

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: _____	Session Date	Time	Type	
NAME OF SC: _____	_____	_____	_____	_____
SC PHONE: _____	_____	_____	_____	_____

Assessment Team Members:
AC: _____
AAs Conducting Sessions:

DATE	TIME	CALLER	RECORD OF CALL ATTEMPTS 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 organization 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 professionalism 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 students?
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.

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**NAEP 2005
ASSESSMENT TEAM QUALITY CONTROL FORM
IN-PERSON VERSION**

SCHOOL ID: _____	Territory: _____	State: _____
SCHOOL _____	Region: _____	Area: _____
ADDRESS: _____	Session # _____	Date _____
_____	_____	_____
NAME OF SC: _____	_____	_____
PHONE: _____	_____	_____
Form ___ of ___		

PERFORMANCE OF AA's IN SESSIONS

	Name of AC/AA	(✓) IF AC:	SESSION # ASSIGNED	TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING 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 (6) COULD NOT RATE
AA #1:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #2:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #3:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #4:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8

OVERALL TEAM PERFORMANCE

AC Name <i>(IF NOT LISTED ABOVE)</i>	_____	ASSESSMENT COORDINATOR RATING	1	2	3	4	5
OVERALL TEAM RATING <i>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.</i>		→	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 _____
_____	_____	_____
NAME OF SC: _____	_____	_____
PHONE: _____	_____	_____
Form ___ of ___		

PERFORMANCE OF AA's IN SESSIONS

	Name of AC/AA	(✓) IF AC:	SESSION # ASSIGNED	TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING 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 (6) COULD NOT RATE
AA #1:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #2:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #3:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #4:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8

OVERALL TEAM PERFORMANCE

AC Name <i>(IF NOT LISTED ABOVE)</i>	_____	ASSESSMENT COORDINATOR RATING	1 2 3 4 5
OVERALL TEAM RATING <i>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.</i>		→	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
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PREPARING FOR THE ASSESSMENT

1	AC arrived on time	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ Did AC follow suggestions in the Assessment Coordinator Manual? ■ Was AC neat and clean?
3	AC's general demeanor	<ul style="list-style-type: none"> ■ Was AC polite and pleasant to the school and assessment staff?
4	Was AC wearing the NAEP ID badge upon arrival?	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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??	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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>i.e., team has sufficient materials for all sessions and problem situations</i>)	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: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ■ 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>i.e., team has sufficient materials for all sessions and problem situations</i>)	<ul style="list-style-type: none"> ■ 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	<p>AC's completion of the activities just prior to the assessment including:</p> <ul style="list-style-type: none"> ■ Reviewing Administration Schedule(s), ■ Assigning accommodation booklets, and ■ Giving out session materials 	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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)?	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> 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	<p>Interaction with AAs:</p> <ul style="list-style-type: none"> □ 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 	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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	<p>CODE "7" IF MAKEUP NOT NEEDED AT THIS SCHOOL</p> <ul style="list-style-type: none"> ■ 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 <i>AAs PACKED OWN SHIPMENTS</i> 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	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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	<p>CODE “7” IF AC NOT INVOLVED IN COORDINATION OF PACKING FOR ALL SESSIONS</p> <ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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)

ITEM #:	ADDITIONAL COMMENTS ABOUT AC/TEAM RATINGS (REFERENCE SECTION A ITEM #) (NOTE: ALL RATINGS OF "DID NOT MEET" MUST BE EXPLAINED) COMMENT

28	Debriefing the School Coordinator	<ul style="list-style-type: none"> ■ 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	<p>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.</p>	
30	<p>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.</p>	
Additional Comments	<p>Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding observation item number.</p>	

AA #1

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #: _____	SESSION TYPE: <i>R Regular</i> <i>M Makeup</i> <i>A Accommodation</i>	AA CONDUCTING SESSION: _____ <input type="checkbox"/> <input checked="" type="checkbox"/> IF THIS IS AC
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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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ AA has AA Manual and Session scripts? ■ Enter an explanation if any of these materials missing.
7	Bundles open at correct time?	<p>CODE 7 IF THE BOOKLETS WERE PREPARED IN ADVANCE.</p> <ul style="list-style-type: none"> ■ 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	<p>CODE 7 IF THE BOOKLETS WERE PREPARED IN ADVANCE.</p> <ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<p>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.</p> <p>Also note in comments area if AA:</p> <ul style="list-style-type: none"> ■ 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)	<p>CODE ‘7’ IF NO CALCULATOR QUESTIONS</p> <ul style="list-style-type: none"> ■ 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)	<p>CODE ‘7’ IF NO CALCULATORS WERE USED</p> <ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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? <p>NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.</p>
17	Engaging and interacting with students	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<p>CODE ‘7’ IF THERE WERE NO DISORDERLY STUDENTS OR PROBLEMS</p> <ul style="list-style-type: none"> ■ 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	<p>CODE '7' IF THERE WERE NO QUESTIONS ASKED</p> <ul style="list-style-type: none"> ■ 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.	<p>CODE '7' IF NO ACCOMMODATED STUDENTS</p> <ul style="list-style-type: none"> ■ 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	<p>CODE '7' IF NO ACCOMMODATED STUDENTS</p> <ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ AA followed the procedures for distributing the science kits.
24	Followed "Safety Issues"	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ AA followed the guidelines for responding to student questions.
26	Followed clean-up procedures	<ul style="list-style-type: none"> ■ The AA followed proper procedures for clean-up.
27	Ending the session, collection of material, and dismissal of students	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■
31	Booklet covers coded correctly including time entered in the extended time box for any students receiving that accommodation?	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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?	<ul style="list-style-type: none"> ■ 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)	<ul style="list-style-type: none"> ■ 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.

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: _____

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: _____

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	

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 Text
1	All students identified in one category (race/ethnicity, sex, SD, LEP, school lunch) excluding N/A and “Information unavailable at this time.”	Equals 100%	100% of the students on the file you submitted are classified as <i>(category)</i> , excluding those students classified as N/A or “Information unavailable at this time.”
2	All students in category (race/ethnicity, sex, SD, LEP, school lunch, Title 1) are missing	Equals 100%	100% of the students are missing data in <i>(category)</i>
3	Not all students identified as “School does not collect this information” for race/ethnicity.	Greater than 0% but less than 100%	__ % of the students are classified as “School does not collect this information” for race/ethnicity. Either all or none of the students must be classified this way.
4	Not all students identified as “School does not participate in NSLP.”	Greater than 0% but less than 100%	__ % of the students are classified as “School does not participate in NSLP.” Either all or none of the students must be classified this way.

**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 (<i>grade</i>) students have birth years outside the expected age range for their grade.
7	Month of Birth Outside of Range 1(01) – 12	Greater than 0%	__ of your (<i>grade</i>) students on the file you submitted have the birth month outside the acceptable range of 1(01) – 12.
8	First Name versus Gender.	Varied	The first names of the students classified as (<i>male/female</i>) are names commonly given to (<i>females/males</i>).
9	Name versus Race/ Ethnicity.	Varied	As a quality control check, please review the race/ethnicity for all students.

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, FIR9.*
- 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 overseas 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:

	<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
M&I	Standard Cost	High Cost	High Cost
	Dinner only	Full Per Diem (including Incidentals)	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 Rico, 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 ~~all~~ of ~~your~~ ~~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. Project Number 7707055206 Project Name NAEP 2005
 (Last) (First) (MI)

Destination: City Punxsutawney State PA
 Address: 987 Drive Street PA
 Purpose of Trip: Assessments

Employee's Signature: _____ Date _____
 Approver's Signature: _____ Date _____

Day of Week	Wed	Thurs	Fri	Sat	DAY	DAY	DAY	TOTAL
MM/DD/YY	02/16/05	02/17/05	02/18/05	02/19/05	1	1	1	
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)								\$ (DMile)
Ground Transportation (i.e. taxi, metro, bus)								\$ (DGround)
Telephone - Business	\$3.15							\$ 3.15 (DPhone)
Other: (Specify)								\$ (DOther)
<u>Gas</u>			\$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							
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.