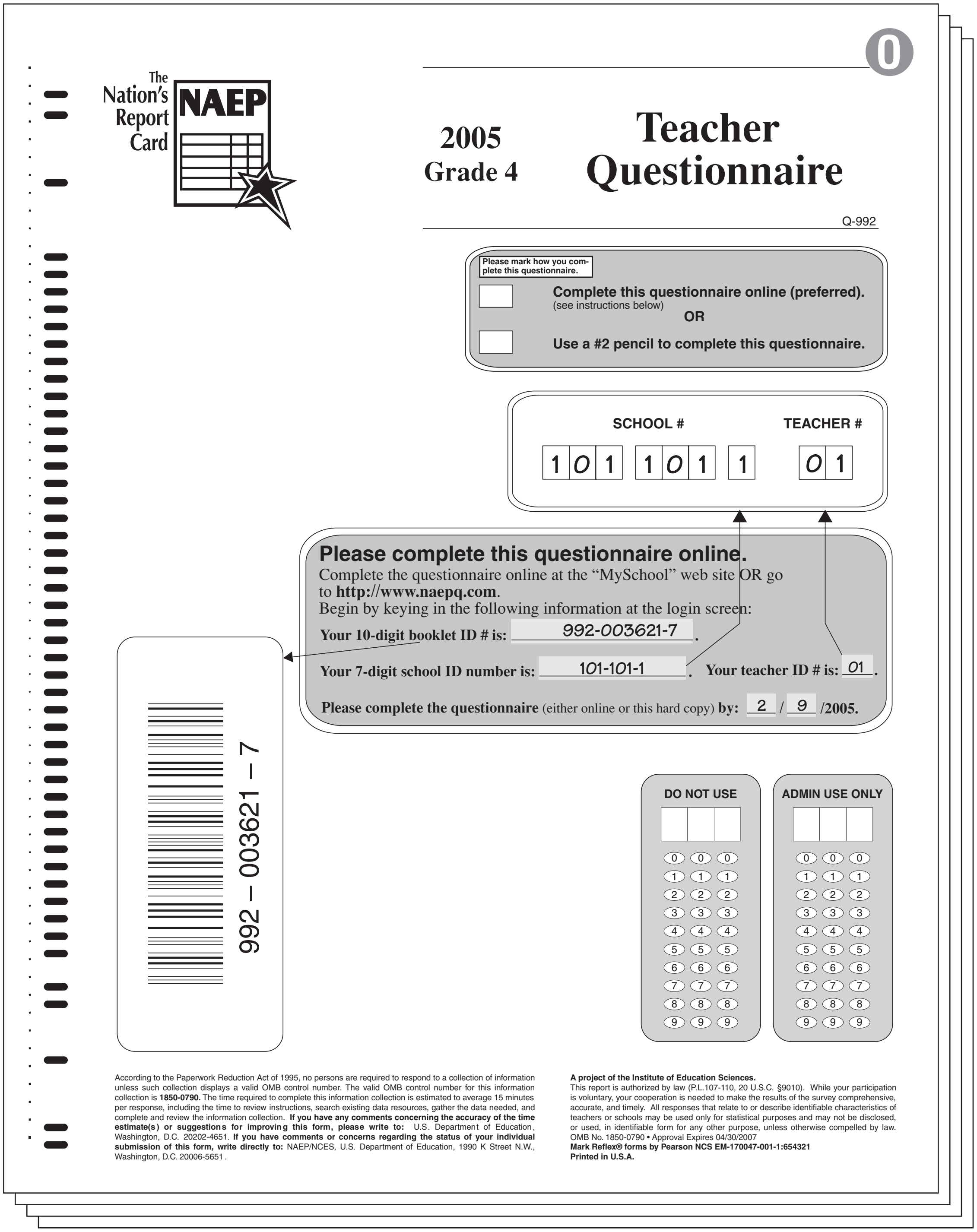
986 – 000875 – 5

DO NOT USE			ADMIN USE ONLY		
○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8
○9	○9	○9	○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.

NAEP Teacher Questionnaires



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 #							TEACHER #	
1	0	1	1	0	1	1	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.

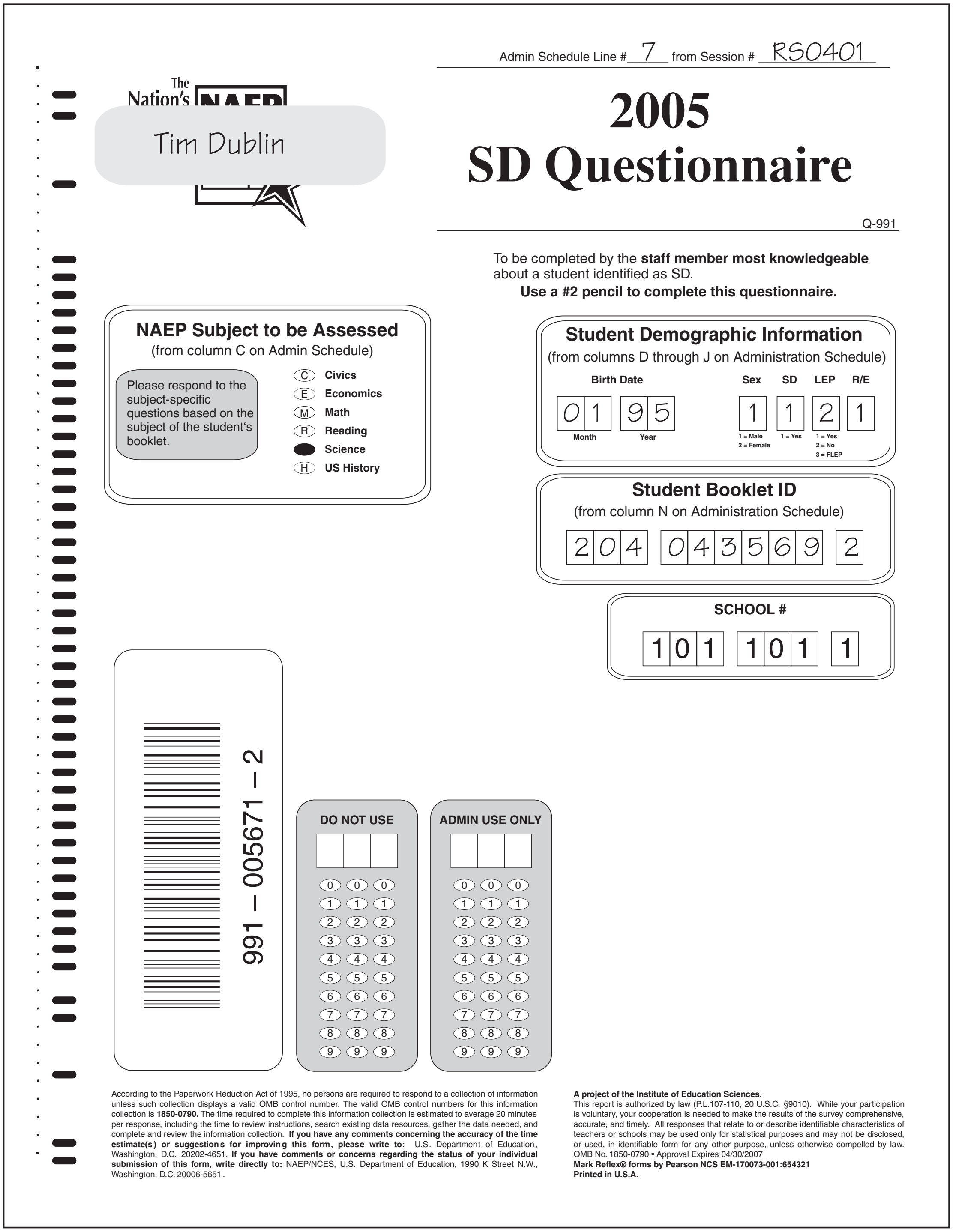
992 – 003621 – 7

DO NOT USE			ADMIN USE ONLY		
☐	☐	☐	☐	☐	☐
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	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 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. 20202-4651. **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-170047-001-1:654321
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
0 1	9 5	1	1	2	1
Month	Year	1 = Male 2 = Female	1 = Yes	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

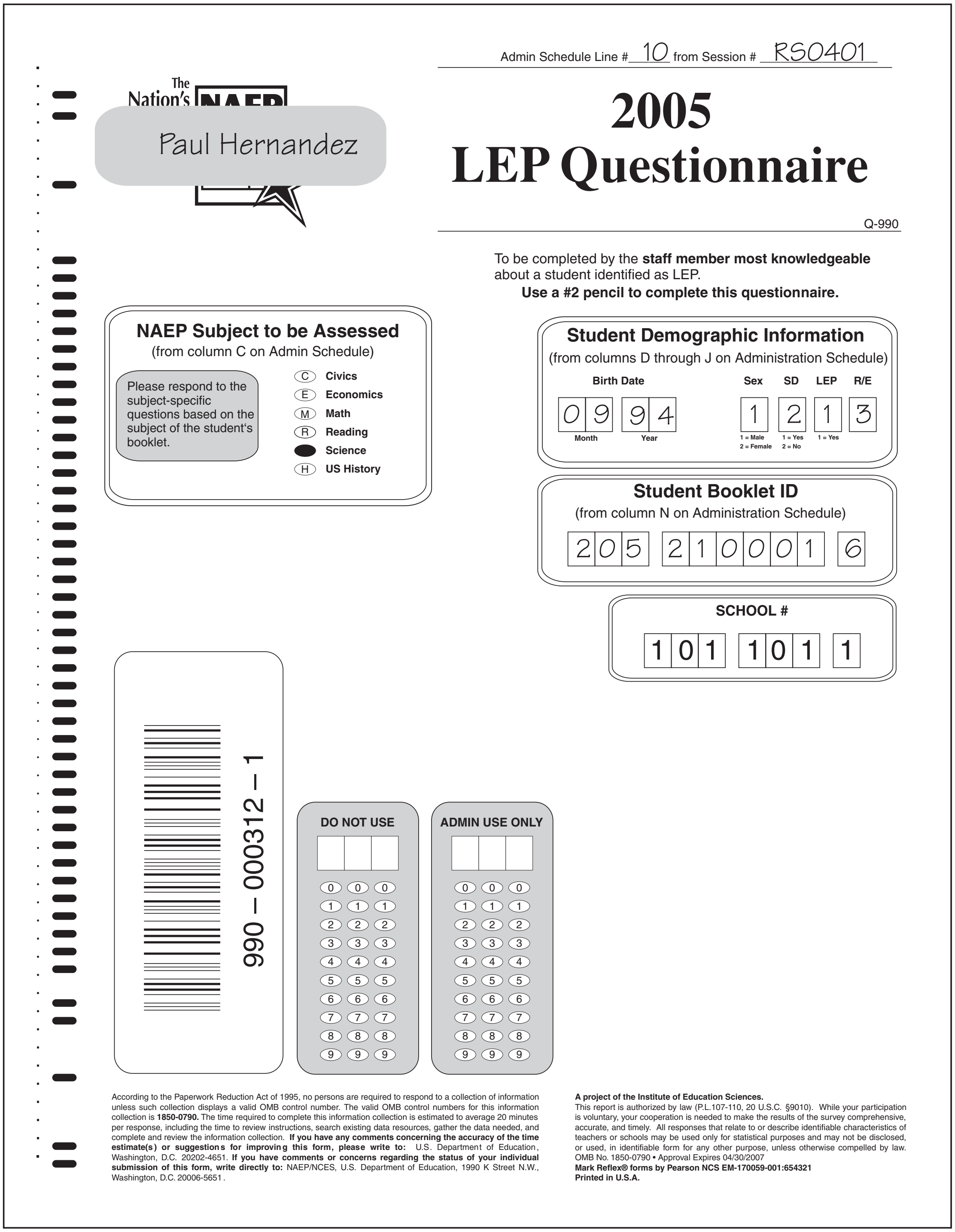
991 – 005671 – 2

DO NOT USE			ADMIN USE ONLY		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

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

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-170073-001:654321
Printed in U.S.A.

NAEP LEP Questionnaire



Admin Schedule Line # 10 from Session # RS0401

Paul Hernandez

2005
LEP Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

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

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

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

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

Birth Date		**Sex**	**SD**	**LEP**	**R/E**
0 9	9 4	1	2	1	3
Month	**Year**	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes	

Student Booklet ID
(from column N on Administration Schedule)

2 0 5 2 1 0 0 0 1 6

SCHOOL #

1 0 1 1 0 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
Mark Reflex® forms by Pearson NCS EM-170059-001:654321
Printed in U.S.A.

Accommodations Worksheet

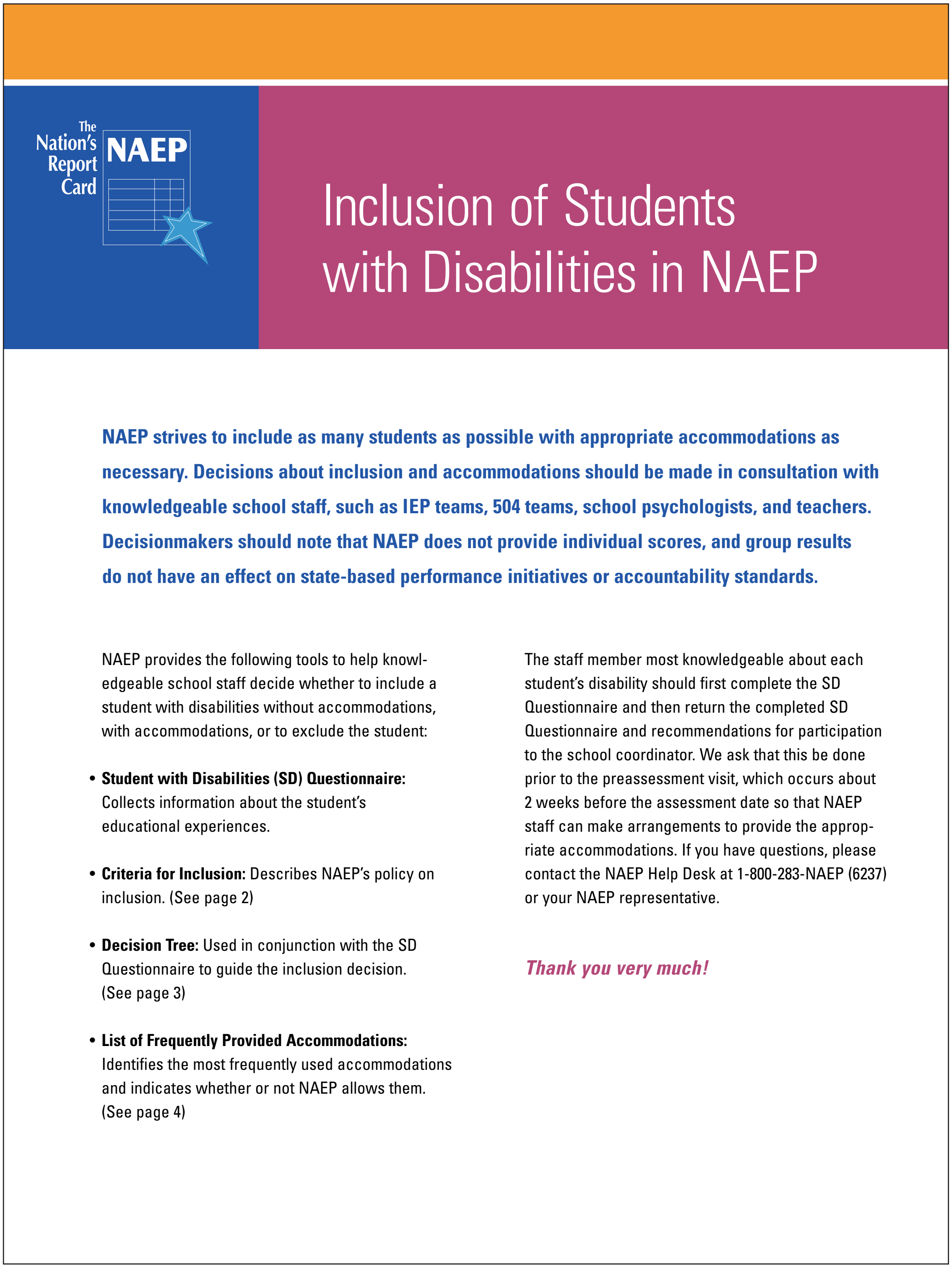
Accommodations Worksheet

Below is a list of students selected to participate in 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 Inclusion of Students with Disabilities in NAEP and/or the Inclusion of Limited-English-Proficient Students in NAEP.*

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

Inclusion of Students with Disabilities in NAEP



The Nation's Report Card 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.

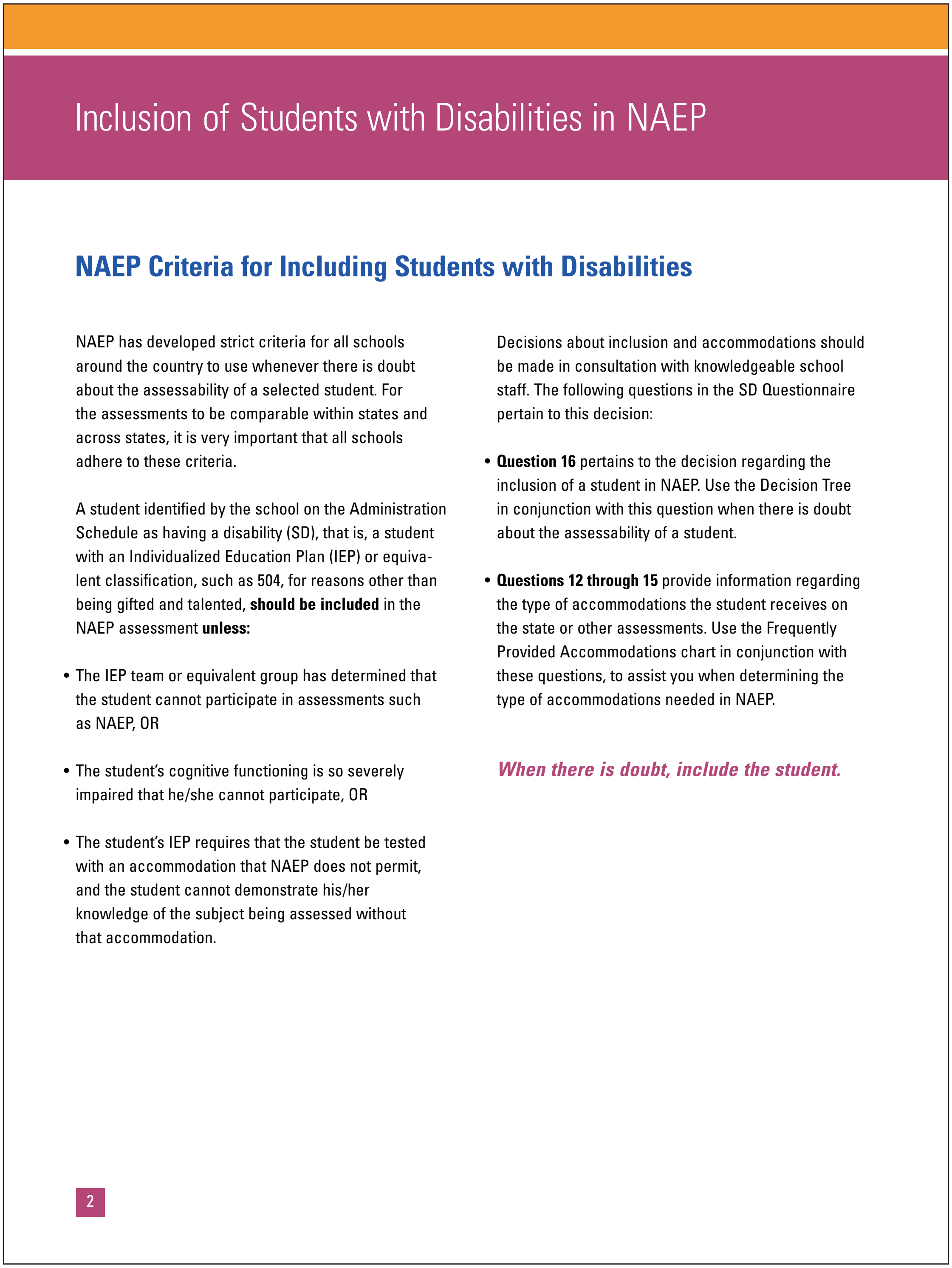
NAEP provides the following tools to help knowledgeable school staff decide whether to include a student with disabilities without accommodations, with accommodations, or to exclude the student:

- **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:

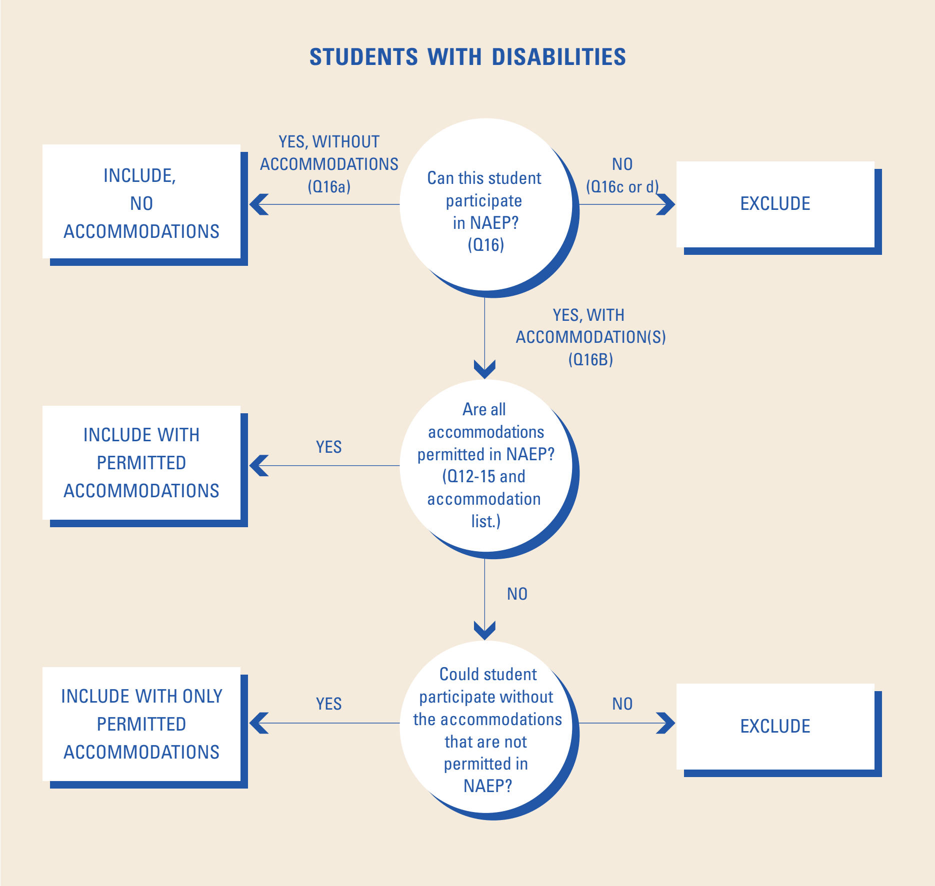
- **Question 16** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.
- **Questions 12 through 15** provide information regarding the type of accommodations the student 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.

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

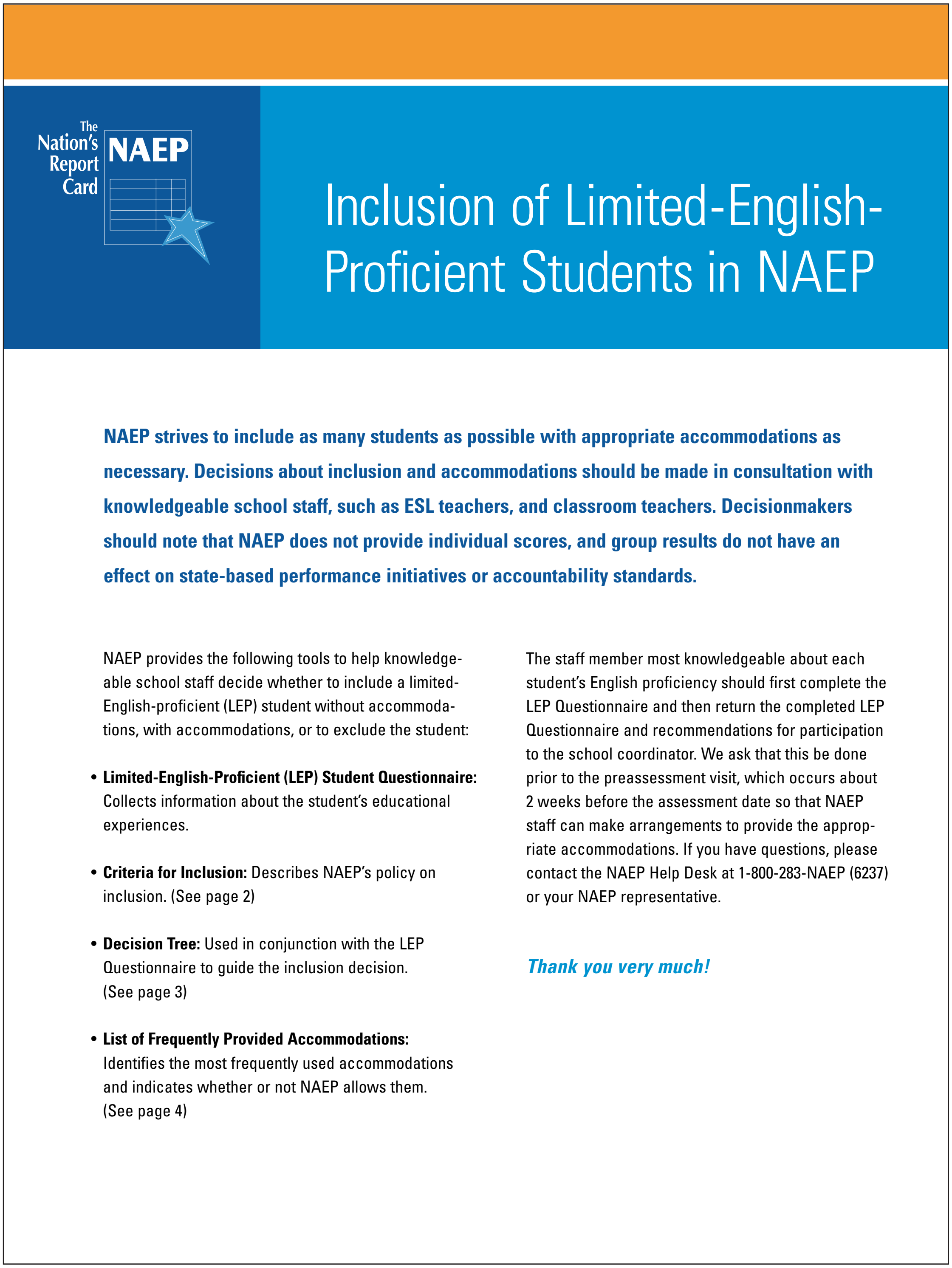
The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask the NAEP representative.

	Permitted by NAEP in:			
Accommodations for SD Students	**Reading**	**Mathematics**	**Science**	**Other**
Presentation Format				
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
Response Format				
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
Setting Format				
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
Other Accommodations				
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.

Inclusion of Limited-English-Proficient Students in NAEP



The Nation's Report Card 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:

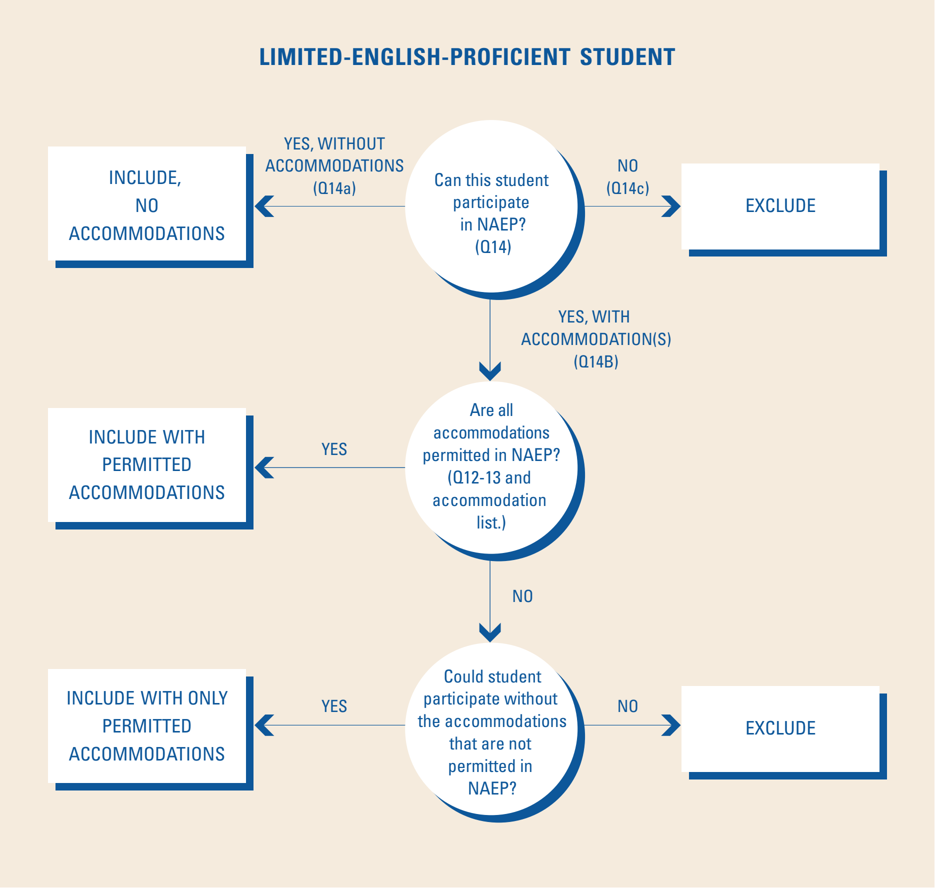
- Include without any accommodation all LEP students who have received academic instruction primarily in English for 3 years or more and those who are in their third year;
- Include without any accommodation all other LEP students who can demonstrate their knowledge of the subject being assessed without 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.

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

Inclusion of Limited-English-Proficient Students in NAEP

Decision Tree



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

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

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

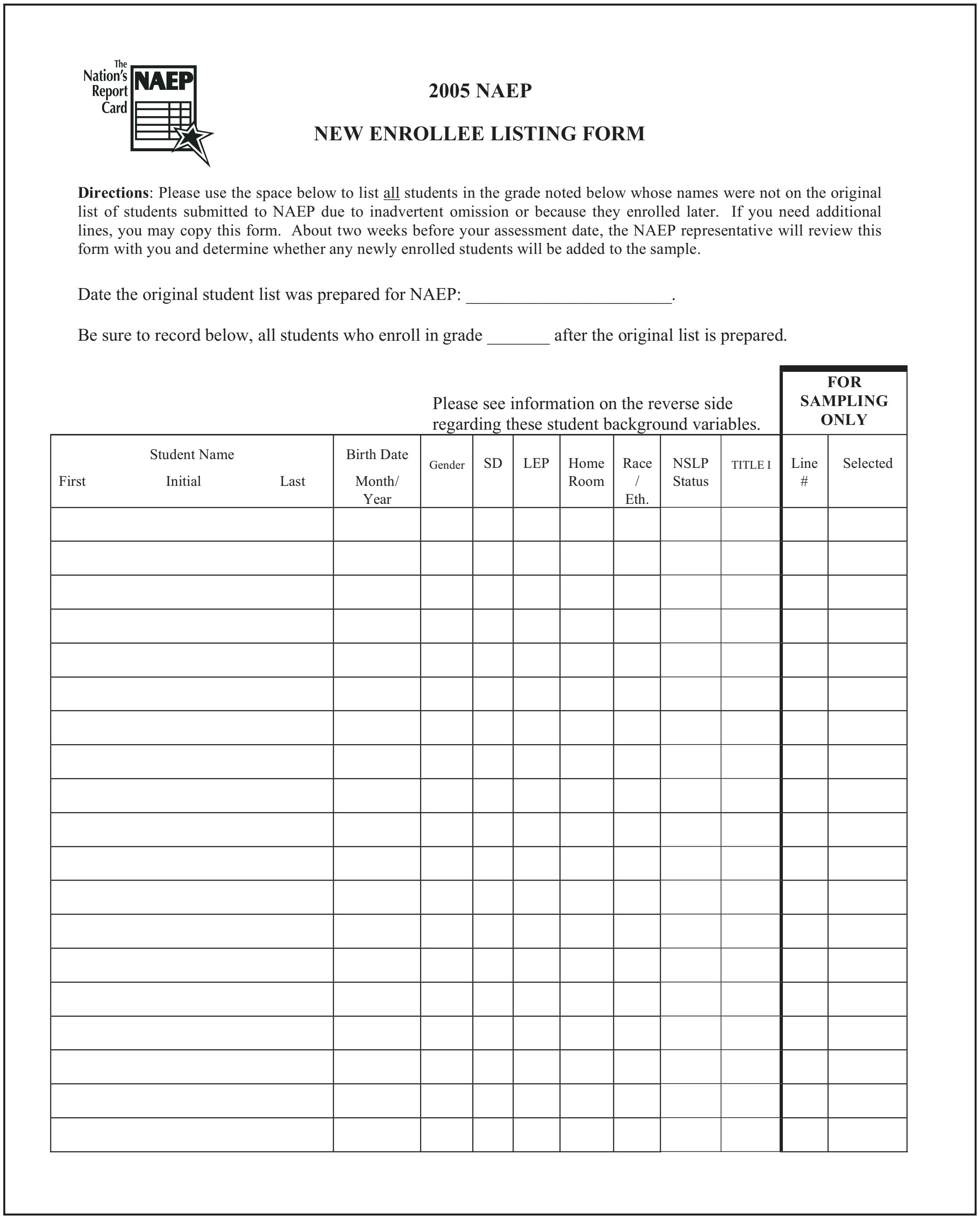
Accommodations for LEP Students	Reading	Mathematics	Science	Other
Native language version of test	No	No	No	No
Bilingual version of test (Spanish/English)	No	Yes	Yes	No
Bilingual word lists or glossaries (Spanish/English)	No	No	Yes	No
Bilingual dictionary without definitions	No	Yes⁽¹⁾	Yes⁽¹⁾	Yes⁽¹⁾
Directions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

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

*Standard NAEP practice. Not considered an accommodation.

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

New Enrollee Listing Form



2005 NAEP

NEW ENROLLEE LISTING FORM

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

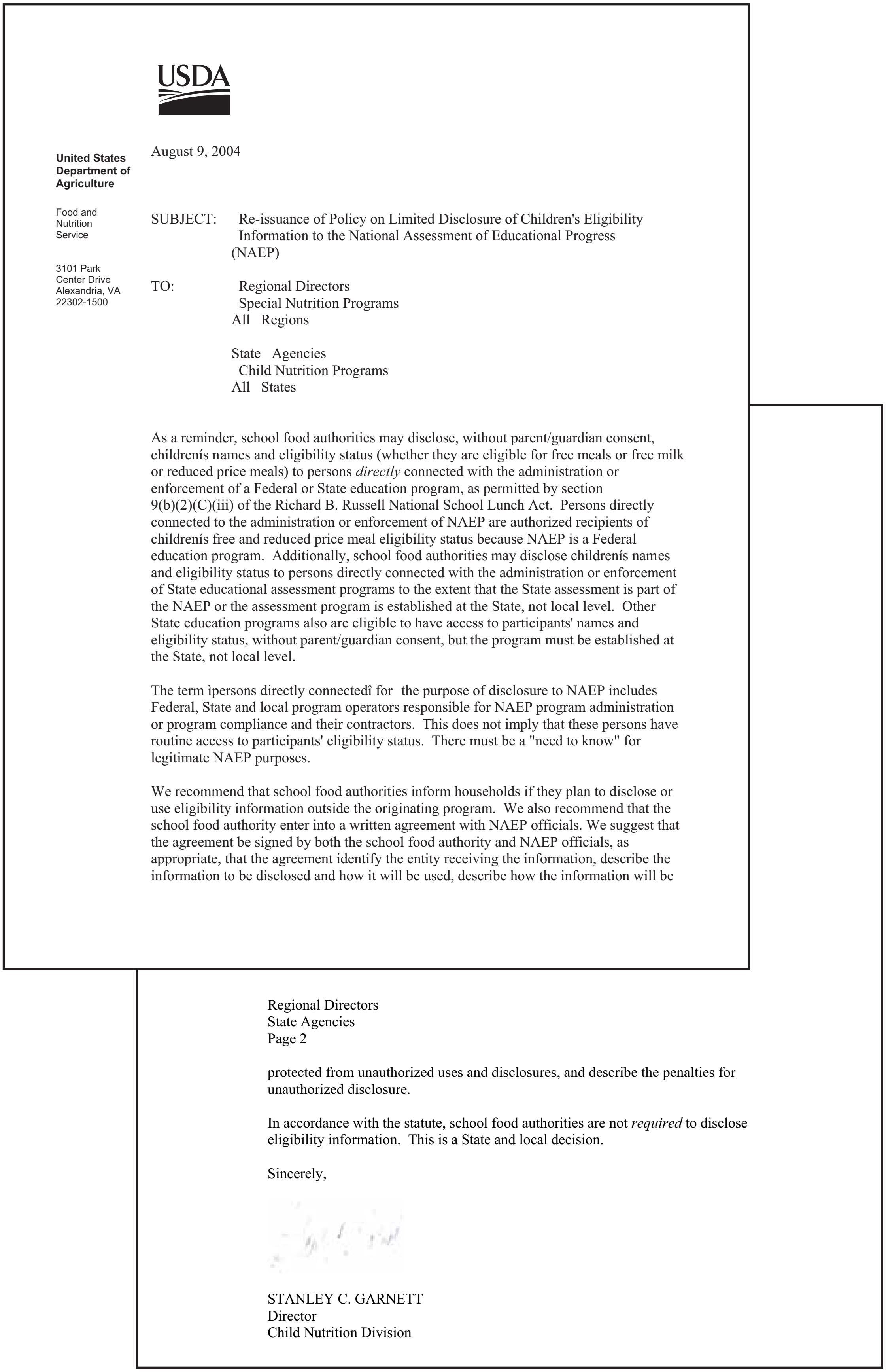
Date the original student list was prepared for NAEP: ______________________.

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

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

									FOR SAMPLING ONLY	
Student Name First Initial Last	Birth Date Month/ Year	Gender	SD	LEP	Home Room	Race / Eth.	NSLP Status	TITLE I	Line #	Selected

U.S. Department of Agriculture Letter



USDA

United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

August 9, 2004

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, childrenís 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 childrenís free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose childrenís 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 ìpersons directly connectedî 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

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 childís 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.

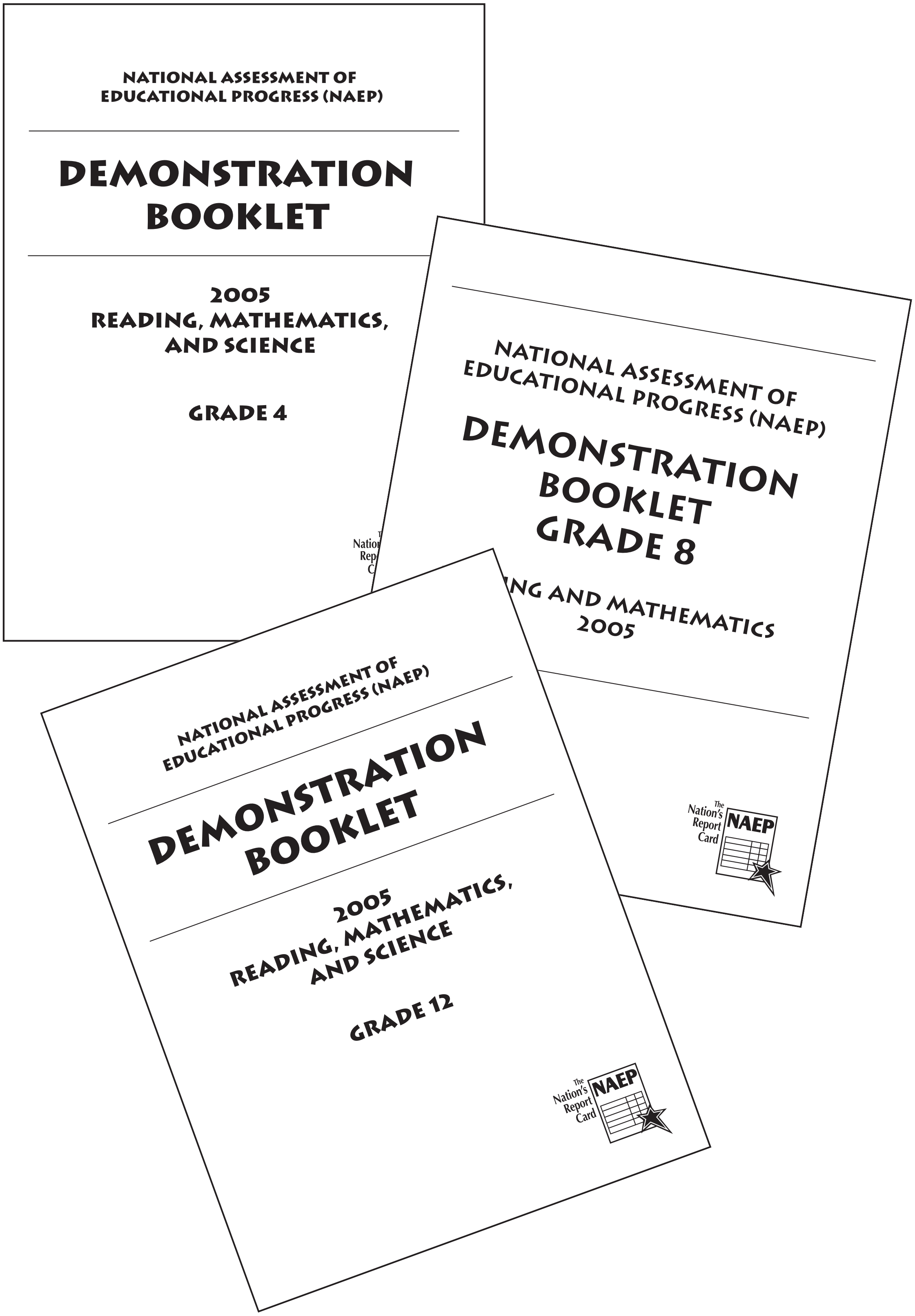
In addition to subject-area questions, background information is collected to enrich the reporting of NAEP results by examining factors related to academic achievement. Background questions do not address personal feelings or attitudes.

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,

Demonstration Booklets



NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)

DEMONSTRATION
BOOKLET

2005
READING, MATHEMATICS,
AND SCIENCE

GRADE 4

NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)

DEMONSTRATION
BOOKLET
GRADE 8

NG AND MATHEMATICS
2005

The Nation's Report Card NAEP

NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)

DEMONSTRATION
BOOKLET

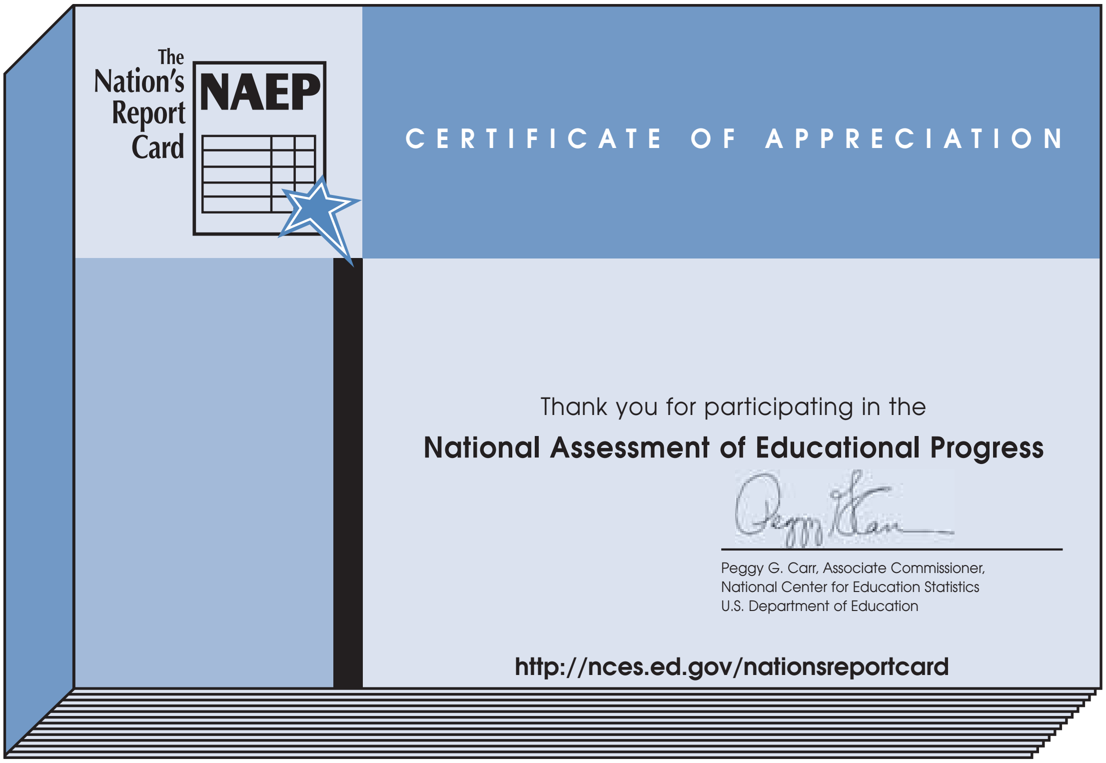
2005
READING, MATHEMATICS,
AND SCIENCE

GRADE 12

The Nation's Report Card NAEP

NAEP Publications

Student Certificates of Appreciation



The Nation's Report Card NAEP

CERTIFICATE OF APPRECIATION

Thank you for participating in the

National Assessment of Educational Progress

Peggy G. Carr, Associate Commissioner,
National Center for Education Statistics
U.S. Department of Education

http://nces.ed.gov/nationsreportcard

NAEP Storage Envelope

The Nation's Report Card NAEP

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 F

NAEP 2005
Assessment Team Quality Control Form
Telephone Followup Version

Question-By-Question Specifications (QxQs)

QUALITY CONTROL FORM
TELEPHONE FOLLOWUP VERSION

You will use the telephone followup version of the Quality Control Form to document your contacts with school coordinators after the assessment. The purpose of the call is to obtain the school coordinator's reaction to the assessment team's organization, professionalism, and overall performance, as well as any comments he/she has about individual team members. Schools have been predesignated for this followup. Another school may not be substituted for the selected school. The interview will take about 3–5 minutes.

Please review the general interviewing techniques presented in Appendix C of the *Assessment Coordinator Manual* prior to making these calls so that you will be familiar with the technique of "probing" correctly. The followup should be completed within 3 working days of the assessment so that the assessment experience is still fresh in the school coordinator's mind. Negative reports you obtain from these calls should be immediately brought to the attention of your field manager and reviewed with the assessment team.

Westat will preselect 25 percent of the schools for telephone followup. For each selected school you will receive an Assessment Team Quality Control Telephone Followup Form with a preprinted label and a Supervisor QC log to track your results. You will also receive a supply of blank forms for additional followup. If a school selected for the QC telephone followup call was observed in person, you do not need to conduct the interview. Count the interview as a complete.

NAEP 2005
ASSESSMENT TEAM QUALITY CONTROL FORM
TELEPHONE FOLLOWUP VERSION

SCHOOL ID: ____________________________

Territory: _____ State: _____

Region: _____ Area: _____

SCHOOL ____________________________

ADDRESS: ____________________________

____

NAME OF SC: ____________________________

SC PHONE: ____________________________

Session	Date	Time	Type
____	____	____	____
____	____	____	____
____	____	____	____

Assessment Team Members:

AC: ________________________

AAs Conducting Sessions:

____

____

____

____

RECORD OF CALL ATTEMPTS

DATE	TIME	CALLER	SPOKE WITH	RESULT

OVERALL RATING BASED ON THIS CALL:

EXCELLENT 1
GOOD 2
SATISFACTORY/ADEQUATE 3
UNSATISFACTORY 4
UNACCEPTABLE/PROBLEM 5
NOT ENOUGH INFORMATION TO RATE 8

INTRODUCTION FOR SCHOOL COORDINATOR:

Hello, this is ______ from the National Assessment of Educational Progress. I (am/work with) the NAEP supervisor for this area. A few days ago, our assessment team conducted (a/# SESSIONS) session(s) at your school. NAEP would like to thank you for all of your work in making the assessment at (SCHOOL) possible. As part of our effort to improve the performance of our assessment teams, we typically call a sample of school coordinators to find out how the assessment went. This call should only take a few minutes.

Just as a reminder, the assessment team at your school was led by (AC). Additionally, the team included: (AAs AND SESSIONS THEY CONDUCTED). When responding to these questions, please feel free to speak openly. We are only trying to improve the quality of the assessments.

Front Cover If there is a preprinted label, you will only need to enter the AA's names on the front cover prior to the call. Otherwise, you will need to complete the top portion of the front cover prior to the call (shown with the shaded areas in the example form on the opposite page). Home office staff reviews these forms, so it is very important to include all necessary information.

Each call attempt should be recorded on the Record of Call Attempts.

Once the followup call is complete, you will assign an overall rating. The rating values range from "1," signifying "excellent" to "5," meaning the performance was "unacceptable." A "not enough information" option is provided, but unless the school coordinator consistently answers your questions with "don't know," assign a rating based on the opinions the school coordinator was able to express.

Use the following guidelines in assigning the overall team rating:

Excellent	(1)	According to the SC, the assessment went smoothly, the team was on time, well organized, professional, and interacted well with school staff The SC did not give any negative reports about any aspect of the Assessment Team's performance
Good	(2)	The overall review from the SC was positive; however the SC reported one or two minor problems that did not affect the quality of the assessment.
Adequate	(3)	According to the SC, the assessment went adequately, however the SC reported several minor problems with the assessment or the team.
Needs Improvement	(4)	The assessment team had problems in several areas of the assessment. The SC reported the team was unprofessional,, disorganized, and/or had poor interaction with school staff.. The team definitely requires additional training.
Unacceptable	(5)	The SC reported that the assessment team's performance was unacceptable. The team had major problems with their level of professionalism, organization, and interaction with school staff.
Could Not Rate	(8)	You were unable to collect sufficient information from the SC to rate the team's performance.

1. Overall, how would you say the NAEP team handled the assessment at your school? Would you say very well, satisfactorily, or unsatisfactorily?

VERY WELL	1	(Q2)
SATISFACTORILY	2	(Q2)
UNSATISFACTORILY	3	(Q1a)

1a. Why do you feel the assessment team handled things unsatisfactorily? (PROBE FOR SPECIFICS)

2. Did the team arrive on time?

YES	1	(Q3)
NO	2	(Q2a)
DON'T KNOW	8	(Q3)

2a. IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.

3. How would you rate the <u>organization</u> of the assessment team? Would you say it was very good, adequate, or poor?

VERY GOOD	1	(Q4)
ADEQUATE	2	(Q3a)
POOR	3	(Q3a)
DON'T KNOW	8	(Q4)

1 With this item, we are interested in the school coordinator's overall reaction to the team's performance. Don't attempt to interpret the phrase "handled the assessment" for the school coordinator. While we hope this will trigger the school coordinator to provide an overall evaluation, he/she may choose to include any aspect of the assessment when answering this very general question. If the school coordinator is dissatisfied with some aspect of the AC's performance, even something from before the assessment (e.g., an unpleasant encounter during the preassessment call), this should be considered in the overall response.

1a If the school coordinator indicates that the assessment was handled "unsatisfactorily," you will followup with Q1a. Record the response you receive **word-for-word** in order that the home office gains a clear understanding of the problem. Be prepared to probe if the response is vague or not specific. Indicate your probe with an X in a circle.

2 During the preassessment call, the AC established the time that the team would arrive, one hour before the assessment. The AC may arrange to arrive one-half hour before the rest of the team to get things underway. If the school coordinator indicates that any member of the team arrived later than anticipated, code this item as "no." We are interested in learning about the promptness of the team, even if the school coordinator volunteers that a late arrival did not negatively affect this assessment.

2a Use this area to record any details about the team's late arrival. For example,

"Phil and Sue were on time, but the 3rd member of the team, the one conducting the 8:15 math session (Lorraine) got caught up in traffic and was 30 minutes late." If the school coordinator is reluctant to comment on this, simply enter "no details offered."

3 Again, we are interested in anything the school coordinator has to say about how well *organized* the team appeared to be. We are hoping that the question leads the school coordinator to recollect the initial activities of the AC on assessment day, namely reviewing the Administration Schedules, giving the AAs their session materials, and getting the sessions started with a minimum amount of confusion.

3a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

4. As far as you know, did (all of) the session(s) start on time?

YES	1	(Q5)
NO (SOME OR ALL WERE DELAYED)	2	(Q4a)
DON'T KNOW..................................	8	(Q5)

4a. RECORD ANY DETAILS OFFERED ABOUT THE DELAY.
(PROBE: Could you tell me more about that?)

4b. CODE ONE: DELAY WAS CAUSED BY:

TEAM	1
OTHER REASON	2
COULD NOT DETERMINE..............	8

5. How would you rate the overall <u>professionalism</u> of the assessment team? Would you say it was very good, adequate, or poor?

VERY GOOD	1	(Q6)
ADEQUATE	2	(Q5a)
POOR	3	(Q5a)
DON'T KNOW..................................	8	(Q6)

3a Be sure to capture verbatim any information the school coordinator offers about a "poorly" organized assessment team. Probe only for clarification. If the school coordinator is reluctant to comment on this, simply enter "no details offered." Note that if the school coordinator responds with "adequate," we are also interested in any details he/she offers about the team's organization. (Sometimes the selection of "adequate" may indicate that the school coordinator has some reservation about the team's performance but is reluctant to say it was "poor.") Indicate your probe with an X in a circle.

4 As you know, a school's willingness to cooperate with NAEP is in part based on an understanding that assessment sessions will start at their prearranged times and take about 90 minutes to complete. If a session begins later than scheduled, this potentially presents problems for the school.

Code "no" to this question if the school coordinator indicates that one or more of the sessions started later than scheduled, even if the delay was beyond the control of the team.

4a At Q4a, record any details about the delay. Be sure to specify, when possible, the name of any team member responsible for any delay. If the school coordinator is reluctant to comment on this, simply enter "no details offered." Indicate a probe with an X in a circle.

4b At Q4b, code your final judgment as to whether the delay was caused by the team (i.e., could have been prevented) or if the delay was due to some reason beyond the control of the team." If two sessions were delayed, code 4b as "team" if either of the sessions was delayed as a result of the assessment team's performance.

5 This item asks the school coordinator to evaluate the *professionalism* of the team. This could include the team members' dress, inappropriate or offensive remarks, interaction with school staff, interaction with the students, knowledge of the material, business-like attitude, general "with-it-ness," etc. Even if the school coordinator was not witness to a specific incident, we are interested in anything that may have come to the attention of the school coordinator via other school staff members.

5a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

6. Did you have the opportunity to observe (any of) the assessment session(s)?

YES	1	(Q6a)
NO	2	(Q7)

6a. How would you rate the way the assessment administrator(s) handled the session(s) you observed? Would you say very well, adequately, or poorly?

VERY WELL	1	(Q7)
ADEQUATELY	2	(Q6b)
POORLY	3	(Q6b)
DON'T KNOW	8	(Q7)

6b. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

7. At the end of the session(s), did (AC) give you the NAEP Storage Envelope and tell you when the materials should be destroyed? (REVIEW IF NECESSARY).

YES	1
NO	2
DON'T KNOW	8

8. How would you rate the way the assessment team interacted with the other school staff? Would you say the interaction was very good, adequate, or poor?

VERY GOOD	1	(Q9)
ADEQUATE	2	(Q8a)
POOR	3	(Q8a)
DON'T KNOW	8	(Q9)

5a Be sure to capture verbatim any information the school coordinator offers about a rating of “poor” or “adequate” professionalism. Be sure to obtain sufficient information so that you can identify the team member involved. If the school coordinator is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.

6 If the school coordinator observed portions of a session, we would like an evaluation of the AA’s performance along the basic 3-point scale. If the school coordinator had the opportunity to see multiple sessions, the evaluation should summarize the school coordinator’s reaction to all of the sessions. If the school coordinator says, “I only popped in for a minute,” ask for a rating based on what the school coordinator witnessed.

6a This item asks the school coordinator to evaluate how the AAs handled the sessions.

6b Be sure to capture verbatim any information the school coordinator offers about an AA’s “poor” or “adequate” administration of a session. Be sure to obtain sufficient information so that you can identify the team member involved. If the school coordinator is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.

7 After concluding the “debriefing interview” with the school coordinator, the AC should have given the school coordinator the NAEP Storage Envelope and explained its contents and the schedule for destroying the materials. If you get a “no” response to this item, be prepared to look into this matter a bit further. The school coordinator may have simply forgotten about the envelope or did not appreciate its significance. If it appears that the school coordinator never received the envelope, you will need to follow up with the AC.

8 This item is simply another avenue for prompting the school coordinator to convey information that will help you determine whether any members of the assessment team are acting inappropriately. It will not be unusual for a school coordinator to say “I have no idea, I wasn’t in the room or I did not observe any interactions and no one made any comments to me.” In that case, code “Don’t Know.”

8a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

____

____

____

____

9. How would you rate the way the assessment team interacted with the <u>students</u>?
Would you say the interaction was very good, adequate, or poor?

VERY GOOD	1	(Q10)
ADEQUATE	2	(Q9a)
POOR	3	(Q9a)
DON'T KNOW..................................	8	(Q10)

9a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

____

____

____

10. Is there anything (else) you would like to say about the assessment team or any of its members?

____

____

____

____

11. NAEP is conducted regularly and we continue to refine the materials and procedures for future assessments. Do you have any suggestions on how we can make it easier for schools to participate in the future?

____

____

____

____

12. These are all of the questions I have. On behalf of the National Assessment, I want to thank you again for all of your help.

8a If the school coordinator reports that the interaction between a team member and other school staff person(s) was “poor” or “adequate,” be sure to record the response in as much detail as possible. You will want to be able to identify the team member involved. You will also want to record the title of any individual at the school who may have been involved. If the school coordinator is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.

9 Again, we are interested in anything the school coordinator has to say about how the AC or AA interacted with the *students*. Reports of “poor” or “adequate” performance could signify that the AA needs to develop better classroom management skills or simply be aware that there are aspects of his/her behavior that is off-putting to students.

9a Be sure to capture verbatim any information the school coordinator offers about an AA’s “poor” or “adequate” rapport with the students. Obtain sufficient information so that you can identify the team member involved. If the school coordinator is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.

10 This is a general probe designed to elicit any other untapped comments about the team’s performance. We anticipate that most school coordinator’s will have positive remarks to offer at this item. Be sure to capture this information in as much detail as possible.

11 This question is provided as an upbeat means of exiting the interview. The item is similar to Question 4 of the debriefing interview, conducted by the AC at the end of the assessment.

Appendix G

NAEP 2005
Assessment Team Quality Control Form
In-Person Version

Question-By-Question Specifications (Q x Q's)

ASSESSMENT TEAM QUALITY CONTROL FORM (QCF)

To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observations should be observed as soon as possible. The QCF is completed during the observations you will be making at the schools you select. There are three basic parts to the form.

- The front cover: Specifications for completing entries on the cover are provided in this appendix and in Chapter 6 of the NAEP Supervisor's manual;
- Section A: This contains observations you will make about the AC's coordination of all the assessment activities at the school; and
- Section B: This contains observations you will make about a specific session conducted by the AA. Three copies of Section B are included in each form, which will accommodate almost all multi-session schools you encounter.

The form uses a simple three-column format.

- **Column A** specifies the observation you are to make;
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "Met", "Partially Met", "Did Not Meet", "Cannot Determine", or "Not Applicable", or in some cases, "yes" or "no"; and
- When you have assigned "Did Not Meet" or otherwise indicated that the AC's or AA's performance has been deficient, you must record a description of the problem in **Column C**.

Most of the observation items require that you that you assign a rating of "1" to "5." The following descriptions are given to provide a frame of reference:

1- Met: The AA/AC conducted all procedures according to NAEP standards, in a professional manner, with no or only very minor deviations.

2- Partially Met: The AA/AC conducted some, but not all procedures according to NAEP standards. Performance of procedures, while adequate, had rough spots that need improvement

ASSESSMENT TEAM QUALITY CONTROL FORM (QCF) (CONTINUED)

3- Did Not Meet: The AA/AC conducted few, if any procedures according to NAEP standards. Whenever it is necessary for the AC or supervisor to intervene, a “3” rating should be assigned. Ratings of “3” must be elaborated upon in the adjacent Column C.

4-Can Not Determine: Should be used for situations where you were not able to observe the AA/AC completing a procedure.

5-Not Applicable: Use when the procedure did not have to be completed for the particular session.

Please consult the specifications on the following pages for additional guidelines on what you should consider when assigning these ratings.

THIS PAGE INTENTIONALLY BLANK

NAEP 2005
ASSESSMENT TEAM QUALITY CONTROL FORM
IN-PERSON VERSION

SCHOOL ID: ____________________ Territory: ________ State: ______

SCHOOL ____________________ Region: ________ Area: ______

ADDRESS: ____________________

Session #	Date	Time	Type
___________	____	____	____
___________	____	____	____
___________	____	____	____

____

NAME OF SC: ____________________

PHONE: ____________________

Form ___ of ___

PERFORMANCE OF AA's IN SESSIONS

				TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AC/AA	(✓) IF AC:	SESSION # ASSIGNED	(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:		☐		R M A	1 2 3	1 2 3 4 5 8
AA #2:		☐		R M A	1 2 3	1 2 3 4 5 8
AA #3:		☐		R M A	1 2 3	1 2 3 4 5 8
AA #4:		☐		R M A	1 2 3	1 2 3 4 5 8

OVERALL TEAM PERFORMANCE

AC Name *(IF NOT LISTED ABOVE)*	____________________	**ASSESSMENT COORDINATOR RATING**	**1 2 3 4 5**
OVERALL TEAM RATING *Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.* →			**1 2 3 4 5**

QC OBSERVATION MADE BY:	TITLE:	OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: _________
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: _________

Front Cover

Complete the top portion of the front cover prior to the start of the assessment (shown with the shaded areas in the example form on the opposite page). Complete the top of the form including:

- School ID
- School Name
- School Address
- Name of the School Coordinator
- Phone number
- Territory
- State
- Region
- Area
- Session numbers with date and time and type
- Form __ of __

Complete the middle section of the form including:

- Names of staff assigned to each session – be sure to check the box if the person is the AC
- Session numbers
- Circle type of session

Complete the bottom section of the form including:

- Name of the AC
- Your name and title as the observer
- Date of the observation
- Your arrival time

NAEP 2005
ASSESSMENT TEAM QUALITY CONTROL FORM
IN-PERSON VERSION

SCHOOL ID: ______________________ Territory: ________ State: ______

SCHOOL ______________________ Region: ________ Area: ______

ADDRESS:	______________________	Session #	Date	Time	Type
	______________________	__________	____	____	____
NAME OF SC:	______________________	__________	____	____	____
PHONE:	______________________	__________	____	____	____

Form ___ of ___

PERFORMANCE OF AA's IN SESSIONS

				TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AC/AA	(✓) IF AC:	SESSION # ASSIGNED	(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:		☐		R M A	1 2 3	1 2 3 4 5 8
AA #2:		☐		R M A	1 2 3	1 2 3 4 5 8
AA #3:		☐		R M A	1 2 3	1 2 3 4 5 8
AA #4:		☐		R M A	1 2 3	1 2 3 4 5 8

OVERALL TEAM PERFORMANCE

AC Name *(IF NOT LISTED ABOVE)*	______________________	**ASSESSMENT COORDINATOR RATING**	**1 2 3 4 5**
OVERALL TEAM RATING *Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.* →			**1 2 3 4 5**

QC OBSERVATION MADE BY:	TITLE:	OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: _________
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: _________

It is very important to include all of the information.

Once the assessment is complete, you will indicate how much of the AA sessions you observed and assign a rating for each AA observed. You will also assign a rating for the assessment coordinator and an overall rating. The rating values range from “1”, signifying “excellent” to “5”, meaning the performance was “unacceptable”. You will assign a rating of 8 “could not rate” if due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Excellent	(1)	The AA was totally prepared, initiated all stages of assessment, followed the script verbatim, and worked with a high degree of accuracy. Almost all observation items are coded “1”. The AA or AC should not have received any “3”‘s or “No’s” throughout the observation section.
Good	(2)	AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an “excellent” session. The AA or AC received a majority of “1”‘s and a few “2”‘s throughout the observation section. The AA or AC should not have received any “3”‘s or “No’s” throughout the observation section.
Adequate	(3)	AA was adequate, got the job done, but was weak in one or more areas of the assessment. AA needs to spend some time studying the materials. The AA or AC received more “2’s” than “1’s” in the observation section. The AA or AC may have received a small number of “3’s” and “No’s” throughout the observation section.
Needs Improvement	(4)	AA acted unprepared and/or unprofessional at times. You may have had to intervene with minor reminders such as posting the ‘DO NOT DISTURB’ sign. The AA may have requested your help with the routine procedures or asked questions that AAs are expected to address without assistance. The AA’s performance definitely requires improvement. Additional briefing or training may be in order. The AA or AC may have received “2”‘s and “3”‘s and a few “No’s” throughout the observation section.
Unacceptable	(5)	AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required. The AA or AC received mainly “3’s” and “No’s” throughout the observation section.
Could Not Rate	(8)	Due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Record your departure time as you leave the school.

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT

PREPARING FOR THE ASSESSMENT

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
1	AC arrived on time	YES.................................. 1 NO .... 2→	
2	AC's attire	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
3	AC's general demeanor	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
4	Was AC wearing the NAEP ID badge upon arrival?	YES.................................. 1 NO .... 2→	
5	Did the AC collect a signed and dated copy of the parent notification letter before the sessions began?	HAS LETTER................... 1 HAS LETTER BUT DID NOT BRING .... 2 DID NOT OBTAIN A COPY .... 3→	
6	Did the AC bring a copy of Assessment Coordinator Manual and scripts into the school?	YES.................................. 1 NO .... 2→	
7	Session scheduling, workload management, and general organization	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

SECTION A: EVALUATION OF AC’S COORDINATION OF THE ASSESSMENT

Item #	Observation	Factors to Consider as You Assign a Rating

PREPARING FOR THE ASSESSMENT

1	AC arrived on time	■ Did AC arrive at school at least one hour before the first scheduled session? ■ Did AC check in at the school office or otherwise follow protocol?
2	AC’s attire	■ Did AC follow suggestions in the Assessment Coordinator Manual? ■ Was AC neat and clean?
3	AC’s general demeanor	■ Was AC polite and pleasant to the school and assessment staff?
4	Was AC wearing the NAEP ID badge upon arrival?	■ Was the NAEP ID badge worn where it could be easily seen? ■ Enter an explanation if AC was not wearing badge.
5	Did the AC collect a signed and dated copy of the parent notification letter before the sessions began?	■ If AC does not have the parent letter, did s/he ever receive it? ■ If AC received the letter but does not have it, enter an explanation. ■ If AC did not receive the letter, enter an explanation.
6	Did the AC bring a copy of Assessment Coordinator Manual and scripts into the school??	■ AC has AC Manual and Session scripts and brought them into the school? ■ Enter an explanation if any of these materials missing.
7	Session scheduling, workload management, and general organization	■ Did the AC arrive sufficiently in advance of the team to prepare materials? ■ Did it appear that the AC had adequately briefed AAs before assessment (i.e., no confusion about arrival time, location, sessions they would be responsible for, accommodations sessions, special requirements, etc.)? ■ Is the AC effective in getting AAs to work together as a team during the preparatory stages of the assessment? ■ Did the AC make arrangements for bilingual staff if needed at the assessment? ■ Did the AC make arrangements for staff to cover predetermined accommodation sessions?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

PREPARING FOR THE ASSESSMENT (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
8	Interaction with School Coordinator and other school staff	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
9	Level of preparedness *(i.e., team has sufficient materials for all sessions and problem situations)*	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
10	AC's completion of the activities just prior to the assessment including: • Reviewing Administration Schedule(s), • Assigning accommodation booklets, and • Giving out session materials	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

8	Interaction with School Coordinator and other school staff	■ Is it apparent that the AC and SC have a good working relationship? ■ From what you can observe, does it seem that all of the objectives of the preassessment call were accomplished? ■ Are the AC and AAs following the correct protocol for visiting this school? ■ Is the AC striking the right tone with other school staff?
9	Level of preparedness *(i.e., team has sufficient materials for all sessions and problem situations)*	■ Does the AC have all the session boxes, ancillaries and bulk supplies? ■ Do the materials appear to be in good condition? ■ Have bundles remained sealed? (Note: for schools with many sessions, the bundles may be prepared the night before the assessment.) ■ Does the team have sufficient bulk supplies for this school? ■ If the school has special requirements (e.g., large print booklets), has the AC taken care of this?
10	AC's completion of the activities just prior to the assessment including: ■ Reviewing Administration Schedule(s), ■ Assigning accommodation booklets, and ■ Giving out session materials	■ Did the AC review the Admin. Schedule(s) for missing information? ■ Was any missing information added correctly? ■ Did the AC review the Admin. Schedule(s) to verify any Admin. Codes entered by the SC for SD or LEP students requiring accommodations? ■ Were these codes assigned correctly? ■ If there are students requiring accommodations, were the accommodation booklets assigned correctly and the necessary recordkeeping completed? ■ Did the AC correctly complete the computations in the first summary box of the Admin? Schedule(s)? ■ Did the AC prepare the AAs with everything they needed to conduct sessions, including a copy of the Admin. Schedule if concurrent sessions? ■ Did AC inform AAs about how students were notified about the assessment, dismissal procedures, and emergency procedures?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

PREPARING FOR THE ASSESSMENT (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
11	Did the AC update the Administration Schedule codes on the Administration Schedule(s) for any changes to accommodation status or ineligible and withdrawn students?	YES.................................. 1 NO .... 2 →	
12	Did the AC inquire about any parent refusals and update the Administration Codes appropriately on the Administration Schedule(s)?	YES.................................. 1 NO .... 2 →	
13	Did the AC update Demographic Codes as necessary?	YES.................................. 1 NO .... 2 →	
14	Checked session booklets for each session for accuracy of preparation	YES.................................. 1 NO .... 2 →	

11	Did the AC update the Administration Schedule codes on the Administration Schedule(s) for any changes to accommodation status or ineligible and withdrawn students?	■ Did the AC review the Administration Schedule for any missing data with the SC? ■ Did the AC update the SD and/or LEP Status in the Admin Schedule? ■ Did the AC correctly code any withdrawn and/or ineligible students in the Admin Schedule?
12	Did the AC inquire about any parent refusals and update the Administration Codes appropriately on the Administration Schedule(s)?	■ Did the AC obtain the parent refusals from the SC and record the information on the Administration Schedule(s)? ■ Did the AC update the Administration Code for students with parent refusals in the Admin Schedule?
13	Did the AC update Demographic Codes as necessary?	■ Did the AC review the Demographic Codes with the SC and update them as necessary? ■ If there was missing data, did the AC ask the SC to provide the data as soon as possible? ■ Was the information added correctly?
14	Checked session booklets for each session for accuracy of preparation	■ Did the AC conduct the final QC check of the booklets, including conducting a ‘spot check’ (checking the first, middle and last booklet of each stack)?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

RESPONSIBILITIES DURING THE SESSION (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
15	Interaction with AAs: • Everything needed for preparation of booklets and assessment site provided to AAs; • AAs informed of procedures for dismissing students and summoning help in an emergency; • AA questions answered correctly and courteously.	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
16	Assisting the AAs in locating and accounting for all students	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
17	Observing each session/AA	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
18	Identifying and managing problem situations	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
19	Answering questions appropriately	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
20	Did the AC correctly review the completed Administration Schedule(s) for accuracy and correctly determine whether makeup was needed?	YES.................................. 1 NO .... 2→	
21	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 *MAKE-UP NOT REQ'D 7*	

RESPONSIBILITIES DURING THE SESSION

15	Interaction with AAs: □ Everything needed for preparation of booklets and assessment site provided to AAs; □ AAs informed of procedures for dismissing students and summoning help in an emergency □ AA questions answered correctly and courteously	■ Did the AC ensure that the AAs had all the materials they needed? ■ Did the AC inform the AAs of procedures for dismissing students and summoning help in an emergency? ■ Did the AC answer all AA questions correctly and courteously?
16	Assisting the AA's in locating and accounting for all students	■ Did the AC help the AAs round up the students for the assessment? ■ If there were missing students did the AC locate them or identify that they were absent?
17	Observing each session/AA	■ Did AC check to be sure all AA started on time? ■ Did AC observe part of the assessment for all AAs during the session?
18	Identifying and managing problem situations	■ Did AC appear observant about potential problems during the assessment? ■ Did AC handle problem situations appropriately? ■ If necessary, did AC seek help from school personnel?
19	Answering questions appropriately	■ Did AC correctly respond to questions?

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS

20	Did the AC correctly review the completed Administration Schedule(s) for accuracy and correctly determine whether a makeup was needed?	■ Did the AC review the entries made by AAs to the summary box of the Admin Schedule? ■ If there are absent students, did the AC correctly make the response rate calculation or review what had been done? ■ Did the AC correctly determine whether a makeup was needed?
21	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	CODE "7" IF MAKEUP NOT NEEDED AT THIS SCHOOL ■ If a makeup was necessary, did the AC work with the SC to schedule it? ■ If the SC is reluctant to schedule a makeup, did AC attempt to convince the SC of its importance? ■ Did the AC correctly complete the entries at the top of the Admin? Schedule(s) that pertain to a makeup? ■ Did AC give you the impression that s/he understood how materials were to be secured until the makeup is completed?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
22	Collecting questionnaires and completing/reviewing the Rosters	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
23	Did the AC review the Session Debriefing Form and discuss with the AA?	YES.................................. 1 NO .... 2→	
24	Supervising the packing of materials and shipment preparation	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 *AAs PACKED OWN SHIPMENTS* 7	
25	Maintained security of NAEP materials at all stages of the assessment process.	YES.................................. 1 NO .... 2→	
26	Did the AC prepare the NAEP Storage Envelope correctly?	YES.................................. 1 NO .... 2→	
27	Integrating information from sessions to complete Part 2 of the Contact Log	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

22	Collecting questionnaires and completing/reviewing the Rosters	■ Did AC initiate effort to obtain questionnaires from the SC? ■ Are the roster entries made by the AC (and AAs) correct? ■ Did the AC review the cover entries to the questionnaires and make any necessary corrections? ■ Did the AC verify that all names were removed from the questionnaire and detached from the Roster? ■ Are all booklets (used and unused) accounted for?
23	Did the AC review the Session Debriefing Form and discuss with the AA?	■ Did the AC go over the AAs completed Session Debriefing Form? ■ Did the AC talk to the AA about their comments on the Session Debriefing Form?
24	Supervising the packing of materials and shipment preparation	CODE “7” IF AC NOT INVOLVED IN COORDINATION OF PACKING FOR ALL SESSIONS ■ Did the AC make certain that booklet IDs were checked against the Admin? Schedule(s)? ■ Are all used and unused booklets accounted for? ■ All SD and/or LEP questionnaires accounted for? ■ Final check that all Teacher and Principal questionnaires are accounted for? ■ Did the packing order appear to be correct, based on the session type? ■ All other edit and packing guidelines in Task 14 followed?
25	Maintained security of NAEP materials at all stages of the assessment process	■ Did the AC have all teachers who observed or assisted sign the nondisclosure statement? ■ Did the AC stress to all observers that they cannot read the actual test booklets? ■ Did the AC ensure that the Student Identification labels were destroyed? ■ Did not leave the booklets unattended?
26	Did the AC prepare the NAEP Storage Envelope correctly?	■ Has the AC arranged for the Admin? Schedule(s) and Rosters to be photocopied? ■ Are all the appropriate materials, including all student and teacher name lists, in the Envelope? ■ Was the “destroy by” date recorded on the postcard?
27	Integrating information from sessions to complete Part 2 of the Contact Log	■ Did the AC review all of the Session Debriefing Forms? ■ Did the AC effectively summarize the information from the Debriefing Forms on to the Part 2 of the Contact Log?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
28	Debriefing the School Coordinator	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

29. WEAKNESSES OF THE AC'S COORDINATION EFFORTS THAT NEED TO BE ADDRESSED *(NOTE: TEAM RATINGS OF "4" OR "5" MUST BE EXPLAINED)*

30. POSITIVE ASPECTS OR STRENGTHS OF AC'S COORDINATION EFFORTS:

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

ADDITIONAL COMMENTS ABOUT AC/TEAM RATINGS (REFERENCE SECTION A ITEM #)

(NOTE: ALL RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)

ITEM #: **COMMENT**

28	Debriefing the School Coordinator	■ Did the AC effectively introduce debriefing interview to SC and arrange to conduct it immediately after the assessment? ■ Did the AC ask all questions from Part 2 as written? ■ Did the AC probe as necessary? ■ Did the AC record comments clearly and word-for-word? ■ Did the AC discuss all flagged items from the Session Debriefing Forms? ■ Did the AC give the SC the storage envelope at the end of the interview?
29	Use the space at this item to pull together a summary of the deficiencies that you observed in the AC's performance in terms of coordinating the assessment sessions. This should include what you noticed as you went through the preceding checklist of 11 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AC is still not familiar with the material", "AC was oblivious to agitation of SC and needs to be more aware of the school staff", etc. You should focus on the AC's activities as assessment coordinator. (Problems you witnessed while the AC conducted a specific session should be covered in Section B.) You will want to review the problems you record here with the AC, and depending on the situation, you may need to discuss them with your field manager. Use the additional comments section below or additional sheets of paper as necessary.	
30	We also want you to record the details of anything that you feel the AC did particularly well in the area of coordinating the assessment activities. Be sure to mention the positive aspects to the AC after the assessment. Use the additional comments section below or additional sheets of paper as necessary.	
Additional Comments	Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding observation item number.	

AA #1

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #: ____________________	SESSION TYPE: *R Regular* *M Makeup* *A Accommodation*	AA CONDUCTING SESSION: __________________________________ ☐ ✓ *IF THIS IS AC*

PREPARING FOR THE SESSION

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
1	AA arrived on time?	YES.................................. 1 NO .... 2→	
2	AA's attire	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
3	AA's general demeanor	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
4	Was AA wearing the NAEP ID badge upon arrival?	YES.................................. 1 NO .... 2→	
5	Did the AA bring the Assessment Information Form into the school?	BROUGHT FORM .... 1 HAS FORM BUT DID NOT BRING .... 2→ DID NOT RECEIVE .... 3→	
6	Did the AA bring a copy of Assessment Administrator Manual and scripts into the school?	YES.................................. 1 NO .... 2→	
7	Bundles opened at correct time?	YES.................................. 1 NO .... 2→ PREPARED IN ADVANCE..................... 7	

AA#1
SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

Item #	Observation	Factors to Consider as You Assign a Rating
	TOP ROW	■ Enter the Session #. ■ Circle the session type (regular, makeup, or accommodation). ■ Enter the name of the AA (or AC) conducting the session. ■ Check the box if the individual conducting the session is the AC.

PREPARING FOR THE SESSION

1	AA arrived on time	■ Did AA arrive at school at least one hour before the first scheduled session? ■ Did AA check in at the school office or otherwise follow protocol?
2	AA's attire and general demeanor	■ Did AA follow suggestions in the Assessment Administrator Manual for the style of clothing to wear? ■ Was AA neat and clean? ■ Was there anything about AA's appearance that would be distracting to the students?
3	AA's general demeanor	■ Did the AA set a positive tone for the assessment session? ■ Was there anything about AA's demeanor that would be distracting to the students?
4	Was AA wearing the NAEP ID badge upon arrival?	■ Was the NAEP ID badge worn where it could be easily seen? ■ Enter an explanation if AA was not wearing badge.
5	Did the AA bring the Assessment Information Form into the school?	■ AA has Assessment Information Form? ■ Enter an explanation of AA did not bring the Assessment Information Form into the school.
6	Did the AA bring a copy of Assessment Administrator Manual and scripts into the school?	■ AA has AA Manual and Session scripts? ■ Enter an explanation if any of these materials missing.
7	Bundles open at correct time?	CODE 7 IF THE BOOKLETS WERE PREPARED IN ADVANCE. ■ Did AA wait until arriving at the school to open booklet bundles? ■ Did AA open bundles approximately one hour before the start of the session? Was this enough time for preparing the materials?

AA #1

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

PREPARING FOR THE SESSION (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
8	Preparing the assessment booklets	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 PREPARED IN ADVANCE...................... 7	
9	Preparing the room	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

8	Preparing the assessment booklets	CODE 7 IF THE BOOKLETS WERE PREPARED IN ADVANCE. ■ Did the AA appear organized for this task? ■ Did the AA check that s/he had all necessary materials for the session? ■ Did AA check to make sure s/he had proper booklets for the session being administered by checking booklet color and code? ■ Did AA review all preprinted student ID labels and create new ones where necessary? ■ Did AA follow the procedures for assembling any required accommodation booklets? ■ Booklets for withdrawn, ineligible, and excluded students set aside? ■ Was AA completely prepared by the time the session was to start?
9	Preparing the room	■ If school gave permission, were blackboards erased of any extraneous information? ■ Has AA concealed any school materials (e.g., multiplication tables) that might assist students during the test? ■ Are desks arranged to maximum advantage given the room layout, i.e., facing away from sources of distraction, without students facing each other? ■ Are all necessary supplies and materials set out in proper order? ■ Are calculators set out? Are calculator and mathematics posters hung up in the front of the room? ■ For grades 4 and 8: Are teacher names and two-digit teacher numbers written on the blackboard? ■ For all sessions, grades 8 and 12, is school ID written on board?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

ADMINISTERING THE SESSION

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
10	Checking students in, handling latecomers, accounting for all students to maximize participation	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
11	Starting the session without undue delay	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
12	Passing out booklets and materials	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
13	Read the script	VERBATIM....................... 1 MINOR REVISIONS .... 2 MAJOR REVISIONS......... 3 NOT APPLICABLE 5	
14	Handling of questions about calculators (MATH ONLY)	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
15	Distribution and collection of calculators (MATH ONLY)	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

ADMINISTERING THE SESSION

10	Checking students in, handling latecomers, accounting for all students to maximize participation	■ Did AA check students in, in an efficient manner? ■ Did AA follow the protocol for handling latecomers outlined in the Assessment Administrator Manual? ■ If late students, was the AA proactive in determining their status? ■ Did AA check Administration Schedule to make sure all students on the schedule were present or accounted for? ■ Did the AA allow sufficient time for latecomers to arrive?
11	Starting the session without undue delay	■ Did the AA make an effort to start the session at the scheduled time? ■ If there were missing students, did the AA successfully balance the need for a timely start with that of maximizing participation?
12	Passing out booklets and materials	■ Did the AA record the attendance status on the Administration Schedule? ■ Did AA distribute booklets and other materials according to the manual protocol and session script? ■ Was this done with a minimum of confusion and disruption?
13	Reading the script	CODE WHETHER THE SCRIPT WAS READ: **Verbatim:** Word-for-word (not counting unintentional slips) **With Minor revisions:** AA missed words or phrases, inserted material **With Major revisions:** Omitted entire sentences or made substantial additional comments. NOTE: IF AA READS SCRIPT WITH “MAJOR REVISIONS”, YOU WILL NEED TO INTERVENE. Also note in comments area if AA: ■ Did not begin with the correct script. ■ Did not appear knowledgeable about the contents of the script. ■ Did not read the script clearly or at the right pace?
14	Handling of questions about calculators (MATH ONLY)	CODE ‘7’ IF NO CALCULATOR QUESTIONS ■ Did the AA use the calculator and mathematics posters? ■ Did students appear to understand the calculator instructions?
15	Distribution and collection of calculators (MATH ONLY)	CODE ‘7’ IF NO CALCULATORS WERE USED ■ Did AA follow script for distributing calculators for appropriate sections of the assessment? ■ Did AA walk around room to be certain students were using calculators when they were supposed to? ■ Did AA collect calculators as directed by the script?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

ADMINISTERING THE SESSION (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
16	Timing of the assessment sessions	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
17	Engaging and interacting with students	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
18	Monitoring the session and walking around the room	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
19	Managing disorderly students and problem situations	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 *NO PROBLEMS................ 7*	

16	Timing of the assessment sessions	■ Was AA completely familiar with the use of the timer and its operation? ■ Did AA give all warnings (e.g., “10 minutes left”) at the correct time? ■ Did AA stop all sections at the correct time? NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.
17	Engaging and interacting with students	■ Did AA assume control of the classroom so that interruptions were kept to a minimum? ■ Did AA use strategies described in the manual for managing the classroom and engaging the students? ■ Did AA appear to have the attention of the majority of students? ■ Did AA use respectful behavior with students? ■ Did AA use behavior and language appropriate to the age group of the students?
18	Monitoring the session and walking around the room	■ Did AA make sure students were working in the correct booklet sections? ■ Did AA check that students were not moving ahead in the booklet or returning to previous sections? ■ Did AA walk up and down the aisles during the session? ■ Did AA appear observant about student behavior during the assessment?
19	Managing disorderly students and problem situations	CODE ‘7’ IF THERE WERE NO DISORDERLY STUDENTS OR PROBLEMS ■ Was the AA effective in the handling of disruptive students? Did s/he use any of the strategies outlined in the manual? ■ Did AA handle any other problem situation appropriately, e.g., a student becoming ill or having to leave the classroom for some other reason? ■ If behavior problem was out of control, did AA seek help from school personnel?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

ADMINISTERING THE SESSION (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
20	Answering questions appropriately	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 *NO QUESTIONS 7*	
21	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 *NO ACCOM STUDENTS.. 7*	
22	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE .... 5 *NO ACCOM STUDENTS.. 7*	
23	Distributed science kits appropriately	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
24	Followed "Safety Issues" related to the science kits	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
25	Followed guidelines for responding to student questions related to the science kits	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
26	Followed clean-up procedures related to the science kits	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
27	Ending the session, collection of materials, and dismissal of students	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

20	Answering questions appropriately	CODE ‘7’ IF THERE WERE NO QUESTIONS ASKED ■ Did AA follow the QxQ’s in the session scripts for answering questions about the general background section? ■ Did AA correctly respond to questions about how and where to record answers? ■ Did AA provide the “I’m sorry, I can’t…” response for other questions? ■ Did AA answer questions individually as opposed to unnecessarily addressing entire group?
21	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students.	CODE ‘7’ IF NO ACCOMMODATED STUDENTS ■ Did AA adjust the script to handle the special needs of the students in this session? ■ If school provided staff member to assist with accommodation students, did AA work effectively with this person? ■ Did AA give instructions both orally and visually? ■ Was AA attuned to any problems or needs of the students? ■ Did AA avoid providing assistance on assessment items? ■ Did AA avoid providing special accommodations not on the student’s IEP or not normally used by the student during testing? ■ Did AA keep track of time taken for cognitive sections for students requiring “extended time”?
22	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	CODE ‘7’ IF NO ACCOMMODATED STUDENTS ■ Was AA attuned to any problems or needs of the students? ■ Did AA take advantage of information available about the student(s) from school personnel? ■ Did AA provide aid to accommodation students who seemed to need it without singling them out? ■ Did AA employ strategies outlined in the manual to keep the student on task and manage disruptive behavior?
23	Distributed science kits appropriately	▪ AA followed the procedures for distributing the science kits.
24	Followed “Safety Issues”	▪ AA followed the specified safety guidelines. ▪ AA made sure that students followed safety guidelines (i.e. – wore goggles when required, did not touch chemicals, etc.)
25	Followed guidelines for responding to student questions	▪ AA followed the guidelines for responding to student questions.
26	Followed clean-up procedures	▪ The AA followed proper procedures for clean-up.
27	Ending the session, collection of material, and dismissal of students	■ Did AA collect all materials in an orderly fashion, most appropriate for the size of the session and room layout? ■ Did AA allow students to keep the pencils? ■ If Grade 4: Did AA distribute Student Appreciation Certificates? ■ Did AA account for all booklets before dismissing students? ■ Did AA follow school procedures for dismissing students?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA AFTER ADMINISTERING THE SESSION (continued)

AFTER ADMINISTERING THE SESSION

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
28	Administration Codes assigned correctly?	YES.................................. 1 NO .... 2→	
29	Top portion of the Administration Schedule completed correctly?	YES.................................. 1 NO .... 2→	
30	Did the AA correctly calculate the response percentage?	YES.................................. 1 NO .... 2→	
31	Booklet covers coded correctly including time entered in the extended time box for any students receiving that accommodation?	YES.................................. 1 NO .... 2→	
32	Quality of scannable entries made by AA	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
33	Completing the Session Debriefing Form	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	
34	Final review of materials prior to packing	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3→ CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

AFTER THE SESSION

28	Administration Codes assigned correctly?	■ Did AA record the correct Administration Code for each student listed on the Administration Schedule? (NOTE: For students who will be invited to a makeup, this will not be possible at this time.) ■ Did AA appear to have a good understanding of how to assign these codes? ■ Includes parent refusal codes
29	Top portion of the Administration Schedule completed correctly?	■ Did AA have a good understanding of this process? ■ Were “Not in Sample students” excluded from “# Assessed”? ■ Were correct numbers entered for absent and assessed students? ■ If a makeup session will be held, were “# Assessed (Makeup Session)” and “TOTAL ASSESSED” left blank? ■ If this is a makeup: “# Assessed (Makeup Session)” and “TOTAL ASSESSED” entered correctly?
30	Did the AA correctly calculate the response percentage?	■
31	Booklet covers coded correctly including time entered in the extended time box for any students receiving that accommodation?	■ Does AA have a booklet for every student on the Administration Schedule? ■ If Grade 4: Did AA enter NAEP school ID number? ■ Did AA check that grade 8 and 12 students entered school ID numbers and the grade 4 and 8 students entered teacher ID numbers? ■ Were Admin. Codes correctly transferred to booklets? ■ If extended time accommodation: Total time entered? ■ Were all student ID labels removed from booklets? ■ Booklets in correct order?
32	Quality of scannable entries made by AA	■ Did AA use only No. 2 pencil? ■ Did AA enter all information in an acceptable writing style for scanning?
33	Completing the Session Debriefing Form	■ Did the AA fill out the debriefing form accurately, based on what you had observed? ■ If there were problems or unusual circumstances, were they described completely? ■ Did the AA have the form completed and ready for the AC in a timely manner?
34	Final review of materials prior to packing	■ All used and unused booklets accounted for? ■ All SD and LEP questionnaires accounted for? ■ Final check that all Teacher and Principal questionnaires are accounted for? ■ All identifiers removed? ■ All other final edit guidelines followed?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA AFTER ADMINISTERING THE SESSION (continued)

AFTER ADMINISTERING THE SESSION (continued)

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
35	AA maintained security of NAEP materials at all stages of the assessment process.	YES.................................. 1 NO .... 2 →	
36	Shipment packed in correct order and all packing procedures followed?	YES.................................. 1 NO .... 2 →	
37	Interaction with AC and other AAs (willingness to receive direction from AC, work as a team member, assist other AAs with QC'ing documents and materials)	MET .... 1 PARTIALLY MET .... 2 DID NOT MEET .... 3 → CANNOT DETERMINE..... 4 NOT APPLICABLE 5	

35	AA maintained security of NAEP materials at all stages of the assessment process	■ Did the AA follow the correct procedures dealing with the Student Identification labels? ■ Did not leave the booklets unattended?
36	Shipment packed in correct order and all packing procedures followed?	■ Were materials packed in the order described in the manual? ■ Was this activity well organized and conducted with a minimum of confusion?
37	Interaction with AC and other AAs (willingness to receive direction from AC, work as a team member, assist other AAs with QC'ing documents and materials)	■ The AA interacted appropriately with the AC and other AAs. ■ The AA was willing to receive direction from the AC and work as a team member. ■ The AA assisted in QC'ing documents and materials.

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA AFTER ADMINISTERING THE SESSION (continued)

38. WEAKNESSES EXHIBITED BY AA DURING THIS SESSION THAT NEED TO BE ADDRESSED *(NOTE: AA RATINGS OF "4" OR "5" MUST BE EXPLAINED)*:

39. POSITIVE ASPECTS/STRENGTHS OF AA EXHIBITED DURING THIS SESSION:

ADDITIONAL COMMENTS ABOUT THIS AA'S PERFORMANCE (REFERENCE SECTION B ITEM #)
(NOTE: ALL RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)

ITEM #: **COMMENT**

38	Use the space at this item to pull together a summary of the deficiencies that you observed in the AA's (or AC's) handling of all the tasks associated with conducting this specific session. This should include what you noticed as you went through the preceding checklist of 29 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AA is unsure of herself in the classroom, and it shows" or "AA is having difficulties with the recordkeeping", etc. For AC's conducting sessions, you should focus on the AC's activities as assessment administrator. (Problems you witnessed in the way the AC coordinated the assessment should be covered in Section A.) You will want to review the problems you record here with the AA, and depending on the situation, you may need to discuss them with your field manager. Use additional sheets of paper as necessary.
39	We also want you to record the details of anything that you feel the AA did particularly well in conducting the session. Be sure to mention the positive aspects to the AA after the assessment. Use additional sheets of paper as necessary.
Additional Comments	Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding item number.

Appendix H

High School Transcript Study

School Information Form

Instructions To Supervisors On Filling Out The School Information Form (SIF)

1. The SIF is in two parts. Part 1 is to be filled out over the phone with the HSTS school coordinator. After your AC discusses NAEP with the school coordinator, you will call the school coordinator and tell him/her about HSTS and go through Part 1 of the form. This should take place about 2 or 3 weeks before assessment day.

2. Part 1 of the SIF is scripted, but you may deviate from the script to address specific aspects of the study, answer questions in detail, etc.

3. One section of the SIF script is to ask the school coordinator the name of a person at the school who is very knowledgeable about the content of the course catalog, the transcript layout, and details about classes offered at the school. Often, this person is the registrar. After you get this person's name, you should call him/her to let him/her know that you will be at the school on assessment day and would like to spend a couple of hours with him/her to obtain detailed information on the school's courses. Tell him/her that you will send a questionnaire so that he/she will know what types of questions to expect on assessment day. This questionnaire will contain some, but not all of the questions contained in Part 2 of the SIF.

4. You will also be asking the HSTS coordinator to send you a copy of the 2004 – 2005 catalog before assessment day. Assuming that the coordinator sends you the catalog, please review it and fill out as many of the Part 2 SIF questions as you can in order to minimize the burden on the school.

5. On assessment day, after the NAEP assessment is over, you will meet with the school coordinator to complete information on the SIF (such as where the Administration Schedule will be kept, whether the school coordinator works in the summer, etc.) and you will obtain sample transcripts.

6. On assessment day, after meeting with the school coordinator, you will meet with the registrar or other person knowledgeable about the school's courses. You will spend some time filling out the remainder of Part 2 of the SIF.

Territory: ______________ Region:________________ Area:__________________
NAEP School ID:_________ NAEP Supervisor:_________ NAEP AC:_____________

Materials collected prior to supervisor's call:____
____

School Information Form – Part 1
2005 High School Transcript Study

School Name:______________________________ School Phone:_______________________
City, State:________________________________ Fax:________________________________
Principal:__________________________________ Email:______________________________
School Coordinator (SC):____________________ Web Site:____________________________
SC Phone Number:__________________________ Grade Range of School:________________
Is School Participating in NAEP?_______________ Assessment Date:_____________________

Hello, this is [FIRST NAME, LAST NAME] from the National Assessment of Educational Progress or NAEP. My associate [NAME OF AC] may have told you to expect my call. I'm calling to tell you about another aspect of NAEP. It is the High School Transcript Study or HSTS. The HSTS is being conducted to provide educational policymakers with information regarding current course offerings and course-taking patterns in secondary schools. This study will also permit researchers to examine the relationship between course-taking patterns and educational achievements. We would like to designate a school coordinator for this study, someone who is knowledgeable about the courses offered at your school.

1. Would you be the contact person or the school coordinator for HSTS?

   Yes [GO TO #2] No

   If "No" Who will be the HSTS contact at the school? And at what phone number can I reach him/her?

   Name:________________________ Telephone number:_____________________________

   Thank you so much for your help. [END CALL]

2. I'd like to explain a little bit about the HSTS to you. Do you have about 10 minutes to talk right now?

   Yes [GO TO #3] No

   If "No" When is the best day and time for me to reach you to discuss this study? Again, I just need about 10 minutes.

   Date:________________________ Time:________________________________

   Thank you so much. I will talk to you soon. [END CALL]

3. There are two phases to the HSTS. During Phase 1, I would like to collect your school's current year course catalog. I'd also like to collect three sample transcripts. For Phase 2, in the summer, I or another HSTS representative will return to the school to obtain transcripts of those students who were selected for the mathematics or science portion of NAEP. Absolutely no student time is involved in the study and confidentiality of the materials we collect will be strictly maintained. You will be reimbursed for all transcripts. At this time I'd like to collect the current course catalog for your school. Ideally, the catalog should contain all courses offered at the school including honors, vocational, remedial, special education, and off-campus courses. Our preferences, if available would be to obtain a school-level catalog with course names and content descriptions.

Are copies of the current year's school-level catalog available?

Yes [GO TO #4]   No

If "No" When will they be available? Date:____

[If no school-level catalog is available, ask about obtaining another type of catalog. Please check which type of catalog is available. The order of preference with the most desirable type of catalog listed first is:

___school-level catalogs that provide course names and content descriptions
___district-level catalogs that provide course names and content descriptions for this particular school clearly marked
___course list by department that includes general descriptions of course offerings by department
___course lists without content descriptions
___district-level catalogs without school-level identification

4. In what format or formats is the most current catalog available—in hard copy, on a web site, or in an electronic file?

In hardcopy [GO TO #4a] On a web site [GO TO #4b] In an electronic file [GO TO #4C]

4a. If I send you a preaddressed envelope, would you please send me a copy of the current course catalog?

Yes [ASK FOR ADDRESS TO MAIL ENVELOPE TO] Address:__________________
____

4b. What is the web site address that lists the catalog? ________________________________

4c. Would it be possible for you to email me the electronic file of the catalog? My email address is [EMAIL ADDRESS].

5. When I visit the school on [ASSESSMENT DATE], I'd also like to obtain copies of the three prior years' catalogs. Again, the catalogs should contain all courses offered at the school including honors, vocational, remedial, special education, off-campus courses, distance learning courses, and ESL courses. Our preferences, if available would be school-level catalogs with course names and content descriptions. Do you think I will be able to obtain copies of the 2003 – 2004, 2002 – 2003, and 2001 – 2002 catalogs when I visit?

Yes No or I don't know Other (only certain years, etc.):_____________

5a. In what format or formats are these catalogs available—in hard copy, on a web site, or in an electronic file?

[CIRCLE YEARS CATALOG IS IN THIS FORMAT]

Hard Copy:	2003 – 2004	2002 – 2003	2001 – 2002
Web Site:	2003 – 2004	2002 – 2003	2001 – 2002
Electronic File:	2003 – 2004	2002 – 2003	2001 – 2002

6. As I mentioned earlier, when I visit the school on assessment day, I would also like to obtain three sample transcripts for students who have already graduated. Before I leave the building I will be removing identifying information from the transcripts. The sample transcripts should reflect one with regular courses, one with honors courses, and one with special education courses and other special programs offered at the school (IB, performing arts, etc.). The transcripts should also include grades for course taken. Will I be able to obtain such transcripts when I visit?

Yes No

(NOTE to supervisor: If you find a school that cannot provide transcripts that meet these criteria (e.g. the school uses a standards-based transcript), please probe to see if the information can be obtained in some other fashion. If not, please notify your field manager as soon after completion of the form as possible, so that a decision about the feasibility of including this school in HSTS can be made.

Comments:____
____
____
____
____

7. In addition to collecting the course catalogs and transcripts, I will need to spend a couple of hours with someone at your school who is very knowledgeable about the details contained in the catalogs, the transcripts, and related school information. If you are not that person, can you tell me the best person to talk to about this information? I would like to give the person a call in advance of my visit and send him/her some information so he/she knows what to expect when I visit.

Name:_________________________ Telephone Number:______________________________

8. After graduation, we will return to obtain transcripts of the twelfth grade students who were selected for NAEP mathematics or science. No student time is involved, confidentiality is strictly maintained, and you will be reimbursed for all of the transcripts copied. When I visit on the assessment date, I would also like to insert disclosure notices as markers in these twelfth grade student files.

   Comments:____
   ____
   ____
   ____
   ____

9. Our normal procedures for the transcript study, as specified by FERPA, is to provide FERPA notices for each sampled student’s file, but not to notify parents of their child’s inclusion, because no student time is involved and all transcript information is collected anonymously. Is there any reason that we should use different procedures in your school?

   Yes No

   [PARENT INFORMATION AND CONSENT LETTERS ARE AVAILABLE IF THE SCHOOL INSISTS ON HAVING PARENT LETTERS]

   Comments:____
   ____
   ____
   ____
   ____

10. Thank you so much for speaking with me today. I will be sending you a summary of the High School Transcript Study (as well as an envelope for you to send me your catalog, if applicable). I will also be calling [REGISTRAR’S NAME] to let him/her know what kind of questions to expect from me on assessment day. Goodbye.

    [END CALL]

Territory: _______________ Region:_________________ Area:___________________
NAEP School ID:_________ NAEP Supervisor:_________ NAEP AC:______________

Materials collected prior to supervisor's call:____
____

School Information Form – Part 2
2005 High School Transcript Study

School Name:_______________________________ School Phone:________________________
City, State:_________________________________ Fax:_________________________________
Principal:__________________________________ Email:______________________________
School Coordinator (SC):_____________________ Web Site:____________________________
SC Phone Number:___________________________ Grade Range of School:_________________
Is School Participating in NAEP?_______________ Assessment Date:______________________

A. Detailed Information on Course Catalogs

1. Which type(s) of catalogs were obtained? [CIRCLE YEARS CATALOG IS IN THIS FORMAT]

   School-level catalogs that provide course names and content descriptions
   2004 – 2005 2003 – 2004 2002 – 2003 2001 – 2002

   District-level catalogs that provide course names and content descriptions for this particular school clearly marked
   2004 – 2005 2003 – 2004 2002 – 2003 2001 – 2002

   Course list by department that includes general descriptions of course offerings by department
   2004 – 2005 2003 – 2004 2002 – 2003 2001 – 2002

   Course lists without content descriptions
   2004 – 2005 2003 – 2004 2002 – 2003 2001 – 2002

   District-level catalogs without school-level identification
   2004 – 2005 2003 – 2004 2002 – 2003 2001 – 2002

2. Does this school include ninth grade?

   Yes (GO TO #3b.) No

   2a. If no, where do most students attend ninth grade?

   ___ A single feeder junior high/middle school

   ___ Several junior high/middle schools in the district

   ___ Other schools not in this district or affiliated with this school

2b. Do the high school catalogs also contain information about the ninth grade?

Yes (GO TO #5) No

3. How can I obtain copies of catalogs with information about the ninth grade courses given by the feeder school in 2001 – 2002? (NOTE: If 2001 – 2002 catalogs are not available, obtain the oldest available catalogs after 2001 – 2002. If a school has a large number of feeder schools, it may not be practical to obtain all of the grade 9 catalogs. In this case, please try to obtain the district-level catalogs.

____

____

____

____

4. Do the catalogs obtained cover all the courses available for the class of 2005 during their years at this school? (Include ninth grade courses if taken in a junior/middle school.)

Yes No

(If no, obtain any additional catalogs covering the omitted information.)

5. Do the catalogs include the following course offerings?

5a. Vocational courses (circle answer)

Yes No

If yes, how are vocational courses indicated in the catalog(s):___________________

____

5b. Remedial courses (circle answer)

Yes No

If yes, how are remedial courses indicated in the catalog(s):____________________

____

5c. Honors courses (circle answer)

Yes No

If yes, how are honors courses indicated in the catalog(s):____________________

____

5d. Special Education courses (circle answer)

Yes No

If yes, are different levels of special education (e.g. resource and self-contained) courses indicated in the catalog(s) and how are they indicated:__________________

____

5e. Off-campus courses (circle answer)

Yes No

If yes, how are off-campus courses indicated in the catalog(s):__________________

____

5f. ESL or bilingual courses (circle answer)

Yes No

If yes, how are ESL or bilingual courses (courses taught in a language other than English indicated in the catalog(s):____

____

5g. Courses offered through distance learning (Circle answer)

Yes No

If yes, how are distance-learning courses indicated in the catalog(s)?________

____

6. Complete the course catalog checklist. What is the status of the checklist (circle one)?

Complete Incomplete

7. Have there been substantial changes in your course offerings between 2001 – 2002 and the 2004 – 2005 school years?

Yes No

8. Who is the best person to contact if HSTS staff have questions about the course catalogs?

School Coordinator Principal Registrar Other

Name: ___________________ Title: _________________ Phone number:__________

B. Other School Information

NOTE to supervisor: Fill out as much of this section as possible by reviewing the 2004 – 2005 catalog and then ask for clarification on the rest.

1. How many credits does a student earn for a course taken for a single period that lasts the entire 2004 – 2005 school year?

   2004 – 2005 # of credits:____________________

   1a. Has this changed during the last four school years (circle one)

   Yes No (GO TO #2)

   1b. If yes, how many credits are earned for a year-long course for the following years?

   2003 – 2004 # of credits:____________________

   2002 – 2003 # of credits:____________________

   2001 – 2002 # of credits:____________________

2. How many class periods does a student typically have per day, not including lunch?

   # of class periods:____________________

3. What is the maximum number of class periods a student can take per day at this school?

   Maximum # of class periods:____________________

4. What is the minimum number of class periods a student can take per day at this school?

   Minimum # of class periods:____________________

5. Is the minimum number of courses required different for seniors?

   Yes No

6. How long does a typical class period last?

   # of minutes:____________________

7. Are credits for honors/AP classes defined the same as in Question #1?

   Yes No

   If no, describe any differences: ____
   ____

8. Are credits for special education classes defined the same as in Question #1?

Yes No

If no, describe any differences :____
____

9. What type of diplomas does this school offer? (check all that apply)

___ Standard

___ Honors

___ Certificate of Merit

___ Vocational

___ Special Education

___ Certificate of Attendance

___ International Baccalaureate

___ Regents (NY State only)

___ Other (specify):____

10a. Are graduation requirements for all high school diplomas documented in the course catalogs?

Documented Not Documented (GO TO #11)

10b. Specify the relevant catalog page number(s) indicating graduation requirement. (Place a paper clip on the corresponding pages.)

Graduation requirements recorded on page(s)________________ (GO TO #12)

Comments:____
____
____
____
____

11. What are the graduation requirements (diploma type) for the following subject areas? (skip this item if #10b indicates where to locate graduation requirements in the catalog[s])

Diploma type	Standard	Honors	Vocational	Other
*Total credits required for graduation	_______ (credits)	_______ (credits)	________ (credits)	______ (credits)

Write NA on the credit lines if the school does not offer the program.

11a. English/Language Arts	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11b. Mathematics	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11c. Computer Science	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11d. Social Studies/History	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11e. Science	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11f. Foreign Language	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11g. Physical Education/Health	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11h. Other (___________)	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)
11i. Other (___________)	_______ (credits)	_______ (credits)	_______ (credits)	_______ (credits)

* This number may be larger or smaller than the credits specified for subject areas 11a-11i listed here because of electives and/or overlapping sections.

12. Are there any courses required for graduation that do not receive credits?

Yes No

If yes, please specify: ____

____

13. Do these graduation requirements assume four years of high school?

Yes No

If no, please explain:____
____

14. Are there grade point average (GPA) requirements for graduation?

Yes No

If yes, please explain: ____
____

15. Are there state or district competency tests or performance assessments that are required for graduation?

Yes No

If yes, in what content areas (e.g. reading, citizenship, functional mathematics):_____________
____

16. Does this school offer any special programs or serve as a Magnet School?

Yes No

16a. What types of special programs are offered? (check all that apply)

___ International Baccalaureate

___ Performing Arts

___ Science/Technology

___ Continuing Education

___ Other

16b. When was this/were these programs established at the school?

Year:________ Program: _______________
Year:________ Program :_______________

17. Does your school use a computerized student information system?

Yes No (GO TO #18)

If Yes:

Products used:____

Product name:____

Publisher or developer (if developed in your state, district or school, so indicate):____________

Does your system:

17a. Produce electronic transcripts: Yes No

17b. Track attendance: Yes No

17c. Record standardized test scores: Yes No

17d. Record graduation dates: Yes No

17e. Record diploma types: Yes No

18. Who would be the best person to contact if HSTS staff have questions about credits, graduation requirements, special programs, or technology resources?

School Coordinator Principal Registrar Other

Name: ___________________ Title: ________________ Phone number:___________

C. Reviewing the Transcripts – Complete this section after you have received copies of the sample transcripts

1. Sample transcripts obtained include (check all that apply)

___ Regular courses

___ Honors courses

___ Special Education courses

2. What type of grading system is used (e.g. A, B, C, or A+, A, A-, B+, etc.)?

_______A, B, C, etc.

_______A+, A, A-, B+, etc.

_______ Pass/Fail

_______Satisfactory/Unsatisfactory

_______ Other (please specify)____

____

3. What do the letter grades or other marks stand for numerically (example, A=90 – 100, B=80 – 90, etc.)?

Letter Grade or Alternate Symbol		Range (or description, if range not possible)
A+		
A		
A-		
B+		
B		
B-		
C+		
C		
C-		
D+		
D		
D-		
F		
Pass		
Fail		
Satisfactory		
Unsatisfactory		

4. Is the grading system the same for all students (i.e., special education, honors, etc.)?

Yes No

If no, please explain: ____
____

5. Do the course titles or course numbers on the transcript match those in the course catalog(s)?

Yes No

Comments:____
____

6. Are transfer courses identified by the school on the transcripts?

Yes No

If yes, please explain: ____
____

If no, is there any way that they can be identified: ____
____

7. Are there abbreviations or symbols on the transcripts that are not self-evident?

Yes No

7a. If yes, ask the respondent to explain the abbreviations or symbols. Record the explanation on the Transcript Format Checklist.

Explained abbreviations/symbols Explanation not known

8. **If the school has been selected for the pilot textbook sample:** As part of the HSTS this year, we are conducting a pilot study to determine what textbooks are being used in high school mathematics and science. I would like to give you the forms for this study and ask you to fill them out or have someone else fill them out and then fax them to the telephone number on the form.

9. Are you available at the school in June, July, or August?

Yes (month available):____________ No

If No, who can we contact over the summer?

Name: _______________ Title: ____________________ Telephone number:__________

10. When will the final transcripts for the class of 2005 students be available?

Date:__________________

11. When will be a convenient time to return to the school to pick up copies of the transcripts?

Date:__________________ Hours:_______________________

12. I am leaving a copy of the NAEP Administration Schedule with you today. Where will this copy be kept so I can retrieve it in the summer?

Location:_______________ With whom:_________________ Phone:_____________

Appendix I

School E-Filing Summary Report
Error Messages

NAEP 2005
School E-Filing Summary Report Messages

The table below presents the error messages that will be printed on the School E-Filing 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.

NAEP 2005
School E-Filing Summary Report Messages

Check #	Type of Check	Threshold	Error Message Tetxt
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 *(category)*, 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 1) are missing	Equals 100%	100% of the students are missing data in *(category)*
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.

NAEP 2005
School E-Filing Summary Report Messages

Check #	Type of Check	Threshold	Error Message
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 with the range 1989 – 1993. **Grade 12 -** YOB is within the range 1985 – 1988.	__ of your *(grade)* 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 *(grade)* 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 *(male/female)* are names commonly given to *(females/males)*.
9	Name versus Race/ Ethnicity.	Varied	As a quality control check, please review the race/ethnicity for all students.

Appendix J

NAEP 2005
Supervisor Travel Guidelines

J.1 Introduction

The purpose of this guide is to set forth procedures and policies to guide Westat fieldworkers when they are on travel status for the National Assessment of Education Progress. Being on travel status requires **spending one or more nights away from home**. All personnel required to travel have an obligation to ensure that the arrangements made are as efficient and as economical as possible. Westat's travel policy is based on the U.S. Government's Federal Travel Regulations and prudent practices. Our travel practices must reflect both the highest professional standards and our obligation to stay within our contract budget.

Your field manager or field director must approve all travel arrangements, whether it involves a one-night stay at a nearby town or a longer trip. If for any reason an approved trip needs to be changed (i.e., shortened or extended), advance approval must be obtained. Advance planning will ensure that both your needs and the needs of the project are considered. Expenses incurred will not be reimbursed if travel was not approved by your field manager.

Topics covered in this section include the following:

- Westat Travel Office
- GSA Per Diem Rates
- Meal and Incidentals Allowance
- Ground Transportation
- Lodging
- Air Travel
- Other Expenses
- Trip Expense Report (TER)
- Travel Advances
- Special Exceptions
- Personal Belongings

J.2 Westat Travel Office

The Westat Travel Office is to be used to make travel arrangements for airline flights, hotels, and rental cars. Use of the Westat Travel Office ensures consistent application of travel policies, provides, and allows travelers personal convenience to obtain the best available prices. After receiving approval for your travel, contact the Westat Travel Office for all of your airline flight and/or car rental arrangements. When made through the Westat Travel Office, airfare and car rentals can be billed directly to Westat saving you outlay of personal funds and reimbursement.

The Westat Travel Office can also make your hotel reservations. If you are familiar with your destination and have approval from your field manager, you can make your own hotel arrangements. The Westat Travel Office can make reservations for any hotel, but La Quinta and Extended Stay America are the only major hotel chains that allow Westat to direct bill. Therefore, hotel expenses (except La Quinta and Extended Stay America) are your responsibility and Westat will reimburse you when you submit the charges along with the receipt on your Trip Expense Report (TER) (Exhibit J-2). All La Quinta and Extended Stay America direct bill reservations must be made through the Westat Travel Office. Refer to the sections on Ground Transportation, Lodging and Air Travel later in this guide for more information.

To use the Westat Travel Office to make your travel arrangements:

- Call 800-544-7755, the number for the Westat Travel Office located in the Rockville, Maryland office, between 9:00 a.m. and 5:30 p.m. eastern standard time, Monday through Friday.

- If it is necessary to call after hours and it is **not** an emergency, please call the regular number listed above and leave a message on the voice mail. **Only in an emergency** should you call 800-685-6342, which is the Omega Travel Agency 24-hour number. There is an additional fee charged for each of these calls and any travel arrangements made during these calls. *When you call Omega Travel you will be required to provide the Westat ID code, F1R9.*

- Provide the project number (charge code) to which the travel costs are to be charged. If the travel is for more than one charge code, ask the travel office to split the costs between the separate codes. For example, if you expect 75 percent of the work to be for one code and 25 percent on another, ask the office to bill 75/25 to the appropriate codes.

Because oversees airfares booked domestically are more expensive and there are significant time zone differences, overseas travelers may make their own reservations as long as they receive prior approval from their field manager.

J.3 Per Diem Rates

Westat uses the government per diem rate method for calculating costs for meals, incidentals, and lodging while on travel status. The General Services Administration (GSA) publishes information regarding per diem rates throughout the Continental United States (CONUS); outside the Continental United States (OCONUS) – Alaska, Hawaii, Puerto Rico, etc.; and non-U.S. overseas nations (Foreign). A copy GSA's Domestic Maximum Per Diem Rate Chart can be found in the following places:

- at the end of this guide and
- on the World Wide Web at http://policyworks.gov/org/main/mt/homepage/mtt/perdiem/perd05d.html

The domestic rates chart lists cities and counties throughout the continental United States, whether the locale has seasonal rates with the date ranges; the lodging rate; the meals and incidentals rate; and the total per diem reimbursement amount allowed. The standard rate applies to all locations (city or county) not specifically listed in the chart. The domestic per diem rate chart is updated periodically each year, usually in October.

The foreign per diem rate chart and the Alaska, Hawaii, and Puerto Rico per diem rate charts are links off of the domestic chart. As the OCONUS and foreign per diem rates may be updated monthly, you will need to go online to get the most current rates.

J.4 Meal Allowance and Incidentals

The travel per diem for meals and incidentals (M&I) includes tips, personal telephone use, laundry, and other travel-related incidental expenses. The standard per diem is $31 per day, but rates range up to $51 depending on location. You can determine the M&I per diem for a particular location by reviewing the GSA's Domestic Maximum Per Diem Rates chart.

For each full day you are on travel status, you are permitted the full M&I allowance for the location according to the GSA Domestic Maximum Per Diem Rate Charts. It is expected that the first and last day of your approved travel status will not be full days.

Partial day charges are allowable as follows:

- If you begin your out-of-town trip before 6:00 a.m. or return to your local area after 9:00 a.m., you may charge for breakfast.
- If you begin out-of-area travel before 11:00 a.m. or return to your local area after 1:00 p.m., you may charge for lunch.
- If you begin travel before 5:00 p.m. or return home after 9:00 p.m., you may charge for dinner.

If you are traveling for a period of less than one full day at the beginning or end of an overnight trip, your meal allowances will be based on the schedule in GSA's Domestic Maximum Per Diem Rate Chart (shown at the end of this chapter). If some or all meals are provided as part of a lodging expense or are provided without cost to you (e.g., complimentary breakfast or meals provided at training), an appropriate adjustment is to be made to the M&I allowance. See Table J-1 for the breakdown of the M&I allowance by meal.

When completing your TER, you should indicate $31 for each full 24-hour day on travel status (or greater for the high-cost locations). For increments of less than a full day as part of an overnight trip, you may charge the individual amounts of the meal allowance for each meal eaten while you were out of town as seen in Table K-1.

Exhibit J-1. Per diem breakdown meals and incidentals

Per Diem Level		***Standard***	***2***	***3***	***4***	***5***	***6***
Allowable Full-day Per Diem Rate		***$31***	***$35***	***$39***	***$43***	***$47***	***$51***
Return home between 9 a.m. - 1 p.m.	**Breakfast**	**$6**	**$7**	**$8**	**$9**	**$9**	**$10**
Return home between 1 p.m. - 9 p.m.	**Breakfast + Lunch**	**$12**	**$14**	**$16**	**$18**	**$20**	**$22**
Leave between 9 a.m. - 1 p.m.	**Lunch + Dinner**	**$22**	**$25**	**$28**	**$31**	**$35**	**$38**
Leave between 1 p.m. - 5 p.m.	**Dinner**	**$16**	**$18**	**$20**	**$22**	**$24**	**$26**
Only on full day travel status	**Incidentals***	**$3**	**$3**	**$3**	**$3**	**$3**	**$3**
Leave between midnight - 6 a.m. Return home after 9 p.m.	**All meals**	**$31**	**$35**	**$39**	**$43**	**$47**	**$51**
Leave after 5 p.m. Return home before 9 a.m.	**No meals**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

*Note: Incidentals apply only to full travel status and can only be included if you leave before 6:00 a.m. and return after 9:00 p.m.

Using this per diem method of calculating meals and incidentals, you will not be expected to submit receipts for the cost of your meals. Please note that incidentals will only be reimbursed when you are on travel status for a full day.

If you are traveling to two different destinations that have two different allowance rates in one trip, please divide your expenses between the two locations and charge the meal allowance for each day based on the location that you lodge in. For example, if you travel to standard cost City A, in the afternoon of day 1 and depart for high cost City B after 2:00 p.m. on day 2 and return home on day 3 at 4 p.m., you would split the charges as follows:

	Day 1	Day 2	Day 3
M&I	Standard Cost Dinner only	High Cost Full Per Diem (including Incidentals)	High Cost Breakfast and Lunch only

If you have any questions about which meal and incidental amounts to charge or how to split charges between destinations, please contact your field manager.

J.5 Ground Transportation

J.5.1 Personal Automobile

The use of a personal automobile for inter-city travel or for travel to and from airports is authorized if the total cost including parking is less than the cost of taxis or buses and air transportation.

For business use of a personal automobile, you will be paid a mileage allowance. The amount of the mileage allowance is the IRS business mileage allowance, which can fluctuate. Currently the allowance is 37.5 cents per mile. As long as a personal automobile is being used, you will need to maintain insurance to cover comprehensive automobile liability. The limits for bodily injury and property damage should not be less than $100,000 in total. Other authorized expenses, such as toll charges and parking, will be reimbursed. No reimbursement will be made for traffic tickets, car repairs, car upkeep, or towing.

If you are using your personal car to travel to your out of town assignment, please include mileage from your home to your assignment on the trip expense report. Mileage traveled in the out of town location is charged daily on your time and expense sheet.

J.5.2 Car Rentals

With the exception of training, rental cars will generally be used when you are required to fly to an assignment. Car rentals can be arranged through the Westat Travel Office **with** prior approval from your field manager. Before making arrangements for a car rental, the field manager will ensure that it will be less expensive than taxis or public transportation. The field manager may allow you to make reservations for a car or direct you to contact Westat’s travel agent to reserve a car. If reserved through the Travel Office, car rentals will be charged directly to the project. Please indicate the number of days you’ll have the car and inquire about any “special” that the rental company may have in that time period. Often specials are lower than the daily or weekly rate. Westat has favorable rates with Avis and National.

Follow whatever procedure is necessary so that you obtain a receipt. Do not use a drop-off procedure that gives you no documentation that the car has been returned. Verify that the rate you were promised is the rate you were charged. The rental car agreement should be attached to your TER.

To avoid excessive fuel charges, be sure the tank is full when you drop off the car. Westat will not pay additional charges for fuel from the rental company. Some companies offer a prepaid gas option where you pay the cost to refill the tank at a reasonable price. Make sure the company will only charge you for the amount of the refill. Some companies charge you for a full tank refill regardless of the amount needed to fill the tank.

Westat provides car rental when employees are on business in a city away from home. If you are staying over a weekend because of business the next week you may use the car for personal use. If you choose to stay in a city longer than needed then you should return the car or reimburse Westat for the extra days use.

Westat will also provide use of a rental car for local use in an emergency. This is to be used only for Westat business and should not be a long-term situation. Only employees of Westat may drive the rental car.

J.5.3 Use of Taxis

Westat will reimburse taxi fare only for special situations approved by your field manager. Reasonable charges for the necessary use of taxis and buses for local transportation are reimbursable and are not part of the per diem allowance. Before a taxi is used, you should inquire about the availability of adequate bus or airport limousine service. Note that many hotels provide free airport limousine service, which should be used whenever possible. Also, the hotel can familiarize you with any local bus transportation that may be available. For an individual charge in excess of $5, a receipt is required and must be attached to your TER.

J.6 Lodging

Arrange your hotel accommodations through the Westat Travel Office when you are unfamiliar with your destination city. When traveling to a city you are familiar with, you have the option of making your own hotel reservations. (See also the “Staying with Family or Friends” section of this appendix.)

Whether you or the Westat Travel Office makes the reservations, always try to obtain government lodging rates using the Government Rate Letter provided to you. The letter explains that you are working for the NAEP, a Federal project, sponsored and supported by the U.S. Department of Education that studies the educational achievement of American youth. And that since this is a Federal project, we would appreciate it if they extend government rates to our field staff. If the hotel offers government rates, you may be required to present the letter to confirm your eligibility. You may also be able to negotiate a special rate for other reasons: extended stay, manager’s specials, etc.

The standard cost of a hotel room in most locations should be no more than $55 per night, not including room tax. For example, a room charge of $50 combined with room taxes totaling $8.75 equals a total charge of $58.75. The room rate of $50 is acceptable because it is less than the $55 limit, even though the total bill is over $55. The standard lodging rate of $55 per night limit is based on the GSA Domestic Maximum Per Diem Rates. As noted previously, in certain government-designated, high-cost cities, the rates are higher.

If you are traveling outside of the continental United States, the acceptable rates for foreign and non-foreign (Arkansas, Hawaii, Puerto Rio, etc.) cities can be found on the previously cited web sites.

If you are unable to find a satisfactory room within the approved limits, please contact your field manager. The Westat Travel Office will attempt to obtain suitable lodging within the applicable limit. If your field manager and the Westat Travel Office also cannot find a satisfactory room within the approved limits, then you may be allowed to stay in a higher cost room for the first night. Once on site, you should be able to locate a room within the limits. If a special exception is made, you must attach a note to your TER explaining the circumstances.

If rooms are not booked through the Westat Travel Office, a personal credit card should be used to guarantee late arrival. For reservations booked through the Westat Travel Office and not directly billed to Westat, the Westat Travel Office will use their Diner's Club account number to guarantee late arrival. However, hotel rooms can never be charged to this Diner's Club number. It is strictly for air travel charges only.

Hotel bills should be paid with cash or a personal credit card, and put on a TER. You will be required to pay the hotel room and additional (tax + other) charges out of money advanced to you or out of your own money. Receipts are required for reimbursement or credit to a travel advance. You will be reimbursed for the actual cost of lodgings where the base rate does not exceed the approved limit. Some hotel chains, such as La Quinta and Extended Stay America, allow direct billing to Westat. Do not assume that a hotel will bill Westat; the Westat Travel Office can tell you if we have such an arrangement with the hotel when you call for reservations. All direct bill reservations must be made through the Westat Travel Office.

If your travel plans should change unexpectedly, it is your responsibility to call the hotel and cancel the reservation before the cut-off time on the day you are scheduled to arrive. Westat will not pay the charges for a room reservation that is not canceled in time. Be sure to request a cancellation number and keep it for your records.

J.7 Air Travel

Government contracts require that Westat book airline tickets at the lowest customary standard, coach, or equivalent airfare that fulfills the time schedule for the business purpose of the trip. Reasonable cost differences over the lowest airfare can be incurred to avoid circuitous routes, unreasonable travel hours, or excessively prolonged travel.

After your airline reservations are made by the Westat Travel Office, in most cases, an electronic ticket will be issued. In rare instances, tickets may either be sent to you by FedEx, or be prepaid and made available for you at the airline ticket counter of your departing airport.

Whenever possible, make your reservations at least 2 weeks in advance in order to get the most economical rate. If prepaid tickets have been arranged, you should contact the airline to confirm that the tickets are there and find out when you must pick them up. The tickets will be held under your name at the ticket counter and you must present one form of identification and sign for the tickets. Note that prepaid tickets cost an additional $50 or more, and should be used only when there is no way to receive a FedEx shipment or electronic ticketing is unavailable. Since most of the major airlines have implemented electronic ticketing, we would expect the use of prepaid tickets to be very minimal.

Electronic or prepaid tickets also can be arranged in a few hours should travel plans change quickly or if unexpected travel requirements arise. The procedure will be identical to that set forth above except that some of the confirmation steps may not be possible.

J.8 Other Expenses

Reasonable and necessary charges for certain business-related incidentals are reimbursed and are over and above the M&I allowance. Such items include business telephone calls, faxes, and emails. A receipt is required for all charges.

J.9 The Trip Expense Report (TER)

Out-of-town travel costs must be submitted on a Westat TER (see Exhibit J-2). Complete one form for each trip lasting 7 days or less. If the trip lasts longer than 7 days, use additional TERs. You can submit your TERs weekly rather than waiting until the end of your trip. To do this you will have to ask the hotel for weekly receipts. A trip begins when you leave home and ends when you return to your home. It may involve several destinations and several overnight stays in different cities, or it may involve a single overnight trip to one city.

In the top left section of the TER, record your WINS number, name, residential address, and purpose of the trip.

In the top right section of the form, record the date and time when you leave your residence and when you return, along with the project number, project name, destination city (**and county)**, and state. Please indicate the destination county on the same line or to the left of the destination city. If you are traveling to more than one county on the trip, indicate the county you slept in above the day of the week for each day you traveled. You must also sign and date the TER in the spaces provided. If you are billing your travel expenses to more than one project code, you must complete a separate TER for each project code.

Record your expenses in the middle section of the TER. Record the day of the week, and the month, day, and year across the top of this section. Then record expenses in the appropriate row for type of expense and in the appropriate column for the day it was incurred. The categories for these out-of-town expenses include meals and incidentals, lodging, airfare, auto rental, mileage, ground transportation, telephone (for business purposes only), and other (specify).

Remember the following as you complete your TER:

- Record the meal and incidental allowance. For each full day (24 hours) on travel, simply record "$31" (or the appropriate amount for your destination) for meals. You will **not** need to provide receipts for meals.
- Record the daily costs associated with lodging, ground transportation, and business telephone charges.
- Attach receipts for any lodging, airfare, auto rental, etc.

- You cannot charge mileage if Westat provides you with a rental car.
- All expenses must concur with Westat travel guidelines and be approved by your field manager.

Your expense reports must contain supporting receipts for all expenditures except for meal allowances or items, such as tolls or local bus service, where receipts are not normally provided. If a receipt is not available or if it is lost, a note of explanation must be attached to your TER and approved by the field manager.

Please be sure to include the following on the note of explanation:

- the date the expense was incurred,
- a description of the expense (i.e., toll), and
- the amount of the expense.

For each item being billed directly to Westat, record “Direct Bill” on the appropriate line; do not enter the amount of the bill. However, please **attach all receipts** you may have for these items; for example, airline ticket stubs, customer copy of a car rental agreement, and receipt for a hotel room. If you are missing such receipts, please attach a note covering the pertinent information on your arrangements (e.g., name and address of hotel, air carrier and flight number, date, car rental agency and city where the car was rented) or use the blank expense receipts shown in chapter 10.

After recording all of your expenses, total the expenses for each row and column. Then calculate the grand total and enter it in the bottom right section of the grid. Your TER should be sent to your field manager within a few days after the completion of your trip and, whenever possible, by the end of the fieldwork week.

A trip expense calculator has been developed in Excel to help you track your travel expenses on a daily basis. It is set up for daily entries during your trip. As you enter the expense information the calculator automatically tallies your expenses. This form will be in your NAEP docs. A copy of the shell and instructions can be found in Exhibit J-3.

J.10 Travel Advances

You may request a travel advance to pay for allowable expenses incurred while traveling on Westat business. You must account for the full amount of your travel advance through use of a TER and supporting receipts. Westat’s accounting department will use the TER to deduct allowable expenses from your travel advance. Reimbursable expenses in excess of the travel advance will be repaid to you by an expense check. If you owe an equal or greater amount from a previous travel advance, no expense check will be issued. Upon completion of your assignment, any excess funds must be returned to Westat in the form of either a check or money order, unless otherwise authorized by your field manager.

In planning your trips with your field manager, you should agree on the amount of travel advance required. This should take into account your itinerary and the extent to which lodging and other charges are to be billed directly to Westat. Travel advances should be requested of the field manager well in advance of the trip (2-3 weeks). Our policy is to provide adequate travel advances and to reimburse you for approved charges within approximately 2 weeks of receipt of your TER.

J.11 Special Exceptions

J.11.1 Staying with Family or Friends

Occasionally, you may prefer to stay with family or friends in your destination city instead of choosing the hotel accommodations offered to you. In this instance, please be sure that your location is convenient to the sampled school site and that your field manager knows how to contact you. The lodging allowance of $25 may be charged for each night that you stay with family or friends. Often this allowance is used to buy groceries or take your hosts to dinner. Record the $25 in the “Lodging” row of the TER. Please ask your host to sign a receipt for the amount you will charge on your TER. The $25 per night cannot be paid without a receipt. When staying with family or friends, you should continue to charge your daily per diem for meals and incidentals.

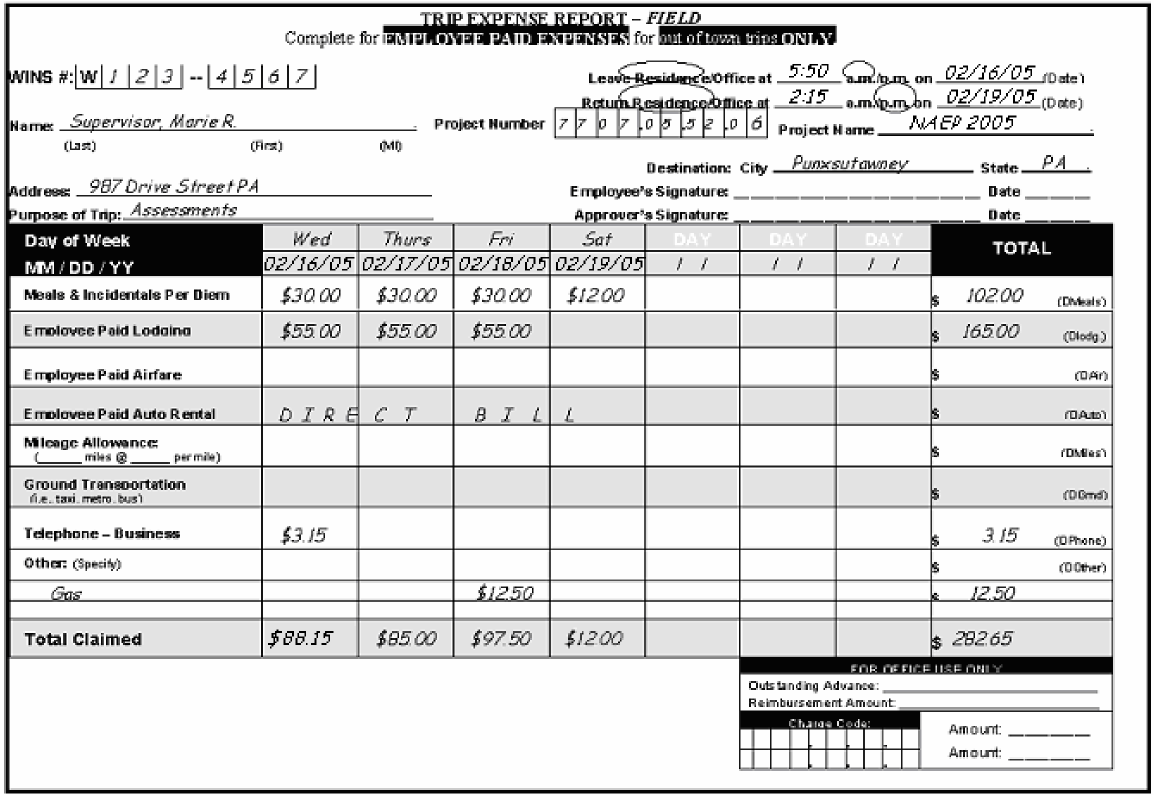
J.11.2 One-Day Trips

There are times when you may be on “travel status” but not away from home overnight. This happens when the destination city is 2 or more hours from home and the traveler would prefer to return home rather than stay overnight. In such cases, you would complete a TER to record airfares, mileage, or rental car information. You would also charge for breakfast if you left home before 6:00 a.m. and dinner if you returned after 9:00 p.m. In these cases, the applicable CONUS rate for the location that they live should be used for breakfast, and/or dinner. Lunch is not charged when an overnight is not involved. If you have questions about any of the special exceptions, please call your field manager.

J.12 Personal Belongings

Finally, anyone who travels should be careful about bringing valuable or cherished personal belongings on the trip. Westat has no liability if personal belongings are stolen or lost and cannot guarantee restitution. Please check the limits of your homeowner and automobile insurance policies in the event personal belongings are stolen from your hotel room or automobile.

Exhibit J-2 . Example of a completed trip expense report (TER)



TRIP EXPENSE REPORT – ***FIELD***

Complete for **EMPLOYEE PAID EXPENSES** for **out of town trips ONLY**

WINS #: W 1 2 3 -- 4 5 6 7

Leave ~~Residence~~/Office at 5:50 [✓ a.m.]/p.m. **on** 02/16/05 (Date)

Return Residence/Office at 2:15 a.m./[✓ p.m.] **on** 02/19/05 (Date)

Name: Supervisor, Marie R. (Last) (First) (MI)

Project Number 7 7 0 7 .0 5 .5 2 .0 6

Project Name NAEP 2005

Destination: City Punxsutawney **State** PA

Address: 987 Drive Street PA

Employee's Signature: ____________________ **Date** ______

Purpose of Trip: Assessments

Approver's Signature: ____________________ **Date** ______

Day of Week **MM / DD / YY**	Wed 02/16/05	Thurs 02/17/05	Fri 02/18/05	Sat 02/19/05	DAY / /	DAY / /	DAY / /	**TOTAL**
Meals & Incidentals Per Diem	$30.00	$30.00	$30.00	$12.00				$ 102.00 (DMeals)
Employee Paid Lodging	$55.00	$55.00	$55.00					$ 165.00 (Dlodg)
Employee Paid Airfare								$ (DAir)
Employee Paid Auto Rental	D I R E	C T	B I L	L				$ (DAuto)
Mileage Allowance (_____ miles @ _____ per mile)								$ (DMiles)
Ground Transportation (i.e. taxi, metro, bus)								$ (DGrnd)
Telephone – Business	$3.15							$ 3.15 (DPhone)
Other: (Specify)								$ (DOther)
Gas			$12.50					$ 12.50
Total Claimed	$88.15	$85.00	$97.50	$12.00				$ 282.65

FOR OFFICE USE ONLY

Outstanding Advance: ____________________

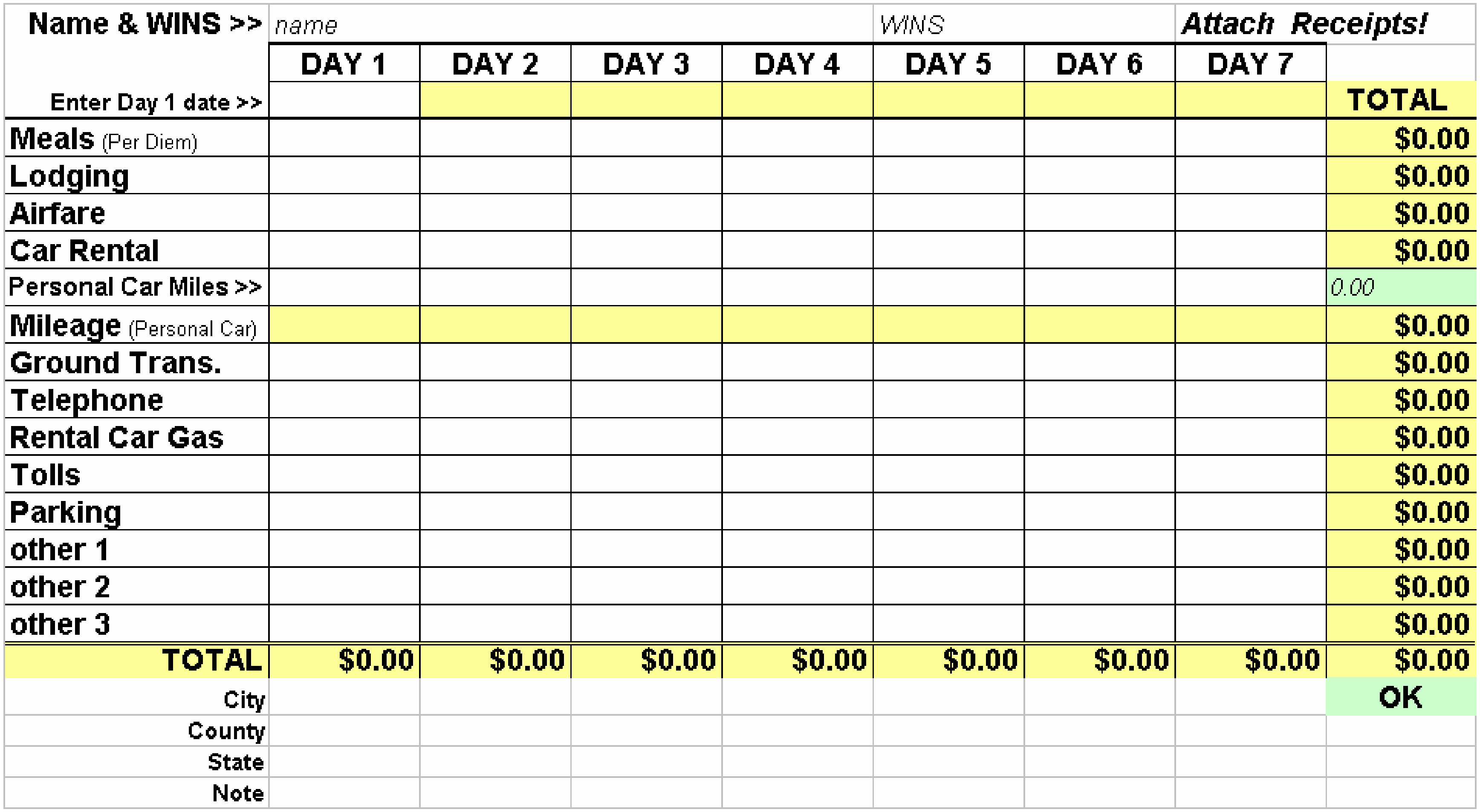
Reimbursement Amount: ____________________

Charge Code:

Amount: ________

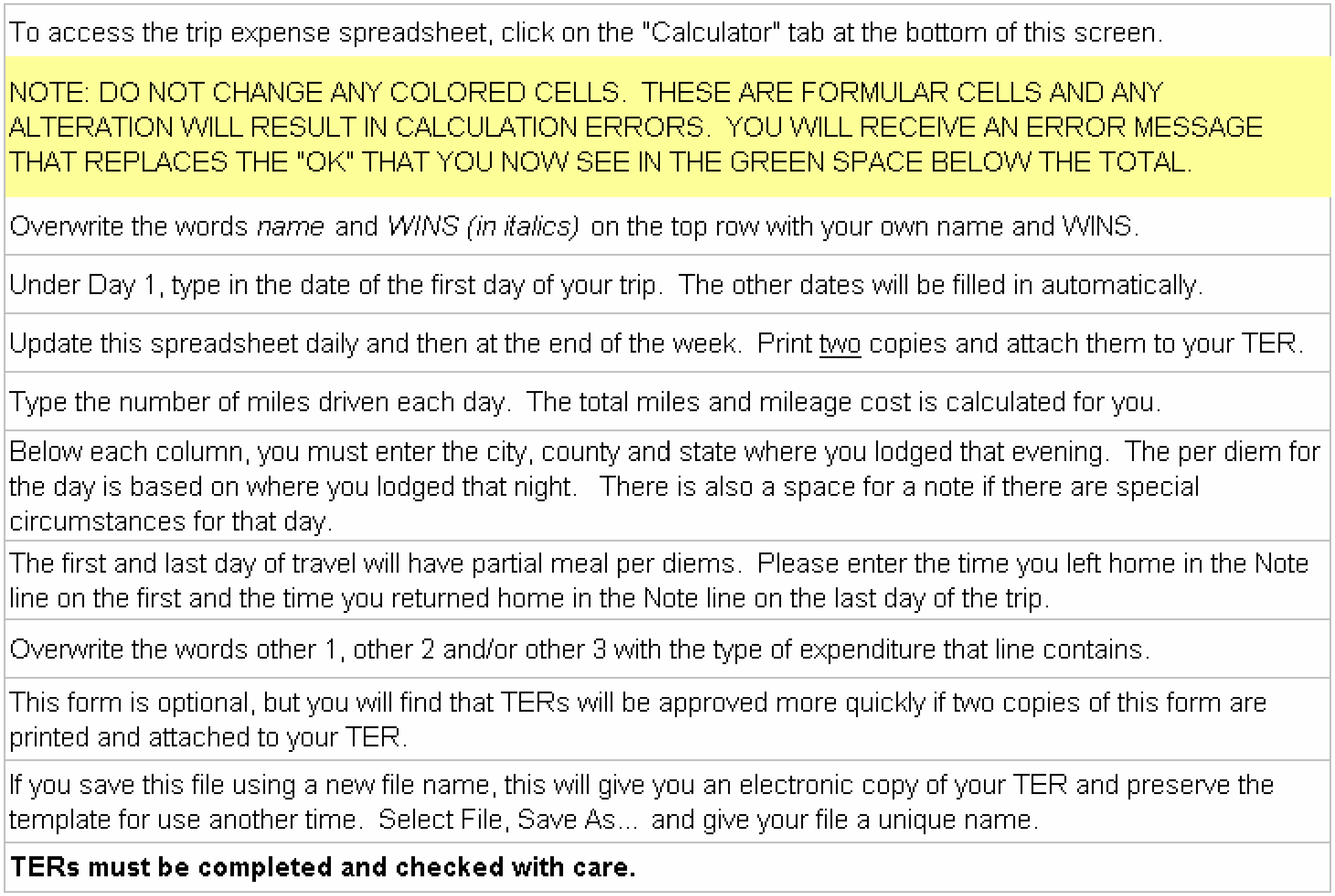
Amount: ________

Exhibit J-3 . Trip expense calculator and instructions (page 1)



Name & WINS >>	*name*				*WINS*		***Attach Receipts!***	
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**	**DAY 6**	**DAY 7**	
Enter Day 1 date >>								**TOTAL**
Meals (Per Diem)								**$0.00**
Lodging								**$0.00**
Airfare								**$0.00**
Car Rental								**$0.00**
Personal Car Miles >>								*0.00*
Mileage (Personal Car)								**$0.00**
Ground Trans.								**$0.00**
Telephone								**$0.00**
Rental Car Gas								**$0.00**
Tolls								**$0.00**
Parking								**$0.00**
other 1								**$0.00**
other 2								**$0.00**
other 3								**$0.00**
TOTAL	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
City								**OK**
County								
State								
Note								

Exhibit J-3 . Trip expense calculator and instructions (page 2)



To access the trip expense spreadsheet, click on the "Calculator" tab at the bottom of this screen.

NOTE: DO NOT CHANGE ANY COLORED CELLS. THESE ARE FORMULAR CELLS AND ANY ALTERATION WILL RESULT IN CALCULATION ERRORS. YOU WILL RECEIVE AN ERROR MESSAGE THAT REPLACES THE "OK" THAT YOU NOW SEE IN THE GREEN SPACE BELOW THE TOTAL.

Overwrite the words *name* and *WINS (in italics)* on the top row with your own name and WINS.

Under Day 1, type in the date of the first day of your trip. The other dates will be filled in automatically.

Update this spreadsheet daily and then at the end of the week. Print two copies and attach them to your TER.

Type the number of miles driven each day. The total miles and mileage cost is calculated for you.

Below each column, you must enter the city, county and state where you lodged that evening. The per diem for the day is based on where you lodged that night. There is also a space for a note if there are special circumstances for that day.

The first and last day of travel will have partial meal per diems. Please enter the time you left home in the Note line on the first and the time you returned home in the Note line on the last day of the trip.

Overwrite the words other 1, other 2 and/or other 3 with the type of expenditure that line contains.

This form is optional, but you will find that TERs will be approved more quickly if two copies of this form are printed and attached to your TER.

If you save this file using a new file name, this will give you an electronic copy of your TER and preserve the template for use another time. Select File, Save As... and give your file a unique name.

TERs must be completed and checked with care.