NAEP 2006

National Assessment of Educational Progress

NAEP 2006 Supervisor Manual

The Nation's Report Card NAEP

THE NATION'S REPORT CARD

NAEP 2006

Supervisor Manual

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1 Overview of NAEP and 2006 Activities

This chapter provides a brief introduction to the National Assessment of Educational Progress (NAEP) and the NAEP 2006 program.

1. NAEP Overview

NAEP is the only national assessment of students in the United States performed on a continual basis.
Widely known as the "Nation's Report Card" – NAEP is the leading national assessment of what America's students know and can do in key academic subjects. NAEP, a program of the U.S. Department of Education, provides information on state and national student achievement, and how that achievement has changed over time.

NAEP is administered by the National Center for Education Statistics (NCES), a division of the U.S. Department of Education. NAEP selects representative samples of public and nonpublic schools and students to be assessed. These samples vary, depending on the number of subjects and items to be assessed. Reading and mathematics assessments occur most frequently, but assessments also cover writing, science, U.S. history, geography, civics, economics, foreign language, and the arts.

NAEP includes state and national assessments, long-term trend assessments, and ongoing special studies.
State NAEP occurs every 2 years in reading and mathematics, and in either science or writing at the fourth and eighth grades. Federal legislation titled "No Child Left Behind" was enacted requiring any state receiving Title I funds to participate in fourth- and eighth-grade reading and mathematics. School districts that receive Title I funds and are selected for the NAEP sample are also required to participate.

National NAEP occurs every year and reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools, and reports results for student achievement at grades 4, 8, and 12.

NAEP is:

- an assessment at grades 4, 8, and 12 that allows student educational achievement to be compared across states and regions of the country;
- an assessment that identifies the percentages of students in the nation who meet standards for Advanced, Proficient, or Basic performance in a variety of subjects;
- a yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- the only reliable, ongoing measurement tool that members of Congress, the President, and other policymakers and researchers can use to review student progress during the past 30 years at the national level; and
- a source of information that allows the public to assess the academic performance of students in their state and the nation as a whole.

NAEP provides:

- state and national performance results in reading, mathematics, science, and writing;
- national student performance results in U.S. history, geography, civics, the arts, foreign language, world history, and economics;
- long-term trends in national student performance in reading, mathematics, and science over the past 30 years; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and nonpublic schools, level of parental education, prior course-taking, and classroom and school conditions and practices.

NAEP reports student performance nationally and for states. It does not report information on the performance of individual schools or individual students.

A. Characteristics of NAEP

An independent body decides what is tested.
The National Assessment Governing Board (NAGB) selects the academic subject areas to be assessed and develops content "frameworks," or test blueprints. NAGB is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

NAEP ensures confidentiality.
No information on individual students, families, or schools is included in NAEP data releases or reports. No records are kept that connect students' names with the answers they gave on the assessment. It is against federal law to identify any student participating in NAEP. The law specifies severe penalties for anyone revealing the identity of the students taking NAEP.

Participation in NAEP is designed to cause minimal disruption of school activities.
Most students spend only 90 minutes of their time taking NAEP. No student preparation time is necessary. Assessments are conducted by NAEP staff and take place either in school classrooms or other locations in the school selected by school officials. School officials are invited to observe the assessment.

NAEP encourages inclusion of special needs students.
The national and state NAEP assessment procedures encourage inclusion of students with disabilities (SD) and English Language Learners (ELL) students. To include the highest possible percentage of sampled students, NAEP permits most commonly offered testing accommodations for special needs students during the assessment.

NAEP uses a variety of assessment formats.
NAEP includes both multiple-choice and open-ended questions, which require students to write an answer that, depending on the question, can range from a few words to more than a page. Recent NAEP assessments have used stimulus materials, including mathematics manipulatives and other materials, to augment the traditional multiple-choice format.

NAEP administers background information questionnaires to explore factors and practices that influence learning.
Students, teachers, and school administrators are surveyed to collect contextual background information regarding student and school characteristics, instructional practices, and curricula. NAEP asks only questions directly related to the appraisal of academic achievement. The input in the questionnaires is used only to analyze overall academic achievement. Individual performance is not evaluated.

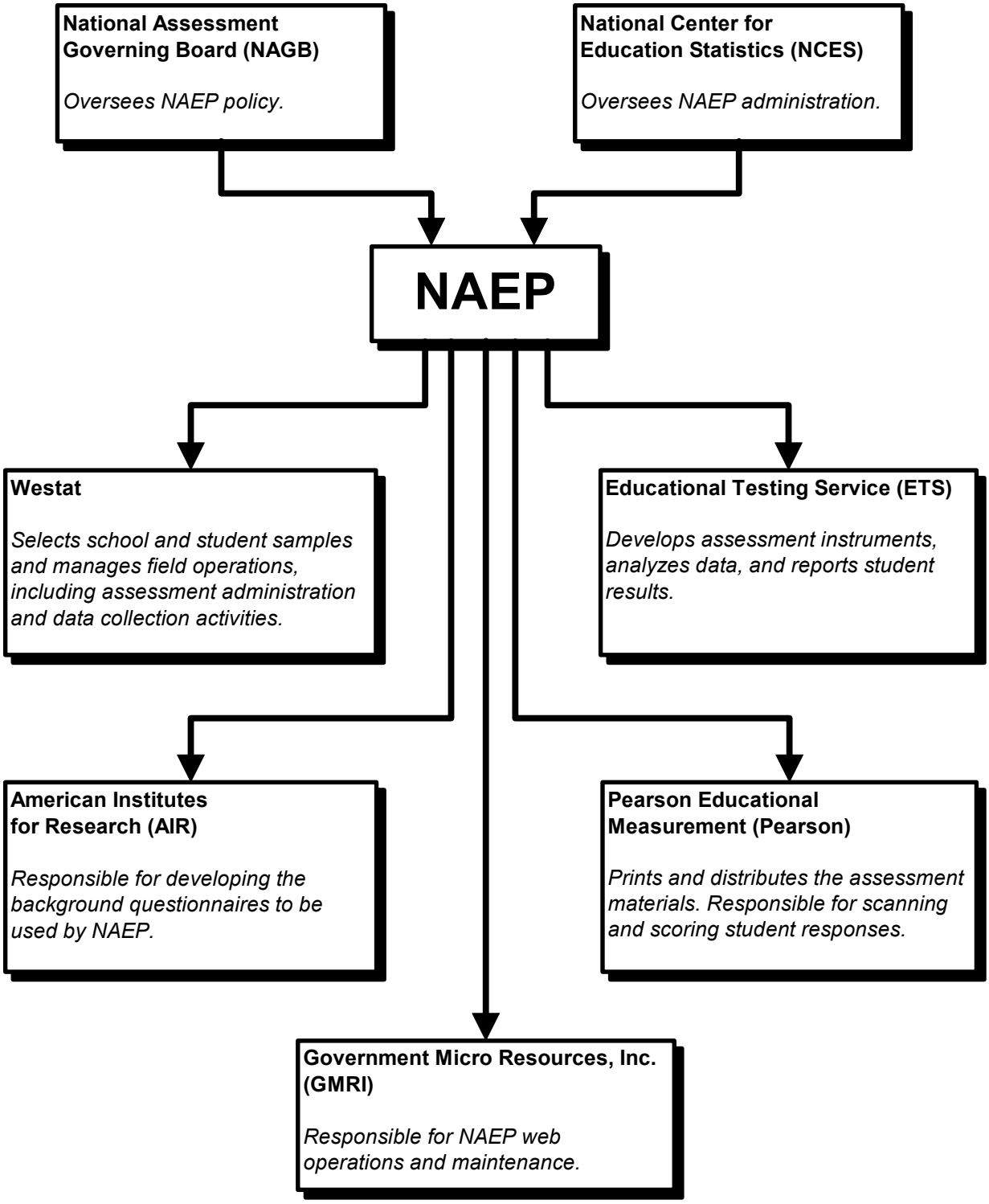
B. NAEP Organizational Structure

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

NAGB, appointed by the Secretary of Education but independent of the U.S. Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. NAGB selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, NAGB often works with several other organizations. For example, NAGB has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national process and with ACT, Inc. to identify achievement standards for the subjects and grades tested.

NCES contracts with private companies for test development and administration services.
Currently, Educational Testing Service (ETS) is responsible for developing the assessment instruments, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples, and managing field operations (including assessment administration and data collection activities). Pearson Educational Measurement (Pearson) is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. American Institutes for Research (AIR) is responsible for developing the background questionnaires. Government Micro Resources, Inc. (GMRI) is responsible for NAEP web operations and maintenance.

NAEP Organizational Structure



2. The NAEP Program for 2005/2006

For NAEP 2006, we will be hiring and training assessment teams composed of supervisors and assessment administrators to conduct the assessments in approximately 1,600 public and nonpublic schools. The NAEP program for the school year 2005/2006 consists of the following components:

- the operational NAEP assessment, which includes assessments in civics and U.S. history at grades 4, 8, and 12; and economics at grade 12 only,
- pilot and field test studies in reading (grades 4 and 8), mathematics (grades 4 and 8), and writing (grades 8 and 12), and
- a special study: Sensitivity to Instruction (STI) Study (grade 8).

A. NAEP 2006

The NAEP 2006 main study will involve operational assessments in civics, U.S. history, economics, and pilot/field test assessments in reading, mathematics, and writing in approximately 1,300 public schools and 300 nonpublic schools in 41 states. Westat field managers and supervisors work closely with NAEP State Coordinators who are responsible for implementing NAEP in the public schools in their respective states.

Assessments will be conducted from January 30 – March 10, 2006. The assessment requires approximately 90 minutes to administer, including distribution and collection of materials. All subjects except U.S. history will be combined and administered in the same sessions in the same schools. U.S. history must be administered in a separate session because the session scripts are different.

Principals at grades 4, 8, and 12 will be asked to complete a questionnaire about school characteristics. Grade 4 and 8 civics; U.S. history and mathematics teachers will be asked to complete a questionnaire about their background and teaching practices. At Grade 12, there are Economics Department Chair and Economics Teacher Questionnaires. There are also questionnaires about Students with Disabilities (SD) and/or English Language Learners (ELL) that the staff most knowledgeable about the sampled SD and/or ELL students will be asked to complete. Subject area teachers and principals will have the option of completing the questionnaires either online or in the hard-copy booklet format. SD and/or ELL Questionnaires can be completed only in the hard-copy booklet format.

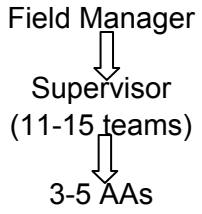
Schools will be encouraged to access a web site called MySchool. The web site will give school staff information about their specific school assessment including the date of the assessment, the NAEP representative's name and email address, and instructions for preparing and submitting a list of grade-eligible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

assessment has been completed in their school. Schools may continue indefinitely to visit their MySchool web site page to access links to NAEP resources. The MySchool web site is detailed in the MySchool brochure.

Dedicated NAEP State Coordinators in participating states gained the cooperation of public schools in the sample. They are also responsible for: receiving the sample of schools and reviewing it for inconsistencies; contacting sampled public schools and securing their participation; confirming the assessment date with each cooperating public school; and receiving a list of all grade-eligible students from each cooperating public school and verifying that the lists are complete. As a supervisor, you will be responsible for these responsibilities in the nonpublic school sample.

If a school is able to send an electronic file (E-File) by the November 18, 2005 due date, including student name (or ID), birth date, gender, race, and SD and/or ELL status to the state or home office, they will be encouraged to do so. The Westat home office will process the E-File and draw a sample of students to be assessed. Westat supervisors will draw all other samples and enter data for selected students into the Student Data System (SDS). The file will then be sent to Pearson to produce the Administration Schedules with preprinted data. In small nonpublic schools, you may be able to do the sampling during the preassessment visit.

The NAEP field staff structure will consist of six field managers, each overseeing between 11 and 15 assessment teams.



B. Sensitivity to Instruction (STI) Study

The STI Study will involve testing grade 7 and grade 8 students in 40 schools in four states (Arkansas; Colorado; Oregon; and Texas) that are teaching a challenging, reform-based mathematics curriculum called Connected Mathematics Project (CMP). Using the NAEP 2005 grade 8 mathematics booklets and the Balanced Assessment of Mathematics (BAM)—a reformed-based assessment—students will be assessed within the first 3 weeks of the school year (fall) and within the last 3 weeks of the school year (spring) in order to evaluate whether the NAEP eighth-grade assessment is sensitive to learning gains for students participating in the CMP.

3. The Security of Assessment Materials and Confidentiality Issues

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

A. Guidelines for Viewing Assessment Materials

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collecting noncognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of NAEP with two important exceptions:

1. "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and
2. Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, NAGB adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student's assessment booklets, you must provide copies of the NAEP Sample Questions Booklet. The Sample Questions Booklet, formerly titled the Demonstration Booklet, contain the NAEP background questionnaires. You will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP web sites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.
Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent to the NAEP State Coordinator, or the field manager, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.
Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP web site. You should encourage any interested party to view the previously released NAEP test questions on the NAEP web site at http://nces.ed.gov/nationsreportcard.

B. Requests From News Media

A press release (shown on the following page) is available to superintendents or school principals who wish to publicize participation in NAEP, either in the local press or in a school newsletter. You will receive copies of the press release in your bulk materials and can distribute them to interested school staff upon request. There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such inquiries should be referred to school officials who are responsible for handing out any press releases.** If a reporter wants more information than is provided in the release, refer them to the name and telephone number on the press release.

UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST. This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION.
Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. Under no circumstances will NAEP permit videotaping or photographs to be taken of any part of an actual assessment. Newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. To accommodate the needs of the media without disrupting the assessment, a videotape and photographs simulating the assessment are available upon request. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school. Reporters requesting more information should be referred to Sherran Osborne at NCES (202-502-7420).

PRESS RELEASE **FOR IMMEDIATE RELEASE**

Contact: Sherran Osborne
202-502-7420

LOCAL SCHOOL CHOSEN TO PARTICIPATE IN NATIONAL CIVICS, HISTORY, AND ECONOMICS TEST

Enter City and State (Date) – (*Insert name of local schoo*l) today announced that it will participate in the 2006 National Assessment of Educational Progress (NAEP). NAEP, also known as the Nation's Report Card, is designed to measure what American students know and can do in a variety of school subjects. (*Insert name of school*) is one of only 1,900 schools nationwide asked to participate.

Feel free to insert a quote from the school principal here. Sample:

"NAEP is important in that it provides a snapshot of student performance. We are happy to play our part in helping our state and the country know where we stand," said Joe P. Public, principal, School Name. "I know that our students will do their best and show what they can do."

The 2006 NAEP assessments will test students on their knowledge of civics, U.S. history and economics. Students will be randomly selected to participate in one of the three subjects and participation will take about 90 minutes. Students will be asked to respond to both multiple-choice and short answer as well as extended response types of questions.

The civics assessment focuses on students' knowledge of, their attitudes toward, and interest in civics, as well as their intellectual and participatory skills. The U.S. history assessment centers on major themes of U.S. history, chronological periods, and the ways students think about history; and the economics assessment tests students on the market economy, the national economy and the international economy. In addition to these assessments, field tests in reading, mathematics, and writing that include questions to be used in the spring of 2007 may be given at the school.

Since 1969, NAEP has been the country's nationally representative and continuing survey of students' educational achievement. NAEP protects the confidentiality of participating students, teachers, and schools. NAEP does not report individual or school scores but provides results for major demographic groups and, using information gathered on student, teacher, and school questionnaires, reports on classroom and instructional programs and practices in reading and mathematics.

NAEP is authorized by Congress and is directed by the U.S. Department of Education's National Center for Education Statistics. For more information, please visit http://nces.ed.gov/nationsreportcard/.

# # #

NAEP Code of Ethics

NAEP is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are accuracy, integrity, and respect.

ACCURACY

Accuracy ensures that NAEP results precisely reflect student achievement across the nation.

- Sampled schools and sampled students who are eligible for the assessment are to be included in the assessment to the greatest extent possible.
- Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.
- The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.

INTEGRITY

Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.

- Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.
- Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.
- NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.
- Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.

RESPECT

Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.

- Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.
- Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.
- Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school in administering NAEP.
- NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.
- Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.

C. The NAEP Code of Ethics

The NAEP assessment teams are critical to NAEP's success. You conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she knows and can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but the 30-plus-year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

As a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Assessment Administration and Data Collection. This Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

At the end of the in-person training, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code: "I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethnics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter."

4. Goals of the NAEP 2006 Training Program

Ensuring the data you collect is of the highest quality has always been the top priority for NAEP. It is critical that the procedures for collecting data are followed exactly as NAEP intended.

As a supervisor, many of your responsibilities directly affect the reliability and accuracy of the data collected. NAEP has procedures in place that ensure the data you collect have statistical validity. You'll see the term "statistical validity" throughout this manual and during the training.

Statistical validity means the data collected are accurate and reliable, and have been collected in a uniform manner across schools. NAEP goals for 2006 reflect important priorities:

Ensure Statistical Validity Through Quality Control.
Each piece of data you collect or procedure you carry out that affects statistical validity will also be checked by someone in addition to you for accuracy. QC checks are an integral and necessary part of NAEP's quality assurance program. The checks are designed to ensure the integrity of NAEP assessments, to identify and correct potential errors, and to guide corrective actions, when necessary. As a supervisor, you are responsible for supervising assessment administrators (AAs) and ensuring the accuracy of their work by conducting a series of QC checks throughout each assessment. Your field manager is responsible for the quality control of the work you do, and will conduct a series of QC as well.

Promote the NAEP Code of Ethics.
The NAEP Code of Ethics is a set of principles that NAEP expects all staff to abide by when administering the assessment and collecting NAEP data. The Code outlines the three principles – accuracy, integrity, and respect – that guide all NAEP procedures and actions of all NAEP staff. The Code also outlines how these principles are reflected in NAEP procedures and in the actions of its staff.

Protect the Security and Confidentiality of NAEP Materials.
NAEP materials contain sensitive information that must be protected in many different ways. Some information cannot leave the school, some information can only be seen by field staff that have signed the Affidavit of Nondisclosure, and some information must be destroyed. The terms "security" and "confidentiality" refer to specific ways this information must be treated by field staff. These are outlined in greater detail at later points in your manual.

5. This Supervisor Manual

The purpose of this manual is to describe the main responsibilities for Westat Supervisors for the NAEP 2006 program, which include:

- gaining cooperation from dioceses/districts and schools,
- hiring, training, and supervising AAs,
- selecting the student samples,
- preparing materials for assessment team and schools,
- performing quality control activities,
- completing staff evaluations, and
- performing other supervisory activities.

6. Manual Format

There are a series of icons used throughout the manual. The table below identifies the icons and their meanings.

	This icon indicates the task you are about to complete impacts the statistical validity of the assessment. Expect these items to have a quality control procedure attached to them.
	This icon indicates a quality control check or “QC check” will be required. All the QC checkpoints are identified in the Quality Control Booklet.
	This icon indicates the NAEP materials you are working with must be kept secured and/or confidential.
	This icon indicates the data must be entered in the School Control System (SCS) web site. Details for entering data in the SCS are provided in a separate document titled *SCS User’s Guide*.

Voices of Experience:

These boxes offer tips and practical advice from experienced NAEP staff who have honed their skills in the field.

Chapter 1 Summary

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

- identify NAEP’s purpose as an organization, and
- describe the NAEP program for 2006.

2 The Supervisor Role and Activities to Date

This chapter introduces your responsibilities and tasks as a supervisor. This chapter also describes your assignment of schools and provides information on when you can expect to receive materials from Westat and Pearson.

1. Overview of Supervisory Tasks

Your job as a NAEP assessment supervisor involves a number of tasks and responsibilities at each stage of the project. The tasks may be outlined under the following categories:

- gaining the cooperation of nonpublic schools,
- hiring and training assessment administrators who will assist you with administering (AAs) the assessment,
- scheduling and conducting preassessment visits and facilitating requests for changes to assessment dates,
- selecting the student sample,
- preparing for assessments,
- conducting assessments,
- completing post-assessment activities, and
- maintaining the School Control System (SCS).

The various chapters of this manual are organized to give you step-by-step instructions for completing the tasks involved in all phases of data collection.

A. Gaining Cooperation from Dioceses/Districts and Schools

In most states, NAEP State Coordinators are responsible for informing and securing the cooperation of the public school sample in their states and updating the schools' participation status in the SCS. Gaining cooperation supervisors are responsible for gaining the cooperation of the dioceses and nonpublic schools in their assignment and for documenting their participation status in the SCS. Gaining cooperation supervisors also assist the NAEP State Coordinator as necessary with recruiting public schools.

Gaining cooperation supervisors, brought on in September, have completed a home-study package designed to guide them through the process of contacting dioceses and nonpublic schools over the telephone and to outline the procedures and techniques used for gaining the

cooperation of the diocese and nonpublic schools in their assignment. The first component of the home study is a training document called the ***Gaining Cooperation*** magazine. It contains informative articles about NAEP activities, instruction on procedures and techniques for contacting and gaining the cooperation of schools in their assignment, and tips from experienced field staff. The second component of the home study is a CD that provides interactive experience with situations commonly encountered in the recruitment process and allows users to practice and evaluate their skills. The remaining component is a DVD that allows trainees to view a group of experienced supervisors discussing the recruiting and refusal conversion techniques they have used successfully.

B. Hiring, Training, and Supervising AAs

You will hire and train three to five AAs to administer assessment sessions. AAs should be hired locally in each of your Primary Sampling Units (PSUs) so that overnight travel is avoided. There may be special circumstances for exceptions to these travel restrictions. Please discuss these situations individually with your field manager. Chapter 3 provides detailed instructions on hiring, training, and supervising AAs.

C. Setting and Maintaining a Schedule

Field managers preplanned the dates for the nonpublic schools in your assignment to fit into the calendar with the preplanned public school dates. Gaining cooperation supervisors contacted the nonpublic schools in their assignment to confirm assessment dates and facilitate requests for date changes in such a way that the calendar remains workable and cost efficient. They used the Gaining Cooperation Listings of Schools and the SCS to track changes to assessment dates. All preplanned dates for the public and nonpublic schools in each region have been loaded into the SCS and can be viewed on an online assessment calendar accessible by the supervisor assigned to the region. NAEP State Coordinators have access to the calendar for assessments in their state. An assessment calendar link allows you to view and print updated versions of the assessment calendar. The *School Control System User's Guide* (Appendix F) provides more detail about using the SCS and a calendar for monitoring your schedule.

You are responsible for creating the schedule for preassessment visits to schools in your region. All the visits should occur between January 4 and January 27, 2006 and must be completed <u>before</u> assessments begin on January 30, 2006.

D. Selecting the Student Samples

States or districts may submit lists of eligible students for the sampled schools using the E-Filing function in the SCS. These lists will be sampled by Westat statisticians and data processors. Individual schools may also submit their list of eligible students through the MySchool web site for electronic sampling. Alternatively, they may provide a hard-copy list for supervisor sampling with the Student Data System (SDS). The SCS will allow you to enter the

sampling option selected by schools, you or the gaining cooperation supervisor recruited and to view the option selected by schools recruited by the NAEP State Coordinator.

Beginning right after supervisor training, you will use the SDS to select samples in individual schools during the preassessment visit. Chapter 6 provides an overview of the sampling process. Detailed step-by-step instructions for using the SDS computer program to draw school samples are provided in the *Student Data System User's Guide* (Appendix E).

E. Preparing for Assessments

In early December 2005, you'll begin preparing the Preassessment Packet that you'll send to schools and the School Folders that you'll use to track all activities for each school (see section 3 for the materials shipment schedule). From December 12 to December 21, you should call all the schools in your assignment and schedule the preassessment visit with school coordinators. On December 30, you will send the Preassessment Packet by Fed Ex to the school so the packages are delivered on the first day back from the winter holiday.

From January 4 to January 27, 2006, you will visit the school to prepare for assessment day. During this preassessment visit, you will use the Quality Control Booklet to guide and record the results of the preassessment visit activities. These activities will include:

- Reviewing and updating the Administration Schedule, the primary control document used to track information about the assessment.
- Distributing a School Questionnaire and various Teacher Questionnaires.
- Reviewing the completed SD and/or ELL Questionnaires to determine if and how SD and/or ELL students will be assessed..
- Establishing the procedures for notifying teachers and students.
- Finalizing logistical arrangements for the assessments.

Once the preassessment visit has been completed, you'll enter all required information in the SCS; prepare an Assessment Information Form for the AAs whom you will assign to administer sessions; and assemble and prepare the materials that you will take to the school on the day of the assessment. Preassessment tasks are detailed in Chapter 7.

F. Conducting Assessments

Chapter 8 outlines how to conduct assessments from your arrival at the school until students are dismissed from the assessment session. Under your supervision, AAs will prepare the assessment booklets, prepare the rooms, and administer sessions using a script specific to the grade level and session type.

There are two session types: OP and HI. The table below shows the subjects assessed in each session type at each grade. As the supervisor, you are responsible for ensuring that enough AAs have been assigned to conduct all original and accommodations sessions, and that AAs report to the school in time to complete all presession activities: preparing the booklets (if not

already done) and preparing the room. You will circulate among the sessions to monitor the AAs and verify that they are using the script and timer to correctly administer sessions, troubleshoot any problems that may arise, and assist with getting students to and from the sessions. You will record your observations about the sessions in the Quality Control Booklet (QCB).

Session Type	Subjects	Grade
OP	Civics Economics Writing Reading Mathematics	4, 8, 12 12 8, 12 4, 8 4, 8
HI	U.S. History	4, 8, 12

G. Completing Post-Assessment Activities

After sessions have concluded, you are responsible for accounting for all assessment materials taken into the school. You will complete the Administration Schedule(s) and determine whether a makeup session is required; oversee AAs as they code booklet covers; edit and prepare materials for shipping; and perform routine edits of their work. Each AA is responsible for completing a Session Debriefing Form, which you will collect and review before using the School Coordinator Debriefing Interview section of the QCB to conduct a short debriefing interview with the school coordinator.

As soon as possible after leaving the school, you will ship the school Session Boxes to Pearson and update the SCS with summary information from the Administration Schedule(s).

Chapters 8 and 9 discuss post-assessment activities in detail.

H. Maintaining the SCS

The SCS has been designed to provide immediate, up-to-date information on the progress of recruiting, scheduling, and assessing schools that have been selected to participate in NAEP. The SDS will be used to draw student samples and enter student information. During the assessment window, the SCS will be used to track progress, measure assessment results, and monitor the shipment and receipt of assessment materials.

Supervisors can use the SCS report features to run reports for tracking progress and as quality control checks to verify that critical information has been entered into the SCS. The calendar feature allows you to print out a current calendar whenever changes to assessment dates have been entered into the system.

It is critical that you make entries to the SCS promptly and regularly so that you have up-to-date information on your progress and the project can produce current and reliable reports about field activities. Detailed instructions for using the SCS are provided in Appendix F of this manual.

2. Your Assignment of Schools

A typical supervisor region will consist of 22-24 eligible and cooperating schools for the field period. Schools are clustered in geographical PSUs of varying size. Field managers have assigned the schools from one or more PSUs to a supervisor region.

Your field manager will work with you to create a Log of Schools using the Data Selection feature in the SCS. You will use this Log of Schools to track and report on your activities during report calls with your field manager. Detailed instructions for using Data Selection in the SCS are provided in Appendix F of this manual.

3. Materials

A. Shipment Schedule

Assessment materials are shipped to supervisors from both Pearson and Westat. Pearson will ship all test booklets and other required session and bulk materials. Westat will ship general supplies and publications. See the table below for the shipment schedule:

NAEP Materials Shipment Schedule

From	Items	Date Shipped
Pearson	SD/ELL Rosters and SD Questionnaires ELL Questionnaires.	November 28, 2005
Westat	Student Information Reports from the SDS	December 9, 2005
Westat	Bulk Supplies	December 11, 2005
Pearson	Session Materials	January 9-11, 2006
Pearson	Bulk Session Materials	January 9-11, 2006
Pearson	Administration Schedules School/Teacher Questionnaires Rosters of Questionnaires	December 19, 2005

Pearson materials will be shipped via UPS Ground. Materials will be sent first to supervisors living the farthest away from Pearson (Iowa City, IA). Pearson has established the following shipping guidelines:

- Materials sent to supervisors living in the west, lower FL, and upper northeast will go out first and take 4 to 5 days to arrive.
- Materials sent to supervisors living in MT, WY, UT, CO, NM, TX, LA, MS, AL, GA, SC, NC, VA, MD, NJ, PA, NY, and parts of northern FL will take 3 days to deliver.

- Materials sent to supervisors living in ND, SD, NE, KS, OK, AR, MO, MN, WI, IL, MI, IN, OH, KY, TN, and parts of MS, AL, and WV will take 2 days to deliver.
- Materials sent to supervisors living in IA, southwestern WI, and western IL will take 1 day to deliver.

You should not count the day that the materials are shipped.

B. Ordering

If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, you should contact either Pearson or Westat depending on the material you need. Each company maintains a Materials Ordering Site (MOS), which can be accessed from the MyNAEP web site and will enable you to order materials by completing an electronic ordering form. Detailed instructions for using the Materials Ordering Sites for both Pearson and Westat are provided in Appendix G of this manual.

In addition to the Materials Ordering Sites, you may also order supplies by calling, or emailing Pearson and Westat as indicated below:

Contact method	Westat	Pearson
Telephone	301-330-7079 (Warehouse) 1-888-499-6237 (Help Desk)	1-888-627-6237
E-mail	NAEPWarehouse@Westat.com	NAEP@pearson.com

The Pearson Help Desk is available between 7:00 a.m. and 4:30 p.m. CT. Overnight orders for short shipments must be in by 3:00 p.m. CT. The Westat Warehouse is available between 9:00 a.m. and 5:30 p.m. EST. The Westat Help Desk is available between 8:00 a.m. and 8:00 p.m. EST.

C. Accountability

You are responsible for returning all NAEP session materials immediately following the assessment(s) in a school. Each and every assessment booklet, whether completed by a student or blank, must be accounted for and returned to Pearson; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability and ensure confidentiality.

When you receive the session and bulk session materials from Pearson, you will access the Pearson Materials Tracking Site (MTS) from the MyNAEP web site and record the date you received the boxes. Similarly, when you return completed Session Boxes after the assessments have been completed in a school, and return the Pearson bulk supply boxes at the end of the field period, you will access the MTS and record the date you shipped the boxes. When the boxes are received at Pearson, they will record the date received. Detailed

instructions for using the MTS are provided in Appendix G of this manual. It is your responsibility to make sure that all Session Boxes you've shipped are received at Pearson.

Chapter 2 Summary

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

- describe your supervisory responsibilities; and
- identify the shipping schedule for materials.

3 Quality Control Activities

This chapter provides an overview of the quality control activities for the NAEP 2006 main study. Each NAEP team member is vital in ensuring the quality of student data. A comprehensive process is in place to ensure checking and rechecking of all team members' work. Other checks permit you, your field manager, and other Westat staff to identify, diagnose, and resolve potential data or personnel problems.

Overview of Quality Control Activities

Westat has established a detailed quality assurance (QA) program for all stages of NAEP 2006 beginning with the selection of the school and student samples and extending to data collection. As part of our overall focus on obtaining high-quality data, we have implemented quality control (QC) procedures to ensure that NAEP 2006 field staff members are performing their duties according to the established protocols and to allow for timely identification of potential data or personnel problems. The QC procedures can be grouped into two categories of activities: (1) activities that you perform to ensure data quality and (2) activities conducted by others for the purpose of monitoring field staff performance.

1. Supervisor Quality Control Activities

Supervisors play an important role in ensuring the statistical validity of student data, which includes student demographic information as well as completed student assessment booklets. You will use the Quality Control Booklet to record the completion of tasks that must be accomplished prior to assessment day, to gauge your AAs assessment day performances and to conduct the School Coordinator Debriefing Interview. You will verify with school coordinators during the preassessment visit any student demographic data that has been flagged by computer-generated statistical checks. Finally, you will assist Westat as necessary to obtain student demographic data missing from Administration Schedules returned to Pearson.

A. Quality Control Booklet

The Quality Control Booklet is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet has been developed to ensure that accurate and consistent data are collected for each school. Chapter 4 contains additional information about the Quality Control Booklet.

B. Student Sampling Summary Report

Once listings of students have been E-Filed through the MySchool web site or manually entered using the Student Data System (SDS), the student demographic data undergo a series of statistical checks. Any checks that result in a warning message are printed on a Student Sampling Summary Report, which you will review with the school coordinator during the preassessment visit. You will record notes about major revisions to student demographic data in the Quality Control Booklet. Chapter 4 provides more detailed instructions for reviewing the Student Sampling Summary Report.

C. NAEP QC Missing Student Demographic Data Retrieval

It is our goal that all data on the Administration Schedule be complete. Throughout the field period Westat will send you, and your field manager, messages specifically identifying the students at each school for whom you will need to follow up with the school coordinator to obtain information. Detailed procedures for responding to these messages will be provided prior to the beginning of assessments.

2. Other Quality Control Activities

A. School Visits by NCES, ETS, Westat

Staff members from NCES, ETS, and Westat will regularly conduct scheduled quality control visits to schools on assessment day. The main purpose of the site visits is to ensure that the procedures before, during, and after the administration are being conducted according to NAEP guidelines.

B. Quality Assurance Visits by HumRRO

NCES has contracted with Human Resources Research Organization (HumRRO) to conduct independent quality assurance activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites and the selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

School visits are an integral and necessary part of NAEP's quality control program, and this check has been designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff.

A HumRRO staff member will contact the supervisor (or other contact provided by Westat) affiliated with each selected site visit location via telephone to inform him/her the site had been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed correctly, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for both Supervisor and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- room preparation,
- informing AAs of school protocol,
- classroom management during testing,
- completion of paperwork, and
- general handling of materials.

Interactions Between HumRRO and NAEP Staff Members

Based on the above checklist items, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- observation from a distance,
- personal inquiry (as to whether or not a specific task was performed), and
- “looking over the shoulder” observation.

Observation From a Distance

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to go about performing job tasks while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

Personal Inquiry
In some instances, job tasks, such as booklet preparation, were performed prior to the arrival of the HumRRO team, or were simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was indeed performed.

"Looking Over the Shoulder" Observation
HumRRO staff members are instructed to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, HumRRO staff may quietly walk amongst team members and view their work.

A collegial atmosphere has emerged between HumRRO and NAEP staff during many site visits, which has led to more frequent interchanges between members of either group. As a result, it may seem that when HumRRO staff members are present, they are working with NAEP staff. It is important, however, to note that HumRRO staff members are not present to advise NAEP staff on proper procedure. Some additional examples of what should not be expected of HumRRO observation staff include:

- preparing or assisting in the preparation and/or completion of assessment materials,
- monitoring classrooms/answering students' questions, and
- maintaining security of test materials.

At the end of each site visit, time permitting, HumRRO observers will ask NAEP staff a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

C. School Visits by Your Field Manager

In addition to the observations by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the field manager visit is similar to that of the NAEP staff visits. The field manager will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

D. Followup Telephone Calls

As an additional QC check, your field manager and other Westat staff will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

Chapter 3 Summary

Now that you have completed this chapter, you should be able to:

- identify the quality control activities you will perform; and
- identify the quality control activities NCES, ETS, Westat, HumRRO and your field manager will perform.

4 Understanding NAEP Forms and Accommodations

This chapter reviews critical documentation, provides an overview of useful data collection techniques, and explains accommodations.

1. General NAEP Knowledge Requirements

There are nine NAEP forms that you must be familiar with prior to the preassessment visit.

A. The Administration Schedule

The Critical Role of the Administration Schedule in the NAEP Process
The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post assessment. It is the only document that links selected students to the student demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities,
- the role of the Administration Schedule on assessment day, and
- the role of the Administration Schedule after the assessment.

The process can be seen on page 4.3 of this manual. An example Administration Schedule can be found on page 4.4.

Role of the Administration Schedule During the Preassessment Activities
After the sample has been selected for each school, the student names and demographic data are either preprinted or entered by hand on the Administration Schedule. The Administration Schedule then becomes the primary document used to prepare for the assessment. During the preassessment visit, you will review the student demographic data on the Administration Schedule with the school coordinator and verify that the data are correct. You will also collect any missing student demographic data.

Impacts Statistical Validity
The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include date of birth, gender, race/ethnicity, student with disability (SD) and/or English language learner (ELL) status, and National School Lunch Program (NSLP) status.

Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected during the preassessment visit, the validity of the NAEP reports is jeopardized.

The Role of the Administration Schedule on Assessment Day
The Administration Schedule updated during the preassessment visit will be used on assessment day to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. Furthermore, they are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ ineligible, and excluded, as well as the number of refusals.

The Role of the Administration Schedule After the Assessment
After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to ETS. ETS will analyze the scores and link the scores and demographic data from the Administration Schedule to provide subgroup results for the nation. The NAEP results for the nation include reports by gender, race/ethnicity, students classified as SD and/or ELL, and NSLP status. An example of how the Administration Schedule data were reported from the NAEP 2003 and 2000 assessments is shown below.

	Grades	
	4	8
Score gaps, Females - Males	7	11

Females Outscore Males in NAEP 2003 Reading

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

	Year	
	'90	'00
Percent at or above Basic level, Black 4th Graders	19	39

Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Doubled

The percentage of Black fourth-grade students at or above the Basic level in mathematics doubled from 19 percent in 1990 to 39 percent in 2000.

NAEP Administration Schedule Process

Process begins 1. School submits student names and demographic information to NAEP.

2. NAEP selects a sample of students.

3. Sampled student names and corresponding demographic information are printed by Pearson on Administration Schedule(s).

4. Sampled student names and demographic data are sent to schools before the scheduled assessment day.

5. School verifies demographic information is correct and provides any missing information. Field staff records this information on the Administration Schedule(s).

6. After the assessment, participation status of each sampled student is recorded on the Administration Schedule(s).

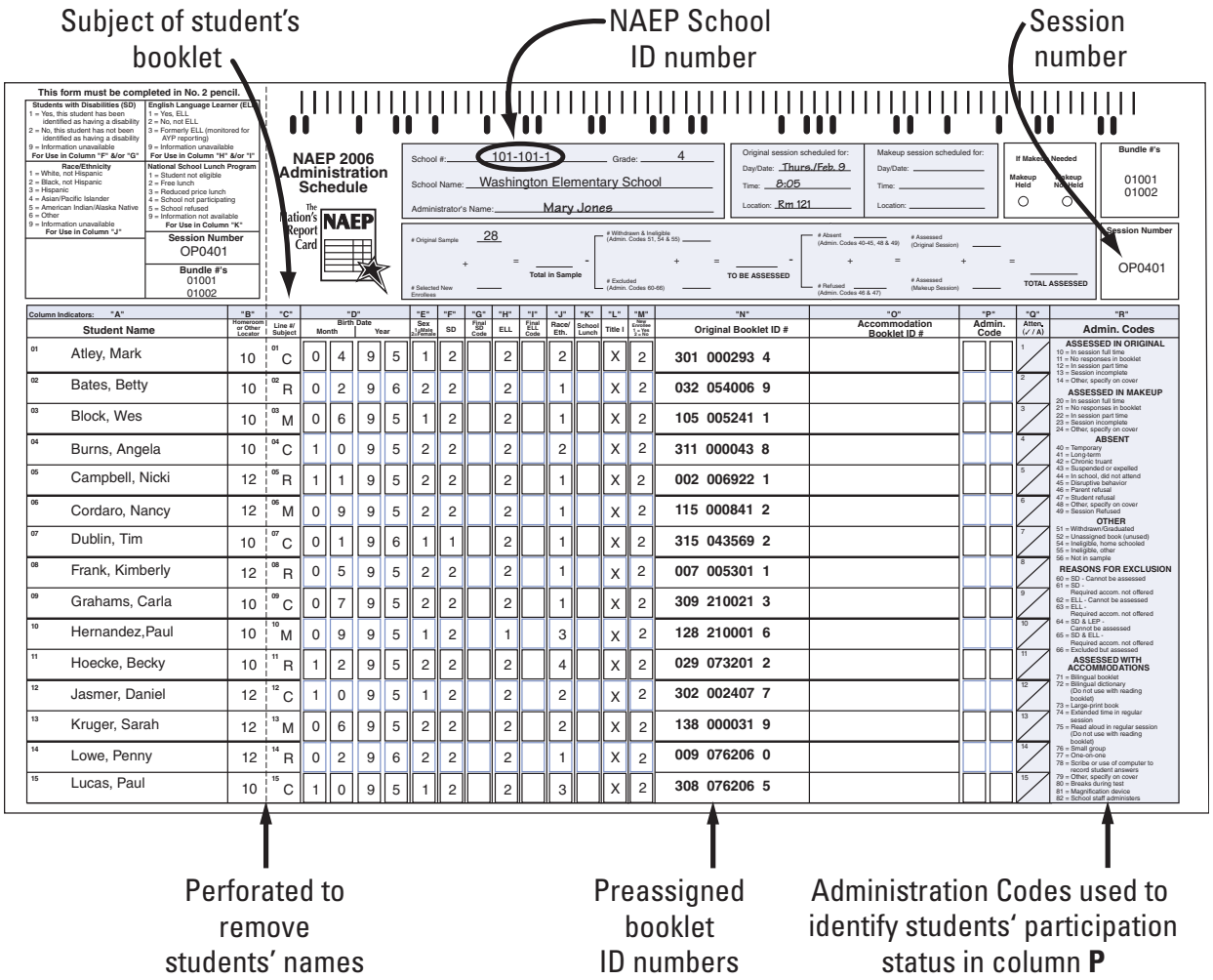
7. Names are removed and left at the school, and a photocopy of the Administration Schedule is placed in the School Folder. Original Administration Schedule (without names) is sent to Pearson for scanning.

8. Pearson scans Administration Schedule(s) and student booklets, scores the student booklets, and sends results to ETS.

9. ETS links demographic data from the Administration Schedule(s) to the student booklet scores to provide subgroup reports for the Nation.

Process ends 10. The NAEP results are reported. Results include reports by grade, gender, race/ethnicity, NSLP, students classified as having a disability, and students classified as English language learners.

There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot be assessed for any reason, under no circumstances may you substitute another student for the one who is missing.



NAEP School ID Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

- The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.
- The third digit is either a 1, 2, or 3 to show the grade for which the school was selected:

  1 = Grade 4
  2 = Grade 8
  3 = Grade 12

- The fourth, fifth, and sixth digits are a sequential number from 001-999 within the state and grade.
- The seventh digit indicates whether the school is an original or substitute school, and a public or nonpublic school.

  0 = Original Public School
  1 = Substitute Public School
  2 = Original Nonpublic School
  3 = Substitute Nonpublic School

The Session Number
The Session Number consists of two letters and four numbers. The two letters indicate the session type. This year, all operational field test and pilot subjects except U.S. history will be assessed in the same sessions in the same schools.

Session ID	Session type	Subjects	School type	Grades
OP	Operational	Civics	Public/nonpublic	4, 8, 12
OP	Operational	Economics	Public/nonpublic	12
OP	Field test	Reading Mathematics	Public/nonpublic	4, 8
OP	Pilot	Writing	Public/nonpublic	8, 12
HI	Operational	U.S. history	Public/nonpublic	4, 8, 12

Next to the subject indicators will be two numerals – 04, 08, or 12 – this is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 4 public school with three sessions including civics, reading, mathematics, and U.S. history would have three Administration Schedules: one Administration Schedule for session OP0401, the second for session OP0402, and the third for session HI0401.

Columns of the Administration Schedule
Column **A**, labeled **Student Name**, lists the names of the students selected for the assessment.

Column **B**, labeled **Homeroom or Other Locator**, is used to help locate the selected students on assessment day.

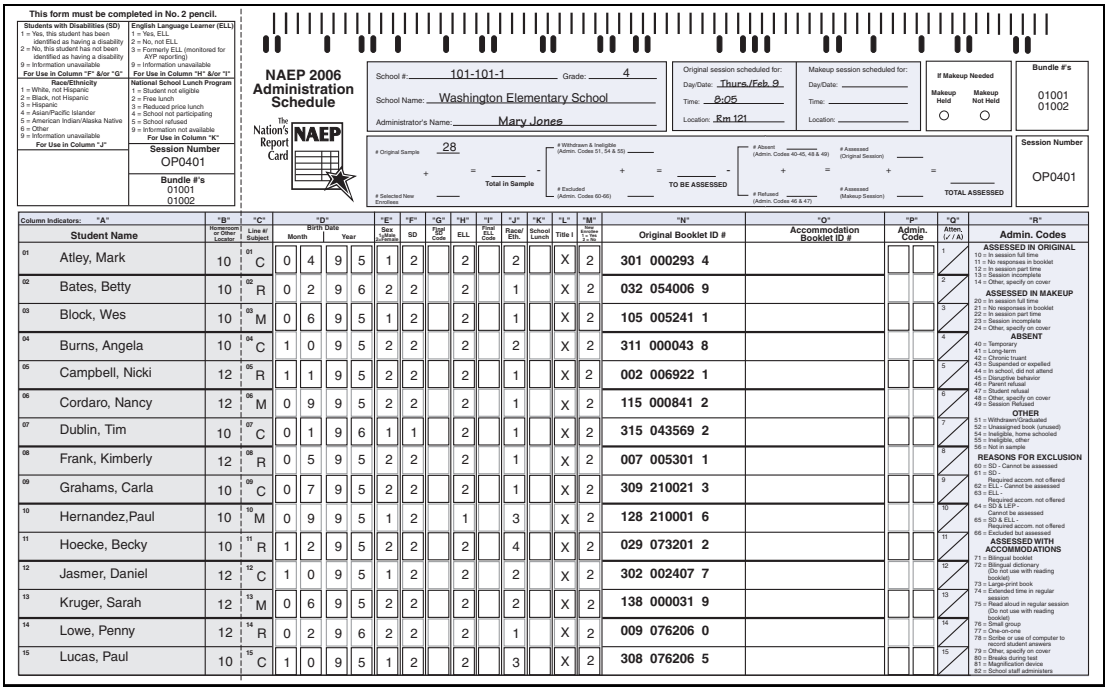
This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment.

Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.

Various subjects will be assessed at each school. However, each student will be assessed in only one subject. Therefore, column **C**, labeled Line #/Subject, is used to indicate the subject of each student's assessment booklet. This column will contain one of the following codes:

- "C" for civics,
- "E" for economics,
- "M" for mathematics,
- "R" for reading,
- "W" for writing, or
- "H" for U.S. history.

This is important because there are additional materials specific to each subject, which are associated with certain test booklets. These materials are discussed in detail on pages 4.23-4.27. School staff will also refer to this subject indicator when determining student accommodations.


This form must be completed in No. 2 pencil.

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

English Language Learner (ELL): 1 = Yes, ELL; 2 = No, not ELL; 3 = Formerly ELL (monitored for AYP reporting); 9 = Information unavailable. For Use in Column "H" &/or "I"

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

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

Session Number: OP0401

Bundle #'s: 01001, 01002

NAEP 2006 Administration Schedule — The Nation's Report Card NAEP

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

Original session scheduled for: Day/Date: Thurs./Feb. 9 Time: 8:05 Location: Rm 121
Makeup session scheduled for: Day/Date: Time: Location:

Makeup Needed: Makeup Held ○ Makeup Not Held ○

Bundle #'s: 01001, 01002

Original Sample 28 + # Selected New Enrollees = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + # Excluded (Admin. Codes 60-66) = TO BE ASSESSED - # Absent (Admin. Codes 40-45, 48 & 49) + # Refused (Admin. Codes 46 & 47) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

Session Number: OP0401

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Birth Date Month	Year	"E" Sex 1=Male 2=Female	"F" SD	"G" ELL Code	"H" ELL	"I" Final ELL Code	"J" Race/ Eth.	"K" School Lunch	"L" Title I	"M" Test Form 1=Yes 2=No	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Atten. (✓ / A)	"R" Admin. Codes
01 Atley, Mark	10	01 C	0 4	9 5	1	2		2		2		X	2	301 000293 4			1	ASSESSED IN ORIGINAL: 10 = In session full time; 11 = No responses in booklet; 12 = In session part time; 13 = Session incomplete; 14 = Other, specify on cover
02 Bates, Betty	10	02 R	0 2	9 6	2	2		2		1		X	2	032 054006 9			2	ASSESSED IN MAKEUP: 20 = In session full time; 21 = No responses in booklet; 22 = In session part time; 23 = Session incomplete; 24 = Other, specify on cover
03 Block, Wes	10	03 M	0 6	9 5	1	2		2		1		X	2	105 005241 1			3	ABSENT: 40 = Temporary; 41 = Long-term; 42 = Chronic truant; 43 = Suspended or expelled; 44 = In school, did not attend; 45 = Other, specify on cover
04 Burns, Angela	10	04 C	1 0	9 5	2	2		2		2		X	2	311 000043 8			4	46 = Parent refusal; 47 = Student refusal; 48 = Other, specify on cover; 49 = Session Refused
05 Campbell, Nicki	12	05 R	1 1	9 5	2	2		2		1		X	2	002 006922 1			5	OTHER: 51 = Withdrawn/Graduated; 52 = Unassigned book (unused); 54 = Ineligible, home schooled; 55 = Ineligible, other; 56 = Not in sample
06 Cordaro, Nancy	12	06 M	0 9	9 5	2	2		2		1		X	2	115 000841 2			6	REASONS FOR EXCLUSION: 60 = SD - Cannot be assessed; 61 = SD - Required accom. not offered; 62 = ELL - Cannot be assessed; 63 = ELL - Required accom. not offered; 64 = SD & LEP - Cannot be assessed; 65 = SD & ELL - Required accom. not offered; 66 = Excluded but assessed
07 Dublin, Tim	10	07 C	0 1	9 6	1	1		2		1		X	2	315 043569 2			7	ASSESSED WITH ACCOMMODATIONS: 71 = Bilingual booklet; 72 = Bilingual dictionary (Do not use with reading booklet); 73 = Large-print book; 74 = Extended time in regular session; 75 = Read aloud in regular session (Do not use with reading booklet); 76 = Small group; 77 = One-on-one; 78 = Scribe or use of computer to record student answers; 79 = Other, specify on cover; 80 = Braille or tactile; 81 = Magnification device; 82 = School staff administers
08 Frank, Kimberly	12	08 R	0 5	9 5	2	2		2		1		X	2	007 005301 1			8	
09 Grahams, Carla	10	09 C	0 7	9 5	2	2		2		1		X	2	309 210021 3			9	
10 Hernandez,Paul	10	10 M	0 9	9 5	1	2		1		3		X	2	128 210001 6			10	
11 Hoecke, Becky	10	11 R	1 2	9 5	2	2		2		4		X	2	029 073201 2			11	
12 Jasmer, Daniel	12	12 C	1 0	9 5	1	2		2		2		X	2	302 002407 7			12	
13 Kruger, Sarah	12	13 M	0 6	9 5	2	2		2		2		X	2	138 000031 9			13	
14 Lowe, Penny	12	14 R	0 2	9 6	2	2		2		1		X	2	009 076206 0			14	
15 Lucas, Paul	10	15 C	1 0	9 5	1	2		2		3		X	2	308 076206 5			15	

Column **D**, labeled **Birth Date**, is used to indicate each student's month and year of birth.

Column **E**, labeled **Sex**, is used to indicate each student's gender.

Column **F**, labeled **SD**, is used to indicate each student's disability status.

Column **G**, labeled **Final SD Code**, is used to record a student's SD status if it has changed since it was originally recorded on the Administration Schedule.

Column **H**, labeled **ELL**, is used to indicate each student's English language learner status.

Column **I**, labeled **Final ELL Code**, is used to record a student's ELL status if it has changed since it was originally recorded on the Administration Schedule.

Column **J**, labeled **Race/Eth.**, is used to indicate each student's race/ethnicity.

Column **K**, labeled **School Lunch**, is used to indicate each student's eligibility status in the NSLP.

Column **L**, labeled **Title I**, will not be used for NAEP 2006. This year, Title I will not be collected at the student level. It will, however, be collected at the school level on the School Questionnaire. Administration Schedules will have with "Xs" pre-printed in column **L** as a reminder to disregard this column.

Column **M**, labeled **New Enrollee**, is used to identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.

This form must be completed in No. 2 pencil.

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

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

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

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

Session Number OP0401

Bundle #'s 01001 01002

NAEP 2006 Administration Schedule

The Nation's Report Card NAEP

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

Original session scheduled for: Day/Date: Thurs./Feb. 9 Time: 8:05 Location: Rm 121

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Bundle #'s: 01001 01002

Original Sample 28 + = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + # Excluded (Admin. Codes 60-66) = TO BE ASSESSED - # Absent (Admin. Codes 40-45, 48 & 49) + # Refused (Admin. Codes 46 & 47) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

Selected New Enrollees

Session Number OP0401

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Birth Date Month	"D" Birth Date Year	"E" Sex 1=Male 2=Female	"F" SD	"G" Final SD Code	"H" ELL	"I" Final ELL Code	"J" Race/ Eth.	"K" School Lunch	"L" Title I	"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet #	"O" Accommodation Booklet #	"P" Admin. Code	"Q" Alter. (✓/A)
01 Atley, Mark	10	01 C	0 4	9 5	1	2		2		2		X	2	301 000293 4			
02 Bates, Betty	10	02 R	0 2	9 6	2	2		2		1		X	2	032 054006 9			
03 Block, Wes	10	03 M	0 6	9 5	1	2		2		1		X	2	105 005241 1			
04 Burns, Angela	10	04 C	1 0	9 5	2	2		2		2		X	2	311 000043 8			
05 Campbell, Nicki	12	05 R	1 1	9 5	2	2		2		1		X	2	002 006922 1			
06 Cordaro, Nancy	12	06 M	0 9	9 5	2	2		2		1		X	2	115 000841 2			
07 Dublin, Tim	10	07 C	0 1	9 6	1	1		2		1		X	2	315 043569 2			
08 Frank, Kimberly	12	08 R	0 5	9 5	2	2		2		1		X	2	007 005301 1			
09 Grahams, Carla	10	09 C	0 7	9 5	2	2		2		1		X	2	309 210021 3			
10 Hernandez,Paul	10	10 M	0 9	9 5	1	2		1		3		X	2	128 210001 6			
11 Hoecke, Becky	10	11 R	1 2	9 5	2	2		2		4		X	2	029 073201 2			
12 Jasmer, Daniel	12	12 C	1 0	9 5	1	2		2		2		X	2	302 002407 7			
13 Kruger, Sarah	12	13 M	0 6	9 5	2	2		2		2		X	2	138 000031 9			
14 Lowe, Penny	12	14 R	0 2	9 6	2	2		2		1		X	2	009 076206 0			
15 Lucas, Paul	10	15 C	1 0	9 5	1	2		2		3		X	2	308 076206 5			

"R" Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, home schooled
55 = Ineligible, other
56 = Not in sample

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = ELL - Cannot be assessed
63 = ELL - Required accom. not offered
64 = SD & LEP - Cannot be assessed
65 = SD & ELL - Required accom. not offered
66 = Excluded but assessed

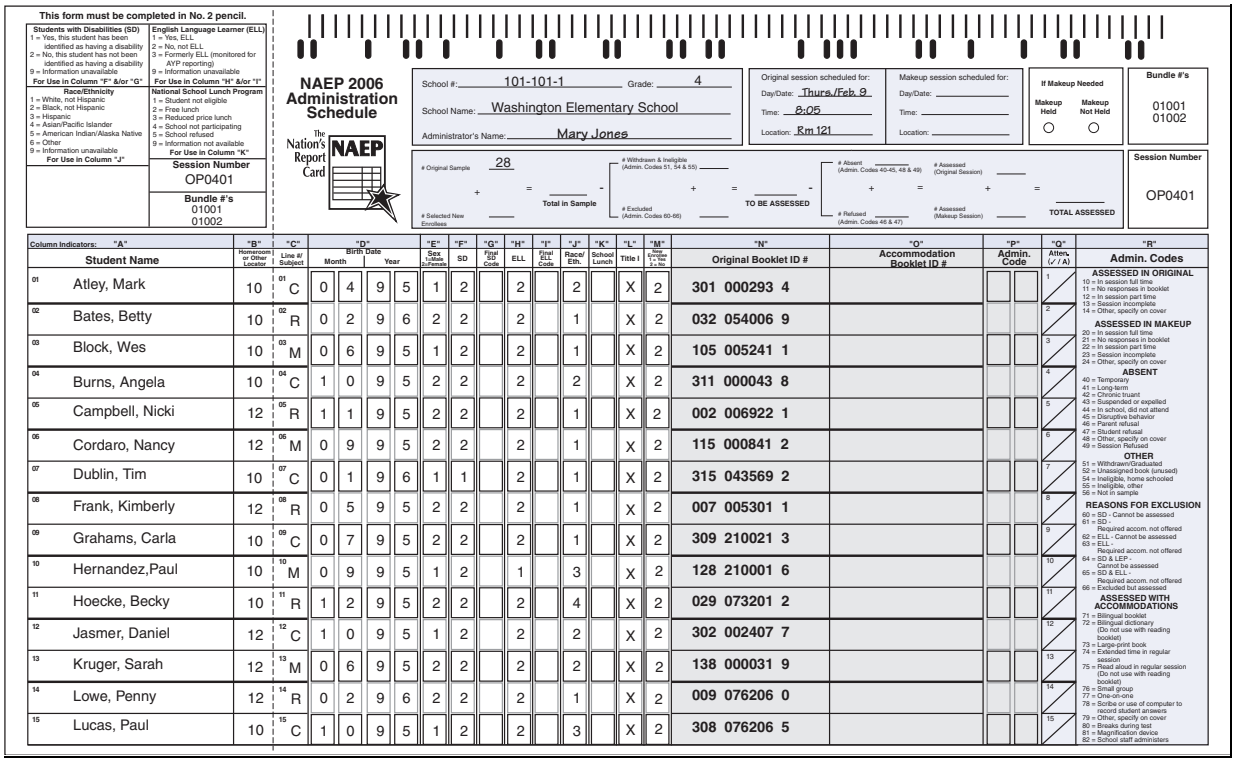
ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet
72 = Bilingual dictionary (Do not use with reading booklet)
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use with reading booklet)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer to record student answers
79 = Other, specify on cover
80 = Breaks during test
81 = Magnification device
82 = School staff administers

In column **N**, labeled **Original Booklet ID #**, assessment booklets have been assigned to each selected student. The number printed in this column opposite each student's name corresponds to the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique original booklet ID #. This number is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed. **All booklets must be accounted for throughout the assessment process.**

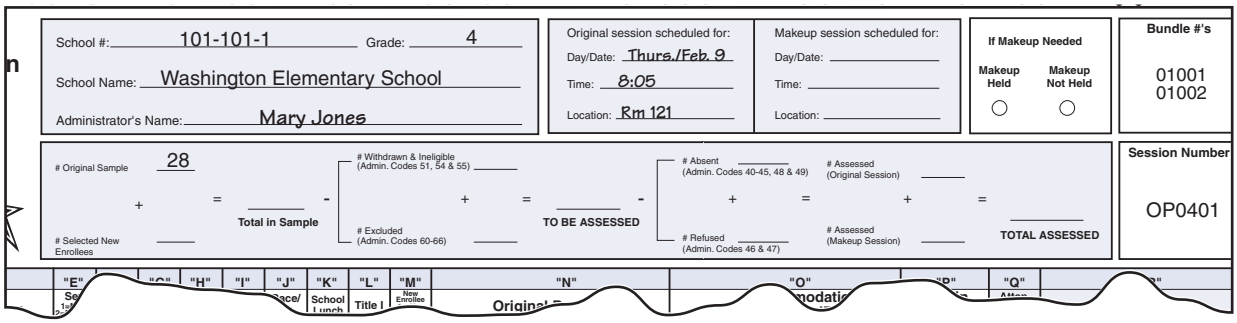
Column **O**, labeled **Accommodation Booklet ID #**, is used when a student identified as SD or ELL must be reassigned a special accommodation booklet (not all accommodated students require a special accommodation booklet).

Column **P**, labeled **Admin. Code**, is used to record each student's participation status. The two-digit Administration Codes used in this column are listed along the right-hand side of the Administration Schedule in column **R**. The Administration Codes are further defined on pages 8.31 - 8.33.

Column **Q**, labeled **Atten.** (for "attendance"), is used to indicate whether a student was present or absent for the assessment.



The summary box (the long rectangular box below the school information boxes) is used to collect summary attendance data from columns **P** and **Q**. The formula in this box calculates the total number of students assessed.


School #: 101-101-1 Grade: 4
School Name: Washington Elementary School
Administrator's Name: Mary Jones
Original session scheduled for: Day/Date: Thurs./Feb. 9 Time: 8:05 Location: Rm 121
Makeup session scheduled for: Day/Date: Time: Location:
If Makeup Needed: Makeup Held / Makeup Not Held
Bundle #'s: 01001 01002
Original Sample 28 + # Selected New Enrollees = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + # Excluded (Admin. Codes 60-66) = TO BE ASSESSED - # Absent (Admin. Codes 40-45, 48 & 49) + # Refused (Admin. Codes 46 & 47) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED
Session Number: OP0401
"E" "H" "I" "J" "K" "L" "M" "N" "O" "P" "Q"
School Lunch Title I New Enrollee

B. The School Staff Questionnaires and Roster of Questionnaires

The Critical Role of the Questionnaires in the NAEP Process

The NAEP questionnaires are the only documents used to collect detailed background information from teachers and principals or other school administrators. The background information is used to produce NAEP subgroup results that help put the selected students' achievement on the NAEP assessment in context. These results address the relationship between student performance on the assessment and various teacher and school factors by providing grade and subject-specific answers to questions of interest to the academic community, like the following:

- How do students in smaller classrooms perform on the assessment as compared to students in larger classrooms?
- Do students taught by a certified teacher tend to perform better on the assessment than students taught by an uncertified teacher?
- Is there a significant difference between the performance of students who have access to computers in their classroom and students who do not have access to computers?

This year there are five types of questionnaires:

- School Questionnaire,
- Teacher Questionnaire,
- Economics Department Chair Questionnaire,
- SD Questionnaire, and
- ELL Questionnaire.

These questionnaires will be used to collect additional information for NAEP. The instructions to the school coordinator for distributing these questionnaires are printed on the right-hand side of the Rosters. School staff may complete the School and Teacher Questionnaires online or by hand. Online questionnaires are located on the MySchool web site at **www.mynaep.com** or at the web site printed on the questionnaire cover. Directions for accessing the web sites are printed on the cover of each questionnaire. **SD and ELL Questionnaires are not available online and therefore must be completed in the hard-copy version.**

The table below shows the different questionnaires that will be administered this year.

Questionnaire type	Grades	Subjects
School Questionnaire	4, 8, 12	N/A
Teacher Questionnaire	4	Civics/U.S. history, mathematics
	8	Civics/U.S. history
	8	Mathematics
	12	Economics
Economics Department Chair Questionnaire	12	Economics
Questionnaire about Students with Disabilities (SD)	4, 8, 12	N/A
Questionnaire about English Language Learners (ELL)	4, 8, 12	N/A

The results produced with the completed questionnaire data can be grouped into three categories: (1) school factors, (2) instructional content and practice, (3) and teacher factors. Below are examples of the results produced with the completed questionnaire data.

Teachers' Training Related to Mathematics Achievement

Eighth-grade students whose teachers majored in mathematics or mathematics education had higher average math scores than eighth-grade students whose teachers did not.

(NAEP 2000 mathematics assessment)

Calculator Use and Student Achievement

Eighth-graders whose teachers reported daily calculator use in class scored higher on the mathematics assessment than their peers whose teachers reported less frequent calculator use.

(NAEP 2000 mathematics assessment)

If the completed questionnaires are not collected and returned to NAEP, NAEP will not be able to produce these types of comprehensive results.

The Critical Role of the Roster of Questionnaires in the NAEP Process
The Roster of the Questionnaires is the document that links the completed NAEP questionnaires to the teachers of sampled students. Therefore, it is important that the Roster is completed correctly to ensure that questionnaires data are linked to the correct teachers and schools. If incorrect information is recorded on the Roster, the final NAEP results will not be accurate.

You will receive one or more Rosters of Questionnaires in each School Folder to keep track of the questionnaires distributed at the school. There are four versions of the Rosters:

- Grade 4 Roster of Questionnaires,
- Grade 8 Roster of Questionnaires,
- Grade 12 Roster of Questionnaires, and
- SD and/or ELL Roster of Questionnaires.

The front of the grade 4, 8, and 12 Rosters contain the tracking information for the School Questionnaire and the Teacher Questionnaires. The grade 12 Roster front also contains the tracking information for the Economics Department Chair Questionnaire. The back of each of these Rosters also contains the tracking information for additional Teacher Questionnaires.

You will use the SD and/or ELL Roster in all schools, regardless of the grade or subject(s) being assessed, that require SD or ELL Questionnaires.

The school coordinator instructions for distributing and collecting the School, Teacher, and SD and/or ELL Questionnaires are printed on the right side of the Roster. The grade 4 operational Roster is on the following page.

Grade 4 Roster of Questionnaires (front and back)

This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2006
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

SCHOOL NAME: _____

CITY/STATE: _____

I. School Questionnaire	I. School Questionnaire	Returned		
Distributed to:	Questionnaire ID # (Barcode ID # on Cover) 996 - ☐☐☐☐☐☐ - ☐	Yes	No	Online
		○	○	○

II. Teacher Questionnaire		II. Teacher Questionnaire		Returned		
Teacher #	Teacher's Name	Teacher #	Teacher Questionnaire ID #	Yes	No	Online
01		01	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
02		02	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
03		03	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
04		04	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
05		05	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
06		06	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
07		07	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
08		08	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
09		09	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
10		10	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
11		11	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
12		12	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
13		13	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
14		14	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you.
2. Distribute the Teacher Questionnaires to all teachers who teach U.S. History/Civics, or mathematics to fourth-grade students. Be sure to point out the date the questionnaires are to be returned to you.
3. As each questionnaire is returned, check for completeness and then fill in the appropriate oval in the "Returned" column on this Roster. If a questionnaire has been completed online, fill in the "Online" oval and discard the questionnaire.
4. Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative on assessment day.

II. Teacher Questionnaire | II. Teacher Questionnaire

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

○ Pearson Use Only

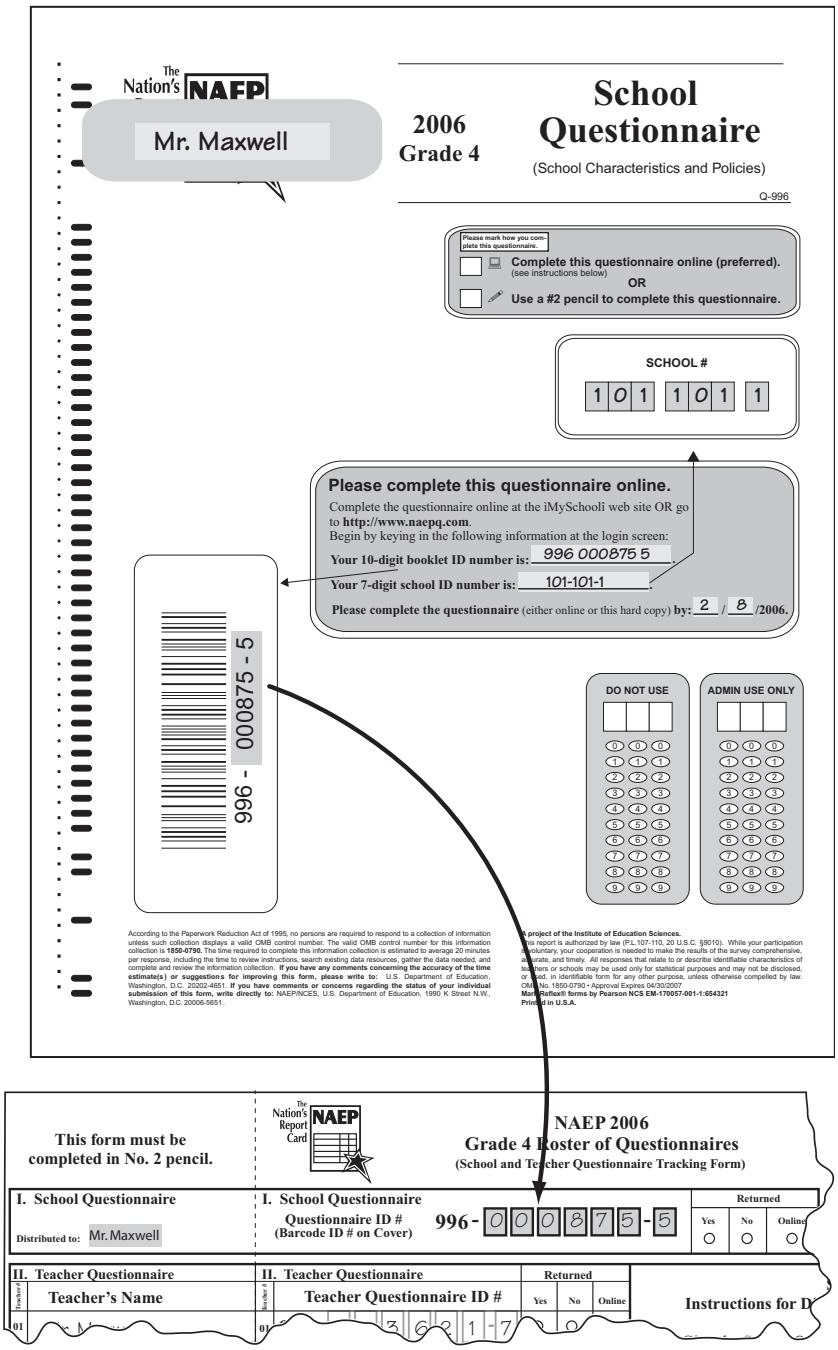
Teacher #	Teacher's Name	Teacher #	Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
15		15	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
16		16	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
17		17	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
18		18	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
19		19	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
20		20	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
21		21	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
22		22	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
23		23	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
24		24	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
25		25	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
26		26	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
27		27	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
28		28	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
29		29	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
30		30	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○
31		31	992- ☐☐☐☐☐☐☐☐ - ☐	○	○	○

Pearson NCS
IM-171531-001:654321
Printed in U.S.A.
Gr 4 Roster

C. The School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal, or his/her designee, should complete this questionnaire.

During the preassessment visit you will write the name of the principal on the Roster in the space for the School Questionnaire. If the school coordinator chooses, he/she can also record the name of the principal on the removable label you affixed to the questionnaire cover, as shown in the example below.



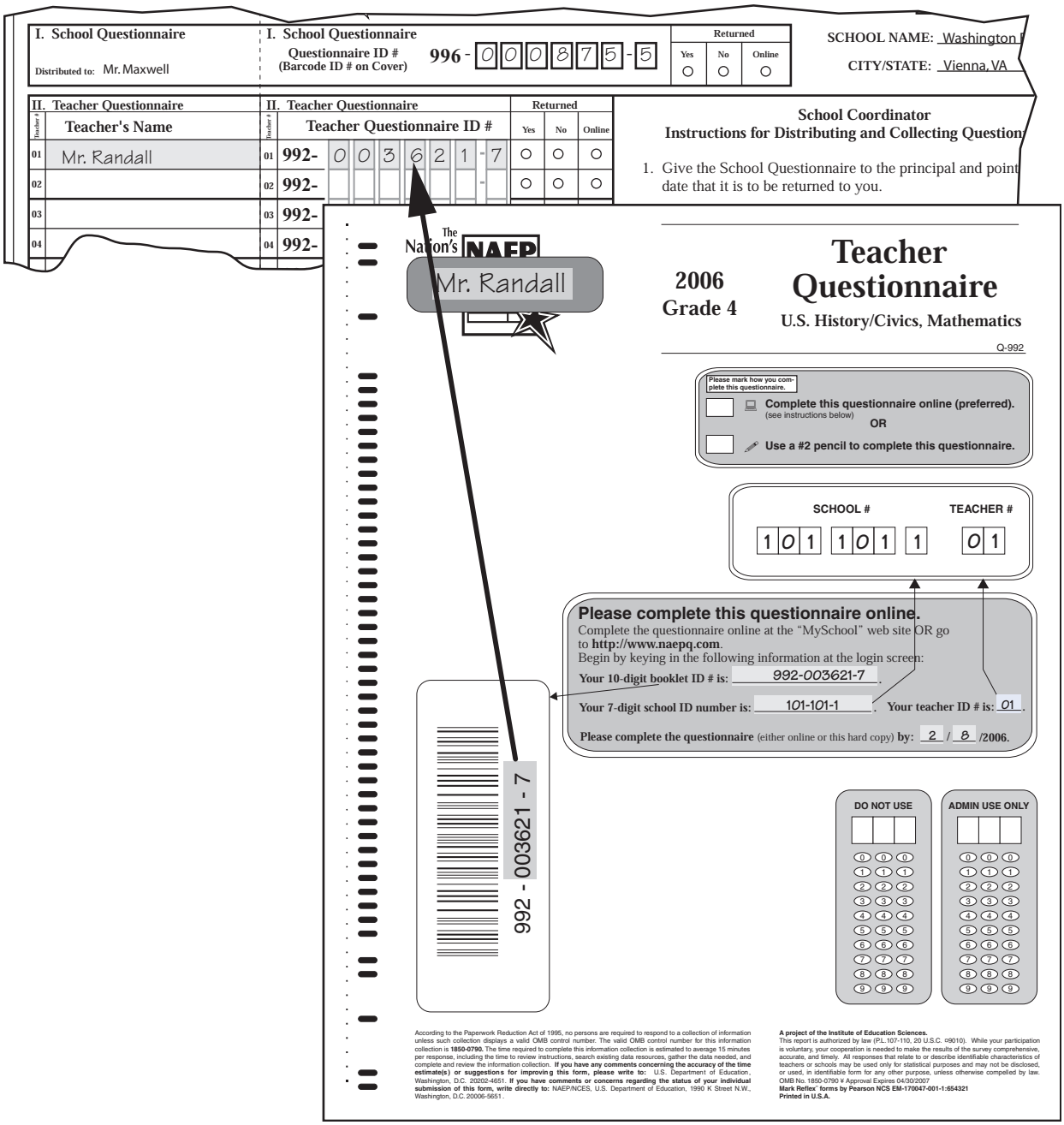
D. The Teacher Questionnaire

The Teacher Questionnaire collects information on a teacher's background characteristics, educational training, and instructional practices. There are various Teacher Questionnaires depending on the grade and session type. All teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire.

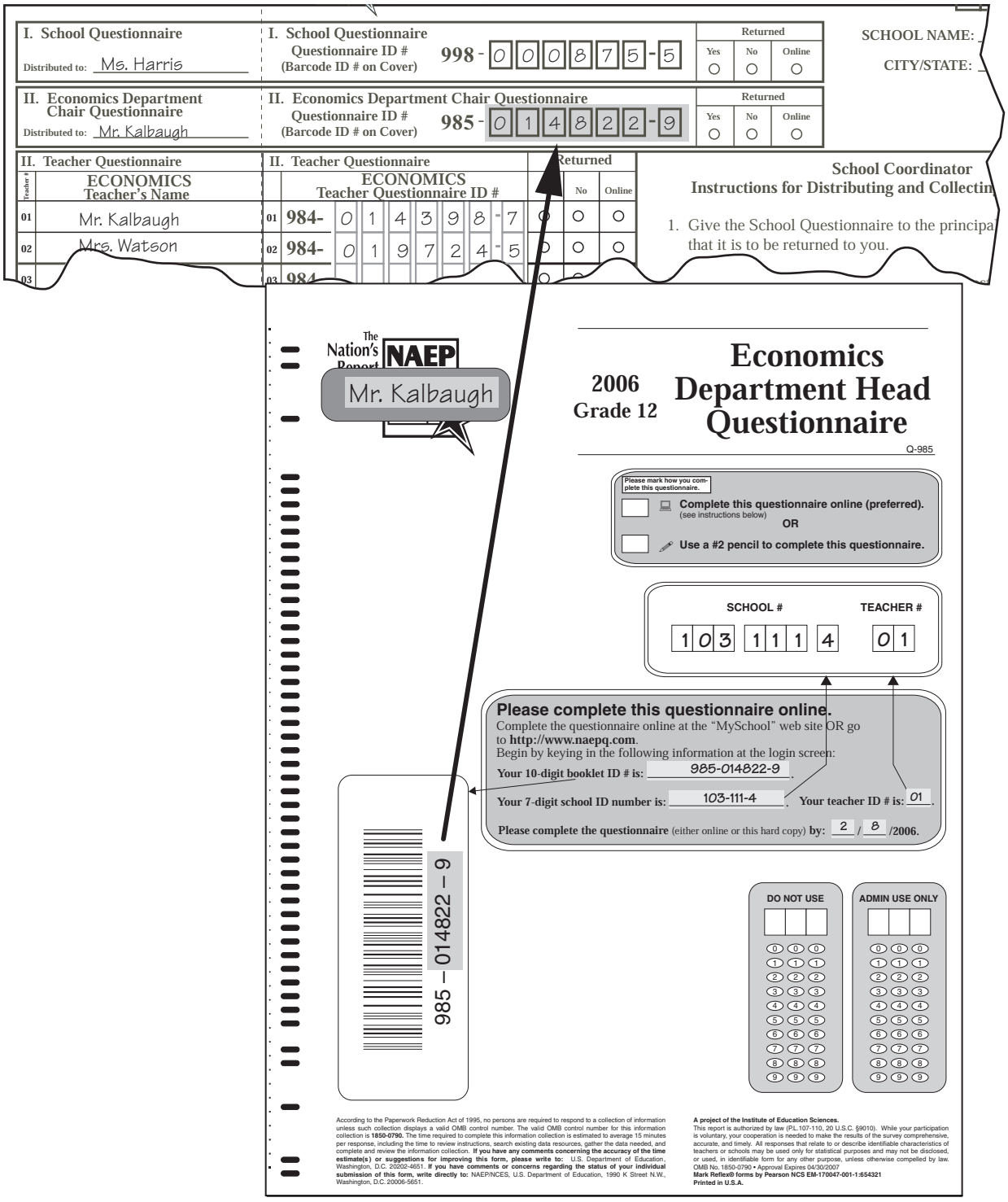
The following table summarizes this year's Teacher Questionnaires:

Grade(s)	Session type	Teacher Questionnaire(s)
4	HI OP	Civics/U.S. history/mathematics (combined)
8	HI	Civics/U.S. history (combined)
8	OP	Mathematics
12	OP	Economics Teacher
		Economics Department Chair (1 per school)

During the preassessment visit, you will write the name of the teacher who will receive the corresponding Teacher Questionnaire in the column labeled **Teacher's Name** on the Roster. If the school coordinator chooses, he/she can use the removable label you affixed to the questionnaire cover to write the name of the teacher who will be given the questionnaire, as shown in the example below.



Similarly, for grade 12, write the name of the teacher who will receive the Economics Department Chair Questionnaire in the space provided on the Grade 12 Roster, as shown in the example below. If the school coordinator chooses he/she can use the removable label you affixed to the questionnaire cover to write the name of the teacher who will be given the Economics Department Chair Questionnaire.



E. The SD and ELL Questionnaires

You will prepare the SD and ELL Questionnaires and the SD/ELL Roster of Questionnaires and include them in the preassessment packet that you send to the school (see Chapter 7).

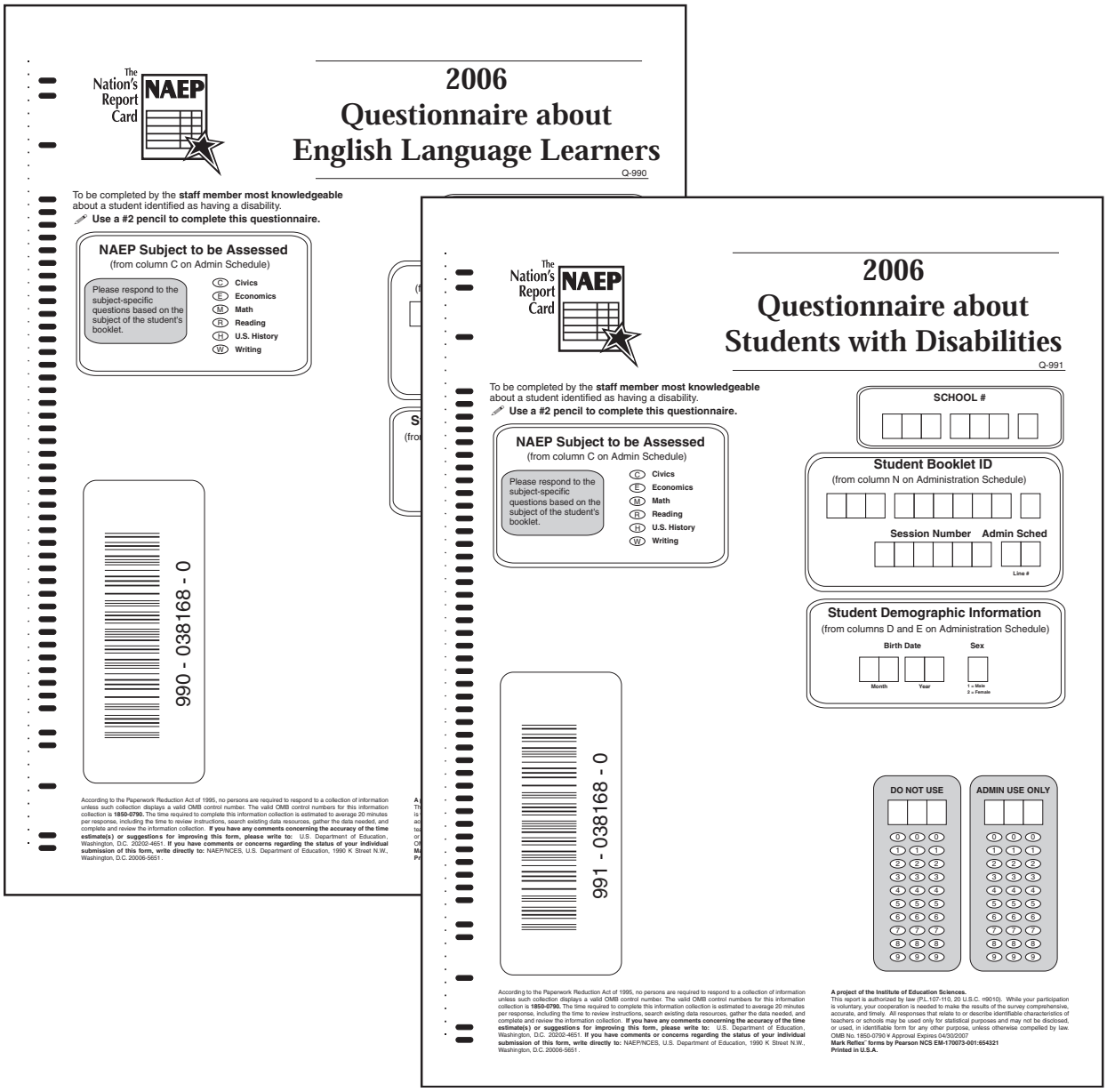
The SD and ELL Questionnaires are used to collect information about students identified as SD and/or ELL. An SD and/or ELL Questionnaire must be completed by the staff member most knowledgeable about that student for every student identified on the Administration Schedule as SD and/or ELL. A questionnaire should be completed for each identified SD and/or ELL student, regardless of whether or not that student will be assessed.

The following are guidelines for distributing SD and ELL Questionnaires:

- SD Questionnaires should be distributed to the staff member(s) most knowledgeable about the students identified as SD only.
- ELL Questionnaires should be distributed to the staff member(s) most knowledgeable about the students identified as ELL only.
- Both, an SD Questionnaire and an ELL Questionnaire should be distributed to the staff member(s) most knowledgeable about the students identified as SD and ELL.

The SD and ELL Questionnaires have been designed to help school staff in making decisions regarding student participation in NAEP. The school coordinator will use the completed SD and/or ELL questionnaires to complete the Accommodations Worksheet (see page 4.43) for the SD and/or ELL students selected for NAEP. During the preassessment visit, you will review the list of SD and/or ELL students with the school coordinator and use the Accommodation Worksheet to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or cannot be assessed at all.

SD and ELL Questionnaire Covers



The Nation's Report Card NAEP

2006
Questionnaire about
English Language Learners
Q-990

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

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

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

- C Civics
- E Economics
- M Math
- R Reading
- H U.S. History
- W Writing

990 - 038168 - 0

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

The Nation's Report Card NAEP

2006
Questionnaire about
Students with Disabilities
Q-991

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

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

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

- C Civics
- E Economics
- M Math
- R Reading
- H U.S. History
- W Writing

SCHOOL #

Student Booklet ID
(from column N on Administration Schedule)

Session Number Admin Sched
Line #

Student Demographic Information
(from columns D and E on Administration Schedule)

Birth Date: Month, Year
Sex: 1 = Male, 2 = Female

991 - 038168 - 0

DO NOT USE

ADMIN USE ONLY

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

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. n9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 ¥ Approval Expires 04/30/2007
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Printed in U.S.A.

F. The New Enrollee Listing Form

School coordinators are sent a New Enrollee Listing Form in their Preassessment Packet. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after a specific date at the beginning of the school year in order for these students to have a chance of selection for the assessment. Students in the selected grade who enrolled after that date or who were inadvertently left off the master list of students should be listed on the New Enrollee Listing Form.

Sampling New Enrollees
If there are students who enrolled after the specified date or students who were inadvertently left off the master list of students, you will need to select a sample of newly enrolled students during the preassessment visit using the Instructions for Sampling New Enrollees. You will include a unique set of Instructions for Sampling New Enrollees in each School Folder. This form (shown on page 4.21) provides the following information:

- the date after which newly enrolled students should be listed. Students in the selected grade who enrolled after that date or who were inadvertently left off the master list should be listed on the New Enrollee Listing Form;
- step-by-step instructions on how to use the New Enrollee Listing Form and the Instructions for Sampling New Enrollees; and
- a set of line numbers used to select the students for the assessment.

To select the sample, number the list of students in the **Line #** column consecutively. After numbering the students, you will select the sample and indicate the assigned session type(s) using the two-letter designators as shown below.

The designators are:

- OP = civics/economics/reading/mathematics/writing (operational, field test, pilot), and
- HI = U.S. history (operational).

The Nation's Report Card

Page _____ of _____

NAEP 2006

NEW ENROLLEE LISTING FORM

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

Sampled grade: 4 . All students in this grade who enroll after October 1, 2005 should be listed below.

QUESTIONS? Call 800-283-6237

See information on the reverse side regarding these student background variables.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	**For Sampling Use Only** Line #	Sampled for Session

Example of Instructions for Sampling New Enrollees

School Name: Washington Elementary 9:42AM

School ID: 101-101-1 11/15/2005

NAEP 2006 INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

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

   If there are no names on the form, ask the school coordinator if any students have enrolled in the selected grade since October 1, 2005

   If there are names on the form, ask if this list includes all of the students who have enrolled in the selected grade since October 1, 2005.

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

2. Compare the list of new enrollees to the original list of students from which the sample was selected. Cross off any duplicate names on the list of new enrollees.

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

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

5. Sampling new enrollees.

   HI session

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

1	4	7	10	13	16	19	22	25	28	31	34	37	40	43
46	49	52	55	58	61	64	67	70	73	76	79	82	85	88

   OP session

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

2	3	5	6	8	9	11	12	14	16	17	18	20	21	23
24	26	27	29	30	32	33	35	36	38	39	41	42	44	45
47	48	50	51	53	54	56	57	50	60	62	63	65	66	68
69	71	72	74	75	77	78	80	81	83	84	86	87	89	90

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

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

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

8. Store this information in the school folder.

Impacts Statistical Validity
The new enrollee sample ensures that all grade-eligible students in the sampled schools have a chance to be selected.

Example of Assigning Line Numbers and Identifying the Selected Students

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

Sampled grade: 4th. All students in this grade who enroll after October 1, 2005 should be listed below.

QUESTIONS? Call 800-283-6237

See information on the reverse side regarding these student background variables.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	For Sampling Use Only: Line #	For Sampling Use Only: Sampled for Session
Shana Donaldson	10	3/96	2	2	2	1	1	1	
Beth Warren	10	12/95	2	2	2	1	1	2	OP
Michael Cree	10	04/95	1	2	2	2	1	3	OP

OP session

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

2	3	5	6	8	9	11	12	14	16	17	18	20	21	23
24	26	27	29	30	32	33	35	36	38	39	41	42	44	45
47	48	50	51	53	54	56	57	50	60	62	63	65	66	68
69	71	72	74	75	77	78	80	81	83	84	86	87	89	90

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

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

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

8. Store this information in the school folder.

G. The Quality Control Booklet

The Quality Control Booklet (QCB) is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet has been developed to ensure that accurate and consistent data are collected for each school.

The Critical Role of the Quality Control Booklet in the NAEP Process
You will use the Quality Control Booklet to record all communication with the school coordinator. You will receive a QCB in the School Folder for each of the schools in your assignment.

The QCB is organized into three parts. Part 1 contains checklists for all the preassessment activities and includes a script for you to follow as you conduct the preassessment visit. Part 2 covers the assessment day activities, including instructions and quality control checklists for evaluating the performance of each AA, and a questionnaire for conducting the School Coordinator Debriefing Interview. Part 3 provides a checklist for conducting the post-assessment activities—activities completed after you leave the school.

H. The Assessment Booklet and Ancillary Materials

The assessment booklet is used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the school ID number. Some booklets will also have space to write a teacher number. Each booklet cover also has a code in the upper-right corner (see examples on pages 4.25 – 4.27). This code is made up of the following three components:

- a letter identifying the subject;
- a three-digit booklet version number; and
- a letter or letters identifying any ancillaries or additional materials the booklet requires. Only certain assessment booklets require the use of ancillary materials. The materials will vary depending on the subject and the grade being assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.

Each booklet will also have an “O” for operational or “P” for pilot (writing only) in the upper-right corner as shown on pages 4.25 - 4.27. You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

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

NAEP 2006
QUALITY CONTROL BOOKLET

School Information:

ID: 101-101-1 REGION: VA2 AREA: 2
ASSESSMENT DATE: 2/9

SCHOOL: WASHINGTON ELEMENTARY SCHOOL
ADDRESS: 3800 WASHINGTON BLVD.
VIENNA, VA 22180

TELEPHONE: (703) 555-2249
PRINCIPAL: MARK MAXWELL
SCHL COOR: CHRIS THOMAS
SCHL COOR PHONE: (703) 555-2348
SESSID: OP0401,OP0402
STUDENT SAMPLING SUMMARY REPORT?: NO

Contact Summary

Visit conducted by:

_____

Date Completed:

_____

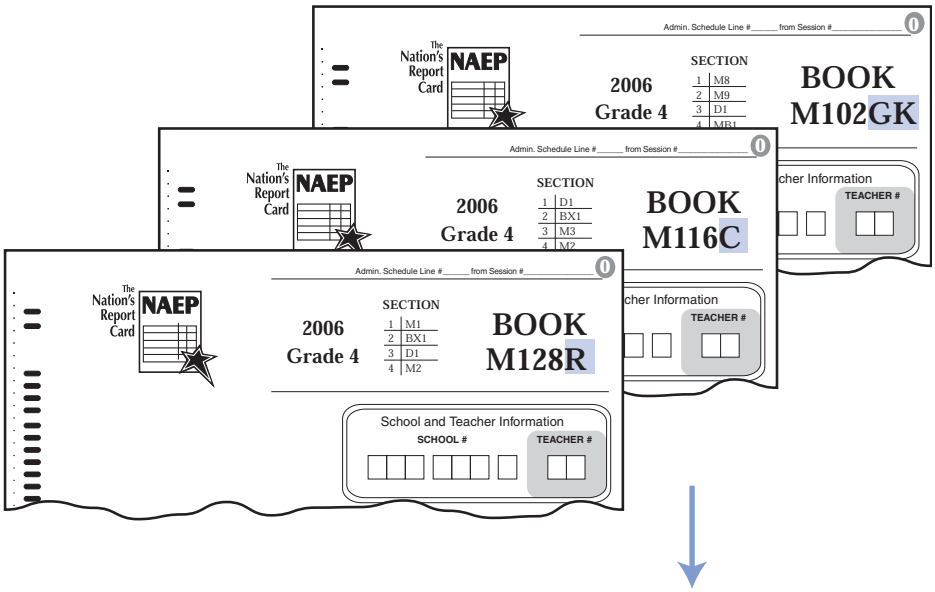
Assigned AAs:

_____
_____
_____
_____
_____
_____

Schedule for Regular Assessment Sessions					
Session #	# of Students	Date	Time	Location	Assigned AA

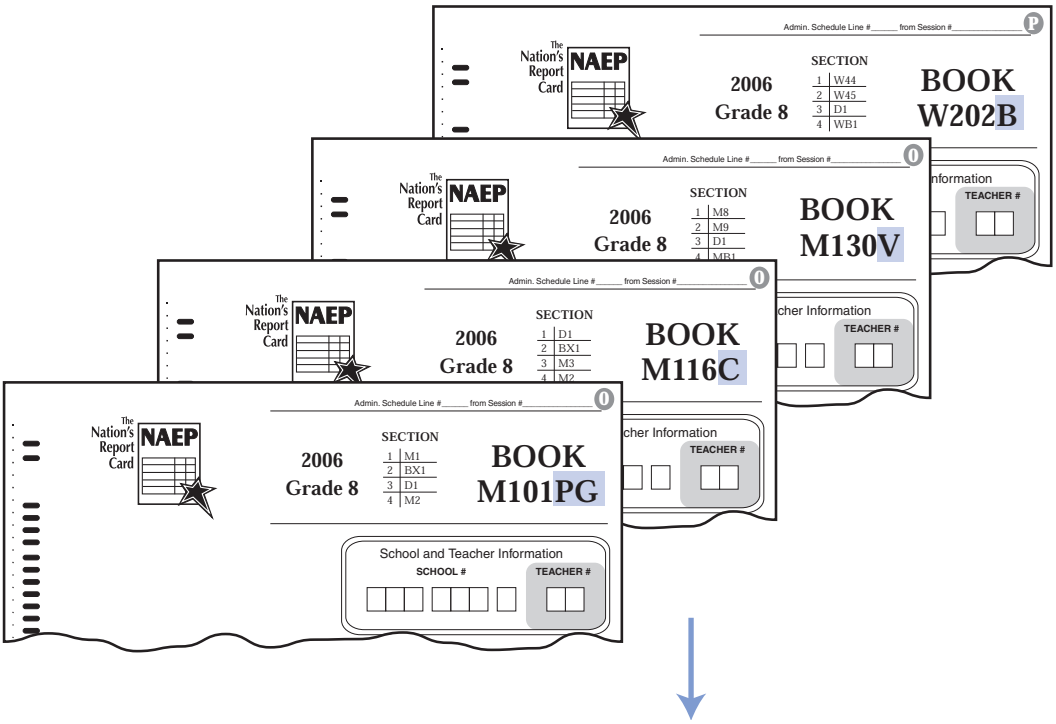
Schedule for Accommodation Sessions					
Session #	# of Students	Date	Time	Location	Assigned AA

Grade 4 Booklet Covers and Ancillary Materials



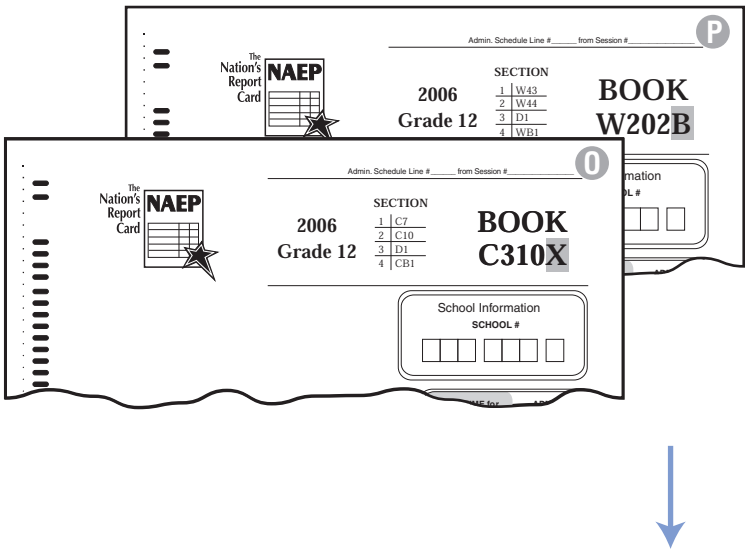
Grade 4	
Subject	**Ancillary Materials**
Mathematics	C = Calculator G = Manipulative Set “G” R = Ruler K = Manipulative Set “K”

Grade 8 Booklet Covers and Ancillary Materials



Grade 8	
Subject	**Ancillary Materials**
Mathematics	C = Calculator G = Manipulative Set “G” P = Protractor/Ruler V = Manipulative Set “V”
Writing	B = Writing Brochure

Grade 12 Booklet Covers and Ancillary Materials



Grade 12	
Subject	**Ancillary Materials**
Civics	X = Ballot
Writing	D = Writing Brochure

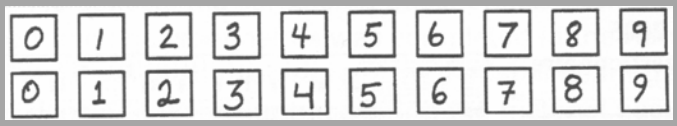
Guidelines for Completing Scannable Documents

When entering pertinent information onto the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

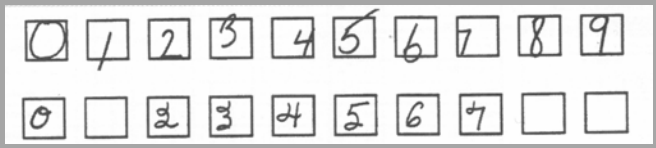
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multiblock columns;
- Erase completely and clearly to correct handwritten entries; and
- To correct computer-printed entries, strike through the error and write the correction in the white space.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents.

The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:



Impacts Statistical Validity
Care must always be taken when entering information on scannable documents. Remember to enter information carefully and check your entries to verify that you have entered the correct information.

I. Student Information Report

The Student Information Report (SIR) is a session-level document that is designed to replicate the Administration Schedule. The SIR contains the sampled student names and all of the demographic information that the Administration Schedule contains. An example of the SIR is shown on the following page.

This year the SIR has two purposes. The first (and original) purpose is as a tool in the SDS for you to use to double check your data entry of the sampled student demographic information for schools were you select the sample. After you enter sampled student demographic information for a school in the SDS, you should print out a copy of the data to double-check the data entry. The Student Information option will give you a printout of all of the student data that has been entered for each session.

For information on viewing and printing the SIR, please refer to the *SDS User's Guide* (Appendix E).

The second (and new for 2006) purpose of the SIR is for you to include in each school's preassessment packet. You will send an SIR for each session to <u>each</u> of your schools, regardless of whether or not you select the student sample. The SIR will be included in the packet in place of the School Copy of the Administration Schedule, which has been sent to the schools in past cycles of NAEP. This year, preassessment packets should be assembled before the Administration Schedules will be available, therefore we are providing the Student Information Report(s) (one per session) to the schools to review prior to and during the preassessment visit. Instructions for reviewing this document with the school coordinator during the preassessment visit are presented in Chapter 7.

For schools that have submitted their student lists via the e-filing system or that you have sampled in the field using the SDS before November 28, you will receive printed SIRs from the Home Office. For schools sampled in the field after November 27, you can print the SIRs from the SDS. Complete SIRs for any school sampled in the field will only be printed if the student demographic data has been entered in the SDS as instructed in Chapter 6.

October 11, 2005

NAEP STUDENT INFORMATION REPORT

Strasburg Franklin Jr High School 9921130 **Session # HI0801**

-C-	-A-	-B-	-D-		-E-	-F-	-H-	-J-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	SD	ELL	RACE/ ETHNICITY	NSLP
1	AUSTIN, TIMOTHY CHARLE	101	7	1992	1	1	2	1	1
2	AYERS, JACOB ANTHONY	101	8	1992	1	2	2	1	1
3	BENSON, HALEY SHERREE	101	11	1992	2	2	2	2	1
4	BOWMAN, MATTHEW DEAN	101	11	1992	1	2	2	1	1
5	BYERLY JR, JERRY WAYNE	202	11	1992	1	2	2	1	1
6	CONLEY JR, ROBERT GLENN	202	3	1992	1	2	2	1	1
7	CRANFORD, AMANDA DAWN	202	9	1992	2	2	2	1	1
8	DAVIS, ELIZABETH LOUI	Smith	3	1992	2	1	1	1	1
9	DWIGGINS, JONATHAN FRANK	Smith	7	1992	1	1	1	1	1
10	FOOTE, CHRISTOPHER JA	103	10	1992	1	2	2	2	1
11	GARCIA, JUAN GENOVEVO	103	5	1992	1	2	2	3	1
12	GRANT, BIANCA NICOLE	203	11	1992	2	2	2	2	1
13	HAUSER, PAUL MATTHEW	203	6	1992	1	2	2	1	1
14	HILTON, JON RUSSELL	203	5	1992	1	2	2	1	1
15	HURSEY, PHILLIP SEAN	203	7	1992	1	2	2	1	4
16	JOHNSON, JULIAN MILLARD	104	6	1992	1	9	9	2	9
17	KELLEY, RICHARD STEPHE	104	1	1992	1	2	2	1	1
18	LEWALLEN, JEFFREY LEN	104	5	1992	1	2	2	1	1
19	MARRS, BAILEY ELIZABE	104	8	1992	2	2	2	1	1
20	MCDANIEL, JOHN EDWARD	104	4	1992	1	1	2	1	1
21	MOCK, MELVIN CHRISTO	205	3	1992	1	2	2	2	1
22	ONEAL, MICHAEL BRYCE	205	5	1992	1	2	2	1	9
23	PEEBLES, ELISHA YVONNE	205	2	1992	2	1	2	2	1
24	RESSA, ADAM CHRISTOPH	110	4	1992	1	2	2	1	1
25	ROSEBORO, KEBRIA LA'FAYE	110	11	1992	2	2	2	2	1
26	SHORT, BRANDY RENEE	110	4	1992	2	2	2	1	1
27	SMITH, JENNA NICOLE	210	6	1992	2	2	2	1	1
28	STUTTS, KACEY MARIE	Smith	8	1992	2	1	2	1	1
29	TILLEY, MATTHEW FRANKL	111	12	1992	1	2	2	1	1
30	VOGLER, BENJAMIN JOSIA	222	10	1992	1	2	2	1	1
31	WHEELER, ZACHARY WHITLO	222	4	1992	1	2	2	1	4

STUDENT DEMOGRAPHIC CODES

Sex: 1=Male; 2=Female

SD: 1=Yes; 2=No; 9 Information unavailable

ELL: 1=Yes; 2=No; 3=Formerly ELL
9=Information unavailable

Race/Ethnicity
1=White, not Hispanic
2=Black, not Hispanic
3=Hispanic
4=Asian/Pacific Islander
5=American Indian/Alaskian Native
6=Other
7=School does not collect this information
9=Information unavailable

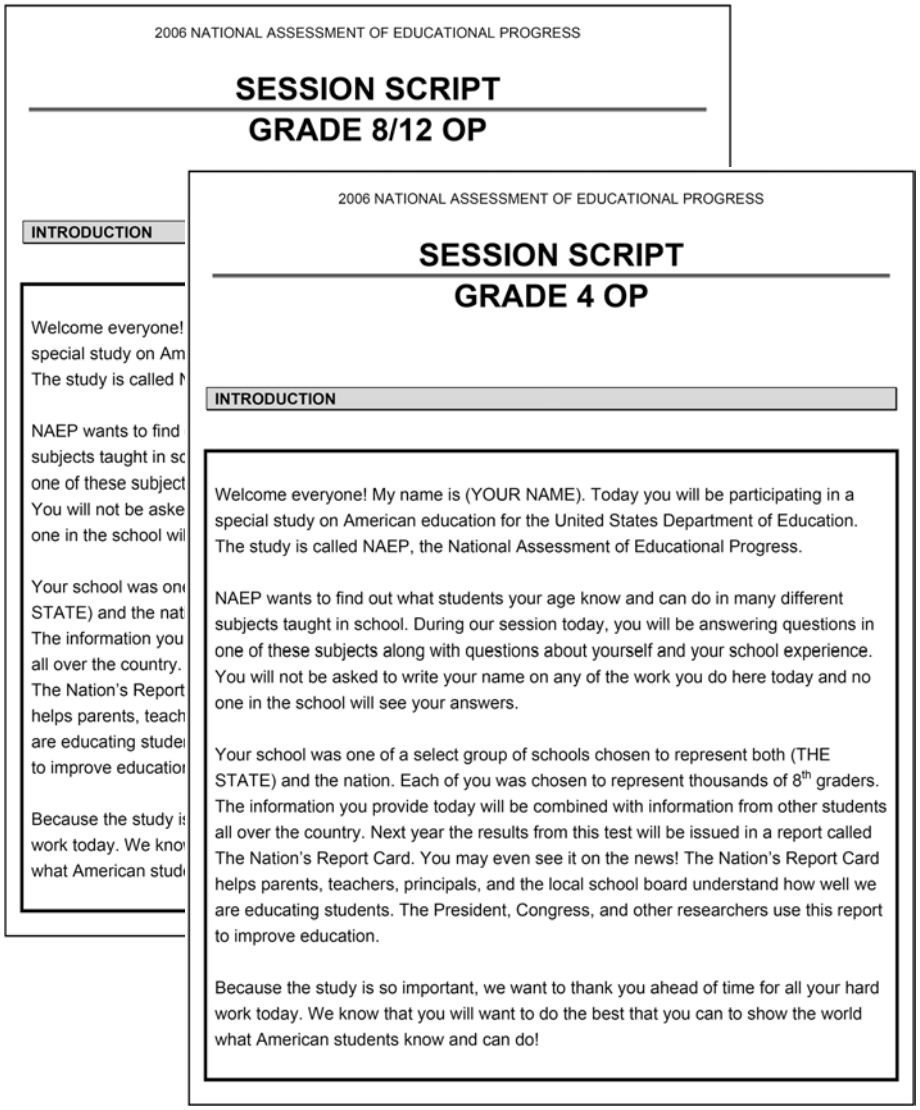
National School Lunch Program (NSLP)
1=Student not eligible
2=Free lunch
3=Reduced price lunch
4=School not participating
5=School refused
9=Information unavaillable

J. The Session Scripts

Session scripts are used to administer the assessment. This year, there are four different scripts for regular assessment sessions as indicated below.

- Grade 4 OP Session Script
- Grade 4 HI Session Script
- Grade 8/12 OP Session Script
- Grade 8/12 HI Session Script

There are differences from script to script in wording, in procedures, and in the materials required. The procedure for using the session script to conduct regular sessions is presented in Chapter 4 of the AA manual.



2006 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT

GRADE 8/12 OP

INTRODUCTION

Welcome everyone!
special study on Am
The study is called N

NAEP wants to find
subjects taught in sc
one of these subject
You will not be aske
one in the school wil

Your school was one
STATE) and the nat
The information you
all over the country.
The Nation's Report
helps parents, teach
are educating stude
to improve educatio

Because the study is
work today. We know
what American stud

2006 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT

GRADE 4 OP

INTRODUCTION

Welcome everyone! My name is (YOUR NAME). Today you will be participating in a special study on American education for the United States Department of Education. The study is called NAEP, the National Assessment of Educational Progress.

NAEP wants to find out what students your age know and can do in many different subjects taught in school. During our session today, you will be answering questions in one of these subjects along with questions about yourself and your school experience. You will not be asked to write your name on any of the work you do here today and no one in the school will see your answers.

Your school was one of a select group of schools chosen to represent both (THE STATE) and the nation. Each of you was chosen to represent thousands of 8th graders. The information you provide today will be combined with information from other students all over the country. Next year the results from this test will be issued in a report called The Nation's Report Card. You may even see it on the news! The Nation's Report Card helps parents, teachers, principals, and the local school board understand how well we are educating students. The President, Congress, and other researchers use this report to improve education.

Because the study is so important, we want to thank you ahead of time for all your hard work today. We know that you will want to do the best that you can to show the world what American students know and can do!

Accommodation Scripts
Accommodation scripts should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. Each accommodation script is listed below.

- Grade 4 OP Accommodation Session Script
- Grade 4 HI Accommodation Session Script
- Grade 8/12 OP Accommodation Session Script
- Grade 8/12 HI Accommodation Session Script

The procedure for conducting separate accommodation sessions is provided in Chapter 4 of the AA manual.

General Background Question-by-Question Specifications
Question-by-Question Specifications for the general student background sections of the assessment are provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the background sections. Guidelines for using the Question-by-Question Specifications are provided in Chapter 4 of the AA manual.

Subject-Area Background Question-by-Question Specifications
Question-by-Question Specifications for the subject-area background sections of the assessment are provided in the back of each OP and HI session script. AAs must refer to them when helping students understand the intent of a question in the reading, mathematics, civics, U.S. history, writing, or economics subject-area background sections. Guidelines for using the Question-by-Question Specifications are provided in Chapter 4 of the AA manual.

K. Instructions to School Staff

NAEP encourages the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. NAEP has developed a Teacher Observer Letter that provides instructions to school staff observers on their role during the assessment. NAEP also has an Accommodation Teacher Letter that school staff who administer accommodation sessions to students need to sign. The letters are shown on the following pages.

Since the staff members observing or administering the assessment sessions have access to the assessment booklets and data, the Teacher Observer Letter and the Accommodation Teacher Letter also have a nondisclosure statement for school staff to sign. You will provide these letters to school staff observers and will collect the signed letters just prior to the assessment.

TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

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

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

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

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

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

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

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

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

(Signature) _____
(Job Title) _____
(Date) _____

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

ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

By conducting or assisting with the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school.

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

If conducting an accommodation session, you may:

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

You may not:

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

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –
(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others including secure assessment booklets or items, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

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

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

(Signature) _____
(Job Title) _____
(Date) _____

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

L. The Session Debriefing Form

The Session Debriefing Form has been developed to gather information about the assessments. By accurately completing this two-page form, AAs will provide NAEP with documentation that the session was completed and a record of any problems that may have been encountered regarding the session. If problems arose during the session, AAs must use this form to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form, shown on pages 4.36 and 4.37, must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form and located in the AA manual.

M. State Information Form

Your field manager has developed a State Information Form for the state in which you work. The purpose of the form, shown on pages 4.38 – 4.39, is to inform you about specific state issues or requirements that you need to know in order to properly conduct assessments, collect questionnaires, and otherwise deal with schools. It will include agreements or requirements that the states expect NAEP to observe when in schools. It will also include information about which parent letter is used (state provided or NAEP-provided), the demographic variables used during E-Filing; for example, the "information unavailable at this time" (which will require you to collect the missing data at the preassessment or assessment visit), or the "formerly ELL" code (only used in specific states), as well as information about specific accommodations that are or are not permitted by the states.

Your field manager will review this form with you at training and will also keep you up to date on any changes to the information during the assessment period.

N. Student Sampling Summary Report

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

For all schools that submitted an E-File, we have developed a Student Sampling Summary Report, shown on page 4.40, which summarizes the online data checks that each school received. This report should be included in the School Folder and you should review it with the school coordinator. In some cases, you will not need to address the issues with the school coordinator, while in other cases, you should review the issues and attempt to resolve them with the school coordinator. Depending on the issue, you should review the proper course of action with your FM. Appendix D contains a summary of the error messages that will be printed on the Student Sampling Summary Report.

SESSION DEBRIEFING FORM

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

Assessment Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ Supervisor: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____ (e.g. OP0401, HI0801)
This session was: ❑ Regular Session ❑ Accommodation Session
❑ Makeup Regular Session ❑ Makeup Accommodation Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	DETAILS
Were there any problems setting up for this session?			
Were there any problems getting students to this session?			
Were there any problems with the session timing?			
Were there any problems with the session materials (including the distribution and use of ancillary items)?			
Were there any student refusals?			
Were there any students who left the session?			
Were students cooperative and orderly during assessment?			
Were there any problems with accommodations given in this session?			
Were there any students still working when the timer rang?			
Were there any problems with the location?			
Were there any interruptions?			
Other, specify			

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	
School Staff	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	
Other Observers	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	

Overall, how well did this session go?

- ☐ Very well
- ☐ Satisfactory
- ☐ Unsatisfactory

If "Unsatisfactory," record comment:

_____
_____
_____
_____
_____
_____
_____

Record any UNUSUAL circumstances in this session not previously mentioned:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question

RETURN THIS COMPLETED FORM TO YOUR SUPERVISOR.

NAEP 2006
State Information Form

State: _____

NAEP State Coordinator (NSC) _____

_____ Check if this is a New Coordinator

This form contains state-specific details for NAEP 2006.

1. What type of parent letter was used to notify parents?

_____ State version
_____ NAEP version
_____ Other (specify) _____

2. Does this state use Formerly ELL for Title I AYP Reporting:

_____ Yes
_____ No **(If no, this code cannot be used on the Administration Schedules)**

3. Did this state submit a state-wide e-file for sampling?

_____ Yes
_____ No (Skip to Q4)

3a. Did the state use the "Information Unavailable at this time" code for any demographic variables? **(If Yes, we'll need to collect this information either from the state or district offices or the individual schools)**

_____ Yes Which ones:_____
_____
_____
_____
_____ No

4. Did the state send Sample Questions (formerly Demonstration) booklets to all the schools? **(If Yes, do not provide them to schools during the preassessment visit)**

_____ Yes
_____ No

5. Did the state send frameworks to all the schools? **(If Yes, do not provide them to schools during the preassessment visit)**

_____ Yes
_____ No

6a. Which of the following accommodations permitted by NAEP does the state not allow on its state tests (check all that apply)?

_____ Bilingual booklets for subjects other than reading
_____ Other (specify)_____

6b. Which of the following accommodations not permitted by NAEP does the state allow on its state tests (check all that apply)?

_____ Reading of passages and/or questions in reading assessment in grade(s):_____
_____ Taking the assessment over several days in grade(s):_____
_____ Using a calculator for all portions of the mathematics assessment in grade(s):_____
_____ Other (specify)_____ in grade(s):_____
_____ Other (specify)_____ in grade(s):_____
_____ Other (specify)_____ in grade(s):_____

7. Is this state refusing to participate in any of the following parts of NAEP (check all that apply)?

_____ Reading Grade:_____
_____ Mathematics Grade:_____
_____ Civics Grade:_____
_____ U.S History Grade:_____
_____ Grade 12: Subjects:_____
_____ Other (specify)_____

8. Which of the following will the NSC be attending? Please check all that apply.

_____ AA trainings: One _____ Some _____ All_____
_____ Preassessment Visits: One _____ Some _____ All_____
_____ Assessments: One _____ Some _____ All_____

9. Has the state been approved by NCES to modify the 2006 NAEP testing window (1/30/06-3/10/06). If so, please

_____ Yes What are the revised testing dates? _____
_____ No

10. Use the rest of the form to describe any special state-specific requirements that field staff need to know to conduct assessments in schools.

NAEP 2006
Student Sampling Summary Report

Territory: _____ Region: _____ Area: _____ Type of E-File: _____

School ID#: _____ School Name: _____

Grade(s) Sampled: _____ # of Sessions: _____

# of Students in Grade _____ # of Students Sampled: _____

Summary of E-filing

Date School E-filed: _____ E-filer Name: _____

	Corrected on Admin Schedule	Verified as Correct
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒
Date: _____ Error Text	❒	❒

O. SD/ELL Summary Form

We are interested in gathering information about inclusions of SD and/or ELL students during the field period, so we are asking that you complete the SD/ELL Summary Form, shown below, and enter the results in the SCS. The form asks you to record the Administration Codes for all SD and/or ELL students for each NAEP ID, and using the completed form, enter the information in the SCS (see the *SCS User's Guide* for more information on how to make this entry).

NAEP 2006
SD/ELL Summary Form

Review all the Administration Schedules in each School Folder. Using the SD columns (F and G) and the ELL columns (H and I) from all the Administration Schedules for this school please complete the form below and enter the results in the SCS.

School Name: _____NAEP ID: _____

	Assessment Codes	SD Only	ELL Only	SD and ELL
1.	**Total #**			
2.	**# Assessed** Codes 10-14, 20-24			
3.	**# Assessed with Accommodations** Codes 70-82			
4.	**# Absent** Codes 40-49			
5.	**# Other** Codes 51-56			
6.	**# Excluded** Codes 60-66			

Definitions	**SD Column F or G =**		**ELL Column H or I =**
SD Only =	1	**and**	2,3,9
ELL Only =	2,9	**and**	1
SD and ELL =	1	**and**	1

2. Understanding NAEP Accommodations

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or students identified as English language learners. The accommodations each student receives must be specified in his/her Individualized Education Program (IEP) and routinely used in testing the student. Decisions about inclusion and accommodations should be made by knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. These accommodations include, but are not limited to the following: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require certain types of accommodations may need to use a separate accommodation booklet. Brief descriptions of the accommodations most frequently provided by NAEP are given on pages 4.42 - 4.47. You will review the list of SD and/or ELL students with the school coordinator during the preassessment visit to determine which students require an accommodation.

School coordinators will also receive an Accommodations Worksheet, shown on the following page, that they will use to keep track of the decisions regarding accommodations.

A. Accommodations Most Frequently Provided by NAEP

The following are brief descriptions of the accommodations most frequently provided by NAEP and the Administration Codes used to report the accommodations on the Administration Schedule and assessment booklets.

Bilingual booklet (Admin. Code 71): NAEP has special Spanish/English bilingual mathematics booklets available for ELL students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual booklets will need additional time and should be administered the assessment in separate sessions. During the preassessment visit, you should arrange to have someone at the school who is proficient in Spanish read the Spanish script unless you have a bilingual team member. This script will be packaged with the bilingual booklet. You will need to request bilingual booklets from Pearson on an as-needed basis immediately following the preassessment visit. You must account for all bilingual booklets that you request from Pearson.

NAEP Accommodations Worksheet

Below is a list of students selected to participate in NAEP who have been identified as students with disabilities (SD) and/or as English Language Learners (ELL). After the school staff member completes the Questionnaire(s) about Students with Disabilities and/or English Language Learners and provides you with information on the student's participation in NAEP, use this worksheet to record the decisions regarding accommodations. The NAEP representative will ask for this completed worksheet during the preassessment visit.

School Name _____ School ID # _____

Student Name	Session# Line#	Subject C=Civics E=Economics M=Mathematics R=Reading H=U.S. History W=Writing	SD/ ELL	**Include Without Accommodations**	Extended Time	Read Aloud in Regular Session *(Not allowed for reading)*	Small Group (without Read Aloud)	Small Group (with Read Aloud) *(Not allowed for reading)*	One-on-one	Bilingual Booklet *(Mathematics only)*	Bilingual Dictionary *(Not allowed for reading or writing)*	Large-print Booklet	Scribe or Use of Computer to Record Student Answers *(Not allowed for writing)*	Breaks During Test	Magnification Device	School Staff Administers	Other	**Exclude**

The bilingual booklet accommodation is only available to ELL students who are being assessed with a mathematics booklet. Therefore, if an ELL student requires a bilingual booklet as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (mathematics) next to his/her name. Then, you will need to check the student's original booklet to be sure that the student has been assigned a mathematics booklet. If the student does not have a mathematics booklet and cannot demonstrate his/her knowledge of math without this accommodation, then he/she must be coded with a **63 (ELL - Required accommodation not offered)** or a **65 (SD and ELL - Required accommodation not offered)**. **Bilingual mathematics booklets must be requested from Pearson on an as-needed basis.**

Bilingual dictionary (Admin. Code 72): An ELL student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.) The bilingual dictionary may be in any language needed by the student. The bilingual dictionary should only contain the English translation of the word. It cannot provide definitions. The school coordinator should enter a note on the Student Appreciation Certificate to remind the student to bring the bilingual dictionary to the session. **The bilingual dictionary accommodation is not available to students being assessed in reading or writing.** Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) or **W** (writing) next to his/her name. If the student has an **R** or a **W** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (ELL - Required accommodation not offered)** or a **65 (SD and ELL - Required accommodation not offered)***.*

Large-print booklet (Admin. Code 73): **For operational and field test subjects (civics, U.S. history, mathematics, reading, and economics), NAEP has special large-print booklets available for each grade and subject for students whose IEP requires testing with large-print materials or magnifying devices.** You will need to request large-print booklets from Pearson on an as-needed basis immediately following the preassessment visit. For each large-print booklet requested, Pearson will package the large-print booklet together with the same booklet in regular size print in a plastic bag. You will need to send back **both** booklets in the plastic bag in the Session Box after the assessment has been completed. **For writing, which is a pilot test subject, you will need to enlarge the student's booklet using the school's equipment. The original and large-print booklet should both be sent back to Pearson together.**

Extended time in regular session (Admin. Code 74): Some students may not react well under pressure in timed scenarios or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others, but will be told that he/she may go back and continue working on the cognitive sections only following the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for the cognitive sections of the booklet. The AA will need to keep track of the time used by the student and enter the total amount of time used for the cognitive sections on the student's booklet cover.

Read aloud (of questions and answer categories in all booklets except reading booklets). The read-aloud accommodation can be administered in three different ways, depending on the student's IEP requirements.

- **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular session, but will be instructed ahead of time by the AA to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read-aloud accommodation in a regular session will use his/her originally assigned booklet.
- **Small group** (Admin. Code 76) – Other students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by the AA reading aloud.

  In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has separate read-aloud/small group booklets to use in small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the read-aloud accommodation, use the student's originally assigned booklet. When there is more than one student requiring small group/read aloud of a given subject, you must look to see if any of the students have an original booklet version number that matches the read-aloud booklet versions in your bulk supplies and assign that version from your bulk supplies to all the students in the small group. If none of the originally assigned booklets version numbers match the read-aloud booklets in your bulk supplies, you should assign the next version number from your bulk supplies.

  A student must receive a read-aloud booklet for the same subject as the original booklet assigned to him/her.

  You will receive bundles of read-aloud/small group booklets for civics, U.S. history, and mathematics for grades 4 and 8, and writing for grade 8 only in your bulk supplies from Pearson. If grade 12 booklets or additional booklets for grades 4 or 8 are needed, call Pearson to request them. In most cases, a small group should not be larger than five students.
- **One-on-one** (Admin. Code 77) – In other cases, a student who requires the read-aloud accommodation will need to be assessed in a one-on-one setting, as specified in his/her IEP. In such a case, use the student's originally assigned booklet.

If a student selected for any subject except reading requires the read-aloud accommodation (for questions and answer categories), you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: 75 (read aloud in regular session), 76 (small group), or 77 (one-on-one). When you assign 76 (small group) or 77 (one-on-one) as the primary administration code, and read aloud was also required, you will record that the student received read aloud as a secondary accommodation on the student's booklet cover (see page 4.48 and 8.35 for more information on multiple accommodations and coding accommodations on the booklet cover).

The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets. Therefore, if a student requires read aloud as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) next to his/her name. If the student has an **R** and cannot demonstrate his/her knowledge of reading without this accommodation, then he/she must be coded with one of the following codes:

- 61 (SD – Required accommodation not offered),
- 63 (ELL – Required accommodation not offered), or
- 65 (SD and ELL – Required accommodation not offered).

Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. This is allowed with all students being assessed in all NAEP subjects.

Small group (Admin. Code 76): A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who also require the read-aloud accommodation in a separate session (as described on page 4.45). A small group session should not be larger than five students. If there are more than five students who need to be assessed in a small group, you will need to divide the students into separate sessions.

One-on-one (Admin. Code 77): Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them in non-reading subjects. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. **Remember that in reading sessions, the questions and passages cannot be read to the student.**

Scribe or use of computer to record student answers (Admin. Code 78): If a student's IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. The student will use the computer to record his/her answers. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers. The booklet ID number should be written on all pages created on the computer to ensure proper linking.

The scribe or use of computer to record student answers accommodation is not available to students being assessed in writing. Therefore, if a student requires this accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have a **W** (writing) next to his/her name. If the student has a **W** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **61 (SD – Required accommodation not offered),** a **63 (ELL - Required accommodation not offered),** or a **65 (SD and ELL - Required accommodation not offered)**.

Other, specify on cover (Admin. Code 79): Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone. These types of accommodations are also allowed by NAEP as long as the school can provide the required equipment and/or personnel. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

Breaks during test (Admin. Code 80): A student is allowed to take the assessment in more than one sitting over a single day, as required by his/her IEP. However, students usually require this accommodation for state assessments that take several hours. Because NAEP takes only 90 minutes of student time, this accommodation will be required infrequently for NAEP.

Magnification device (Admin. Code 81): If a student's IEP requires the use of a magnification device, it will be allowed for the NAEP assessment. The student will need to use a magnification device provided by the school.

School staff administers (Admin. Code 82): A school staff member administers the session after signing the Accommodation Teacher Letter. Always use code 82 as a secondary accommodation code unless it is the only accommodation required by the student.

NOTE: Unless a scribe or use of computer is required, recording answers directly in the test booklet is expected of all assessment participants and is not considered an accommodation for NAEP. If this is a required accommodation in a particular student's IEP, then he/she should remain in the regular session as long as no other accommodation is required for the student.

B. NAEP Administration Codes for SD and/or ELL Students Who Require Multiple Accommodations

Students who are provided testing accommodations sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require read aloud, extended time, or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only the primary Administration Code will be recorded for the student on the Administration Schedule even though he/she may be receiving several accommodations. However, both the primary and additional accommodations will be recorded in the multiple accommodations box on the student booklet cover (as described on page 8.35).

Accommodations Most Frequently Provided by NAEP		
Admin. Code	**Primary accommodation**	**Acceptable secondary accommodations**
71	Bilingual booklet (mathematics only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (not allowed with reading or writing booklet)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (not allowed with reading booklet)	
76	Small group	Extended time; read aloud (not allowed with reading booklet)
77	One-on-one	Extended time; help recording answers; read aloud (not allowed with reading booklet)
78	Scribe or use of computer to record student answers (not allowed with writing booklet)	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	
80	Breaks during test	Extended time
81	Magnification device	Extended time
82	School staff administers	

For more information on accommodations, refer to the *Inclusion* magazine.

C. NAEP Administration Codes for SD and/or ELL Students Who Cannot Be Assessed

SD and/or ELL students who cannot be assessed, as determined by the school coordinator or school staff most knowledgeable about the students, should be coded with one of the following **REASONS FOR EXCLUSION** Administration Codes on both the Administration Schedule and on the cover of the student's assigned booklet:

- 60 = SD – Cannot be assessed,
- 61 = SD – Required accommodation not offered,
- 62 = ELL – Cannot be assessed,
- 63 = ELL – Required accommodation not offered,
- 64 = SD and ELL – Cannot be assessed,
- 65 = SD and ELL – Required accommodation not offered, and
- 66 = Excluded, but assessed.

Codes 60, 62, and 64 apply to students whose IEP states they cannot be tested or whose cognitive functioning is so limited that they cannot be tested even with an accommodation. Codes 61, 63, and 65 apply to students requiring an accommodation that NAEP does not offer or allow. Code 66 should be used for students that the school deemed should be excluded from the assessment, but the school requested they participate anyway. Some of the accommodations that NAEP does not allow or offer include translation of test into native language, tape recorders, and spelling and grammar checking software and devices.

Chapter 4 Summary

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

- identify the NAEP materials and documentation that will be used throughout the NAEP assessment process and describe the purpose for the materials and documentation, and
- describe the accommodations offered by NAEP to students classified as SD and/or ELL.

5 Hiring and Training Assessment Administrators

Through the years NAEP has relied on an experienced, well-managed, and well-trained field staff. This chapter provides the overall guidelines and procedures for recruiting the field staff for the NAEP 2006 assessments.

1. Number of AAs to Recruit

Having adequate numbers of field staff is critical to any data collection effort. The staffing approach is to assemble a group of highly qualified individuals who work together as a unit to meet the wide range of project needs and the demanding schedule of NAEP. This year, an assessment team consists of a supervisor managing 3-5 assessment administrators (AAs) in a region who will conduct assessments in the schools.

A. Recruiting Process

You will use the online NAEP Field Recruitment System (FRS) and reports from the home office to identify qualified field staff candidates. When hiring AAs, first consideration goes to experienced Westat staff who have been successful on previous administrations of NAEP. We anticipate that almost all of our staff positions will be filled with previous NAEP staff. AAs should be hired by early December. You will train AAs in mid-December.

The table below contains the schedule of NAEP 2006 recruiting, training, and data collection, activities.

Main NAEP 2006 Schedule of Recruiting, Training, and Data Collection Activities

Activity	Staff	Date
Supervisors Hired	Field managers and home office Staff	July-September 2005
Supervisor Home Study	Gaining Cooperation Supervisors	Beginning September 8, 2005
Supervisor Training	All Supervisors	October 28-November 1, 2005,
All AAs Hired	Field managers and Supervisors	Early December 2005
AA Trainings	Supervisors Train All AAs Locally	December 7-21, 2005
Conduct Preassessment Visits	Supervisors	January 4-27, 2006
Conduct Assessments	Supervisors and AAs	January 30-March 10, 2006

B. Determining the Number of AAs to Recruit

Field managers have assigned all the sampled schools to regions. Each region consists of one or more Primary Sampling Units (PSUs). In some cases PSUs within a region are close together and the AAs can all be hired in the same general location. In other cases, PSUs within a region are far apart and you will need to hire AAs in each PSU. The number of staff may vary in each region depending on one or more of the following factors:

- the number and location of the PSUs within a region,
- the number of schools in a PSU,
- the distance between schools,
- any known scheduling problems (e.g., vacation dates, irregular school schedules, etc.),
- weather conditions, and
- geographic layout of the region that may affect travel to schools.

Obviously, these factors will have a bearing on the type of schedule and work assignment you will plan. Your field manager will work with you to determine the number of staff you will need in each region. It is important to keep records of all qualified candidates who might later be recruited in case of attrition.

2. Field Recruiting System (FRS)

The FRS is an online database designed to give NAEP supervisory field staff up-to-date information on former and current NAEP fieldworkers and NAEP applicants for recruitment purposes, and to provide immediate information on the progress of recruiting and hiring activities for NAEP Staff. You should review the *FRS User's Guide* for more details on using the FRS.

In order to comply with Westat regulations, it is pertinent that you only contact individuals who are eligible to work for Westat and who do not currently have other commitments to different projects within Westat. Remember that you must always check in the FRS to be sure that a person is eligible to be rehired on NAEP. The FRS will allow you to:

- have access to contact information for all eligible former NAEP employees and applicants,
- enter or update necessary personal and project-related information in the FRS so that the appropriate paperwork can be sent from the home office, and
- change a person's hiring status in the FRS as appropriate.

Before you make any kind of job offer to a potential candidate, make sure that you have:

- discussed the person with your field manager, and
- checked the person's availability in the FRS.

It is very important that the data entered or changed in the FRS are accurate and complete. The FRS staff data are used by the NAEP operations staff for mailings and reports. These data are also shared with other departments within Westat:

- The Field Files department keeps permanent records of all field staff data and project activities, and
- This information is electronically sent to the Payroll and Accounting departments for time sheet and Trip Expense Report processing.

As you enter or change the status of someone in the FRS, the system will require enough information to determine which paperwork needs to be sent and how the forms packet should be prepared. All paperwork for new and returning NAEP staff will be sent from the home office.

3. Employment Forms

All staff hired for NAEP 2006 must complete employment forms. A sample of these forms is included in the *FRS User's Guide*. The forms that are required will vary depending on whether or not the candidate has worked for Westat in the past. The FRS will automatically determine which forms need to be sent.

Former Westat employees must complete the following forms required for every project:

- **Westat Fieldworker Employment Guide.** The AA will receive three copies – one to be signed and kept, the other two to be signed and all pages returned.
- **Westat Field Employee Personnel Form.** This is three-page NCR form on which the AA completes the top half and returns all three pages to the home office.
- **FBI Fingerprints and Authorization Release.** We are now required to update FBI clearance every 3 years. If it has been 3 years since the last submission and clearance, the rehired staff member will have to provide a new set of fingerprints and sign a new Authorization Release. Fingerprints can be obtained at the local police station. Both pieces are needed to submit to the FBI for a clearance check. All persons hired to work on NAEP must submit their fingerprints to be processed at the FBI in order to work in the schools. If a potential employee has already worked for Westat and already has FBI security clearance, it will be indicated in the FRS. Staff who have obtained FBI clearance letters (within the past 2 to 3 years) from other sources can send in a copy of the clearance letter in place of fingerprints submission.
- Any other paperwork that remains missing or incomplete from previous project work as noted in the FRS.

NOTE:

- If a former employee has not worked for Westat within the past 6 months or has changed name or address information, he/she must also complete a new **Federal Income Tax Form (W-4)** and **State Income Tax Form (if applicable)**,
- If a former employee has changed name, he/she must also complete a new I-9 form and resubmit two forms of ID showing the change,
- Residents of California must sign disability acknowledgement paperwork, and
- New employees must complete additional forms. See Appendix C of the *FRS User's Guide* for a list of forms needed for new hires.

A. Mailing Paperwork

When you and your field manager have offered a position to the applicant (and the applicant has accepted), you will set the applicant to "Hire Pending" in the FRS. At this point, the home office will be alerted to prepare and mail the necessary employment forms. Once the forms have been mailed, the home office will update the forms' status to "Given to Applicant." The forms package will be sent out and will include a labeled, prepaid FedEx envelope for return of the forms. All forms will be returned to the NAEP Field Room at the home office. When the correctly completed forms have been returned, the home office will update the forms' status to "Complete."

B. Followup on Missing Paperwork

As the home office receives employment forms, they are reviewed for completeness and accuracy. Any forms found incomplete or inaccurate will be sent back to the applicant for completion/correction with a labeled, prepaid FedEx envelope for return to the home office. The FRS will be updated to "Incomplete" by the home office staff to show that the form has been returned to the applicant. The FRS shows the status of an applicant's forms. Field staff are considered fully hired when all required forms are received and accurately completed. Though the home office may have returned form(s) to an applicant for completion, checking an applicant's forms status whenever you speak to him/her and reminding him/her that employment is contingent upon complete forms will help the hiring process. For more details on the home office FRS functions, see the *FRS User's Guide*.

NOTE:

- AAs cannot work in schools until they have submitted the FBI fingerprint check request, and
- AAs cannot be paid until Westat has a complete and accurate set of I-9 documents, the signed I-9 Form, and the necessary tax forms.

4. Pay Rate

AAs are paid for hours worked. On NAEP, all AAs will be paid at a special rate based on county of residence. Be sure the correct county of residence was reported and entered in the FRS. There are four rate categories, designated as areas I, II, III, and IV.

The FRS will automatically determine the special rates once you enter county of residence. Be sure to enter the correct county to avoid quoting the incorrect pay rate.

5. Training

AAs must be trained by you immediately preceding assessments. The training should be done in an appropriate setting to convey the professionalism that we wish to display throughout the NAEP effort. A good place to train AAs in an area that is not near your home would be in public library meeting rooms. You should make reservations ahead of time. If the local public library is unavailable, you may be able to train in a meeting room at the hotel where you are staying. Contact your field manager for more details.

You should stress to the AAs that they are expected to conduct themselves in a professional manner, which includes behavior, attire, and productivity. A prepared script has been developed for you to administer. You should give your hired AAs the Assessment Administrator Manual prior to the training. They will be paid to spend up to 2 hours studying the manual before training and should have a general idea of the tasks required of them. In addition, plan to spend about one-half day training the AAs using the prepared script and the PowerPoint presentation on your laptop. Hard-copy printouts of the PowerPoint presentation will be available to distribute to the AAs at training. You may provide coffee and doughnuts or bagels for a break when you train the AAs. We are unable to offer lunch to the AAs on training day.

During AA training, all procedures set forth in the *Assessment Administrator Manual* are covered in the training script. It is vitally important to the success of NAEP that the assessment procedures be conducted in a standardized manner. You must make sure your AAs understand the importance of standardized procedures and that they are trained in these procedures. AAs should not be permitted to inject their own comments into the scripted administration of assessments. The only questions we allow them to provide assistance with are in the background sections. The specifications for the background questions appear in the session script. The AAs must also understand the importance of the confidentiality of all NAEP materials. An AA must never be permitted to conduct an assessment without completing training. You will receive additional instructions and guidelines for training the AAs at the supervisor training.

Before AA training, use the FRS to verify that all required hiring forms have been received in the home office. If all required forms are not received prior to training, the candidate should not be trained.

Chapter 5 Summary

Now that you've completed this chapter, you should be able to:

- identify the staff recruiting requirements and process for NAEP 2006; and
- provide information about the project schedule and AA training.

6 Selecting the Student Sample

Selecting the student sample is one of the most important responsibilities of NAEP supervisors. It is critical that the procedures described in this chapter are followed carefully including all of the quality checks that have been built into the procedures. Close attention to detail will ensure that the student sample has been properly selected.

1. Prepare for Student Sampling

As in the past, schools were given the option to E-File their electronic files of student information directly to Westat. The Westat statistical and data processing staff will sample these schools and transmit data directly to Pearson and to the Student Data System (SDS) on your laptop. You are responsible for selecting the student sample for the remaining schools in your assignment. The public school sample may be selected in or near the state office or in your home if permitted by the NAEP State Coordinator.

The deadline for schools, districts, and states to E-File is Friday, November 18, 2005. The deadline to provide in-field samples to Pearson for preprinted Administration Schedules is Sunday, November 27, 2005. Student sampling can continue after November 27th; however, those samples will not be preprinted on Administration Schedules.

In preparation for sampling activities, schools that have not E-Filed by Friday, November 18, 2005 have been requested to prepare a list of their students and to send it to the NAEP State Coordinator no later than mid-November (or the date set by the NAEP State Coordinator in MySchool). Your field manager can tell you when there will be enough lists for you to begin sampling in the state offices. After supervisor training, the field manager will contact the NAEP State Coordinator's office to schedule the best time to select the public school sample of students to be assessed.

Student samples in nonpublic schools that have not E-Filed are selected using the same steps as described in this chapter for public schools. All schools (public and nonpublic) have been sent the Preparing Student Lists for NAEP as shown on the following pages. Following the instructions in this document, schools not E-Filing will prepare a list of all of their eligible students.

Some schools will have students in the sampled grade who were displaced from other locations due to recent hurricanes or other disasters. These students <u>should be included</u> in the list from which the sample is selected.

The Nation's Report Card

NAEP 2006

Preparing Student Lists for NAEP

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

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

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

❑ 1. The list must include **ALL students enrolled in the sampled grade**[1] using the most current enrollment records available.

Year-round schools should not include the students who will be off track on assessment day[1].

❑ 2. Include on the list all students in the sampled grade, even those who may be excluded from other testing programs (such as some students with disabilities or English language learners).

❑ 3. Include the following data in the list of eligible students: (See the next page for NAEP's categories for these data elements. Use these categories if possible. If not, define your categories.)

- Student **first** and **last name**. (Alphabetical by last name preferred; two columns if E-Filing.)
- **Grade** in school (4, 8, or 12).
- **Homeroom** or other locator. This locator information is needed to minimize disruption on assessment day. Indicate homeroom number, track number, or any other type of grouping that you use that will be helpful in locating students and notifying them of the assessment.
- **Month and year of birth** (MM/YY; two columns if E-Filing).
- **Gender.**
- **SD indicator** for students having an Individual Education Program (IEP) or equivalent classification (such as 504) **for reasons other than being gifted and talented**.
- **ELL indicator** for students classified by the school as English language learners or limited English proficient.
- **Race/Ethnicity.**
- **School Lunch indicator.**

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

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[1] The sampled grade and assessment date are noted in the letter from your NAEP State Coordinator (public schools) or your NAEP representative.

NAEP's categories for student background variables are:

Students with Disability (SD):

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

English Language Learners (ELL):

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

Race/Ethnicity:

- White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
- Black, not Hispanic: A person having origins in any of the Black peoples of Africa.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
- Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
- American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

If necessary, schools may use the following:

- Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- School does not collect this information. (Available for nonpublic schools only.)
- Information unavailable at this time

National School Lunch Program (NSLP):

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

In addition to providing student demographic information, follow the guidelines below:

- Include the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current (not the date the list was prepared).
- Define all codes used.
- Include preparer's name and phone number.
- Year-round schools should not include students who will be off track on assessment day.

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

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

	Student Name	Grade	Home-room	Birth Date	Gender	SD	ELL	Race	NSLP Status
1	Mary K. Albathy	4	101	12/96	2			W	N
2	Scott L. Barnes	4	101	05/96	1	Yes		W	N
3	Perry M. Buckley	4	103	03/95	1		Yes	A	F
4	Latisha Jones	4	103	10/96	2			B	R

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

List current as of 11/1/05. Prepared by Fran Cole. Ph 555-234-9876

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

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

Public schools: Send your hard-copy list or Excel file to your NAEP State Coordinator by the date specified on Step 2 of the MySchool web site.

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

THANK YOU

A. Receive Information About Sampling From Your Field Manager

Your field manager has taken the lead in discussing sampling arrangements with the NAEP State Coordinator. He/she will update you on activities including:

- when the state mailed notification letters to districts and schools,
- what percentage of the selected schools are expected to submit their list of eligible students in hard-copy form,
- what percentage of those have been received from the schools, and
- how current the computer entries are.

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

- whether the state prefers that sampling be done in the state office or elsewhere,
- if in the state office, what space will be reserved for you and your staff,
- whether the same space will be available each day,
- whether others will use the same space during the sampling period,
- how many the space will accommodate,
- where materials should be stored for confidentiality at the end of the day,
- what times during the day the NAEP State Coordinator is available to discuss any problems,
- what facilities are available for copying and the “rules” that apply, and
- who to contact when the following problems arise:
  - lists are incomplete,
  - codes are unclear, and
  - enrollment figures do not match the expected enrollment.

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

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

If you discover that sampling is taking much longer than planned, which will prevent you from finishing by your deadline, **and** the NAEP State Coordinator cannot accommodate you beyond that date, notify your field manager immediately. The earlier you can notify the field manager, the quicker we will be able to provide you with help. Do not view such a request as an admission of failure; it is simply recognition that the work is taking longer than anticipated.

B. Determine Which Schools Have E-Filed

You can identify which schools have E-Filed by checking the School Control System (SCS). Report 6, the new Sampling Report, will include the "Sampling Method" field. If the school has E-Filed, this will be noted in this field.

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

C. Suggestions for Organizing the Sample Selection Process

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

- Do not try to memorize the instructions and procedures involved in the sampling process. You should have the Sampling Checklist and this manual with you throughout the sampling process.
- Before you start any sampling, check to see exactly which school lists have been received and which are outstanding by running Report 6 in the SCS. Then, check each completed list against the total number of students in the grade reported in the SCS to ensure that the lists are complete. This should be done for every school before you begin the sampling tasks. Once you have determined the schools with incomplete data, you should follow up with these schools.
- As you begin the sampling process for each school, make absolutely certain that you are correctly identifying the school to be sampled. Some school names may occur more than once within a state, so you should check the district name and mailing address to be sure

you select (in the computer) the ID for the correct school. Mistakes will cause severe problems throughout the NAEP sampling and data collection.

- The sampling directions note that several of the steps that are prone to error are to be rechecked. **This must be done to ensure that the sample is drawn correctly and are required quality control checks.** Quality control checks must be conducted by someone other than the person who performed the original task.
- Once you have determined an efficient method of working with your AAs, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work. (See Section 3, "Using Data Entry Clerks to Assist in Sampling Procedures, page 6.24).
- When leaving the NAEP State Coordinator's office for the day, make sure that you leave all your materials in an organized manner. This way anyone can walk in and pick up from where you left off. Make certain that each school's materials are clipped together in separate bundles so that they do not become mixed in with materials for other schools.
- Try to minimize the number of times that you ask the NAEP State Coordinator for assistance. Unless some question is preventing you from completing your work, try to accumulate your questions for him/her and minimize the number of times you interrupt him/her. Only one person should ask the NAEP State Coordinator questions. You might want to ask him/her to set aside a few minutes each afternoon to review questions and other issues with you.

2. Review the Sampling Process

The sampling process includes the following tasks:

- Once you have determined that the student list is complete, use the SDS on your NAEP laptop computer to select students from the school's list of eligible students. Access the SDS by double-clicking on the SDS icon on your laptop computer.
- Follow the instructions for selecting a school and drawing the student sample in the *SDS User's Guide*. Print the sampling line numbers generated by the computer.
- Print out the Instructions for Sampling New Enrollees[1]. This document will be printed from the SDS immediately after the sampling line numbers.
- Enter the names of sampled students (and all available demographic information) in the SDS. If sampling after November 27, write the student information on the Administration Schedule.
- Put the sampling line number printouts and Instructions for Sampling New Enrollees in the School Folder.
- Transmit data to Westat daily.

[1] Schools are to maintain a list of students who enroll in the sampled grade as of October 1, 2005. They are to use the New Enrollee Listing Form for this purpose. Supervisors will select a sample from this New Enrollee Listing Form using the Instructions for Sampling New Enrollees.

Revised 10/21/05

NAEP 2006 SAMPLING CHECKLIST

- Review the list of students to ensure it is complete:
  - The last names should cover the alphabet reasonably.
  - Students listed should only be in the sampled grade (all others are ineligible and should be lined through).
  - SD/ELL – If there are NO students (or if EVERY student is) coded as SD or ELL you should question the state coordinator or school.

- Carefully check the codes used for sex, SD, ELL, race, etc. on the school's list. If they are different from the NAEP codes there should be an explanation of the school's codes. Otherwise, you will need to question the state coordinator or school.

- Year-Round Schools with Off-Track Students:
  - Eligible students who will be off track on assessment day should not be listed, but if they are, they should be clearly marked on the list as "Off Track."
  - Do not number off-track students or include in the total number of listed students.
  - Record the percent of off-track students in the SCS on the School Edit, Sampling tab. (See supervisor manual sampling chapter for calculating this percentage.)

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

- Double check the numbering of students even if the list was numbered when received to ensure that no numbers have been duplicated or skipped. (Clerks can help with this task.)

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

- Use the Student Data System (SDS) on NAEP laptop to select the sample:
  - Locate the school on the SDS, double check the NAEP ID, and click on the school's name.
  - Click on the Student Sampling button and click "Yes" to begin the primary sample process.
  - Enter total number from list of students and click on Select Primary Sample button.

- Print primary sample line numbers (the Sampling Line Numbers Form) and Instructions for Sampling New Enrollees.

- Put Instructions for Sampling New Enrollees in the school folder.

- Using the Sampling Line Numbers Form from the SDS, mark the selected students on the school's list of eligible students using the correct two-character session code.

06-M-G-0-202

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

If on or before November 27:

- Enter the student names and available demographic information in the SDS being careful to enter them into the correct session.
- Print out the Student Information Report and have someone double check the data entry against the school's list of eligible students. (The quality control check should be performed by someone other than the person who performed the original task.)
- After making any necessary corrections in the SDS, click on the Student Sampling Summary Report button on the SDS and print out and review the report. Missing and duplicate student names and birth dates must be corrected before proceeding.
- Transmit data to Westat daily to back up your data and so that the data quality checks can be run in the home office.

If after November 27:

- Enter the student names and available demographic information in the SDS being careful to enter them into the correct session.
- If any student demographic data are missing (a student's race or school lunch status, for example) leave that field blank in the SDS. On the Student Information Report, this will alert the school that the data need to be provided.
- Print out the Student Information Report and have someone double check the data entry against the school's list of eligible students. (The quality control check should be performed by someone other than the person who performed the original task.)
- After making any necessary corrections in the SDS, click on the Student Sampling Summary Report button on the SDS and print out and review the report. Missing and duplicate student names and birth dates must be corrected before proceeding.
- Write sampled student names and available demographic information onto the appropriate Administration Schedule. (Clerks can help with this task.)
- Double check the data entry against the school's list of eligible students. (The quality control check should be performed by someone other than the person who performed the original task.)
- If you are at the school, give the school coordinator the Student Information Report.
- Transmit data to Westat daily to back up your data and so that the data quality checks can be run in the home office.

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

- computer and printer,
- printer paper and extra printer cartridges,
- Sampling Checklist (shown on the preceding pages),
- this manual, and
- School Folders.

In addition to these materials that we will provide, there are other general materials you should be sure to have with you. These include stapler and extra staples, pencils, paper clips, different color pens and markers, scissors, tape, and extra blank paper. The extra paper may be needed if you have school-generated lists without space to number and designate the selected students. The extra paper can be attached to one side of the list, in order to extend the sheet and give you some additional space to write. Do not request office supplies from the NAEP State Coordinator or other staff in the state office.

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

Procedure 1. Use the Sampling Checklist to Prepare the Student List for Sampling

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

1A. Review the List of Students

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

- The last names should cover the alphabet reasonably.
- Students listed should be those in the sampled grade including displaced students (all others are ineligible and should be lined through).

- If there are no students (or if every student is) coded as SD or ELL, you should question the NAEP State Coordinator.
- You should also carefully check the codes used for sex, SD, ELL, race, etc., on the school's list. If they are different from the NAEP codes there should be an explanation of the school's codes. Otherwise, you will need to question the state coordinator or school.

Dealing with Year-round Schools with Off-track Students
If the school is a year-round school, eligible students who will be off-track on assessment day should not be listed. However, if they are, they should be clearly marked on the list as "off-track." The off-track students should not be numbered nor included in the total number of eligible listed students.

You should record the percent of off-track students in the SCS if it is not recorded on the School Edit Sampling tab. This is important information needed by the statisticians for weighting of student data. Calculate the percent of off-track students by dividing the number of off-track students in the grade by the sum of the number of students in the numbered list of eligible students plus the number of off-track students in the grade. Multiple the results by 100 and round the decimal to the nearest whole number.

1B. Number the Students on the List

Number the students sequentially from "1" to the total number of students on the list. Do not number off-track students in year-round schools.

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

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

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

The Nation's Report Card

NAEP 2006 STUDENT LISTING FORM

School Name: Central High School
Address: 252 Richardson St
Shannon TS
District Name: Bird SD

Prepared by: Tim Austin
Preparer's Phone Number: 901-487-6877
Date List is Current: 9/27/05

QUESTIONS? Call 800-283-6237

DIRECTIONS: COMPLETE FOR EVERY STUDENT IN THE SELECTED GRADE. Include students who may be excluded from other testing programs, such as some students with disabilities or English language learners. TYPE OR PRINT. Photocopy as necessary.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	For Sampling Use Only: Line #	For Sampling Use Only: Sampled for Session
Acker, Courtney	202	12/91	F			W	Reduced	1	
Ammons, Adam	202	3/92	F			W	Free	2	
Arcadio, Gary	101	5/92	M			A		3	
Banner, Lexis	202	12/91	F			W		4	
Blackburn, Jaimee	201	7/92	F	Yes	Yes	W		5	
Blake, Brandon	102	7/91	M			B		6	
Bouphavong, Benjamin	102	2/91	M			A		7	
Brown, Patricia	101	7/91	F		Yes	W		8	
Bumgarner, Nicholas	201	12/91	M			W		9	
Burch, Elizabeth	102	5/92	F			B		10	
Bush, Cory	201	4/92	M			W		11	
Causby, Josh	202	6/92	M			W	Reduced	12	
Chang, Alex	201	3/92	M			A	Free	13	
Chapman, Rachel	202	1/92	F			W		14	
Clonch, Shadow	201	7/92	F			W		15	
Cloninger, Derek	202	2/92	M			W		16	
Cole, Charles	202	11/91	M			W		17	
Coleman, Gregory	201	11/91	M	Yes	Yes	B		18	
Cordle, Seth	102	1/92	M			W		19	
Coulter, Dimario	101	5/92	M			B		20	

1C. Recheck the Numbering of Students

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

There are two basic errors that could be made:

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

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

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

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

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

1D. Compare the School's Student List and Total Enrollment

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

Procedure 2. Use the Student Data System (SDS) to Select the Student Sample

If there is agreement between the number of students listed and the total enrollment, or once a discrepancy has been resolved, you will use the SDS to select the sample of students and print out the Field Sampling Line Numbers Form, which displays the selected line numbers of the sampled students (shown on next page). After printing the line numbers of the sampled students, you will print the Instructions for Sampling New Enrollees, which displays the line numbers for the sample of new enrollees. See the *SDS User's Guide* for instructions on using the SDS to draw the sample.

Place the Instructions for Sampling New Enrollees in the School Folder for use at the preassessment visit.

NAEP 2006 Field Sampling Line Numbers Form **12:17PM**

School ID: 9920110 **Region: TS1** **Area: 1** **11/1/2005**

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

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

Students Selected for the Sample

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

2	5	8	11	14	17	20	23	26	29	32	35	38	41	44
47	50	53	56	59	62	65	68	71	74	77	80	83	86	89

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

1	3	4	6	7	9	10	12	13	15	16	18	19	21	22
24	25	27	28	30	31	33	34	36	37	39	40	42	43	45
46	48	49	51	52	54	55	57	58	60	61	63	64	66	67
69	70	72	73	75	76	78	79	81	82	84	85	87	88	90

Procedure 3. Indicate the Sample on the List of Students

Once you have printed the Field Sampling Line Numbers Form with its list of sampled line numbers, identify the sampled line numbers on the list of students provided by the school. To do this:

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

Procedure 4. Recheck That the Session Code is Recorded on the Correct Student Lines

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

How you proceed depends on when you are sampling. If it is on or before November 27, you will enter the student information into the SDS and the data will be sent to Pearson to print on the Administration Schedules. If it is after November 27, you will need to record the student data in the SCS and directly onto blank Administration Schedules. It is our goal to have 95% of the Administration Schedules printed by Pearson.

Procedure 5. Record Sampled Students in the SDS

5A. Enter Information About Sampled Students in the SDS

Enter the complete student name (first name, middle initial, last name) and other demographic information into the SDS. Using information provided by the school, convert demographic information to the NAEP codes. This information can be entered later on the Administration Schedule if you do not have enough information for the conversion.

5B. Demographic Variables Codes Used on NAEP 2006 Administration Schedules

Two changes have been made to the demographic variables collected in NAEP 2006. The category previously labeled LEP (Limited English Proficient) has been changed to the more widely used label of English Language Learners (ELL). Title I information will be collected in the School Questionnaires this year and not at the student level, so this column will not be used on the Administration Schedule.

The NAEP 2006 demographic categories and their codes are described beginning on page 6.19.

The Nation's Report Card

NAEP 2006 STUDENT LISTING FORM

School Name: Central High School
Address: 252 Richardson St
Shannon TS
District Name: Bird SD

Prepared by: Tim Austin
Preparer's Phone Number: 901-487-6877
Date List is Current: 9/27/05

QUESTIONS? Call 800-283-6237

DIRECTIONS: COMPLETE FOR EVERY STUDENT IN THE SELECTED GRADE. Include students who may be excluded from other testing programs, such as some students with disabilities or English language learners. TYPE OR PRINT. Photocopy as necessary.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	For Sampling Use Only: Line #	For Sampling Use Only: Sampled for Session
Acker, Courtney	202	12/91	F			W	Reduced	1	OP
Ammons, Adam	202	3/92	F			W	Free	2	HI
Arcadio, Gary	101	5/92	M			A		3	OP
Banner, Lexis	202	12/91	F			W		4	OP
Blackburn, Jaimee	201	7/92	F	Yes	Yes	W		5	HI
Blake, Brandon	102	7/91	M			B		6	OP
Bouphavong, Benjamin	102	2/91	M			A		7	OP
Brown, Patricia	101	7/91	F		Yes	W		8	HI
Bumgarner, Nicholas	201	12/91	M			W		9	OP
Burch, Elizabeth	102	5/92	F			B		10	OP
Bush, Cory	201	4/92	M			W		11	HI
Causby, Josh	202	6/92	M			W	Reduced	12	OP
Chang, Alex	201	3/92	M			A	Free	13	OP
Chapman, Rachel	202	1/92	F			W		14	HI
Clonch, Shadow	201	7/92	F			W		15	OP
Cloninger, Derek	202	2/92	M			W		16	OP
Cole, Charles	202	11/91	M			W		17	HI
Coleman, Gregory	201	11/91	M	Yes	Yes	B		18	OP
Cordle, Seth	102	1/92	M			W		19	OP
Coulter, Dimario	101	5/92	M			B		20	HI

5C. Verify the Data Entry of Student Information

After all information about the sampled students has been entered, print the Student Information Report from the SDS (shown following the demographic codes on page 6.22) and have someone who did not do the data entry compare it against the list of students. During this check, the person verifying should check that:

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

Procedure 6. Run the Student Sampling Summary Report From the SDS

Next, you should run and print the Student Sampling Summary Report (SSSR) in the SDS. The report has been added to the SDS as a way for you to confirm that the demographic data that the school has provided is accurate by comparing them to the data in the Common Core of Data (CCD) for public schools and the Private School Survey (PSS) for the nonpublic schools. Though the CCD and PSS data are approximately 2 years old, they still provide the best data against which to compare the data the school has provided. Similar comparisons are done on all E-Filed schools to ensure the highest quality data possible.

You should pay particular attention to the warning messages that appear on this report. Be sure to double-check your entries in the SDS for duplicate names or missing data. Missing and duplicate student names and birth dates must be corrected before proceeding.

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

Record all correspondence on these issues and resolutions to the issues in the hard copy report and fill in the report in the School Folder.

A subset of the issues from the CCD Analysis Report in the SDS will be displayed in the SCS on the School Edit, Preassessment tab where you should record how the issues were resolved.

Key Demographic Variables Codes for Student List Submission: NAEP 2006

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

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

Key Demographic Variables Codes for Student List Submission: NAEP 2006 (continued)

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Race/Ethnicity	■ White, not Hispanic	■ White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
	■ Black, not Hispanic	■ Black, not Hispanic: A person having origins in any of the Black peoples of Africa.
	■ Hispanic	■ Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
	■ Asian/Pacific Islander	■ Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
	■ American Indian/ Alaska Native	■ American Indian/Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.
	■ Other	■ "Other" may be used for a person who identifies with more than one of the categories ("multi-racial") or has a background other than the ones listed.
	■ School does not collect this information.	■ The code should only be used for *nonpublic schools*.
	■ Information unavailable at this time.	■ If schools cannot provide the information when the list is submitted, field staff will collect it during the preassessment visit.

Key Demographic Variables Codes for Student List Submission: NAEP 2006 (continued)

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
National School Lunch Program (NSLP)	■ Student not eligible ■ Free lunch ■ Reduced-price lunch ■ School not participating ■ Information unavailable at this time.	■ If it is not possible to distinguish between "free" and "reduced price" for some students, code these students as being eligible for free lunch. ■ Students in schools participating in Provisions 2 or 3 of the NSLP should be coded as "free lunch." ■ Under Provisions 2 and 3, schools provide free lunches to all students in the school. Eligibility is determined for a base year and then not updated for 3 to 4 years or sometimes even longer. Provisions 2 and 3 make it unnecessary for schools to determine student eligibility on an individual basis, and therefore individual eligibility information is either not collected or is out of date.

October 11, 2005

NAEP STUDENT INFORMATION REPORT

Strasburg Franklin Jr High School 9921130 **Session # HI0801**

-C-	-A-	-B-	-D-		-E-	-F-	-H-	-J-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	SD	ELL	RACE/ ETHNICITY	NSLP
1	AUSTIN, TIMOTHY CHARLE	101	7	1992	1	1	2	1	1
2	AYERS, JACOB ANTHONY	101	8	1992	1	2	2	1	1
3	BENSON, HALEY SHERREE	101	11	1992	2	2	2	2	1
4	BOWMAN, MATTHEW DEAN	101	11	1992	1	2	2	1	1
5	BYERLY JR, JERRY WAYNE	202	11	1992	1	2	2	1	1
6	CONLEY JR, ROBERT GLENN	202	3	1992	1	2	2	1	1
7	CRANFORD, AMANDA DAWN	202	9	1992	2	2	2	1	1
8	DAVIS, ELIZABETH LOUI	Smith	3	1992	2	1	1	1	1
9	DWIGGINS, JONATHAN FRANK	Smith	7	1992	1	1	1	1	1
10	FOOTE, CHRISTOPHER JA	103	10	1992	1	2	2	2	1
11	GARCIA, JUAN GENOVEVO	103	5	1992	1	2	2	3	1
12	GRANT, BIANCA NICOLE	203	11	1992	2	2	2	2	1
13	HAUSER, PAUL MATTHEW	203	6	1992	1	2	2	1	1
14	HILTON, JON RUSSELL	203	5	1992	1	2	2	1	1
15	HURSEY, PHILLIP SEAN	203	7	1992	1	2	2	1	4
16	JOHNSON, JULIAN MILLARD	104	6	1992	1	9	9	2	9
17	KELLEY, RICHARD STEPHE	104	1	1992	1	2	2	1	1
18	LEWALLEN, JEFFREY LEN	104	5	1992	1	2	2	1	1
19	MARRS, BAILEY ELIZABE	104	8	1992	2	2	2	1	1
20	MCDANIEL, JOHN EDWARD	104	4	1992	1	1	2	1	1
21	MOCK, MELVIN CHRISTO	205	3	1992	1	2	2	2	1
22	ONEAL, MICHAEL BRYCE	205	5	1992	1	2	2	1	9
23	PEEBLES, ELISHA YVONNE	205	2	1992	2	1	2	2	1
24	RESSA, ADAM CHRISTOPH	110	4	1992	1	2	2	1	1
25	ROSEBORO, KEBRIA LA'FAYE	110	11	1992	2	2	2	2	1
26	SHORT, BRANDY RENEE	110	4	1992	2	2	2	1	1
27	SMITH, JENNA NICOLE	210	6	1992	2	2	2	1	1
28	STUTTS, KACEY MARIE	Smith	8	1992	2	1	2	1	1
29	TILLEY, MATTHEW FRANKL	111	12	1992	1	2	2	1	1
30	VOGLER, BENJAMIN JOSIA	222	10	1992	1	2	2	1	1
31	WHEELER, ZACHARY WHITLO	222	4	1992	1	2	2	1	4

STUDENT DEMOGRAPHIC CODES

Sex: 1=Male; 2=Female

SD: 1=Yes; 2=No; 9 Information unavailable

ELL: 1=Yes; 2=No; 3=Formerly ELL
9=Information unavailable

Race/Ethnicity
1=White, not Hispanic
2=Black, not Hispanic
3=Hispanic
4=Asian/Pacific Islander
5=American Indian/Alaskian Native
6=Other
7=School does not collect this information
9=Information unavailable

National School Lunch Program (NSLP)
1=Student not eligible
2=Free lunch
3=Reduced price lunch
4=School not participating
5=School refused
9=Information unavaillable

Procedure 7. For Schools Sampled After November 27, Record Information on the Administration Schedules

7A. Record Sampled Students' Information on the Administration Schedules

As mentioned previously, the deadline for submitting samples to Pearson in order to get preprinted Administration Schedules is November 27. After that date, you should record the data about sampled students in the SDS and directly onto blank Administration Schedules. Blank Administration Schedules will be sent from Pearson on December 19.

The letter that is sent to the school with the Student Information Report asks the school coordinator to provide any missing data on the report. Thus, when entering student demographic data in the SDS, if any data are missing (a student's race or school lunch status, for example), leave that field blank in the SDS.

Recording the student data in the SDS will allow you to run the SSSR to compare the data to the CCD and PSS data. These data quality checks are important and must be run on the student data for samples selected before and after November 27.

Additional data checks will be run in the home office after you have transmitted. The results of these checks will be available in the SCS, School Edit, Preassessment tab. See Procedure 8C in Chapter 7 for information on printing the SSSR from the SCS.

7B. Verify the Recorded Student Information

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

- the correct student name was recorded on the Administration Schedule,
- the name is complete and spelled correctly,
- all other available information (birth date, sex, SD, ELL, race/ethnicity, School Lunch, and locator information) is recorded completely and correctly.

If you are at the school, give the school coordinator the Student Information Report.

Procedure 8. Transmit SDS Data to Westat Daily

Each time you run a sample and produce sampling line numbers from the SDS, you are creating sampling data, so you must transmit your SDS data to Westat every day.

3. Using Data Entry Clerks to Assist in Sampling Procedures

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

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

Clerks can be used in the following ways:

- numbering the students on the list of eligible students,
- double-checking computer lists for correct numbering of students,
- double-checking the identification of selected students on the list,
- entering student information in the SDS,
- printing forms from the SDS for inclusion in the School Folders, and
- Checking the data entry for correctness and completeness.

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

4. Special Situations

A. School Will Only Participate If We Assess All Students

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

B. School Will Only Participate If We Assess Fewer Students

If a school objects to the number of students that we wish to assess, it may be possible to assess fewer students if that is necessary for the school to participate. You must discuss this option with your field manager before agreeing to do this.

If this option is allowed, and your field manager concurs, the sample should be drawn as usual.

The student demographic information must be recorded for each student record in the SDS for the session(s) in which some or all students will not be assessed. (Do not enter student names.) If an entire session will not be conducted, the Administration Code for each student must be recorded on the Administration Schedule as #48, Absent – Other, specify on cover.

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

C. Sampled Off-Track Students

The instructions for preparing the list of eligible students that are provided to schools (electronically through the MySchool web site and the hard-copy version) request that they not list off-track students. If the names of these students are on files or lists, they should clearly be identified as “off-track.” However, occasionally these names are submitted and a few of these students are included in the sample.

If you discover that this has happened in one of your schools, double-check with the school coordinator to ensure that your information is correct. Then, if at all possible, you should use the SDS and resample the school from a new list of eligible students without the off-track students’ names.

It is essential that you also double-check the SCS to ensure that the percent off-track has been entered on the School Edit, Sampling tab (bottom of the screen). This is important for the weights to be calculated properly.

If you cannot resample (for example, you discover the error on the assessment day or after), you should give these sampled off-track students the Administration Code of 55, Ineligible-Other. DO NOT code these students as absent.

Chapter 6 Summary

Now that you have completed this chapter, you should be able to:

- ensure that the list of students submitted by each school for in-field sampling is accurate, complete, and up to date,
- after selecting the sampled line numbers with the SDS, identify the sampled line numbers on the school's list,
- enter information about the sampled students in the SDS or on the Administration Schedule for the appropriate session, and
- understand the importance of double-checking each critical step in the student sampling procedures.

7 Preassessment Activities

Preassessment activities occur before assessment day. These activities take place before, during, and immediately after the preassessment visit to the school. They include preparing the School Folders and Preassessment Packets, making telephone calls to the schools to schedule and confirm the preassessment visit, conducting the preassessment visit, and making final preparations for assessment day. This chapter describes each of these activities and explains how and when to complete them, using Part 1 of the Quality Control Booklet (QCB) as your guide.

You will receive a bulk supply of QCBs, and unique QCB labels for each school. After you receive these items, affix a school label to the front cover of a QCB, thus creating a unique QCB for each school. The QCB label contains the School ID number, the session number(s), and the assessment date, and indicates whether the school has a Sampling Summary Report. It also includes information necessary for contacting the school: the school name, address, telephone number, and the names of the principal and the school coordinator. An example label is shown below.

```
ID: 101-101-1    REGION: VA2   AREA: 2
ASSESSMENT DATE: 2/9

SCHOOL: WASHINGTON ELEMENTARY SCHOOL
ADDRESS: 3800 WASHINGTON BLVD.
         VIENNA, VA  22180
TELEPHONE: (703) 555-2249
PRINCIPAL: MARK MAXWELL
SCHL COOR: CHRIS THOMAS
SCHL COOR PHONE: (703) 555-2348
SESSID: OP0401,OP0402
STUDENT SAMPLING SUMMARY REPORT?: NO
```

Overview of Part 1 of the Quality Control Booklet

You will use Part 1 of the QCB to document your preassessment activities with each school. Part 1 is divided into procedures to complete before the preassessment visit, during the visit, and after the visit. The 11 preassessment procedures covered in this chapter are listed on page 1-1 of the QCB.

1. Activities to Complete Before Conducting the Preassessment Visit

Procedure 1. Prepare the School Folders

1A. Overview of Preparing School Folders

In November and December 2005, you will prepare the School Folders for each cooperating and pending public and nonpublic school in your region. You will also prepare a School Folder for each of the refusing nonpublic schools. The School Folders are color-coded by grade: grade 4 is yellow, grade 8 is pink, and grade 12 is blue. In each folder you will keep all of the forms and materials required for completing all aspects of the assessment, from making the initial contact with the school coordinator to documenting the preassessment and assessment visits. The contents for the folders will come from both Westat and Pearson. Some materials will be generic and others will be school-specific. **Procedure 1** of the QCB also presents a list of these materials.

1B. School Folder Contents

The contents of the folders are listed below along with the source, estimated arrival date to you, and whether the item is generic or school- or grade-specific.

Item	Source	Estimated arrival date	Generic or school/ grade-specific
Folder	Westat	11/4	Grade-specific
Folder Label	Westat	11/4	School-specific
Quality Control Booklet	Westat	11/4	Generic
Student Appreciation Certificates (Grades 4, 8, 12)	Westat	11/4	Grade-specific
Teacher Notification Letters	Westat	11/4	Generic
Instructions for Sampling New Enrollees/New Enrollee Line Numbers	Westat (for E-Sampled schools) Printed from SDS for in-field sampled schools	12/12	School-specific
Quality Control Booklet Label	Westat	12/12	School-specific
School Appreciation Certificate	Westat	12/12	School-specific
School Certificate Folder	Westat	12/12	Generic

Item	Source	Estimated arrival date	Generic or school/ grade-specific
Student Sampling Summary Report (if applicable)	Westat	12/12	School-specific
E-File Roster	Westat (for E-Sampled schools only)	12/12	School-specific
Field Sampling Line Numbers	Westat (for E-Sampled schools) Printed from SDS for in-field sampled schools	12/12	School-specific
SD/ELL Report with assessment subject and booklet ID #	Westat (print from the SDS)	12/14	School-specific
Student ID Labels for Student Appreciation Certificates	Pearson	12/22	School-specific
Administration Schedules – original	Pearson	12/22	School-specific
School/Teacher Questionnaire Rosters – original	Pearson	12/22	School-specific
School Questionnaires	Pearson	12/22	Grade-specific
Teacher Questionnaires	Pearson	12/22	Grade-specific

1C. Place the School Name Label Onto the Tab of the Folder

This label will be sent to you in your supplies from Westat. It contains the school name, and the school ID number for the warehouse to use to receive the folders upon return at the end of the field period.

Place the label on the front of the folder tab so that all of the information can be easily read while the folder is closed.

1D. Record School Information on the Front of the Folder

Record as much school information as possible on the front of the School Folder. This includes the school name, address, region, area, and state. Also record the school coordinator information, if known.

In addition, in the section labeled **QUESTIONNAIRES**, write the appropriate number of subject-area teachers for the sampled grade level. For public schools, the NAEP State Coordinators should have entered this information into the School Control System (SCS) from data collected on the School Data Collection Form. For nonpublic schools, you can get this information from the Nonpublic School Data Collection Form. If this information has not been entered into the SCS for nonpublic schools, enter it at this time.

NAEP 2006 ASSESSMENTS 4th GRADE

STATE: _____ REGION: _____ AREA: _____ SCHOOL TYPE (circle one): PUBLIC NONPUBLIC

SCHOOL NAME: _____ SUPERVISOR(S): _____

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

ADDRESS: _____ PREASSESSMENT DATE: _____ TIME: _____

ASSESSMENT DATE(S): _____ TIME(S): _____

PRINCIPAL: _____

SCHOOL COORDINATOR: _____

PHONE: _____

FAX: _____

EMAIL: _____

QUESTIONNAIRES	Qty.	QUESTIONNAIRE TYPE (all session types)	COMMENTS:
	1	SCHOOL Grade 4	
	___	SD Questionnaire	
	___	ELL Questionnaire	
	___	TEACHER Grade 4	
	___		

SESSIONS (*R*egular/*A*ccommodations; *O*perational/U.S. *H*istory)

SESSION#	R/A	O/H	DATE / TIME	AA NAME	L

MAKEUP SESSIONS (circle one): YES NO

SESSION	R/A	O/H	DATE / TIME	AA NAME	L
1					
2					
3					
4					

SHIPMENT TRACKING O

There must be a School Folder for each school in the sample whether or not it is public or nonpublic, and assessed or not.

Make sure the following documents are in the School Folder before conducting the preassessment visit:

- ❑ Original Administration Schedule(s) for each session
- ❑ Original SD/ELL Roster of Questionnaires
- ❑ Original School/Teacher Roster of Questionnaires
- ❑ Prepared School and Teacher Questionnaires
- ❑ Instructions for Sampling Newly Enrolled Students
- ❑ Original Accommodations Worksheet
- ❑ School Appreciation Certificate and holder
- ❑ Copy of dated Parent Notification Letter sent by the school, if available
- ❑ Quality Control Booklet (QCB)
- ❑ Student Sampling Summary Report, if applicable
- ❑ E-file Roster, if applicable
- ❑ SD/ELL Report (with assessment subject)
- ❑ Field Sampling Line Numbers, if applicable

If this is a *NONPUBLIC SCHOOL*, one or more of the following forms will also be included:

In addition to the materials listed to the left*, include the following documents before sending the completed School Folder to your field manager:

- ❑ Photocopy of the final Administration Schedule for each session (without student names)
- ❑ Photocopy of the final SD/ELL Roster of Questionnaires (without teacher and student names)
- ❑ Photocopy of the final School/Teacher of Questionnaires (without principal/teacher names)
- ❑ Copy of dated Parent Notification Letter sent by the school
- ❑ Completed Session Debriefing Form(s)
- ❑ Signed Teacher Observer Letter(s),if applicable
- ❑ Signed Accommodation Teacher Letter(s), if applicable

FIELD MANAGER: Prior to mailing the completed School Folder to Westat, make sure all the materials listed to the left* and above are included. Also include:

- ❑ Quality Control Visit Form(s), if applicable
- ❑ Telephone Follow-up Form, if applicable

* With the exception of the School Appreciation Certificate and folder, original Administration Schedule, original SD/ELL and School/Teacher Rosters of Questionnaires and prepared School and Teacher Questionnaires

RETURN SHIPMENT TO PEARSON TRACKING

	DATE:	TRACKING NUMBER LABEL:	NOTES:
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

1E. Place Forms and Materials in the Folder

You will need to place all of the necessary forms and materials for each school in the School Folder. This includes:

- the original Administration Schedule for each session;
- the original Rosters of Questionnaires (School/Teacher and SD/ELL);
- the School Questionnaire;
- the appropriate Teacher Questionnaires;
- the Economics Department Head Questionnaire, if grade 12;
- the Accommodations Worksheet;
- the Certificate of Appreciation (in the certificate folder);

- copy of dated Parent Notification Letter from the school (if available);
- the QCB (with label);
- the Student Sampling Summary Report, if applicable; and
- the Instructions for Sampling Newly Enrolled Students (includes the New Enrollee Line Numbers).

1F. Include the Sampling Information in the Folder

You will receive a hard copy of some of the materials resulting from E-Filing around mid-December, 2005. If needed, you can also print some of these materials from the SDS for these schools (see the *SDS User's Guide*). These materials should also be included in the School Folder.

Item	Description	Printed from SDS?	Estimated arrival date
Instructions for Sampling New Enrollees/New Enrollee Line Numbers	Listing of sample line numbers for new enrollees	Yes	12/12
Student Sampling Summary Report**	Listing of unresolved error messages resulting from E-Filing	Yes – for SDS sampled schools	12/12
E-File Roster	Listing of all students submitted on school's E-File	No	12/12
Field Sampling Line Numbers	Listing of the sample line numbers for E-Sampled students	Yes	12/12
SD/ELL Report* (with assessment subject and booklet ID #)	Listing of SD and/or ELL E-Sampled students by session	Yes	12/14

* The hard copy of this report will not be sent from the home office. You should print this report from the SDS.

** Can also be printed from SCS (see the *SCS User's Guide*)

As each of your sampled schools that did not E-File is sampled in-field, print the available documents along with the Instructions for Sampling New Enrollees from the SDS and place them in the School Folder.

1G. Folders for Nonpublic Schools

For nonpublic schools, you will receive from the gaining cooperation supervisor a School Folder for each nonpublic school in your region (pending, cooperating, or refusal). These folders will already have the labels affixed to the tabs and some information recorded on the front cover. Inside the folder you should also find the following forms:

- Record of Contact(s) (ROC) – Diocese/School,
- School Data Collection Form,
- Diocese Data Collection Form (if applicable),

- Nonpublic School Survey Form (if applicable),
- Ineligible School Form (if applicable),
- Special Situation Form (if applicable), and
- Refusal Form (if applicable).

Procedure 2. Prepare the Preassessment Packets for Schools

2A. Overview of Preparing Preassessment Packets

In addition to a School Folder, you will also be responsible for preparing a Preassessment Packet for each school in your assignment that you will FedEx to the school coordinator on December 30, 2005. It will contain the materials the school coordinator will use to prepare for the preassessment visit.

By mid-December, you will have all of the materials necessary to prepare the packets. **Procedure 2** of the QCB also presents a list of these materials.

2B. Preassessment Packet Contents

The contents of the packets are listed below along with the source, estimated arrival date, and whether the item is generic or school-specific.

Item	Source	Estimated arrival date	Generic or School-specific
School Coordinator Cover Letter ▪ Public ▪ Nonpublic	Westat	11/4	Generic
New Enrollee Listing Form	Westat	11/4	Generic
Department of Agriculture Letter	Westat	11/4	Generic
NAEP Storage Envelope	Westat	11/4	Generic
Accommodations Worksheet	Westat	11/4	Generic
“Important NAEP Materials” Label	Westat	11/4	Generic
Parent Notification Letter (nonpublic schools only)	Westat	11/4	Generic
OELA-OSEP Letter	Westat	11/4	Generic
SD/ELL Roster of Questionnaire (copy - keep original in School Folder)	Pearson	12/1	School-specific
SD and ELL Questionnaires	Pearson	12/1	Generic
Student Information Report (one per session)	Westat	12/12	School-specific

2C. Organize the Task

You will need to think about a plan that makes the best use of your time and minimizes the possibility of errors in the assembly process. There are many ways the assembly process can be successfully organized. Below is one method experienced supervisors have found successful.

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

2D. Prepare the School Coordinator Cover Letter

This is the letter that goes on top of the preassessment packet and explains what the school coordinator should do with the contents of the packet. There are two versions of the letter—one for public schools (yellow paper) and one for nonpublic schools (green paper). Prepare the letter by entering the date, the school coordinator's name, the preassessment date, and the assessment date, and signing the letter.

2E. Prepare the New Enrollee Listing Form

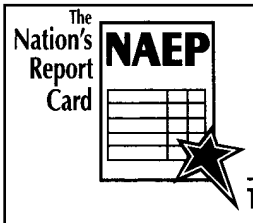
The school coordinator will use this form to keep track of all new enrollees since October 1, 2005. This procedure gives all students in the sampled grade, by the time of the preassessment visit, an equal chance to be selected to participate in NAEP. Prepare this form by recording the sampled grade.

2F. Prepare the Accommodations Worksheet

The school coordinator will use this worksheet to keep track of the accommodations that SD and/or ELL students will need for participation in NAEP. Prepare the worksheet by recording the school name and School ID Number. Then record each SD and/or ELL student's name, Session # and Line #, subject in which the student will be assessed[1], and whether the student is SD, ELL, or both (SD/ELL).

You may be required during the preassessment visit to add this information to the Accommodation Worksheet for newly enrolled or newly classified SD and/or ELL students.

[1] The assessment subject and booklet ID# for each SD and/or ELL student will be downloaded to the SDS around December 14. You will need to access this information to complete the Accommodations Worksheet and the SD/ELL Questionnaires.



1650 Research Boulevard
Rockville, Maryland 20850-3195
Telephone: 1.800.283.6237
Fax: 301.517.4003

The National Assessment of Educational Progress

Date: 12/29/05

Dear Ms. Thomas,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2006 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. As the NAEP school coordinator, you will need to use the enclosed materials in this Preassessment Packet to complete the activities described below before the preassessment visit.

The preassessment visit is scheduled for: Jan. 11, 2006 *(date)*

The assessment at your school is scheduled for: Feb. 9, 2006 *(date)*

Enclosed materials:

1. **Student Information Report** – one per session
2. **Questionnaire(s) about Students with Disabilities** – one for each student identified on the Student Information Report as having a disability
3. **Questionnaire(s) about English Language Learners** – one for each student identified on the Student Information Report as being an English Language Learner
4. **SD/ELL Roster of Questionnaires** (copy)
5. **Accommodation Worksheet(s)**
6. **New Enrollee Listing Form**
7. **U.S. Department of Agriculture Letter**
8. **NAEP Storage Envelope**

Steps to Complete Before the Preassessment Visit:

STEP	WHAT TO DO	MATERIALS
Step 1. Distribute and Collect the SD and/or ELL Questionnaires	❑ Every student identified on the NAEP Administration Schedule as SD and/or classified as ELL is listed in the "Student's Name" column on the SD/ELL Roster of Questionnaires. ❑ Record the name of the teacher most knowledgeable about each student in the "Distributed To" column on the Roster. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.) ❑ On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on the Roster. ❑ Distribute the questionnaires to the appropriate teachers. Point out the date the questionnaires are to be returned to you and be sure to collect them before the preassessment visit.	▪ Questionnaire(s) about Students with Disabilities ▪ Questionnaire(s) about English Language Learners ▪ SD/ELL Roster of Questionnaires

STEP	WHAT TO DO	MATERIALS
Step 1. continued	❑ As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on the Roster. ❑ Keep the Roster and all completed questionnaires together and return them to the NAEP field staff representative during the preassessment visit.	
Step 2. Review and Complete the Student Information Report(s)	❑ If there are any empty boxes in the columns on the Student Information Report(s), collect the missing information and enter it directly on the report. A letter from the U.S. Department of Agriculture is included to assist you with collecting the National School Lunch Program participation status. ❑ The SD and ELL columns on the Student Information Report show whether or not each student has been identified as having a disability (SD) or as an English Language Learner (ELL). For each student, determine if this classification is incorrect or has changed since the original list was prepared. Record any changes in a student's classification on the report. ❑ Use the SD and/or ELL Questionnaires to complete the Accommodation Worksheet for each student classified as SD and/or ELL. This worksheet will assist in making one of three decisions about the student: 1) the student can be assessed <u>without</u> an accommodation, 2) the student can be assessed <u>with</u> an accommodation, or 3) the student should be excluded from the assessment.	▪ Student Information Report(s) ▪ U.S. Department of Agriculture letter ▪ Accommodations Worksheet
Step 3. Maintain a List of New Enrollees	❑ Use the New Enrollee Listing Form to list students who have enrolled in your school since October 1, 2005.	▪ New Enrollee Listing Form
Step 4. Send Parent Letters	❑ Your NAEP State Coordinator has already informed you and your principal that the parents of students selected for NAEP assessments must be notified in writing. It is very important that you notify these parents as soon as possible. ❑ Send a copy of the dated parent notification letter to your NAEP State Coordinator before the preassessment visit. ❑ At the preassessment visit, provide the NAEP representative with a dated copy of the notification sent to parents. *Note: We will not be able to assess until all parents have been notified.*	▪ Parent Notification Letter(s) - *example provided by the NAEP State Coordinator and can also be found on the MySchool web site.*

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

We look forward to a successful assessment!

Sincerely,

Mary Jones

NAEP Representative

The Nation's Report Card NAEP

1650 Research Boulevard
Rockville, Maryland 20850-3195
Telephone: 1.800.283.6237
Fax: 301.517.4003

The National Assessment of Educational Progress

Date: 12/29/05

Dear Rev. Peters,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2006 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. As the NAEP school coordinator, you will need to use the enclosed materials in this Preassessment Packet to complete the activities described below before the preassessment visit.

The preassessment visit is scheduled for: Jan. 19, 2006 *(date)*

The assessment at your school is scheduled for: Mar. 2, 2006 *(date)*

Enclosed materials:

1. **Student Information Report** – one per session
2. **Questionnaire(s) about Students with Disabilities** – one for each student identified on the Student Information Report as having a disability
3. **Questionnaire(s) about English Language Learners** – one for each student identified on the Student Information Report as being an English Language Learner
4. **SD/ELL Roster of Questionnaires** (copy)
5. **Accommodation Worksheet(s)**
6. **New Enrollee Listing Form**
7. **U.S. Department of Agriculture Letter**
8. **Sample Parent Notification Letter**
9. **NAEP Storage Envelope**

Steps to Complete Before the Preassessment Visit:

STEP	WHAT TO DO	MATERIALS
Step 1. Distribute and Collect the SD and/or ELL Questionnaires	❑ Every student identified on the NAEP Administration Schedule as SD and/or classified as ELL is listed in the "Student's Name" column on the SD/ELL Roster of Questionnaires. ❑ Record the name of the teacher most knowledgeable about each student in the "Distributed To" column on the Roster. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.) ❑ On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on the Roster. ❑ Distribute the questionnaires to the appropriate teachers. Point out the date the questionnaires are to be returned to you and be sure to collect them before the preassessment visit.	▪ Questionnaire(s) about Students with Disabilities ▪ Questionnaire(s) about English Language Learners ▪ SD/ELL Roster of Questionnaires

STEP	WHAT TO DO	MATERIALS
Step 1. continued	❑ As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on the Roster. ❑ Keep the Roster and all completed questionnaires together and return them to the NAEP field staff representative during the preassessment visit.	
Step 2. Review and Complete the Student Information Report(s)	❑ If there are any empty boxes in the columns on the Student Information Report(s), collect the missing information and enter it directly on the report. A letter from the U.S. Department of Agriculture is included to assist you with collecting the National School Lunch Program participation status. ❑ The SD and ELL columns on the Student Information Report show whether or not each student has been identified as having a disability (SD) or as an English Language Learner (ELL). For each student, determine if this classification is incorrect or has changed since the original list was prepared. Record any changes in a student's classification on the report. ❑ Use the SD and/or ELL Questionnaires to complete the Accommodation Worksheet for each student classified as SD and/or ELL. This worksheet will assist in making one of three decisions about the student: 1) the student can be assessed <u>without</u> an accommodation, 2) the student can be assessed <u>with</u> an accommodation, or 3) the student should be excluded from the assessment.	▪ Student Information Report(s) ▪ U.S. Department of Agriculture letter ▪ Accommodations Worksheet
Step 3. Maintain a List of New Enrollees	❑ Use the New Enrollee Listing Form to list students who have enrolled in your school since October 1, 2005.	▪ New Enrollee Listing Form
Step 4. Send Parent Letters	❑ The No Child Left Behind legislation requires that the parents of students selected for NAEP assessments be notified in writing that their child has been selected for the assessment and that participation is voluntary. ❑ At the preassessment visit, provide the NAEP representative with a dated copy of the notification sent to parents. *Note: We will not be able to assess until all parents have been notified.*	▪ Sample Parent Notification Letter

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

We look forward to a successful assessment!

Sincerely,

Robert Banks

NAEP Representative

The Nation's Report Card

Page _____ of _____

NAEP 2006

NEW ENROLLEE LISTING FORM

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

Sampled grade: 4 . All students in this grade who enroll after October 1, 2005 should be listed below.

QUESTIONS? Call 800-283-6237

See information on the reverse side regarding these student background variables.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	**For Sampling Use Only** Line #	Sampled for Session

INSTRUCTIONS FOR LISTING STUDENTS

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

NAEP'S categories for student background variables are listed below. Provide an explanation for your codes.

Students with Disability (SD) (Students having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.):

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

Limited English Proficient (ELL) (Students classified by the school as English language learners or limited English proficient.):

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

Race/Ethnicity:

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

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

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

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

If necessary, schools may use the following:

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

School does not collect this information. (Available for non-public schools only.)

Information unavailable at this time.

National School Lunch Program (NSLP):

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

NAEP Accommodations Worksheet

Below is a list of students selected to participate in NAEP who have been identified as students with disabilities (SD) and/or as English Language Learners (ELL). After the school staff member completes the Questionnaire(s) about Students with Disabilities and/or English Language Learners and provides you with information on the student's participation in NAEP, use this worksheet to record the decisions regarding accommodations. The NAEP representative will ask for this completed worksheet during the preassessment visit.

School Name Washington Elementary School ID # 101-101-1

Student Name	Session# Line#	Subject C=Civics E=Economics M=Mathematics R=Reading H=U.S. History W=Writing	SD/ ELL	**Include Without Accommodations**	Extended Time	Read Aloud in Regular Session *(Not allowed for reading)*	Small Group (without Read Aloud)	Small Group (with Read Aloud) *(Not allowed for reading)*	One-on-one	Bilingual Booklet *(Mathematics only)*	Bilingual Dictionary *(Not allowed for reading or writing)*	Large-print Booklet	Scribe or Use of Computer to Record Student Answers *(Not allowed for writing)*	Breaks During Test	Magnification Device	School Staff Administers	Other	**Exclude**
Tim Dublin	OP0401 / 7	C	SD	✓														
Paul Hernandez	OP0401 / 10	M	ELL															
Haley Ferrell	OP0402 / 8	R	SD															
Walter Nelson	OP0402 / 15	C	SD															
Ann Simpson	OP0402 / 23	M	SD/ELL															

2G. Prepare the SD and/or ELL Questionnaires

For each student identified as SD and/or ELL on the SD/ELL Report that you have either received from Westat or printed from the SDS, you will prepare an SD and/or an ELL Questionnaire. To prepare each questionnaire, you will print a set of SD/ELL labels for each school from the SDS using the removable labels (Avery 5160) from your Westat bulk supplies. The labels display the following information:

- the Student's Name;
- the School ID;
- the Student's Session ID;
- the Student's Line Number;
- the Student's Month and Year of Birth;
- the Student's Sex; and
- if the student is SD and/or ELL.

You will place the label on the cover of the SD and/or ELL Questionnaire (2 copies of the label will print if the student is both SD and ELL) and then enter the following information on each questionnaire cover:

- the School ID Number;
- the NAEP Subject to be Assessed[2];
- the Student Booklet ID Number;
- the Session ID Number;
- the Administration Schedule Line Number; and
- the student's demographic information, including birth date and sex.

Insert a copy of the OELA-OSEP letter (from your bulk supplies) in each questionnaire.

You may be required during the preassessment visit to prepare the covers of additional questionnaires for newly enrolled or newly classified SD and/or ELL students. You will need to enter the information listed above on the questionnaire covers and Roster for newly enrolled and newly classified students.

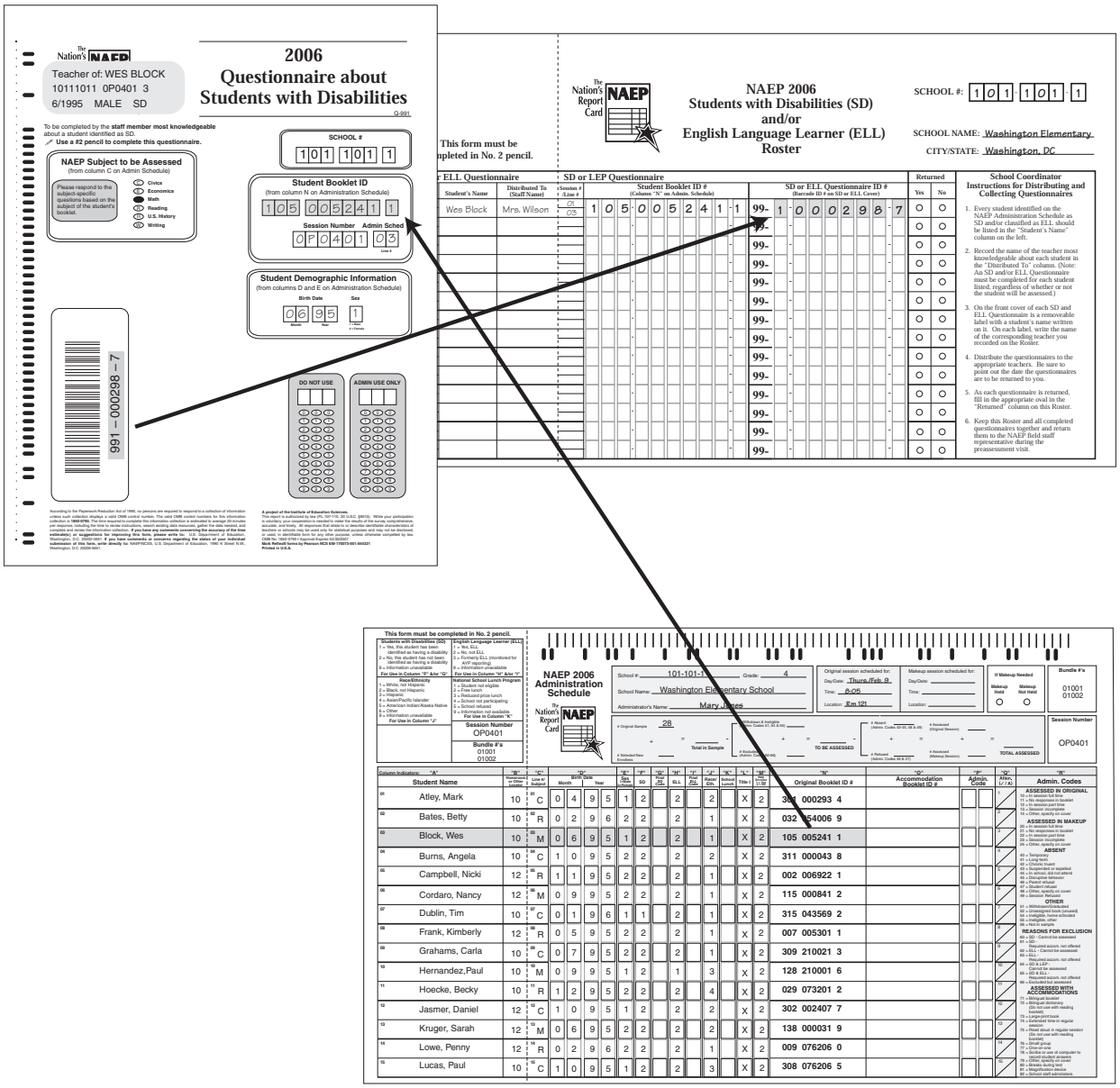
[2] The assessment subject and booklet ID# for each SD and/or ELL student will be downloaded to the SDS around December 14. You will need to access this information to complete the Accommodations Worksheet and the SD/ELL Questionnaires.

2H. Prepare the SD and/or ELL Roster of Questionnaires

In order to prepare the SD and/or ELL Roster of Questionnaires you should begin by recording the school name, School ID Number and city/state from the Administration Schedule. Continue by recording the following for each SD and/or ELL student:

- the student's name,
- the student's 10-digit booklet ID, and
- the corresponding SD and/or ELL Questionnaire ID.

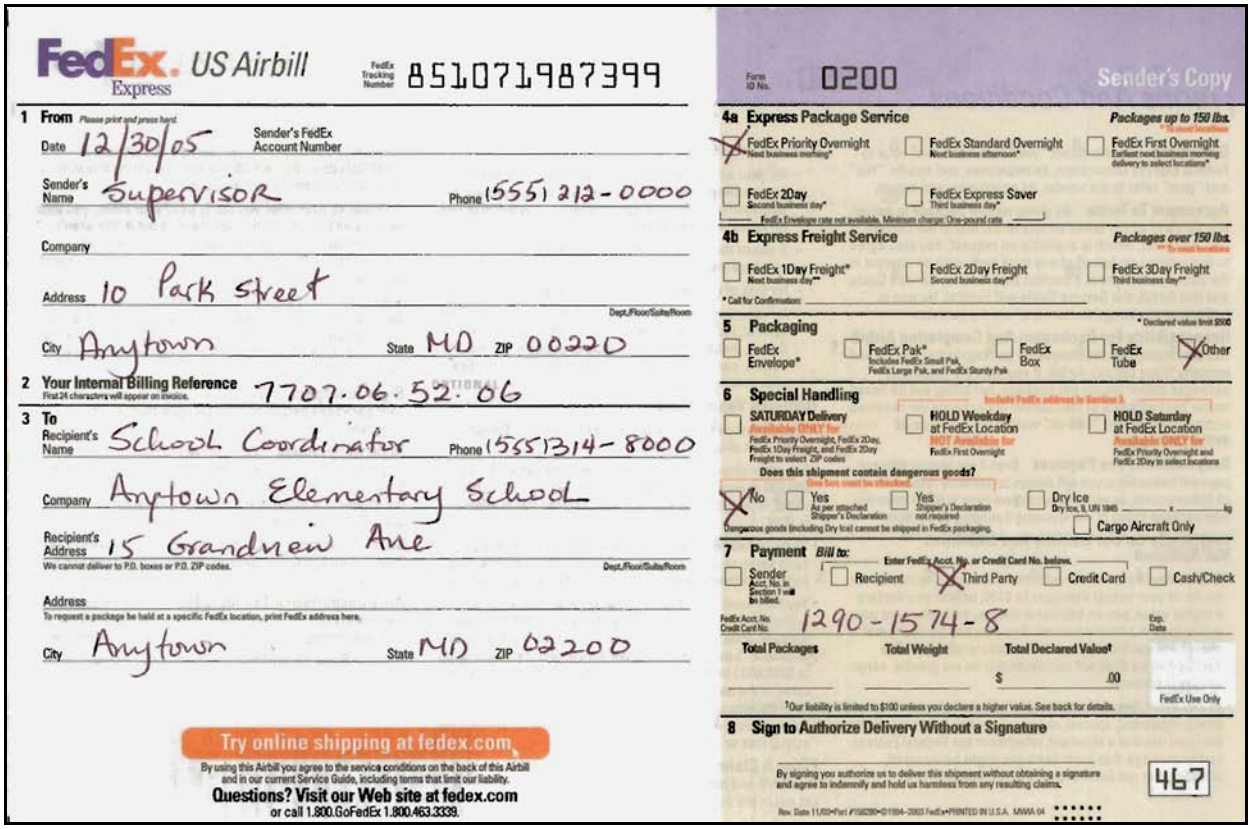
If a student is assigned both an SD and an ELL Questionnaire, that student should be listed twice on the Roster.



2I. Ship Preassessment Packets to Schools

You will be shipping the Preassessment Packets to the schools via FedEx. These packets should fit in a small FedEx box and should be sent by express package service using “FedEx Priority Overnight.” The packaging should be “Other Pkg” for a FedEx box. The payment should be “Third Party” using Westat’s FedEx code 1290-1574-8. Enter the project number 7707.06.52.06 in Section 2 for the Internal Billing Reference number. For the materials that are sent to the schools, you will receive bright neon labels that say “Important NAEP Materials” that can be affixed to the outside of the FedEx box. Be sure to save the FedEx tracking numbers in order to track the boxes.

If you need boxes, they can be ordered directly from FedEx (1-800-GO-FEDEX or FedEx.com).


FedEx Express US Airbill
FedEx Tracking Number 851071987399
Form ID No. 0200
Sender's Copy

1 From
Date 12/30/05
Sender's FedEx Account Number
Sender's Name Supervisor
Phone (555) 212-0000
Company
Address 10 Park Street
Dept./Floor/Suite/Room
City Anytown
State MD ZIP 00220

2 Your Internal Billing Reference
First 24 characters will appear on invoice.
7707.06.52.06

3 To
Recipient's Name School Coordinator
Phone (555) 314-8000
Company Anytown Elementary School
Recipient's Address 15 Grandview Ave
We cannot deliver to P.O. boxes or P.O. ZIP codes.
Dept./Floor/Suite/Room
Address
To request a package be held at a specific FedEx location, print FedEx address here.
City Anytown
State MD ZIP 02200

4a Express Package Service
Packages up to 150 lbs.
FedEx Priority Overnight
FedEx Standard Overnight
FedEx First Overnight
FedEx 2Day
FedEx Express Saver

4b Express Freight Service
Packages over 150 lbs.
FedEx 1Day Freight
FedEx 2Day Freight
FedEx 3Day Freight

5 Packaging
FedEx Envelope
FedEx Pak
FedEx Box
FedEx Tube
Other

6 Special Handling
SATURDAY Delivery
HOLD Weekday at FedEx Location
HOLD Saturday at FedEx Location
Does this shipment contain dangerous goods?
No
Yes
Dry Ice
Cargo Aircraft Only

7 Payment Bill to:
Sender
Recipient
Third Party
Credit Card
Cash/Check
FedEx Acct. No. Credit Card No. 1290-1574-8
Total Packages
Total Weight
Total Declared Value
$ .00

8 Sign to Authorize Delivery Without a Signature

467

Try online shipping at fedex.com
Questions? Visit our Web site at fedex.com
or call 1.800.GoFedEx 1.800.463.3339.

Procedure 3. Prepare for the Preassessment Visit Scheduling Telephone Call

Procedure 3 of the QCB provides you with a list of tasks to complete prior to the telephone call to schedule the preassessment visit. This list includes:

- Review the QCB label and SCS to determine the following:
  - the number and type of sessions to be conducted at the school,
  - the school coordinator's name, and
  - the assessment date.
- Determine the approximate length of the preassessment visit, as follows:

  When determining the approximate length of the visit, remember that the average length of time for the preassessment visit per school will vary depending on many factors. A visit may take anywhere from 1 hour to several hours to complete. The purpose for determining the approximate length of the visit is to allow both you and the school coordinator to schedule sufficient time to complete the visit. Use the factors below to help calculate a reasonable estimate of the length of the visit.
  - The grade to be assessed and total number of students selected for the assessment.
  - The status of parent notification. You will need to verify that the parents of selected students have been notified about the assessment. If parents of the selected students have not been notified, you will need to work with the school coordinator to ensure that parents are informed about the assessment as soon as possible and prior to the assessment.
  - The status of the Administration Schedule(s). The more complete the Administration Schedule(s), the shorter the visit. If an Administration Schedule has lots of missing information, it will take longer to review and gather the omitted data.
  - The number of students identified as SD and/or ELL. You will need to work with the school coordinator to determine whether each student identified as SD and/or ELL on the Administration Schedule can be assessed in the regular session with or without accommodations, assessed in a separate session, or cannot be assessed at all. Therefore, if a school has many students with an SD and/or ELL indicator, the visit will take longer. (The completed SD and ELL Questionnaires should be available at the preassessment visit.)
- Identify several dates and times that you will be available to conduct the preassessment visit.
- Review the checklist for the Scheduling Telephone Call in **Procedure 4** of the QCB.
- Have your calendar open and ready for the call.

Procedure 4. Conduct the Preassessment Visit Scheduling Telephone Call

Beginning Monday, December 12, 2005, you must contact each school in your assignment to confirm the assessment date and schedule the preassessment visit. When calling the school, use the checklist for **Procedure 4** in the QCB.

You should contact the schools in your area with the earliest assessment dates first. This telephone call should take no longer than 10 minutes per school, so all of your telephone calls should be completed within a few days. Scheduling telephone calls for all of the schools in your assignment must be completed by Wednesday, December 21, 2005. If you are unable to reach the school coordinator by December 21, report this to your field manager immediately.

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

During the call you will need to:

- introduce yourself;
- state the reason for the call;
- review the date for assessment and the grade(s) being assessed;
- discuss receipt of the Preassessment Packet (should arrive on January 3, 2006);
- suggest a date and time for the preassessment visit (continue suggesting dates/times until a mutually convenient schedule is established). Record the date and time in the space provided in the QCB;
- alert the school coordinator that you will be calling after he/she receives the Preassessment Packet to review the contents, answer questions, and confirm the preassessment visit date/time;
- obtain a direct telephone number for the school coordinator, if available;
- make sure the school coordinator has your full name and contact telephone number; and
- answer any questions.

After the call is over, be sure to enter the following information into the SCS:

- the preassessment date and time; and
- the school coordinator's direct telephone number and email address, if available.

Procedure 5. Prepare for the Preassessment Visit Confirmation Telephone Call

Beginning Tuesday, January 3, 2006, you must conduct a confirmation call with each school. **Procedure 5** of the QCB lists the tasks to complete prior to conducting the confirmation telephone call.

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

- Verify delivery of the Preassessment Packet to the school—track the package as necessary.
- Review the SCS for the number of teachers recorded.
- Review the checklist for Conducting the Preassessment Visit Confirmation Telephone Call (**Procedure 6** in the QCB).
- Review a map or directions obtained from the Internet to determine if you need to ask the school coordinator for more detailed directions to the school.
- Have your calendar open and ready for the call.

Procedure 6. Conduct the Preassessment Visit Confirmation Telephone Call

Because you will ship the Preassessment Packet via FedEx to all school coordinators on December 30, 2005, you must begin calling schools on January 3, 2006. The purpose of this telephone call is to verify that the packet has been received, to confirm the preassessment visit date, and time, to briefly review the activities that will take place during the visit, and to confirm the number of teachers in the sampled grade for the assessment subjects that require Teacher Questionnaires. If there are students classified as SD and/or ELL on the Administration Schedule(s), you will also remind the school coordinator to distribute the SD and ELL Questionnaires to the school staff most knowledgeable about the SD and/or ELL students. School staff should return these questionnaires to the school coordinator the day before the visit.

Procedure 6 of the QCB presents the steps for conducting this call.

During the call you will need to:

- Introduce yourself.
- Remind the school coordinator of the scheduling call (date).
- Verify the date and time for the preassessment visit.
- If the school coordinator needs to reschedule, continue suggesting dates/times until a mutually convenient schedule is established. Record the date and time in the space provided in the QCB.
- Verify that the school coordinator has received the Preassessment Packet.
    - If the school coordinator has not received the Preassessment Packet, describe what it looks like. If the packet still cannot be located, locate the tracking information from the

School Folder and let the school coordinator know the date and time of delivery, and the name of the person who signed for it. If, for some reason, the packet still cannot be located, verify the school coordinator's shipping address and resend the Preassessment Packet. You will need to reschedule the preassessment visit if there is not enough time for the school coordinator to receive the packet prior to the visit.

- Once the school coordinator has located the package, ask him/her to locate the school coordinator cover letter.
- Review the steps the school coordinator needs to accomplish before the preassessment visit.
  - Step 1. Distribute and collect the SD and/or ELL Questionnaires.
  - Step 2. Review and complete the Student Information Reports:
    - Collect missing data;
    - Verify SD/ELL status; and
    - Complete the Accommodations Worksheet.
  - Step 3. Maintain a List of New Enrollees.
  - Step 4. Send Parent Notification Letters.
- Verify the number of teachers for questionnaire preparation, and record this number in the space provided in the QCB.
- Make sure the school coordinator has your full name and contact telephone number.
- Answer any questions.
- End the call.

After the call is over, be sure to enter the updated preassessment date and time, if necessary, into the SCS.

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

Procedure 7. Prepare for the Preassessment Visit

Procedure 7 of the QCB lists the tasks to complete after the confirmation call before the preassessment visit. These tasks are explained below.

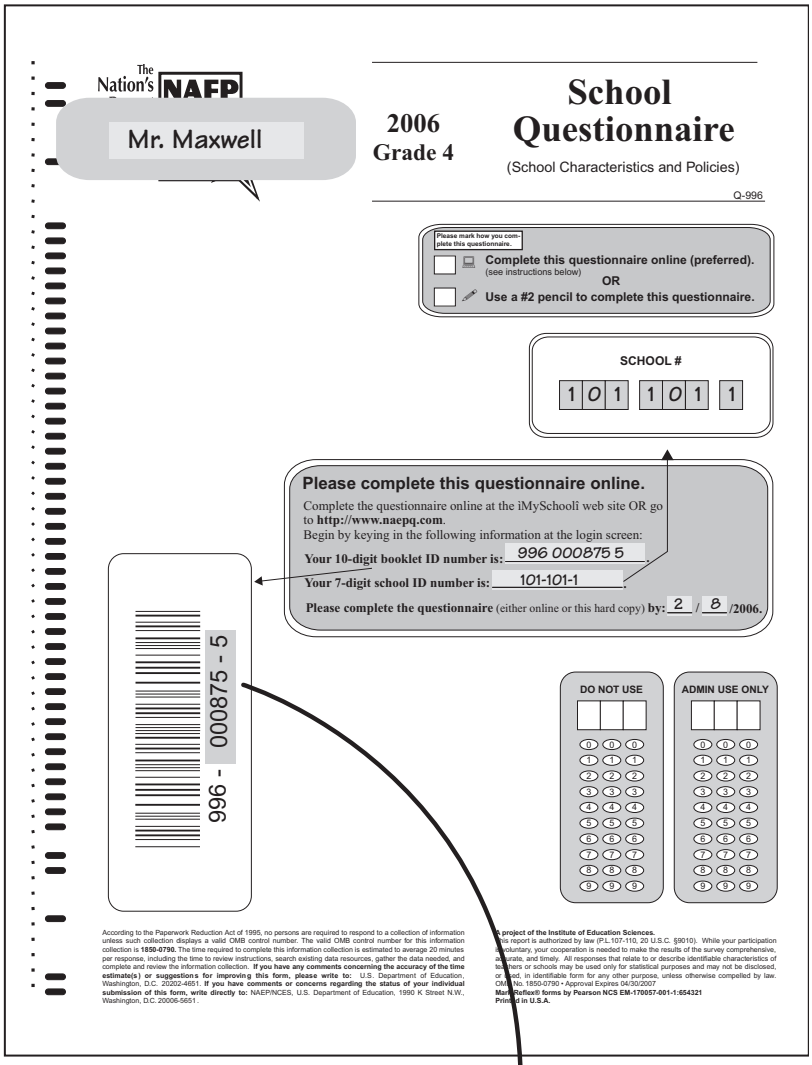
7A. Complete the Questionnaire Covers

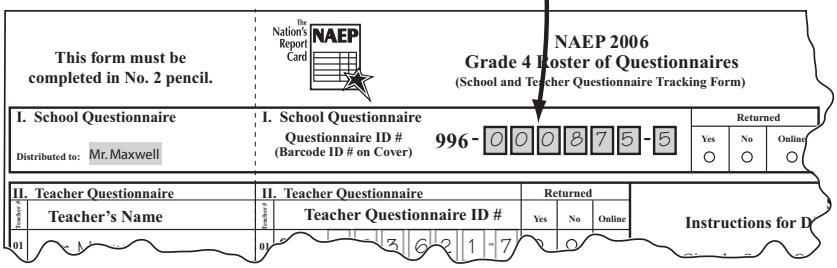
You will need to complete the information on the front of the School and Teacher Questionnaire covers before the preassessment visit.

7A.1 School Questionnaires

To prepare each School Questionnaire cover, you will:

- Write the School ID Number in the box labeled **School #.**
- Fill out the information for completing the booklet online and the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
- Place a blank removable label in the upper-left corner of the cover.
- Write the principal's name on the label, if known.





7A.2 Teacher Questionnaires

You will prepare the appropriate number and types of Teacher Questionnaires based on the number of subject-area teachers reported in the SCS by the NAEP State Coordinator (public schools) or the gaining cooperation supervisor (nonpublic schools). Before preparing the questionnaires, confirm this number with the school coordinator during the preassessment visit confirmation call.

For grade 4, all teachers of students selected for the assessment will be asked to complete a Teacher Questionnaire. For grade 8, only civics/U.S. history or mathematics teachers of students selected for the assessment will be asked to complete a Teacher Questionnaire. Grade 8 civics/U.S. history teachers will receive the Grade 8 Civics/U.S. History Teacher Questionnaires. Grade 8 mathematics teachers will receive the Grade 8 Mathematics Teacher Questionnaires. For grade 12, only economics teachers of students selected for the assessment will be asked to complete a questionnaire. The economics department head will be given an Economics Department Chair Questionnaire, and grade 12 economics teachers will receive a Grade 12 Economics Teacher Questionnaire.

To prepare the Teacher Questionnaire covers (see exhibit on next page):

- Write the NAEP School ID Number on the cover of the Teacher Questionnaire.
- Fill out the information for completing the booklet online and the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
- Record the next available Teacher ID# from the Roster of Questionnaires.
- Place a blank removable label in the upper-left corner of the cover.
- You will record the teacher name on the label, during the preassessment visit.

It will be necessary to bring extra grade appropriate questionnaires to the preassessment visit in case the number of teachers reported is incorrect.

7B. Complete the Roster of Questionnaires

In addition to preparing the questionnaires, you will also need to prepare a Roster of Questionnaires for each school as follows:

- Record the School Questionnaire ID number.
- Record the principal's name, if known.
- Record the Economics Department Chair Questionnaire ID number (grade 12 only).
- Enter the Teacher Questionnaire ID for each Teacher Questionnaire prepared for the school on the corresponding Teacher ID# line. (Note: For grade 8, the columns for the Mathematics Teacher Questionnaire ID numbers are on the front of the Roster. The columns for the Civics/U.S. History Teacher Questionnaire ID numbers are on the back of the Roster.)

I. School Questionnaire

Distributed to: Mr. Maxwell

I. School Questionnaire

Questionnaire ID # (Barcode ID # on Cover) 996 - 000875 - 5

Returned		
Yes	No	Online
○	○	○

SCHOOL NAME: Washington

CITY/STATE: Vienna, VA

II. Teacher Questionnaire

Teacher #	Teacher's Name	Teacher #	Teacher Questionnaire ID #	Returned Yes	Returned No	Returned Online
01	Mr. Randall	01	992- 003621 - 7	○	○	○
02		02	992-	○	○	○
03		03	992-			
04		04	992-			

School Coordinator
Instructions for Distributing and Collecting Question

1. Give the School Questionnaire to the principal and point date that it is to be returned to you.

The Nation's NAEP

Mr. Randall

2006
Grade 4

Teacher Questionnaire

U.S. History/Civics, Mathematics

Q-992

Please mark how you complete this questionnaire.

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

OR

☐ Use a #2 pencil to complete this questionnaire.

SCHOOL #	TEACHER #
101 101 1	01

Please complete this questionnaire online.

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

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

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

Please complete the questionnaire (either online or this hard copy) **by:** 2 / 8 /2006.

992 - 003621 - 7

DO NOT USE

ADMIN USE ONLY

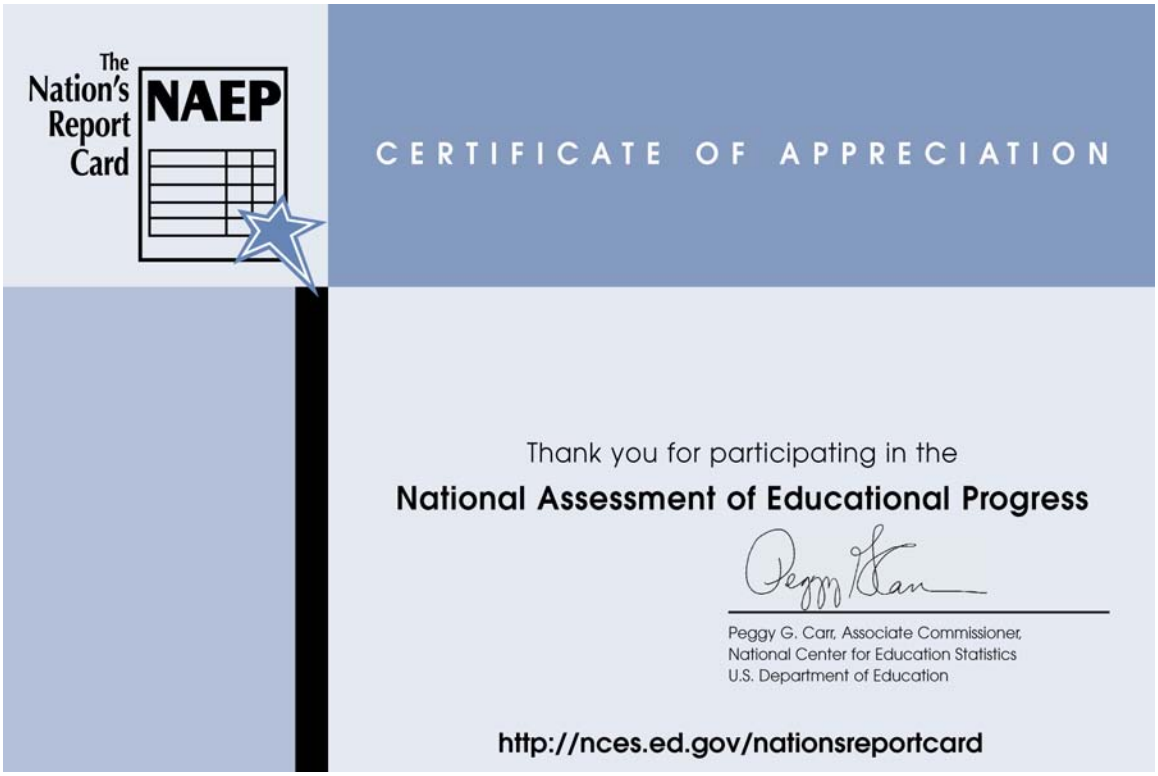
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0790.** The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. ≈9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 ¥ Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-170047-001-1:654321
Printed in U.S.A.

7C. Prepare the Student Appreciation Certificates (Grades 8 and 12)

The Student Appreciation Certificates are distributed to students to express appreciation for their participation in NAEP. Schools may use these certificates as an appointment card to remind grades 8 and 12 students of the assessment date and location.

Prepare the certificates by affixing the white student-specific name/ID label from Pearson (shipped with the Administration Schedules) to the back of the certificate.



7D. Prepare the Teacher Notification Letter

The purpose of the Teacher Notification Letter is to inform the teachers of students selected for the assessment about NAEP and when it is taking place in their school. Prepare one copy of the teacher letter for each school. You will provide it to the school coordinator during the preassessment visit, with instructions that copies should be made and distributed to each of the teachers who have students in their class(es) selected for NAEP, if they wish to do so.

Prepare the letter by filling in:

- the date,
- the grade in the “TO:” line,
- your name in the “FROM:” line, and
- the session number, and date for <u>each</u> session (regular and accommodation) scheduled at the school (you’ll fill in the time and location at the preassessment visit).

NAEP 2006 Teacher Notification Letter

Date: Jan. 11, 2006

TO: Grade 4 Teachers

FROM: Mary Jones; NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2006 administration of the National Assessment of Educational Progress (NAEP).

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For over 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

Each NAEP assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION #	DATE	TIME	LOCATION
OP0401	2/9/05		
HI0401	2/9/05		

It is very important to the results of the study that all students selected for NAEP attend the correct session. The attached list of students indicates the session that a student must attend. Please assist us by seeing that students attend the sessions on time.

Please contact your school's NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP Web site at www.nces.ed.gov/nationsreportcard.

We look forward to working with you, and we thank you for helping us to show the world the achievement of American students.

7E. Review Procedures 8A through 8J in the Quality Control Booklet

To help prepare you for the preassessment visit, fill in the blanks and circle or highlight the appropriate text in **Procedures 8A through 8L** where options are listed in parentheses.

7F. (Grade 4 schools only) Determine If Column B on the Administration Schedule Is Complete When All Students Have Been Selected

For grade 4 schools, compare the actual enrollment and the number sampled in the SCS. If the numbers are the same (or close), review the Administration Schedules for OP sessions to see if column **B** (Homeroom or Other Locator) is completed and it appears that the students are grouped by classroom. If not, review Appendix I.

- Record results in the box before **Procedure 8B** in the QCB.

7G. Determine If There Is a Student Sampling Summary Report

Determine if there is a Student Sampling Summary Report which must be reviewed with the school coordinator. Make sure the report is in the School Folder.

- For schools sampled (either E-Sampled or in-field hardcopy) before November 28, 2005, the Student Sampling Summary Report will be sent from the home office. The presence of the report will be noted on the QCB label. The report can also be printed from the SCS.
- For schools sampled after November 27, 2005, check the SCS to see if a Student Sampling Summary Report has been generated. If so, print the report and put it in the School Folder.
- If there is no Student Sampling Summary Report, cross out **Procedure 8C** in the QCB.

7H. Verify That the Instructions for Sampling New Enrollees Is in the School Folder

You will need to use the Instructions for Sampling New Enrollees for **Procedure 8D** during the preassessment visit. Check to make sure it is in the School Folder.

- For E-Sampled schools, the instructions will be sent from Westat.
- For in-field sampled schools, you will need to print it from the SDS.

7I. Review the SCS for Parent Notification Information

Run a Data Selection report using the SCS to see if any information regarding the Parent Notification Letter has been recorded for the school. Record the results in the box at the beginning of **Procedure 8E** in the QCB.

7J. Gather and Organize Materials for the Visit

Gather together the following materials for the preassessment visit:

- the School Folder containing all the materials listed in **Procedure 1**;
- extra grade-appropriate School, Teacher, SD, and ELL Questionnaires;
- the Teacher Notification Letter;
- the NAEP Student Appreciation Certificates (grades 8 and 12 only);
- the state-specific version of the Parent Notification Letter (provided by your field manager) **or** the NAEP generic Sample Parent Notification Letter (for public schools that don't have a state-specific letter and nonpublic schools);
- extra Department of Agriculture Letters;
- NAEP publications;
  - Frameworks (1 set per school)
  - Sample Questions Booklets (2 sets per grade per school)
  - Teacher's Guide to NAEP (1 per teacher questionnaire)
- your calendar;
- this manual;
- directions to the school; and
- basic office supplies.

2. Activities to Complete During the Visit

Procedure 8. Conduct the Preassessment Visit

The preassessment visit is an in-person visit conducted during a 3-week window in January at each school in your assignment. This visit provides an opportunity for you to establish a positive rapport with the school coordinator. To conduct the visit, you will follow the script provided in **Procedure 8** in the QCB. Page 1-11 of the QCB provides an overview of the steps in **Procedure 8 –** the pressessment visit.

Begin by recording the pressessment visit date and start time in the boxes provided on page 1-12 of the QCB.

8A. Review Student Demographic Data

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

- student's name,
- birth date,
- sex,
- SD and/or LEP status,
- homeroom or other locating information,
- race/ethnicity, and
- National School Lunch Program (NSLP) status.

At **question 8A.1**, you will ask the school coordinator to review the Student Information Report(s) that you sent in the Preassessment Packet. If necessary, obtain any missing student information from the school coordinator and enter it on the Administration Schedule(s).

8A.1 Step 2 of the cover letter asks that you collect data for any empty boxes on the Student Information Report(s). I see that we are missing demographic data for [NAME INDIVIDUAL STUDENTS OR WHOLE COLUMNS].

Have you collected the missing student information?

YES.....1 → ▷ **RECORD INFORMATION ON ADMINISTRATION SCHEDULE(S)**

NO.....2 → ▷ **ASK SC TO COLLECT MISSING INFORMATION**
▷ **RECORD INFORMATION ON ADMINISTRATION SCHEDULE(S)**
▷ **REVIEW DEPARTMENT OF AGRICULTURE LETTER, IF NECESSARY**

If the school coordinator indicates that he/she has collected the missing information, circle **1** for **Yes** and record the information on the Administration Schedule(s). If the school coordinator has not collected the missing information, circle **2** for **No** and ask the school coordinator to obtain the information before you proceed with the visit. Then, enter the information on the Administration Schedule(s). If the school coordinator is unable to acquire any of the missing information before the preassessment visit is completed, you will collect it on assessment day.

Next you will collect updated SD and ELL information at **questions 8A.2 and 8A.3**, which ask the school coordinator if there are any students on the Student Information Report(s) who are newly classified or no longer classified as SD or ELL. Some schools may use terms other than "students with disabilities" and "English language learner." If the school is unfamiliar with this language, you may want to ask if there are any "special education students" or students with "limited English proficiency." More information on terms used for SD and/or ELL students is presented in the *Inclusion* magazine.

8A.2 Now, let's review the students on the Student Information Report(s) identified as students with disabilities (SD) in column **F**. Are there any students who are newly classified or no longer classified as SD?

NO CHANGES ..... 1 → ▷ **SKIP TO Q8A.3**

YES, NEWLY CLASSIFIED ..... 2 →
- ▷ **RECORD UPDATED STATUS IN COLUMN G ON ADMINISTRATION SCHEDULE(S)**
- ▷ **TELL SC THAT YOU WILL PREPARE NEW SD QUESTIONNAIRES**
- ▷ **# NEWLY CLASSIFIED SD_____ (MUST BE GREATER THAN 0)**

YES, NO LONGER CLASSIFIED ..... 3 →
- ▷ **RECORD UPDATED STATUS IN COLUMN G ON ADMINISTRATION SCHEDULE(S)**
- ▷ **ERASE SD INFORMATION ON SD/ELL ROSTER**
- ▷ **TELL SC THAT THE SD QUESTIONNAIRES DO NOT NEED TO BE COMPLETED**
- ▷ **# NO LONGER CLASSIFIED SD_____ (MUST BE GREATER THAN 0)**

8A.3 Now, let's review the students on the Student Information Report(s) identified as English Language Learners (ELL) in column **H**. Are there any students who are newly classified or no longer classified as ELL?

NO CHANGES ..... 1 → ▷ **SKIP TO Q8A.4**

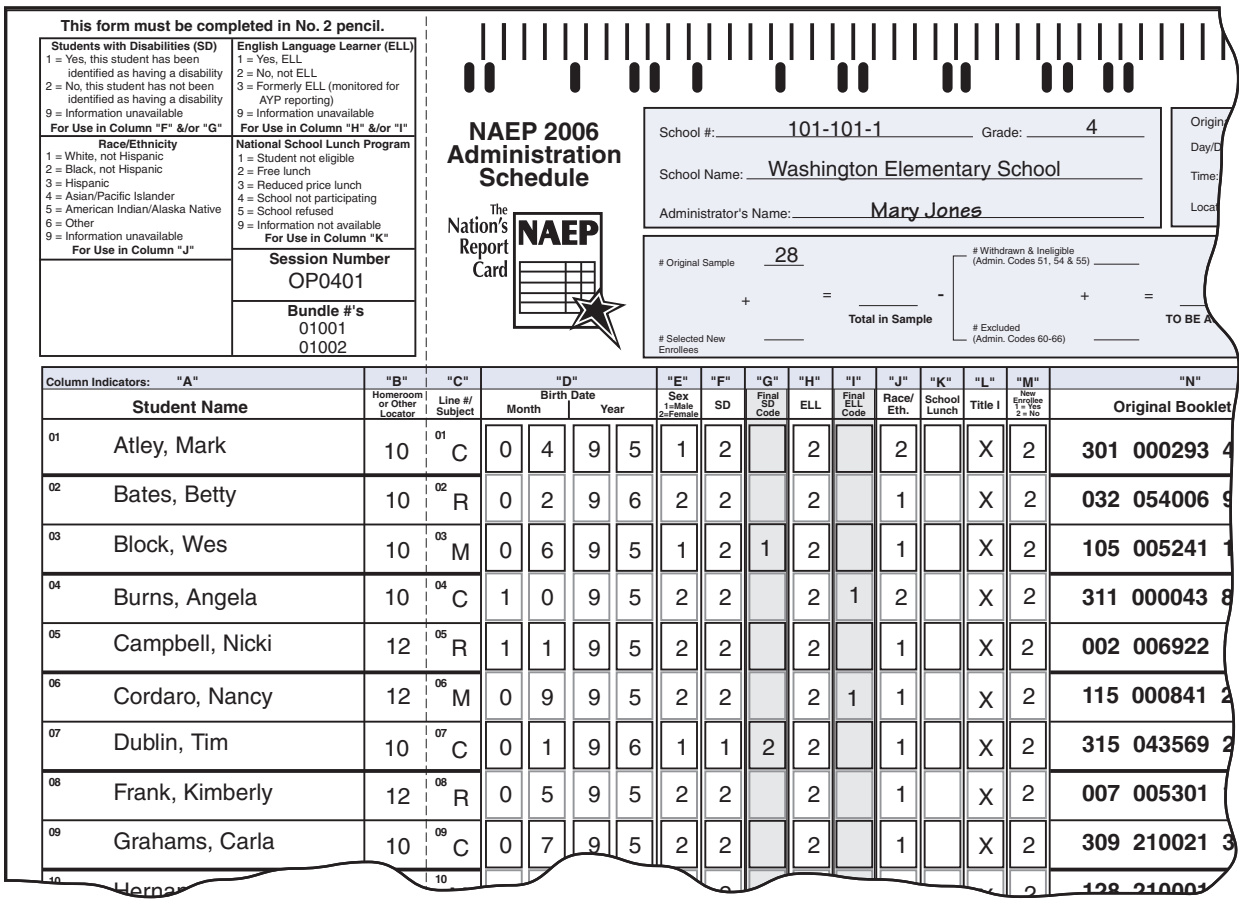
YES, NEWLY CLASSIFIED ..... 2 →
- ▷ **RECORD UPDATED STATUS IN COLUMN I ON ADMINISTRATION SCHEDULE(S)**
- ▷ **TELL SC THAT YOU WILL PREPARE NEW ELL QUESTIONNAIRES**
- ▷ **# NEWLY CLASSIFIED ELL_____ (MUST BE GREATER THAN 0)**

YES, NO LONGER CLASSIFIED ..... 3 →
- ▷ **RECORD UPDATED STATUS IN COLUMN I ON ADMINISTRATION SCHEDULE(S)**
- ▷ **ERASE ELL INFORMATION ON SD/ELL ROSTER**
- ▷ **TELL SC THAT THE ELL QUESTIONNAIRES DO NOT NEED TO BE COMPLETED FOR THESE STUDENTS**
- ▷ **# NO LONGER CLASSIFIED ELL_____ (MUST BE GREATER THAN 0)**

If any students have changed classifications or the classifications need to be corrected, you will need to enter the new code in column **G**, labeled **Final SD Code**, or column **I**, labeled **Final ELL Code**, on the Administration Schedule as shown in the next exhibit. For SD status, enter a **1** or **2** in column **G**, labeled **Final SD Code**.

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

For ELL status, enter a **1, 2** or **3** in column **I,** labeled **Final ELL Code**. Be aware that if a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its Adequate Yearly Progress (AYP) reports, the student's code may have changed to a **3** for **Formerly ELL**. Your field manager will inform you if the state you are working in allows you to use this code.



This form must be completed in No. 2 pencil.

Students with Disabilities (SD)	English Language Learner (ELL)
1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 9 = Information unavailable **For Use in Column "F" &/or "G"**	1 = Yes, ELL 2 = No, not ELL 3 = Formerly ELL (monitored for AYP reporting) 9 = Information unavailable **For Use in Column "H" &/or "I"**
Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable **For Use in Column "J"**	**National School Lunch Program** 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 9 = Information not available **For Use in Column "K"**
	Session Number OP0401
	Bundle #'s 01001 01002

NAEP 2006 Administration Schedule

The Nation's Report Card NAEP

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Sample 28 + = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + # Excluded (Admin. Codes 60-66) = TO BE A

Selected New Enrollees

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Birth Date Month	Year	"E" Sex 1=Male 2=Female	"F" SD	"G" Final SD Code	"H" ELL	"I" Final ELL Code	"J" Race/ Eth.	"K" School Lunch	"L" Title I	"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet
01 Atley, Mark	10	01 C	0 4	9 5	1	2		2		2		X	2	301 000293 4
02 Bates, Betty	10	02 R	0 2	9 6	2	2		2		1		X	2	032 054006 9
03 Block, Wes	10	03 M	0 6	9 5	1	2	1	2		1		X	2	105 005241 1
04 Burns, Angela	10	04 C	1 0	9 5	2	2		2	1	2		X	2	311 000043 8
05 Campbell, Nicki	12	05 R	1 1	9 5	2	2		2		1		X	2	002 006922
06 Cordaro, Nancy	12	06 M	0 9	9 5	2	2		2	1	1		X	2	115 000841 2
07 Dublin, Tim	10	07 C	0 1	9 6	1	1	2	2		1		X	2	315 043569 2
08 Frank, Kimberly	12	08 R	0 5	9 5	2	2		2		1		X	2	007 005301
09 Grahams, Carla	10	09 C	0 7	9 5	2	2		2		1		X	2	309 210021 3
10 Hernan		10											2	128 210001

You should also be aware that some displaced students may have had IEPs in their original schools, but they may not have them now in their new schools. If the school coordinator indicates that a special needs student is receiving accommodations but he/she does not have an IEP on file, due to displacement, you should mark the student as SD or ELL on the Administration Schedule and follow the procedures for SD and/or ELL students in NAEP. See Appendix J for more information.

The SD codes are printed in the upper-left corner of the Administration Schedule(s), at the bottom of the Student Information Report(s), and are listed below.

1=Yes, SD

2=No, not SD

9=Information unavailable

The ELL codes are printed in the upper-left corner of the Administration Schedule(s), at the bottom of the Student Information Report(s), and are listed below.

1=Yes, ELL

2=No, not ELL

3=Formerly ELL (monitored for AYP reporting)

9=Information unavailable

Next, you will need to enter the total number of students newly classified as SD or ELL, and the total number of students no longer classified as SD or ELL on the lines provided at **questions 8A.2 and 8A.3.**

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

If the school coordinator indicates that there are no new students with these classifications, proceed to **question 8A.4**.

At **question 8A.4**, you will ask the school coordinator to review the remaining columns of the Student Information Report(s) to verify that the student demographic information is accurate, and if it is not, you will obtain the corrections. This question walks you through reviewing each column one at a time with the school coordinator. For each column, you will circle either **1** for All Correct or **2** for Changes Made. When you circle **2**, you should make any necessary corrections to the appropriate column in the Administration Schedule(s).

8A.4 Now, let's review the other student demographic information in the remaining columns on the Student Information Report(s) for accuracy. For each column I mention, please review the column and let me know if there are any corrections. The code definitions are listed at the bottom of each page of the report.

Please review column **D** for each student's birth date. Are there any corrections?

ALL CORRECT ..... 1 → ▷ **SKIP TO COLUMN E**
CHANGES MADE ..... 2 → ▷ **RECORD UPDATED CODES IN COLUMN D ON ADMINISTRATION SCHEDULE(S)**

Please review column **E** for each student's gender. Are there any corrections?

ALL CORRECT ..... 1 → ▷ **SKIP TO COLUMNS F – I AND J**
CHANGES MADE ..... 2 → ▷ **RECORD UPDATED CODES ON IN COLUMN E ON ADMINISTRATION SCHEDULE(S)**

We've already reviewed columns **F** through **I** for SD and ELL status.

Please review column **J** for each student's race/ethnicity. The code definitions are listed at the bottom of each page of the report. All students should only be classified in one category.

Are there any corrections?

ALL CORRECT ..... 1 → ▷ **SKIP TO COLUMN K**
CHANGES MADE ..... 2 → ▷ **RECORD UPDATED CODES IN COLUMN J ON ADMINISTRATION SCHEDULE(S)**

Please review column **K** for each student's National School Lunch Program status. Are there any corrections?

ALL CORRECT ..... 1 → ▷ **SKIP TO Q8A.5**
CHANGES MADE ..... 2 → ▷ **RECORD UPDATED CODES IN COLUMN K ON ADMINISTRATION SCHEDULE(S)**

First, you will ask the school coordinator to review column **D,** labeled **Birth Date,** for each student's month and year of birth. Make any necessary corrections to the Administration Schedule(s).

Next, you will ask the school coordinator to review column **E,** labeled **Sex,** for each student's gender. Make any necessary corrections to the Administration Schedule. The sex codes are printed in column **E** on the Administration Schedule(s), at the bottom of the Student Information Report(s), and are listed below.

1=Male

2=Female

Then move onto column **J**, labeled **Race/Eth**., on the Administration Schedule(s). If there is incorrect information in this column, obtain the correct information from the school coordinator and update the data on the Administration Schedule(s).

The race/ethnicity codes are printed in the box in the upper-left corner of the Administration Schedule(s), at the bottom of the Student Information Report(s), and are defined as follows:

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

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

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

4=Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

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

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

7=School does not collect this information: This code will appear in the race/ethnicity column on the Administration Schedule(s) to indicate that the school does not collect race/ethnicity data. During the preassessment visit, you will need to confirm that the school does not collect race/ethnicity data and that this code is correct. If so, record this code for all students listed in the Administration Schedule(s) for this school.

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

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)	English Language Learner (ELL)
1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 9 = Information unavailable **For Use in Column "F" &/or "G"**	1 = Yes, ELL 2 = No, not ELL 3 = Formerly ELL (monitored for AYP reporting) 9 = Information unavailable **For Use in Column "H" &/or "I"**
Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable **For Use in Column "J"**	**National School Lunch Program** 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 9 = Information not available **For Use in Column "K"**
	Session Number OP0401
	Bundle #'s 01001 01002

NAEP 2006 Administration Schedule

The Nation's Report Card NAEP

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Sample 28 + # Selected New Enrollees ____ = ____ Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) ____ + # Excluded (Admin. Codes 60-66) ____ = ____ TO BE A

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Birth Date Month		Year		"E" Sex 1=Male 2=Female	"F" SD	"G" Final SD Code	"H" ELL	"I" Final ELL Code	"J" Race/ Eth.	"K" School Lunch	"L" Title I	"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet
01 Atley, Mark	10	01 C	0	4	9	5	1	2		2		2		X	2	301 000293 4
02 Bates, Betty	10	02 R	0	2	9	6	2	2		2		1		X	2	032 054006 9
03 Block, Wes	10	03 M	0	6	9	5	1	2		2		1		X	2	105 005241 1
04 Burns, Angela	10	04 C	1	0	9	5	2	2		2		2		X	2	311 000043 8
05 Campbell, Nicki	12	05 R	1	1	9	5	2	2		2		1		X	2	002 006922
06 Cordaro, Nancy	12	06 M	0	9	9	5	2	2		2		1		X	2	115 000841 2
07 Dublin, Tim	10	07 C	0	1	9	6	1	1		2		1		X	2	315 043569 2
08 Frank, Kimberly	12	08 R	0	5	9	5	2	2		2		1		X	2	007 005301
09 Grahams, Carla	10	09 C	0	7	9	5	2	2		2		1		X	2	309 210021 3
10 Hernan		10														128 210001

Finally, if there is incorrect information in column **K**, labeled **School Lunch**, on the Administration Schedule(s), you will need to obtain the correct information from the school coordinator and enter it on the Administration Schedule(s). NSLP is a federally assisted meal program that provides low-cost or free lunches to eligible students. A letter from the U.S. Department of Agriculture authorizing the release of the NSLP data is sent to the school coordinator in the Preassessment Packet. The NSLP codes are printed on the Administration Schedule(s) in the upper-left corner, at the bottom of the Student Information Report(s), and are listed below.

1=Student not eligible

2=Free lunch

3=Reduced price lunch

4=School not participating

5=School refused

9=Information unavailable

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

This form must be completed in No. 2 pencil.

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

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

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

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

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

The Nation's Report Card NAEP

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

Original Sample 28 + = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + = TO BE A
Selected New Enrollees
Excluded (Admin. Codes 60-66)

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Birth Date Month		Year		"E" Sex 1=Male 2=Female	"F" SD	"G" Final SD Code	"H" ELL	"I" Final ELL Code	"J" Race/ Eth.	"K" School Lunch	"L" Title I	"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet
01 Atley, Mark	10	01 C	0	4	9	5	1	2		2		2		X	2	301 000293 4
02 Bates, Betty	10	02 R	0	2	9	6	2	2		2		1		X	2	032 054006 9
03 Block, Wes	10	03 M	0	6	9	5	1	2		2		1		X	2	105 005241 1
04 Burns, Angela	10	04 C	1	0	9	5	2	2		2		2		X	2	311 000043 8
05 Campbell, Nicki	12	05 R	1	1	9	5	2	2		2		1		X	2	002 006922
06 Cordaro, Nancy	12	06 M	0	9	9	5	2	2		2		1		X	2	115 000841 2
07 Dublin, Tim	10	07 C	0	1	9	6	1	1		2		1		X	2	315 043569 2
08 Frank, Kimberly	12	08 R	0	5	9	5	2	2		2		1		X	2	007 005301
09 Grahams, Carla	10	09 C	0	7	9	5	2	2		2		1		X	2	309 210021 3
10 Hernan		10													2	128 210001

Next, during **question 8A.5**, you will ask the school coordinator to identify any students on the Student Information Report who were **enrolled and attended school in the selected grade and then withdrew**. For students who have withdrawn, enter an Administration Code of **51** (withdrawn or graduated) in column **P**, labeled **Admin. Code**, of the Administration Schedule(s). Then, draw a single line through the student’s name up to the perforation.

8A.5 Are there any students on the Student Information Report(s) who were enrolled and attended school in the [SAMPLED] grade and then withdrew?

YES.....1 → ▷ **ENTER CODE 51 FOR WITHDRAWN STUDENTS IN COLUMN P ON ADMINISTRATION SCHEDULE(S)**
▷ **DRAW A LINE THROUGH EACH WITHDRAWN STUDENT’S NAME UP TO PERFORATION ON ADMINISTRATION SCHEDULE(S)**

NO.....2 → ▷ **CONTINUE WITH Q8A.6**

At **questions 8A.6 and 8A.7**, you will ask the school coordinator if there are any students on the Student Information Report(s) who are ineligible for the assessment because they are home-schooled or were never enrolled and attended school in the sampled grade.

8A.6 Are there any students on the Student Information Report(s) who are home schooled?

YES..... 1 → ▷ **ENTER CODE 54 FOR HOME-SCHOOLED STUDENTS IN COLUMN P ON ADMINISTRATION SCHEDULE(S)**
▷ **DRAW A LINE THROUGH EACH HOME-SCHOOLED STUDENT'S NAME UP TO PERFORATION ON ADMINISTRATION SCHEDULE(S)**

NO.....2 → ▷ **CONTINUE WITH Q8A.7**

8A.7 Are there any students on the Student Information Report(s) who neither enrolled nor attended school in the [SAMPLED] grade?

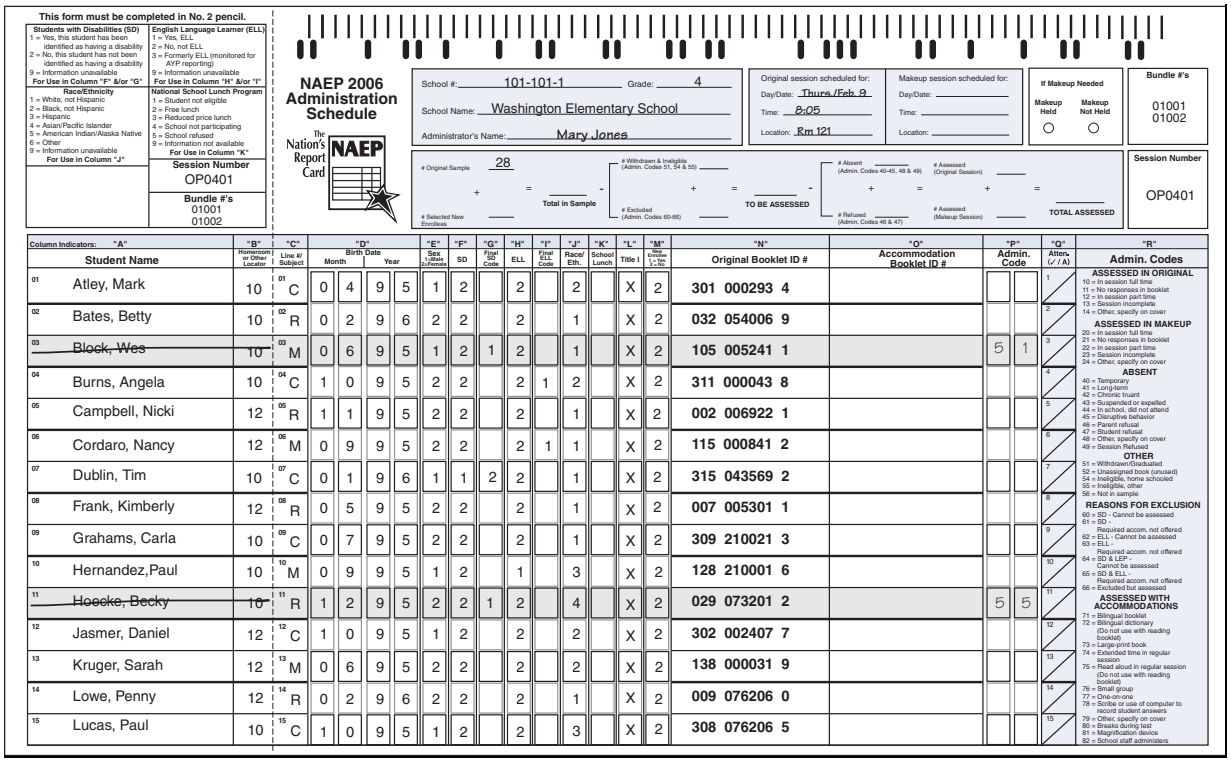
YES.....1 → ▷ **ENTER CODE 55 FOR OTHER, INELIGIBLE STUDENTS IN COLUMN P ON ADMINISTRATION SCHEDULE(S)**
▷ **DRAW A LINE THROUGH EACH OTHER, INELIGIBLE STUDENT'S NAME UP TO PERFORATION ON ADMINISTRATION SCHEDULE(S)**

NO.....2 → ▷ **CONTINUE WITH Q8A.8**

For students who are ineligible, enter the following on the Administration Schedule(s):

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

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



This form must be completed in No. 2 pencil.

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

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

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

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

Session Number OP0401

Bundle #'s 01001 01002

NAEP 2006 Administration Schedule

The Nation's Report Card NAEP

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

Original session scheduled for: Day/Date: Thurs./Feb. 9 Time: 8:05 Location: Rm 121

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Bundle #'s 01001 01002

Original Sample 28 + # Selected New Enrollees = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + # Excluded (Admin. Codes 60-66) = TO BE ASSESSED - # Absent (Admin. Codes 40-45, 48 & 49) + # Refused (Admin. Codes 46 & 47) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

Session Number OP0401

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Birth Date Month			Year	"E" Sex 1=Male 2=Female	"F" SD	"G" Final SD Code	"H" ELL	"I" Final ELL Code	"J" Race/ Eth.	"K" School Lunch	"L" Title I	"M" Sec. Exclusion 1=Sec 2=Not Sec	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code		"Q" Atten. (✓/A)
01 Atley, Mark	10	01 C	0	4	9	5	1	2		2		2		X	2	301 000293 4				1
02 Bates, Betty	10	02 R	0	2	9	6	2	2		2		1		X	2	032 054006 9				2
03 ~~Block, Wes~~	~~10~~	03 M	0	6	9	5	1	2	1	2		1		X	2	105 005241 1		5	1	3
04 Burns, Angela	10	04 C	1	0	9	5	2	2		2	1	2		X	2	311 000043 8				4
05 Campbell, Nicki	12	05 R	1	1	9	5	2	2		2		1		X	2	002 006922 1				5
06 Cordaro, Nancy	12	06 M	0	9	9	5	2	2		2	1	1		X	2	115 000841 2				6
07 Dublin, Tim	10	07 C	0	1	9	6	1	1	2	2		1		X	2	315 043569 2				7
08 Frank, Kimberly	12	08 R	0	5	9	5	2	2		2		1		X	2	007 005301 1				8
09 Grahams, Carla	10	09 C	0	7	9	5	2	2		2		1		X	2	309 210021 3				9
10 Hernandez,Paul	10	10 M	0	9	9	5	1	2		1		3		X	2	128 210001 6				10
11 ~~Hoecke, Becky~~	~~10~~	11 R	1	2	9	5	2	2	1	2		4		X	2	029 073201 2		5	5	11
12 Jasmer, Daniel	12	12 C	1	0	9	5	1	2		2		2		X	2	302 002407 7				12
13 Kruger, Sarah	12	13 M	0	6	9	5	2	2		2		2		X	2	138 000031 9				13
14 Lowe, Penny	12	14 R	0	2	9	6	2	2		2		1		X	2	009 076206 0				14
15 Lucas, Paul	10	15 C	1	0	9	5	1	2		2		3		X	2	308 076206 5				15

"R" Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, home schooled
55 = Ineligible, other
56 = Not in sample

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = ELL - Cannot be assessed
63 = ELL - Required accom. not offered
64 = SD & LEP - Cannot be assessed
65 = SD & ELL - Required accom. not offered
66 = Excluded but assessed

ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet
72 = Bilingual dictionary (Do not use with reading booklet)
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use with reading booklet)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer to record student answers
79 = Other, specify on cover
80 = Breaks during test
81 = Magnification device
82 = School staff administers

At **question 8A.8**, you will ask the school coordinator to identify any sampled students who are enrolled in the school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster.

If the school coordinator does identify any such students, you will update their New Enrollee Code (Column **M**) from code 2 to code 3.

8A.8 Are any students listed on the Student Information Report enrolled in your School because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster?

YES.....1 ⟶ ▷ **UPDATE THE NEW ENROLLEE CODE IN COLUMN M FROM CODE 2 TO CODE 3 ON THE ADMINISTRATION SCHEDULE(S). CONTINUE WITH Q8A.9**

NO.....1 ⟶ ▷ **CONTINUE WITH Q8A.9**

At **question 8A.9** you will ask the school coordinator if there have been any traumatic events that that have affected the school, students, or community in the past year. If the response is **Yes**, record the details in the space provided. You will also receive this information on the Assessment Information Form.

8A.9 Have there been any traumatic events that have affected your school, students, or community in the past year?

YES.....1 ⟶ ▷ **RECORD DETAILS BELOW**

_____

_____

_____

[RECORD THIS INFORMATION ON THE ASSESSMENT INFORMATION FORM]

NO.....2 ⟶ ▷ **IF GRADE 4, CONTINUE WITH PROCEDURE 8B**
▷ **IF GRADE 8 OR 12, SKIP TO PROCEDURE 8C**

8B. Collect Homeroom Indicator (Grade 4 Schools Only)

Procedure 8B pertains to grade 4 schools that will be assessing all students in the fourth grade. The instruction box that precedes **question 8B.1** helps you determine if you will need to ask these questions at a given school. You should complete the instruction box before going to the school for the preassessment visit. For applicable schools, you will need to ask the school coordinator to review column **B** of the Student Information Report.

FOR GRADE 4 SCHOOLS:

COMPARE THE ACTUAL ENROLLMENT AND THE NUMBER SAMPLED IN THE SCS. ARE THE NUMBERS THE SAME (OR CLOSE – WITHIN 5 STUDENTS)?

YES ..... 1 (CONTINUE WITH QUESTION BELOW)
NO ..... 2 (SKIP TO PROCEDURE 8C)

REVIEW COLUMN B (HOMEROOM OR OTHER LOCATOR) OF THE ADMINISTRATION SCHEDULE. IS COLUMN B COMPLETED AND DOES IT APPEAR THAT THE STUDENTS ARE GROUPED BY CLASSROOM?

YES ..... 1 (CONTINUE WITH Q8B.1)
NO ..... 2 (SKIP TO Q8B.2)

At grade 4 schools with 150 or fewer students, all students were selected to participate in NAEP. If such a grade 4 school provided a homeroom or other locator to NAEP in the fall, the Administration Schedules will group students according to the locator. There will be one Administration Schedule for each group of homerooms or other locators. At **question 8B.1** you will ask the school coordinator if the school wants students to be grouped according to the information in column **B** on assessment day. Also, ask if the indicators in column **B** are still correct.

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

If a grade 4 school where all students are selected for the assessment did not provide a homeroom or other locator to NAEP in the fall, you will need to collect this information during the visit. Begin by asking the school coordinator how he/she would like students grouped during the assessment. Remember that students selected for the U.S. history assessment must be assessed in a separate group and cannot be grouped by home room or another location. Typically, schools will want students grouped in the classrooms they are in during the time the assessment is scheduled to begin. You will then record the homeroom or other locator, as

indicated by the school coordinator, in column **B** for each student listed on the Administration Schedule. Because this may take some time to do, you should get the information, then record it on the Administration Schedules after the visit, but before you leave the school. After the visit, refer to Appendix I for instructions on what you'll need to do before the assessment day in order to arrange the sessions by homeroom/locator.

8C. Review Student Sampling Summary Report

Procedure 8C instructs you to review the Student Sampling Summary Report with the school coordinator. The label on the front cover of the QCB will indicate whether or not the school has a Student Sampling Summary Report. If there is no Student Sampling Report, you should have crossed out **Procedure 8C** before going to the school for the preassessment visit.

In the fall, a series of statistical checks were run on all original lists of students submitted to NAEP for sampling. Any checks that resulted in a warning message were printed on a Student Sampling Summary Report.

If there is a Student Sampling Summary Report for the school, you will need to discuss any unresolved issues with the school coordinator and make any necessary changes to the Administration Schedule(s). More information on the Student Sampling Summary Report error messages is provided in Appendix D.

After the visit, enter any changes made to the Administration Schedule(s) as a result of your discussion with the school coordinator about the Student Sampling Summary Report, as described in **Procedure 10** and the *SCS User's Guide*.

IF THERE IS A STUDENT SAMPLING SUMMARY REPORT IN THE SCHOOL FOLDER, CONTINUE WITH PROCEDURE 8C.

IF NOT, SKIP TO PROCEDURE 8D.

When a school's student list is received for sampling, we run a series of quality control checks on the data. Any questions or issues we identify about the student lists are printed on a report called the Student Sampling Summary Report. I have a copy of this report for your schools.

8D. Select Sample of Newly Enrolled Students

Procedure 8D in the QCB requires you to select a sample of students who have enrolled after October 1, 2005 or who were inadvertently left off the original list. You will begin by asking whether the school coordinator listed these students on the New Enrollee Listing Form.

In order to maintain NAEP's statistical validity, we need to give all enrolled students a chance to be selected for NAEP, even if they enrolled in your school after the original list of students was prepared for sampling.

Please locate the New Enrollee Listing Form that was included in the Preassessment Packet. Step 3 of the cover letter asked you to use this form to keep a list of grade (INSERT GRADE) students who enrolled in your school since October 1, 2005 or those students who were not included on the original list.

IF THE SC HASN'T COMPLETED THE FORM, ASK HIM/HER TO TAKE A FEW MINUTES TO PREPARE THE LIST OF STUDENTS WHO HAVE ENROLLED SINCE OCTOBER 1, 2005 OR WERE LEFT OFF THE ORIGINAL LIST OF STUDENTS.

THEN CONTINUE WITH Q8D.1.

- -

IF SC IS UNABLE TO PREPARE THE LIST, SET A DAY AND TIME TO CALL BACK TO COLLECT THE NEW ENROLLEE INFORMATION.

CALLBACK DATE: _____ TIME:_____

THEN SKIP TO PROCEDURE 8E.

8D.1 How many grade (INSERT GRADE) students are recorded on the New Enrollee Listing Form?

THERE ARE NO NEW ENROLLEES.....1 ⟶ ▷ **SKIP TO PROCEDURE 8E**
RECORD # OF STUDENTS ON LIST.....2 ⟶ ▷ **# ON LIST_____**
(MUST BE GREATER THAN 0)

IF SCHOOL IS GRADE 4 AND <u>ALL GRADE 4</u> STUDENTS ARE BEING ASSESSED, CONTINUE WITH Q8D.2.

IF SCHOOL IS A GRADE 8 OR GRADE 12, SKIP TO Q8D.3.

If the school coordinator has not maintained the New Enrollee Listing Form, the box above **question 8D.1** instructs you to ask that a list be prepared. If the school coordinator cannot complete the New Enrollee Listing Form before you leave, arrange to call him/her to complete the sampling of newly enrolled students and skip to **Procedure 8E**. It is important that the sampling be done as soon as possible so that the school coordinator has adequate time to notify any selected students, their parents, and teachers.

At **question 8D.1**, if the school coordinator has maintained a list, circle **2** and record the number of students on the New Enrollee Listing Form in the space provided at this question in the QCB.

If the school coordinator reports that there are no new enrollees, you do not need to do anything else. Circle **1** for **no new enrollees** and skip to **Procedure 8E**. After the visit, enter the results of this question in the new enrollee section of the SCS.

If the school is a grade 4 where all students have been selected to be assessed, you will not need to select a sample of newly enrolled students; rather, you will just add the students' names and their demographic information to the appropriate Administration Schedule. Also, be sure to enter the number of newly added students in the space provided at **question 8D.2** in the QCB.

At **question 8D.2a** you ask the school coordinator if any of the newly enrolled students are enrolled in the school because they were displaced by Hurricane Katrina, Hurricane Rita or, any other disaster. If yes, record a **"3"** in the New Enrollee column (**M**) on the Administration Schedule (instead of a **"1"**).

8D.2 Because we are assessing all students in the fourth grade, we will add the student name(s) and demographic information to the session to which the new student(s) are assigned. Please tell me those students' names and their demographic information.

☞ **RECORD EACH NEW STUDENT'S NAME; BIRTH DATE; SEX; SD/ELL STATUS; RACE/ETHNICITY AND SCHOOL LUNCH ON THE APPROPRIATE ADMINISTRATION SCHEDULE(S).**

RECORD # OF STUDENTS ADDED TO ADMINISTRATION SCHEDULE(S) .....1 → ▷ **# ADDED**_____
(MUST BE GREATER THAN 0)

8D.2a Are any of these newly enrolled students in your school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster?

YES .....1 → ▷ **RECORD CODE 3 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE**

NO .....2 → ▷ **RECORD CODE 1 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE**

For all other schools, **question 8D.3** instructs you to use the New Enrollee Listing Form and Instructions for Sampling New Enrollees, as described on pages 4.19-4.22, to select the sample.

At **question 8D.3a** you ask the school coordinator if any of the newly enrolled students are enrolled in the school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster. If yes, record a **"3"** in the New Enrollee column (**M**) on the Administration Schedule (instead of a **"1"**).

8D.3 I will now select a sample of the students who are listed on the New Enrollee Listing Form.

SELECT A SAMPLE USING THE INSTRUCTIONS FOR SAMPLING NEW ENROLLEES.

RECORD EACH NEW STUDENT'S NAME; BIRTH DATE; SEX; SD/ELL STATUS; RACE/ETHNICITY AND SCHOOL LUNCH ON THE APPROPRIATE ADMINISTRATION SCHEDULE(S).

RECORD # OF STUDENTS ADDED TO ADMINISTRATION SCHEDULE(S) ..... 1 → ▷ **# ADDED**_____
(MUST BE GREATER THAN 0)

8D.3a Are any of these newly enrolled students in your school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster?

YES ..... 1 → ▷ **RECORD CODE 3 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE**

NO ..... 2 → ▷ **RECORD CODE 1 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE**

When the sampling is complete, add the names and demographic information for selected students to the Administration Schedule for the correct session type as shown on the next page.

For each school, you will follow one of three sets of instructions on how to add each student to the Administration Schedule:

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

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

You should record a **3** in column **M** for any student identified by the school coordinator as enrolled because he/she was displaced by Hurricane Katrina.

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

After the visit, enter the total number of new enrollees added to the Administration Schedule(s) in the new enrollee section of the SCS as described in **Procedure 10** and the *SCS User's Guide.*

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

Sampled grade: 4th. All students in this grade who enroll after October 1, 2005 should be listed below.

QUESTIONS? Call 800-283-6237

See information on the reverse side regarding these student background variables.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	For Sampling Use Only: Line #	Sampled for Session
Shana Donaldson	10	3/96	2	2	2	1	1	1	
Beth Warren	10	12/95	2	2	2	1	1	2	OP
Michael Cree	10	04/95	1	2	2	2	1	3	OP

Column Indicators: "A" Student Name	"B" Homeroom or Other Locator	"C" Line Subject	"D" Birth Date Month	"D" Birth Date Year	"E" Sex Valid Values	"F" SD	"G" First Race Code	"H" ELL	"I" Ethnicity Code	"J" Racial Eth.	"K" School Lunch	"L" Title I	"M" New Enrollee 1=Yes 2=No 3=Dis	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Attsn. (✓/A)	"R" Admin. Codes
16 Malone, Eric	10	16 M	0 9	9 5	1	2		2		3	1	X	2	148 000232 9			16	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
17 Mayne, Paul	10	17 C	0 5	9 5	1	2		2		5	3	X	2	311 000233 2			17	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
18 Teresa Meyer	12	18 M	0 2	9 6	2	2		2		1	1	X	2	146 000234 5			18	ABSENT 40 = Temporary 41 = Long-term 42 = Chronic truant 43 = Suspended or expelled 44 = Refused to school attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover 49 = Session Refused
19 Amanda Newman	10	19 C	1 1	9 5	2	2		2		1	1	X	2	311 000235 9			19	OTHER 51 = Withdrawn/Graduated 52 = Unassigned book (unused) 54 = Ineligible, home schooled 55 = Ineligible, other 56 = Not in sample
20 Beina Ortiz	12	20 M	1 0	9 5	2	2		2		3	2	X	2	102 000236 1			20	REASONS FOR EXCLUSION 60 = SD - Cannot be assessed 61 = SD - Required accom. not offered 62 = ELL - Cannot be assessed 63 = ELL - Required accom. not offered 64 = SD & ELL - Cannot be assessed 65 = SD & ELL - Required accom. not offered 66 = Excluded but assessed
21 Michael Popelka	12	21 R	1 2	9 5	1	2		2		2	3	X	2	040 000237 5			21	ASSESSED WITH ACCOMMODATIONS 71 = Bilingual booklet 72 = Bilingual dictionary (Do not use with reading booklet) 73 = Large print book 74 = Extended time in regular session 75 = Read aloud in regular session (Do not use with reading booklet) 76 = Small group 77 = One-on-one 78 = Scribe or use of computer 79 = Other, specify on cover 80 = Breaks during test 81 = Magnification device 82 = School staff administers
22 Kate Ray	10	22 M	0 6	9 6	2	2		2		3	1	X	2	106 000142 8			22	
23 Amy Schloeter	10	23 R	0 9	9 5	2	2		2		3	3	X	2	001 008651 4			23	
24 Scott, Ryan	12	24 R	1 1	9 5	1	2		2		5	1	X	2	050 000005 5			24	
25 Tabbert, Jason	10	25 R	0 3	9 6	1	2		2		1	1	X	2	002 098008 4			25	
26 Tesch, Dan	10	26 C	0 7	9 5	1	2		2		1	2	X	2	303 000841 3			26	
27 Trocke, Jessica	10	27 C	0 4	9 5	2	2		2		3	1	X	2	317 034002 9			27	
28 Walton, Louis	10	28 R	0 1	9 6	1	2		2		2	1	X	2	002 004926 0			28	
29 Beth Warren	10	29 R	1 2	9 5	2	2		2		1	2	X	1	001 008064 2			29	
30 Michael Cree	10	30 M	0 4	9 5	1	2		2		2	1	X	1	139 000761 5			30	
31		31 M										X		140 121462 7			31	
32		32										X					32	
33		33										X					33	
34		34										X					34	

This form must be completed in No. 2 pencil.

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8E. Verify Parental Notification

Procedure 8E guides you through reviewing the status of parental notification with the school coordinator. The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified that their child has been selected and that participation is voluntary.

NAEP State Coordinators are required to ensure that their public schools notify the parents. Schools therefore, should provide their NAEP State Coordinators with a copy of their dated parent notification to fulfill this requirement. NAEP supervisors are required to collect a dated copy of the parent notification before assessments can be conducted in the school.

States, districts, or schools will determine how parents are notified. In the fall, public schools received either a state-specific or the Sample NAEP Parent Notification Letter from the NAEP State Coordinator, and nonpublic schools received the Sample Parent Notification Letter from their gaining cooperation supervisor. You will also send a copy of the Sample Parent Notification Letter to nonpublic schools in the Preassessment Packet.

Prior to the preassessment visit, you will need to run a Data Selection report from the SCS to see if the NAEP State Coordinator has recorded any information regarding the parent notification for public schools. Record the appropriate response in the box before **question 8E.1** in the QCB.

At **question 8E.1**, you will ask the school coordinator if the parents have been notified about the assessment.

☞

RUN A DATA SELECTION REPORT FROM THE SCS AND RECORD IF THE NAEP STATE COORDINATOR HAS COLLECTED A COPY OF THE PARENT LETTER.

NSC HAS COLLECTED A COPY……..... 1
NSC HAS NOT COLLECTED A COPY….. 2
SCHOOL IS NONPUBLIC……. 3

Step 4 of the cover letter states that the No Child Left Behind legislation requires that the parents of students selected for NAEP be notified in writing that their child has been selected for NAEP and that participation is voluntary. Some schools elect to notify all the parents in the sampled grade that their child may be selected, while other schools notify only the parents of selected students.

8E.1 Have parents/guardians of your (GRADE) grade students been notified about the NAEP assessments?

YES .....1 →
- ▷ **ASK THE SC FOR A COPY OF THE DATED PARENT NOTIFICATION.**
- ▷ **STORE THE COPY OF THE NOTIFICATION IN THE SCHOOL FOLDER**
- ▷ **FOR PUBLIC SCHOOLS, REMIND THE SC TO MAIL OR EMAIL A COPY OF THE PARENT LETTER TO THE NAEP STATE COORDINATOR (NSC). PROVIDE A STAMPED, SELF-ADDRESSED ENVELOPE IF THE NSC HAS SUPPLIED THEM. PROVIDE NSC'S ADDRESS IF NECESSARY.**
  NSC'S ADDRESS: _____
- ▷ **SKIP TO Q8E.2**

NO .....2 →
- ▷ **IF NECESSARY, PROVIDE EITHER THE STATE-SPECIFIC (SUPPLIED BY YOUR FM) OR THE NAEP SAMPLE PARENT NOTIFICATION LETTER AND URGE THE SC TO NOTIFY THE PARENTS OF SELECTED STUDENTS AS SOON AS POSSIBLE**
- ▷ **REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION ON OR BEFORE ASSESSMENT DAY AND THAT WITHOUT THE COPY, THE ASSESSMENTS WILL HAVE TO BE RESCHEDULED**
- ▷ **ARRANGE A DATE AND TIME TO CALL THE SC BACK TO VERIFY THAT THE NOTIFICATION HAS BEEN SENT. COMPLETE BOX BELOW.**

↓

☞

PARENT NOTIFICATION

CALLBACK DATE: _____ TIME:_____

SKIP TO PROCEDURE 8F.

NOTIFICATION SENT
AFTER PREASSESSMENT VISIT .....3 →
- ▷ **REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION BEFORE ASSESSMENTS CAN BEGIN.**
- ▷ **FOR PUBLIC SCHOOLS, REMIND THE SC TO MAIL OR EMAIL A COPY OF THE PARENT LETTER TO THE NAEP STATE COORDINATOR (NSC). PROVIDE A STAMPED, SELF-ADDRESSED ENVELOPE IF THE NSC HAS SUPPLIED THEM. PROVIDE NSC'S ADDRESS IF NECESSARY.**
- ▷ **CONTINUE WITH Q8E.2.**

If the school coordinator indicates that the parents have been notified, circle **1** for **Yes**, and ask for a dated copy of the parent letter used by the school to store in the folder. In public schools, remind the school coordinator to send a dated copy to their NAEP State Coordinator, if necessary. If the NAEP State Coordinator has supplied you with stamped self-addressed envelopes, provide one to the school coordinator if he/she has not mailed the dated parent notification to the NAEP State Coordinator. Otherwise, just provide the NAEP State Coordinator's address. If the school coordinator indicates that the parents have not been notified, circle **2** for **No**, and prompt the school coordinator to notify the parents of all students selected for the assessment as soon as possible and prior to assessment day. If necessary provide the school coordinator with either the state-specific version of the parent notification letter (supplied by your field manager) or the NAEP sample parent notification letter. Then, record a day and time to call back to confirm that the parents have been notified and skip to **Procedure 8F**.

If the parent letters have been sent, in **questions 8E.2 through 8E.5** you must collect the following information from the school coordinator:

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

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

8E.2 When were the parent notifications sent?

RECORD DATE SENT:_____

8E.3 How were the parents notified? Was… (READ LIST AND CIRCLE ONE RESPONSE)

A letter mailed home? 1
A letter sent home with students? 2
A notice posted in a newsletter? 3
Or by some other way? .....4 → ▷ **RECORD OTHER METHOD**_____

_____

8E.4 Were notifications sent to the parents of sampled students only or all students in the grade?

PARENTS OF SAMPLED STUDENTS ONLY 1
PARENTS OF ALL STUDENTS IN THE GRADE 2

8E.5 Have any parents refused?

YES.....1 → ▷ **RECORD # OF REFUSALS**_____
NO 2

☞ **RECORD DATE PARENT NOTIFICATION RECEIVED BY SUPERVISOR**

DATE:_____

☞ **WERE ANY NEW ENROLLEES ADDED TO THE SAMPLE IN PROCEDURE 8D?**

YES.....1 (CONTINUE WITH Q8E.6)
NO.....2 (SKIP TO PROCEDURE 8F)

At **question 8E.6**, you must ensure that the parents of the selected newly enrolled students have been notified about NAEP. If the school coordinator indicates these parents were not notified, prompt him/her to notify the parents of the newly added student(s) as soon as possible. You will need to schedule a date and time to call the school coordinator back, to ensure this has been done.

8E.6 Have parents/guardians of the students we just added to the list of selected students been notified about the NAEP assessments?

YES.....1 → ▷ **SKIP TO PROCEDURE 8F**

NO.....2 → ▷ **URGE THE SC TO NOTIFY THE PARENTS OF SELECTED STUDENTS AS SOON AS POSSIBLE**
▷ **REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION ON OR BEFORE ASSESSMENT DAY AND THAT WITHOUT THE COPY, THE ASSESSMENTS WILL HAVE TO BE RESCHEDULED**
▷ **ARRANGE A DATE AND TIME TO CALL THE SC BACK TO VERIFY THAT THE NOTIFICATION HAS BEEN SENT**

↓

☞ **PARENT NOTIFICATION**

CALLBACK DATE: _____ **TIME:**_____

SKIP TO PROCEDURE 8F.

NOTIFICATION SENT
AFTER PREASSESSMENT VISIT .....3 → ▷ **REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION BEFORE ASSESSMENTS CAN BEGIN.**
▷ **CONTINUE WITH PROCEDURE 8F**

The information you collect in **Procedure 8E** of the QCB regarding parent notification must be entered in the SCS after the visit is completed. Refer to **Procedure 10** and the *SCS User's Guide* for instructions on entering this information.

8F. Review Status of SD and/or ELL Questionnaires

Procedure 8F requires you to review the status of the SD and/or ELL Questionnaires. In **question 8F.1**, ask the school coordinator if the school staff most knowledgeable about the SD and/or ELL students have returned the SD and ELL Questionnaires.

☞ **DOES THE SCHOOL HAVE ANY SD OR ELL STUDENTS IN THE SAMPLE?**

YES..... 1 (CONTINUE WITH QUESTION 8F.1)
NO ..... 2 (SKIP TO PROCEDURE 8H)

8F.1 Have the school staff most knowledgeable about the students classified as SD or ELL returned all of the SD and ELL Questionnaires to you?

ALL QUESTIONNAIRES RETURNED.....1 → ▷ **SKIP TO BOX BEFORE Q8F.3**
SOME QUESTIONNAIRES RETURNED .....2 → ▷ **CONTINUE WITH Q8F.2**
NO QUESTIONNAIRES RETURNED.....3 → ▷ **CONTINUE WITH Q8F.2**

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

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

You will need to review columns **G** and **I** of the Administration Schedule(s) to determine if there are any newly enrolled students with an SD or ELL classification or any students who are newly or no longer classified as SD or ELL. If there are any newly enrolled students with an SD or ELL classification or students newly classified as SD or ELL, at **question 8F.2** you will inform the school coordinator that you will give him/her the SD and/or ELL Questionnaires for those students at the conclusion of the visit.

8F.2 We need to discuss each of the SD or ELL students in order to determine if the students can be assessed with or without accommodations or must be excluded. This will also help me arrange enough staff and space on assessment day.

Can you collect these questionnaires today before I leave or do I need to call you back to review this information with you?

COLLECT THE QUESTIONNAIRES TODAY .....1 → ▷ **CONTINUE WITH THE BOX BEFORE 8F.3 WHEN AT LEAST SOME COMPLETED SD OR ELL QUESTIONNAIRES ARE COLLECTED**

ARRANGE TO CALL BACK .....2 → ▷ **COMPLETE BOX BELOW**

↓

☞

SD/ELL QUESTIONNAIRES

CALLBACK DATE: _____ TIME: _____

IF Q8F.1 = 2 (SOME QUESTIONNAIRES RETURNED) CONTINUE WITH THE BOX BEFORE Q8F.3

IF Q8F.1 = 3 (NO QUESTIONNAIRES RETURNED) CONTINUE WITH THE BOX BEFORE Q8F.3

ARE ANY OF THESE SD OR ELL STUDENTS NEWLY CLASSIFED (Q8A.2 OR Q8A.3) OR NEW ENROLLEES (PROCEDURE 8D)?

YES .....1 (CONTINUE WITH Q8F.3)
NO .....2 (SKIP TO PROCEDURE 8G)

At the end of the visit, you will prepare the additional SD and/or ELL questionnaires and leave them with the school coordinator. Instructions on how to complete the questionnaire covers and Roster can be found on pages 7.15-7.16.

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

8G. Determine Student Accommodations Using the Accommodations Worksheet

Next, in **Procedure 8G**, you will review the list of students identified as SD and/or ELL with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all. The original list of students from which the sample was selected included all students in the grade, regardless of whether or not they could participate.

During the visit, you will need to enter an Administration Code for all students who require an accommodation, on the Administration Schedule(s).

The Administration Codes for students who require accommodations are printed on page 8.31-8.33 and are also printed in column **R** of the Administration Schedule(s). It is extremely important that you learn about any separate accommodation sessions at the time of the preassessment visit so that you can arrange for enough AAs to be present to cover all sessions. By "separate," we mean small group or one-on-one sessions that will be conducted outside of a regular session. Questions in this section are designed to identify whether you will need to conduct separate sessions at the school, and if so, how many.

At **question 8G.1** you will cross off any students on the Accommodations Worksheet who are no longer classified as SD or ELL.

8G.1 Before we begin, let's cross out the students that we identified as no longer classified as SD or ELL. The SD/ELL Questionnaires do not need to be completed for these students.

☞ **CROSS OUT ALL STUDENTS NO LONGER CLASSIFIED AS SD OR ELL ON THE ACCOMMODATIONS WORKSHEET.**

At **question 8G.2**, you will ask if the school coordinator has completed the Accommodations Worksheet. The Accommodations Worksheet is shown on page 7.14.

8G.2 Have you completed the Accommodations Worksheet using the completed SD or ELL Questionnaire for the SD/ELL students?

YES.....1 → ▷ **ASK THE SC TO MAKE A COPY OF THE COMPLETED ACCOMMODATIONS WORKSHEET OR RECORD THE STATUS OF EACH STUDENT ON YOUR SCHOOL FOLDER COPY**

NO .....2 → ▷ **USING THE COMPLETED SD AND ELL QUESTIONNAIRES, COMPLETE THE SCHOOL FOLDER COPY OF THE ACCOMMODATIONS WORKSHEET**

☞ **ARE THERE SD OR ELL STUDENTS WHO ARE NEWLY CLASSIFED (Q8A.2 OR Q8A.3) OR NEW ENROLLEES (PROCEDURE 8D)?**

YES.....1 (CONTINUE WITH Q8G.3)
NO.....2 (SKIP TO Q8G.4)

If the school coordinator indicates that he/she has completed the worksheet, circle **1** for **Yes**, and inform the school coordinator that you will now discuss each student identified as SD and ELL. Then, proceed to the next question. If the school coordinator indicates that he/she has not completed the worksheet, circle **2** for **No**, and ask the school coordinator to locate the SD and ELL Questionnaires. Then, the school coordinator should use the answers provided in the questionnaires, to make accommodations decisions for each SD and/or ELL student listed on the Administration Schedule(s).

At **question 8G.3** add to the Accommodations Worksheet the name, session #, line #, and subject for any students newly classified as SD or ELL.

8G.3 Now, let's add the name; session and line numbers, assessment subject and SD/ELL status for the students newly classified as SD or ELL and for students that we added to the sample who are SD or ELL.

☞ **FOR EACH STUDENT NEWLY CLASSIFIED AS SD OR ELL AND FOR STUDENTS ADDED TO THE SAMPLE WHO ARE SD OR ELL, RECORD ON THE ACCOMMODATIONS WORKSHEET:**

- **NAME,**
- **SESSION AND LINE NUMBERS,**
- **ASSESSMENT SUBJECT, AND**
- **SD/ELL STATUS.**

We will need to complete the Accommodations Worksheet for each of these students when the SD or ELL Questionnaires have been completed.

As decisions are made, complete the Accommodations Worksheet. At **question 8G.4**, the script prompts you to review the worksheet to compute the number of separate sessions that will be required. Plan a separate session for each student requiring a one-on-one accommodation. You may be able to plan on one separate session for all of the "small group" students unless there is an unusually large number of students requiring "small group" administration. However, remember that the read aloud "small group" sessions must be conducted according to the subject the student was originally assigned and that all subjects must be conducted separately. Therefore, if the school requires read-aloud mathematics and read-aloud writing, for example, "small group" sessions must be conducted separately. If possible, plan for separate sessions to be held after the regular sessions so that AAs already scheduled in the school can conduct the separate sessions.

8G.4 Let's review the completed Accommodations Worksheet to determine how many separate accommodation sessions we will need to conduct on assessment day.

☞ **REVIEW THE ACCOMMODATIONS WORKSHEET AND RECORD THE NUMBER OF SEPARATE ACCOMMODATION SESSIONS NEEDED IN THIS SCHOOL.**

 # OF ACCOMMODATION SESSIONS:_____

RECORD THE SEPARATE ACCOMMODATION SESSIONS ON THE QCB FRONT COVER.

Based on the information recorded on the Accommodations Worksheet we will need to conduct (INSERT # FROM BOX ABOVE) separate accommodation sessions. Typically, the accommodation sessions are conducted after the regular sessions, but we'll discuss that in a few minutes.

☞ **REVIEW THE ACCOMMODATIONS WORKSHEET AND RECORD THE TOTAL NUMBER OF EXCLUDED STUDENTS IN THIS SCHOOL.**

 # OF EXCLUDED STUDENTS:_____

ENTER THIS NUMBER IN THE SCHOOL CONTROL SYSTEM (SCS) AFTER THE VISIT.

After calculating the total number of separate sessions needed, enter the number in the space provided at **question 8G.4**.

Then the script prompts you to record each session in the chart shown below that is provided on the front cover of the QCB.

Schedule for Accommodation Sessions					
Session #	# of Students	Date	Time	Location	Assigned AA

Finally, you are prompted to enter the total number of students who will be excluded from participating in the assessment. You will also need to enter this number into the SCS in the section labeled "Excluded Student Count." Refer to **Procedure 10** and the *SCS User's Guide* for instructions on entering this information.

8H. Distribute and Discuss the School and Teacher Questionnaires

Procedure 8H will guide you through distributing and reviewing the School and Teacher Questionnaires. Be prepared to answer any questions the school coordinator might have about determining which teachers should receive Teacher Questionnaires.

Since you will have prepared the front covers of the questionnaires prior to the visit, the only item you will need to add to the cover will be the name of the person who will receive the questionnaire. The script instructs you to ask the name of the person who should receive the School Questionnaire, at **question 8H.1** and instructs you to write that name on the removable label and for Section I of the Roster of Questionnaires.

I have brought the School and Teacher Questionnaires with me, along with the Roster of Questionnaires that you can use to track to whom you have distributed the questionnaires and when they are returned to you.

8H.1 Let's start with the School Questionnaire. **IF NECESSARY:** What is the name of the principal who will complete the School Questionnaire?

☞ **RECORD THE NAME OF THE PRINCIPAL ON THE REMOVABLE LABEL ON THE FRONT COVER OF THE SCHOOL QUESTIONNAIRE AND IN SECTION I OF THE ROSTER OF QUESTIONNAIRES.**

IF NECESSARY, Please distribute the School Questionnaire to the principal as soon as possible.

Note that the due date for the completed questionnaire is the day before the assessments. The questionnaire can be completed in the hard-copy booklet or online, following the directions on the front cover. I will need to collect the completed questionnaire on assessment day.

☞ **IF GRADE 4 SCHOOL, CONTINUE WITH Q8H.2.**

IF GRADE 8 SCHOOL, SKIP TO Q8H.3.

IF GRADE 12 SCHOOLS, SKIP TO Q8H.4.

For the Teacher Questionnaires, you will ask **question 8H.2** for grade 4, **question 8H.3** for grade 8, or **question 8H.4** for grade 12. Make sure you have made a note in the QCB ahead of time to direct you to the appropriate question for the grade, so that you don't inadvertently ask the wrong question here. As discussed earlier in this manual, each grade has different assessment subjects that require Teacher Questionnaires to be completed. In these questions, you are instructed to ask for the name of the person who should receive each Teacher Questionnaire and to write the teacher's name on the removable label on each questionnaire and in Section II (Grades 4 and 8) or Section III (Grade 12) of the Roster of Questionnaires.

While you are obtaining and recording the names of the teachers who will receive questionnaires, it is very important that you make sure that the teacher number on the front of the questionnaire assigned to a staff member matches the teacher number assigned to that teacher on the Roster of Questionnaires.

In this procedure, the script also prompts you to remind the school coordinator of the date the completed questionnaires should be returned by the school staff to him/her, and that you will need to collect all completed questionnaires when you return on assessment day.

8I. Make Assessment Arrangements

Procedure 8I requires you to finalize the assessment arrangements. In **questions 8I.1 and 8I.2**, you will verify with the school coordinator the date, time, and location for each session.

8I.1 Let's start with the regular session(s). As I name the session, please tell me at what time we can begin with the students and where the session can be held.

☞ **RECORD THE START TIME AND LOCATION FOR EACH REGULAR SESSION ON THE FRONT COVER OF THE QCB.**

8I.2 Now, let's talk about the separate accommodation sessions. As I name the session, please tell me at what time we can begin the session with the students and where the session can be held. As I mentioned earlier, typically, the accommodations sessions are conducted <u>after</u> the regular sessions.

☞ **RECORD THE START TIME AND LOCATION FOR EACH ACCOMMODATIONS SESSION ON THE FRONT COVER OF THE QCB.**

RECORD THE START TIME AND LOCATION FOR EACH REGULAR AND ACCOMMODATION SESSION ON THE TEACHER NOTIFICATION LETTER.

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

While the best testing situation is 25-30 students in a room, if requested by the school, you may combine multiple OP sessions in the same room if space allows. Additional proctors will be needed for larger groups. In many cases, school staff can act as proctors for large groups. However, you cannot combine OP sessions with HI sessions because the session scripts are not the same. For a summary of OP and HI sessions, refer to page 2.4.

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

It is important that the school coordinator understand that the assessment locations within the school must be available for 90 minutes so that sessions are not interrupted. Encourage the school coordinator to arrange for actual classrooms to be used whenever possible. Try to avoid cafeterias and other locations where traffic is heavy and the noise level is high. Enter a date and start time for each regular and separate accommodation session listed in the appropriate chart on the front cover of the QCB.

At **question 8I.3**, you'll provide the school coordinator with a copy of the Teacher Notification Letter and explain its purpose (to inform the teachers of students selected for the assessment). Before giving the letter to the school coordinator, record the time and location of each session (discussed at Q8I.1 and 8I.2) on the letter in the space provided. Here you will also discuss the *Teacher's Guide to NAEP* publication, which provides additional information about NAEP, and provide one copy for each teacher assigned to complete a Teacher Questionnaire. You should have extra teacher's guides to give to the school coordinator, if requested.

Unless the NAEP State Coordinator has already done so, you will also distribute a set of subject Frameworks (one per subject being tested at the school) to the school coordinator. You should also bring a set of Frameworks for the principal.

Finally, you'll give the school coordinator one Sample Questions Booklet for each grade being tested at the school unless the NAEP State Coordinator has already done so.

Your Field Manager will tell you which materials have already been distributed to the school by the NAEP State Coordinator.

8I.3 Teacher support for NAEP is very important. We find that the more teachers are aware of NAEP, the better our student attendance is for the assessments. Here is a Teacher Notification Letter. This letter briefly explains NAEP, and lists the date, time and location of the assessment. Please distribute this letter to your [GRADE] grade teachers along with a list of the selected students so the teachers can plan accordingly. I also have a supply of the *Teacher's Guide to NAEP* publication that you can distribute to teachers. This guide provides detailed information about NAEP that is of specific interest to teachers.

☞ **IF FRAMEWORKS AND/OR SAMPLE QUESTIONS BOOKLETS HAVE BEEN DISTRIBUTED BY THE NAEP STATE COORDINATOR SKIP TO Q81.4**

I also have a set of subject Frameworks for you. Your teachers may be interested in reviewing these frameworks.

Finally, I have a Sample Questions Booklet for [GRADE(S)] for you and your principal. You can show the booklet(s) to parents or other interested parties who have questions about the NAEP assessment.

At **question 8I.4**, advise the school coordinator of your arrival time on assessment day. It is critical that the assessment team arrive at the school at least 1 hour before the scheduled start of the first assessment session. This allows sufficient time for organizing the assessment materials and for handling last minute details. If possible and the school will be open, you should arrive 1-1/2 hours before the start of the first session—1/2 hour before the AAs arrive. Here you will also inquire about where you and your AAs should park.

8I.4 On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?

_____

_____

Question 8I.5 is designed to provide you with the protocols you and your AAs must follow when working in the school. Any time NAEP staff members are in a school, they must be sure to wear NAEP Identification Badges. In addition, some schools require that visitors wear a badge provided by the school.

8I.5 We will wear our NAEP identification badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?

_____

_____

You will ask **questions 8I.6 through 8I.8** so the AAs will know how to: 1) handle a student who arrives too late to be assessed, 2) contact the office from the assessment locations, and 3) dismiss students at the conclusion of the assessment. You should record this information on the Assessment Information Form for each AA.

8I.6 Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?

_____

_____

8I.7 How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?

_____

_____

8I.8 How should we dismiss students when the assessment session is over and the materials have been collected and accounted for?

_____

_____

The assessment team will need to know if there is anything scheduled at the school that may interrupt the session. Interruptions include a fire drill or assembly. If there is a fire drill scheduled, you will need to ask the school coordinator the procedures for evacuating the building. Record this information in the space provided at **question 8I.9**.

8I.9 Is there anything scheduled that might interrupt the assessment session such as a fire drill or assembly?

NO INTERRUPTIONS ..... 1 ⟶ ▷ **CONTINUE WITH Q8I.10**
YES, FIRE DRILL ..... 2 ⟶ ▷ **RECORD THE PROCEDURES FOR EVACUATING THE BUILDING IN THE SPACE BELOW**
YES, ASSEMBLY ..... 3 ⟶ ▷ **RECORD THE PROCEDURES FOR DISMISSING STUDENTS FOR THE ASSEMBLY IN THE SPACE BELOW**
YES, OTHER ..... 4 ⟶ ▷ **RECORD INTERRUPTION**_____
▷ **RECORD RELEVANT DETAILS IN THE SPACE BELOW**

_____

It is important that the school coordinator know that you will need the NAEP Storage Envelope on assessment day. At **question 8I.10**, record where and with whom the NAEP Storage Envelope is being kept because you will need to retrieve it to conduct the assessments when you return to the school. A delay in locating the envelope on assessment day can mean that you and your team have insufficient time to prepare for the assessment sessions.

8I.10 The materials we have completed today will be placed in the red NAEP Storage Envelope that was included in your Preassessment Packet. We will need to access the NAEP Storage Envelope as soon as we arrive on assessment day. In the event that you are unavailable when we arrive, where will the NAEP Storage Envelope be stored and which staff person could retrieve it for us?

LOCATION: _____

STAFF PERSON: _____

The assessment team will need a place to work before and after the assessment sessions. Schools do not have much available space. Work with what they provide. Record the location of this space/these spaces at **question 8I.11**.

8I.11 After we retrieve the NAEP Storage Envelope, is there a room where the assessment team may work until it is time to go to the assessment locations?

_____

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

YES.....1 ⟶ ▷ **CONTINUE WITH BOX BELOW**
NO .....2 ⟶ ▷ **RECORD DIFFERENT LOCATION**_____

☞ **IF GRADE 4 SCHOOL, SKIP TO Q8I.13.**

At **question 8I.12**, you will give the school coordinator an adequate supply of Student Appreciation Certificates for each grade 8 or 12 session. The school coordinator may use the certificates as appointment cards or as a way to thank students in advance for participating. Although the school coordinator is not required to use these certificates, NAEP has found their use improves attendance. If the school coordinator chooses not to use the certificates as appointment cards before the assessment, ask the school coordinator how the school plans to notify the student and record in the space provided. The AAs may then hand them out at the conclusion of the sessions as a thank you to the students.

8I.12 I have brought Student Appreciation Certificates to inform selected students of the time and location of the assessment and to thank them in advance for their participation. Please distribute the certificates to the selected students before assessment day.

☞ **IF THE SCHOOL COORDINATOR ELECTS NOT TO USE THE CERTIFICATES TO NOTIFY STUDENTS, RECORD HOW THE SCHOOL WILL NOTIFY STUDENTS.**

Prior to the preassessment visit in grade 8 and 12 schools, you should prepare the certificates using the white student labels that were shipped with the Administration Schedules and leave them for the school coordinator to distribute. In schools with grade 4 assessments, the Student Appreciation Certificates will not be used as appointment cards; rather, the AAs will hand them out as a thank you to the grade 4 students at the conclusion of the session.

Question 8I.13 pertains to school staff involvement. NAEP encourages the classroom teacher to remain in the room during the assessment. If the school coordinator indicates that the principal or another staff member will make an announcement, introduce NAEP, or stay in the room during the session, record that information in the space provided in **question 8I.13**. This information should be provided on the Assessment Information Form to the AAs who will administer the individual sessions.

8I.13 We have found that students respond more positively when they know that the assessment has the backing of the school administration. We encourage a teacher to stay in each room during the assessments.

Is it also possible for the principal or another school staff member to encourage students to do their best on NAEP during the daily announcements or to be present at the beginning of each session to introduce the assessment and reinforce its importance to students?

YES.....1 ⟶ ▷ **RECORD DETAILS**_____
NO .....2 ⟶ ▷ **CONTINUE WITH Q8I.14**

The school coordinator should know that you will need to make a few copies on assessment day. Use **question 8I.14** to ask the procedure for making copies at the school.

8I.14 After the assessment, we will need to make a few copies of documents. What is the procedure for making copies at your school?

_____

_____

After the assessment, you will need to be able to locate the school coordinator. You should indicate where you will be able to find him/her in the space provided at **question 8I.15**.

8I.15 When the assessment is over, I will need to conduct a short debriefing interview with you and give you the completed NAEP Storage Envelope that will contain the names of the selected students and participating teachers. Where can I find you after we have completed our post assessment tasks?

_____

The school coordinator should know that it is important for each selected student to be assessed. **The statement at question 8I.16** informs the school coordinator of the potential need for a makeup session if there are less than 90 percent of the sampled students assessed on assessment day.

8I.16 NAEP guidelines stipulate that a makeup session must be scheduled if less than 90 percent of the students are present on assessment day. It is critical that every effort be made to assure that all students are who are in school and selected for the assessment attend the sessions. If needed, makeup arrangements will be discussed as a part of our session debriefing interview on assessment day.

At **question 8I.17**, inform the school coordinator that you will be the school's primary NAEP contact in the event a problem arises. You will also give the school coordinator the NAEP respondent Help Desk telephone number (1-800-283-6237) in case you are not available or a question needs to be answered immediately.

8I.17 If a problem arises or if you have any questions, you may leave a message for me by calling (TELEPHONE NUMBER). You may also call the NAEP Help Desk at 1-800-283-6237 and they will get a message to me.

If you have arranged to call the school coordinator back to check on the need for separate accommodations sessions, to verify that parental notification has been sent, or for some other reason, review the callback dates and times at **question 8I.18.** Enter this information on the back cover of the QCB and on your calendar.

8I.18 **IF NECESSARY:** Let's confirm the date(s) and time(s) I'm scheduled to call you back to collect the outstanding data.

☞ **CONFIRM CALL BACK DATE(S)/TIME(S) AND THE OUTSTANDING INFORMATION.**

At **question 8I.19**, answer any questions the school coordinator has, as appropriate. Do not answer questions if you are unsure of the answers; rather, offer to obtain an answer and call back.

8I.19 Do you have any questions before we conclude this visit?

YES.....1 ⟶ ▷ **RESPOND TO QUESTIONS, AS NECESSARY**
NO 2

8J. Complete Additional Preassessment Visit Tasks Before Leaving the School

Review **question 8A.2** and **question 8A.3** of the QCB to determine if you need to provide additional SD and/or ELL Questionnaires to the school coordinator. Prior to providing the additional questionnaire(s), you will need to prepare the questionnaire covers and Roster for distribution, as described in **Procedure 2G** in this chapter. Leave the prepared questionnaires with the school coordinator.

Finally, make copies of the updated Administration Schedule(s) and Roster(s) and prepare the NAEP Storage Envelope. Give the completed NAEP Storage Envelope to the school coordinator.

Procedure 9. Complete Preassessment Visit Debriefing Questionnaire

Westat is interested in obtaining feedback from the supervisors about the preassessment visit to help improve the process for conducting the visit with the schools in future years of NAEP. Your answers to the Preassessment Visit Debriefing Questionnaire will help provide us summary information about how the visits go this year.

You may complete this questionnaire before leaving the school or after returning home from the visit, but please remember to complete it while your experience at the school is still fresh in your mind.

The questionnaire has three questions. **Questions 9.1 and 9.2** are multiple choice questions with space to provide comments. Circle the answer category that best fits your response to these questions, and provide any comments you think are relevant. **Question 9.3** asks you to record the combined number of telephone calls (attempts and contacts) and visits it took you to complete the preassessment tasks at this school. Be sure to include any callbacks you may need to make to the school to obtain information about student accommodations, parental notification, etc. Then provide any relevant comments.

3. Activities to Complete After the Preassessment Visit

Procedure 10. Complete Activities After the Preassessment Visit

Immediately after conducting the preassessment visit, you will need to complete the following list of tasks that appears in **Procedure 10** of the QCB:

10A. Record That the Preassessment Visit Is Complete in the Record of Preassessment Contacts on the Back Cover of the QCB

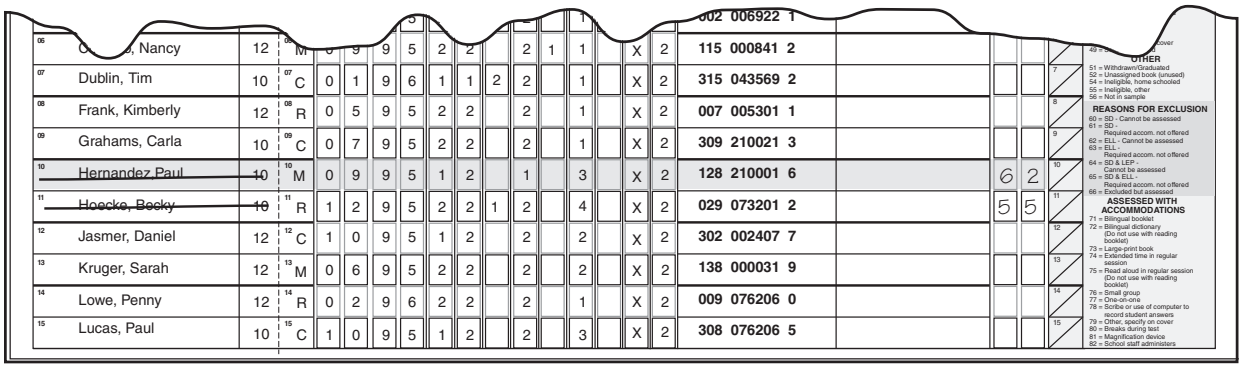
10B. Record Callback Date(s)/Time(s) in Your Calendar

10C. Place the Dated Copy of the Parent Notification Letter in the School Folder

10D. Record the Appropriate Admin. Codes for Students Who Require Accommodations and Excluded Students in Column P on the Administration Schedule Using the Completed Accommodations Worksheet; As Follows:

On the Administration Schedule, enter an Administration Code for all students who require an accommodation. This code will indicate the specific accommodation the student is to receive on assessment day. The Administration Codes are defined on pages 8.31-8.33 and are also printed in column **R** of the Administration Schedule(s). If the school coordinator determined any student identified as SD and/or ELL cannot be assessed and therefore needs to be excluded from the assessment, you must enter one of the **REASONS FOR EXCLUSION** codes **(60-65)** in column **P** of the Administration Schedule.

After entering one of the **REASONS FOR EXCLUSION** codes, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation, as shown below.



06	[illegible], Nancy	12	06 M	0	9	9	5	2	2		2	1	1		X	2	115 000841 2				6		
07	Dublin, Tim	10	07 C	0	1	9	6	1	1	2	2		1		X	2	315 043569 2				7		
08	Frank, Kimberly	12	08 R	0	5	9	5	2	2		2		1		X	2	007 005301 1				8		
09	Grahams, Carla	10	09 C	0	7	9	5	2	2		2		1		X	2	309 210021 3				9		
10	~~Hernandez, Paul~~	~~10~~	10 M	0	9	9	5	1	2		1		3		X	2	128 210001 6		6	2	10		
11	~~Hoecke, Becky~~	~~10~~	11 R	1	2	9	5	2	2	1	2		4		X	2	029 073201 2		5	5	11		
12	Jasmer, Daniel	12	12 C	1	0	9	5	1	2		2		2		X	2	302 002407 7				12		
13	Kruger, Sarah	12	13 M	0	6	9	5	2	2		2		2		X	2	138 000031 9				13		
14	Lowe, Penny	12	14 R	0	2	9	6	2	2		2		1		X	2	009 076206 0				14		
15	Lucas, Paul	10	15 C	1	0	9	5	1	2		2		3		X	2	308 076206 5				15		

10E. Enter the Following Information into the SCS:

- Results of **Procedure 8C** – Review Student Sampling Summary Report (if applicable),
- Results of **Procedure 8D** – Select Sample of Newly Enrolled Students**,**
- Results of **Procedure 8E** – Verify Parental Notification, and
- Results of **Procedure 8G** – Number of excluded students.

10F. Review and Revise the Assessment Schedule

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

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

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

To determine the number of AAs required for a school, you must first review the number of regular and accommodation sessions listed on the cover of the QCB. Then, schedule enough AAs to conduct all regular sessions simultaneously. Remember that all subjects, except U.S. history, can be conducted in the same room. The timing and the session scripts for all subjects, except U.S. history, are the same. The U.S. history sessions must be conducted separately from the other subjects due to a different order of sections within the assessment booklet. If accommodation sessions are to be held, make sure you adequately assign AAs to conduct those sessions. You will generally assign one AA per regular or accommodation session. Schedule AA(s) to conduct accommodation sessions after the regular sessions are completed.

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

Enter Name of AA(s) on the Front Cover of the QCB
You will enter the AA assignments in the **Contact Summary, Schedule for Regular Assessment Sessions,** and **Schedule for Accommodation Sessions** boxes on the front cover of the QCB on the next page.

NAEP 2006
QUALITY CONTROL BOOKLET

School Information:

ID: 101-101-1 REGION: VA2 AREA: 2
ASSESSMENT DATE: 2/9

SCHOOL: WASHINGTON ELEMENTARY SCHOOL
ADDRESS: 3800 WASHINGTON BLVD.
VIENNA, VA 22180

TELEPHONE: (703) 555-2249
PRINCIPAL: MARK MAXWELL
SCHL COOR: CHRIS THOMAS
SCHL COOR PHONE: (703) 555-2348
SESSID: OP0401,OP0402
STUDENT SAMPLING SUMMARY REPORT?: NO

Contact Summary

Visit conducted by:

_____

Date Completed:

_____

Assigned AAs:

_____
_____
_____
_____
_____
_____

Schedule for Regular Assessment Sessions					
Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions					
Session #	# of Students	Date	Time	Location	Assigned AA

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

Makeup Sessions
A makeup session is a small session that must be held at a later date if the student attendance at the original session is too low. Chapter 8 of this manual thoroughly describes the procedures associated with makeup sessions. It is best to complete the makeup as soon after the original session as possible. Be sure to examine your calendar to be certain that your schedule will accommodate the date suggested by the school. You may schedule an AA to return to the school to conduct the makeup session without you. In these instances, you must arrange for the AA to return the Session Box to you after the makeup is completed. It is your responsibility to ensure that all booklets have been returned to you by the AA. If the school is eager to get the makeup out of the way but the dates it offers conflict with your team's schedule, talk to your supervisor about the possibility of someone else covering the session.

Accommodation Sessions
Separate accommodation sessions may be conducted for SD and/or ELL students. You will need to be familiar with the differences in the administrative process of these sessions (pages 8.28-8.29), as well as with the allowable accommodations for these students (pages 4.42-4.48). **You should schedule regular sessions to be conducted in the morning and separate accommodation sessions to be conducted afterward to reduce the total number of AAs needed at the school.** In staffing sessions where students will be accommodated, it is important that the AA assigned to the session be comfortable working with special needs children. For example, an AA with a special education background would be ideal.

If students are being accommodated as part of the regular session, the AA administering the session may need additional help. Depending on the nature of the accommodations, an additional AA for every three to five accommodated students might be necessary. Each AA should know in advance the student(s) with whom they will be working and the nature of the accommodation.

When the AA Cannot Conduct the Session
The assessment rules specify that only an individual who attended the AA training session can administer the assessment. The exception to this is when a school staff member administers an accommodation session. This may happen when a school insists that all sessions (regular and accommodation) be conducted at the same time and you do not have enough AAs to staff all the sessions. In this case, ask the school coordinator to assign one or more school staff members to administer the accommodations sessions. These school staff members must sign the Accommodation Teacher Letter shown in Chapter 4. If you do not have enough AAs to staff the sessions in a school, speak with the school coordinator about possibly combining two of the same session types into one large room, such as the cafeteria, or holding the session on the same day at a later time. In this case, ask the school to provide a proctor because the group is

large. **Do not combine sessions into a large session so that an accommodation session can be held at the same time as the regular sessions.**

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

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

10G. Complete Assessment Information Form

The Assessment Information Form allows you to communicate specific information to your AAs about their assignment. If an AA will conduct more than one session in a school, you should provide detailed information on the sessions that he/she is assigned. On the form, you will record the following:

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

You should also record any information about any traumatic events that have affected the school, students or community from Question 8A.9 of the QCB.

SUPERVISOR: Barbara Smith **PHONE #:** 703-555-2222 **REGION/AREA:** VA2

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: 2/9/05 ARRIVAL TIME: 7:05 am

SCHOOL: Washington Elementary School PHONE #: 703-555-2249

ADDRESS: 3800 Washington Blvd., Vienna, VA 22180

SCHOOL COORD: Chris Thomas SCHOOL ID #: 101-101-1

SESSION #	ROOM	TIME	AA	ACCOMMODATIONS
OP0401	121	8:05	Greg	one student extended time regular session
OP0402	309	8:05	Thomas	none
HI0401	211	8:05	Ruth	one student read aloud regular session
OP0401	115	8:05	Linda	accommodation session: two students read aloud small group (math)

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

PARKING: Park in visitor spaces only!

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: All AAs are to meet supervisor outside main entrance door at 7:05 am sharp!

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):
Notify teacher when assessment is finished so he/she can dismiss students.
Use intercom beside classroom door to summon help in case of emergency.

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

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

10H. Verify Assessment Materials and Request Any Additional Materials from Pearson or Westat

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

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

School Materials
Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the session type. The bundle sizes for OP and HI sessions are listed in the table below. Each OP box will contain two bundles of booklets. Each HI box will contain two or three bundles of booklets depending on the number of students sampled for the session. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** box in the upper-left and upper-right sections of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule. The slip will also show the types of additional materials needed for booklets in the bundle. See page 7.85 for an example of the bundle slips.

Grade	Session type	Bundle size
4, 8, 12	OP Sessions	16 booklets
4, 8, 12	HI Sessions	11 booklets

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

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

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

The following tables identify the materials that will be packed in each Session Box.

Also, note that calculators and timers are located in your bulk supplies.

Materials for OP Sessions	
Grade 4	
Quantity	**Item**
2 Bundles	Grade 4 Reading/Mathematics/Civics Booklets (16 per bundle; 32 total booklets)
4	Grade 4 Mathematics Set "K"
4	Grade 4 Mathematics Set "G"
4	Rulers "R"
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label
1	Return Shipment Instructions
Grade 8	
Quantity	**Item**
2 Bundles	Grade 8 Reading/Mathematics/Civics/Writing Booklets (16 per bundle; 32 total booklets)
6	Grade 8 Mathematics Set "V"
4	Grade 8 Mathematics Set "G"
8	Protractor/Rulers "P"
5	Grade 8 Writing Brochures "B"
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label
1	Return Shipment Instructions

Grade 12	
Quantity	**Item**
2 Bundles	Grade 12 Civics/Economics/Writing Booklets (16 per bundle; 32 total booklets)
6	Ballot "X"
5	Grade 12 Writing Brochure "D"
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label
1	Return Shipment Instructions
Materials for HI Sessions	
Grade 4	
Quantity	**Item**
2 or 3 Bundles	Grade 4 U.S. History Booklets (11 per bundle; 22 or 33 total booklets)
1	Sign "**Testing in Progress – Do Not Disturb"**
2	Rubber bands
36	Pencils
22 or 33	Preprinted Student ID Labels
1	Return Shipment Label
1	Return Shipment Instructions
Grade 8	
Quantity	**Item**
2 or 3 Bundles	Grade 8 U.S. History Booklets (11 per bundle; 22 or 33 total booklets)
1	Sign "**Testing in Progress – Do Not Disturb"**
2	Rubber bands
36	Pencils
22 or 33	Preprinted Student ID Labels
1	Return Shipment Label
1	Return Shipment Instructions
Grade 12	
Quantity	**Item**
2 or 3 Bundles	Grade 12 U.S. History Booklets (11 per bundle; 22 or 33 total booklets)
1	Sign "**Testing in Progress – Do Not Disturb"**
2	Rubber bands
36	Pencils
22 or 33	Preprinted Student ID Labels
1	Return Shipment Label
1	Return Shipment Instructions

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

Pearson Bulk Supplies
You will need to use the timers from your Pearson bulk supplies for every assessment. You will also frequently use the calculators. The remaining bulk materials are for you to use if you need extra materials for your sessions. A complete list of Pearson bulk supplies is provided on pages 7.76-7.77.

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

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

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

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

- large-print booklets for operational (civics; U.S. history; economics) and field test (reading; mathematics) subjects (booklets for writing will need to be enlarged using the school's equipment, as writing is a pilot test subject);
- bilingual booklets for mathematics; and
- read-aloud/small group booklets (**NOTE:** You will be given a few bundles of grade 4 and grade 8 read-aloud/small group booklets in your bulk supplies. If additional booklets or different booklet version numbers are needed, you must request them from Pearson.)

When there is more than one student requiring small group/read aloud of a given subject, you must look to see if any of the students have an original booklet version number that matches the read-aloud booklet versions in your bulk supplies and use that first. If none of the originally assigned booklets version numbers match the read-aloud booklets in your bulk supplies, you should assign the next version number from your bulk supplies. More information on read-aloud booklets is found on page 4.45. **(Reminder: There is no read-aloud reading booklet.)**

You must account for all of the regular and accommodation booklets that you receive in your bulk supplies or via short shipment from Pearson. Using the Pearson Materials Tracking System (MTS), you will need to indicate that you received all of the booklets shipped to you. Refer to the *SCS User's Guide* for detailed instructions on using the MTS.

You should also use the Bulk Security Checklist (shown on the following page) to keep track of the booklets included in your bulk supplies.

This is your responsibility to be sure that you have a sufficient number of the appropriate assessment materials needed for each school and that you can account for all of these materials (used and unused) when the assignment is completed.

You may not, under any circumstances, borrow or lend booklets from another Session Box.

NAEP 2005 Bulk Security Checklist

Supervisor: Mr. Smith Seq. # 001

Region #: IA01

Bundle #	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
Book ID's					
90001					
1310000091					
0010000000					
1960000000					
0040000060					
0900450680					
0157534689					
0091123794					
0171234567					
1360005594					
1340023364					
1340078532					
1310000666					
0160011189					
0043333365					
0204444835					
1360452189					
1333333789					
80001					
1310000091					
0010000000					
1960000000					
0040000060					
0900450680					
0157534689					
0091123794					
0171234567					
1360005594					
1340023364					
1340078532					
1310000666					
0160011189					
0043333365					
0204444835					
1360452189					
1333333789					

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

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

Pearson Bulk Supplies	
General Bulk Supplies from Pearson	
Quantity	**Item**
1	Tape Dispenser
3 Rolls	Sealing Tape
8	Digital Timer
1 Package of 4	AA Batteries
15	Supplemental Shipping Envelopes
5	Sign **"Testing in Progress – Do Not Disturb"**
5	Materials Request Form
15	Rubber Bands
1	Bulk Security Checklist
5	Ziplock Bags (10"x13")
10	Return Mailing Labels (for bulk materials only)
1 Set	Pencils (36 per set)
Bulk Reading, Mathematics, Writing, and Civics Ancillary Materials from Pearson	
Quantity	**Item**
55	Grade 4 Simple Calculators TI-108 "C" (Blue)
55	Grade 8/12 Scientific Calculators TI-30 "C" (Gray)
4	Grade 4 Mathematics Set "K"
4	Grade 4 Mathematics Set "G"
4	Rulers "R"
6	Grade 8 Mathematics Set "V"
4	Grade 8 Mathematics Set "G"
8	Protractors "P"
5	Grade 8 Writing Brochure "B"
6	Grade 12 Ballot "X"
5	Grade 12 Writing Brochure "D"

Other Bulk Supplies	
Quantity	**Item**
10	Administration Schedules (blank)
10	Grade 4 Roster of Questionnaires (blank)
10	Grade 8 Roster of Questionnaires (blank)
10	Grade 12 Roster of Questionnaires (blank)
50	Supplemental SD and/or LEP Rosters
20	Grade 4 School Questionnaire
20	Grade 8 School Questionnaire
20	Grade 12 School Questionnaire
50	Grade 4 Teacher Questionnaire
50	Grade 8 Mathematics Teacher Questionnaire
50	Grade 8 U.S. History/Civics Teacher Questionnaire
20	Grade 12 Economics Teacher Questionnaire
20	Grade 12 Economics Department Chair Questionnaire
200	SD Questionnaires
150	ELL Questionnaires
1 Bundle	Grade 4 OP Booklets (16 per bundle)
1 Bundle	Grade 8 OP Booklets (16 per bundle)
1 Bundle	Grade 12 OP Booklets (16 per bundle)
1 Bundle	Grade 4 HI Booklets (11 per bundle)
1 Bundle	Grade 8 HI Booklets (11 per bundle)
1 Bundle	Grade 12 HI Booklets (11 per bundle)
9 Bundles	Grade 4 Read-Aloud Booklets (5 per bundle)
4 Bundles	Additional Grade 4 Read-Aloud Booklets if assigned (5 per bundle)
12 Bundles	Grade 8 Read-Aloud Booklets (5 per bundle)
7 Bundles	Additional Grade 8 Read-Aloud Booklets if assigned (5 per bundle)

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

Westat Bulk Supplies
Publications
Summary of Activities – Public
Summary of Activities – Nonpublic
Teacher's Guide to NAEP
Sample Questions Booklet
MySchool Web Site Brochure and Folder
Mathematics Framework
Reading Framework
Writing Framework
Civics Framework
U.S. History Framework
Economics Framework
Forms and Materials
NAEP Storage Envelope
"Destroy by" Postcards
Student ID Labels [blank]
Student Appreciation Certificates
Session Debriefing Forms
School Certifications of Appreciation
Blank School Folders
AA Identification Badges and Lanyards*
AA Assessment Information Forms
Teacher Observer Letter
Accommodations Teacher Letter
AA Checklist for Makeup Sessions
Administrative Material
T&E Envelopes*
Trip and Expense Reports

* Distribute these items to the AAs on your team.

Request Additional Materials, If Necessary
If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, contact either Pearson or Westat, depending on the material you need.

Each company maintains a Materials Ordering Site (MOS) that can be accessed from the MyNAEP web site and will enable you to order materials by completing an electronic order form. You may place orders on both the Westat and Pearson sites 24 hours a day, 7 days a week. However, note that overnight orders from Pearson must be placed by 3:00 p.m. CST. Detailed instructions for using the Materials Ordering Sites for both Pearson and Westat are provided in the *SCS User's Guide*.

You may also request materials from Pearson via telephone or e-mail. Before you call or e-mail Pearson, complete the Materials Request Form (shown on the following page) included in your bulk supplies from Pearson. To place your order, or if you need to speak with someone about an order you placed on the MOS, contact Westat or Pearson at the telephone numbers or e-mail addresses shown below.

Contact method	Westat	Pearson
Telephone	301-330-7079 (Warehouse) 1-888-499-6237 (Help Desk)	1-888-627-6237
E-mail	NAEPWarehouse@Westat.com	NAEP@pearson.com

The Pearson NAEP Help Desk is available between 7:00 a.m. and 4:30 p.m. CST. The Westat Warehouse is available between 9:00 am and 5:30 pm EST. The Westat Help Desk is available between 8:00 a.m. and 8:00 p.m. EST.

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

Procedure 11. Complete Activities Immediately Before Assessment Day

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

11A. Review Accommodation Codes

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

Page 1 of 2 **2006 NAEP MATERIALS REQUEST FORM**

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

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

Name: _____ Region/Area #: _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box) *CITY, STATE, ZIP CODE*

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

Quantity	Units	Description	Quantity	Units	Description
		Added Session			**Accommodation Books – cont.**
	Box	Grade 4 OP			***Grade 8 OP, cont.***
	Box	Grade 4 HI		Each	- TB, Gr8, W201B, Read Aloud
	Box	Grade 8 OP		Each	- TB, Gr8, W202B, Read Aloud
	Box	Grade 8 HI		Each	- TB, Gr8, W203B, Read Aloud
	Box	Grade 12 OP		Each	- TB, Gr8, C301, Large Print
	Box	Grade 12 HI		Each	- TB, Gr8, M116, Large Print
		Accommodations Books		Each	- TB, Gr8, R009, Large Print
		Grade 4 OP		Each	- TB, Gr8, Math, Bilingual, Part1/2
	Each	- TB, Gr4, C301, Read Aloud			***Grade 8 HI***
	Each	- TB, Gr4, C305, Read Aloud		Each	- TB, Gr8, H501, Read Aloud
	Each	- TB, Gr4, C309, Read Aloud		Each	- TB, Gr8, H505, Read Aloud
	Each	- TB, Gr4, M103GK, Read Aloud		Each	- TB, Gr8, H509, Read Aloud
	Each	- TB, Gr4, M105K, Read Aloud		Each	- TB, Gr8, H513, Read Aloud
	Each	- TB, Gr4, M106KC, Read Aloud		Each	- TB, Gr8, H517, Read Aloud
	Each	- TB, Gr4, M112C, Read Aloud		Each	- TB, Gr8, H520, Large Print
	Each	- TB, Gr4, M113, Read Aloud			***Grade 12 OP***
	Each	- TB, Gr4, M118R, Read Aloud		Each	- TB, Gr12, C301, Read Aloud
	Each	- TB, Gr4, M119R, Read Aloud		Each	- TB, Gr12, C305X, Read Aloud
	Each	- TB, Gr4, C305, Large Print		Each	- TB, Gr12, C309, Read Aloud
	Each	- TB, Gr4, M116, Large Print		Each	- TB, Gr12, C313, Read Aloud
	Each	- TB, Gr4, R034, Large Print		Each	- TB, Gr12, E601, Read Aloud
	Each	- TB, Gr4, Math, Bilingual, Part1/2		Each	- TB, Gr12, E605, Read Aloud
		Grade 4 HI		Each	- TB, Gr12, E609, Read Aloud
	Each	- TB, Gr4, H501, Read Aloud		Each	- TB, Gr12, E613, Read Aloud
	Each	- TB, Gr4, H505, Read Aloud		Each	- TB, Gr12, E617, Read Aloud
	Each	- TB, Gr4, H509, Read Aloud		Each	- TB, Gr12, W201D, Read Aloud
	Each	- TB, Gr4, H502, Large Print		Each	- TB, Gr12, W202D, Read Aloud
		Grade 8 OP		Each	- TB, Gr12, W203D, Read Aloud
	Each	- TB, Gr8, C301, Read Aloud		Each	- TB, Gr12, C310, Large Print
	Each	- TB, Gr8, C305, Read Aloud		Each	- TB, Gr12, E615, Large Print
	Each	- TB, Gr8, C309, Read Aloud			***Grade 12 HI***
	Each	- TB, Gr8, C313, Read Aloud		Each	- TB, Gr12, H501, Read Aloud
	Each	- TB, Gr8, M103GV, Read Aloud		Each	- TB, Gr12, H505, Read Aloud
	Each	- TB, Gr8, M105V, Read Aloud		Each	- TB, Gr12, H509, Read Aloud
	Each	- TB, Gr8, M106VC, Read Aloud		Each	- TB, Gr12, H513, Read Aloud
	Each	- TB, Gr8, M112C, Read Aloud		Each	- TB, Gr12, H507, Large Print
	Each	- TB, Gr8, M113C, Read Aloud			
	Each	- TB, Gr8, M118P, Read Aloud			
	Each	- TB, Gr8, M119P, Read Aloud			

*Please use this form when ordering materials.

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

NA00011726

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

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

Name: _____ Region/Area # _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box) *CITY, STATE, ZIP CODE*

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

Quantity	Units	Description	Quantity	Units	Description
		Bulk Materials			**Tracking Forms**
	Bundle	Gr4, OP, Bndl – 16		Each	Administration Schedule, 2006
	Bundle	Gr4, HI, Bndl – 11		Each	Gr4 Roster of Questionnaires, 2006
	Bundle	Gr8, OP, Bndl – 16		Each	Gr8 Roster of Questionnaires, 2006
	Bundle	Gr8, HI, Bndl – 11		Each	Gr12 Roster of Questionnaires, 2006
	Bundle	Gr12, OP, Bndl – 16		Each	SD and ELL Roster, 2006
	Bundle	Gr12, HI, Bndl - 11			
	Set	Ancillary Materials, Gr4, Math			**Questionnaires**
	Set	Ancillary Materials, Gr8		Pkg	Gr4 Teacher Questionnaires, Pkg – 25
	Set	Ancillary Materials, Gr12		Pkg	Gr8 Math Teacher Questionnaire, Pkg – 25
	Box	Pencils, #2, Set of 36		Pkg	Gr8 HC, Teacher Questionnaire, Pkg – 25
	Set	Set "K", Gr4, Foam Shapes		Pkg	Gr12 Econ Teacher Questionnaire, Pkg – 20
	Set	Gr4 Math Set "G"		Pkg	Gr12 Dept. Chair Questionnaire, Pkg – 20
	Each	Rulers "R"		Pkg	Gr4 School Questionnaire, Pkg – 20
	Set	Set "V", Gr8, Box w/protractor		Pkg	Gr8 School Questionnaire, Pkg – 20
	Set	Gr8 Math Set "G"		Pkg	Gr12 School Questionnaire, Pkg – 20
	Each	Protractors "P"		Pkg	SD Questionnaire, Pkg – 50
	Each	Gr8 Writing Brochures "B"		Pkg	ELL Questionnaire, Pkg - 50
	Each	Gr12 Ballot "X"			
	Each	Gr12 Writing Brochures "D"			
	Each	Calculators, TI-108 (blue)			
	Each	Calculators, TI-30, (gray)			
	Each	Digital Timers			
	Pkg.	AA Batteries, pkg – 4			
	Each	Rubber Bands			
	Each	Tape Dispenser			
	Roll	Sealing Tape Rolls			
	Each	Supplemental Shipping Envelopes			
	Label	Return Mailing Labels, Bulk			
	Label	Return Mailing Labels, Sessions			
	Each	Sign, "Testing in Progress"			
	Each	10 x 13 Ziplock Bag			
	Each	Materials Request Form			

*Please use this form when ordering materials

.

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

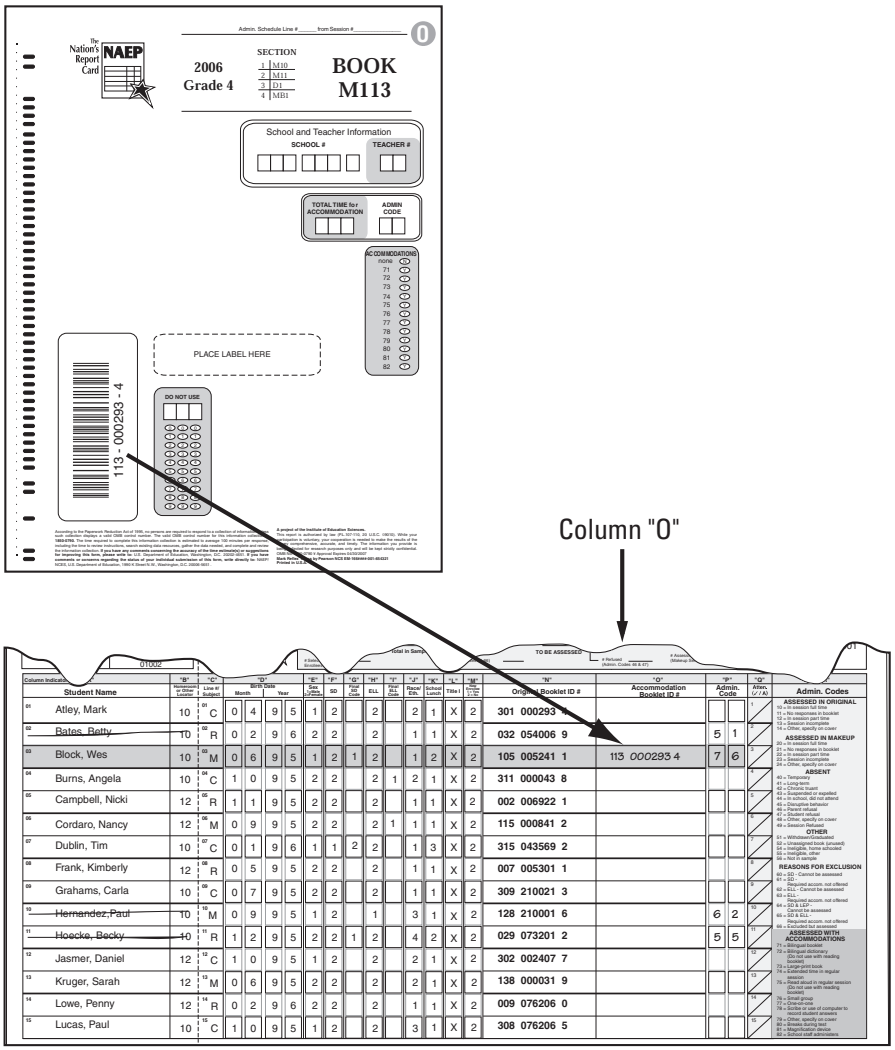
NA00011726

11B. Assign Accommodation Booklets

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

- Bilingual booklet (mathematics only): Code 71;
- Large-print booklet (operational only): Code 73; and
- Small-group booklet (when more than one student in a given subject requires the small group accommodation): Code 76.

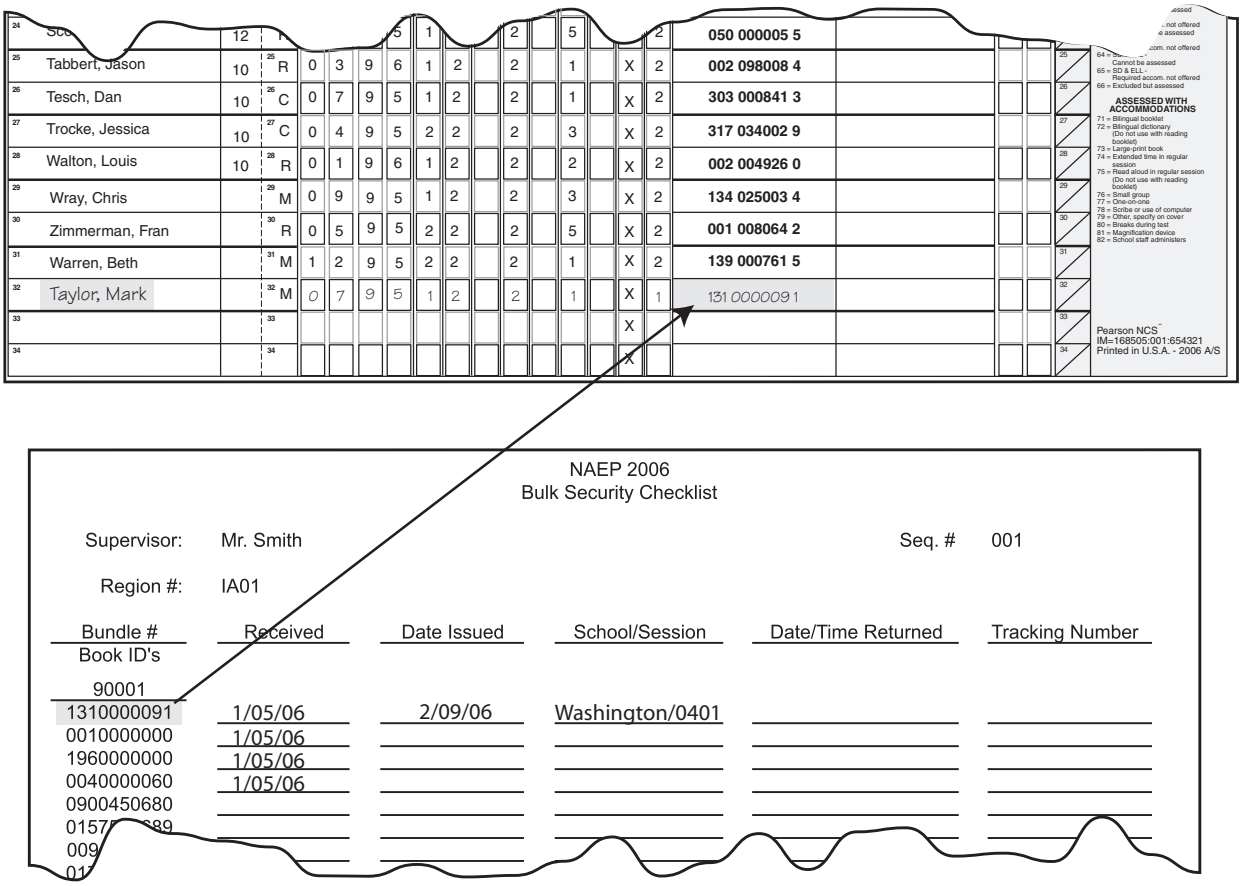
To assign an accommodation booklet, enter the appropriate accommodation booklet ID number in column **O** on the Administration Schedule (labeled Accommodation Booklet ID #). Repeat for each student requiring a separate accommodation booklet.



11C. Assign Booklets to Students Newly Added to the Administration Schedule

If you selected several newly enrolled students during the preassessment visit, there may be an occasion where the preprinted booklet numbers in column **N** of the Administration Schedule are all assigned. In this case, you will need to assign a booklet from your bulk supplies. You should assign the booklets in the order that they appear on the bundle slip. Then, you will need to complete the following:

- enter the appropriate booklet ID number in column **N** of the Administration Schedule;
- enter the date booklet is issued, the School ID Number, and the session number next to the appropriate booklet ID number on the Bulk Security checklist; and
- put the booklet in the appropriate Session Box on top of the bundles of booklets.



11D. Gather Local AAs to Prepare Assessment Booklets for the Upcoming Week

Once a week during the assessment period you should assemble local AAs to prepare the booklets for assessments scheduled the following week. Instructions for preparing the booklets are located in Chapter 3 of the AA manual.

11E. Perform QC Check of the Prepared Booklets

Once AAs have finished preparing the booklets, you are responsible for conducting a QC check of the booklets.

The AA team should also conduct its own QC check to make sure the booklets have been prepared properly, but you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and conduct a "spot check" to see that the booklets have been prepared correctly. As a general rule, check every third or fourth booklet in each stack and run each booklet through the comprehensive series of checks provided below.

Steps 11E.1 through 11E.8 will help you to identify any major errors with booklet preparation. If you find any errors, consult the AA immediately, and together with the AA, check each booklet to make sure that the same error has not been repeated.

Once you have completed the QC check of the booklets, report the status of the materials in the QCB. If the requirement has not been met or has been partially met, please provide an explanation in the space provided.

To conduct a thorough QC check of booklets, complete the following steps:

11E.1 Ensure that the AA has prepared the correct booklets for the session.

The prefix numbers of the booklet IDs that are printed on the bundle slips will match the numbers that are printed in column **N** on the Administration Schedule. The bundle slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule, as shown in the example on the next page.

11E.2 Verify that the preprinted labels have been affixed to the front cover of every assessment booklet.

Thumb through the prepared booklets and spot check the booklets to confirm that every assessment booklet has a preprinted label affixed to it.

11E.3 Verify that the booklet ID number on the preprinted label matches the booklet ID number on the Administration Schedule and the booklet cover.

Check the booklet ID number to be sure it matches the Administration Schedule in column **N,** labeled **Original Booklet ID #**, or column **O,** labeled **Accommodation Booklet ID #.**

Next, check that the ID number on the affixed label and the ID number printed on the booklet cover match.

If the student has been assigned a separate accommodation booklet, the AA should write the accommodation booklet ID number on the affixed label.

NAEP 2006 ASSESSMENT - GRADE 4

TYPE OP (READ/MATH/CIVICS)

BUNDLE #: 01002

INVENTORY #: NA00011618

FOAM SHAPES "K"
RULER "R"
TI-108 CALCU

311
146 CR

000001002 - 5

NAEP 2006 ASSESSMENT - GRADE 4

TYPE OP (READ/MATH/CIVICS)

BUNDLE #: 01001

INVENTORY #: NA00011618

FOAM SHAPES "K"

301
032
105 K
311
002
115
315
007
309
128
029
302
138 K
009
308
148 K

000001001 - 2

This form must be completed in No. 2 pencil.

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

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

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

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

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

The Nation's Report Card NAEP

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

Original session scheduled for: Day/Date: Thurs./Feb. 9 Time: 8:05 Location: Rm 121

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Bundle #'s: 01001, 01002

Original Sample 28 + # Selected New Enrollees 2 = 30 Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 2 + # Excluded (Admin. Codes 60-66) 1 = 27 TO BE ASSESSED - # Absent (Admin. Codes 40-45, 48 & 49) ___ + # Refused (Admin. Codes 46 & 47) ___ = # Assessed (Original Session) ___ + # Assessed (Makeup Session) ___ = ___ TOTAL ASSESSED

Session Number: OP0401

Column Indicators: "A" Student Name; "B" Homeroom or Other Locator; "C" Line #/Subject; "D" Birth Date Month Year; "E" Sex Male=1/Female=2; "F" SD; "G" Final SD Code; "H" ELL; "I" Final ELL Code; "J" Race/Eth.; "K" School Lunch; "L" Title I; "M" New Enrollee Yes=1, No=2; "N" Original Booklet ID #; "O" Accommodation Booklet ID #; "P" Admin. Code; "Q" Atten. (✓ / A); "R" Admin. Codes

	Student Name	"B"	"C"	"D" Month	"D" Year	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Atten.
01	Atley, Mark	10	01 C	04	9 5	1	2		2		2	1	X	2	301 000293 4			1
02	Bates, Betty	10	02 R	02	9 6	2	2		2		1	1	X	2	032 054006 9		5 1	2
03	Block, Wes	10	03 M	06	9 5	1	2	1	2		1	2	X	2	105 005241 1		7 6	3
04	Burns, Angela	10	04 C	10	9 5	2	2		2	1	2	1	X	2	311 000043 8			4
05	Campbell, Nicki	12	05 R	11	9 5	2	2		2		1	1	X	2	002 006922 1			5
06	Cordaro, Nancy	12	06 M	09	9 5	2	2		2	1	1	1	X	2	115 000841 2			6
07	Dublin, Tim	10	07 C	01	9 6	1	1	2	2		1	3	X	2	315 043569 2			7
08	Frank, Kimberly	12	08 R	05	9 5	2	2		2		1	1	X	2	007 005301 1			8
09	Grahams, Carla	10	09 C	07	9 5	2	2		2		1	1	X	2	309 210021 3			9
10	Hernandez,Paul	10	10 M	09	9 5	1	2		1		3	1	X	2	128 210001 6		6 2	10
11	Hoecke, Becky	10	11 R	12	9 5	2	2	1	2		4	2	X	2	029 073201 2		5 5	11
12	Jasmer, Daniel	12	12 C	10	9 5	1	2		2		2	1	X	2	302 002407 7			12
13	Kruger, Sarah	12	13 M	06	9 5	2	2		2		2	1	X	2	138 000031 9			13
14	Lowe, Penny	12	14 R	02	9 6	2	2		2		1	1	X	2	009 076206 0			14
15	Lucas, Paul	10	15 C	10	9 5	1	2		2		3	1	X	2	308 076206 5			15

Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

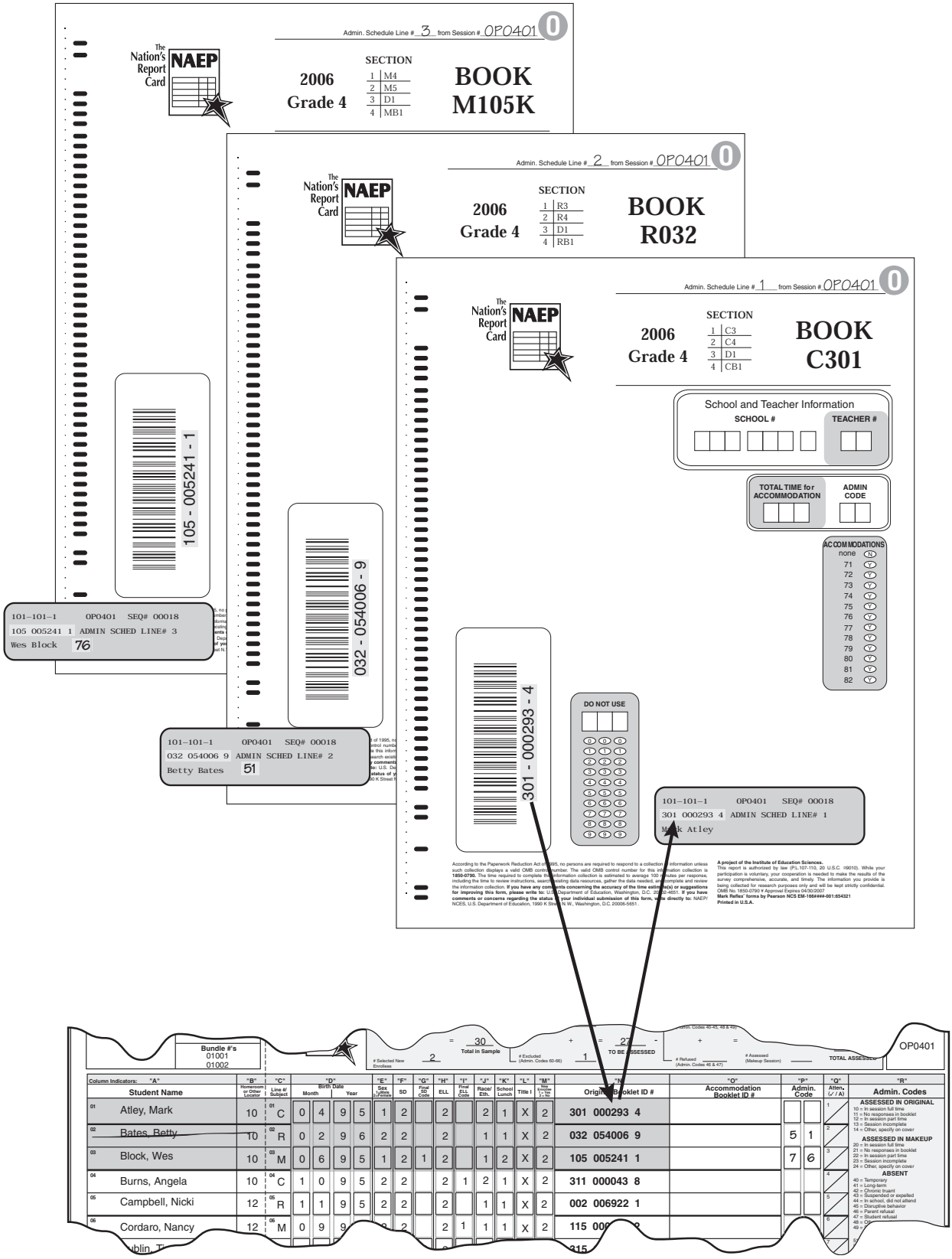
ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, home schooled
55 = Ineligible, other
56 = Not in sample

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = ELL - Cannot be assessed
63 = ELL - Required accom. not offered
64 = SD & LEP - Cannot be assessed
65 = SD & ELL - Required accom. not offered
66 = Excluded but assessed

ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet
72 = Bilingual dictionary (Do not use with reading booklet)
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use with reading booklet)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer to record student answers
79 = Other, specify on cover
80 = Breaks during test
81 = Magnification device
82 = School staff administers


Admin. Schedule Line # 3 from Session # OP0401
2006 Grade 4
SECTION
1 M4
2 M5
3 D1
4 MB1
BOOK M105K
Admin. Schedule Line # 2 from Session # OP0401
2006 Grade 4
SECTION
1 R3
2 R4
3 D1
4 RB1
BOOK R032
Admin. Schedule Line # 1 from Session # OP0401
2006 Grade 4
SECTION
1 C3
2 C4
3 D1
4 CB1
BOOK C301
School and Teacher Information
SCHOOL #
TEACHER #
TOTAL TIME for ACCOMMODATION
ADMIN CODE
ACCOMMODATIONS
DO NOT USE
105 - 005241 - 1
032 - 054006 - 9
301 - 000293 - 4
101–101–1 OP0401 SEQ# 00018
105 005241 1 ADMIN SCHED LINE# 3
Wes Block 76
101–101–1 OP0401 SEQ# 00018
032 054006 9 ADMIN SCHED LINE# 2
Betty Bates 51
101–101–1 OP0401 SEQ# 00018
301 000293 4 ADMIN SCHED LINE# 1
Mark Atley
Bundle #'s
01001
01002
30 Total in Sample
27 TO BE ASSESSED
OP0401
Student Name
Original Booklet ID #
Accommodation Booklet ID #
Admin. Codes
Atley, Mark
Bates, Betty
Block, Wes
Burns, Angela
Campbell, Nicki
Cordaro, Nancy

11E.4 Verify that students who require accommodation booklets in the regular session have the accommodation booklet substituted for the original booklet in the stack.

Every student who will receive an accommodation booklet will have an Accommodation Booklet ID # assigned to him/her in column **O** labeled **Accommodation Booklet ID #** on the Administration Schedule.

Verify that for each student who has been assigned an accommodation booklet the original booklet has been removed from the pile and the accommodation booklet is in its place.

The original booklet should be coded with a **52** on the cover and set aside.

11E.5 Verify that the accommodation booklets for students who will be assessed in a separate accommodation session have been pulled from the stack and banded together for the accommodation session.

If a student will be assessed in a separate accommodation session, these booklets will be kept separate for the accommodation session, preferably banded together and stored in the Session Box.

11E.6 Verify that any booklets assigned to ineligible, withdrawn, parent refusals, student refusals, or excluded students have been pulled from the stack and banded together.

Check the Administration Code in column **P** on the Administration Schedule to see if codes of **46 – 47, 51, 54 – 55,** or **60 – 65** have been entered.

The booklets corresponding to students with these codes should be pulled from the stack and banded together.

Check to see that these booklets have the corresponding Administration Code written on the preprinted label.

Make sure that the Administration Code in column **P** of the Administration Schedule matches the Administration Code written on the booklet cover.

11E.7 Ensure that the booklets are in Administration Schedule order.

AAs should record each student's line number and session number in the upper-right corner of the booklet. Conduct a spot check of the booklets to make sure that they are in the proper Administration Schedule order.

11E.8 Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

This will ensure that the booklets will not get mixed up or separated prior to the final steps of preparation on assessment day.

11F. Review the Quality Control Booklet

Review Part 1 of the QCB to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

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

11G. Review Materials in the School Folder

Review the materials in the School Folder to ensure that you bring the correct materials for the school. You should verify that you have the Administration Schedule(s) for the school, and all of the other critical documents that should be included in the School Folder. The School Folder contents are listed on pages 7.2-7.3 and on the inside of the School Folder.

11H. Perform a Final Check of Assessment Materials

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

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

11I. Review Security and Confidentiality Procedures

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

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the

school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.

- Account for all used and unused materials when the assignment is completed.

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Student Appreciation Certificates ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ "Testing In Progress" sign	■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ "Testing In Progress" sign	■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ "Testing In Progress" sign
OP sessions include: ■ 5 blue calculators	**OP sessions include:** ■ 5 gray calculators	
Extra Materials to Have Available for AA's Use	**Extra Materials to Have Available for AA's Use**	**Extra Materials to Have Available for AA's Use**
■ If OP Session, one "Ancillary Materials Gr4, Math" bag (from bulk supplies) that contains 4 of each of the following: - Ruler - Set K - Set G ■ 10 blue calculators ■ One box of pencils	■ If OP Session, one "Ancillary Materials Gr8" bag (from bulk supplies) that contains the following: - Protractor/Ruler (4) - Set G (4) - Set V (6) - Writing Brochure (5) ■ 10 gray calculators ■ One box of pencils	■ If OP Session, one "Ancillary Materials, Gr12" bag (from bulk supplies) that contains the following: - Ballot (6) - Writing Brochure (5) ■ 10 blue calculators ■ One box of pencils

At training, you commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment. Most of you signed an Oath of Office and Pledge of Confidentiality during a previous round at NAEP. That Oath is still in effect for NAEP 2006. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

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

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

- School Folder containing Administration Schedules and Roster of Questionnaires you will use for each session,
- QCB,
- Supervisor and AA Manuals,
- extra Session Scripts,
- the Teacher Observer Letter(s),
- the Accommodation Teacher Letter(s),
- your NAEP ID badge,
- session boxes, and
- bulk supplies.

Chapter 7 Summary

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

- demonstrate the process for school folders with the proper materials;
- demonstrate the process for preparing the Preassessment Packets for schools with the required materials, including preparing the SD and ELL Questionnaires, when necessary;
- describe what you must do to prepare for and conduct the preassessment visit scheduling telephone call, and the confirmation telephone call;
- identify the procedures for preparing for and conducting the preassessment visit, including preparing the School and Teacher Questionnaires;
- demonstrate how to use the Quality Control Booklet to complete the following preassessment visit activities with the school coordinator:
    - review Administration Schedule data,
    - add the selected newly enrolled students to the Administration Schedule,
    - verify that parents/guardians have been notified about NAEP,
    - review the status of the school staff questionnaires,
    - determine student accommodations, and
    - make logistical arrangements for the assessment at the school.

- describe what you must do immediately after the preassessment visit;
- explain how to effectively schedule AAs to meet assessment commitments;
- identify the assessment materials needed to conduct an assessment;
- explain how to order additional NAEP materials from Pearson and Westat;
- describe the process for assigning accommodation booklets;
- describe how to conduct a quality control check of the prepared assessment booklets; and
- explain the importance of adequate and careful preparations for assessment day.

8 Assessment Day Activities

This chapter provides step-by-step procedures for your responsibilities on assessment day, including how to conduct quality control (QC) checks of your AAs' work.

1. Overview of Part 2 of the Quality Control Booklet

You will use Part 2 of the Quality Control Booklet (QCB) to document and help guide your assessment day activities with each school. Part 2 is divided into three distinct components: (1) assessment day checklists, similar to those in Part 1 (for both before and after the assessments take place); (2) the AA Quality Control Checklist, which you will use to monitor and evaluate AAs conducting their assessment day responsibilities; (3) and the School Coordinator Debriefing Interview, which you will conduct with the school coordinator to obtain feedback about the NAEP experience at the school. Part 2 also contains the Makeup Session Worksheet that you will use after the assessment to determine if a makeup session is needed at the school. This chapter provides detailed instructions for using Part 2 of the QCB to conduct all of your activities on assessment day.

2. Supervisor Procedures to Complete Upon Arriving at the School

Procedure 1. Check in at the School

Whenever possible, arrive at the school 1½ hours before the assessment begins. This will give you a half hour to get organized and obtain the information that you need from the school coordinator before your AA team arrives.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP Identification Badge on before you enter the school.

Procedure 2. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival. The NAEP Storage Envelope contains the Student Information Report, a copy of the Roster of Questionnaires, and completed questionnaires. If the school coordinator is not readily available, refer to your QCB for the location of the NAEP Storage Envelope.

Procedure 3. Obtain a Dated Copy of Parent Notification Letter, If Necessary

If you have not done so in the preassessment visit, you will need to ask the school coordinator for a dated copy of the Parent Notification Letter prior to the assessment start time.

If parents have not been notified, you must postpone the assessment and reschedule for another day.

Reminder!

If you have not previously done so, you will need to place a dated copy of the parent notification letter into the School Folder and, after the assessment, update the parent notification information in the SCS.

Procedure 4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator indicates that students or parents have refused participation, you will need to code refusals on the Administration Schedule.

If a parent has refused to allow his/her child to participate, enter an Administration Code of **46** in column **P** on the Administration Schedule next to the student's name.

If a student has refused to participate, enter an Administration Code of **47** in column **P** on the Administration Schedule next to the student's name.

Voice of Experience:

Use the Attendance Column, column **Q**, to write the letter of the Administration Code if the student will not be assessed. Use **W** for withdrawn & Ineligible (codes **51, 54 & 55**), **E** for Excluded (codes **60-66**), and **R** for Refused (codes **46 & 47**). Then when you are counting up to see what numbers to put in the blanks in the summary box at the top of the Administration Schedule you know how many to put in each blank.

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

Review the Administration Schedule for any missing data.

At this point, it is critical that columns D through M on the Administration Schedule are complete.

If you find that data are missing, you will need to ask the school coordinator to provide the data as soon as possible.

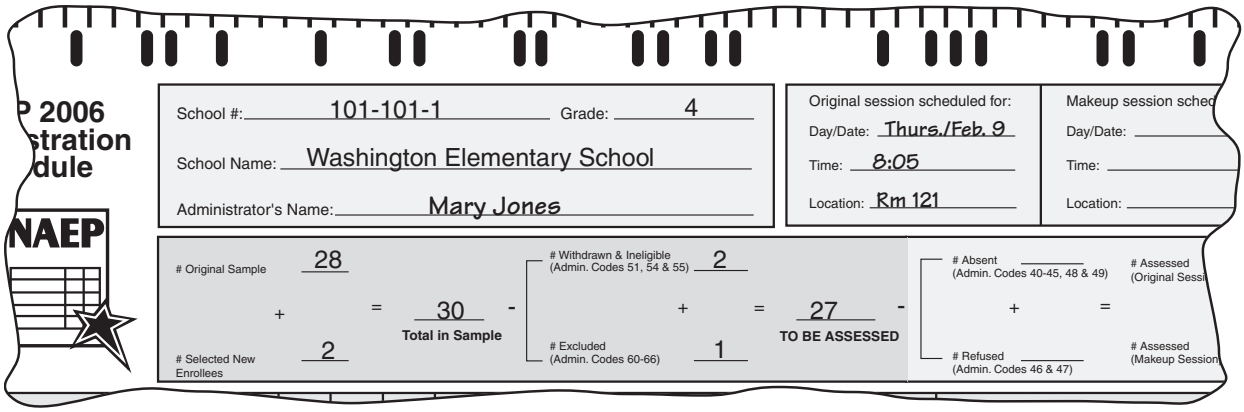
Columns **D** through **M** cannot have ***any*** missing data. The only columns where it is acceptable to have empty boxes are in column **G**, labeled **Final SD Code,** and column **I**, labeled **Final ELL Code.**

Procedure 6. Complete Part 1 of the Summary Box at the Top of the Administration Schedule

There is a summary box at the top of the Administration Schedule. This box contains summary information about the students selected for the assessment.

At this point, you will need to complete the first part of the summary box:

- The number of students in the original sample should have been preprinted by Pearson or already entered by you on the line labeled **# Original Sample.** If not, enter the total number of students originally listed on the Administration Schedule.
- On the line labeled **# Selected New Enrollees,** enter the number of students you added to the Administration Schedule coded as a **1** or **3** in column **M.**
- Add the **# Selected New Enrollees** to the **# Original Sample.** Enter the sum on the line labeled **Total in Sample.**
- On the line labeled **# Withdrawn and Ineligible,** enter the total number of selected students who have withdrawn from the school (Admin. Code = **51**), and any students who are ineligible (Admin. Codes = **54** and **55**)
- On the line labeled **# Excluded,** enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = **60-66**).



- Subtract the **# Withdrawn and Ineligible,** and the **# Excluded** from the **Total in Sample,** and enter the difference on the line labeled **TO BE ASSESSED.**

If you do not have to collect missing information on the assessment day, you may complete this activity prior to arriving at the school. If withdrawals have occurred since the preassessment visit, the totals will need adjusting accordingly.

Voice of Experience: Reminder!

When calculating entries for the summary box, don't forget to count the students listed on the back of the Administration Schedule!

Procedure 7. Go to the Location Where the Assessment Team Will Work

The AAs should organize the assessment materials in one location before it's time to go to the separate assessment locations. Remain in this location with your team as much as possible so you are available to oversee activities before the assessment and answer questions from your AAs.

Procedure 8. Give AAs Session Materials and Perform QC Check of Booklets

Your team of AAs will have already prepared the booklets the week prior to the assessment. However, all assessment materials will remain in your possession until assessment day. You will give each AA his/her Session Box, containing the prepared booklets and other session materials, before the session begins on assessment day.

After the AAs arrive at the school, the first task they are required do is to open their Session Box and check to see that the booklets have been prepared correctly. This procedure is important because in some cases the AA who will be administering the session was not the AA who prepared the booklets. In these cases, reviewing the booklet preparation on assessment day is not only a quality control check on another AA's work, but also a way for the administering AA to become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or who need accommodations).

AAs will also need to check to make sure that during transport to the school no ancillary materials have slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

As supervisor, you will also need to conduct a final QC check of the booklets. Although you will have conducted a thorough QC check of the booklets at the time they were prepared, it is still useful to conduct a second cursory check of the booklets once they are in the hands of the AA who will be conducting the session. To conduct this final booklet check, do the following:

8A. Ensure that the correct ancillary materials are inside the front cover of the assessment booklets.

Any additional or ancillary materials needed for each booklet are identified by the letter(s) next to the booklet version number. The ancillary materials are identified on pages 4.25 - 4.27.

You must verify that the booklets that require ancillary materials contain the correct ones, and they are placed in the inside front cover of the assessment booklet. If calculators are required, they will be handed out separately in the session. You must verify that the AAs have the correct number and type of calculators.

8B. Ensure that the booklets are in Administration Schedule order.

AAs should have recorded each student's line number and session number in the upper-right corner of the booklet. Use these numbers to conduct a spot check of the booklets to make sure that they are in the proper Administration Schedule order.

8C. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

This will ensure that the booklets will not get mixed up or separated. Most importantly, this will help the AA to efficiently and correctly distribute the assessment booklets to the students at the beginning of the assessment session.

The process of helping the AAs organize for the sessions and the QC checks you must perform will take up most of the time before the assessment begins. Therefore, it is important to give your AAs their session materials as soon as possible after they arrive at the school.

Procedure 9. Oversee AA Team Preparation Responsibilities

At this point, your AA team will begin completing its responsibilities immediately before the assessment. It is your job to oversee these responsibilities and ensure they are conducted according to standard NAEP procedure.

What Are AA responsibilities?
AAs are responsible for completing the following two tasks prior to the assessment:

- to check the assessment booklets ensuring they have been prepared correctly, and
- to prepare the room.

Standard NAEP procedures for how to prepare the booklets and how to prepare the room can be found in the *AA Manual*, should you need to review them.

Here you should check to make sure:

- AAs are on task, and
- AAs have all materials they need.

Procedure 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations

Ask the school coordinator to accompany you and the AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence will help with the introductions to teachers.

Procedure 11. Introduce Yourself (and Your Team) to the Teacher

As you locate each room, if possible, introduce yourself to the teacher or other school staff member present. An important time to create a positive rapport with the school and its students occurs when you meet a teacher. One way to create a positive rapport with the school is to introduce yourself and your team.

The following is an example of how you might introduce yourself and your team to a teacher.

> "Hello, (TEACHER NAME). On behalf of the NAEP team, thank you very much for welcoming us at your school and allowing us to use your classroom (OR OTHER ROOM). My name is (YOUR NAME), and I will be supervising NAEP activities at your school today. I have a team of (# OF AAs), who will be working closely with me to administer NAEP. We look forward to working with you and your students."

Procedure 12. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. However, make sure to tell the teacher that the AA will conduct the session reading from a script. Also explain to the teacher that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student's concern or question in this way.

In addition to explaining why it is important for the AA to conduct the session using the scripts, you need to distribute the Teacher Observer Letter, shown on the next page, to any school staff members who will be present during the assessment. It provides instructions to them on their role during the assessment.

Since the staff member has access to the assessment booklets and data, the form also has a nondisclosure statement that he/she will have to sign. You need to collect the signed forms from the staff members and place them in the School Folder.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form, shown on page 8.8, includes directions to teachers who will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.8 - 1.9 in Chapter 1 for information on how to handle requests to view assessment materials.

TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

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

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

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

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

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

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

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

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

(Signature) _____
(Job Title) _____
(Date) _____

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

ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

By conducting or assisting with the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school.

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

If conducting an accommodation session, you may:

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

You may not:

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

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –
(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others including secure assessment booklets or items, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

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

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

(Signature) _____
(Job Title) _____
(Date) _____

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

3. Supervisor AA Quality Control Responsibilities

On assessment day, your principal role is to be available to perform quality control checks on the work of your team of AAs. Although you will have other important responsibilities on assessment day, as long as assessments are proceeding, none are as important as the quality control task.

A. How to Use the AA Quality Control Checklist in Part 2 of the Quality Control Booklet

As mentioned earlier in this chapter, you will use Part 2 of the QCB to document the assessment day procedures completed by you and the AAs. The AA Quality Control Checklist divides the AA procedures for assessment day as follows:

- Quality Control Procedures to Complete Before the Assessment (Procedures 12D – 13)
- Quality Control Procedures to Complete During the Assessment (Procedures 15 – 16)
- Quality Control Procedures to Complete After the Assessment (Procedures 18 – 20)

The procedures listed are the AAs' responsibilities and it is your job to use this form to evaluate the performance of your team of AAs and to ensure that any errors or omissions are corrected.

As shown in the example on page 8.11, the AA Quality Control Checklist provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

Directions for using the AA Quality Control Checklist are as follows:

- There are eight identical pages of the AA Quality Control Checklist, that list the tasks for which you should evaluate each AA.
- **Use one checklist per AA for each regular and accommodation session.**
- If you need additional pages, make copies of these pages as necessary, and keep the additional pages with the QCB.
- Record an AA's name at the top of each page.
- Check if it is a regular or accommodation session.
- Record your evaluation of the AA for each task in the spaces provided on the page by circling an answer category of 1 through 5. The answer categories are defined as follows:
    1. **AA Met:** The AA conducted **all** tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
    2. **AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement.

3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct the problem.
4. **Did Not Observe:** Use this code when you were not able to observe the AA conducting the procedure.
5. **Not Conducted:** Use this code when the procedure was not applicable or did not have to be completed for the given session.

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA for the procedures completed before the session (Procedure 12D from Chapter 7 and Procedure 13 from Chapter 8), during the session (Procedures 15 and 16), and after the session (Procedures 18, 19, and 20).
- When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, do the following:
  - Observe the first AA reading the introduction and distributing materials.
  - Observe the second AA timing and monitoring the session.
  - Observe the third AA collecting booklets and dismissing students.
  - If there are more than three AAs at a school, modify this sequence so that you observe each AA for part of a session.
  - Across schools, rotate the AA on which you start observing so that you equally observe each AA doing each set of tasks.
- If all sessions are combined into one large room, all AAs must be in the room and you must observe the entire session.

B. Quality Control Procedures to Complete Before the Assessment

Procedure 13. Perform QC Check of Rooms

Once AAs have finished preparing the room, you are responsible for conducting a final QC check of the room. Once you have conducted a check of each assessment room, report the status in the AA Quality Control Checklist. If the requirement has not been met, please provide an explanation in the Comments column.

AA Quality Control Checklist

AA Name:

❒ Regular Session
❒ Accommodation Session

Procedure # (from SV Manual)	**AA Task**	**Rating**	**Comments***
12D Chapter 7	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
13 (13A – 13E) Chapter 8	Prepared Assessment Room According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
15 (15A – 15E) Chapter 8	Appropriately Used Script: Introduction and Materials Distribution	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
15 (15F – 15I) Chapter 8	Appropriately Used Script: Label Removal, Additional Materials, and Booklet Cover Coding	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
15 (15J – 15K) Chapter 8	Appropriately Used Script: Calculator Distribution (Grades 4 & 8 only)	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
15 (15L) Chapter 8	Appropriately Used Script: Timed Sections Appropriately	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
15 (15M – 15P) Chapter 8	Appropriately Used Script: Ending the Session	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
16 (16A – 16G) Chapter 8	Monitored the Session According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
18 (18A – 18C) Chapter 8	Completed Administration Schedule According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
19 (19A – 19K) Chapter 8	Completed Assessment Booklet Covers According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
20 (20A – 20E) Chapter 8	Prepared Session Box According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	

* You **must** enter a comment if category 3 is circled in the Rating column. You **may** enter a comment for all other ratings if desired.

To conduct a QC check of the rooms, walk around to each assessment location, and check for the following:

13A. Make sure that any school materials that would assist the students are concealed.

The AA is responsible for concealing any items that could assist the student in taking the assessment. These items could be information on the chalkboard, multiplication tables, or other items related to the subjects being assessed. AAs should not erase anything written on chalkboards unless given specific approval to do so from the school.

13B. Check to make sure that the "Testing in Progress – Do Not Disturb" Sign has been posted outside the room.

This sign should be posted on the room door, if possible. If this sign is not posted clearly, the testing could be disrupted.

13C. Check to make sure all supplies needed for the session are organized and assessment materials are ready for distribution.

Look for the following materials to be set out and easily accessible:

- the *AA Manual*;
- the appropriate session script;
- copy of the Roster of Questionnaires, if required;
- the Administration Schedule for the session plus copies of Administration Schedules for the other sessions in the school (if there is more than one session);
- timer; and
- Session Debriefing Form.

Look for the following materials to be ready for distribution:

- prepared assessment booklets with ancillary materials inserted into the front cover;
- sharpened No. 2 pencils;
- grade 4 sessions: Student Appreciation Certificates;
- All OP sessions: extra ancillary materials in the event of missing or damaged materials identified during the assessment; and
- Grade 4 and Grade 8 OP sessions: Number of grade-appropriate calculators plus extra calculators.

Voice of Experience:

The NAEP materials need to be organized in the assessment room *without* disturbing the items on the teacher's desk or other table that is being used. Similarly, no one should go through a classroom desk looking for or taking supplies that might be needed. Always bring all of the office supplies that might be required with you to the assessment location.

13D. For grades 8 and 12, check to see that the School Identification Number is written on the board.

The script for grades 8 and 12 will instruct students to record the School Identification (ID) Number on their booklet covers.

To reduce the possibility for error, the AA will enter the School ID Number on all grade 4 booklets after the assessment.

13E. When required, check to make sure that teacher names (by subject for grades 8 and 12) and their corresponding two-digit teacher number are written on the chalkboard for students to see.

The script will instruct all grade 4 students, grade 8 students with mathematics, civics, and U.S. history assessment booklets, and grade 12 students with economics assessment booklets to record their teacher's two-digit number on their booklet covers. Therefore, the AA will need to write two items on the chalkboard in the front of the room:

- teacher names (by subject for grades 8 and 12), and
- corresponding two-digit teacher number.

The teacher names and corresponding two-digit numbers are on the Roster of Questionnaires, as shown in the example on the following page.

Voice of Experience:

It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and make for a difficult situation for the AA to handle.

This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2006
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

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

SCHOOL NAME: Washington Elementary

CITY/STATE: Vienna, VA

I. School Questionnaire	I. School Questionnaire	Returned		
Distributed to: Mr. Maxwell	Questionnaire ID # (Barcode ID # on Cover) 996 - 0 0 0 8 7 5 - 5	Yes ○	No ○	Online ○

II. Teacher Questionnaire		II. Teacher Questionnaire		Returned		
Teacher	Teacher's Name	Teacher	Teacher Questionnaire ID #	Yes	No	Online
01	Mr. Randall	01	992- 0 0 3 6 2 1 - 7	○	○	○
02		02	992- -	○	○	○
03		03	992- -	○	○	○
04		04	992- -	○	○	○
05		05	992- -	○	○	○
06		06	992- -	○	○	○
07		07	992- -	○	○	○
08		08	992- -	○	○	○
09		09	992- -	○	○	○
10		10	992- -	○	○	○
11		11	992- -	○	○	○
12		12	992- -	○	○	○
13		13	992- -	○	○	○
14		14	992- -	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you.
2. Distribute the Teacher Questionnaires to all teachers who teach U.S. History/Civics, or mathematics to fourth-grade students. Be sure to point out the date the questionnaires are to be returned to you.
3. As each questionnaire is returned, check for completeness and then fill in the appropriate oval in the "Returned" column on this Roster. If a questionnaire has been completed online, fill in the "Online" oval and discard the questionnaire.
4. Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative on assessment day.

Teacher Name

Teacher Number

Voice of Experience:

If a session is being conducted in a room without a board, make arrangements with the school coordinator to have a portable board or easel in place. If this is not possible, write the School ID and teacher number information in marker on a large piece of paper and post it at the front of the room.

4. Activities to Complete During the Assessment

The next procedures for assessment day are to be completed during the assessment.

Procedure 14. Verify That Each Session is Underway

When AAs have begun to administer assessment sessions, walk around to each session to verify that the sessions started on time.

If the session has not begun, assist the AA with whatever is needed to start the session as quickly as possible.

Procedure 15. Observe and Evaluate AAs Administering Regular Assessment Sessions

Use the AA Quality Control Checklist in Part 2 of the QCB as your guide to monitor the sessions. In many ways, your role of monitoring during the assessment is a challenging one. Without being intrusive or overbearing, you will need to allow each AA the latitude to conduct the assessment in a way he/she prefers, as long as he/she is still operating within the parameters of the procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so that observers and students do not hear.

To conduct a thorough QC check, observe that the AA has performed the following:

15A. Ensured that each student is at the correct location.

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of all the Administration Schedules to determine in which session, if any, the student belongs.

If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, he/she should wait a few minutes before beginning the session. Rarely should the wait exceed 5 minutes.

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

1. If a student arrives during booklet distribution, the AA should ask the student to wait at the front of the room while he/she finishes distributing booklets. Then, the AA should check in the late student(s); give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.

2. If a student arrives after the AA or the students have begun reading booklet directions, the AA should instruct the student to return to his/her classroom or to the office according to school preference. No student may be admitted once booklet directions are being read.

It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

15B. Set a positive tone for the assessment session.

Verify that the AA has set a positive tone by greeting students when they walk into the room, standing close to the door, and showing a pleasant attitude.

This is important because the AA's effectiveness as a test administrator will depend largely on his/her ability to immediately convey to students what is expected of them.

15C. Selected the correct script to conduct the assessment session.

There are eight different session scripts depending on the grade and type of session being conducted. They are as follows:

- Grade 4 OP Session Script,
- Grade 4 HI Session Script,
- Grade 4 OP Accommodation Session Script,
- Grade 4 HI Accommodation Session Script,
- Grade 8/12 OP Session Script,
- Grade 8/12 HI Session Script,
- Grade 8 OP Accommodation Session Script, and
- Grade 8 HI Accommodation Session Script.

In addition, the session scripts contain the Question-by-Question Specifications for the student background questions.

You need to check that the AAs are using the correct scripts. This is critical because there are differences from script to script in wording, procedures, and materials that are required.

Review the scripts to ensure that you know which script should be used for each assessment session.

Impacts Statistical Validity
Under no circumstance should the AA allow another student to substitute for a sampled student who is absent from the session. It is your responsibility to make sure this is clear to your assessment team.

It is critical that this procedure is followed so that NAEP can collect accurate data about student achievement.

15D. Read the session script verbatim with fluency and expression and at an appropriate pace.

It is important to read the script with fluency and expression. Fluency means that it is evident the AA has practiced the script ahead of time and is familiar with its syntax. Expression means that the AA reads the script naturally and comfortably, so that students easily understand it.

This is a skill that will be practiced during AA training. It is your responsibility to ensure that AAs are able to read a script according to standard NAEP procedure.

AAs need to read all sections of the scripts verbatim.

For the background section you should verify that the AA has:

- if grade 4, read aloud the directions for using the assessment booklet; and
- if grades 8 and 12, instructed students to read the directions for using the assessment booklet.

Impacts Statistical Validity
The script must be read word for word to ensure that all sessions are administered in the same way throughout the country. This is absolutely critical to protect the statistical validity of the assessment.

15E. Used the most appropriate method to distribute booklets.

There are two ways that AAs can choose to distribute booklets. Both methods are written into the script. The AA must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if the AA selects the most appropriate method for booklet distribution.

You are evaluating the AA to see that this decision has been made ahead of time and that the AA has selected the most appropriate method.

The following are NAEP guidelines for booklet distribution:

- For small sessions (30 students or less), AAs should call the students in Administration Schedule order to the front of the room to receive their booklets.
- For large sessions (more than 30 students), AAs can place the booklet and a pencil on each student's desk prior to the students arriving in the classroom.

Voice of Experience:

If booklets are distributed alphabetically, take a blank manila folder, or anything appropriate, and write a portion of the alphabet (i.e., "A – F") on both sides. Then place the folder on the appropriate desks. Students will gravitate to the areas where they belong and booklet distribution will go much faster.

15F. Clearly instructed students to remove the student identification label from the cover of their booklet and place the label on the corner of their desk.

You are evaluating the AA to ensure that he/she has checked to see that every student has removed the student identification label from the cover of his/her booklet and placed this label on the corner of the desk.

This procedure is critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets.

The AA will collect and destroy these labels before dismissing students from the session.

15G. Checked that students removed additional materials from the inside cover and placed them on the corner of their desk.

After the students remove the student ID labels from their booklets, the AA should instruct them to remove any additional material from the front over of their booklet and place the materials on the corner of their desks.

For grade 8 OP sessions, the AA should also have checked that students who were required to separate additional materials, did so, and placed them back into the original packet.

15H. (Grade 8 or 12): Checked to see that students have properly recorded the NAEP School ID Number on their booklet covers.

Each booklet must have a School ID Number recorded on the cover. The script instructs students to enter this information on the front cover of their booklets prior to beginning the assessment.

To collect accurate data, it is critical that students enter the correct School ID Number. Prior to the assessment, the AA should write this number clearly on the board so that students can easily reference it.

Check to ensure that AAs are verifying that students have properly recorded the School ID Number on their booklet covers. You should also observe the AA walking around the classroom and conducting a spot check of students' booklets.

Students in grade 4 are not asked to enter the school identification themselves; the AA assumes responsibility <u>following</u> the assessment for entering it on the front cover of grade 4 booklets.

15I. Checked to see that all required students have properly recorded the two-digit teacher number in the correct area of their booklet covers.

For all grades 4 and 8 sessions, and grade 12 OP sessions, the session script read by the AA instructs students to enter teacher information on the front cover of their booklets. All grade 4 students will be instructed to record a teacher number. Only grade 8 students with mathematics, civics, and U.S. history assessment booklets, and grade 12 students with

economics assessment booklets will be asked to record their teacher number for the subject of their booklet.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school. Prior to the assessment, the AA should print these numbers clearly on the board so that students can easily reference them.

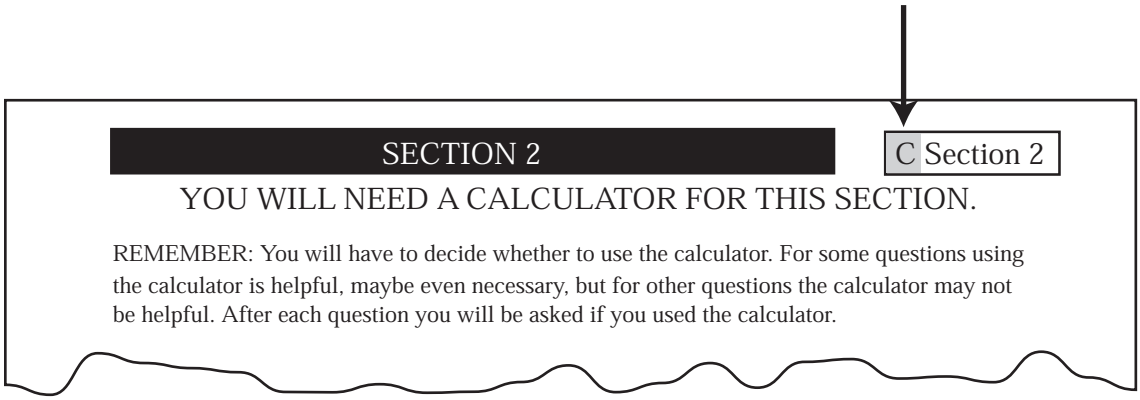
You should observe the AA walking around the classroom and conducting a spot check of students' booklets to ensure that they are verifying that students have: (1) entered this information on the front cover of their booklet and (2) entered the number correctly.

15J. (Grades 4 and 8) Distributed and collected calculators appropriately, for OP sessions.

Some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. You should observe the AA following the script instructions for distributing and collecting calculators throughout the session.

15K. (Grades 4 and 8) Checked to see that students who are required to use a calculator, are doing so in the correct sections.

If a mathematics booklet requires a calculator, a large "C" will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a "C" printed in the upper-right corner of each page of the booklet that requires a calculator, as shown below.



Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator and not all sections within a booklet will require a calculator.

The purpose of the "C" is to allow the AA to walk around the room and glance at the student's booklet to verify whether the student should be using a calculator or not. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA check to see that students have been provided the correct materials. In order to provide an accurate picture of what students know and can do, students must be given equal access to materials.

15L. Timed sections appropriately.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions and background questions for students to answer. There are subject area background questions and general background questions.

Background and cognitive sections are timed while students work independently except for the grade 4 general background section. This section is read aloud to the students. The session script provides instructions to the AA for the presentation and timing of each section.

Impacts Statistical Validity
Timing is a critical component of standardizing an assessment across the country. This check can be conducted by making sure your team has practiced using the timers provided in your bulk supplies and are using them during each assessment session.

The following charts display the timings for the session types:

Grade 4 – OP Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Subject-Area Background Questions	10 minutes
Grade 4 – HI Booklet Sections		
Section 1	General Student Background Questions	Read aloud by AA
Section 2	History Cognitive Items	25 minutes
Section 3	History Cognitive Items	25 minutes
Section 4	History Background Questions	10 minutes
Grade 8 – OP Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Subject-Area Background Questions	8 minutes

Grade 8 – HI Booklet Sections		
Section 1	General Student Background Questions	5 minutes
Section 2	History Cognitive Items	25 minutes
Section 3	History Cognitive Items	25 minutes
Section 4	History Background Questions	8 minutes
Grade 12 – OP Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Subject-Area Background Questions	8 minutes
Grade 12 – HI Booklet Sections		
Section 1	General Student Background Questions	5 minutes
Section 2	History Cognitive Items	25 minutes
Section 3	History Cognitive Items	25 minutes
OR		
Sections 2 & 3 combined	History Cognitive Items	50 minutes
Section 4	History Background Questions	8 minutes

Upon request of a school, the AA may allow the students to take a break between sections of the assessment. The time that the AA should allow for a break will vary by grade and by school. You should inform the AA when and how long a break should be and any special procedures that he/she should follow as instructed by the school.

15M. Collected student identification labels from every student's desk.

Before the end of the assessment session, verify that the AA has collected the student identification labels from the corner of every student's desk along with other materials, according to the instructions provided in the session scripts.

Student identification labels must be properly disposed of to maintain the confidentiality of students. Therefore, it is critical that the names of students be removed from the booklets.

Once the AA has collected the student identification labels, it is important that the AA destroys them. You should observe the AA tearing up the ID labels and placing them in the trash.

Security and Confidentiality Alert
No names leave the school on assessment day. It is your responsibility to make sure that your AA team destroys the student identification labels. Failure to remove all names from booklets violates NAEP Security and Confidentiality.

15N. Collected all NAEP materials, except pencils, following the assessment session in a manner that allowed the AA to easily account for all assessment materials.

After the AA has finished reading the script, you should observe him/her selecting an appropriate booklet collection method and counting the booklets to ensure that all of them have been accounted for. The following are two suggested collection methods—one for small and one for large sessions. However, the AA may find it necessary to devise another method depending on time constraints and grade level. Be prepared to give suggested collection methods to AAs in unique situations.

For small sessions (30 students or less):
The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, look to see that the AA has placed the booklets face down, one on top of the other.

Collecting assessment booklets in Administration Schedule order will make the AA's responsibilities following the assessment session much easier.

If there is insufficient time to follow this collection method, the AA should follow the instructions for large sessions.

For large sessions (more than 30 students):
Verify that the AA has instructed students to place the assessment booklet in the upper-left corner of their desk or workspace. You should observe the AA collecting a booklet from each student in Administration Schedule order. As the AA collects the booklet, you should also observe the AA verifying that all used ancillary materials are included inside the booklet cover.

If testing in a cafeteria or auditorium, verify that an AA is stationed at each exit during booklet collection to ensure that a student does not leave the testing area with a booklet.

15O. Accounted for all NAEP materials before dismissing students from the assessment session.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You should observe the AA accounting for each and every assessment booklet, whether completed or blank, as well as NAEP calculators and used ancillary materials.

After collecting NAEP materials, you should observe the AA counting the number of used booklets to ensure that the number matches the number of students present at the session.

You should also observe the AA counting the blank booklets to ensure that the number he/she had before the session is consistent with the number after the session.

If the AA finds any NAEP booklets missing, including blank booklets, students are not to be dismissed until the missing booklets have been located.

You should also observe the AA counting the number of calculators collected to ensure that these numbers match the number the AA had before the session began.

If the AA finds that he/she is missing any items such as calculators, you should observe the AA explaining to the students what is missing and asking students to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

15P. Dismissed students according to school protocol outlined on the Assessment Information Form.

The AA should dismiss students at the conclusion of the assessment session in the manner you have outlined on the Assessment Information Form.

Here you are looking to see that the AA has read this information ahead of time and is implementing the correct procedure for the particular school.

In order to maintain a good rapport with the school, it is important that the AA follow school protocol.

Procedure 16. Observe and Evaluate AAs Monitoring Sessions

While conducting the QC checks of the AAs using the session scripts and administering the sessions described in Procedure 16, you will also conduct QC checks to ensure the AAs are effectively monitoring the sessions.

While students are taking the assessment, check that the AA is walking up and down the aisles and moving through the classroom. The AA's presence and behavior should be unobtrusive and professional.

On occasion, you should observe the AA standing at the rear of the room to observe students inconspicuously. The AA's attention must always be focused on the students.

The AA should be performing many of the checks outlined in this chapter, such as the calculator and materials check. The AA should also be following standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise as described in the *AA Manual*.

Finally, an AA should not be completing paperwork during the assessment.

It is important that AAs across the country take this responsibility seriously because effectively monitoring the assessment session can prevent errors in administration.

16A. Followed NAEP procedure for answering students' questions about how to record answers.

The AA may, and should, clarify students' questions about how or where to record answers. Questions about where and how to record answers are the only type of questions that the AA may answer in his/her own words.

16B. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment.

Under no circumstance is the AA to help students respond to any item in a cognitive section. The AA may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

Instead, you should observe the AA replying with this scripted response:

"I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."

However, the AA can read and provide clarification of directions to a student.

The NAEP procedure for responding to student questions during the cognitive block is different than the NAEP procedure for responding to student questions during the general background section, which is described below.

16C. Followed NAEP procedure for responding to students' questions during the general background section.

The AA must respond to students' questions during the general background section by referring to the Question-by-Question Specifications found in the back of each session script.

Questions asked by students during the general background section should be answered individually. If a student has a question, you should observe the AA going to the student's desk and responding quietly to the question.

If several students have the same question, the AA may advise all students in the session of the question and answer.

Also, it is NAEP procedure that the student may skip any background question that he/she does not feel comfortable answering. AAs should advise students of this if they ask.

Impacts Statistical Validity
Failure to use the Question-by-Question Specifications when answering students' questions during the background sections of the assessment booklet could jeopardize the validity of data collected.

16D. Followed NAEP procedure for answering students' questions during the subject-area background section.

The AA must respond to students' questions during the subject-area background section by referring to the mathematics, reading, writing, civics, U.S. history, or economics background section Question-by-Question Specifications, found in the back of each session script.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should observe the AA going to the student's desk and responding quietly to the question.

Unlike in the general background section, students will have different questions in the subject-area background sections depending on the subject area of their assessment booklet. Therefore, the AA should not advise all students in the session of the answers to questions asked by individual students.

As with the questions asked by students during the general background section, it is NAEP procedure that the student may skip any subject area background question that he/she does not feel comfortable answering.

It is important that you observe the AAs using the Question-by-Question Specifications when responding to students about subject-area background questions. Failure of the AA to do so could jeopardize the validity of data collected.

16E. Verified that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.

If students finish a section early, they may not go back to previous sections or work ahead in the booklet. Observe the AA team to verify that this procedure is being followed.

If a student is working in the wrong section of the booklet, a gentle reminder from the AA of the correct section will suffice as an effective prompt (e.g., **"You should be working on Section 2 now"**). The AA should continue to stand near the student until he/she sees that the student is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

16F. Appropriately handled difficult situations pertaining to students' behaviors or attitudes.

Many different situations may arise during the course of administering an assessment. It is important that the AA respond to each situation.

Listed here are several difficult scenarios that may arise. It is your job to verify that when an AA responds to a situation, he/she is responding appropriately.

- **A student whose behavior becomes disruptive and out of control:**

  If all attempts to correct an inappropriate behavior fail, the AA should seek the immediate assistance of school personnel. If the AA feels the situation is becoming out of control, he/she should contact the principal's office and ask for assistance.

- **A student who is reluctant to participate:**

  Student participation is voluntary, but it is of utmost importance that the AA effectively contain the situation or additional students may decide to leave the room.

- **A student refuses to participate:**

  Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, the AA should explain to the student that his/her answers are very important because he/she represents many other students across the nation. The results will have no effect on his/her grade. The AA should then encourage the student to begin or to complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, the AA should collect the booklet and materials and dismiss him/her according to the school's instructions. The AA should write **Student Refusal** on the booklet front cover.

Voice of Experience:

Responses to Students Who Do Not Want to Participate

- "Your school has agreed to participate in this study. I do not have the authority to excuse you. You will need to see the principal (or school coordinator) in order to obtain a note dismissing you from the assessment."
- "The assessment is voluntary in that schools volunteer to participate if they are selected. However, your principal has made the decision for your school to participate. You will need to speak with him/her and obtain a note dismissing you from the assessment."

- **A student becomes emotionally upset:**

  Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. The AA needs to be understanding, but should not reinforce this behavior by giving the child excessive attention or sympathy. The AA might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything

may lessen his/her anxiety. If the crying is seriously disruptive, the AA should seek assistance from school personnel. The incident needs to be noted on the student's booklet.

- **A student asks to leave the session early:**

  Students should leave the session only in an emergency situation. To minimize the need for students to leave during the session, the AA should make sure that fourth-grade students have gone to the bathroom before the session begins!

  - If a student leaves and returns, the AA should record on the booklet cover the section number when the student left, the section number when the student returned, the total amount of time the student was gone, and the reason the student left the session. The appropriate Administration Code needs to be used in these instances.
  - If a student cannot complete the session (e.g., he/she has become ill), the AA should collect the booklet and other materials and record on the booklet cover the reason the student left the session.
  - If a student requests to leave the session before it is over for reasons other than illness or going to the restroom, the AA should try to determine the reason for the request. The student may need to be elsewhere in the school (such as sports practice or a class activity) and feel concerned about being late. In this case, the AA needs to make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused. Sessions should never continue beyond the school day dismissal time.
  - Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. The AA may consider writing a "To Whom It May Concern" note on a Student Appreciation Certificate for the student to take to his/her next activity.
  - On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, the AA should quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

- **A student becomes ill:**

  In the unlikely event that a student becomes ill during a session, the AA should remain calm and seek assistance from school personnel. This may be an extremely embarrassing situation for the student so the AA should make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. The AA needs to be sure to note the disruption on the student's booklet cover.

16G. Appropriately handled unexpected situations that arose during the session.

Listed here are two special situations that may arise. Verify that the AA responds to each situation appropriately.

- **A student has received defective assessment materials:**

  If a student discovers a defective booklet after beginning to work, the AA should replace the booklet with another booklet of the same version number, if possible. (Extra booklets

will be available if there are leftovers at the end of a bundle.) He/she should record the booklet ID number of the defective booklet on the front cover of the replacement booklet, record the booklet ID number of the replacement booklet on the cover of the defective booklet, and write a brief note on the defective booklet cover explaining the problem. If a booklet of the same version number is not available, the AA should have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, the AA should be sure to write a note on the front cover explaining the problem.

For assessment booklets that require additional materials, if the material is found to be defective, the AA should replace it with another of the same material.

- **The school's fire alarm rings:**

  The AA's first priority is safety and removal of the students and themselves from the building. If you learn from the school that this is just a fire drill, communicate this to the AA and the AA should follow these guidelines:

  The AA will need to stop the timer, collect all of the assessment booklets from the students, and take the booklets and the timer when he/she exits the school. When the AA is safely outside the school, he/she should check the timer and note the time remaining in the session. When the students return, the AA will need to redistribute the booklets and adjust the timing of the assessment to account for the time that the students were gone.

Procedure 17. Observe and Evaluate AAs Conducting Accommodation Sessions

Whether in a regular assessment session or a separate accommodation session, you should observe the AA being aware of and addressing the needs of the students according to standard NAEP procedure. The AA should make an extra effort to interact positively with SD and ELL students and be understanding of their limitations and frustrations. Consult the *Inclusion* magazine for tips on how to promote positive interactions with SD and ELL students.

Accommodations for SD and ELL students include use of special materials and modifications, and timing. These students may or may not require a separate accommodation session. For those students who do, you should observe the AA providing the student the appropriate accommodations that are noted on the Assessment Information Form for the school. You should observe and evaluate the accommodation session(s) and record your evaluations in the AA Quality Control Checklist in Part 2 of the QCB.

When observing and evaluating AAs conducting separate accommodation sessions, you use the following guidelines:

17A. Administered appropriate accommodation(s) according to standard NAEP procedure.

Verify that the AA is prepared to conduct the accommodation session and is administering the specified accommodation(s) according to standard NAEP procedure.

You should observe the AA using the appropriate script when administering the session. The following are the accommodations scripts that NAEP provides:

- Grade 4 OP Accommodations Session Script,
- Grade 4 HI Accommodations Session Script,
- Grade 8/12 OP Accommodations Session Script, and
- Grade 8/12 HI Accommodations Session Script.

Depending on the accommodation, it may be necessary for the AA to make modifications to the accommodations session script. The script should be used as a guide for the modifications that NAEP allows.

The AA's primary role is to administer the assessment session and to clarify the directions for the students. To truly assess the students' knowledge, it is important for the AA to refrain from giving and/or prompting answers. Here are some basic guidelines for the AA to follow and for you to observe.

The AA may:

- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- allow students to take a break between booklet sections;
- schedule the assessment to start at any time; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary by the school.

The AA may NOT:

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

To ensure standardization within the assessment process, it is critical that accommodations be administered in a uniform manner nationwide.

17B. Encouraged the student(s) to review his/her answers upon completion of a section.

In every accommodation session, verify that the AA has encouraged the student or students to review his/her answers upon completing a booklet section.

4. Supervisor Activities to Complete Following the Assessment

The last procedures that must be completed on assessment day will happen after the assessment has ended and all of the materials have been collected and organized. They include documentation in the QCB of both your responsibilities and QC of AA procedures.

A. Quality Control Procedures to Complete After the Assessment

Procedure 18. Verify That the Administration Schedule Has Been Completed Accurately

The AA team should have conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this check, report the status of each AA's Administration Schedule in the AA Quality Control Checklist of Part 2 of the QCB. If the requirement has not been met, please provide an explanation in the Comments column.

To conduct a thorough QC check of the Administration Schedules, perform the following checks:

18A. Verify that each student listed on the Administration Schedule has an Administration Code entered in column P.

In column **P** of the Administration Schedule (labeled Admin. Code), the AA enters an Administration Code for each student listed on the Administration Schedule. This is the AA's first responsibility after students have been dismissed.

A two-digit Administration Code needs to be recorded on blank lines as well. Blank lines mean that booklets were never assigned to students and should be assigned the code of **52**.

It is your job during this final review of session materials to check that the AA has recorded an Administration Code on every line of the Administration Schedule. Run your finger down column **P** and verify that there is an entry on every line. Also, double-check that the code the AA has entered is consistent with what you have observed during the course of the assessment session.

The Administration Codes and the guidelines for using them are printed on the following pages.

Definitions of Administration Codes in Column P	
Assessed Students - Original Session	
10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	Original session incomplete. Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed Students - Makeup Session	
20	In session full time. Assessed in original session.
21	No responses in booklet. Student was in makeup session the full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Absent Student Codes	
40	Temporary. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended or expelled. Includes in-school suspension.
44	In school, did not attend session. Use if student was known to be in school on day of assessment but, for example, was not released by teacher.
45	Disruptive behavior. Student was in school but not notified of assessment because of disruptive behavior.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student refused to participate in the assessment before being given an assessment booklet.
48	Other, specify on cover. Use this code for any absence not covered by codes 40-47. Specify reason on booklet cover (e.g., student came to room too late after session started).
49	Session refused. Use this code if the entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the AA should record code **52** on the original preassigned booklet but the code recorded on the Administration Schedule should be the one that reflects the student's participation status in the assessment.
54	Ineligible, home schooled. Use this code for students who are not physically attending the school, but completing their assignments through the school.
55	Ineligible, other. Use this code for a student who was not eligible for the assessment for any other reason (e.g., never enrolled and attended in the sampled grade; not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not in Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for Exclusion	
60	SD – Cannot be assessed. Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not offered. Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.
62	ELL – Cannot be assessed. Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not offered. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment.
64	SD & ELL – Cannot be assessed. Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
65	SD & ELL – Required accommodation not offered. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.
66	Excluded, but assessed. Use this code for students that the school deemed should be excluded from the assessment but the school requested that they participate anyway.

Assessed with Accommodations Students assessed with accommodations should always be assigned these codes instead of codes **10-14** or codes **20-24**.	
71	Bilingual booklet (mathematics only). Extended time and small group or one-on-one is assumed for bilingual booklet.
72	Bilingual dictionary. Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading or writing booklet.)
73	Large-print booklet. Extended time is assumed. Use of special equipment such as a magnifying glass is also acceptable with this accommodation. Usually these sessions are small group or one-on-one.
74	Extended time in regular session. Assessed in regular session, with additional time to complete the assessment available to the student.
75	Read aloud in regular session. Assessed in regular session, with read-aloud accommodation. (Do not use with reading booklet.)
76	Small group. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
77	One-on-one. Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Read aloud is acceptable (except with reading booklet).
78	Scribe or use of computer to record student answers. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers. (Do not use with writing booklet.)
79	Other, specify on cover. Assessed with some other accommodation. Specify the accommodation on booklet cover.
80	Breaks during test. Assign if breaks were taken by the student between sections.
81	Magnification device. Assign if student used such special equipment for all or part of the assessment.
82	School staff administers. Assign this code if a school staff member needs to read the script and administer the session.

18B. Verify that an Administration Code of 52 has been entered for all unassigned or unused booklets on the Administration Schedule.

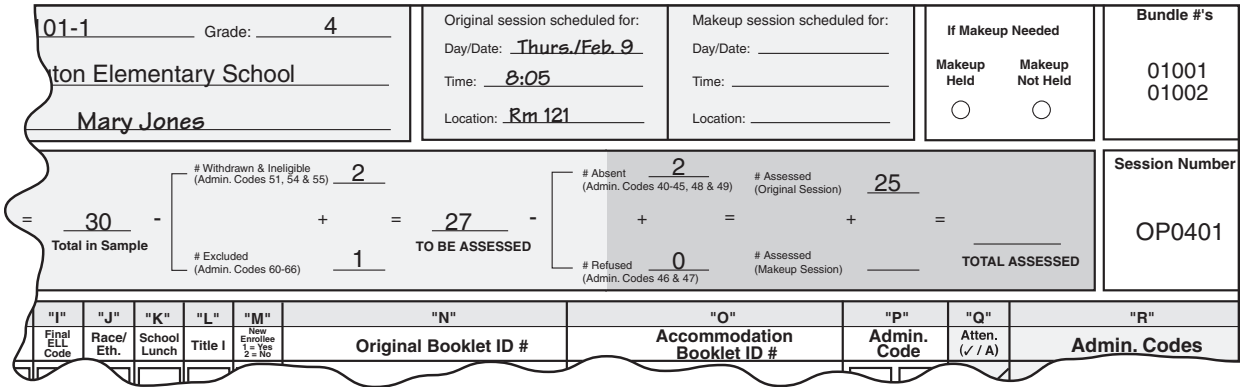
Verify that unused booklets have an Administration Code of **52** entered on the Administration Schedule.

18C. Verify that the top of the Administration Schedule has been completed accurately.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded.

The AA will record the number of students who were to be assessed but who did not participate in the assessment session at all in the **# Absent** space. This includes students with

Administration Codes **40-45, 48** and **49** in column **P.** Next the AA will enter the total number of parent and student refusals, coded **46** and **47**, in column **P.** This total is entered in the **# Refused** space. The last value that the AA needs to enter at the top of the Administration Schedule is the **# Assessed (Original Session).** This is the total of the Administration Codes **10-14** in column **P.**



You will need to verify these totals before performing the calculations to determine if a makeup session is necessary.

Procedure 19. Verify That the Booklet Covers Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets were completed properly, but you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and “spot” check that the booklet covers have been completed correctly. As a general rule, check every third or fourth booklet in the stack and run each of these booklets through the comprehensive series of checks provided below.

This procedure will help you to identify if the AA is making any major errors with booklet completion. If you find any errors, consult the AA immediately and jointly check each booklet to make sure that the same error has not been repeated.

Once you have conducted this check, report the status of each AA’s materials in the AA Quality Control Checklist in Part 2 of the QCB. If the requirement has not been met, provide an explanation in the Comments column.

To conduct a thorough QC check of booklets, perform the following checks:

19A. Ensure that each booklet has the correct School ID Number.

For grade 4 students, on each booklet, the AA should have entered the seven-digit NAEP School ID Number from the Administration Schedule in the boxes labeled **School #.** Grade 8 and grade 12 students should have entered the school number; if not, the AA should have entered it.

19B. Verify that the students recorded their teacher numbers.

All grade 4 students, grade 8 students with mathematics, civics, and U.S. history assessment booklets, and grade 12 students with economics assessment booklets must record a teacher number on their booklet. Grade 8 students with reading booklets should have left the teacher number boxes blank on the booklet covers. The AA should record a “99” in these spaces. Grade 8 students with writing booklets and Grade 12 students with civics, U.S. history, or writing booklets should not have recorded teacher numbers on the booklet covers since there are no teacher number boxes on the covers.

While there is no way you or the AA can know if the student entered the correct teacher number, it is the AA’s responsibility to verify that the students required to enter a teacher number on their booklets have done so.

Students in accommodation sessions may have written their teacher’s name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the teacher names from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the Roster and provide the appropriate additional questionnaire for the school coordinator to give to the teacher.

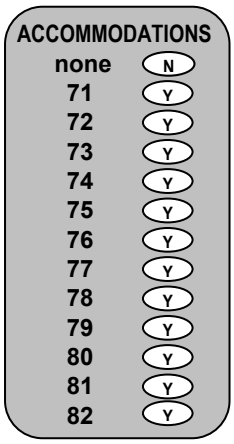
19C. Verify that the correct Administration Codes were transferred from the Administration Schedule to the student booklet covers.

On the Administration Schedule, the AA will have recorded an Administration Code for each student. Immediately after the assessment, the AA is responsible for entering the correct Administration Code on the front cover of the corresponding booklet.

19D. Verify that any Administration Code requiring an explanation, has one on the front cover.

The Administration Codes **12-14**, **22-24** and **79** all require, by definition, an explanation of the individual situation. You need to verify that each student given one of these codes on the Administration Schedule or booklet cover has a clear explanation written on their booklet front cover.

19E. Verify that the “Accommodations” box on the front cover has been coded.



In order to collect all of the information about the students assessed with accommodations, an **Accommodations** box has been added to the student booklet cover. This box will be used to obtain a more comprehensive record of student accommodations. If a student receives at least one accommodation, the AA will need to code the accommodation(s) on the student booklet cover. The AA will shade the appropriate “**Y**” oval(s), meaning “yes,” in the **Accommodations** box next to <u>every</u> accommodation the student received. For example, if a student requires a read aloud accommodation in a one-on-one setting and is therefore offered extended time, darken the “**Y**” oval next to the **77** to indicate that the student received a primary accommodation of one-on-one and the “**Y**” oval next to

the **75** and **74** to indicate that the student received secondary accommodations of read aloud and extended time.

When used as a secondary accommodation, code **74** can only indicate extended time in an accommodation session. When used as a primary accommodation, code **74** can only indicate extended time in a regular session. Similarly, when used as a secondary accommodation, code **75** can only indicate read aloud in an accommodation session (small group, one-on-one, etc.), but when used as a primary accommodation code, **75** can only indicate read aloud in a regular session. The acceptable secondary accommodations for each primary accommodation are listed on page 4.48.

The "**N**" oval, meaning "none," in the accommodations box should be shaded for students receiving no accommodations. Each and every booklet for assessed students must have either the "**N**" oval shaded or one or more of the "**Y**" ovals shaded in the **Accommodations** box.

19F. Verify that students who required the extended time accommodation have the total time recorded on the front cover.

If a student has been given the extended time accommodation, the AA is responsible for entering the total number of minutes the student took to complete the cognitive sections in the **Total Time for Accommodation** boxes on his/her booklet cover. If a student who has been offered extended time does not require more than the standard 50 minutes of time to complete the cognitive sections, the AA should enter **050** in the box. Remember that the limit for extended time is that the student may not take more than three times the regular time allocated for the cognitive section of the booklet.

19G. Verify that any unused booklets were coded 52.

The AA is responsible for coding booklets that were not assigned to students. Booklets that were not assigned to students must have an Administration Code of **52** entered on the booklet cover. This code should also match the code on the Administration Schedule for every booklet that was not assigned to a student.

The original booklet for a student receiving an accommodation booklet should also be coded **52**. The accommodation booklet and Administration Schedule should be coded with the primary accommodation code for the student.

19H. Verify that Student Identification Labels are removed from booklets.

All student identification labels must be removed from the booklets. Following the session script, the AA should have instructed students to do this before they were dismissed from the assessment session. AAs will need to remember to remove the labels from booklets belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

Voice of Experience:

NAEP procedure states that names of students may not leave the school on the student booklets. Therefore, when preparing for a makeup session, it is best that all student ID labels on booklets for students who will be invited to participate in a makeup session be removed before leaving the school on the original assessment day. Before removing the ID labels from the booklet covers, obtain a sheet of blank removable labels from your supervisor. Prepare a new student ID label on a blank label for each of these students. Include all the information on the original label, including anything written on it by hand by the original AA, such as an administration code. Then remove and destroy all the original student ID labels from the booklets. Leave the entire sheet of newly prepared labels in the NAEP Storage Envelope at the school. The labels will be available for you to apply on the necessary booklets when you return to the school to conduct the makeup session.

19I. Verify that ancillary materials are removed from booklets.

At the end of the assessment, students will be asked to place all ancillary materials, both used and unused, inside their booklets.

Following the assessment, the AA is responsible for removing all ancillary materials from the student booklets.

19J. Ensure all booklets, including those separated during preparation activities, are in Administration Schedule order.

There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, only the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet will need to be inserted.

Ensure that all booklets are in Administration Schedule order.

19K. Ensure the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

Verify that the correct Administration Schedule is placed on top of each stack. The AA should not band the Administration Schedule with the booklets. This will tear the edges.

Procedure 20. Perform Final Check of Session Box Materials

To conduct a final check of the Session Box materials, perform the following:

20A. Receive Session Box from AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, the AA will pack the session materials in the Session Box and give the box to you.

It is your job to make sure that the AA packs the Session Box properly and returns it to you.

20B. Place completed questionnaires in Session Box.

Once you have received the Session Boxes from the AAs, place the school staff questionnaires you have collected from the school coordinator in the first Session Box along with the completed original Roster of Questionnaires. The questionnaires should be placed underneath the ancillary materials and the miscellaneous materials, such as packing lists, bundle slips, and signs, which are the first items found in the Session Box.

Note that you will have to prepare the NAEP Storage Envelope before completing this task. See Procedure 23 on page 8.43.

20C. Verify the boxes are packed according to Pearson procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagrams below.

Grade 12 OP01 Session

Session Packing List, Testing in Progress Sign, Bundle Slips
Ancillary Materials
School, Teacher, SD, and ELL Questionnaires, and completed Rosters of Questionnaires
Original Administration Schedule
Test Booklets in Administration Schedule Order

Grade 12 OP02 Session

Session Packing List, Testing in Progress Sign, Bundle Slips
Ancillary Materials
Original Administration Schedule
Test Booklets in Administration Schedule Order

20D. Complete final QC check of session materials.

Here, you are conducting a final comprehensive check of the Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all his/her responsibilities following the assessment.

Double-check that there is an original Administration Schedule without names in each Session Box. **Verify that the AA has included the original (blue) Administration Schedule and**

NOT a photocopy. You will need to place any copies of the Administration Schedule(s) in the NAEP Storage Envelope.

Following the assessment, the AA is responsible for making sure the ancillary materials are included in the box to be mailed to Pearson, except as noted below.

Leave the **mathematics foam shapes,** any **used rulers** and **protractors,** and any **used writing brochures** at the school.

Note: If a school refuses to allow a session to be conducted, all assigned booklets listed on the Administration Schedule should be coded 49 for session refused. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. The refused Session Box of materials should be returned to Pearson with the other Session Boxes.

20E. Receive bulk supply session materials from the AA.

Following the assessment, the AA will have a number bulk supply materials that should be returned to you. These materials include:

- all calculators,
- all unused ancillaries,
- used rulers, protractors, and writing brochures,
- extra pencils, and
- session timer.

During this final QC check if you have not received these materials from the AA, ask the AA specifically for these materials.

B. Supervisor Procedures to Complete After the Assessment

Procedure 21. Complete School Staff Questionnaire Activities

To complete questionnaire activities, do the following:

21A. If necessary, gather questionnaires from school staff.

Collecting any outstanding school staff questionnaires is your first responsibility immediately following the assessment. If a questionnaire has been completed online, you do not need to collect the hard-copy version. SD and/or ELL Questionnaires can be completed only in hard-copy form. You should have collected them at the preassessment visit. If you did not collect them prior to the assessment, collect them now.

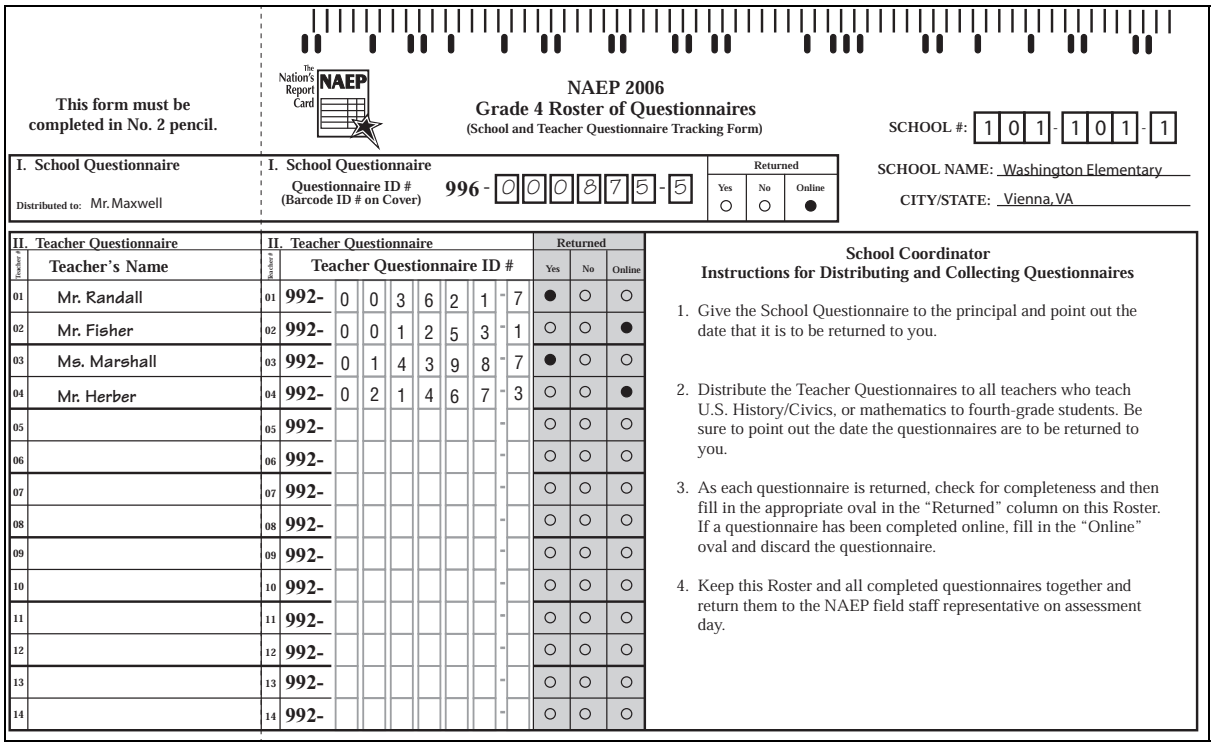
At this point, if you find that there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members as soon as possible. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to Pearson.

21B. Update the status of questionnaires on the Roster of Questionnaires.

As completed questionnaires are returned to you, you should fill in the "**Yes**" ovals in the **Returned** column on the Roster.

For questionnaires completed electronically, you should shade the **"Online"** oval in the **Returned** column on the Roster.

You will need to shade the "**No**" oval in the **Returned** column on the Roster for any questionnaires not completed online or returned, as shown in the following exhibit.



This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2006
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

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

SCHOOL NAME: Washington Elementary

CITY/STATE: Vienna, VA

I. School Questionnaire
Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID # (Barcode ID # on Cover) 996 - 0 0 0 8 7 5 - 5

Returned		
Yes	No	Online
○	○	●

II. Teacher Questionnaire		II. Teacher Questionnaire		Returned		
Teacher #	Teacher's Name	Teacher #	Teacher Questionnaire ID #	Yes	No	Online
01	Mr. Randall	01	992- 0 0 3 6 2 1 - 7	●	○	○
02	Mr. Fisher	02	992- 0 0 1 2 5 3 - 1	○	○	●
03	Ms. Marshall	03	992- 0 1 4 3 9 8 - 7	●	○	○
04	Mr. Herber	04	992- 0 2 1 4 6 7 - 3	○	○	●
05		05	992- -	○	○	○
06		06	992- -	○	○	○
07		07	992- -	○	○	○
08		08	992- -	○	○	○
09		09	992- -	○	○	○
10		10	992- -	○	○	○
11		11	992- -	○	○	○
12		12	992- -	○	○	○
13		13	992- -	○	○	○
14		14	992- -	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you.
2. Distribute the Teacher Questionnaires to all teachers who teach U.S. History/Civics, or mathematics to fourth-grade students. Be sure to point out the date the questionnaires are to be returned to you.
3. As each questionnaire is returned, check for completeness and then fill in the appropriate oval in the "Returned" column on this Roster. If a questionnaire has been completed online, fill in the "Online" oval and discard the questionnaire.
4. Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative on assessment day.

21C. Verify that the covers of the questionnaires have been completed accurately and completely.

For completed hard-copy questionnaires, verify that the covers have been completed accurately and fully.

You will need to:

- enter any missing information on the questionnaire cover, and
- review all information entered on the questionnaire cover to make sure that it is accurate.

For information on how to complete the front covers of all questionnaires, refer to Chapter 7.

Impacts Statistical Validity
It is absolutely critical that you stop and perform a QC check at this point. If the covers of the School, Teacher, Economics Department Chair, SD, and ELL Questionnaires have not been completed accurately, it will seriously affect the quality of data collected for the school.

21D. Remove the label on the front cover of each questionnaire.

Before giving the questionnaires to the school coordinator you affixed a removable label to the front cover of each SD, ELL, School, Economics Department Chair, and Teacher Questionnaire. You will need to remove this label from each questionnaire and destroy the label.

Remember: No names may leave the school on the assessment materials.

21E. Verify that each Roster of Questionnaires has been completed accurately and completely.

Verify that each Roster has been completed accurately and fully by:

- entering any missing information on the Roster(s), and
- reviewing all information that is entered on the Roster(s) to make sure that it is correct.

For information on how to complete the Roster(s), refer to Chapter 7.

All questionnaires must have a completed Roster when they are returned to Pearson.

Procedure 22. Determine Whether or Not a Makeup Session Must Be Held

When assessment attendance at a school is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session), # Refused,** and **# Absent.** It is your responsibility to compute the response rate for the school and determine if a makeup is necessary.

To calculate the assessment attendance use a Makeup Session Worksheet located in Part 2 of the QCB (see sample on the next page).

Note that you must calculate separate response rates for OP and HI sessions. If both session types require makeups, two separate makeups must be scheduled with the school coordinator.

If a makeup session is not required, complete the **# Assessed (Makeup Session),** and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. **#Assessed (Makeup Session)** would be “0” and **TOTAL ASSESSED** would be the same number as **# Assessed (Original Session).**

If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

Makeup Session Worksheet

Assessment Date _____ School _____

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

Follow the guidelines for holding makeup sessions listed below.

- Hold only one makeup per session type (OP, HI) at a school (unless the school had assessments at more than one grade);
- Invite all students who were absent (not refused) from the sessions for which you will hold a makeup (OP and/or HI); and
- Hold all materials until makeup session is complete.

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

	OP Sessions	HI Sessions
1. Calculate the total of the "**TO BE ASSESSED**" values of all sessions.	TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 1. _____	TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 1. _____
2. Calculate the total of the **# Refused** values of all sessions.	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 2. _____	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 2. _____
3. Subtract the total of the **# Refused** from the total of the **TO BE ASSESSED. Subtract Line 2 from Line 1**	3. _____	3. _____
4. Calculate the total of the **# Assessed (Original Session)** values for all sessions.	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 4. _____	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 4. _____
5. Calculate the assessment attendance percent. **Divide line 4 by line 3 and then multiply by 100.**	5. _____	5. _____
6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? **(Rounded to the nearest whole percent.)**	6. Yes ☐ No ☐ *Check One*	6. Yes ☐ No ☐ *Check One*

Procedure 23. Organize the NAEP Storage Envelope

In order to properly organize the NAEP Storage Envelope, perform the following:

23A. Make a set of copies of the Roster of Questionnaires and all completed original Administration Schedules with student names.

After verifying that information entered on the Administration Schedules is complete and accurate, you will need to make one copy of each of the original Administration Schedules, one copy of each of the Rosters, and one copy of each of the Accommodations Worksheets.

Remove names from Administration Schedules, Rosters, and Accommodation Worksheet.

- tear off the list of student names (columns A and B) at the perforated edge of each Administration Schedule;
- after verifying that all information on each Roster is complete and accurate, remove the list of teacher names from each Roster by tearing at the perforated edge; and
- remove the list of student names from the Accommodation Worksheets (scissors are best used for this task, as the paper is not perforated).

Make one more set of copies for the School Folder.

Now make one more copy of each of the Administration Schedules without the student names and one more copy of each of the Rosters without the names. Keep these copies for the School Folder. Keep the original Accommodation Worksheet, without student names, in the School Folder.

23B. Prepare the NAEP Storage Envelope.

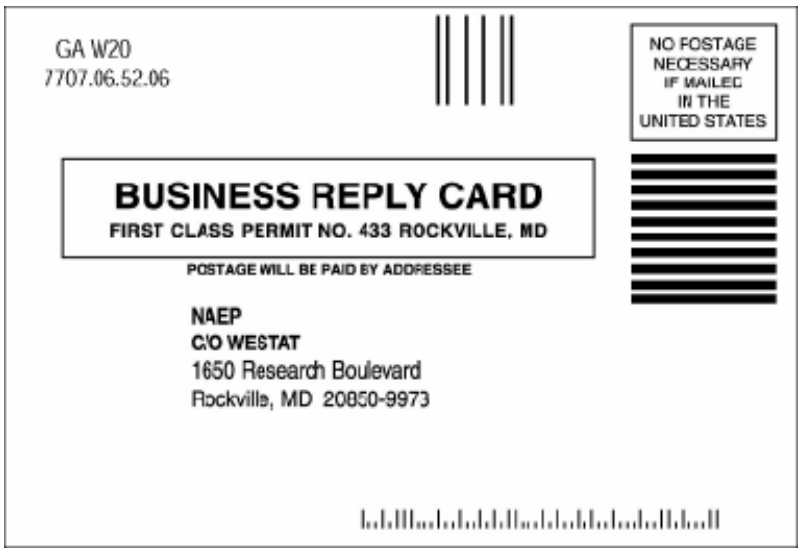
Place the following documents into the NAEP Storage Envelope to be left at the school:

- the teacher name list(s) from each Roster of Questionnaires,
- the student name list(s) from the Administration Schedule(s),
- the student name list(s) from the Accommodations Worksheet(s),
- a copy of each Roster of Questionnaires (with names),
- a copy of all original Administration Schedules (with names),
- a copy of the Accommodations Worksheet(s) (with names), and
- all other copies of the Administration Schedules used by the NAEP team for the assessment.

Note for Procedure 23A and 23B: If a makeup session will be held at the school, leave the names attached to the Administration Schedule and Roster of Questionnaires. Fold back the names and make one copy of the Administration Schedule and Roster of Questionnaires for your School Folder. Be sure to leave the Administration Schedules and Roster with the names attached in the NAEP Storage Envelope at the school to be accessed on the day of the makeup session(s). After the makeup session(s), the AA will finalize the NAEP Storage Envelope and provide you with final copies of the Administration Schedule and Roster of Questionnaires for the School Folder.

23C. Record the NAEP School ID Number on the "Destroy by" postcard.

Obtain the School ID Number from the Administration Schedule and record it in the space provided on the "Destroy by" postcard.

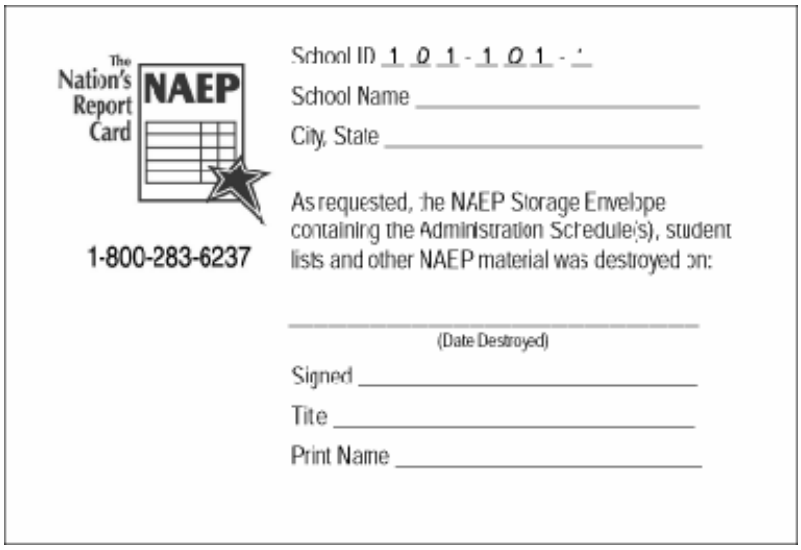

GA W20
7707.06.52.06

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973


The Nation's Report Card NAEP

1-800-283-6237

School ID 1 0 1 - 1 0 1 - 1

School Name _____

City, State _____

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:

_____
(Date Destroyed)

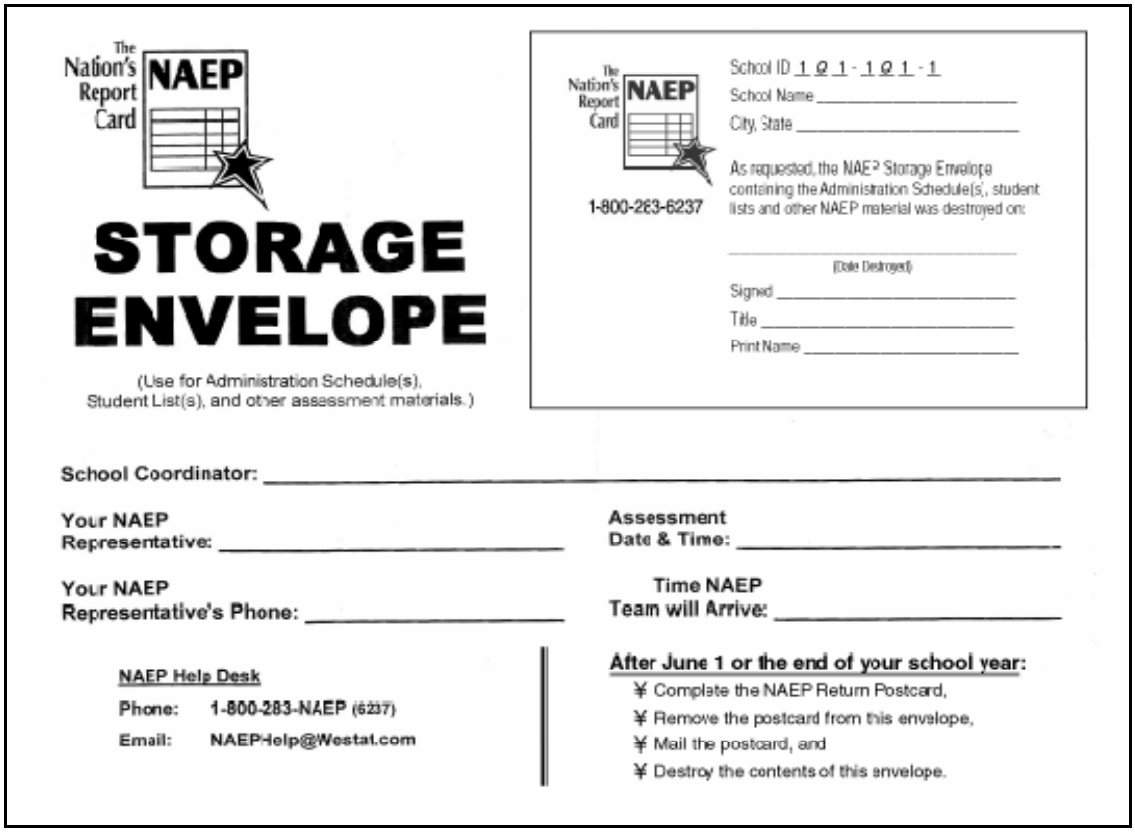
Signed _____

Title _____

Print Name _____

23D. Staple the "Destroy by" card to the front of the NAEP Storage Envelope.

Staple the "Destroy by" card to the front of the NAEP Storage Envelope, as shown here:



The Nation's Report Card NAEP

STORAGE ENVELOPE

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

The Nation's Report Card NAEP

1-800-283-6237

School ID 1 0 1 - 1 0 1 - 1

School Name _____

City, State _____

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:

_____ (Date Destroyed)

Signed _____

Title _____

Print Name _____

School Coordinator: _____

Your NAEP Representative: _____

Assessment Date & Time: _____

Your NAEP Representative's Phone: _____

Time NAEP Team will Arrive: _____

NAEP Help Desk

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

Email: NAEP-help@Westat.com

After June 1 or the end of your school year:

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

Procedure 24. Complete School Debriefing Activities

24A. Review Session Debriefing Form with the AA.

The Session Debriefing Form is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup sessions and accommodation sessions.

After the AA completes the form, you will need to review it with him/her. Speak with the AA about any problems or unusual situations that arose during the administration of the assessment session. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved.

24B. Debrief school coordinator.

You will use the debriefing questionnaire in Part 2 of the QCB to conduct a debriefing interview with the school coordinator. You arranged this interview during the preassessment visit. In this short interview, you will obtain the school coordinator's reaction to assessment activities. Ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation. The debriefing interview should take no more than 5 to 10 minutes.

Use the script on pages 2-17 and 2-18 in the QCB to conduct the interview and record the school coordinator's answers to the questions.

After the debriefing interview, give the school coordinator any used rulers, protractors, math foam shapes, and used writing brochures.

The debriefing interview with the school coordinator should be conducted only on the day of the original assessment. However, if you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the debriefing interview over the telephone and to confirm that he/she has received the NAEP Storage Envelope.

For makeup session(s) only, contact the school coordinator following the makeup session(s) if something unusual happened during the session.

SESSION DEBRIEFING FORM

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

Assessment Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ Supervisor: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____ (e.g. OP0401, HI0801)
This session was: ❑ Regular Session ❑ Accommodation Session
❑ Makeup Regular Session ❑ Makeup Accommodation Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	DETAILS
Were there any problems setting up for this session?			
Were there any problems getting students to this session?			
Were there any problems with the session timing?			
Were there any problems with the session materials (including the distribution and use of ancillary items)?			
Were there any student refusals?			
Were there any students who left the session?			
Were students cooperative and orderly during assessment?			
Were there any problems with accommodations given in this session?			
Were there any students still working when the timer rang?			
Were there any problems with the location?			
Were there any interruptions?			
Other, specify			

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	
School Staff	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	
Other Observers	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	

Overall, how well did this session go?

- ☐ Very well
- ☐ Satisfactory
- ☐ Unsatisfactory

If "Unsatisfactory," record comment:

_____
_____
_____
_____
_____
_____
_____

Record any UNUSUAL circumstances in this session not previously mentioned:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question

RETURN THIS COMPLETED FORM TO YOUR SUPERVISOR.

24C. Schedule a makeup session with school coordinator, if necessary.

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

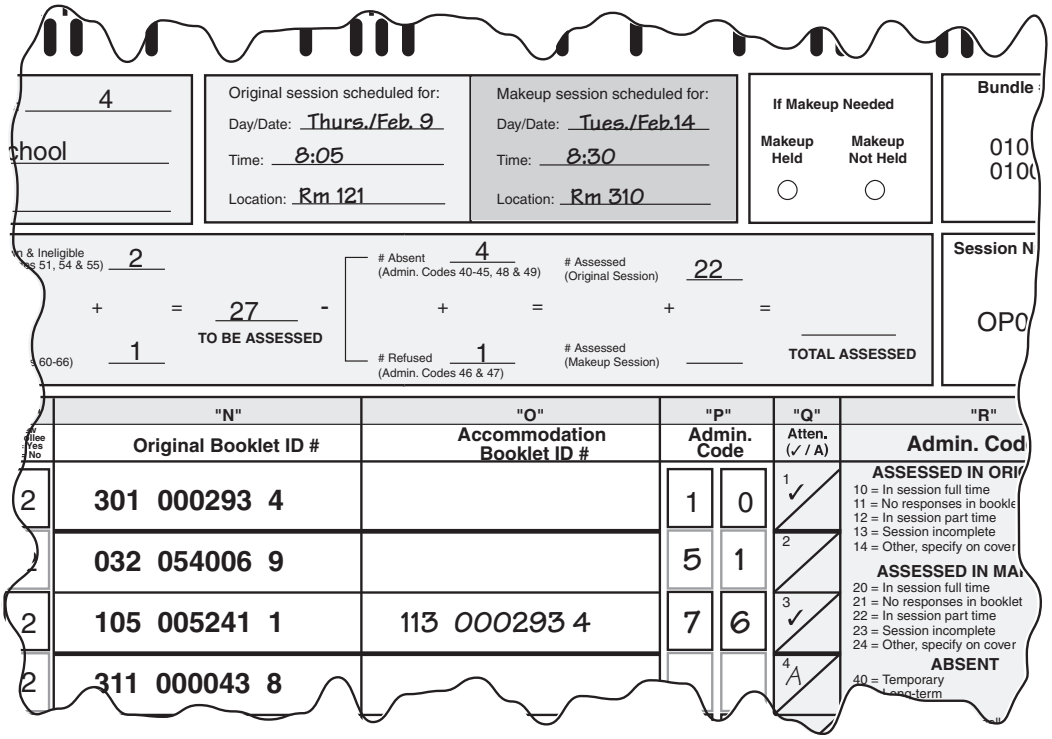
- hold one makeup for each session type (OP, HI) requiring a makeup session at a school (unless the school had assessments at more than one grade), and
- invite all students who were absent (not refused) from the sessions for which you will hold a makeup (OP and/or HI).

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. If the school is still reluctant, be sure to record the situation and discuss the matter with your supervisor immediately. In some situations, a makeup may be difficult (e.g., in the case of chronically absent students).

If a makeup session is needed, but the school refuses to allow a member of the assessment team to return and conduct the makeup, shade in the **Makeup Not Held** oval at the top of the Administration Schedule.

24D. Record the date, time, and location of the makeup session in the box at the top of the Administration Schedule.

Once the makeup session is scheduled, record the date, time, and location of the session in the box provided at the top of the Administration Schedule:



Record the date of the makeup session in the SCS so that Pearson knows when to expect the session box. See the *SCS User's Guide* for more information.

Procedure 25. Arrange and Conduct Makeup Session, If Necessary

If a makeup session is required, complete the following:

25A. Assign AA to conduct session.

Look at your scheduling materials to see what AA is most available to conduct the makeup session. Follow the guidelines for scheduling AAs, outlined on pages 7.66 - 7.69.

Security and Confidentiality
Be sure that the AAs know how to protect the security of these materials in the interim by following the security and confidentiality guidelines outlined on pages 1.8 - 1.9 and 7.88 - 7.89. Review these procedures with the AA before handing the materials to him/her.

25B. Notify AA about conducting makeup session.

Before your assessment team leaves the school on assessment day, notify the AA you have scheduled to conduct the makeup session. Be sure to give an Assessment Information Form to the AA that provides the time, date, and location where the makeup will take place and other pertinent information. If the AA is not present at the school on the original assessment day, email and call the AA with their new assignment. Especially when it comes to makeup sessions, the school does not want to have to reschedule a third time, so be sure not to rely on any one method of communicating with the AA.

Also review with the AA the one-page checklist on conducting makeup sessions shown on the following page. You will receive copies of this checklist in your bulk supplies to give to each AA conducting a makeup session.

25C. Give AA the session materials to conduct the makeup session.

The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Be sure to give the AA assigned to conduct the session the materials he or she needs before leaving the school on assessment day and remind the AA about security and confidential procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to him/her as soon as possible.

AA _____ School Name _____ School ID _____

AA Checklist for Makeup Sessions

Place a checkmark in the box as you complete each step.

UPON ARRIVAL AT THE SCHOOL:

- ❑ Locate school coordinator and retrieve the NAEP Storage Envelope. Ask if there are any new parent or student refusals.
- ❑ Organize the booklets needed for the makeup session. Re-label the booklets using blank student ID labels.
- ❑ Prepare the room.
- ❑ Distribute the Teacher Observer Letter and/or Accommodation Teacher Letter, if necessary.

ADMINISTER THE MAKEUP SESSION:

- ❑ Conduct session using the appropriate script.

AFTER MAKEUP SESSION:

- ❑ Enter Administration Codes in column ***P*** of the Administration Schedule and on booklet covers:
  - Use codes 20-24 for students assessed without accommodations in makeup session;
  - Use codes 40-49 for absent students and refusals;
  - Use code 52 for unassigned booklets; and
  - Use codes 70-82 for students assessed with accommodations.
- ❑ Review and complete information in the summary box at the top of the Administration Schedule.
- ❑ Verify that all information is coded correctly on booklet covers and that all labels have been removed. Place all booklets (original and accommodation) in Administration Schedule order and band together.
- ❑ Collect any outstanding questionnaires from the school coordinator. Remove and destroy any labels with names. Shade in the *Yes/No/Online* bubble on the Roster(s) for each questionnaire listed. If any questionnaires have not been completed, leave a Postage Paid envelope with the school coordinator and instruct the school coordinator to mail the completed questionnaires.
- ❑ Make one copy of the completed Administration Schedule (front and back) and the completed Roster(s) (front and back) **with names still attached**. Place these copies in the NAEP Storage Envelope.
- ❑ Remove names (tear at perforation) from the Administration Schedule and Roster(s) and store name columns in the NAEP Storage Envelope.
- ❑ Use the originals **without names** to make a copy of the Administration Schedule (front and back) and Roster(s) (front and back). Store these copies in the School Folder.
- ❑ Use the diagrams in Chapter 4 of your AA manual to pack the Session Box.
- ❑ Staple the "Destroy by" postcard (inside NAEP Storage Envelope) to outside flap of the NAEP Storage Envelope.
- ❑ Return the NAEP Storage Envelope to the school coordinator to retain until the destroy date printed on the envelope. Ask the school coordinator to make a note in his/her calendar to destroy the materials and send the postcard.
- ❑ Give the school coordinator the NAEP Certificate of Appreciation. Thank the school coordinator and leave.
- ❑ Place this form in the School Folder.
- ❑ Return the Session Box and School Folder to your Supervisor.

NOTE: Remember to make one copy of the Administration Schedule and Roster*(s) ***WITH names and one copy WITHOUT names. Names and copies with names are always left in the NAEP Storage Envelope stored at the school.***

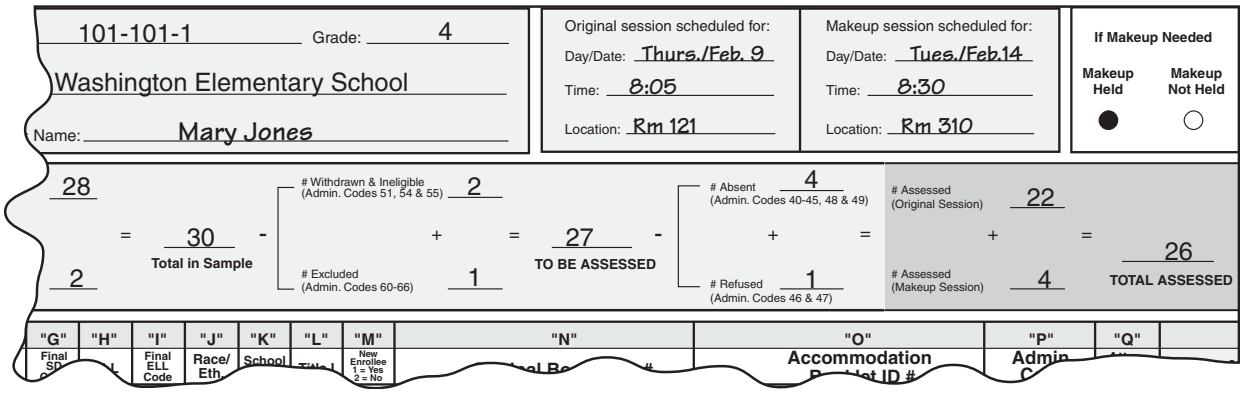
25D. Conduct the makeup session and complete the Administration Schedule.

You and your AA are responsible for making every attempt to get the students who were absent to attend the makeup session.

You will instruct the AA assigned to conduct the makeup session to follow the same procedures used to administer the original session.

After the makeup is held, the AA will enter the results of the makeup session on the Administration Schedule from the original session as follows:

- Shade in the **Makeup Held** oval at the top of the Administration Schedule.
- Mark students attending the makeup session by putting a check mark below the diagonal line in the **Atten** (✓**/A**) column.
- Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (**20–24**) on the Administration Schedules. However, accommodation codes should still be used instead of the makeup session codes if they apply. Do this by erasing the initial code and entering the makeup session code.
- Complete the summary box at the top of the Administration Schedule as follows:
  - enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**,
  - add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**, and
  - fill in the **Makeup Held** circle.



25E. Code the booklet covers.

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, using the same steps for regular sessions described earlier in this chapter.

After completing these tasks, the AA will return the assessment materials to you. You will be responsible for shipping the Session Box(es) to Pearson as soon as possible after the makeup session.

Procedure 26. Repack the Session Box

Once all makeup sessions have been conducted, all assessment materials must be repacked in their original boxes and returned to Pearson.

Use the example diagram on page 8.38 to repack the Session Boxes according to Pearson procedure.

Chapter 8 Summary

Upon completing this chapter, you should be able to:

- identify what you must do at the school before, during, and after the assessment;
- describe what your supervision responsibilities are on assessment day;
- identify the QC tasks for which you are responsible on assessment day;
- describe how to observe/evaluate AAs conducting regular assessment sessions;
- describe how to observe/evaluate AAs conducting an accommodation session;
- identify how to conduct a QC check of completed session materials;
- list the steps required to prepare the NAEP Storage Envelope;
- determine if a makeup session is required;
- describe how to conduct a debriefing interview with the school coordinator; and
- describe how to pack and return assessment materials.

9 After the Assessment

This chapter describes five procedures that must be completed in the 2-day window following each assessment. Some activities must be completed within the first day, while others can wait until the second.

Procedure 1. Ship Materials to Pearson

You are responsible for shipping the completed materials to Pearson as soon as possible after the session, but no later than 1 day after the assessment or makeup session.

Security and Confidentiality Alert
It is critical that materials are shipped to Pearson no later than 1 day following the assessment session(s) or makeup session. Receiving materials in a timely fashion helps to ensure the security of completed assessment materials.

In order to ensure that the materials are properly sent, complete the following:

1A. Complete the return labels and secure them to the boxes.

You will place a pre-addressed UPS Authorized Return Label (ARS) on each box to be returned (see example on next page). On each ARS Label, indicate box ____ of ____ (e.g., Box 1 of 2, Box 2 of 2).

UPS DRIVER INSTRUCTIONS: *YOU ARE AUTHORIZED TO ACCEPT THIS PACKAGE WITHOUT A PICKUP RECORD.*

A.R.S.

FROM: Name: Your Name SchoolID #113-701-5
Street: 10 Parkway
City: Anytown State: MD ZIP Code: 00220

SHIP TO: NCS PEARSON
2510 N DODGE ST
IOWA CITY IA 52245

(420) SHIP TO POSTAL CODE
Box 1 of
Box 2
(420) 52245

UPS 2nd Day Air®
TRACKING #: 1Z 659 01W 38 1004 675 3
2

UPS Authorized Return Service™ 02118612 12/98G

REF#:
2nd Day Air A.R.S. Tracking Number REF #/DATE
1Z 659 01W 38 1004 675 3

The ARS tracking number is scanned at the time of pickup, so you should not make any alterations to the label. UPS will not accept ARS packages with altered labels. Also, do not photocopy the ARS labels as UPS will not accept packages with photocopied ARS labels. If you do not have enough ARS labels (one is required for each box), call Pearson at 1-888-627-6237.

1B. Arrange for UPS to pick up the boxes.

If UPS makes regular stops at your location, place the boxes where UPS normally delivers or picks up packages.

If UPS does not make regular stops at your location, you may call 1-877-536-2719 to schedule a pickup. This is the UPS customer telephone number that has been established by UPS for Pearson to schedule ARS pickups. Do not call the number that is printed on the back of the ARS label.

Have the following information available when you call:

- your telephone number (If you have called to schedule UPS pickups or ship materials prior to this call, UPS will have your address information in their system; otherwise this information will need to be provided.),
- the pickup date,
- the tracking number(s),
- the number of boxes you are returning, and
- the average package weight (you can use 15 pounds per box).

In most cases, your pickup will be scheduled for the following business day or the date you requested. You will not receive a return call.

1C. Destroy the remaining labels.

After returning your materials for this project, any remaining ARS labels must be destroyed. These are project-specific labels and cannot be reused.

Procedure 2. Enter Tracking Information on the School Folder and Quality Control Booklet

At the bottom of the UPS return shipping label, there are two small strips that separate from the label: one is preprinted with the tracking number, and the other, a date strip, provides a place for you to record the date shipped.

You need to peel off both strips, affix them to the back cover of the School Folder, and write on the date strip the date you shipped the box.

SHIPMENT TRACKING			
	DATE:	TRACKING NUMBER LABEL:	NOTES:
1	2/10/06	1Z65901W3810046753	
2			
3			
4			
5			
6			
7			
8			
9			
10			

Makeup Session Status and the Session Box shipping Information needs to be entered on the back cover of the Quality Control Booklet.

Makeup Session Status	Session Box Shipping Information
Record one Makeup Session Status below. 1 ☑ Not Required 2 ❒ Required and Completed Date(s)_____ _____ 3 ❒ Required and Not Completed Explain: _____ _____ _____ _____	Have all session boxes been shipped to Pearson? 1 ☑ Yes Shipping Dates Entered into the MTS 2/10/06 _____ 2 ❒ No Explain: _____ _____ _____ _____

When all Scheduled and Makeup Sessions are complete, enter the session results in the SCS and the session shipping information in the MTS.

Put the completed Quality Control Booklet in the School Folder and return to your Field Manager.

Procedure 3. Complete the SD/ELL Summary Form

Using the copies of the Administration Schedules in the School Folder, complete the SD/ELL Summary Form (in your bulk supplies). The SD/ELL Summary Form is presented on page 4.41.

Procedure 4. Enter Makeup Session, Assessment Results, SD/ELL Form and Shipment Information Into the SCS/MTS

For sessions where a makeup is scheduled, enter the following information in the SCS:

- the scheduled makeup date.

For sessions that are completed, enter the following assessment information from the top of the Administration Schedules into the SCS, using the copies of the Administration Schedules in the School Folder:

- the number of students in the new enrollee sample;
- the number of withdrawn and ineligible students, excluded, and absent students;
- the number of refusals (parent and student); and
- the number of students assessed in the regular session and makeup session.

Using the completed SD/ELL Summary Form, enter SD/ELL information in the SCS.

For sessions that are complete, enter the following information from the School Folder into the Pearson Materials Tracking System (MTS):

- the ship date for each Session Box, and
- the tracking number for each Session Box.

When all sessions for the school are complete, update the Assessment Complete? field in the SCS from **No** to **Yes**. Refer to the *SCS User's Guide* for more details on how to enter makeup session, the assessment results, and record shipment information into the SCS/MTS.

Procedure 5. Finalize School Folders

Within 24 hours of each weekly reporting call with your field manager, you will need to ship the School Folders for assessments conducted during the previous week to your field manager.

Finalize each School Folder by verifying that the following items are included:

- a copy of the final Administration Schedule(s) for each session (without names);
- the original Accommodations Worksheet(s) (without names);
- a copy of the final Roster of Questionnaires (without names);
- dated copy of Parent Notification Letter;
- completed Quality Control Booklet;
- Student Sampling Summary Report, if applicable;
- Special Situation Form, if applicable;
- Session Debriefing Form for each session;
- signed Teacher Observer Letters, if applicable;
- signed Accommodation Teacher Letters, if applicable;
- if a nonpublic school, records of all the contacts NAEP has had with the school since the fall; and
- the tracking number from the shipping label for each box of materials sent to Pearson.

A list of these materials is printed inside the School Folder.

NAEP 2006 ASSESSMENTS 4th GRADE

STATE:_____ REGION:_____ AREA: _____ SCHOOL TYPE (circle one): PUBLIC NONPUBLIC

SCHOOL NAME: _____ SUPERVISOR(S): _____

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

ADDRESS: _____ PREASSESSMENT DATE: _____ TIME: _____

_____ ASSESSMENT DATE(S): _____ TIME(S): _____

PRINCIPAL: _____

SCHOOL COORDINATOR: _____

PHONE: _____

FAX: _____

EMAIL: _____

QUESTIONNAIRES Qty.	QUESTIONNAIRE TYPE (all session types)	COMMENTS:
1	SCHOOL Grade 4	
___	SD Questionnaire	
___	ELL Questionnaire	
___	TEACHER Grade 4	
___		

SESSIONS (*R*egular/*A*ccommodations; *O*perational/U.S. *H*istory)

SESSION#	R/A	O/H	DATE / TIME	AA NAME	L

MAKEUP SESSIONS (circle one): YES NO

SESSION	R/A	O/H	DATE / TIME	AA NAME	L
1					
2					
3					
4					

SHIPMENT TRACKING O

There must be a School Folder for each school in the sample whether or not it is public or nonpublic, and assessed or not.

Make sure the following documents are in the School Folder before conducting the preassessment visit:

- ❑ Original Administration Schedule(s) for each session
- ❑ Original SD/ELL Roster of Questionnaires
- ❑ Original School/Teacher Roster of Questionnaires
- ❑ Prepared School and Teacher Questionnaires
- ❑ Instructions for Sampling Newly Enrolled Students
- ❑ Original Accommodations Worksheet
- ❑ School Appreciation Certificate and holder
- ❑ Copy of dated Parent Notification Letter sent by the school, if available
- ❑ Quality Control Booklet (QCB)
- ❑ Student Sampling Summary Report, if applicable
- ❑ E-file Roster, if applicable
- ❑ SD/ELL Report (with assessment subject)
- ❑ Field Sampling Line Numbers, if applicable

If this is a *NONPUBLIC SCHOOL*, one or more of the following forms will also be included:

In addition to the materials listed to the left*, include the following documents before sending the completed School Folder to your field manager:

- ❑ Photocopy of the final Administration Schedule for each session (without student names)
- ❑ Photocopy of the final SD/ELL Roster of Questionnaires (without teacher and student names)
- ❑ Photocopy of the final School/Teacher of Questionnaires (without principal/teacher names)
- ❑ Copy of dated Parent Notification Letter sent by the school
- ❑ Completed Session Debriefing Form(s)
- ❑ Signed Teacher Observer Letter(s),if applicable
- ❑ Signed Accommodation Teacher Letter(s), if applicable

FIELD MANAGER: Prior to mailing the completed School Folder to Westat, make sure all the materials listed to the left* and above are included. Also include:

- ❑ Quality Control Visit Form(s), if applicable
- ❑ Telephone Follow-up Form, if applicable

* With the exception of the School Appreciation Certificate and folder, original Administration Schedule, original SD/ELL and School/Teacher Rosters of Questionnaires and prepared School and Teacher Questionnaires

RETURN SHIPMENT TO PEARSON TRACKING

	DATE:	TRACKING NUMBER LABEL:	NOTES:
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Procedure 6. Ship School Folders to Your Field Manager

Once the School Folders are complete, you will need to ship them to your field manager via FedEx. It is important to note that although you send the Session Boxes to Pearson via UPS, you send the School Folders to your field manager via FedEx.

There are two options for getting your package to FedEx:

- The courier will come to your house or other designated location and pick up the package. To request a pickup time or to get a list of FedEx locations, call 1-800-GO-FEDEX or go to the web site at: **http://www.fedex.com/us**; or
- Drop off your package at any FedEx location.

Impacts Statistical Validity
It is crucial that the School Folder contains all required information because Westat staff will frequently refer to its contents during booklet processing and statistical checks. If the photocopy of the final Administration Schedule for each session or the Roster of Questionnaires is not included in the School Folder, your field manager may ask you to return to the school to obtain it.

Here is an example of a completed FedEx label:

FedEx Express USA Airbill 8264538312 47
Sender's Copy
1 From Date 2/10/06
Sender's Name Supervisor Phone (555) 212-0000
Company
Address 10 Park Street
City Anytown State MD ZIP 00220
2 Your Internal Billing Reference 7707.06.52.06
3 To Recipient's Name Field Manager Phone (555) 314-8000
Company
Address 15 Grandview Ave.
City Anytown State MD ZIP 00220
Questions? Visit our Web site at www.fedex.com
or call 1-800-Go-FedEx® (800)463-3339.
4a Express Package Service
4b Express Freight Service
5 Packaging
6 Special Handling
7 Payment Bill to: Sender Recipient Third Party Credit Card Cash/Check
1290-1574-8
Total Packages Total Weight Total Declared Value
8 Release Signature
360

Chapter 9 Summary

Now that you have completed this chapter, you should be able to:

- ship assessment materials to Pearson in a timely manner,
- enter information into the SCS/MTS, and
- finalize and ship School Folders to your Field Manager.

Appendix A

Glossary for Supervisors

AA (Assessment Administrator)
Westat field staff member hired and trained to administer the assessment and to assist the supervisor with other NAEP activities in the school.

Accommodations
Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or English language learners (ELL), as specified in the student's Individualized Education Program (IEP).

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

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

AIR (American Institutes for Research)
Contractor responsible for the development of NAEP student and school staff background questionnaires.

Assessment Booklets
Developed to assess the selected students in grades 4,8, and 12 in various subject areas specified for 2006.

Assessment Information Form
Form used and completed by the supervisor to communicate specific information to an AA about an assignment.

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

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

Sample Question Booklet
Contains NAEP 2006 background questionnaires accompanied by explanations, rationales, and sample assessment items.

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

ETS (Educational Testing Service)
Contractor responsible for the design, analysis, and reporting of NAEP data.

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

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

Field Test
The second stage of pretesting NAEP assessments after pilot testing. Field tests are administered to a nationally representative sample of students one year before the operational assessment. Field test subjects are reading and mathematics.

GMRI (Government Micro Resources, Inc.)
Contractor responsible for the NAEP web operations and web maintenance.

HI Sessions
The HI assessment sessions consist of U.S. history assessments only. They are conducted at grades 4, 8, and 12.

HumRRO (Human Resources Research Organization)
Contactor responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

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

ELL (English Language Learner)
A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term limited English proficiency (LEP).

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

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

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

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

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

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

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

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

NAGB (National Assessment Governing Board)
Independent organization, appointed by the U.S. Secretary of Education, that develops the content "frameworks" or test blueprints.

NCES (National Center for Education Statistics)
NAEP is directed by NCES of the U.S. Department of Education.

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

NSLP (National School Lunch Program)
A federally assisted meal program that provides low-cost or free lunches to eligible students.

OP Sessions
The OP assessment sessions contain the following subjects: reading, mathematics, and civics at grade 4, reading, mathematics, writing, and civics at grade 8, and reading, writing, civics, and economics at grade 12.

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

Pilot Test
The purpose is to test new assessment items and procedures in preparation for the 2007 assessment. The pilot test subject in 2006 is writing.

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

Quality Control Booklet (QCB)
Document used by the NAEP supervisor to track the work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet is organized into three parts. Part 1, Preassessment Activities; Part 2, Assessment Day Activities; and Part 3, Post-Assessment Activities.

Roster (Roster of Questionnaires)
Form used to keep track of the NAEP questionnaires distributed to school staff members.

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

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

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

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

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

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

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

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

Session Debriefing Form
Form used by AAs to document certain details about an assessment session.

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

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

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

Student Data System (SDS)
Program used to sample the students to be assessed.

Summary of Activities
Officially titled “NAEP 2006 Summary of Activities for Schools,” this document provides an overview of NAEP. It is included in the recruitment materials sent to sampled schools.

Supervisor
Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to oversee all NAEP activities in the schools.

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

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

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

Appendix C

Preassessment Package Contents

The following items should be sent to each school coordinator in the Preassessment Package. A sample of each item is included in this appendix:

Public Schools	Nonpublic Schools
Instructions for School Coordinator – Public Schools (green paper)	Instructions for School Coordinator – Nonpublic Schools (yellow paper)
Student Information Report(s)	Student Information Report(s)
Questionnaire(s) about Students with Disabilities	Questionnaire(s) about Students with Disabilities
Questionnaire(s) about English Language Learners	Questionnaire(s) about English Language Learners
SD/ELL Roster of Questionnaires	SD/ELL Roster of Questionnaires
Accommodations Worksheet(s)	Accommodations Worksheet(s)
New Enrollee Listing Form	New Enrollee Listing Form
U.S Department of Agriculture Letter	U.S Department of Agriculture Letter
	Sample Parent Notification Letter
NAEP Storage Envelope	NAEP Storage Envelope

Instructions for School Coordinator – Public Schools (green paper)

The Nation's Report Card NAEP

1650 Research Boulevard
Rockville, Maryland 20850-3195
Telephone: 1.800.283.6237
Fax: 301.517.4003

The National Assessment of Educational Progress

Date: 12/29/05

Dear Ms. Thomas,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2006 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. As the NAEP school coordinator, you will need to use the enclosed materials in this Preassessment Packet to complete the activities described below before the preassessment visit.

The preassessment visit is scheduled for: Jan. 11, 2006 *(date)*

The assessment at your school is scheduled for: Feb. 9, 2006 *(date)*

Enclosed materials:

1. **Student Information Report** – one per session
2. **Questionnaire(s) about Students with Disabilities** – one for each student identified on the Student Information Report as having a disability
3. **Questionnaire(s) about English Language Learners** – one for each student identified on the Student Information Report as being an English Language Learner
4. **SD/ELL Roster of Questionnaires** (copy)
5. **Accommodation Worksheet(s)**
6. **New Enrollee Listing Form**
7. **U.S. Department of Agriculture Letter**
8. **NAEP Storage Envelope**

Steps to Complete Before the Preassessment Visit:

STEP	WHAT TO DO	MATERIALS
Step 1. Distribute and Collect the SD and/or ELL Questionnaires	❑ Every student identified on the NAEP Administration Schedule as SD and/or classified as ELL is listed in the "Student's Name" column on the SD/ELL Roster of Questionnaires. ❑ Record the name of the teacher most knowledgeable about each student in the "Distributed To" column on the Roster. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.) ❑ On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on the Roster. ❑ Distribute the questionnaires to the appropriate teachers. Point out the date the questionnaires are to be returned to you and be sure to collect them before the preassessment visit.	▪ Questionnaire(s) about Students with Disabilities ▪ Questionnaire(s) about English Language Learners ▪ SD/ELL Roster of Questionnaires

Instructions for School Coordinator – Public Schools (green paper)—Continued

STEP	WHAT TO DO	MATERIALS
Step 1. continued	❑ As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on the Roster. ❑ Keep the Roster and all completed questionnaires together and return them to the NAEP field staff representative during the preassessment visit.	
Step 2. Review and Complete the Student Information Report(s)	❑ If there are any empty boxes in the columns on the Student Information Report(s), collect the missing information and enter it directly on the report. A letter from the U.S. Department of Agriculture is included to assist you with collecting the National School Lunch Program participation status. ❑ The SD and ELL columns on the Student Information Report show whether or not each student has been identified as having a disability (SD) or as an English Language Learner (ELL). For each student, determine if this classification is incorrect or has changed since the original list was prepared. Record any changes in a student's classification on the report. ❑ Use the SD and/or ELL Questionnaires to complete the Accommodation Worksheet for each student classified as SD and/or ELL. This worksheet will assist in making one of three decisions about the student: 1) the student can be assessed without an accommodation, 2) the student can be assessed with an accommodation, or 3) the student should be excluded from the assessment.	▪ Student Information Report(s) ▪ U.S. Department of Agriculture letter ▪ Accommodations Worksheet
Step 3. Maintain a List of New Enrollees	❑ Use the New Enrollee Listing Form to list students who have enrolled in your school since October 1, 2005.	▪ New Enrollee Listing Form
Step 4. Send Parent Letters	❑ Your NAEP State Coordinator has already informed you and your principal that the parents of students selected for NAEP assessments must be notified in writing. It is very important that you notify these parents as soon as possible. ❑ Send a copy of the dated parent notification letter to your NAEP State Coordinator before the preassessment visit. ❑ At the preassessment visit, provide the NAEP representative with a dated copy of the notification sent to parents. *Note: We will not be able to assess until all parents have been notified.*	▪ Parent Notification Letter(s) - *example provided by the NAEP State Coordinator and can also be found on the MySchool web site.*

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

We look forward to a successful assessment!

Sincerely,

Mary Jones

NAEP Representative

Instructions for School Coordinator – Nonpublic Schools (yellow paper)

The Nation's Report Card NAEP

1650 Research Boulevard
Rockville, Maryland 20850-3195
Telephone: 1.800.283.6237
Fax: 301.517.4003

The National Assessment of Educational Progress

Date: 12/29/05

Dear Rev. Peters,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2006 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. As the NAEP school coordinator, you will need to use the enclosed materials in this Preassessment Packet to complete the activities described below before the preassessment visit.

The preassessment visit is scheduled for: Jan. 19, 2006 *(date)*

The assessment at your school is scheduled for: Mar. 2, 2006 *(date)*

Enclosed materials:

1. **Student Information Report** – one per session
2. **Questionnaire(s) about Students with Disabilities** – one for each student identified on the Student Information Report as having a disability
3. **Questionnaire(s) about English Language Learners** – one for each student identified on the Student Information Report as being an English Language Learner
4. **SD/ELL Roster of Questionnaires** (copy)
5. **Accommodation Worksheet(s)**
6. **New Enrollee Listing Form**
7. **U.S. Department of Agriculture Letter**
8. **Sample Parent Notification Letter**
9. **NAEP Storage Envelope**

Steps to Complete Before the Preassessment Visit:

STEP	WHAT TO DO	MATERIALS
Step 1. Distribute and Collect the SD and/or ELL Questionnaires	❑ Every student identified on the NAEP Administration Schedule as SD and/or classified as ELL is listed in the "Student's Name" column on the SD/ELL Roster of Questionnaires. ❑ Record the name of the teacher most knowledgeable about each student in the "Distributed To" column on the Roster. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.) ❑ On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on the Roster. ❑ Distribute the questionnaires to the appropriate teachers. Point out the date the questionnaires are to be returned to you and be sure to collect them before the preassessment visit.	▪ Questionnaire(s) about Students with Disabilities ▪ Questionnaire(s) about English Language Learners ▪ SD/ELL Roster of Questionnaires

Instructions for School Coordinator – Nonpublic Schools (yellow paper)—Continued

STEP	WHAT TO DO	MATERIALS
Step 1. continued	❑ As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on the Roster. ❑ Keep the Roster and all completed questionnaires together and return them to the NAEP field staff representative during the preassessment visit.	
Step 2. Review and Complete the Student Information Report(s)	❑ If there are any empty boxes in the columns on the Student Information Report(s), collect the missing information and enter it directly on the report. A letter from the U.S. Department of Agriculture is included to assist you with collecting the National School Lunch Program participation status. ❑ The SD and ELL columns on the Student Information Report show whether or not each student has been identified as having a disability (SD) or as an English Language Learner (ELL). For each student, determine if this classification is incorrect or has changed since the original list was prepared. Record any changes in a student's classification on the report. ❑ Use the SD and/or ELL Questionnaires to complete the Accommodation Worksheet for each student classified as SD and/or ELL. This worksheet will assist in making one of three decisions about the student: 1) the student can be assessed without an accommodation, 2) the student can be assessed with an accommodation, or 3) the student should be excluded from the assessment.	▪ Student Information Report(s) ▪ U.S. Department of Agriculture letter ▪ Accommodations Worksheet
Step 3. Maintain a List of New Enrollees	❑ Use the New Enrollee Listing Form to list students who have enrolled in your school since October 1, 2005.	▪ New Enrollee Listing Form
Step 4. Send Parent Letters	❑ The No Child Left Behind legislation requires that the parents of students selected for NAEP assessments be notified in writing that their child has been selected for the assessment and that participation is voluntary. ❑ At the preassessment visit, provide the NAEP representative with a dated copy of the notification sent to parents. *Note: We will not be able to assess until all parents have been notified.*	▪ Sample Parent Notification Letter

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

We look forward to a successful assessment!

Sincerely,

Robert Banks

NAEP Representative

Student Information Report(s)

October 11, 2005

NAEP STUDENT INFORMATION REPORT

Strasburg Franklin Jr High School 9921130 **Session # HI0801**

-C-	-A-	-B-	-D-		-E-	-F-	-H-	-J-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	SD	ELL	RACE/ ETHNICITY	NSLP
1	AUSTIN, TIMOTHY CHARLE	101	7	1992	1	1	2	1	1
2	AYERS, JACOB ANTHONY	101	8	1992	1	2	2	1	1
3	BENSON, HALEY SHERREE	101	11	1992	2	2	2	2	1
4	BOWMAN, MATTHEW DEAN	101	11	1992	1	2	2	1	1
5	BYERLY JR, JERRY WAYNE	202	11	1992	1	2	2	1	1
6	CONLEY JR, ROBERT GLENN	202	3	1992	1	2	2	1	1
7	CRANFORD, AMANDA DAWN	202	9	1992	2	2	2	1	1
8	DAVIS, ELIZABETH LOUI	Smith	3	1992	2	1	1	1	1
9	DWIGGINS, JONATHAN FRANK	Smith	7	1992	1	1	1	1	1
10	FOOTE, CHRISTOPHER JA	103	10	1992	1	2	2	2	1
11	GARCIA, JUAN GENOVEVO	103	5	1992	1	2	2	3	1
12	GRANT, BIANCA NICOLE	203	11	1992	2	2	2	2	1
13	HAUSER, PAUL MATTHEW	203	6	1992	1	2	2	1	1
14	HILTON, JON RUSSELL	203	5	1992	1	2	2	1	1
15	HURSEY, PHILLIP SEAN	203	7	1992	1	2	2	1	4
16	JOHNSON, JULIAN MILLARD	104	6	1992	1	9	9	2	9
17	KELLEY, RICHARD STEPHE	104	1	1992	1	2	2	1	1
18	LEWALLEN, JEFFREY LEN	104	5	1992	1	2	2	1	1
19	MARRS, BAILEY ELIZABE	104	8	1992	2	2	2	1	1
20	MCDANIEL, JOHN EDWARD	104	4	1992	1	1	2	1	1
21	MOCK, MELVIN CHRISTO	205	3	1992	1	2	2	2	1
22	ONEAL, MICHAEL BRYCE	205	5	1992	1	2	2	1	9
23	PEEBLES, ELISHA YVONNE	205	2	1992	2	1	2	2	1
24	RESSA, ADAM CHRISTOPH	110	4	1992	1	2	2	1	1
25	ROSEBORO, KEBRIA LA'FAYE	110	11	1992	2	2	2	2	1
26	SHORT, BRANDY RENEE	110	4	1992	2	2	2	1	1
27	SMITH, JENNA NICOLE	210	6	1992	2	2	2	1	1
28	STUTTS, KACEY MARIE	Smith	8	1992	2	1	2	1	1
29	TILLEY, MATTHEW FRANKL	111	12	1992	1	2	2	1	1
30	VOGLER, BENJAMIN JOSIA	222	10	1992	1	2	2	1	1
31	WHEELER, ZACHARY WHITLO	222	4	1992	1	2	2	1	4

STUDENT DEMOGRAPHIC CODES

Sex: 1=Male; 2=Female

SD: 1=Yes; 2=No; 9 Information unavailable

ELL: 1=Yes; 2=No; 3=Formerly ELL
9=Information unavailable

Race/Ethnicity
1=White, not Hispanic
2=Black, not Hispanic
3=Hispanic
4=Asian/Pacific Islander
5=American Indian/Alaskian Native
6=Other
7=School does not collect this information
9=Information unavailable

National School Lunch Program (NSLP)
1=Student not eligible
2=Free lunch
3=Reduced price lunch
4=School not participating
5=School refused
9=Information unavaillable

Questionnaire(s) about Students with Disabilities

The Nation's NAEP

Teacher of: WES BLOCK
10111011 0P0401 3
6/1995 MALE SD

2006 Questionnaire about Students with Disabilities

Q-991

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

Use a #2 pencil to complete this questionnaire.

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

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

- (C) Civics
- (E) Economics
- ● Math
- (R) Reading
- (H) U.S. History
- (W) Writing

SCHOOL #

1 0 1 1 0 1 1

Student Booklet ID
(from column N on Administration Schedule)

1 0 5 0 0 5 2 4 1 1

Session Number 0 P 0 4 0 1 **Admin Sched** 0 3
Line #

Student Demographic Information
(from columns D and E on Administration Schedule)

Birth Date 0 6 (Month) 9 5 (Year) **Sex** 1 (1 = Male, 2 = Female)

991 - 000298 - 7

DO NOT USE

ADMIN USE ONLY

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

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. ¤9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 ¥ Approval Expires 04/30/2007
Mark Reflex˝ forms by Pearson NCS EM-170073-001:654321
Printed in U.S.A.

Questionnaire(s) about English Language Learners

The Nation's NAEP

Teacher of: PAUL HERNANDEZ
1011011 OP0401 10
9/1995 MALE ELL

2006 Questionnaire about English Language Learners

Q-990

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

Use a #2 pencil to complete this questionnaire.

SCHOOL #

101 101 1

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

Please respond to the subject-specific questions based on the subject of the studentÔs booklet.

- (C) Civics
- (E) Economics
- (●) Math
- (R) Reading
- (H) U.S. History
- (W) Writing

Student Booklet ID
(from column N on Administration Schedule)

106 07320 1 2

Session Number 0P0401 **Admin Sched** 10

Line #

Student Demographic Information
(from columns D and E on Administration Schedule)

Birth Date 09 95 (Month, Year) **Sex** 1 (1 = Male, 2 = Female)

990 - 003715 - 4

DO NOT USE

ADMIN USE ONLY

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

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. ¤9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 ¥ Approval Expires 04/30/2007
Mark Reflex¨ forms by Pearson NCS EM-170073-001:654321
Printed in U.S.A.

SD/ELL Roster of Questionnaires

The Nation's Report Card NAEP

NAEP 2006
Students with Disabilities (SD) and/or English language Learner (ELL) Roster

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

SCHOOL NAME: Washington Elementary

CITY/STATE: Washington, DC

This form must be completed in No. 2 pencil.

SD or ELL Questionnaire			SD or LEP Questionnaire				Returned	
Session # /Line #	Student's Name	Distributed To (Staff Name)	Session # /Line #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or ELL Questionnaire ID # (Barcode ID # on SD or ELL Cover)		Yes	No
	Wes Block	Mrs. Wilson	01 03	1 0 5 - 0 0 5 2 4 1 - 1	99- 1 - 0 0 0 2 9 8 - 7		○	○
	Paul Hernandez	Mrs. Wilson	01 10	1 2 8 - 2 1 0 0 0 1 - 6	99- 0 - 0 0 3 7 1 5 - 4		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○
				- -	99- - -		○	○

School Coordinator Instructions for Distributing and Collecting Questionnaires

1. Every student identified on the NAEP Administration Schedule as SD and/or classified as ELL should be listed in the "Student's Name" column on the left.
2. Record the name of the teacher most knowledgeable about each student in the "Distributed To" column. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.)
3. On the front cover of each SD and ELL Questionnaire is a removeable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on the Roster.
4. Distribute the questionnaires to the appropriate teachers. Be sure to point out the date the questionnaires are to be returned to you.
5. As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on this Roster.
6. Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative during the preassessment visit.

Accommodations Worksheet(s)

NAEP Accommodations Worksheet

Below is a list of students selected to participate in NAEP who have been identified as students with disabilities (SD) and/or as English Language Learners (ELL). After the school staff member completes the Questionnaire(s) about Students with Disabilities and/or English Language Learners and provides you with information on the student's participation in NAEP, use this worksheet to record the decisions regarding accommodations. The NAEP representative will ask for this completed worksheet during the preassessment visit.

School Name Washington Elementary School ID # 101-101-1

Student Name	Session# Line#	Subject C=Civics E=Economics M=Mathematics R=Reading H=U.S. History W=Writing	SD/ ELL	**Include Without Accommodations**	Extended Time	Read Aloud in Regular Session *(Not allowed for reading)*	Small Group (without Read Aloud)	Small Group (with Read Aloud) *(Not allowed for reading)*	One-on-one	Bilingual Booklet *(Mathematics only)*	Bilingual Dictionary *(Not allowed for reading or writing)*	Large-print Booklet	Scribe or Use of Computer to Record Student Answers *(Not allowed for writing)*	Breaks During Test	Magnification Device	School Staff Administers	Other	**Exclude**
Tim Dublin	OP0401 / 7	C	SD	✓														
Paul Hernandez	OP0401 / 10	M	ELL															
Haley Ferrell	OP0402 / 8	R	SD															
Walter Nelson	OP0402 / 15	C	SD															
Ann Simpson	OP0402 / 23	M	SD/ELL															

New Enrollee Listing Form

Page _____ of _____

The Nation's Report Card

NAEP 2006

NEW ENROLLEE LISTING FORM

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

Sampled grade: 4 . All students in this grade who enroll after October 1, 2005 should be listed below.

QUESTIONS? Call 800-283-6237

See information on the reverse side regarding these student background variables.

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	**For Sampling Use Only** Line #	Sampled for Session

New Enrollee Listing Form—Continued

INSTRUCTIONS FOR LISTING STUDENTS

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

NAEP'S categories for student background variables are listed below. Provide an explanation for your codes.

Students with Disability (SD) (Students having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.):

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

Limited English Proficient (ELL) (Students classified by the school as English language learners or limited English proficient.):

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

Race/Ethnicity:

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

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

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

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

If necessary, schools may use the following:

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

School does not collect this information. (Available for non-public schools only.)

Information unavailable at this time.

National School Lunch Program (NSLP):

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

U.S Department of Agriculture Letter

United States Department of Agriculture

Food and Nutrition Service

3101 Park Center Drive
Alexandria, VA 22302-1500

August 9, 2004

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

TO: Regional Directors
Special Nutrition Programs
All Regions

State Agencies
Child Nutrition Programs
All States

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

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

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

U.S Department of Agriculture Letter—Continued

Regional Directors
State Agencies
Page 2

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

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

Sincerely,

STANLEY C. GARNETT
Director
Child Nutrition Division

Sample Parent Notification Letter (Nonpublic schools only)

Sample Parent/Guardian Notification Letter for NAEP 2006

NOTE: Please circle the appropriate words: "your child **may be/has been** randomly selected to take the assessment" and add other relevant information in the places indicated.

(School Letterhead)
(Date)

Dear Parent or Guardian:

We are pleased to tell you that our school has been selected to represent hundreds of similar schools across our country by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information.

You may be familiar with NAEP because it has been given in schools nationwide for more than 35 years. The results are published in a report called *The Nation's Report Card* which provides reliable student achievement information to educators, parents, and other citizens.

In our school, the NAEP assessment will be given on _____ to a random sample of our ____graders. The assessment includes various subjects such as: U.S. history, civics, reading, mathematics, writing, or economics (each child will receive only one grade-appropriate subject). Your child (may be/has been) randomly selected to take the assessment. In addition to subject area questions, students will be asked some background questions such as how often they use computers and what types of classes they take.

It will take approximately 90 minutes for students to complete NAEP. The results are completely confidential, and your child's grades will not be affected. While NAEP is voluntary, without student participation we can not collect information on student achievement to make improvements in education. Your child will represent thousands of other students, so participation is very important. However, if you do not want your child to participate, please notify me in writing by (insert date).

There is no need to study in preparation for NAEP. We do ask parents to encourage their children's best efforts and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit the web site at: http://nces.ed.gov/nationsreportcard . You can also contact me at (insert telephone number) or via email at (insert email address).

We are excited that our school will be participating in NAEP, and we are pleased that your child (may be/has been) selected. **We know that (school name)'s students will help us to show the world the achievement of American students!**

Sincerely,

School Principal

NAEP Storage Envelope

The Nation's Report Card NAEP

STORAGE ENVELOPE

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

The Nation's Report Card NAEP

1-800-283-6237

School ID 1 0 1 - 1 0 1 - 1

School Name _____

City, State _____

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:

_____
(Date Destroyed)

Signed _____

Title _____

Print Name _____

School Coordinator: _____

Your NAEP Representative: _____

Assessment Date & Time: _____

Your NAEP Representative's Phone: _____

Time NAEP Team will Arrive: _____

NAEP Help Desk

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

Email: NAEPHelp@Westat.com

After June 1 or the end of your school year:

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

Appendix D

Student Sampling Summary Report Error Messages

These are the error messages that may be printed on the Student Sampling Summary Reports. If there is a report for a school, you must discuss the error message(s) with the school coordinator and indicate on the report either:

- the error message(s) are Corrected on the Administration Schedule, or
- the error message(s) are verified as correct.

This information must also be entered on in the SCS.

The definitions and text of the error messages are included in this appendix.

Check #	Variable	Error Message Text
1	Year of Birth	____% of the students in grade (4/8/12) have birth years outside of the expected range
2	Sex	____% of the students are female and ____% are male. / 100% of the students are female/ale. ❒ CCD data shows _____% female and ____% male. ❒ Data for this school filed in a previous year shows ____% female and ____% male. ❒ The first names of the students classified as (male/female) are name commonly given to (males/females).
3	Students with Disabilities (SD)	____% of the students are shown as Students with Disabilities. / 100% of the students are shown as Students with Disabilities. ❒ Data for this school filed in a previous year shows ____% Students with Disabilities.
4	English Language Learners (ELL)	____% of the students are shown as English Language Learners. / 100% of the students are shown as English Language Learners. ❒ Data for this school filed in a previous year shows ____% English Language Learners.
5	National School Lunch Program (NSLP)	____% of the students are shown as eligible for free or reduced price lunch. / 100% of the students are shown as eligible for free or reduced price lunch. ❒ CCD data shows _____% eligible for free or reduced price lunch. ❒ Data for this school filed in a previous year shows ____% eligible for free or reduced price lunch.

Check #	Variable	Error Message Text
6	Race	The race/ethnicity data composition of the students in grade (4/8/12) differs substantially from the (data shown on CCD/data for this school filed in a previous year).
7	Race/Name	As a quality control check, please review the race/ethnicity for all students.
8	Enrollment	The number of students in grade (4/8/12) differs substantially from the (data shown on CCD/data for this school filed in a previous year).

2006 NATIONAL ASSESSMENT

OF EDUCATIONAL PROGRESS

Appendix E

Student Data System (SDS)
User Guide

October 2005

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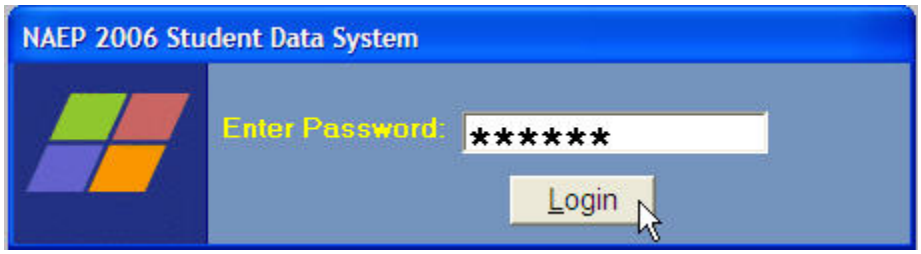
1. Introduction

You will be using the Student Data System (SDS) as you prepare for the assessments in your schools generally using the SDS for:

- Sampling from lists of eligible students;
- Printing lists of sampled students for schools;
- Printing labels and report for SD and ELL questionnaire preparation (new for 2006);
- Compare data against the CCD data and resolving differences when necessary; and
- Transmitting data files to Westat.

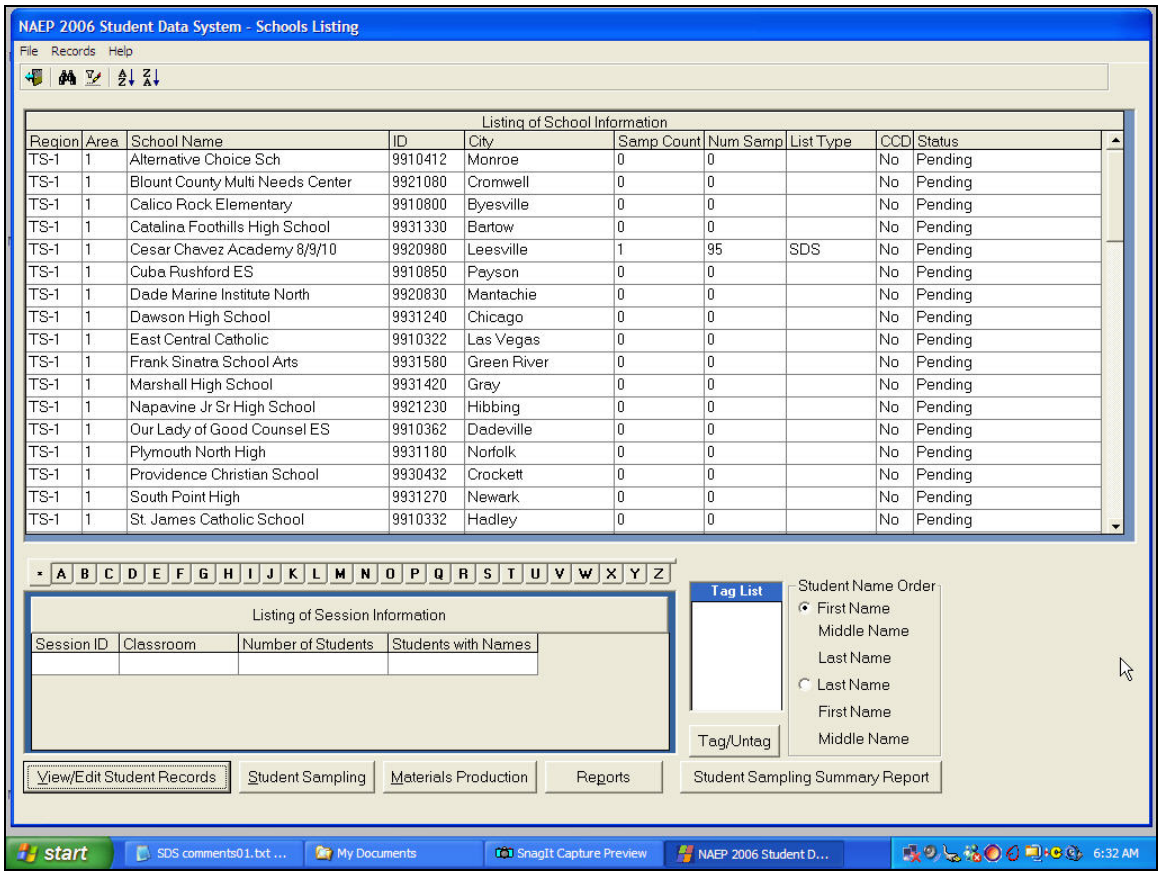
To launch the application, double click on the SDS icon on your laptop.

The SDS is password protected, so you will need to enter the password (sds2006).



2. Overview of the SDS

Give the system a few seconds and you will see the main view as shown in the example on the next page.



SDS Main View

2.1 Menu Items and Icons

As you click on the menu item a drop down list will be presented. Many of the functions that are available with the drop down options are also available with the icons below the menu bar. The menu options are shown below.

File	Records	Help
Export >	Find	About NAEP 2006 SDS
Export to Excel format	Filter	
Export to SDS format	Sort records by column >	
Import from SDS and Excel Formats	Sort Ascending	
Change Database >	Sort Descending	
Main Database		
Test Database		
Exit Student Data System		

2.1.1 File

The option to export a school to another laptop is available to facilitate data entry. This option is further explained in section 12.3.

When you have both test data and real data, when you open the SDS, the default will be to display the real data. The test data are accessed clicking on Change Database and selecting Test Database.

When you have completed your work in the SDS, click on File, Exit Student Data System to close the SDS. A confirmation box will be displayed in case you have selected this option by mistake.

Also, you can click on the first icon to close the application.

Windows applications usually have a button in the upper right with an X in them allowing you to close the application. This has been eliminated from the SDS to ensure that data you have entered, updated, or corrected in the SDS are saved when you exit the system.

2.1.2 Records

The options in the Records dropdown list give you several ways to locate a school, as do the icons under the menu bar.

Find. Clicking on this menu option or on the binoculars icon will open the Find a Record dialog box. The default is to search for school name. To find a school by its ID, click on any school's ID in the list of schools to put the focus of the system on that field. Then, click on Find or the binoculars icon (second from left).

Filter. Clicking on this menu option or the third icon, will open the Filter dialog box. In this example, the focus of the system was on the NAEP ID field, so it will filter IDs. For example, if you enter 983 and click on the *OK* button, the list of schools will be "filtered" to display only those beginning with 983.

To restore the list to display all schools alphabetically by school name, click on the *Refresh Records* button at the top right of the main view. (This button will only be available if you have changed the order of the schools in the main view.)

Suggestions for using the filter include selecting all of the schools from one city or all cooperating schools. If the filter option is used for the School Name field, the information entered in the filter field must match the first word of school names.

Sort Records by Column – Ascending or Descending. When you click on this menu item or on one of the two sort icons (A-Z or Z-A), the list of schools will be sorted in ascending or descending order. The default is to sort on school name. To sort by another field, click on an entry in that column before selecting this option. Click on *Refresh Records* button to show all schools in their original order, alphabetically by school name.

2.1.3 Help

The version number and system information are available under About NAEP 2006 SDS.

2.2 School Information

The schools for which you are responsible are listed in the top matrix of the main screen or view. The order is school name within area. The school status code will be set by the SCS. This will help you to keep track of the schools for which sampling will not be required (refusals, out of scope, etc.) as well as those for which you will need to sample.

The column headed "Samp Count" records the number of times the student sample has been selected for a school. This is important information for the statisticians and all previous sampling information is saved for future reference, though only the most recent will be displayed for you to see.

The number sampled column (Num Samp) will help you to keep track of those schools for which the sampling has been done and not done.

"List Type" refers to how the student sample was selected. Those schools submitting their lists through E-Filing will be noted as E-Filing. The schools that are sampled in the field with the SDS will say SDS.

The SSSR (Student Sampling Summary Report) column will show whether you have run the program that compares the data for the sampled students that have been entered in the SDS against the summary data for that school in the Common Core of Data (public schools) or the Private School Survey (nonpublic), the database from which the school was sampled. See section 10 for more information on running this comparison report.

The "Status" column will note the disposition status of each school when the data are loaded on your laptop. As the field period proceeds, these status codes should continue to reflect the status codes noted in the SCS if you transmit regularly.

The bottom of the view shows session information for the school you have selected from the list of schools. The default is to display the session information for the first school on the list.

Scroll down the list of schools by using the scroll bar on the right.

Select an alpha tab to see only the schools beginning with that letter. Return to the full list by clicking on the first tab with the asterisk.

2.3 Session Information Matrix

Sessions are assigned to schools when the student sample is drawn. Thus, before the student sample has been selected, the session information matrix will not show any session information.

Listing of Session Information

Session ID	Classroom	Number of Students	Students with Names

Session matrix before sample is drawn

After the sample is selected, the matrix will show the allocation of sessions as shown in the example below.

Listing of Session Information for
Cesar Chavez Academy 8/9/10 (9920980) Session HI0801

Session ID	Classroom	Number of Students	Students with Names
HI0801		31	0
OP0801		32	0
OP0802		32	0

Session matrix after sample is drawn

After the sample has been drawn, the session information matrix at the bottom of the main view shows:

- The sessions assigned to the school (one session per line with its assigned session ID),
- Classroom information (if recorded during the sampling),
- The number of students sampled for each session, and
- The number of students for which you have entered names.

2.4 Main View Buttons

You will use the buttons at the bottom of the main view for the various options available in the SDS. Their functions are briefly described below. Before clicking on any of these buttons, be sure that the focus of the computer is actually on the school on which you want to work by clicking on the school name or ID first.

Click on the *View/Edit Student Records* button to access the student data for a session in a selected school. Since this is session-level information, be sure that you have indicated which session in the school you want to view or edit by clicking on the session ID before clicking on the *View/Edit Student Records* button. After you sample the students, you (or an assistant) will enter the sampled student information in the SDS. (See Section 4.)

Click on the *Student Sampling* button to begin the process of selecting the primary sample and printing out the sampled line numbers.

You will also select this button if you want to print out a second copy of the sampled line numbers for a school. (See Section 3 for more details on sampling.)

When necessary, you can resample the school (deleting the original sample and all student data) by selecting this option.

Click on the *Materials Production* button to access a menu from which you select to print student data to double check data entry, a list of sampled students by session or school including a new SD/ELL report, or print labels for student assessment materials and SD and ELL questionnaires. See Section 8 for more on this part of the system.

When you select this menu option, the system launches the Reports set up screen. Using this option you can create a specialized Student Data Report for which you specify which fields to include and how you want the list sorted.

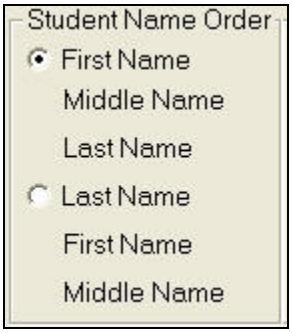
The reports option also includes a Sampling Progress Report. This report lists the schools and for each indicates the sampling method, the number of eligible students ("Number on SLF"), the number sampled, and the next sampling step for the school.

The reports are discussed in more detail in section 9.

After entering the student names and demographic data you will double check the data entry. When the data are confirmed as being correct, you will run the Student Sampling Summary Report which will produce a report to be printed out. See section 10 for further information on this procedure.

2.5 Student Name Order

Schools provide student data with names listed first name first and last name first. To facilitate data entry, at the bottom of the main view you can select the order that matches the list you are working from.

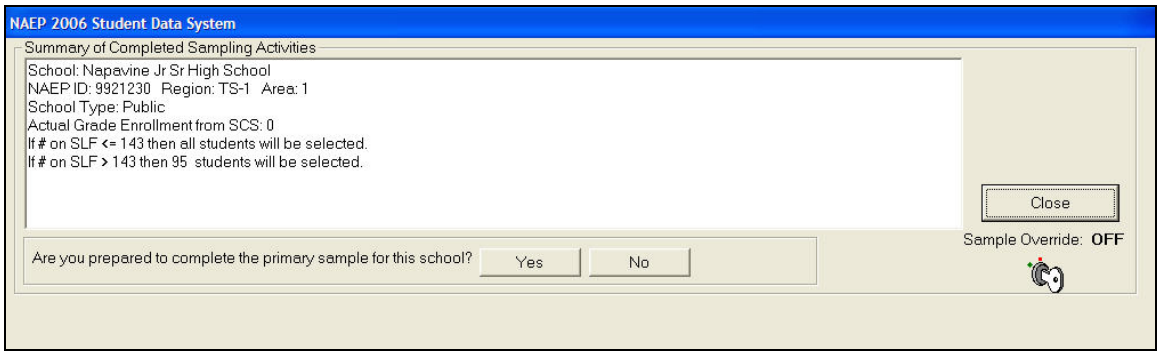


The default is for the name fields to be displayed for data entry and viewing first, middle, and last. However, the can be changed at any time to last, first, and middle by clicking in the circle before "last name."

3. Student Sampling

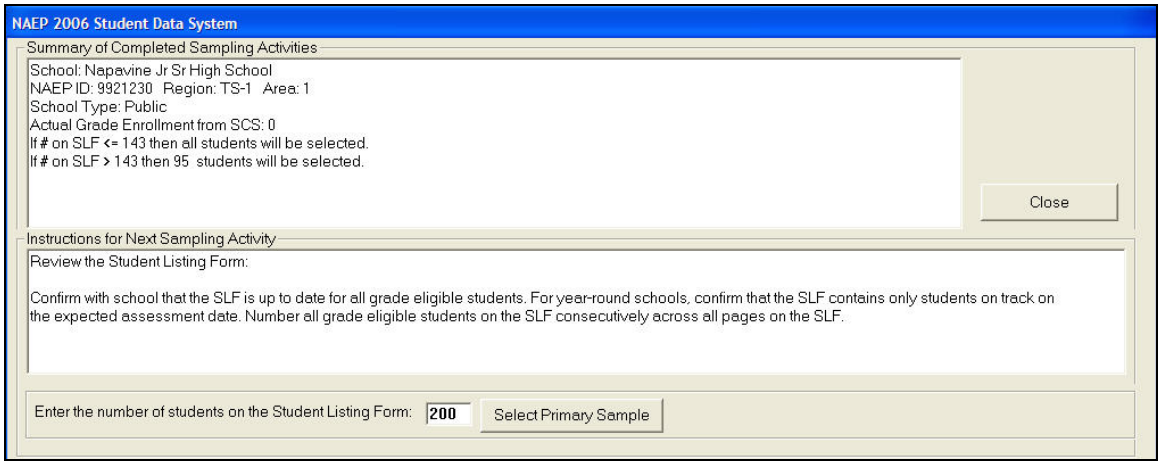
We will begin discussing how you will use the SDS by going through the steps that you will follow to draw the sample of students.

When you are prepared to sample the students (you have double checked the list of eligible students from the school and it is accurate, up to date, and complete), locate the school's name on the list of school in the SDS. Click on the school's ID or name to put the focus of the system on the school. Click on the *Student Sampling* button at the bottom of the screen and you will see a screen similar to the one displayed below. In this series of steps, we will use Napavine Jr Sr High School, one of the schools in the test data as our example.



Beginning Student Sampling

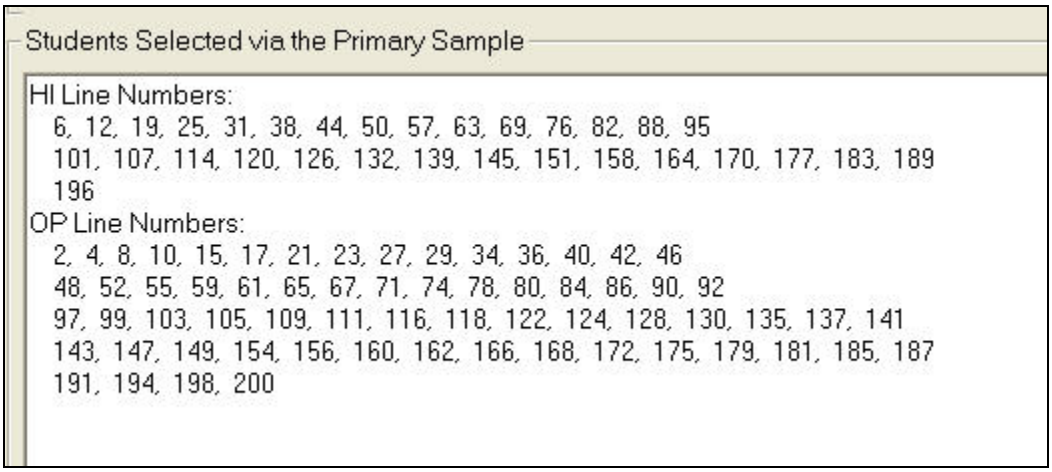
This screen provides you with several useful pieces of information that you should review before proceeding. When you are ready to complete the primary sample (original sample) for this school, click on the *Yes* button and you will get the screen shown below.



Ready to Enter Number from SLF for Sampling

Follow the instructions carefully and then enter the total number of eligible students from the list provided by the school (referred to as the SLF[1], here) in the small window. The cursor will be flashing and the zero will be highlighted. When you enter the number of students, the zero will be deleted. Click on the *Select Primary Sample* button to sample.

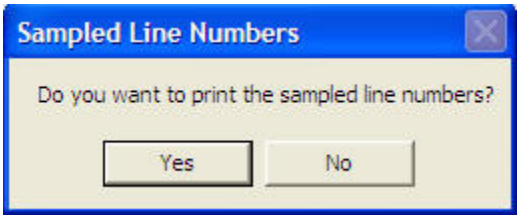
[1] SLF stands for Student Listing Form. This form may or may not have been used by the school. The shorthand way of referring to the list of eligible students is used throughout the system and should be interpreted as the list of eligible students received from the school.



Primary Sample Line Numbers

The selected line numbers are displayed for the sessions to be conducted in the school. (There will be 15 numbers on each line displayed.) Click on the *Print Page* button to print the list of numbers (there is no other option available to you). If there is a problem with your printer and the numbers do not successfully print, it will be possible for you to return and print these later.

When you click Print Page, after a brief delay, a small dialog box will appear giving you the opportunity to print the sampled line numbers. You can press the Enter key to accept the default *OK* button.



Using the sample line numbers, mark the selected students on the list of eligible students.

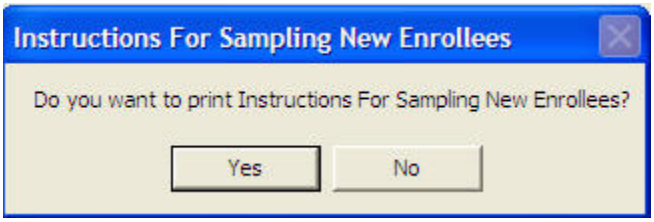
3.1 The Sample of Newly Enrolled Students

Often for NAEP, schools submit their list of eligible students and the samples are drawn a month or more before the assessment is conducted. If the sample is selected in the fall and the assessment is conducted in February, it is quite possible that new students will have enrolled in the sampled grade. Thus, procedures are in place for these newly enrolled students to be sampled in January during the preassessment visits to schools that submitted their lists in the fall.

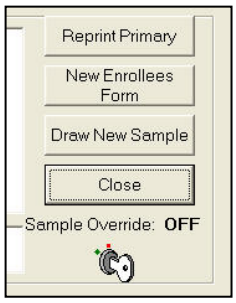
Schools that submit an electronic file of their students for sampling and those sending in their list of students are asked to maintain a list of students who enrolled after October 1,

2005. A form, The New Enrollee Listing Form, is provided for them to use for this purpose.

After the student sample has been selected, when you print out the sampled line numbers, the print dialog box will appear a second time so that you can print out Instructions for Sampling New Enrollees. (New enrollees are sampled at the same rate as the original sample.)



Place these Instructions in the school folder. You will need these instructions when you go to the school for the preassessment visit in January.



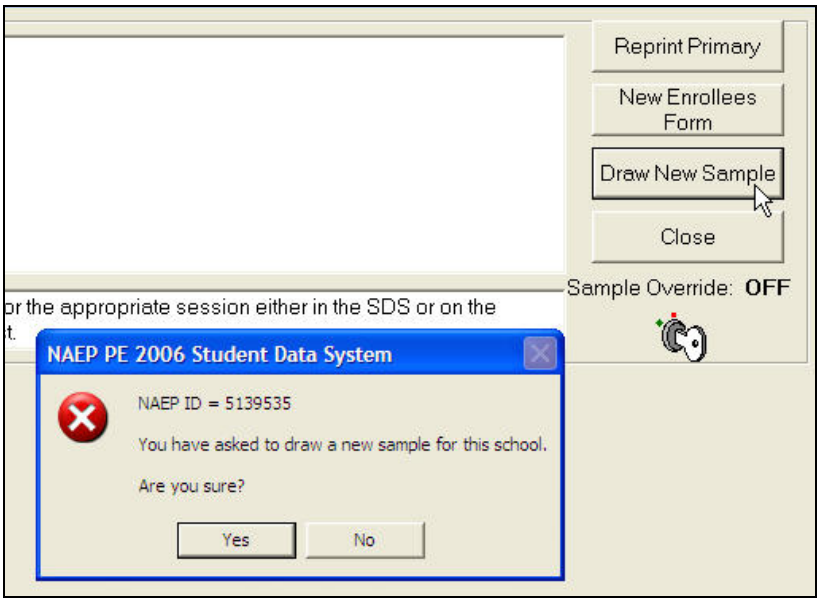
Note that the *New Enrollee Form* and *Reprint Primary* buttons are available if you need to reprint the sampled line numbers.

If there is a problem with your printer and you cannot print these instructions, you can print them later.

3.2 Draw New Sample

If an error is made and you need to resample the school, you can remove the previous sample that was drawn. This should be done only if you are sure that the original information was incorrect.

On the main view of the SDS, locate the school and select the *Student Sampling* button. Locate the button on the right labeled *Draw New Sample* and click on it. When you do this, a dialog box will appear asking you to confirm that you want to remove the previous sampling step for this school. Click on the *Yes* button.



New sample confirmation

Remember that completing this step will remove the previous sampling step and all student data that might have been entered for this school.

After selecting the *Yes* button, you are returned to the sample window.

Click on the *Yes* button to indicate you are prepared to select the sample and proceed.

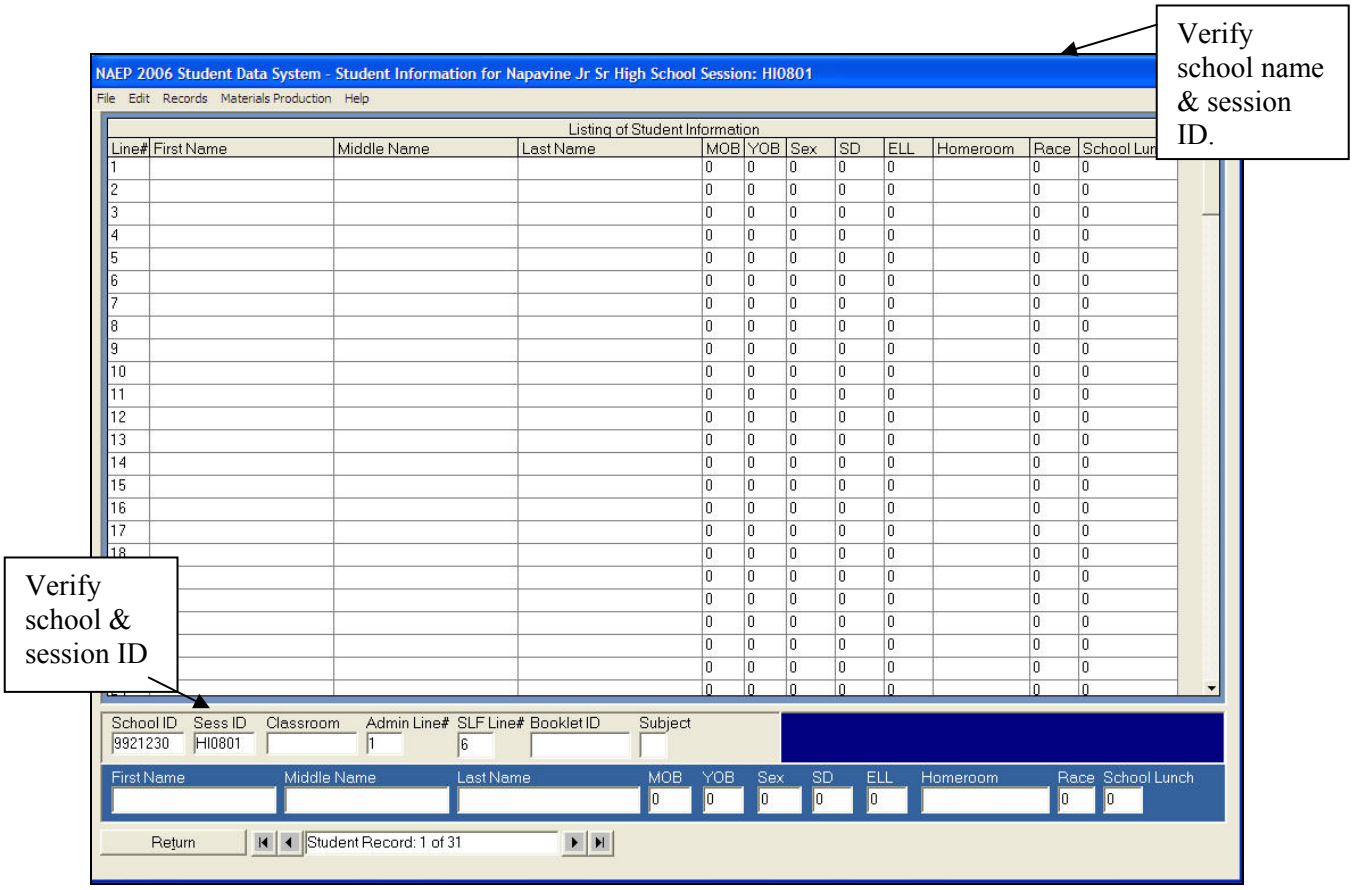
4. Entering Student Data in the SDS

After the Student Data System has selected the sample and you have identified the sampled students on the list of eligible students, begin entering the student information in the SDS – student name, grade, birth date, sex, race/ethnicity, etc.

To be sure that you are entering information for the correct school and the correct session, follow the steps below carefully:

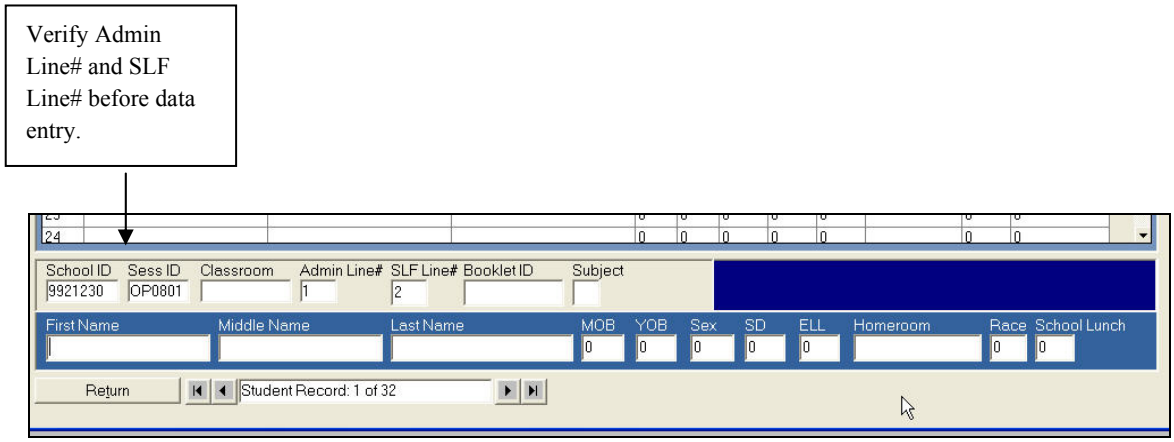
- Locate the **school name** on the SDS list of schools and click on the school's name or ID.
- In the session matrix in the bottom of the screen, locate the **session ID** for the session for which you want to enter student data. Click on the session ID.
- Click on the *View/Edit Student Records* button at the bottom of the screen.

Once you are in the data entry screen, you should double-check the school name and session ID displayed at the top of this screen to be sure that you are in the correct school and session database.



Student Data Entry

Before you begin data entry on any student, double-check the Administration Schedule line number and the SLF line number.



Entering Student Data

4.1 Entering Data

Individual student data are entered in the bottom part of the screen. Depending on which option you selected on the main page, student names will be entered either first name first or last name first.

With the cursor flashing in the first field at the bottom of this page, type the first or last name of the first sampled student. After typing the student's first name, use the Tab key to move to the Middle Name field. Middle names are not required, but if included should be entered. Next, tab to the Last Name field and type the student's last name.

Tab to the MOB (month-of-birth) field, enter the month. (It is NOT necessary to zero fill for the month.) Tab to the YOB (year-of-birth) field and enter the year (2 digits).

When you reach the field for the student's sex, a pop up window is activated displaying the choices and values – 1 for males, 2 for females. Enter the number value and tab to the next field. Continue entering the number values and tabbing to the next field.

To facilitate date entry, for most fields (except for name and month of birth), it is possible to automatically fill all students' records with the same value working in the grid at the top of the screen. This process is explained in section 5.

5. Batch Entry of Student Data – "Auto Fill"

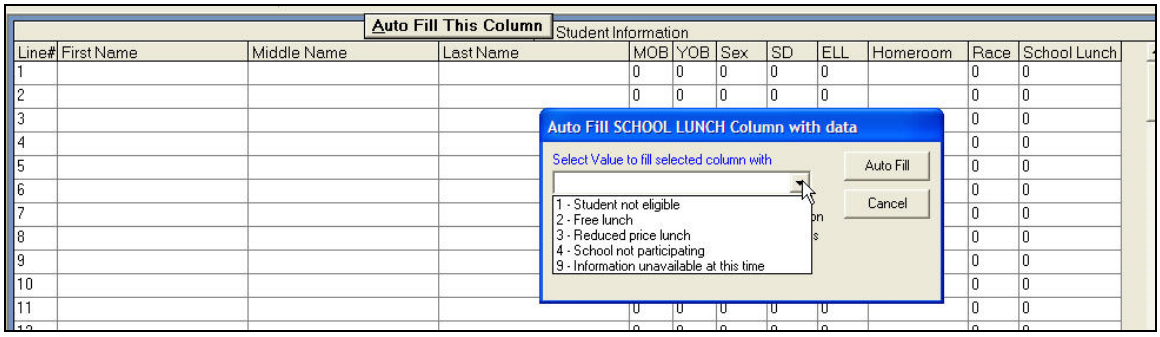
In most schools, some of the student information will be virtually the same for every student. Most students will be SD = No and most will be ELL = No, for example. To facilitate data entry for such data, the SDS will allow you to enter the same information for every student in a session (or for all sessions in a school) as a "batch" (all at the same time). The process is explained below.

As an example, after entering information for one student, you notice on the SLF that the school lunch field for all of the students in this session will be coded as "4 - School not participating". Follow the steps below.

To access the batch entry feature:

- Move the mouse pointer into the grid at the top of the window in the field you want to change for all students, the "Lunch" field in this example.
- Click once in a cell in the Lunch column to reveal the button labeled "Auto Fill this Column" at the top of the grid.
- Click on the *Auto Fill* button to reveal the dialog box. Notice that the option is available to set the same value for all sampled students in the school or just this session. This session is the default.

- Click on the down arrow button to reveal the codes and the options as shown below.



Auto Fill School Lunch

- Click on your selection ("4-School not participating", for this example) and then on the *Auto Fill* button.

Immediately, this field will be filled with "4" for every record in this session, including those records for which no other information has been entered.

After using Auto Fill to set one of the values for all students in this session, if one or more of the students need to be changed, go to that student's record and change the information.

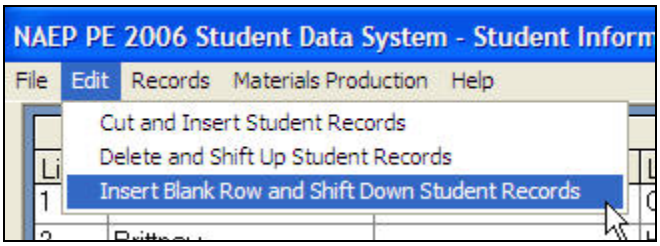
Please note that batch entry can be used before or after you have started doing data entry on students.

6. Correcting Mistakes in Data Entry

After entering the student information, you should print out the data using the Student Information Report (see Section 8.3) and have someone other than the person who entered the data double check the data. Any mistakes should be corrected immediately.

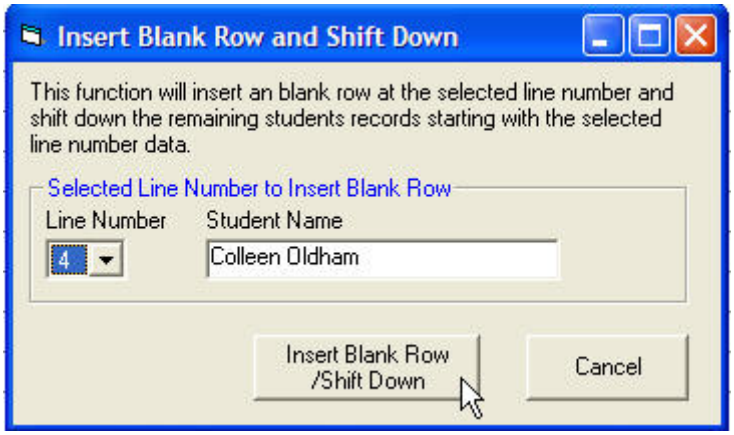
If you discover that a student was inadvertently left out of a session for which he/she was selected, it will be possible to insert the student as follows if you have not completed data entry for the session.

Click on Edit, and on the option, Insert Blank Row and Shift Down Student Records.



Edit, Insert Blank Row

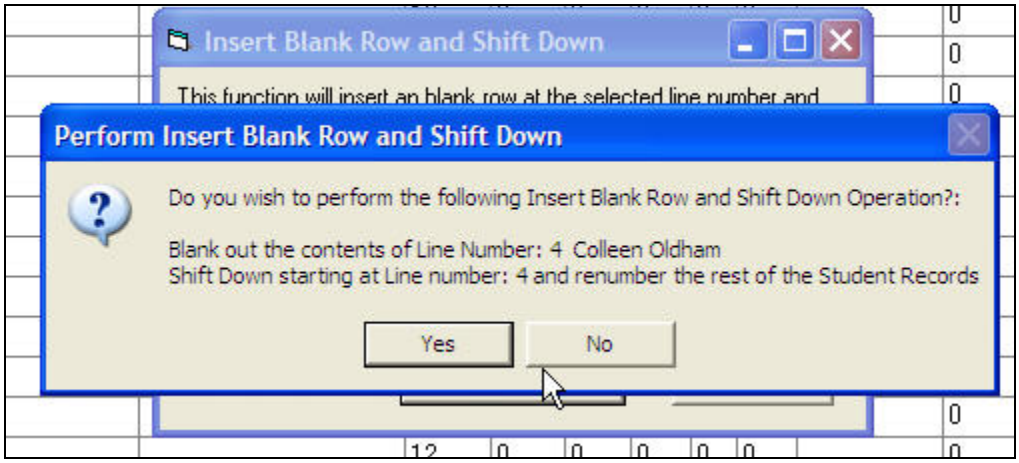
This will open the following dialog box.



Insert Blank Row here

Click on the down arrow button and select the row into which you need to insert the student's name and demographic data.

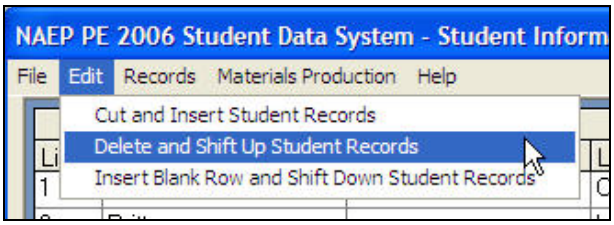
Click on the **Insert Blank Row/Shift Down** button and you will get a confirmation dialog box.



Insert confirmation

Read it carefully and click the *Yes* button (unless you made a mistake and need to back up) and the record you have identified and all other records moved down as in the example below.

If you discover that you have entered information for a student who does not belong in this session, another feature allows you to delete a student record and shift all other records up one line.



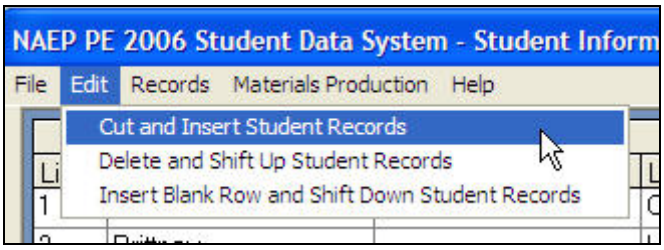
Edit, Delete and Shift Up

As you see in the following screen shot, after you select the option Edit, Delete and Shift Up Student Records, you are asked which line number and corresponding student name you want to delete.

Delete Student Record

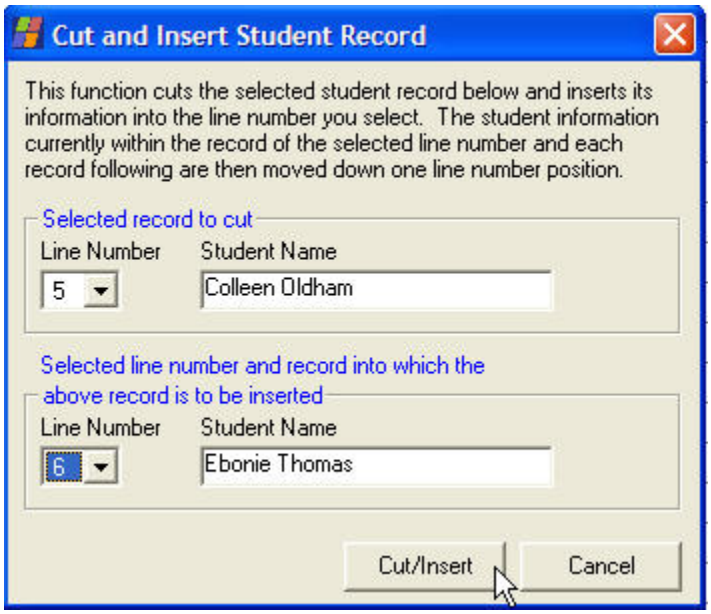
Select the line number of the student record you want deleted and double check the name to be sure that you have selected the correct line number. Click on the *Delete/Shift Up* button and the records will be updated.

The third option available under Edit, is Cut and Insert Student Record.



Edit, Cut and Insert Student Record

When you select this option, the following dialog box will open.



Cut and Insert Dialog Box

Select the line number to be cut and the line number where it is to be inserted. Click the Cut/Insert button and the record will be moved and the other records will be moved down.

7. Special Situations and Exceptions

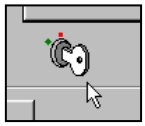
When schools are recruited, it is occasionally necessary to negotiate with the school to obtain cooperation. During these negotiations, if the school has concerns about the number of students involved in the assessment, it may be possible to modify the number. There are strict limits as to what exceptions are allowed, however. These are explained below.

Before agreeing to or offering these special situations, you must check with your field manager. A Special Situation Form (hard copy and on the SCS) must be completed for any of the following exceptions.

7.1 Assess All Students

If a school wishes to assess all students instead of only the number we expected to sample, that can be done through an override option in the SDS. However, you must obtain permission from your field manager before doing this. Additional approval from NCES will also be required. If this option is permitted, the SDS will add the students to all sessions assigned to the school, proportionately.

To over ride the sample size in a school, select the *Student Sampling* button and locate the "key" on the right side of the screen labeled "Sample Override." When the mouse pointer is held on the key for a second, it will be identified as "Take All Students Override".



Click on the key and a confirmation box will appear in case you selected this in error. Click on "Yes" and you are returned to the sampling screen. The key will then be labeled "Sample Override: Yes" as a reminder.

Click on the *Yes* button (yes, "you are prepared to complete the primary sample for this school") and enter the total number of eligible students in the selected grade in the box. The SDS will select all of the students and assign them proportionately to the sessions in the school. These students are considered part of the primary sample and will be given the appropriate administration code when the assessment is complete in the school.

As always, if a school wants to add an unsampled student to a session after the student sample is selected, then that student (or students) can be assessed and will be given the administration code #56 - Not In Sample. However, this not-in-sample option will require more materials and possibly additional assessment staff. This option must be discussed with your field manager before you can agree to it, especially if it involves large numbers of additional students.

7.2 Assess Fewer Students

If a school objects to the number of students that we wish to assess, it may be possible to assess fewer students if that is necessary for the school to participate. You must discuss this option with your field manager before agreeing to do this.

If this option is allowed, and your field manager concurs, the sample should be drawn as usual. Then, identify the session(s) that will not be conducted.

In these schools, the student demographic information must be recorded for each student record in the SDS even in the session(s) or subjects that will not be conducted. (Do not enter student names.) On the Administration Schedule, the Administration Code for each student in the session not being conducted must be recorded as #49 – Session Refusal.

7.3 No Other Options

The two options above are the only special options that might be allowed. It is **not** possible to sample whole classrooms, or to select the sample from a list of students in only some classes.

8. Materials Production

The Materials Production section of the SDS will allow you to print out the following either for one session at a time or for all sessions in the school:

- A list of sampled students;
- Booklet labels;
- Student Information Report;
- SD and ELL Report; and
- SD and ELL Student Name Labels.

On the main view, click on the school name to put the focus of the system on that school. At the bottom of the main view, click on the button labeled *Materials Production*. The following dialog box will appear.

Materials Production Menu

8.1 List of Sampled Students

The default for this option is to print a list of the sampled students by session in the school. If there is more than one session, the arrow button to the right of the displayed session number will reveal a drop down list of all sessions in the school from which to select. To see a list of all sampled students in the school, click on Report Type – Sampled Students. Under Report Options, click on School. Then click on the **Run Report** button.

To print out the list, while looking at the list, click on the print icon at the top of the screen. This list could be put in the school folder and eventually sent to or given to the school coordinator for use in locating and notifying the selected students.

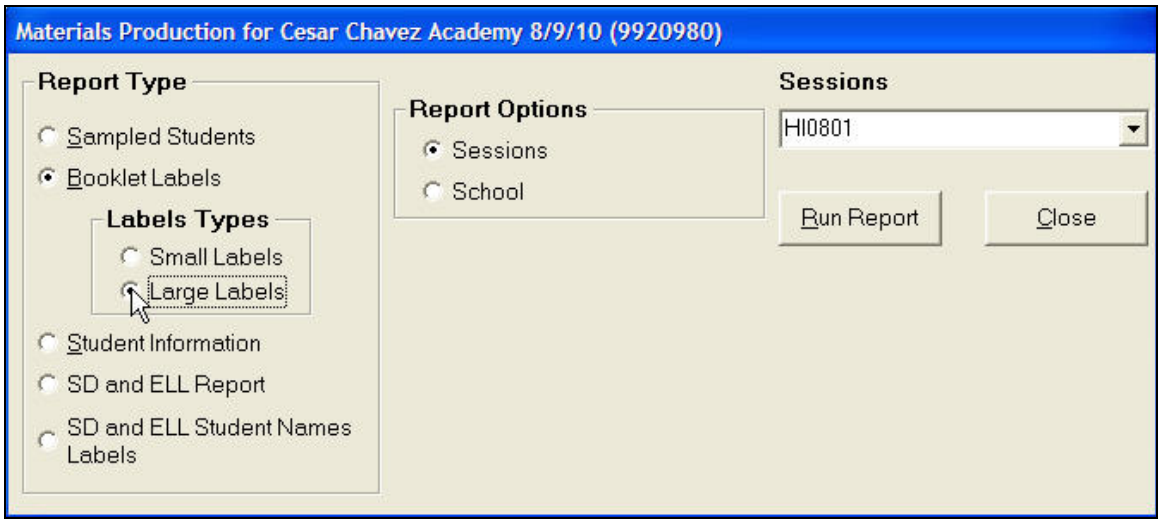
See section 8.6 below for more information on viewing and printing these lists and the other materials from the Materials Production section of the SDS.

8.2 Booklet Labels

Pearson will print booklet labels for all of the sessions in all of your schools. If E-Filing is an option used by schools, Pearson will print those booklet labels with sampled student names (if names were provided for sampling) as well as school and session IDs.

Schools that do not submit their lists electronically nor send information to the state office for sampling will have booklet labels as well. However, these labels will not contain student names (only school, session, and booklet IDs). If you go to a school to draw the sample and want to print booklet labels with sampled student names, use this option in the Materials Production option of the SDS.

Click on Booklet Labels. This will give you the option of printing on small labels (80 per sheet) or large labels (30 per sheet). The same information will be printed on each label, only the font size will change.



Booklet Labels Options

The labels can be printed by session or for the entire school (sorted by session). A school with only two sessions of 20 students each printed on small labels for the entire school will only use one sheet of labels. The same school printed by session will take two sheets of labels with several blank and wasted labels on each sheet whether printed on small or large labels.

See Section 8.6 for information on viewing and printing.

8.3 Student Information Report

After sampled student demographic information has been entered for a school, you should print out a copy of the data to double-check the data entry. The Student

Information option will give you a printout of all of the student data that has been entered for each session.

When you select this option, the Student Information Report is displayed so that you can see what fields have been completed. Click on the print icon to get a hard copy to use in checking the data entry against the original information from the school.

After you have double checked student data entry and made any necessary corrections, print out another copy of the Student Information Report to be sent to the school. The bottom of the report will contain information on the NAEP demographic codes used on the report to assist schools in identifying incorrect and/or missing data. An example of this code information is shown below.

31	WILLIS, CANDIE	222	1	1992	2	2	2	1	1

STUDENT DEMOGRAPHIC CODES

Sex: 1=Male; 2=Female	**SD**: 1=Yes; 2=No; 9 Information unavailable	**ELL**: 1=Yes; 2=No; 3=Formerly ELL 9=Information unavailable

Race/Ethnicity 1=White, not Hispanic 2=Black, not Hispanic 3=Hispanic 4=Asian/Pacific Islander 5=American Indian/Alaskian Native 6=Other 9=Information unavailable	**National School Lunch Program (NSLP)** 1=Student not eligible 2=Free lunch 3=Reduced price lunch 4=School not participating 5=School refused 9=Information unavaillable

Student Information Report Demographic Codes Explained

See Section 8.6 for information on viewing and printing.

8.4 SD and ELL Report

This report will provide a listing by session of the students who have been coded as SD, ELL, or both SD and ELL. If you select to run the report for the school, the list of students for each session will be printed on a separate page.

In December, student booklet IDs and the subject in which they will be assessed will be available through transmission. This information will also print on these reports. This will allow you to complete the SD ELL questionnaires for the students before receiving the Administration Schedules.

SD ELL Report for Strasburg Franklin Jr High School

Preview

September 29, 2005

STUDENT SD ELL REPORT

STRASBURG FRANKLIN JR HIGH SCHOOL 9921130

School ID	Session ID	Line	First Name	Middle Name	Last Name	SD	ELL	BOOK ID	Subject
9921130	HI0801	1	TIMOTHY	CHARLE	AUSTIN	1	1		
9921130	HI0801	7	ELIZABETH	LOUI	DAVIS	1	1		
9921130	HI0801	8	JONATHAN	FRANK	DWIGGINS	1	1		
9921130	HI0801	19	JOHN	EDWARD	MCDANIEL	1	2		
9921130	HI0801	22	ELISHA	YVONNE	PEEBLES	1	2		
9921130	HI0801	27	KACEY	MARIE	STUTTS	1	2		
9921130	OP0801	2	HERBERT	BRENT	ARNOLD	1	9		
9921130	OP0801	16	JENNA	ROBIN	DURHAM	1	2		
9921130	OP0801	24	ALEX	RANDALL	GRUBB	1	1		
9921130	OP0801	27	EBER	OBED	HERNANDEZ	2	1		
9921130	OP0802	3	ASHLEY	LEIGH	LOPER	1	2		
9921130	OP0802	5	HERIBERTO		MALDONADO	2	1		
9921130	OP0802	6	DONALD	RAY	MCCRACKEN JR	1	2		
9921130	OP0802	9	ANDREA	ELISE	NAYLOR	1	2		
9921130	OP0802	12	DERRICK	RESHAU	PARKS	1	2		
9921130	OP0802	26	TIMOTHY	RICHAR	VARONA	1	2		
9921130	OP0802	32	MATTHEW	R	SHERRILL	1	2		

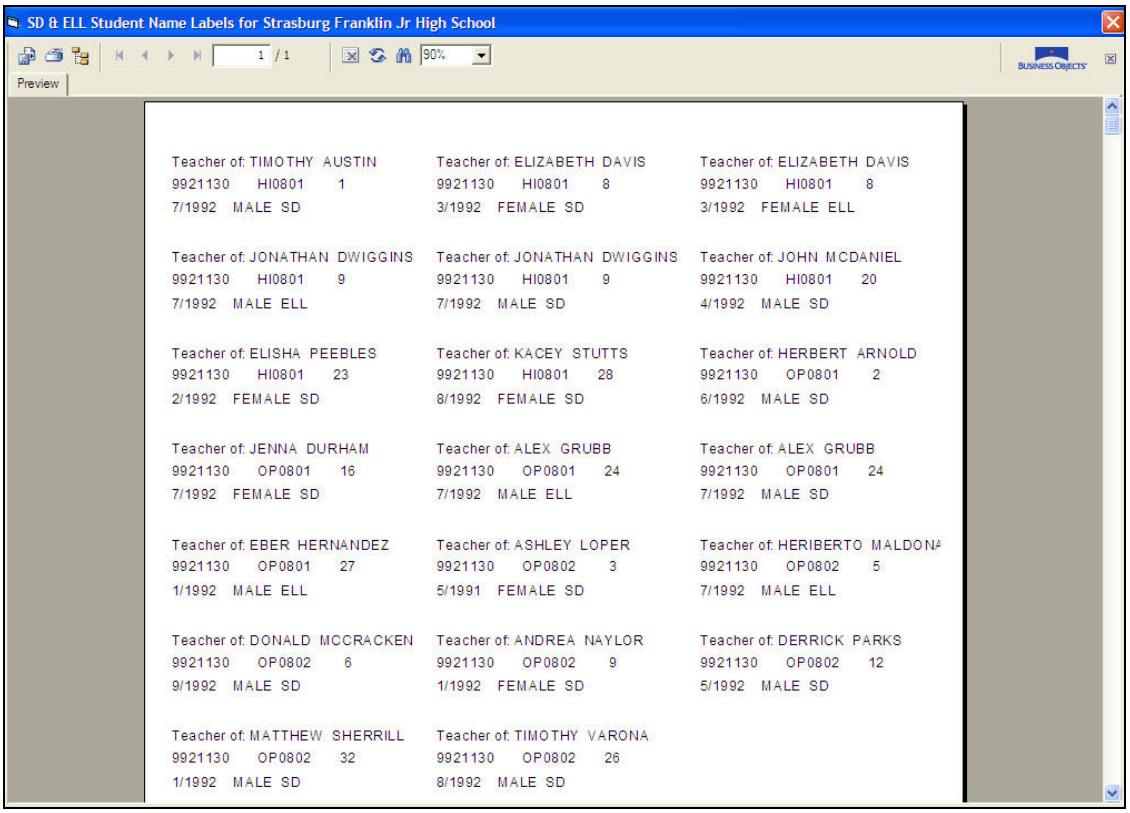
SD ELL Report

8.5 SD and ELL Student Name Labels

These labels have been added to the SDS to be printed on the peal-off labels and put on the SD and ELL questionnaires. They have the following information on them:

Teacher of: Student Name
SchID SESSID AdminSchedLine#
MOB/YOB Gender SD/ELL

Two labels will be generated for students who are coded as both SD and ELL as will be seen in the following screen shot. Notice that on the first line, Elizabeth Davis has two labels.



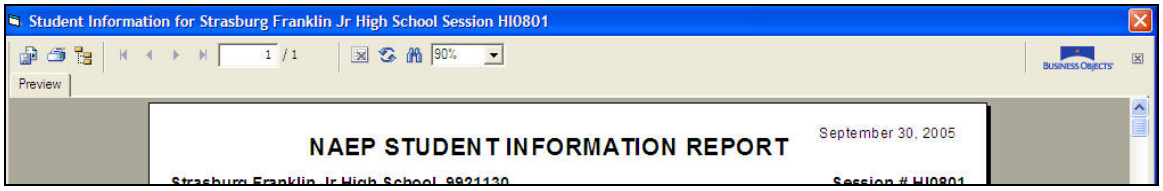
SD Ell Labels for Questionnaires

8.6 Viewing, Saving, and Printing Reports

When the SDS produces the student lists, booklet labels, or Student Information Report discussed above, it launches a separate application so that you can view and print out the information.

To produce any of these materials, click on the *Run Reports* button to launch a preview of the material selected. This preview application has a menu bar at the top of the screen.

Below is an explanation of the contents of the menu bar and how you navigate within this application. In this example, the Student Information report has been run for a school.



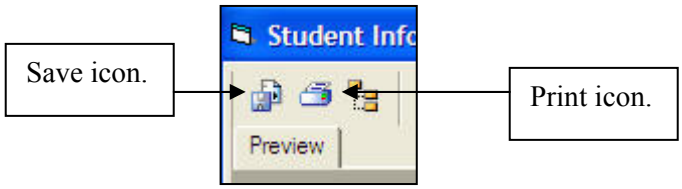
Report Menu Bar

If your list is more than one page long, in this application, the system tells you in the upper left of the screen that you are looking at page 1 and that there is more than one page (Page 1 / 1+). When there is more than one page, you must view the other page

before the total number of pages is displayed at the top of the screen. (In this case, there are only 31 students selected for this session, so the report is only 1 page.)

Move to page 2 of the list of students by clicking on the right arrow button. The scroll bar on the right of the screen will scroll down the page, but will not scroll to page 2.

You can **save** the report in a format that can be read by Adobe Reader (a pdf file) by clicking on the save icon in the upper left of the screen. Next to the save icon is the **print** icon.



Carefully note the name given to reports that are saved as pdf files by the SDS. Since the system decides what name to give the reports, they are often given a generic name that does not include any reference to the school. If you save the same report for more than one school, you may overwrite a report from a previous school if you are not careful. If the report name is not clear, you can change it in the "File name" window in the "Choose Export File" pop-up window.

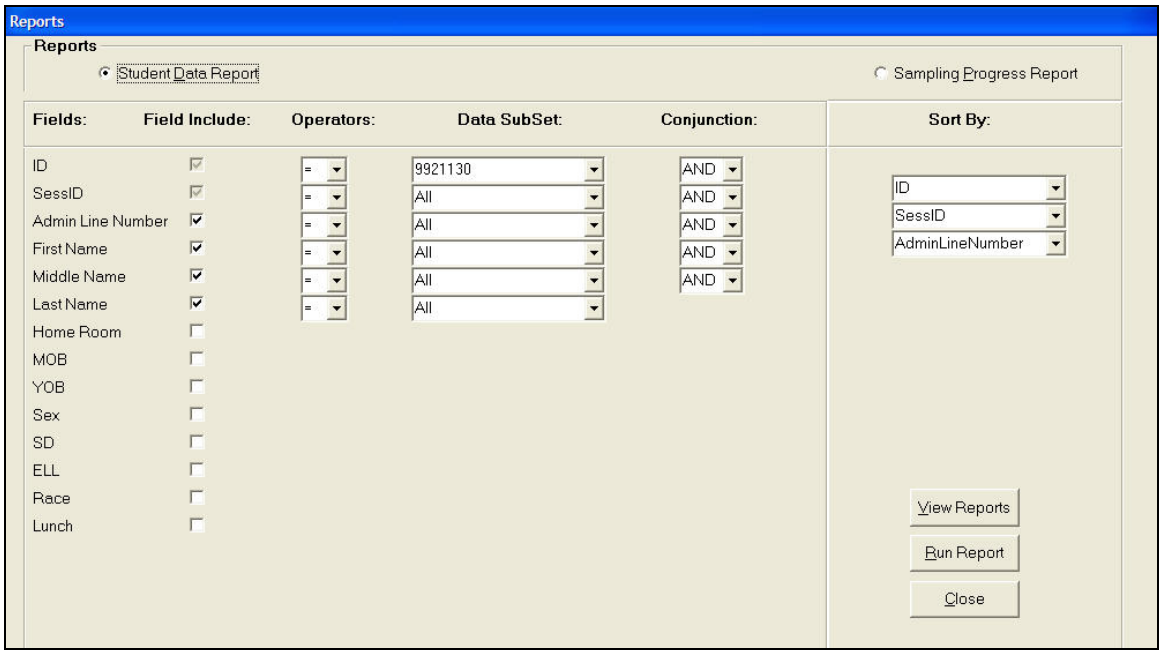
To close this view and return to the SDS, click on the small icon in the extreme upper left of the screen and then select on Close. The X in the upper right it may also be used to close this since it is a separate application.

9. Reports

Two categories of reports are available – a Student Data Report and a Sampling Progress Report. These are explained below.

9.1 Student Data Report

The Student Data Report will allow you to print out student data for one session in a school or for all sessions in a school.



Main Report Screen

When you access the menu, the default will be to run the report for the school that was the focus of the system on the main SDS view.

The report defaults are set to give you a report that would include the school ID, session ID, administration schedule line number, and student first, middle, and last name as indicated by the checks in the boxes. You can add fields to the report by checking other boxes and eliminate default fields by clicking on the check mark to remove them.

Below is an example of how to set up a report for students in a school who are missing demographic data.

Step 1. School and Session IDs

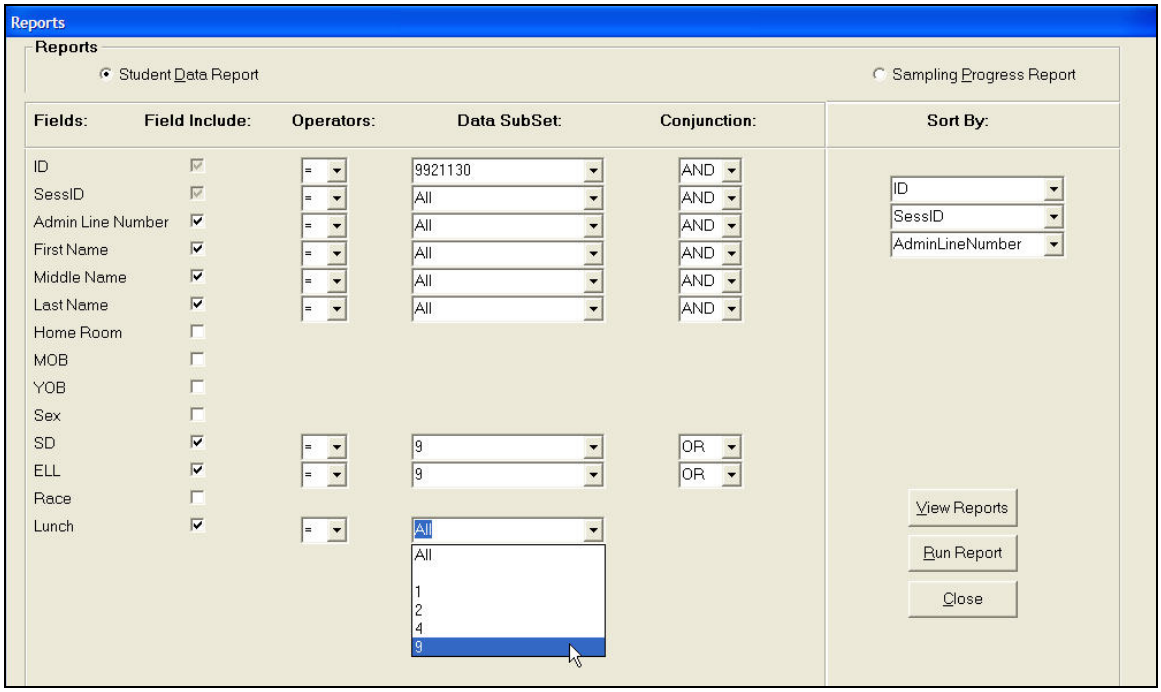
First, make sure that the school ID is set for the correct school. The SessID should be set for all sessions within this school, thus you should select "All". If it is not, click on the down arrow to reveal the options and select "All".

Step 2. Fields and Values to be Displayed

In addition to the default fields to be displayed, select the demographic fields to be included and indicate the value for "Information Unavailable" which is coded as number 9. To do this,

- Click in the check boxes after SD, ELL, Race, and Lunch.
- In the column labeled "Data SubSet", select number 9 for each field
- The "Conjunction" for each field should be set to "OR"

The screen shot below shows this procedure in progress:

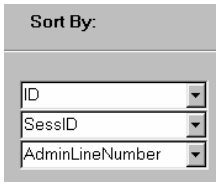


Selecting Fields for Missing Data Report

If the code number 9 is not in the drop down list for a field, this tells you that there are no students coded with number 9, thus there are no students in this school who are missing this information. In that case, you can click on the check box and uncheck this field so that it will not be included in your report. This is why the Race field was not selected. There were no students missing the race/ethnicity code.

Step 3. Sort

On the right are the sort options. The default is to sort by school ID, then by Session ID, and then by the Administration Schedule line number. Leave these as they are for this example.



Step 4. Run Report

Run the report by clicking on the *Run Report* button and a dialog box will appear asking you if you want to save this report. If you plan to use it again, click "yes" and give the report a name such as "Missing Data." When you want to run this for another school, this report will be available when you click the button labeled View Reports.

After naming your report, it will be displayed. To print the report, click on the print icon at the top of the page. Below is a reproduction of how the missing data report will look for a school.

NAEP 2006 Student Data Report **9:55AM** **9/30/2005**

Strasburg Franklin Jr High School

Report Criteria
Select ID, SessID, AdminLineNumber, FName, MName, LName, SD, ELL, SchoolLunch From tblSDSStudents
Where (ID = '9921130') AND (SD = '9' OR ELL = '9' OR SchoolLunch = '9')
Sort By ID, SessID, AdminLineNumber

ID	SessID	Admin Line Number	First Name	Middle Name	Last Name	SD	ELL	Lunch
9921130	HI0801	15	JULIAN	MILLARD	JOHNSON	9	9	9
9921130	HI0801	21	MICHAEL	BRYCE	ONEAL	2	2	9
9921130	OP0801	2	HERBERT	BRENT	ARNOLD	1	9	9
9921130	OP0802	1	CHRISTOPHER	EV	KNIGHT	2	2	9

Missing Data Report

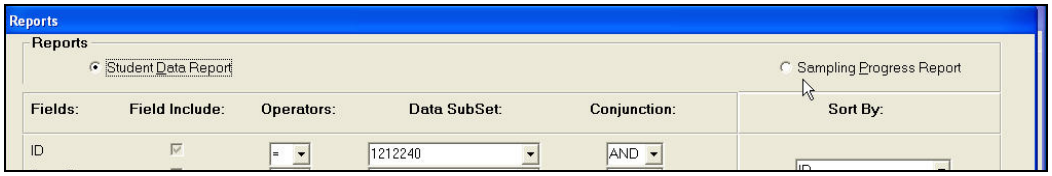
9.2 View Reports

Steps 1 through 3 above produce a report that can be saved if you expect to use this same report in the future. For the above example, the report was saved as "Missing Data".

Click on the *View Reports* button to display the report names and to run a saved report. Reports may be deleted by highlighting the name and clicking on the *Delete Report* button.

After viewing the list of reports, close the list by selecting Hide Reports.

9.3 Sampling Progress Report



The Sampling Progress Report will produce a list of all schools in your system in alphabetical order showing NAEP ID, school name, school status, Samp Count (number of times you sampled the school), Samp Method, number on SLF, and the number sampled. An example is shown below.

Sampling Progress Report

1 of 1+ 90% Total:144 100% 144 of 144

NAEP 2005 SAMPLING PROGRESS REPORT 8:16AM 10/5/2004

NAEP ID	SCHOOL NAME	STATUS	SAMP COUNT	SAMP METHOD	NUM ON SLF	NUMBER SAMPLED
1212943	Aletheia Christian Academy	Pending	0		0	0
1222181	Avalon Middle School Formerly Pace	Pending	0		0	0
1212240	Bagdad Elementary School	Pending	1	SDS	100	100
1210811	Bellview Elementary School	Pending	0		0	0
1220980	Bellview Middle School	Pending	0		0	0
1210850	Beulah Elementary School	Pending	1	SDS	120	90
1220991	Brentwood Middle School	Pending	0		0	0
1221000	Brownsville Middle School	Pending	1	SDS	250	90
1210860	C A Weis Elementary School	Pending	0		0	0
1230271	Choctawhatchee Senior High School	Pending	0		0	0
1222623	Covenant Christian School	Pending	0		0	0
1221480	Davidson Middle School	Pending	0		0	0
1221490	Destin Middle School Regatta Bay	Pending	0		0	0
1230421	Gulf Breeze High School	Pending	0		0	0
1230663	Jubilee Christian Academy	Pending	0		0	0
1210840	L D Mcarthur Elementary School	Pending	1	SDS	85	85
1221471	Lance C Richbourg Middle School	Pending	0		0	0
1210820	Montclair Elementary School	Pending	0		0	0
1212723	Panama City Christian School	Pending	0		0	0
1220040	Surfside Middle School	Pending	0		0	0
1210050	Waller Elementary School	Pending	0		0	0
1213043	Warrington Christian School	Pending	0		0	0
1210830	West Pensacola Elementary School	Pending	0		0	0
1221100	Adams Middle School	Pending	0		0	0
1212963	Anointed Word Academy	Pending	0		0	0
1210950	Ballast Point Elementary School	Pending	0		0	0

Sampling Progress Report

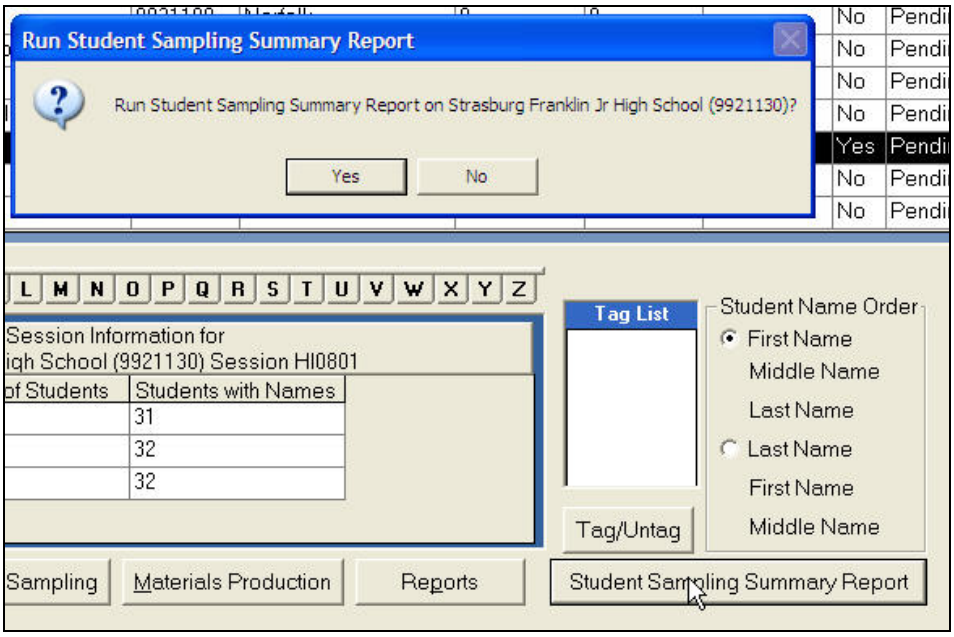
10. Student Sampling Summary Report

The Student Sampling Summary Report (SSSR) is produced by running the CCD Data Analysis tool. The SSSR has been added to the SDS as a way for you to check to be sure that the demographic data that the school has provided are accurate. Though the CCD data are a couple of years old, they still provide the best data against which to compare the data the school has provided. Similar comparisons are done on all E-Filed schools to ensure the highest quality data possible. Nonpublic school data are compared to data from the Private School Survey which is also conducted by NCES yearly.

You will run the SSSR after entering the student data and double checking your data entry and correcting any problems that were discovered.

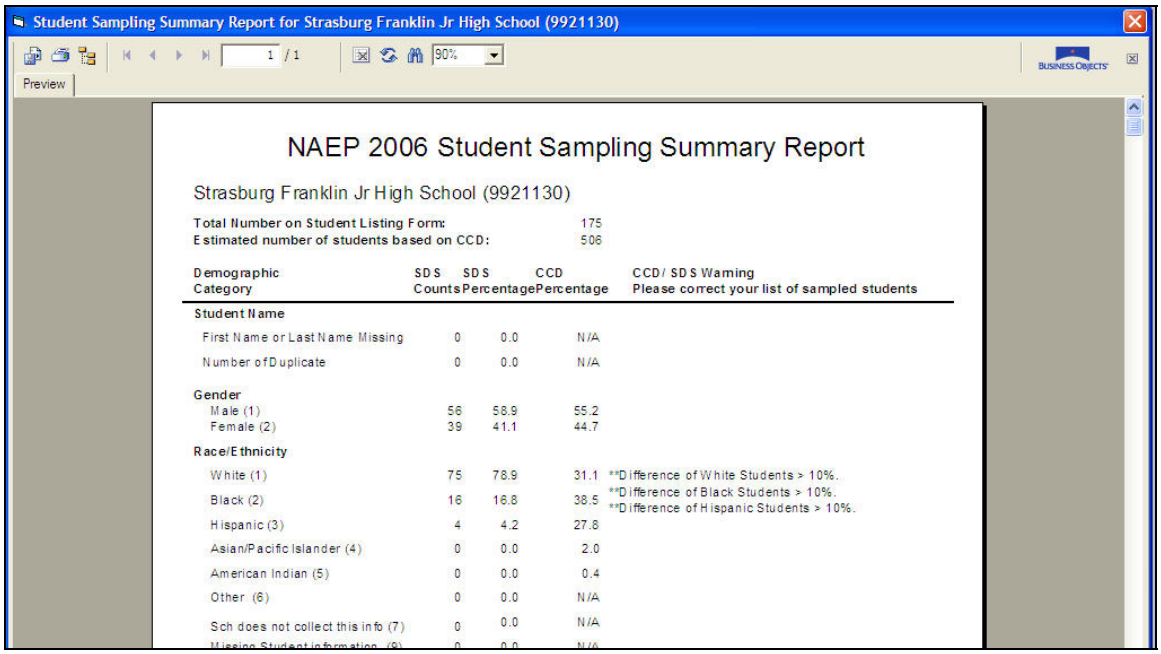
To begin the procedure, click on the SSSR button on the main view.

This will bring up a confirmation window in case you clicked on this button in error. To proceed, click on the **Yes** button.



Confirmation to Run Student Sampling Summary Report

The report will be run and displayed as shown in the example below.



SSSR

Next, you should print out a copy of this report.

The first thing for you to check will be the information at the top of the report. Here the total number on the list of students is compared to the estimated number in the sampled grade according to the CCD. A similar comparison was made when you started the sampling process, though that comparison was between the number on the list and the total in the grade entered in the SCS. If the difference between the numbers was grater than 5, you received a notice.

Here, the CCD total is printed for reference purposes. If you know that the school has grown considerably in the past couple of years, then the difference in the totals can be explained. The differences will not affect the comparisons made in the report since they are made on percentages rather than raw numbers.

You should note the potential duplicate student names and birth date problems. Duplicate last names may not be a problem, but they should be checked along with their first names to be sure that you don't have the same student located in different sessions, which would not be so easy to notice otherwise.

The demographic data below the line show comparisons between the SDS data you have entered and the CCD data when there are CCD data to compare. There will be no comparisons when the CCD column shows "N/A". If the differences are considered significant, the report will show a "warning" message. This should be checked carefully. If you do not know the reason for the difference, check with the school coordinator and write his or her explanation on the form.

When the system detects that 100% of the students have been coded the same, it will always note this in the warning messages. This may or may not be an actual problem. However, if the report shows 100% of the students coded “Yes” for SD, for example, this should be checked as it is highly unlikely that all eligible students are considered students with disabilities, but can take the assessment.

In some cases, it may be necessary to resample the school if it is determined that you did not receive a complete list of eligible students.

When you have discussed the data issues with the school coordinator, write the results of the discussion on the printed SSSR for future reference. The SCS, School Edit, Preassessment tab has a new section for the SSSR. After you transmit your SDS data, they will be processed in the home office and resulting issues will be displayed on the School Edit, Preassessment tab for the school. See the SCS User Guide, section 3.5 for further information.

The printed report and the comments you have written on it should be kept in the school folder for future reference.

11. Transmitting Data

It is important and beneficial to you to transmit on a daily basis. This will ensure that your current SDS data are transmitted to the home office. Data at the home office are backed up on a daily basis. If you encounter computer problems, regular transmissions will help to ensure that data loss, if any, will be minimal. Another benefit of daily transmissions is to ensure that you have all the latest versions of computer software, data, and documents necessary to complete your tasks.

Close all programs before starting the transmission process. This will ensure that the proper files are transmitted to and from Westat.

Please watch the transmission process for any possible disconnects or error messages. The specific steps in the process are outlined below:

1) Connect to Westat and open Internet Explorer

   Before opening your browser, connect to Westat using the dial-up connection on your desktop. You will use the same phone number that you use in calling Westat to send and receive e-mail messages.

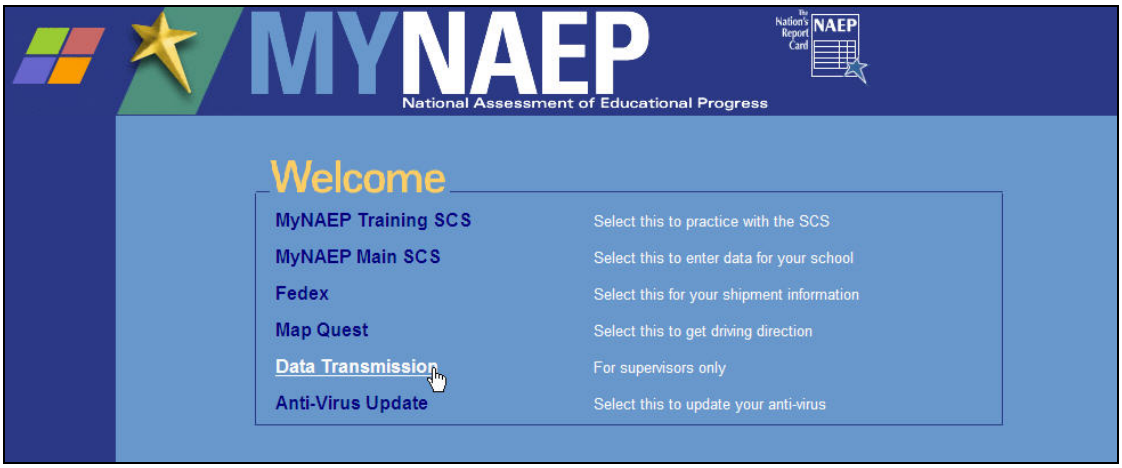
   When you are connected (look for the double computer icon on the task bar in the lower right of your screen), double click on the Internet Explorer icon to open the browser.

2) Go to NAEPFOS

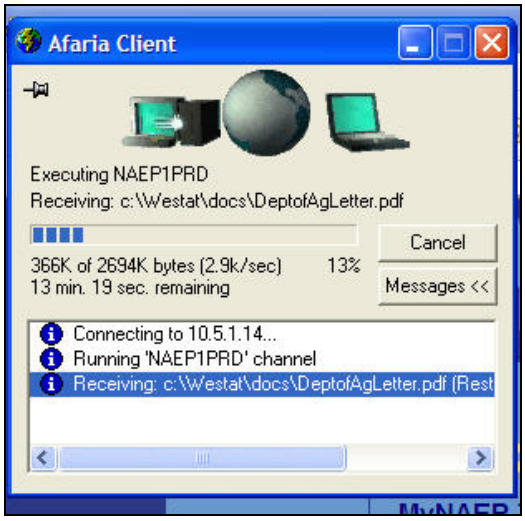
   With the browser open, click on **Favorites** and select **NAEP FOS** which will take you to the web site **MYNAEP.FOS.WESTAT.COM.**

3) Data Transmission link

   When you get to the welcome screen, single click on the **Data Transmission** option to begin the electronic file transfer.

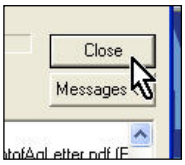


A new window, called the Afaria Client, will appear in the upper left-hand corner of your screen. This window will show you the progress of the transmission.



This process is automatic and does not require any user intervention. Simply sit back and enjoy the show! During the first step in the transmission process, data are sent from the laptop to the home office. In the second step, new and/or updated files for your computer will be sent down to you. These additions or updates may include new project documents, updated versions of software, and, eventually, updated student data from E-Sampled schools.

At the end of the transmission process, messages will indicate that the procedure has finished and the **Close** button will become active. Single click on the **Close** button to close the Afaria Client window.

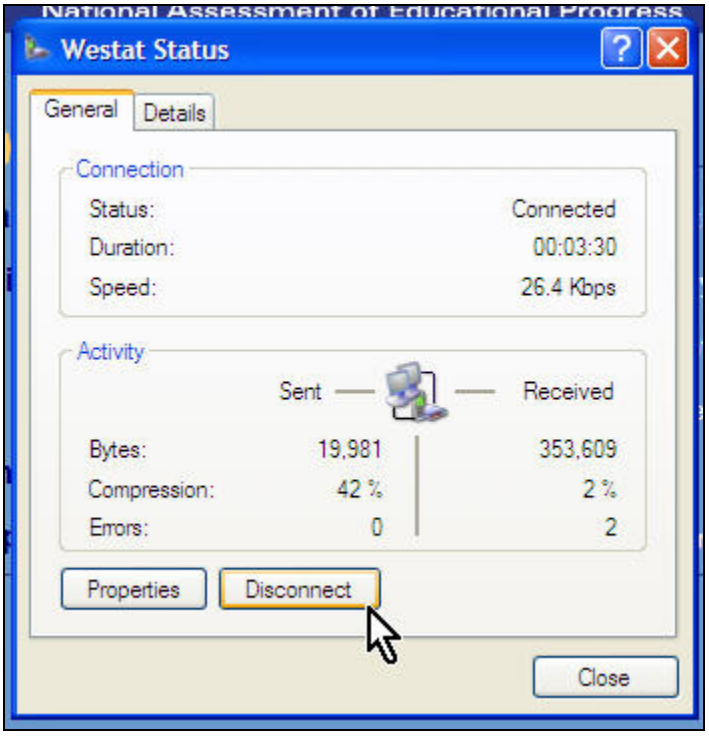


4) Close Internet Explorer

When the transmission is complete and you have closed the Afaria Client window, close Internet Explorer. You will then be returned to your computer's desktop.

5) Disconnect from Westat

If the disconnect dialog box does not appear, double click on the connection icon on the task bar (two computer screens). Click on the **Disconnect** button to end the telephone call to Westat. This is an important step since the connection time is billed to the study.



12. Tagging, Exporting, and Importing Files

12.1 Introduction

To facilitate data entry after the sample has been drawn, school files can be exported to another NAEP laptop with the SDS and student data entered with that laptop. Also, it is possible to export an Excel file from the SDS allowing for data entry using a computer that does not have the SDS, but has Excel. The procedures for tagging, exporting, and importing to and from the SDS and Excel and data entry using Excel are discussed in this section.

Since the procedures described here will result in student data being copied onto diskettes, it is very important that the supervisor know at all times where every disk is located that contains student data. Disks may be returned to Rob Dymowski at Westat at any time during sampling if you want to clear your desk.

All disks containing student data not returned earlier must be returned with your laptop at the end of the field period.

The supervisor who is currently assigned in the FRS as the supervisor for a particular region will have that region's school data on his/her laptop. This supervisor will be referred to here as the "region supervisor."

Other laptops (issued to other supervisors) will have the SDS, but not the region's data. However, by following the instructions in this section, they can import a school file after the sample has been selected and use the SDS on their laptop for data entry after the sample has been drawn by the region supervisor.

Please note that the student sample must be drawn using the region supervisor's laptop.

After the region supervisor has selected the sample of students for a school and printed out the line numbers, he/she can follow the steps below so that another individual can do the student data entry.

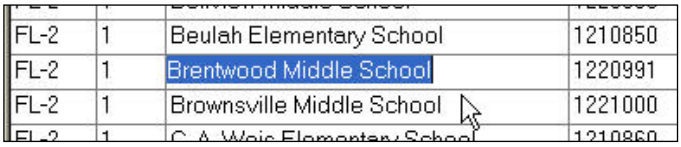
Region supervisor activities:	1. Selects the sample with the SDS and prints the sampled line numbers. 2. Marks selected students on school's list of eligible students. 3. Tags the school record in the SDS. 4. Exports the data file to a floppy disk.
Other supervisor or AC activities:	5. Double-checks the selected students on the school's list of eligible students against the list of sampled line numbers. 6. Imports the data file to his/her SDS. 7. Types in the names and demographic information for each sampled student. 8. Runs the SDS Student Information Report. 9. Has someone else Double check data entry against the original list of students and makes necessary corrections in the SDS. 10. Tags the school record for export. 11. Exports the school's data file to a floppy disk.
Region supervisor activities:	12. Imports the school data file. 13. Transmits data to Westat.

These tagging, exporting, and importing procedures are explained in detail in the sections that follow.

12.2 Tagging a School Record

With the SDS open:

- Locate the name and NAEP ID of the school records to be exported.
- Click once on the school's name to highlight it.



- Click on the **Tag/Untag** button in the lower right of the SDS main view under the Tag List window. The school ID will appear in the Tag List window.

If more than one school is to be exported to another laptop, continue this process until all schools to be exported to one diskette have been tagged and their IDs are displayed in the Tag List window.

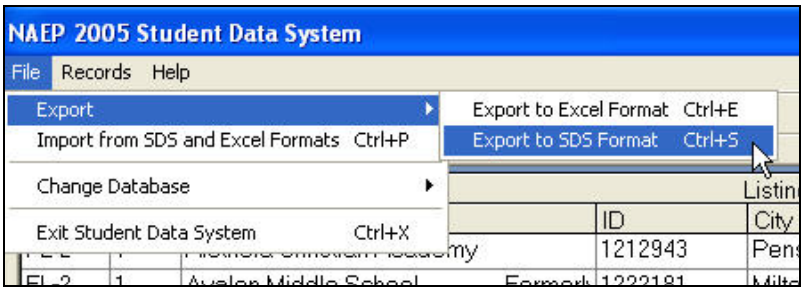
Suggestion: Keep the number of schools you export to 10 or 15 per laptop so that you know who has which schools.

If you try to tag a school that has not been sampled, you will see a reminder.

Click **OK** and sample the school, then you can export it.

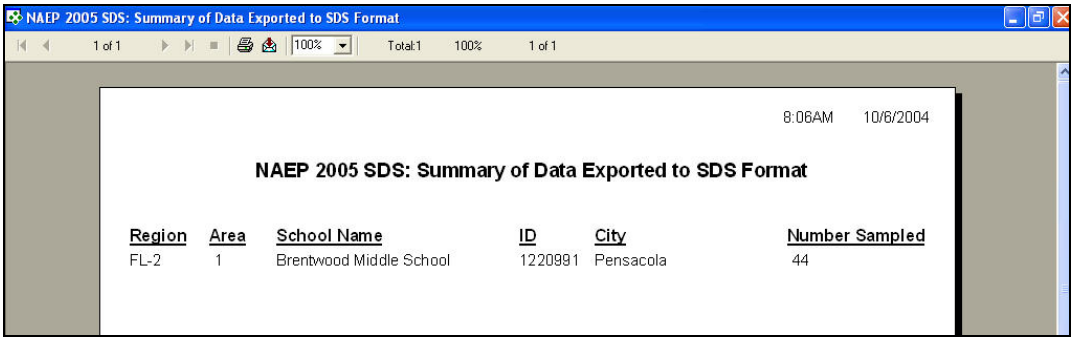
12.3 Exporting a School Record for Data Entry Using SDS

- Insert a new, blank diskette into the laptop.
- Select **File, Export, Export to SDS Format** from the menu bar in the SDS.



Export Files to Another Laptop

- You should see a window (with a black background) open and close on your screen. The SDS file is being compressed by PKZIP.
- The files will be copied onto the diskette and a list of the school names and other information will be displayed on the screen as shown in the example below.



Summary report of school files exported to diskette

- Print out this list of schools that have been copied.
- Remove the disk from the disk drive.
- Write the NAEP ID number for each school on the diskette label.

If you forget to put a disk in drive A, you will get a reminder as shown below.

Warning – no disk in drive A

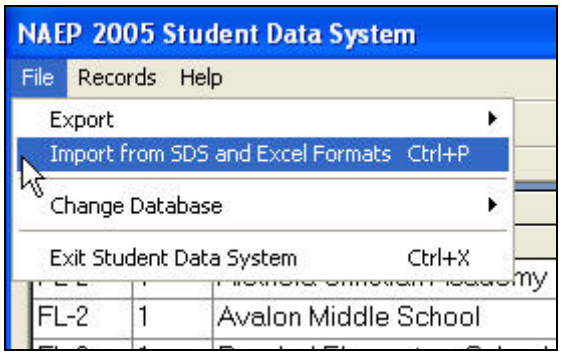
When this happens, click the **OK** button, put the disk in drive A and select **File, Export** again.

12.4 Importing School Data Files (SDS Format)

The following procedure will be used to copy a school data file from a diskette into the SDS on a laptop.

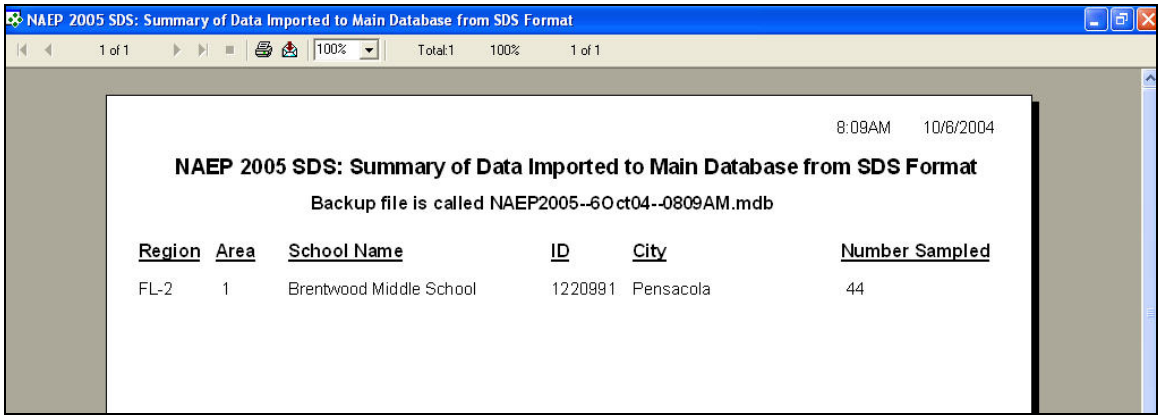
- Open the SDS
- Insert the diskette into the laptop

- Select **File, Import from SDS and Excel Formats** from the menu bar in the SDS.



Import Files

- All of the school files on the disk will be copied onto the laptop and a list of the schools will be displayed on the screen.

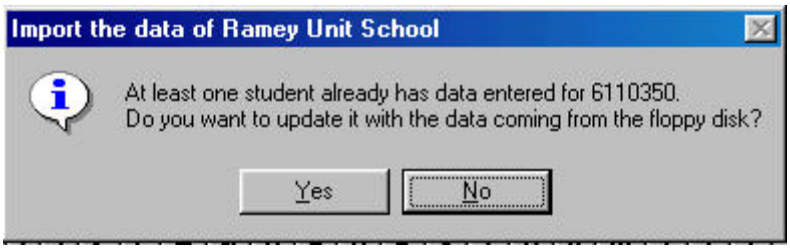


Import SDS File

- If a printer is attached to the laptop, print out a copy of the list of schools and compare it to the list of schools exported. Write the school names and IDs on a piece of paper if no printer is available.
- The school information (region, area, name, ID, etc.) will be displayed on the main SDS screen.

As the file is imported, you will be instructed on the pop up window to click on the **Refresh Records** button after the file has been imported.

When the region supervisor imports a file back onto his/her laptop in which some student data have been entered (in the record in the laptop), the following notice will appear.



Import Reminder

This is a reminder that a session for this school already has some data in it on the importing laptop. Only click **Yes** if you want to overwrite the data already in the student records.

12.5 Untagging a School

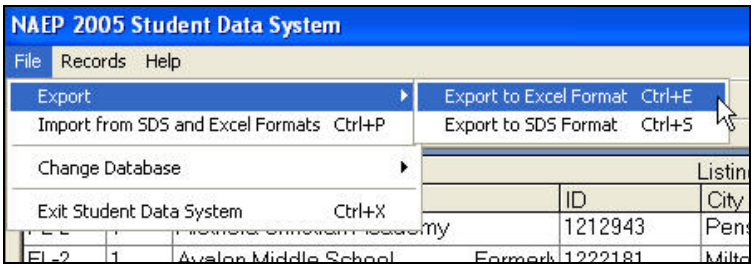
If, during the process of tagging schools for export, you discover that the wrong school was tagged (its ID appears in the Tag List window, but should not), the school can be untagged so that it will not be copied onto the diskette.

- In the Tag List window, click on the school ID that you want to untag.
- Click on the **Tag/Untag** button under the Tag List window and the school's ID will be removed form the list.

12.6 Exporting a School Record for Data Entry Using Excel

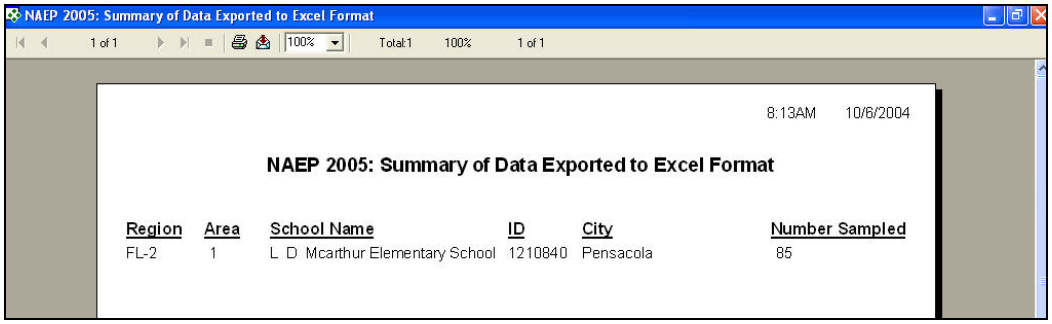
Exporting a school record as an Excel file, will help facilitate data entry allowing student data to be entered using a computer without the SDS.

- After tagging one or more schools as described above (Section 12.2), select **File, Export, Export to Excel**.



Export to Excel

- After you select this option, the system will create one Excel file per tagged school using the school ID number as the file name.
- After the file has been created, a report is generated by Crystal Reports showing the school information. Print the report so you have a record of the files. On the report, write the name of the person to whom you have given the disk and the date.



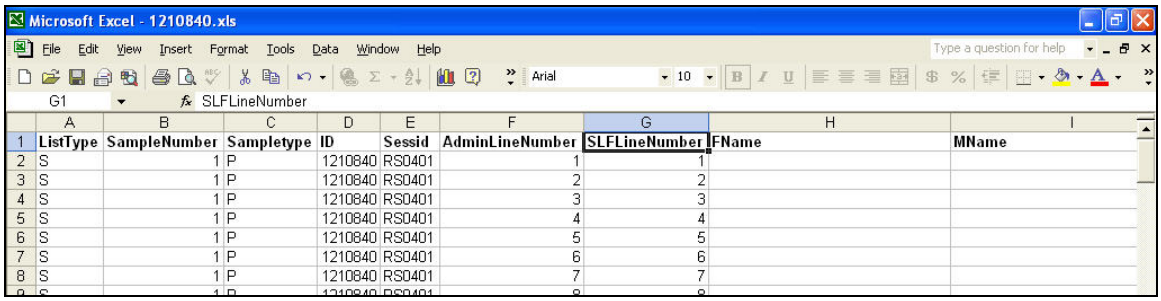
Summary Report of Data Exported

Write the NAEP ID number(s) on the diskette label.

12.7 Data Entry in Excel

NOTE: The school file(s) will be accessed on the diskette using Excel. **The school file(s) shall not be copied onto the hard drive on another computer.**

When the file is open, it will look similar to the example shown below.



	A	B	C	D	E	F	G	H	I
1	ListType	SampleNumber	Sampletype	ID	Sessid	AdminLineNumber	SLFLineNumber	FName	MName
2	S	1	P	1210840	RS0401	1	1		
3	S	1	P	1210840	RS0401	2	2		
4	S	1	P	1210840	RS0401	3	3		
5	S	1	P	1210840	RS0401	4	4		
6	S	1	P	1210840	RS0401	5	5		
7	S	1	P	1210840	RS0401	6	6		
8	S	1	P	1210840	RS0401	7	7		

Excel File Ready for Data Entry

While it is not apparent from the screen shot above, if there is more than one session in the school, all sessions will be on this one worksheet. When doing data entry with the Excel worksheet, it is important to keep track of the **"Sessid"** – the Session ID – to be sure that the students are assigned to the correct session.

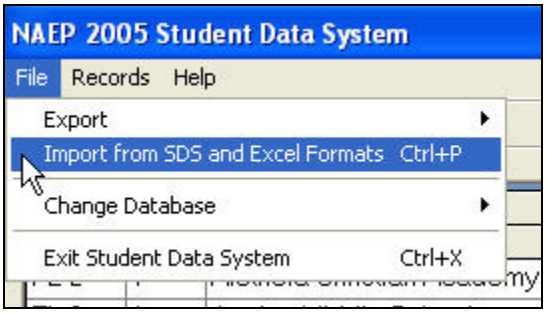
Parts of the Excel worksheet will be protected to avoid any changes. The columns A-G and first row are read-only. The data in columns A-G and the column set up (column width, for example) cannot be changed.

Data entry must be done very carefully when using these Excel files. Unlike the SDS, no error checking or range checking will be made when doing data entry in these Excel files, nor will there be any reminder of the codes for SD, ELL, etc. or the birth years that are allowed. Any data entered that are outside the allowed codes within the SDS will not be copied in the SDS for that school.

After data entry is complete, the file should be printed out so that the data can be compared against the hardcopy list of students from the school and corrected before importing the data back to the region supervisor's laptop.

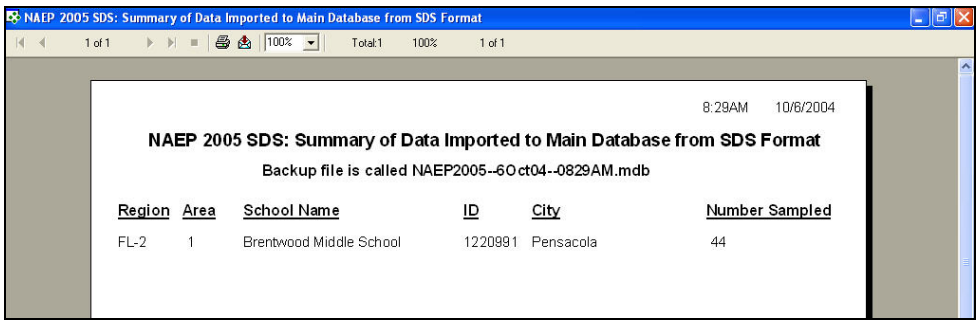
12.8 Importing Completed Excel Files to the SDS

After the student data have been entered and double checked and the file saved on the diskette, the diskette should be inserted in the region supervisor's laptop. Select **File, Import from SDS and Excel Formats**. (The system will look for both types of files and import all that are on the disk.)



Import File From SDS or Excel Formats

The file(s) will be copied into the SDS and a report will be generated. Print the report so that you have a record of the schools.



Summary Report of Data Imported from Excel File

Remember:

- All diskettes containing student data must be returned to Westat no later than the end of the field period.
- If school files are exported onto a diskette for data entry using Excel, DO NOT copy the files from the diskette to the hard drive of the computer with Excel. All data entry must be done directly onto the diskette.

2006 NATIONAL ASSESSMENT

OF EDUCATIONAL PROGRESS

Appendix F

School Control System (SCS)
User Guide

for
Supervisors and Field Managers

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

Conducted by:
Westat
Rockville, Maryland

October 2005

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1. INTRODUCTION

1.1 Background

Westat field managers and supervisors and the NAEP State Coordinators and home office staff will all access the same Internet-based computer system as sampled schools are contacted and recruited to participate in the National Assessment. This guide describes the features of the School Control System (SCS) as used by Westat field managers and supervisors.

The SCS is located on a server at Westat. While all users of the system will be accessing the same database of schools, only those schools for which you are responsible will actually be visible to you and you will only be able to make updates to those schools. To access the SCS, you will log on to the Internet using the Web browser on the laptop supplied to you for this study <u>or through any computer connected to the Internet.</u>

The SCS was designed to be viewed using the screen resolution of the NAEP laptops (1024 x 768) as will be seen in the screen shots in this user guide. If you change the screen resolution of your NAEP laptop to a lower resolution, you will not be able to see all of the SCS views without scrolling to the right and down.

Since all of the project staff and state coordinators will have immediate access to the NAEP data, it is very important that the information be as up-to-date and accurate as possible.

It is important to remember that some of the basic school information also will be available to the individual sampled schools via the MySchool Web site which makes it imperative that the information about the schools is correct and kept up to date. (More about this below.)

State coordinators also use the School Control System with a few minor differences in the screens and data. Those of you who will be working closely with these coordinators must remember that some of the screens that they see when they work in the SCS will look different from the screens that you have access to. For example, the only schools that they will have access to are the public schools that they are recruiting.

1.2 SCS Revisions and New Features

The SCS has remained relatively stable over the past few years, though there continue to be modifications and revisions in response to suggestions from users and reflecting changes in the study.

For NAEP 2006, the screens or pages of the SCS have changed, new features have been added, and performance enhanced.

You are strongly encouraged to read through this user guide to fully understand this new version of the SCS.

Several new reports have been added to the Reports option. These were based on Data Selection reports saved by field managers and supervisors that appear to be useful for all field managers and supervisors.

Some of the SCS users in 2006 will be conducting the Participation and Engagement (P&E) Study at grade 12 in a different sample of schools from main NAEP. These supervisors might notice a couple of differences from main NAEP 2006. Main NAEP will not be collecting individual student Title I status, P&E will collect this information for each student. The former "Limited English Proficient (LEP)" category has been changed to the more widely used English Language Learner (ELL). P&E will continue using the LEP label. One place this will be noticeable will be when you enter the summary information after the sessions are complete in a school. The link on the page where you enter the session summary information is labeled SD/ELL Summary. (See section 3.7.3.)

As in past years, we encourage you to forward suggestions for improvements and additional programmed reports to Dward Moore via email at as you work with the system.

1.3 Linking Data Between the SCS and the MySchool Web Site

The letter being sent to schools inviting them to participate in NAEP will encourage them to log on to the MyNAEP MySchool Web site. To register, new users will click on the link ("REGISTER if you are a new user") on the MyNAEP log in page which takes them to the registration page. Part of the registration process allows users to select their own user password to use after they register.

The MySchool site will have information on the National Assessment, links to other Web sites related to NAEP, the name of the NAEP representative who will be working with the school, and specific information about the sampled school. In addition, schools wishing to submit their student lists electronically for student sampling will access the E-File system through step 2 of MySchool. The NAEP representative for the public schools will be the state coordinator and for the nonpublic schools initially it will be the field manager. Eventually, these names will be updated with the field staff responsible for the schools.

The MySchool site will be personalized with information in our sample database on the school. This information will include:

- School Name
- Principal name (as soon as it is entered in the SCS)
- School coordinator name (as soon as it is entered in the SCS)
- School address
- Phone number
- NAEP ID number
- Grade to be assessed
- Assessment date

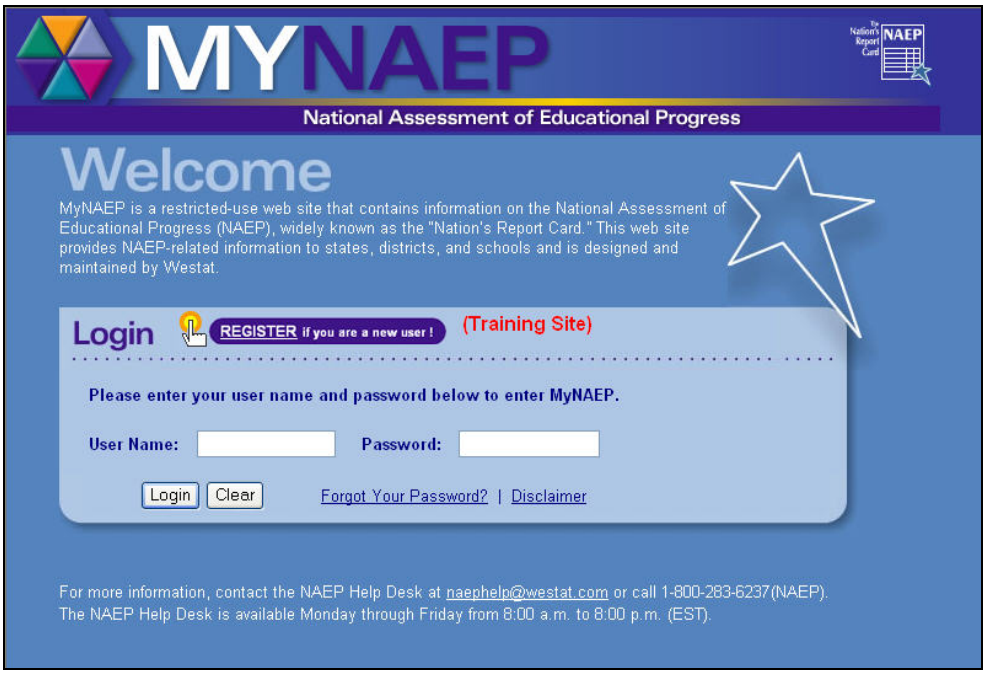
As the school moves through the various steps of cooperation, sampling, assessment, and post assessment, new pages of the MySchool site will be available with information specifically related to the various phases of the study. For example, prior to the assessment date, the Web page will remind the school that the NAEP representative is scheduled to come on a particular day. The link to E-Filing for student sampling will also be available unless, for public schools, the state coordinator has indicated that the district or the state will provide the student data for sampling purposes. Registered MySchool users will be sent an email message notifying them of new information available for them in their MySchool site.

Since the school-specific information in the MySchool site will come from the same database as the SCS, the supervisors must be very careful to double-check the school information in the SCS and be sure that it is up-to-date and accurate.

1.4 Getting Started in the SCS

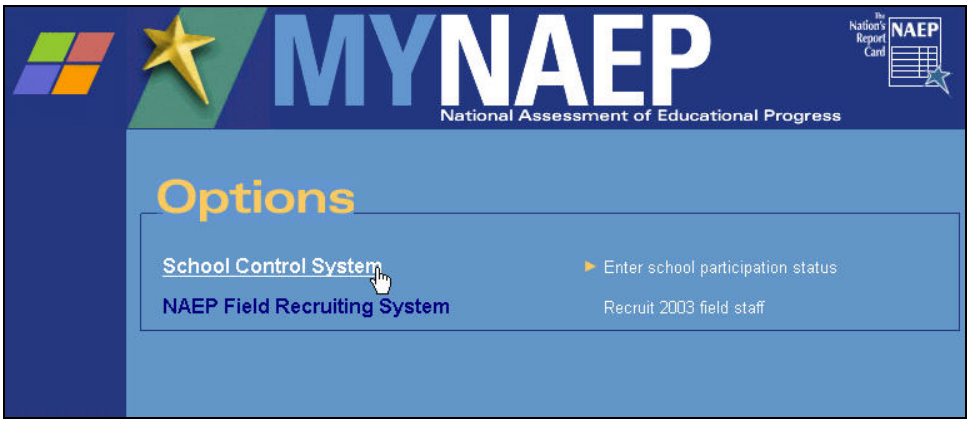
All work on the School Control System will be online. This will allow you to access the SCS using your NAEP laptop or <u>any computer connected to the Internet</u>.

When you are connected to the Internet with the NAEP laptop, the MyNAEP Welcome page should be your homepage. If not, go to **www.mynaep.com** which will take you to the Welcome. Enter your user name and password and click on **Login**.



MyNAEP Log in Screen (Training Site)

After you enter your user name and password, you will go to the MyNAEP Options screen. Shown below is an example of the Options screen.



MyNAEP Options Screen

The list of options that one has will depend on what their position is and, therefore, which site they have access to.

Move the mouse pointer over the School Control System option and click.

1.5 Logging On Dos and Don'ts

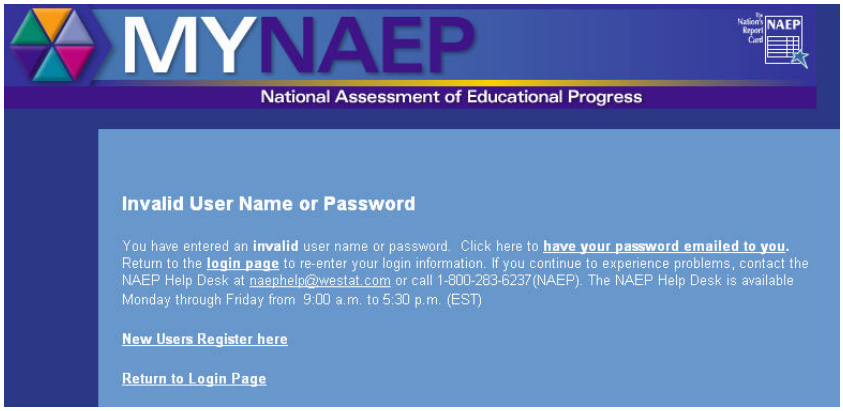
It is possible to program your Web browser so that it will remember information and save keystrokes. However, this also means that other folks can see this information as well. If the information that is stored includes user names and passwords, then your system will not be very safe. We strongly recommend that you do not set the browser to memorize such information. The version of Internet Explorer that we have provided on your laptop will not save such information. If you use your own computer to access the SCS, you also should have this feature turned off on your computer.

To log onto the system, you will need to enter two items, your user name and your password. Please note that the password has a mixture of upper and lower case letters as well as numbers and a symbol. The user name and password must match exactly with the information on the Westat end, so it is important that you enter these correctly.

Both your user name and password have been provided to you. Everyone will have a unique password and user name, which must be kept CONFIDENTIAL. Remember that we have promised the schools that their data are confidential. You must do your part to ensure that no one has access to this Web based database.

To enter your user name, mouse over the blank field following "User name:" until it turns into an I-beam and click once to place the flashing cursor in the field. Enter your user name. Then, press the **Tab** key or mouse over the blank field following the label "Password" and click to place the cursor in the field.

Be careful not to press the **Enter** key after typing your user name. If you do, the system will think that you are trying to log in without entering the password and you will get the following message.



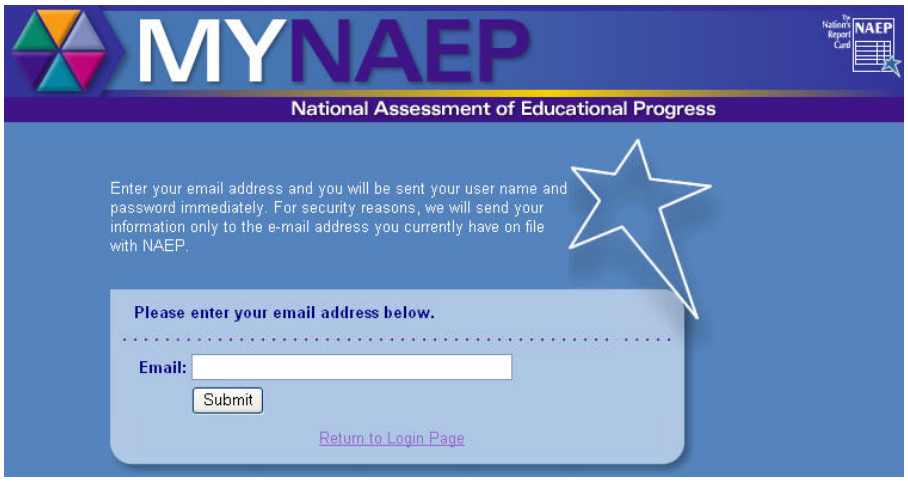
Invalid User Name or Password

If this happens, click on the Return hyperlink and enter your user name again and move to the password field.

As you enter your password, all you will see is a series of dots (● ● ● ● ●) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you be careful as you type the password. After typing the password, click on the **Login** button.

If you make a mistake entering either your user name or password, you will get the invalid user name or password message shown above. If this happens, select the return hyperlink and carefully enter your user name and password again.

The system will allow you to try as many times as you need. However, if you continue to have problems, call the Help Desk at the toll free number **888-499-6237**.



If you Forgot Your Password

If you have forgotten your password, as the screen shot above notes, enter your e-mail address and click on the **Submit** button. Your user name and password will be sent to you in an email message.

1.6 Basics for Using the System

Below is the default district listing.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

Territory: 6 State: PA Region: 1 School Type: School Type(*)

Edit Listing | Default District Listing | * A D J L N O P U

	District:	Superintendent:	District Contact:	District City:	District State:
1.	Archdiocese Of Boston			Dorchester	MA
2.	Archdiocese Philadelphia Schs			Philadelphia	PA
3.	Downingtown Area SD			Downingtown	PA
4.	Jackson Twp			Jackson	NJ
5.	Leadership Lrng Partners Cs			Philadelphia	PA
6.	New York City Public Schools			Brooklyn	NY
7.	Norristown Area SD			Norristown	PA
8.	North Penn SD			Lansdale	PA
9.	Ny Non-Public Non-Catholic Schools				NY
10.	Oxford Area SD			Oxford	PA
11.	Pa Non-Public Non-Catholic Schools				PA
12.	Philadelphia City SD	Dr. Adam Jones		Philadelphia	PA
13.	Upper Dublin SD			Maple Glen	PA

Search for IN District Find Number of Records: 13 Page: 1 of 1

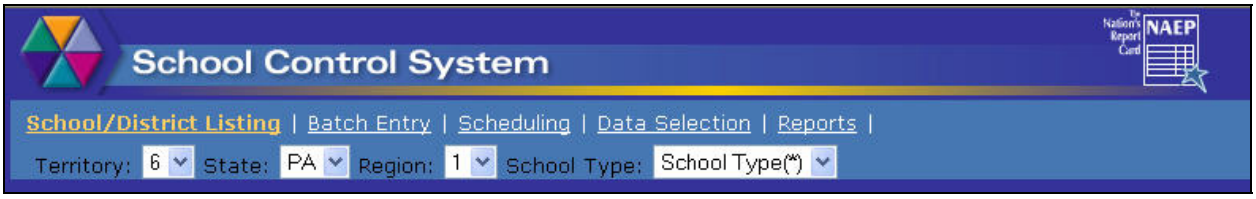
Default District List

As you move your mouse pointer around the screen, you should see it change shape and, as the pointer goes over the name of a district, you should note that the name of the school district changes color. Let's briefly tour the screen and then investigate each of the functions.

Please note that all of the icons and menu items above the SCS banner are related to the functions of Internet Explorer browser. They are completely functional while you are using the SCS. However, you generally will not need to use any of the browser buttons or functions while you are working in the SCS.

You are especially warned **do not use the browser's Back arrow** (usually green). As you move from screen to screen in an application such as the SCS, the screen is actually temporarily copied to your computer in an area called cache. When you use the Back arrow to move to a screen you have previously seen, what you see may well be the temporarily stored screen from your cache rather than the actual screen from the server at Westat. If you made any changes on the screen, they may not be on the screen that you see which could be very confusing. To move within the SCS, you should use the links (Next page>>, <<Previous page, etc.) that are provided within the SCS to be sure that you are always going where you want to go.

At the top of the SCS screen are several menu options (hyperlinks). As you move mouse over a menu item, the pointer turns into a "hand" indicating that if you click you will go to that part of the system.



These menu hyperlinks will be available while you are working in the various views of the SCS. They are briefly described below followed by the user guide sections where you will find a more complete description:

School/District Listing	Two lists are available –schools and districts. These lists can be edited to include those fields you wish to see. (Section 1.7)
Batch Entry	Using this feature, you can make entries for several schools by working from a list of schools. (Section 4)
Scheduling	This option leads to a calendar of your assessments. (Section 5)
Data Selection	Use this function to generate special reports or data to be sent to a word-processor or spreadsheet from which you can print individualized letters and labels. (Section 6)
Reports	Generate reports on recruitment and scheduling activities and the progress of the assessments in your region. (Section 7)

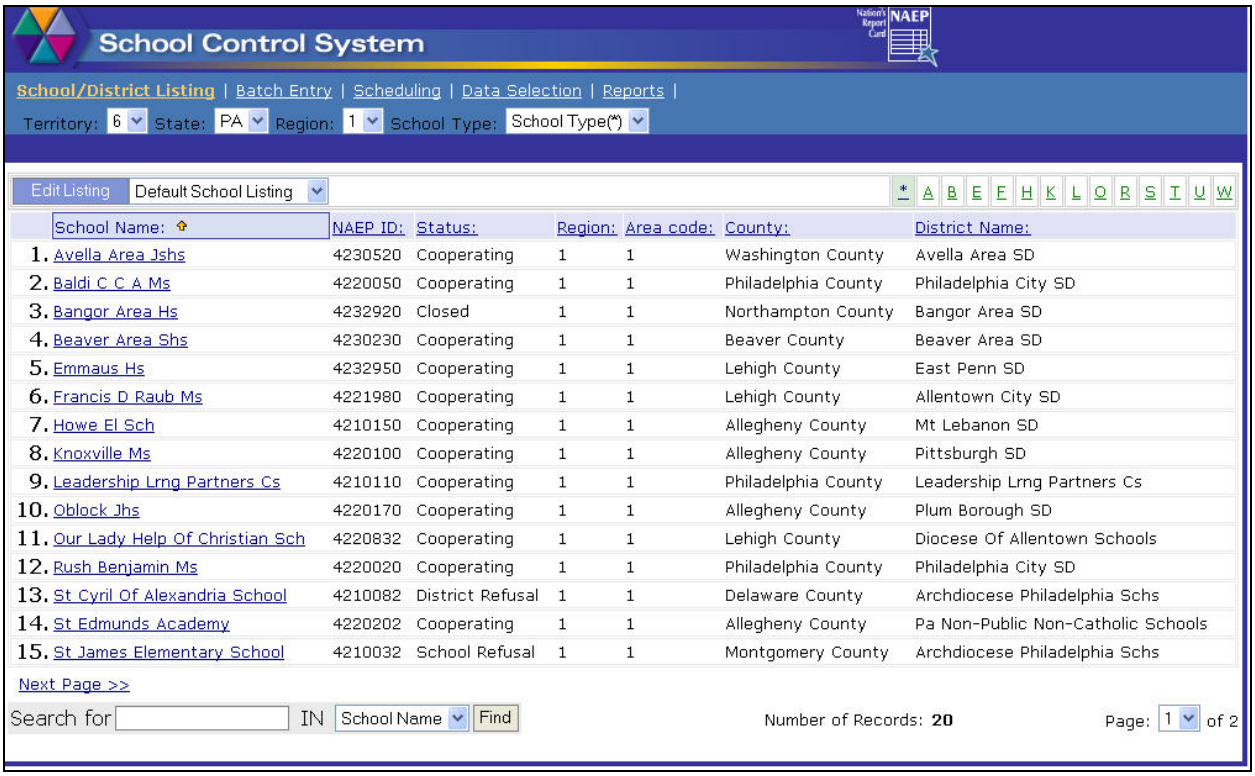
The alpha tabs across the top of the screen allow you to subset the list in the current view to show only those entries in the first column that start with the letter you choose. The tabs sort on the information in the first column of the listing. (If an alpha tab is "missing," there is no district or school beginning with that letter.)

Please notice that if you are logged on to the SCS and the Westat server does not detect any keyboard or mouse activity for 20 minutes, the server will lock you out. For example, if you are logged on the SCS and leave it running in the background for 20 minutes while you do something else, your connection with the server at Westat will be terminated. When you try to move from one view to another, you will be directed to a screen that explains that you have been logged out. There will be a link on this screen to return to the Login screen.

This is a security feature so that the database does not remain open for hours and available to hacking by someone outside NAEP.

1.7 Customizing Your List of Schools/Districts

You can change the information that is displayed on the School/District Listing page. Since you will mainly be working with non-public schools, this explanation will focus on customizing the default school listing.



	School Name:	NAEP ID:	Status:	Region:	Area code:	County:	District Name:
1.	Avella Area Jshs	4230520	Cooperating	1	1	Washington County	Avella Area SD
2.	Baldi C C A Ms	4220050	Cooperating	1	1	Philadelphia County	Philadelphia City SD
3.	Bangor Area Hs	4232920	Closed	1	1	Northampton County	Bangor Area SD
4.	Beaver Area Shs	4230230	Cooperating	1	1	Beaver County	Beaver Area SD
5.	Emmaus Hs	4232950	Cooperating	1	1	Lehigh County	East Penn SD
6.	Francis D Raub Ms	4221980	Cooperating	1	1	Lehigh County	Allentown City SD
7.	Howe El Sch	4210150	Cooperating	1	1	Allegheny County	Mt Lebanon SD
8.	Knoxville Ms	4220100	Cooperating	1	1	Allegheny County	Pittsburgh SD
9.	Leadership Lrng Partners Cs	4210110	Cooperating	1	1	Philadelphia County	Leadership Lrng Partners Cs
10.	Oblock Jhs	4220170	Cooperating	1	1	Allegheny County	Plum Borough SD
11.	Our Lady Help Of Christian Sch	4220832	Cooperating	1	1	Lehigh County	Diocese Of Allentown Schools
12.	Rush Benjamin Ms	4220020	Cooperating	1	1	Philadelphia County	Philadelphia City SD
13.	St Cyril Of Alexandria School	4210082	District Refusal	1	1	Delaware County	Archdiocese Philadelphia Schs
14.	St Edmunds Academy	4220202	Cooperating	1	1	Allegheny County	Pa Non-Public Non-Catholic Schools
15.	St James Elementary School	4210032	School Refusal	1	1	Montgomery County	Archdiocese Philadelphia Schs

Default School List

To change the information that is displayed, click on the **Edit Listing** button in the upper left of the screen, next to Default School Listing and the following screen will appear.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

Customize your screen by creating your own custom views of the database. In View Name, enter the name you'd like to give your view. Then, choose the fields you wish to see. As you click in the Display box, the order is assigned.

Select view: Add New... or Add

Create a View

View Name:

Save Reset

Gaining Coop

Display	Field Name	Order	Display	Field Name	Order	Display	Field Name	Order
	District Name			School Name			NAEP ID	
	Dist Address 1			School Address 1			Sampled Grade	
	Dist Address 2			School Address 2			Target Stdnt sample	
	Dist City			School City			Status	
	Dist State			School State			Pre-Assessment Visit Date	
	Dist Zip			School Zip			Scheduled Asmt Date	
	Dist Phone			School Phone			Original/Substitute	
	Dist Fax			School Fax			Estimated Enrollment	
	Dist FlgTuda			County			Actual Enrollment	
	Dist smalldst			Region			Sampling Method	
	Superintendent			Area code			CompletedEsample	
	Superint Phone			Principal Name			DateReceived	
	Superint Email			Principal Phone			Substitute Exists	
	Superint Fax			Principal Email			Percent Off-Track	
	Test Director			Principal Fax			Area	
	Test Dir Phone			Coordinator name			Charter Flag	
	Test Dir Email			Coord Phone			Num of Stdnts	
	Test Dir Fax			Coord Email			School Data Collection Form Completed	
	Contact Name			Coord Fax			School Using NCES PL	
	Contact Phone			Coord Title			State Provided PL To School	
	Contact Email			Grade 4 NAEP ID			Date State PL Sent To School	
	Contact Fax			Grade 8 NAEP ID			Date SC Recd PL From School	
	Contact Title			Grade 12 NAEP ID			scdate_discuss_pnot	
	AssessCoord Name						Assessment Complete	
	AssessCoord Phone							
	AssessCoord Email							
	AssessCoord Fax							
	AssessCoord Title							

If you have any questions or comments please contact the Help Desk .

Edit or Customize your School/District Listing

As it notes at the top of the screen, you can give your custom view a name and select the fields to be displayed. As you select a field (by clicking on the box), you will notice that the field is given a number in sequence. This will determine the order in which the fields are displayed in your view. Click again on a field to de-select it.

An example of selected fields is shown below.

Select view: or Add

Create a View

View Name: New School Listing

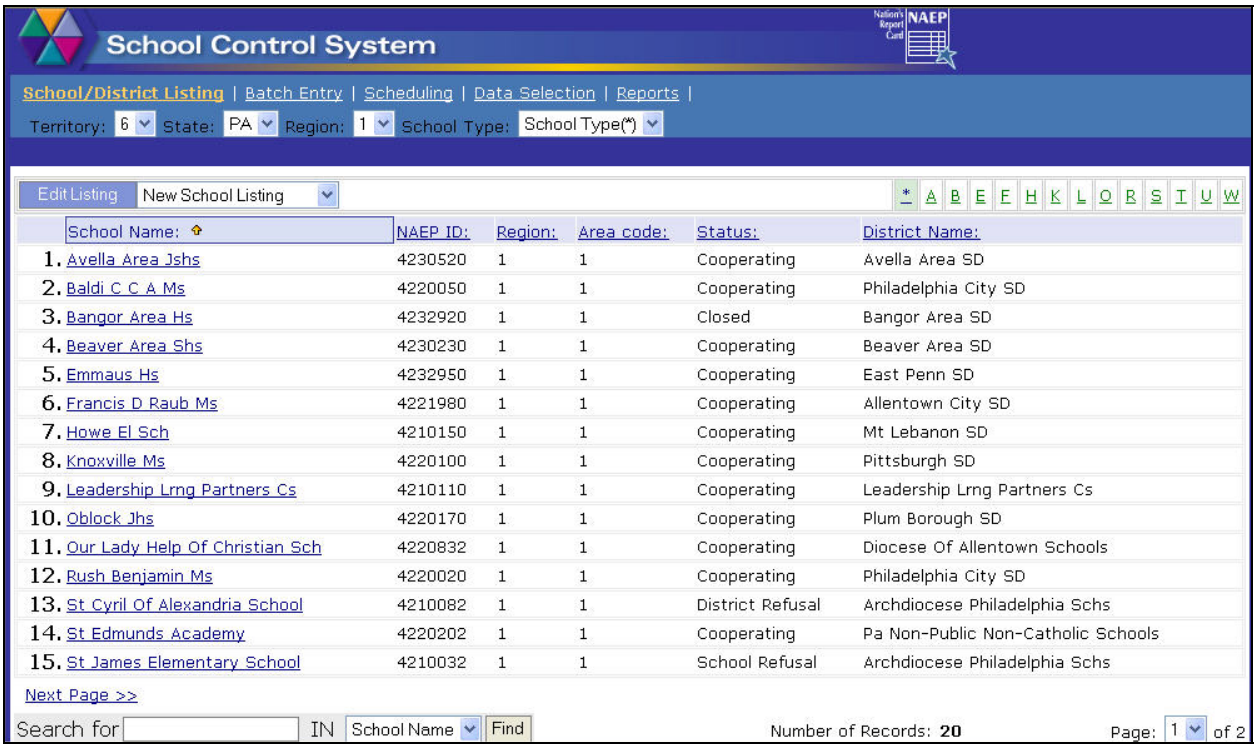
Save | Save As | Reset

☐ Gaining Coop

Display	Field Name	Order	Display	Field Name	Order	Display	Field Name	Order
☑	District Name	6	☑	School Name	1	☑	NAEP ID	2
☐	Dist Address 1		☐	School Address 1		☐	Sampled Grade	
☐	Dist Address 2		☐	School Address 2		☐	Target Stdnt sample	
☐	Dist City		☐	School City		☑	Status	5
☐	Dist State		☐	School State		☐	Pre-Assessment Visit Date	
☐	Dist Zip		☐	School Zip		☐	Scheduled Asmt Date	
☐	Dist Phone		☐	School Phone		☐	Original/Substitute	
☐	Dist Fax		☐	School Fax		☐	Estimated Enrollment	
☐	Dist FlgTuda		☐	County		☐	Actual Enrollment	
☐	Dist smalldst		☑	Region	3	☐	Sampling Method	
☐	Superintendent		☑	Area	4	☐	CompletedEsample	
☐	Superint Phone		☐	School Type		☐	SLF Receipt Date	
☐	Superint Email		☐	Principal Name		☐	Substitute Exists	
☐	Superint Fax		☐	Principal Phone		☐	Percent Off-Track	
☐	Test Director		☐	Principal Email		☐	Num of Stdnts	
☐	Test Dir Phone		☐	Principal Fax		☐	School Data Collection Form Completed	
☐	Test Dir Email		☐	Coordinator name		☐	School Using NCES PL	
☐	Test Dir Fax		☐	Coord Phone		☐	State Provided PL To School	

Fields Selected for Custom Listing

Here, we have selected School Name, NAEP ID, Region, Area, Status, and District Name and given our custom listing the name of New School Listing. Click the **Save** button and then on "School/District Listing" to return to the School/District Listing screen. (You can return at any time to modify your new view.) Select the new listing.



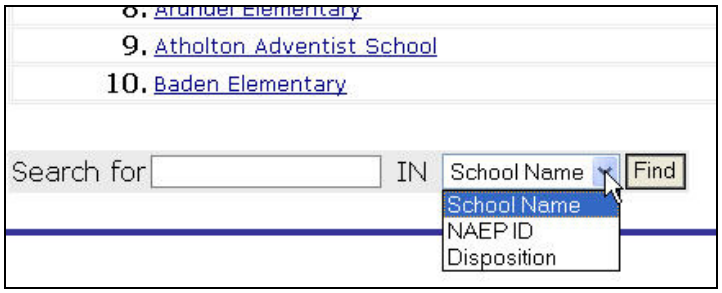
Customized Listing Selected

1.8 Using the Sort and Search Functions

By default, the list of schools is **sorted** alphabetically by the information in the first column. To sort the list alphabetically in reverse order, click on the School Name column header. Likewise, to sort the list by one of the other columns, click on the column header.

Notice the small yellow arrow appearing on the column header of the column by which the list is sorted. If the arrow is point up, it column is sorted in ascending order. If it points down, the order is descending. Resting your mouse pointer on the column header for a second will also reveal the order by which the column has been sorted.

Since the list can be quite long (especially the list of sampled schools), a **search function** is available to assist in locating a school or group of schools. At the bottom of the School/District Listing screen is a field labeled "Search for" and a drop-down list of options.



Search Function

The options appearing on the drop down list will be determined by the fields that are displayed in the School/District Listing screen.

The search function is intelligent, allowing you, for example, to enter "Middle" in the Search for window and obtain a list of schools with the word "Middle" anywhere in the school name.

To reset the list to contain all of the districts or schools, delete anything in the Search for field and click on the **Find** button.

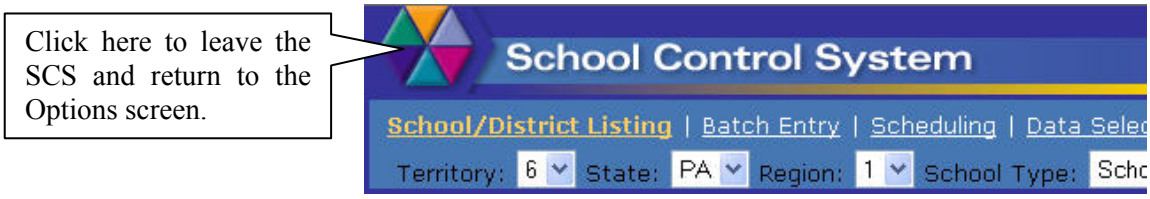
1.9 Moving Among the SCS Screens

If you are looking at a district's District Edit screen and wish to return to the list of districts, click on the School/District Listing menu option at the top left of the screen. You can also go directly from one section of the system to another by selecting any of the menu options any time they are visible at the top of the screen.

As noted above, you should always use the links within the SCS to move from one page to another and not the Back arrow on the browser icon bar.

1.10 Leaving the SCS

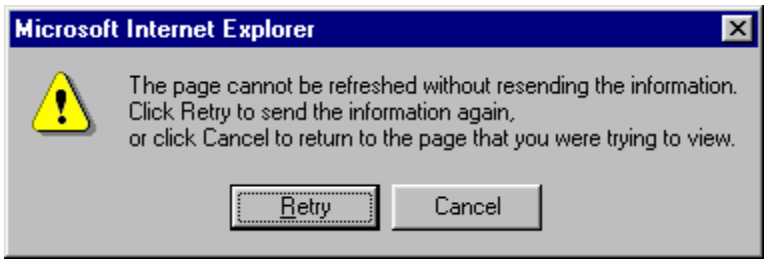
When you leave the SCS, click on the logo to the left of the system name, as shown below.



This will take you back to the MyNAEP Options screen. At this point, you can either make another choice on this screen or log out of the MyNAEP site by clicking on the same logo on the choices page.

1.11 Database Not Available

When editing information in the SCS, when you click on the **Save** button, if you get the following message you should select the **Retry** option. If you do not, your changes will not be saved. Do not click the **Cancel** button.

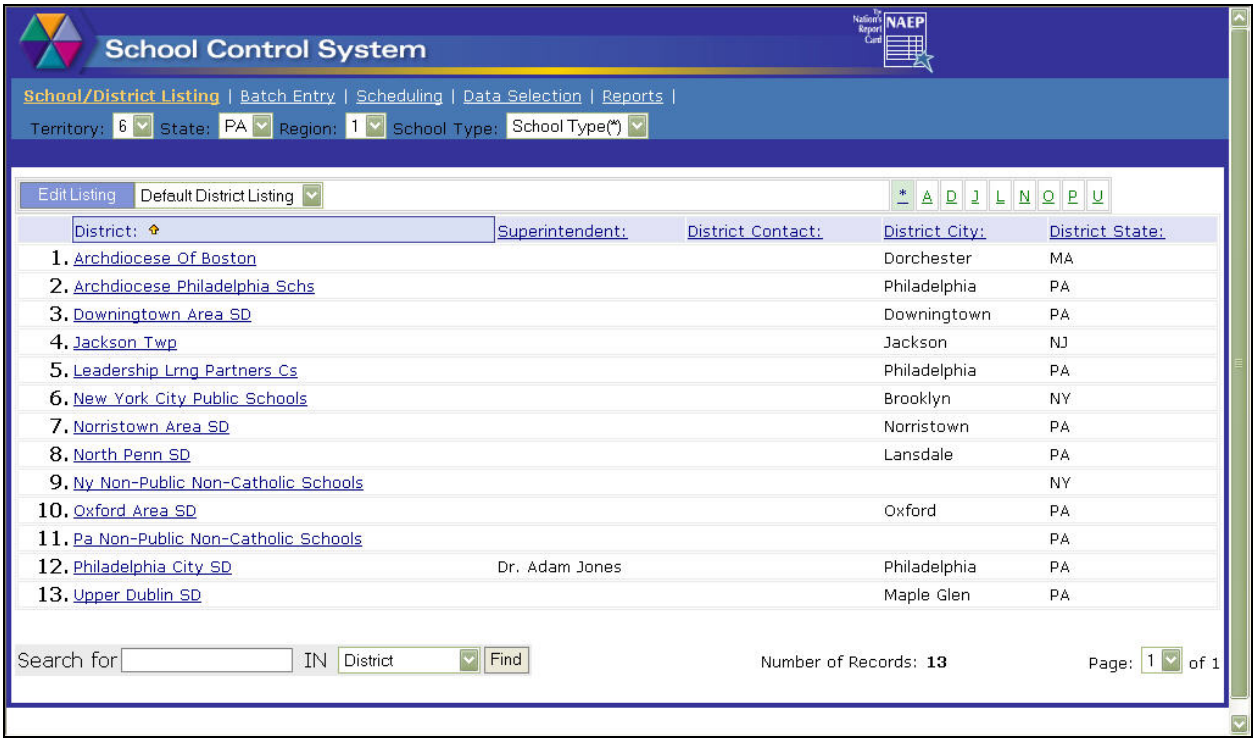


While this warning screen has only been seen by people testing the SCS, it is possible that you might see it with so many people accessing the SCS (Westat staff and state coordinators). The programmers think this is a momentary instance of the database not being available due to heavy system use.

2 EDITING DISTRICT INFORMATION

2.1 Selecting a District

The list of districts with sampled schools will be displayed if you select the Default District Listing. An example is shown below.



Default District List

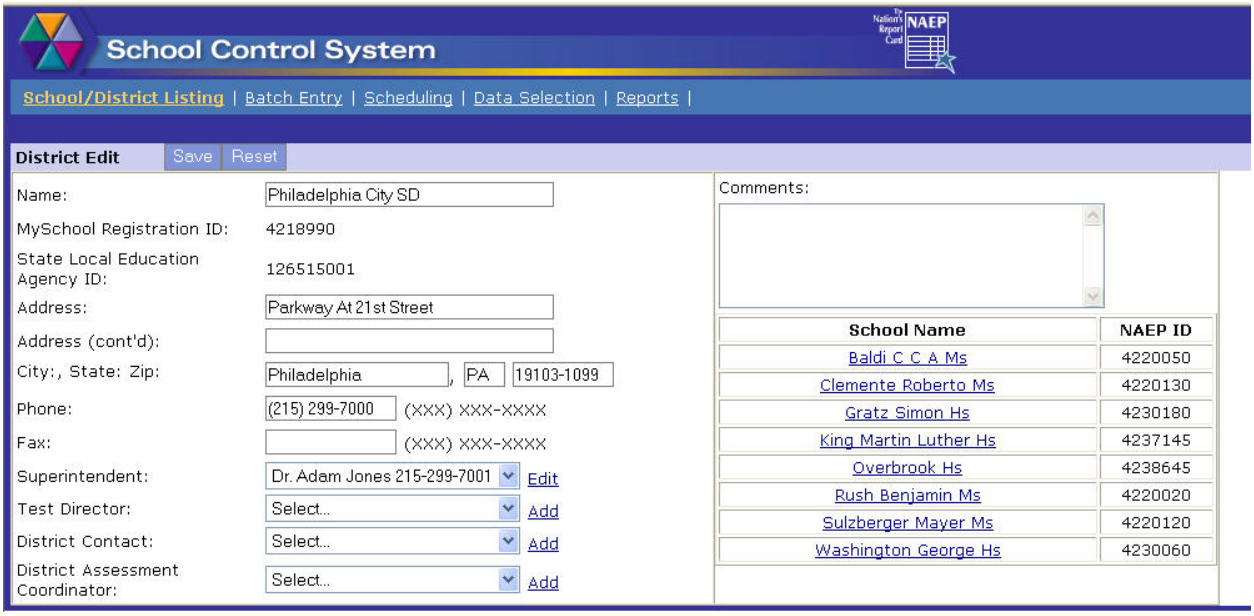
Nonpublic, non-Catholic schools will be grouped under a "district" name of Nonpublic, non-Catholic schools since the database structure requires that all schools have a "district." Catholic schools will be associated with their diocese which functions like a district for our purposes.

As with the school listing, you can select which fields are displayed for the districts. Click on the **Edit Listing** button and customize the list to display the fields you wish displayed. (See Section 1.7.)

Search for a particular district by typing at least part of that district's name in the search field at the bottom of the screen. If you want to see a list of all districts beginning with the same letter, click on the appropriate alpha tab at the top of the screen.

2.2 Editing District Information

Click on a district's name to go to the district information screen. (See example below.) While complete district-level information is not essential to the assessment preparations, you should make updates and corrections as necessary to the district name and address fields since this information is used for mailing information to the districts and dioceses.



District Edit Screen

The main district information is on this screen. Note the MySchool Registration ID number. Districts will need this to log onto the MyNAEP site to see the MySchool sites for their schools. The screen also contains hyperlinks for adding the superintendent, test director, district contact information, and district assessment coordinator. To add the superintendent's name, click on the "Add" hyperlink.

District Personnel - Microsoft Internet Explorer

District Personnel

Prefix: Dr.
First Name: Adam
Last Name: Jones
Suffix:
Title: Superintendent
Address:
District Address
Address 2:
City:
State:
Zip:
Phone: 215-299-7001 Ext:
Fax:
Email:
SAVE Cancel

Adding Superintendent Name

Enter the superintendent's name. If you want to use the district address information for the superintendent, click on "District Address." After completing the fields, click on the **Save** button to return to the District Edit screen. You can return to this superintendent information window later if you need to update any information.

When you return to the District Edit screen, the superintendent's name and phone number will be displayed as shown below.

Superintendent: Dr. Adam Jones 215-299-7001 Edit
Test Director: Select... Add
District Contact: Select... Add
District Assessment Coordinator: Select... Add

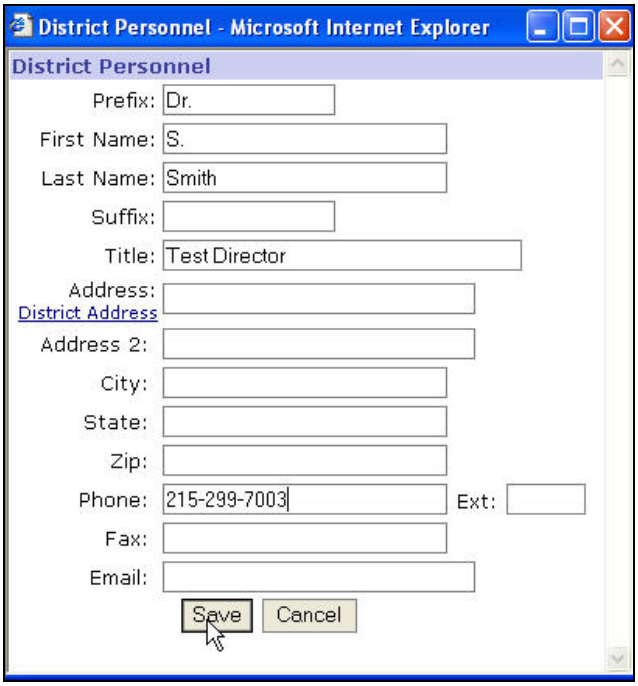
Superintendent Name and Phone Displayed

The superintendent's name will also be available to associate with other district fields such as the "district contact person" if this is appropriate. Select the "Add" hyperlink to add another name or to update the superintendent's name if it changes during the study.

NOTE: District and school information were obtained from a database complied by the U.S. Department of Education (Common Core of Data) which contains data sent from the states to the Department. Procedures involved in drawing the current NAEP sample began over a year ago. Thus, some information on districts and schools may be blank or contain out-of-date information. The district contact and test director fields are blank initially for all districts since these fields are not in the CCD database. The CCD database can be accessed via the Internet at nces.ed.gov/ccd.

2.3 District Test Director

In some districts, the test director needs to be copied on all information concerning external testing. In some districts, the test director may be the primary contact for the NAEP assessments. To update the system with information on the test director, select the "Add" hyperlink and complete the information.



District Test Director Screen

The data entry for test director works the same as for the superintendent. Select "District Address" to copy that information for the test director.

A similar process will be followed to update the information about the district contact and the district assessment coordinator.

2.4 District Assessment Coordinator

A field has been added to the system to accommodate the name of the district's assessment coordinator at the request of state coordinators.

2.5 Comments

In the right panel of the District Information screen is an area available for you to record comments about your contacts or attempted contacts with the district or diocese. If you have more information than will fit on this screen, the text will scroll up as you type. The lines will wrap around as they do in a word processor. Use the **Page Up** and **Page Down** keys to move up and down if you have entered more text than will fill one window.

Remember, if there is information that your field manager or the home office should know about this district, you must either call or send an e-mail with that information. Do not expect your field manger or the office staff to check the comments field for every district and school looking for such information.

Information entered in the Comments area will be available to the state coordinators. Likewise, any information that they enter will be available to all you and your field manager.

2.6 Selected Schools in the District

All of the schools selected for NAEP in this district are listed in the right panel along with their NAEP ID. The names are links to the school's School Edit page.

3 EDITING SCHOOL INFORMATION

3.1 School Listing

The default listing of schools is shown below.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

Territory: 6 State: PA Region: 1 School Type: School Type(*)

Edit Listing | Default School Listing | * A B C D E G J L N O P R S T U W

	School Name:	NAEP ID:	Status:	Region:	Area:	County:	District Name:
1.	All Saints Elementary School	4210053	Pending	1	1	Philadelphia County	Archdiocese Philadelphia Schs
2.	Archbishop John Carroll High S	4230082	School Refusal	1	1	Delaware County	Archdiocese Philadelphia Schs
3.	Arlington Catholic High School	2530053	Pending	1	1	Middlesex County	Archdiocese Of Boston
4.	Baldi C C A Ms	4220050	Cooperating	1	1	Philadelphia County	Philadelphia City SD
5.	Calvary Christian Academy	4230103	Pending	1	1	Philadelphia County	Pa Non-Public Non-Catholic Schools
6.	Central Catholic High School	2530083	Pending	1	1	Essex County	Archdiocese Of Boston
7.	Christopher Robin Academy	3630213	Pending	1	1	Queens County	Ny Non-Public Non-Catholic Schools
8.	Clemente Roberto Ms	4220130	Pending	1	1	Philadelphia County	Philadelphia City SD
9.	Coatesville Area Cath Elem Sch	4210103	Pending	1	1	Chester County	Archdiocese Philadelphia Schs
10.	Country Day School Of The Sacr	4220043	Pending	1	1	Delaware County	Archdiocese Philadelphia Schs
11.	Delaware Co Christian School	4230102	School Refusal	1	1	Delaware County	Pa Non-Public Non-Catholic Schools
12.	Downingtown Hs East Campus	4230300	Pending	1	1	Chester County	Downingtown Area SD
13.	First Century Gospel School	4230222	School Refusal	1	1	Philadelphia County	Pa Non-Public Non-Catholic Schools
14.	Fitzwater El Sch	4210140	Pending	1	1	Montgomery County	Upper Dublin SD
15.	Gratz Simon Hs	4230180	Pending	1	1	Philadelphia County	Philadelphia City SD

Next Page >>

Search for IN School Name Find Number of Records: 40 Page: 1 of 3

Default List of Schools

As noted earlier, you can modify the fields that are displayed in this view by clicking on the **Edit Listing** button. The list can be subset to those schools beginning with a particular letter by clicking on the appropriate alpha tab.

If you have a school's NAEP ID number, you might find it easier to locate the school using the search function if you have the NAEP IDs displayed as in the above example.

To locate a particular school, use the search option at the bottom of the screen. Use of this option is discussed in Section 1.8.

Click on the underlined school name to go to the school's School Edit page.

3.2 Organization of the School Edit Screens

An example of the default School Edit screen is shown below.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

School Edit Save Reset

District: Philadelphia City SD
Region: PA 1 Area: 1

Search for School ID Find

General | Sampling | Preassm't | Special Studies | Post Assm't

Name: Baldi C C A Ms
Address: 8801 Verree Rd
Address (cont'd):
City:, State: Zip: Philadelphia, PA 19115-3699
County: Philadelphia County
Phone: (215) 961-2003 (XXX) XXX-XXXX
Fax: (XXX) XXX-XXXX
Principal: Add
Coordinator: Add
MySchool Registration ID: 421899006824

NAEP ID 4220050 Grade Sampled: 8
Original School (Substitute Available)
School Type: Public
Enrollment Estimated: 394 Actual: 0
Status: Cooperating
Scheduled Assessment Date: 02/08
Scheduled Assessment Time:
Make-up Date: No Date
Comments:

School Edit Screen, General tab

3.2.1 Search for Another School

In the upper right of the screen, there is a new search field that will be available as you work in each of the School Edit pages. By entering a school ID in this field, you can quickly go to another school's school edit section and to the same tab that you are working on for the current school.

This feature will enable you to enter data more quickly for more than one school, without using the Batch Entry feature.

3.2.2 School Edit Tabs

The School Edit section of the SCS for NAEP 2006 is divided in to several screens each of which is accessed by selecting the appropriate tab at the top of the screen. The tabs have been organized to reflect the various phases of the field activities relating to preparing for, conducting, and wrapping up the assessments in the schools. The tabs are listed below and briefly described. A fuller description and screen shot will be found in the section referenced.

Tab	Data Entry Fields
General	Contact information and general scheduling and participation information. (Section 3.3)
Sampling	Target and actual sample sizes; Student Listing Information; Year-Round School information, and the Special Situation Form. (Section 3.4)
Preassessment	Preassessment visit date; Parent notification information; New Enrollee Procedure; Student Sampling Summary Report; Teacher counts. (Section 3.5)
Special Studies	Any notices (or "flags") necessary for special studies being conducted. (Section 3.6)
Post Assessment	Session summary data are recorded here as well as the SD/ELL Summary Form. (Section 3.7)

Use the scroll bar on the right to scroll down the page and reveal all of the fields, if necessary.

3.3 General Tab – Updating School Information

It is important that key school-level information be correct in NAEP records. As you contact schools and learn of out-of-date information, such as the school's area code or incorrect mailing address, this information should be updated immediately.

After updating information on this tab, click on the Save button before doing anything else.

If the school name is not complete you should enter and/or up date the name so that the name displayed on the MySchool site will be correct. Examples of names needing updating are as follows:

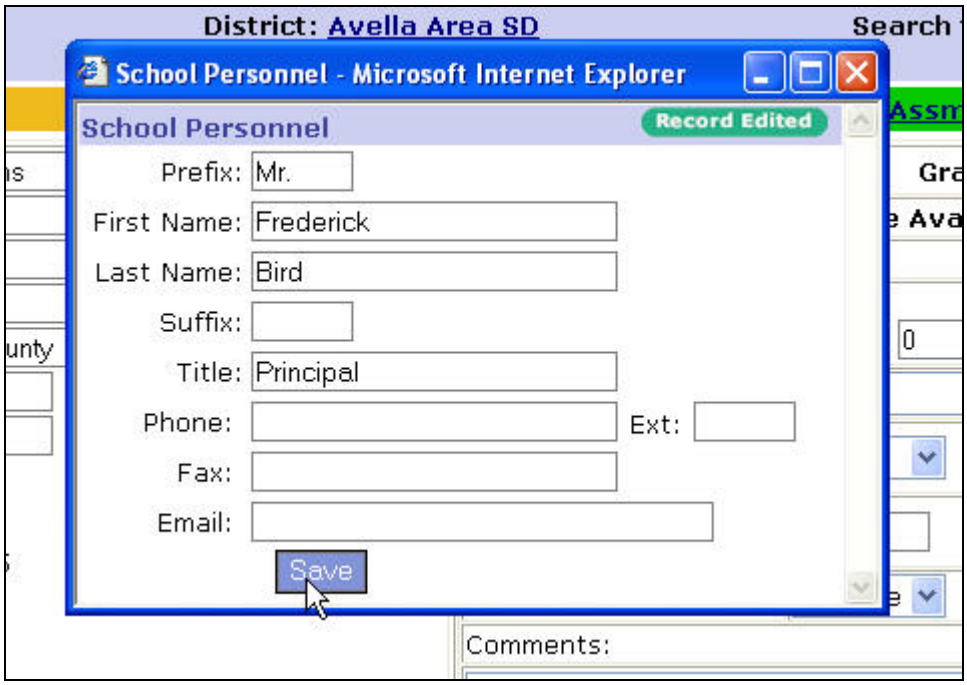
- Smith Elem
- Jones (fred) Mid Sch
- Riverdale Jhs
- Mccall JHS
- Morris Louis J Elem Sch

Double check before updating any school name to be sure you know exactly what it should be.

The database from which the sample is selected (including the nonpublic school database) does not contain the names of principals. The state coordinators will be updating this field (and other contact names) for their public schools. Gaining cooperation supervisors will need to obtain the principal's name and should enter it in the SCS for each of the schools if the name is not displayed.

There will be no attempt to populate these contact fields (principal, superintendent, etc.) from data obtained in previous years as was attempted in NAEP 2005. Unfortunately, there were many problems experienced that year in trying to do this.

Since the principal name is not displayed, there is an "Add" hyperlink available. Once you have obtained the principal's name, click on "Add" and enter his or her name, phone, fax number, and email address.



Enter School Personnel Data

If the school was selected for more than one grade and you need to enter different principal names for the grades, notify the help desk and the programmers can "split" the school record so that this is possible.

3.3.1 School Coordinator

Before you update the SCS with the name of the principal, the hyperlink "Add" is located after each of the positions of Principal and Coordinator. When you enter the name of the principal, the

screen will refresh and display a selection box for the name of the coordinator. If the principal will be the school's NAEP coordinator, you can select his or her name. If someone else will serve as the coordinator, click on the Add hyperlink and fill in the information.

Phone:	(724) 356-2216	(XXX) XXX-XXXX
Fax:		(XXX) XXX-XXXX
Principal:	Mr. Frederick Bird	Edit
Coordinator:	Select...	Add
MySchool Registration ID:	420276004165	

The right side of the General tab screen contains the grade information as shown below.

NAEP ID 4220050	**Grade Sampled: 8**
Original School (Substitute Available)	
School Type	Public
Enrollment Estimated: 394	Actual: 0
Status:	Cooperating
Scheduled Assessment Date:	02/08
Scheduled Assessment Time:	
Make-up Date:	No Date
Comments:	

School Edit; General Tab, Right Panel

3.3.2 NAEP ID and Sampled Grade

The NAEP ID is displayed at the top of this panel along with the sampled grade. If a more than one grade has been sampled in a school, there will be two records for this school – one for each of the sampled grades.

If some of the school information will be different for the two grades, for example different principals, contact the Help Desk and tell them you need to be able to enter different data for the two grades. They will forward your request to the programmers who will make this possible.

The SCS will provide a reminder here along with a link to the School Edit page for the other grade to facilitate accessing that grade's School Edit page for data entry.

3.3.3 School Type

School Type will tell you whether this school is a public school or in one of the several non-public school categories including Catholic, Other religious, and Other non-sectarian. If the school type is not know, gaining cooperation supervisors will complete the Non-Public School Survey Form after talking with the school and enter the results by clicking on the Non-Public School Survey link which will be displayed immediately under School Type.

3.3.4 Enrollment – Estimated and Actual

The **estimated enrollment** of the sampled grade is displayed. As you discuss the assessment plans with the school, it is important for you to obtain the **actual enrollment** for the sampled grade in this school. The actual enrollment information is an important comparison for the list of students submitted by the school to ensure that all eligible students have been listed and not just those the school thinks are capable of being assessed.

Schools use different terms to refer to this information such as:

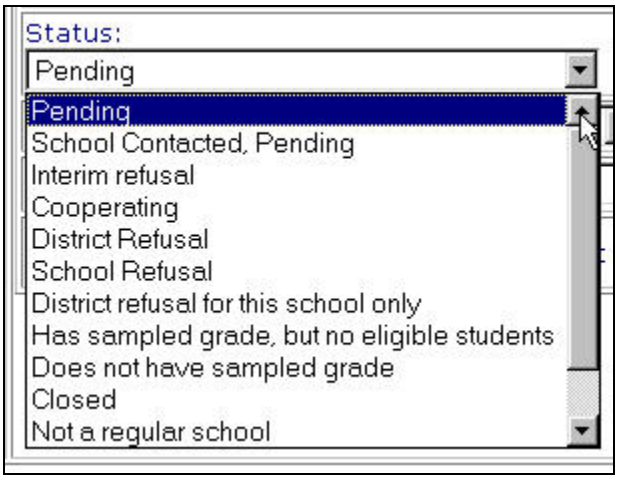
- The 10-day enrollment information
- The 20th day, or
- The first month report.

Remember: If a school refuses to participate, you should attempt to determine the number of students enrolled in the sampled grade and record the number on this page. It is important for the statisticians to know how many students would have been represented in such a school.

3.3.5 School Status Codes

Each grade's disposition status code (see Exhibit 1 on page 80) is set to Pending at the beginning of recruiting and scheduling. To see a list of eligible status codes, click on the **Down Arrow** button next to the status information box.

To change the code, click on the new status code and it will be displayed in the status box.



School Status Codes

Note: You should not set any school's status to final refusal (District Refusal, District Refusal for this School Only, or School Refusal) without first discussing the situation with your field manager. Likewise, do not assign "Not a Regular School" or "Other, Ineligible" without discussing it with your field manager. When and if these codes are used (in addition to the Interim Refusal code), links will appear to the Refusal Report and the Ineligible School Forms as appropriate. (See Section 3.3.9 and 3.3.10.)

3.3.6 Scheduled Assessment Date and Time

All schools will have a suggested assessment date recorded in the system. If the school requires that the date be changed, you will need to enter the new assessment date. Since this information will be accessible to the school via their MySchool site, it should be as accurate as possible.

Assessment Date

The valid assessment dates are available in the pop-up list. Scroll down (or up) to the date and click on it.

NOTE: Dates and times entered in the Scheduled Assessment Date and Time fields will be displayed in the corresponding fields for all assessment sessions on the Post Assessment tab, summary of original session information. However, changes to these fields at the session level in the Post Assessment tab will not be displayed on this page since they will be session specific. There may be different assessment dates and/or times for the various sessions in a school.

Remember: Before you enter or change dates, you should check the area's calendar (see Section 5.2) to be sure that you know exactly what dates are available.

The time for the assessment should also be entered. This is particularly important if the assessment is scheduled for the afternoon and another assessment in another school in the morning. It is also important since state coordinators and others will want to observe sessions and will need to know when the sessions are scheduled to begin.

3.3.7 Make-Up Date

After the assessments have been conducted in a school, the calculations will be made to determine if a make-up session (or sessions) needs to be held. If make-ups are needed, the date should be recorded in the SCS. This will enable you and your field manager to keep track of the over-all schedule of assessments. It is also important to have the make-up date in the system so that the assessment materials will not be considered over due at Pearson. The make-up dates will be displayed on the calendar to help keep track of schedules.

NOTE: The date entered in the Make-up Date field will be displayed in the corresponding fields for all assessment sessions on the Post Assessment tab, summary of original session information. However, changes to these fields at the session level in the Post Assessment tab will not be displayed on this page since they will be session specific. There may be different make-up session dates for the various sessions in a school.

3.3.8 Comments

The Comments window is available for you to enter information related to recruiting the school, how to pronounce the principal's name, etc. The redesigned screen permits this field to be visible at all times.

State Coordinators, who will have access to the same database, will also have access to these comments regarding public schools only. Thus, it will be possible for you to share information regarding the public schools.

3.3.9 Refusal Report Form

When a school's status to refusal (Initial Refusal, School Refusal, District Refusal, or District Refusal for this school only), the Refusal Report From is activated. When the link initially appears, it will read: "Refusal Report Form – Not Completed." After information has been recorded in the form, the link will change to "Refusal Report Form – Edit" to allow the form to be opened and edited as necessary.

An example of the form is shown below.

SCS: Grade Refusal Form - Microsoft Internet Explorer

Refusal Form

Print

District:	**Philadelphia City SD**	School:	**Baldi C C A Ms**
Superintendent:	**Adam Jones**	Grade ID:	**4220050**
State:	**PA**	Refusal Type:	**School Refusal**

Who made the decision to decline?

Name: Phone:

Title:

Save Reset Close

Other contacts(if any).

Name: Title:

Name: Title:

Additional School Refusal Information.

Initial State Coordinator Letter Sent: Not Answered

Initial Endorsement Letter from Chief State School Officer Sent: Not Answered

Number of successful phone calls (during which the study was discussed):

Refusal conversion letter sent: Not Answered

Follow-up refusal conversion endorsement letter from State or District sent: Not Answered

Number of successful refusal conversion phone calls (during which participation in the study was discussed):

Number of refusal conversion in-person visits to the school:

Describe the reasoning behind the refusal and efforts to recruit the school:

Refusal Report Form

It is important that you complete this form with as much information as possible. This will enable your field manager to decide whether it might be possible to reassign this school to someone else for conversion purposes.

Please include any information that would help in converting the school.

Providing the name(s) of the individual(s) you spoke to is also important for any follow-up to your contact(s).

After you have filled out as much of the form as you can (at least for the moment), **be sure that you click on the Save button** which will return you to the school page.

3.3.10 Ineligible School Form

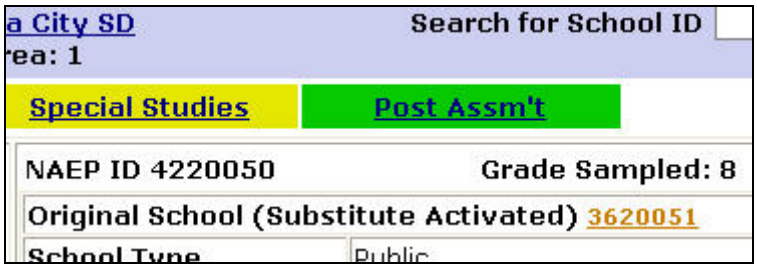
In general, a school is eligible for NAEP assessments if it is a "regular" graded school serving the targeted grade for the given NAEP assessment. As explained in the document *Eligible versus Ineligible Schools*, a small percent of schools selected for NAEP will be identified as ineligible. When an ineligible status code is assigned in the SCS to a sampled school, the electronic version of Ineligible School Form (see Exhibit 2 on page 81) is made available through a link immediately under the status window.

When the link initially appears, it will read: "Ineligible School Form – Not Completed." After information has been recorded in the form, the link will change to "Ineligible School Form – Edit" to allow the form to be opened and edited as necessary.

Closed schools are considered to be among the ineligible schools and need to have the form completed as well. After filling out the hard-copy version of the form, you should update the form on the SCS as a record of why the school was coded as ineligible.

3.3.11 Substitute Schools

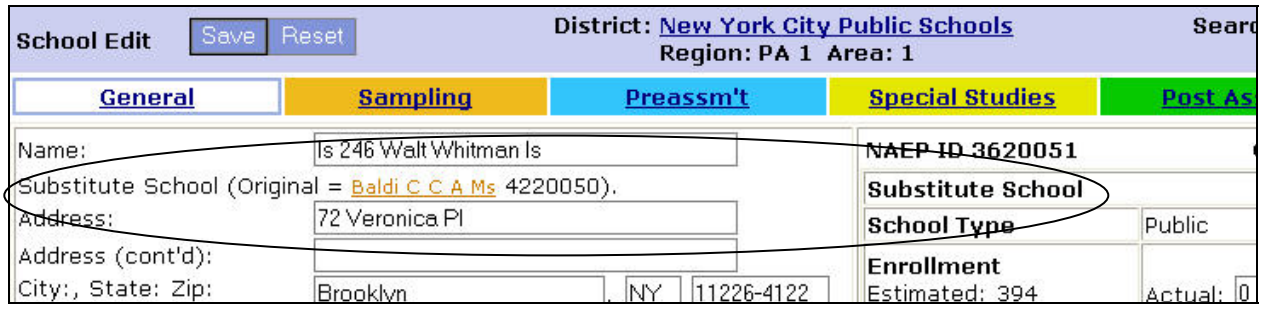
In some rounds of NAEP and in some substudies, substitute schools are selected in case a school refuses to participate. In NAEP 2006, substitutes will be selected for all schools, if available. When substitutes have been selected, if the refusing school has a substitute available, this will be noted within the system.



Substitute Availability Noted in General Tab
of School Edit Screen

When you change a school's status to a final refusal (District Refusal, School Refusal, or District Refusal for This School Only), the substitute will be activated. The text on the screen will change from "Substitute available" to "Substitute activated" (as shown above) and the ID of the substitute school will be displayed. It will be underlined indicating that it is a hyperlink to that school's School Edit

General tab. The name of the original school will be displayed on the substitute's General tab with a link back to its School Edit page to facilitate movement back and forth as necessary.



When a substitute is activated, a notice will be sent to the supervisor, field manager, and, when appropriate (for public schools) to the state coordinator to alert you and them.

Main NAEP substitute schools will have NAEP IDs that end in 1 (public) or 3 (nonpublic). P&E substitute schools IDs will end in 6.

A school or district that has been assigned a status code of refusal can be changed back to Pending and to Cooperating, if they are converted. If and when this happens, you will be given a notice that the substitute that had been activated will be "deactivated" and any changes you might have made to that school's information will be lost. (For example, if you corrected the school's telephone number and updated the file with the new principal's name, all of this would be lost.) This will be of importance only in the unlikely event that the original school refuses a second time activating the substitute for a second time. If this should happen, you would need to start all over again updating the substitute's information in the SCS.

3.4 Sampling Tab

Click on the Sampling tab to view and update the information relating to student sampling.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

School Edit Save Reset District: PHILADELPHIA CITY SD Region: PA 1 Area: 1 Search for School ID Find

General | Sampling | Preassm't | Special Studies | Post Assm't

BALDI C C A MS	NAEP ID: 4220050
Target Sample Size:	95
Sampling Method:	Not Designated
In-Field sampling date:	

Student Listing Information
(For in-field sampling, this section will be filled in by the supervisor.)

List or file received by: State Coord Supervisor Westat

Date received:	
Date list is current:	(This is not the date the list was prepared, but the date the list was accurate.)
List or file created by:	
Creator's phone:	(XXX) XXX-XXXX
Creator's e-mail:	
Number on list or file:	0
Number sampled:	0

Year-Round Schools

For year-round schools only: What percentage of students will be off-track (not in attendance due to a scheduled vacation period) on the assessment date?:	N/A
How are student assigned to tracks in this school?	Based on ability Based on another criteria(specify)

Sampling Tab of School Edit Screen

The sections of this new page are discussed in the sections below.

After updating information on this tab, click on the **Save** button before doing anything else.

3.4.1 Target Student Sample

The number of students displayed as the Target Sample Size is the number to be sampled when the enrollment is larger than the take-all maximum. The sample will be divided into 2 session types identified in the session ID as "HI" for the US history assessment and "OP" for the operational assessment (all of the other subjects combined). We recommend that the OP session type be conducted in small sessions to provide a better testing environment.

The maximum sample sizes and approximately how they will be divided into the two session types are:

Grade 4 – 123 (32 US History and 91 all other subjects, approximately)

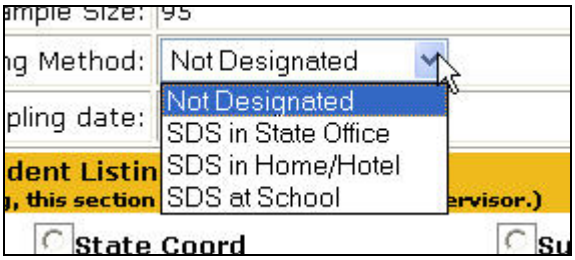
Grade 8 – 95 (31 US History and 64 all other subjects, approximately)

Grade 12 – 95 (32 US History and 63 all other subjects, approximately)

Remember: The actual sample size in a school will not be known until the sample is selected.

3.4.2 Sampling Method

The default display for this field is "Not Designated. If the school is designated to E-File, this will be updated by the home office. If you will be sampling the school in the field, you will select from among the options to be displayed on the drop down list:



In-Field Sampling Options

3.4.3 In-Field Sampling Date

If an in-person visit will be made to a school to draw the student sample, you will record the date this visit is scheduled when it is known.

3.4.4 Student Listing Form Information

In the early years of NAEP, all schools were provided with copies of a form called the Student Listing Form on which they were expected to record information about all of the students in the selected grade. Today, references to this form are generally to a hard-copy list or Excel file of all eligible students in a school, which is most often produced by their computer system. If you have received such a list or Excel file from which you will sample (using the Student Data System), you should record receipt information in the SCS.

Sampling Method:	SDS in Home/Hotel
In-Field sampling date:	11/7/05
Student Listing Information (For in-field sampling, this section will be filled in by the supervisor.)	
List or file received by:	○ State Coord ◉ Supervisor ○ Westat
Date received:	11/7/05
Date list is current:	11/1/05 (This is not the date the list was prepared, but the date the list was accurate.)
List or file created by:	Fred Simpson
Creator's phone:	333-123-8763 (XXX) XXX-XXXX
Creator's e-mail:	Fred@hisschool.com
Number on list or file:	0
Number sampled:	0

Student Listing Information on Sampling Tab

Likewise, state coordinators have been requested to provide this information if student lists are sent to them for you to sample using the Student Data System.

The "Number on list or file" and "Number sampled" will always be filled in by the home office after the sample is selected – either the E-Sample or after the supervisor has sampled using the SDS and transmitted the data.

3.4.5 Year-Round School Information

It is necessary to determine if a school is a year-round school so that the statisticians know what percentage of the eligible students will not be available for inclusion in the assessment.

Number sampled:	0
Year-Round Schools	
For year-round schools only: What **percentage** of students will be **off-track** (not in attendance due to a scheduled vacation period) on the assessment date?:	N/A
How are student assigned to tracks in this school?	☐ Based on ability ☐ Based on another criteria(specify)
Special Situation Form (The expected number of sessions to be conducted and/or the number of students to be assessed in this school has been altered as noted below:)	
School wanted to assess all grade eligible students:	Not Answered

When you click on the "year-round school" link, the following explanation will be displayed:

> "In year-round schools, students attend classes spread throughout the twelve calendar months unlike traditional schools that follow the nine month calendar."

Since year-round schools are more likely to be public schools, you may not have any non-public schools for which the percent information needs to be recorded.

In addition to percent off track, a question has been added to determine how the students in these schools were assigned to the tracks. If students were assigned by ability, this will be important information for later data analysis.

State coordinators have been asked to enter the percent of off-track students for the year-round public schools.

If a school operates on a year-round schedule, but all students take vacations at the same time and no students would be off track on the assessment date, there is no need to record any information about the school being a "year-round school."

If it is determined that off-track students have been sampled, see the *Supervisor Manual* chapter 6, section 4C for instructions on how to proceed regarding these students.

3.4.6 Special Situation Form

Special Situation Form
(The expected number of sessions to be conducted and/or the number of students to be assessed in this school has been altered as noted below:)

School wanted to asses all grade-eligible students:	Not Answered
School requests to do fewer sessions than the number assigned:	Not Answered
Other situation, describe:	
Resolution: Describe the outcome of the situation checked above. Indicate what sessions where dropped/added and the number of students actually assessed. Be sure to include as much relevant information as possible	

When schools are recruited, it is occasionally necessary to negotiate with the school to obtain cooperation. During these negotiations, if the school has concerns about the number of students involved in the assessment, it may be possible to modify the number. There are strict limits as to what exceptions are allowed, however. These are explained below.

Before offering or agreeing to these special situations, you must check with your field manager. Complete the Special Situation Form for any of the following exceptions.

3.4.6.1 Assess All Students

If a school wishes to assess all students instead of only the number we expected to sample, you must obtain permission from your field manager before agreeing to this. In most instances field

managers will need to gain clearance from NCES before they can give you permission to agree. (If this option is permitted, the SDS will permit a sample override and will add the students to all sessions assigned to the school, proportionately. See the *SDS User Guide* for more information.)

As always, if a school wants to add unsampled students to a session after the student sample is selected, then those students can be assessed and will be given the administration code of 56 – Not In Sample. However, this not-in-sample option will require more materials and possibly additional assessment staff. This option must be discussed with your field manager before you can agree to it, especially if it involves large numbers of additional students.

3.4.6.2 Assess Fewer Students

If a school objects to the number of students that we wish to assess, it may be possible to assess fewer students if that is necessary for the school to participate. You must discuss this option with your field manager before agreeing to do this.

If this option is allowed, and your field manager concurs, the sample will be drawn as usual and the session(s) that will not be conducted identify. Students in that session will be given the Administration Code of 49 – Session Refusal.

3.4.6.3 No Other Options

The two options above are the only special options that might be allowed. It is not possible to sample whole classrooms, or to select the sample from a list of students in only some classes.

3.5 Preassessment Tab

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

School Edit Save Reset District: PHILADELPHIA CITY SD Region: PA 1 Area: 1 Search for School ID Find

General | Sampling | Preassm't | Special Studies | Post Assm't

Baldi C C A Ms	NAEP ID: 4220050
Pre-Assessment Visit Date: M/D/YYYY	
Pre-Assessment Visit Time: HH:MM AM/PM	

Parent Letter Information

Has school notified parents? Y/N:	
Date parent notice sent: M/D/YYYY	
How Sent:	Not Answered
Other (How Sent):	
Letters Sent To:	Not Answered
Date parent notice received by SV: M/D/YYYY	

REMINDER:
Parents of sampled new enrollees must be notified of the assessment

New Enrollees Procedure:
(To be completed after the Preassessment visit/call.)

Did school maintain list of new enrollees?	Not Answered
If "No", call back date M/D/YYYY	
Number of Students Listed as New enrollees	
Did you sample from the list of new enrollees?	Not Answered
# of New enrollees sampled and added to assessment	

Student Sampling Summary Report:
Verify student data against any statements below.

Data to be verified:	Corrected on Admin Schedule	Verified with Sch. Coord. as correct
No data questions to be verified		

Teacher Information:

Subject Taught	Number of Teachers
Mathematics Only	
Civics Only	
Civics and US History	
US History	

If you have any questions or comments please contact the Help Desk .

School Edit, Preassessment tab

All of the data entry regarding the preassessment visit activities has been incorporated in this tab.

One of the first things to enter is the date of the preassessment visit when this has been determined. A field for entering the time for this visit is also available.

Time did not permit the programming required to build in a range check and check for legitimate dates. If you enter a Saturday date, you will not be notified. Thus, you need to be careful when entering the preassessment visit dates.

After updating information on this tab, click on the Save button before doing anything else.

3.5.1 Parent Letter Information

The Federal "No Child Left Behind" legislation, requires that parents of all selected students be notified that their child has been selected. Thus, it is important that this section of the SCS is completed for every participating school.

Parent Letter Information	
Has school notified parents? Y/N:	
Date parent notice sent: M/D/YYYY	
How Sent:	Not Answered
Other (How Sent):	
Letters Sent To:	Not Answered
Date parent notice received by SV: M/D/YYYY	
REMINDER: Parents of sampled new enrollees must be notified of the assessment	

Parent Letter Information section of Preassessment Tab

Westat field staff and NAEP state coordinators both have responsibilities regarding these notices. The fields that you see are for you to complete as the information becomes available.

Westat field staff are responsible for sending the parent notification letters to nonpublic schools and discussing the importance of parent notification with them. They will also obtain dated copies of the parent notification from all participating schools – public and nonpublic.

The Parent Letter Information to be completed is as follows.

FIELD	EXPLANATION
Has school notified parents?	It is important that the school has notified parents before the assessment can be held.
Date parent notice sent:	The date that the school coordinator sent the letter or newsletter with the parent notification.
How Sent	Select from the drop down list: Letter mailed home. Letter sent home with student.

	Notice posted in newsletter. Other.
Other (How sent)	If some other means of notifying parents was used, record here, such as by facsimile, which is allowed.
Letters sent to	Select from the drop-down list: Sampled students only. All eligible students.
Date parent notice received by the supervisor:	When you have received a dated copy of the parent notice, the date received should be entered.

Under these fields is a reminder that the parents of sampled newly enrolled students must also be notified before they can be assessed.

3.5.2 New Enrollee Procedure

New Enrollees Procedure: (To be completed after the Preassessment visit/call.)	
Did school maintain list of new enrollees?	Not Answered
If "No", call back date M/D/YYYY	
Number of Students Listed as New enrollees	
Did you sample from the list of new enrollees?	Not Answered
# of New enrollees sampled and added to assessment	

New Enrollee Procedure section of Preassessment Tab

When you are at the school for the preassessment visit and the student sample was selected in the fall, you will ask the school coordinator if the school has maintained a list of newly enrolled students. If the school has not done so, you will ask if the school could provide you with a list of students who have enrolled after October 1, 2005.

If you are working on the P&E special study, see the information below on the procedural differences regarding the new enrollee procedure.

Main NAEP supervisors, when you have the list of new enrollees, if there are any, you will follow the Instructions for Sampling New Enrollees which is located in the School Folder. These will include

- comparing the list of new enrollees to the original list submitted for sampling (in the School Folder);
- marking off any duplicates from the list of new enrollees; and
- sampling those who remain.

P&E supervisors, following the Instructions for Sampling New Enrollees in the school folder, use the procedures that were used in previous years of NAEP. The school should have maintained a list of new enrollees or produce a list of new enrollees beginning on the date that the original list was effective. You will draw the sample of new enrollees from this list. (In other words, you will not compare the students on this list against the original list of students.)

All supervisors, next add any students who are sampled during this process to the appropriate Administration Schedule(s).

When you have completed the preassessment visit, you will update the results of the new enrollee procedure in the SCS.

If the coordinator did not have a list of new enrollees and could not produce a list during your visit, you will establish a date to call the school coordinator and record that date.

The question about whether you sampled from the list of new enrollees will be answered according to the situation in the school. If there were no new enrollees, you will indicate this by selecting "No new enrollees." If, for some reason, you did not sample from the list of new enrollees, you should select the response "No, did not sample."

3.5.3 Student Sampling Summary Report

During the E-Filing procedure and in-field sampling using the SDS, student data are often noted as needing to be verified. If, for example, no students are identified as SD, the system will question whether this is accurate.

In this part of the Preassessment tab, messages will be displayed that are also on the Student Sampling Summary Report which should have been check with the school coordinator during the preassessment visit. After these have been discussed with the coordinator, you will record here (as you have done on the paper copy of the form) whether corrections were made on the Administration Schedule or whether you have verified that the information is correct as recorded.

The system will not let you check off boxes under both "Corrected on the Administration Schedule" and "Verified as correct." If you do so, the following error message will appear:

Please check only one:
That you have corrected the data on the Admin. Schedule
OR
You have verified with the school coordinator that the data are correct as recorded on the Administration Schedule

3.5.4 Teacher Information

In most NAEP assessments, teacher questionnaires will be prepared and distributed to schools prior to the assessment being conducted so that they can be collected on assessment day.

In this section of the Preassessment tab, you will record the number of teachers so that the appropriate number of teacher questionnaires can be prepared. State coordinators have been asked to update this information for the public schools.

The information requested will depend on the grade sampled in the school as shown below:

Grade	Information needed on number of teachers of:
4	Grade 4 students
8	Mathematics Civics only Civics and U.S. History U.S. History only
12	Economics

No teacher questionnaires will be distributed in the P&E study.

3.5.5 Excluded Student Count

During the preassessment visit to a school, you will update the SD and ELL codes on the Administration Schedules as necessary and, using the Administration Codes in the 60s and 70s, indicate which students will be assessed with accommodations and which will be excluded.

After the preassessment visit, before leaving the school, record the total numbers of students coded in the 60s on the hard-copy "SD/ELL Summary Form." When you can access the SCS, you will record this number in this new section of the Preassessment tab in the SCS. This will allow reports to be produced in the home office on the number of students expected to be excluded from the assessments.

[Screen not available for picture at this time.]

NOTE: P&E supervisors will NOT need to update this count of excluded students before the assessment. However, you will enter the SD and LEP numbers in the SD/ELL Summary Form after the assessments are complete in a school.

3.6 Special Studies Tab

Schools selected for special studies will be identified in this tab by the name of the study and links to any data entry screens as necessary.

For NAEP 2006, the only special study occurring during the same field period as the main NAEP assessments is the grade 12 Participation and Engagement (P&E) Study. The schools selected for the fall assessment (October 10 – November 18) will be different from those selected for the winter (January 30 – March 10) assessment period and none of these schools is part of the regular NAEP assessments.

These schools will be the responsibility of supervisors trained to conduct the study, thus, they will not be included with the schools for those supervisors responsible for the Main NAEP assessments.

3.7 Post Assessment Activities Tab

After the assessments are complete in a school, the summary data from the Administration Schedule(s) should be entered on this tab as well as the SD/ELL information.

School Edit Save Reset

District: Philadelphia City SD
Region: PA 1 Area: 1

Search for School ID Find

General | Sampling | Preassm't | Special Studies | Post Assm't

Session Data for Baldi C C A Ms (4220050)
(Column headers for calculated data are in red text.)

Original session information

Session ID	Classroom	Session Date	Time	Original Sample	New Enrollee Sample	Total In Sample	Withdrawn/ Ineligible	Excluded	To Be Assessed	Absent	Refused	Assessed In Original
RM0801		02/01		25								
RM0802		02/01		25								
RM0803		02/01		25								

Make-up sessions (When needed)

Session ID	Assessed In Makeup	Makeup Date	Makeup Code	Total Assessed
RM0801		No Date	No Makeup Code	
RM0802		No Date	No Makeup Code	
RM0803		No Date	No Makeup Code	

SD/ELL Summary Form

*Notice:

Changes made to session dates and/or make-up dates on this page will not be reflected on the General tab page.

Assessment Complete?: Not Answered

If you have any questions or comments please contact the Help Desk .

Post Assessment Tab

3.7.1 Session Information

The fields displayed on this tab are in the same order as the information that has been recorded at the top of the Administration Schedule(s).

Each line represents one "session" and its corresponding Administration Schedule. Even if sessions are combined (all students listed on 2 or more Administration Schedules are assessed in the same room), the summary boxes at the top of the Administration Schedule should reflect the information (the counts of Administration Codes) for the students on that Administration Schedule only and recorded in that way in the SCS.

Some of the fields are calculated as data are entered in the other fields. These calculated fields are identified by the column header being in red font.

Session information should be recorded in this window within 24 hours of completing the assessments in a school.

NOTE: Changes made here to the session assessment dates and or make-up dates will <u>not</u> be reflected on the General tab since they are session specific on this page.

After updating this information, click on the **Save** button before doing anything else.

3.7.2 Assessment Complete Indicator

After all of the sessions in a school are complete (including all make-up sessions) and all summary data have been entered in the SCS, you should click on the **Assessment Complete** button and change the answer from "Not Answered" to "Yes."

If you attempt to change the answer to the Assessment Compete question, and the school is not cooperating and/or the summary data have not been entered, you will see the following error message:

> You cannot indicate that the assessment is complete in a school unless: School Status = Cooperating AND the school has been sampled AND "Original sample" for all sessions in the school is greater than zero.

After updating this information, click on the **Save** button before doing anything else.

3.7.3 SD/ELL Summary Form

The Post Assessment tab has a link to the SD/ELL Summary Form.

After the sessions in a school have been completed, you will record the final information concerning the numbers of SD and/or ELL students on the hard-copy "SD/ELL Summary Form."

When the hard-copy form has been completed, you should transfer the information from that form into the form in the SCS.

SD/ELL Summary Info - Microsoft Internet Explorer

SD/ELL Data for Baldi C C A Ms , grade id 4220050

Assessment Codes	SD Only	ELL Only	SD and ELL	Total SD/ELL
Total #				
# Assessed Codes 10-14, 20-24				
# Assessed with Accommodations Codes 70-82				
# Absent Codes 40-49				
# Other Codes 51-56				
# Excluded Codes 60-66				
Exclusion Rate				
Assessed Rate				

Save Close

SD ELL Summary Data Entry Form

After entering the number in the first cell – "SD Only / # Assessed" – tab across to the next field and enter the number there. Continue using the tab key to easily move from field to field.

These data will greatly facilitate the production of reports on the assessments of the SD and ELL students selected for NAEP.

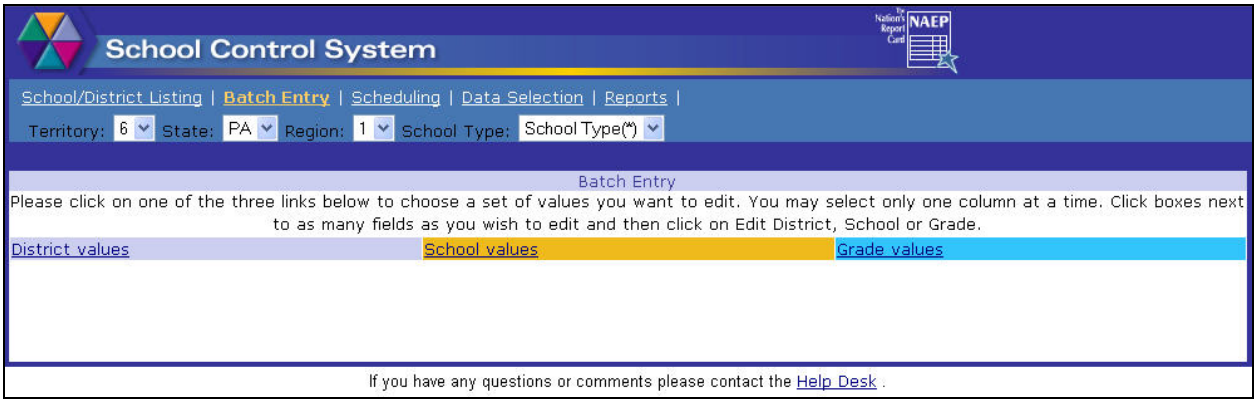
After updating this information, click on the **Save** button before doing anything else.

4 MAKING BATCH ENTRIES

4.1 Overview

This option allows you to make a "batch" of similar entries by working down a list of schools. This can be a time-saver, because it eliminates the need for calling up individual school screens.

Batch entries can be made to update district information, school information, or schools' grade fields.



Batch Entry Field Selection
(Will need to be updated when ready)

To use this option, first determine which of the three sets of data you will be updating – district, school, or grade and click on the appropriate link to see the list of available fields. Then within that column, select which field or fields you need to update. Note that it is possible to select more than one field within one set of data. To select multiple fields to update, simply click in the boxes for the two or more field labels. Don't select District Name or School Name unless you need to make changes to these fields. The district and school names always will be displayed by default (depending on the list that you are working with.)

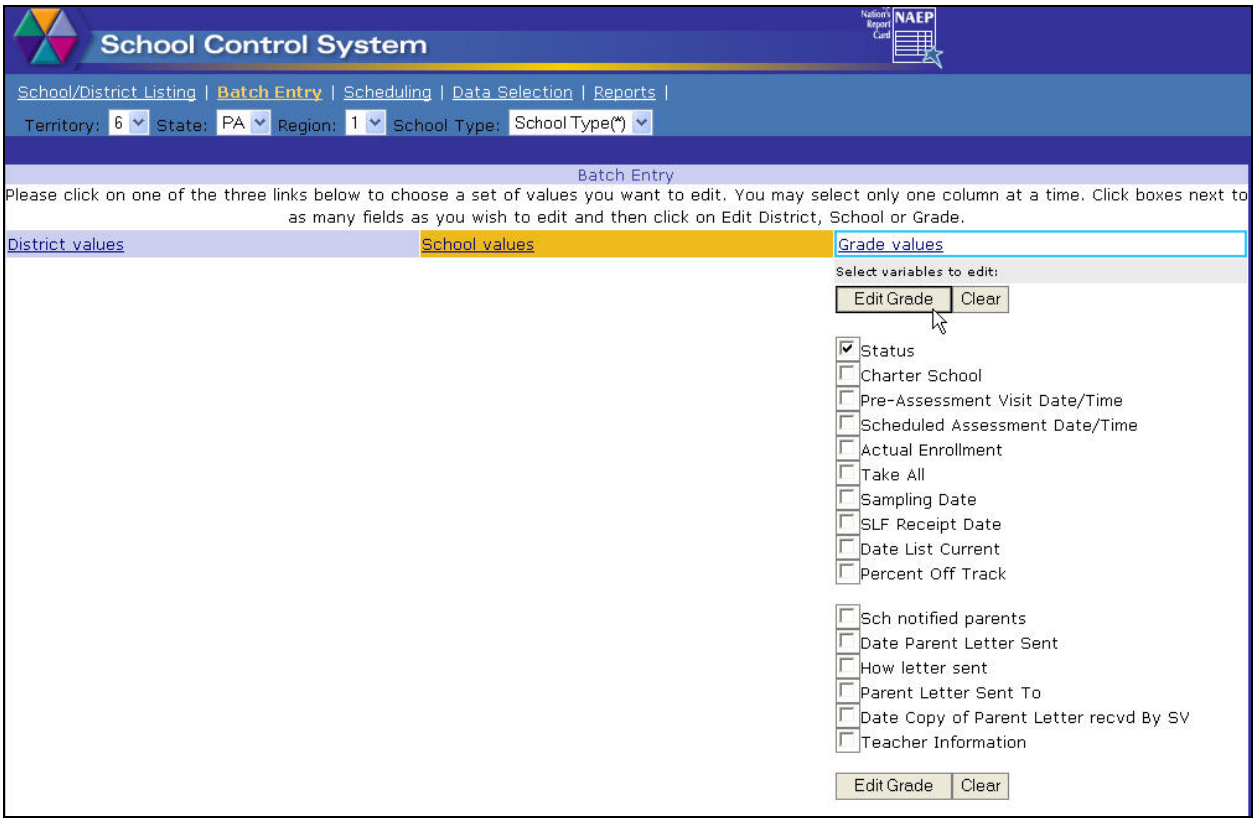
To explain how to use this option, we will work through the steps using an example of updating status codes for several schools.

4.2 Using Batch Entry to Update Status Codes

We will walk through the steps you will follow to update status codes for several schools.

Step 1. Select the set of data and the value or field to be changed or updated.

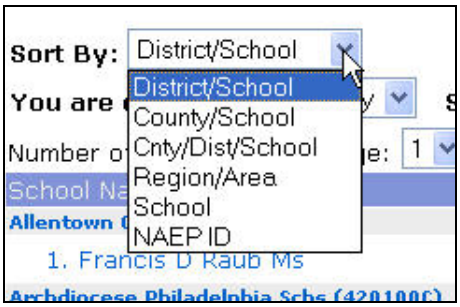
In this example, we clicked on Grade Values to reveal the values and selected the Status value by clicking in the box. Then, click on the **Edit Grade** button.



Selecting Status Code to Update

Step 2. Locate the school(s) to be updated.

All schools within the region will be displayed sorted by district. However, if you want to change the list, that option is available.



The sort order can be changed to:

- Schools by county and school,
- Schools by their county and district,
- Schools by their geographical NAEP region and area,
- Alpha sort by school name, or
- Schools by their NAEP ID.

The list can be subset to only one grade level and also subset to one of the status codes.

A sample of the sort by district (the default) is shown below.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

School Name * A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

To enter the same data for ALL schools on this page, select a field from the first box, enter the data in the second box, and then click on the "Apply All" button. Please select a field Apply All

Sort By: District/School Next Pag

You are editing Grade: Any Status: Any

Number of Records: 41 Page: 1 of 3 Page Size: 20 Save Page Reset Page

School Name:	School ID:	Status Code:
Archdiocese Of Boston (250100C)		
1. Arlington Catholic High School	2530053	Pending
2. Central Catholic High School	2530083	Pending
Archdiocese Philadelphia Schs (420100C)		
3. All Saints Elementary School	4210053	Pending
4. Archbishop John Carroll High S	4230082	School Refusal
5. Coatesville Area Cath Elem Sch	4210103	Pending
6. Country Day School Of The Sacr	4220043	Pending
7. Northeast Catholic High School	4230052	School Refusal
8. Our Mother Of Sorrows School	4210052	School Refusal
9. St Catherine Of Siena School	4210092	School Refusal
10. St Cyril Of Alexandria School	4210082	District Refusal
11. St Francis Of Assisi School	4210093	School Refusal
12. St James Elementary School	4210032	School Refusal
13. St Margaret Elementary School	4220042	School Refusal
14. St Maria Gareth School	4220062	School Refusal
15. St Rose Of Lima	4220063	Pending
16. St William School	4210102	School Refusal

Batch Entry Updating Status Codes

Using this sort, schools within a district can easily be located. If you want to search for schools beginning with the same letter, use the alpha tabs at the top of the screen.

Step 3. Change or Update the value.

Click on the **Down Arrow** button next to the "Status Code" field for the school, and select the correct status code. As an alternative, with the status field highlighted, if you type the first letter of the status you want entered, the system will display the entire code. Press the **Tab** key to move to the next school.

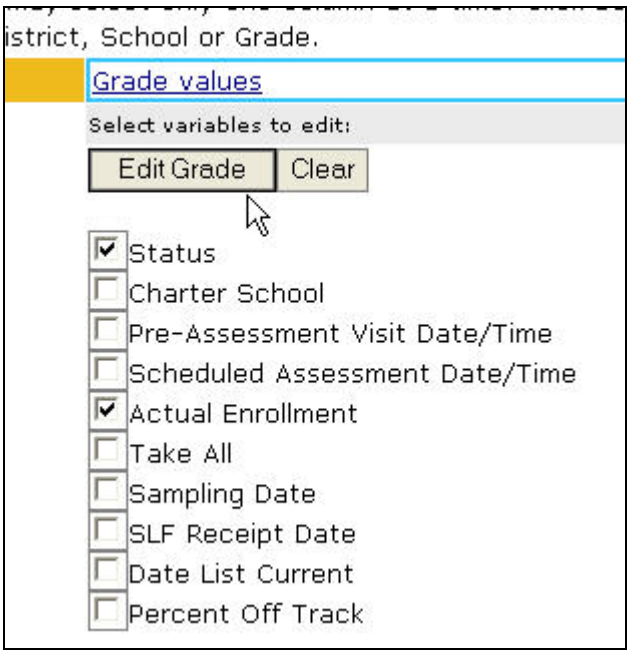
PLEASE NOTE: After you have updated information on one screen or page, you must click on the Save Page button before going to the next page of listings or returning to the main Batch Entry screen. If you do not, your changes will NOT be saved.

4.3 Using Batch Entry to Update Multiple Fields

If you want to select more than one field to update, you can do so, but only within one of the lists – district, school, or grade. You cannot select one value from the school list and one from the grade list.

All of the data entry fields for each of the district and school contact persons are available for updating through the Batch Entry process. If you want to have access to all of the fields for one of these positions – superintendent, for example – the first entry should be selected. For the superintendent this would be "Superintendent Information (All)" in which case all of the fields listed under this entry would be displayed for each of the districts.

To manually select more than one field, click in the boxes for each value to be selected. In the example below, we have selected two values in the school files to update – status code and actual grade enrollment.



Batch Entry Multiple Selection

After double checking your selections, click on the **Edit Grade** button.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

School Name * A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

To enter the same data for ALL schools on this page, select a field from the first box, enter the data in the second box, and then click on the "Apply All" button. Please select a field

Sort By: District/School

You are editing Grade: Any **Status:** Any

Number of Records: **41** Page: 1 of 3 Page Size: 20 Save Page

School Name:	School ID:	Status Code:	Enrollment:
Archdiocese Of Boston (250100C)			
1. Arlington Catholic High School	2530053	Pending	0
2. Central Catholic High School	2530083	Pending	0
Archdiocese Philadelphia Schs (420100C)			
3. All Saints Elementary School	4210053	Pending	0
4. Archbishop John Carroll High S	4230082	School Refusal	0
5. Coatesville Area Cath Elem Sch	4210103	Pending	0
6. Country Day School Of The Sacr	4220043	Pending	0
7. Northeast Catholic High School	4230052	School Refusal	0
8. Our Mother Of Sorrows School	4210052	School Refusal	0
9. St Catherine Of Siena School	4210092	School Refusal	0
10. St Cyril Of Alexandria School	4210082	District Refusal	0
11. St Francis Of Assisi School	4210093	School Refusal	0

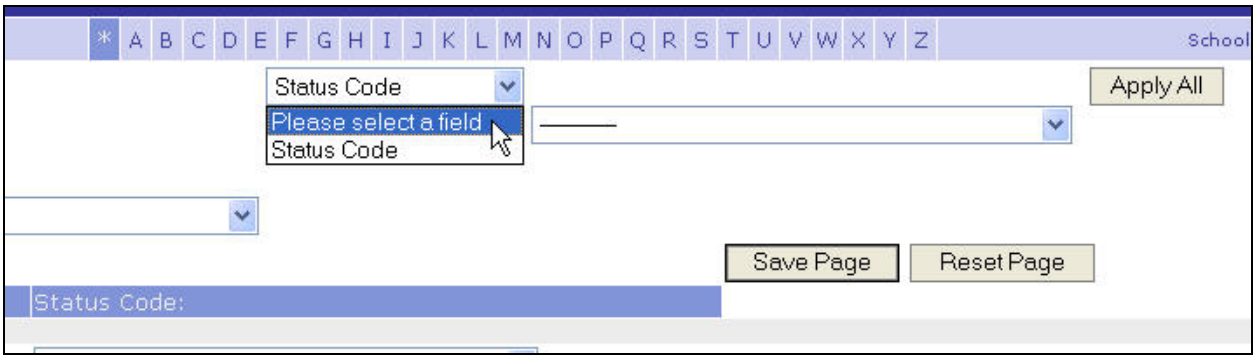
Batch Entry Updating School Status and Enrollment

Both fields will be listed. If the fields are too wide to be displayed on the screen, you will need to scroll to the right.

Don't forget to click on the **Save Page** button before leaving any screen in the Batch Entry option of the SCS. After making your updates, you can return to the main Batch Entry selection screen by selecting Batch Entry from the menu choices at the top of the screen.

4.4 Updating Data for Multiple Schools

In the upper right of the screen is a data entry box that will allow you to update the same data for all schools listed on the current page.



Batch Entry, Apply All

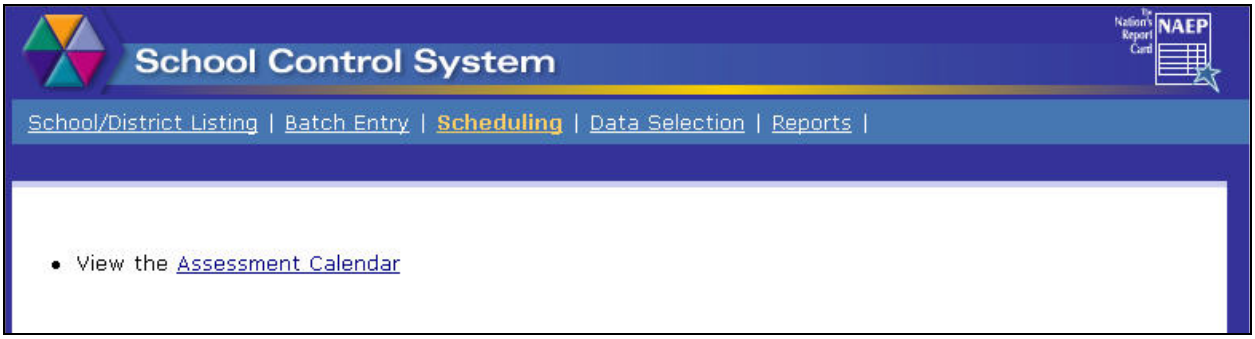
Click on the button beside "Please select a field" to see the drop-down list of fields. Click on the one to be updated and the list of values will be available as a drop down list in the next small window. Click on the button to see the list and click on the value to be entered for all of the schools on the current page.

After updating the data on one page, click the **Save Page** button, go to the next page of schools/districts and update the values on that page.

5 SCHEDULING

5.1 Overview

Selecting the Scheduling menu option will take you to a menu:



Scheduling Menu Screen

The Assessment Calendar option will take you to the 6-week assessment calendar showing assessment dates for your Region/Area. This option is described below.

5.2 The Calendar

The schedule for all of the schools in a region and area can be viewed in the calendar. Displayed are the school's name, number of sessions, the NAEP ID, and the school's status. The calendar for each region and area you are responsible for should be checked carefully and frequently as you contact schools and discuss assessment dates. Public and nonpublic schools are displayed so you can see the entire schedule for a region and area.

If and when a school is scheduled for a make-up session, that school will be shown on the make-up date on the calendar as well. (See February 10 on calendar below.)

A sample of a calendar is shown below.

School Control System

School/District Listing | Batch Entry | Scheduling | Data Selection | Reports |

Territory: 6 State: PA Region: 1 School Type: School Type(*)

Print Version Print List of Events

Assessment Calendar

Area(*)

Mon	Tue	Wed	Thr	Fri
Jan 30	Jan 31 PA Willow Grove Fitzwater El Sch 4210140 Sessions: 3 PreAssessDate: 1/10/2006 *Cooperating*	Feb 1 PA Lansdale Penndale Ms 4220190 Sessions: 3 PreAssessDate: 1/11/2006 *Cooperating*	Feb 2 PA Fort Washington Upper Dublin Hs 4230320 Sessions: 3 PreAssessDate: *Cooperating*	Feb 3
Feb 6	Feb 7 PA Philadelphia Washington George Hs 4230060 Sessions: 3 PreAssessDate: *Cooperating*	Feb 8 NY Springfield Gardens Christopher Robin Academy 3630213 Sessions: 1 PreAssessDate: 1/12/2006 *Cooperating*	Feb 9	Feb 10 NY, Springfield Gardens Christopher Robin Academy 3630213 *Make_up assess.*
Feb 13	Feb 14 PA Exton Downingtown Hs East Campus 4230300 Sessions: 3 PreAssessDate: *Pending*	Feb 15 PA Oxford Oxford Area Hs 4230470 Sessions: 3 PreAssessDate: *Pending*	Feb 16 NJ Jackson Jackson Memorial High 3430530 Sessions: 3 PreAssessDate: 1/3/2006 *Pending*	Feb 17
Feb 20	Feb 21	Feb 22	Feb 23	Feb 24

Sample Assessment Calendar

Field managers, state coordinators, and home office staff will be checking the calendars. As you determine that a school is not eligible to participate (closed, does not have the sampled grade, or does not have any grade-eligible students), its status should be updated as soon as possible and its assessment date removed.

Schools will only be displayed on the calendar if they have an assessment date recorded in the SCS and their status code is one of the following: Pending, Pending Cooperation, Cooperating, or Interim Refusal. Once a school's status is changed to a final refusal or ineligible, the school will no longer be displayed on the calendar.

Remember, you cannot actually change any information on the calendar. If you need to record a different assessment date for a school, for example, you will need to go to the school's School Edit page and make the change there.

Information displayed on the calendar is:

- School state and city
- School name
- School's NAEP ID
- Number of sessions
- Preassessment date
- School's participation status

The school name is underlined indicating it is a hyperlink. If you want to go directly to a school's information, click on the school name and go to the School Edit page.

If you want to print out the calendar, a "printer version" of the calendar is available. You will note in the upper left of the screen is the printer version hyperlink. The result will be more calendar and less header printed out. Return to the previous version by clicking on the link provided at the top of the calendar.

A "List of Events" is also available. This link will take you to a listing of schools for each day. The information will be the same as on the calendar simply organized in a different way as you can see below.

Click to Print This Page Back to Calendar

State: PA Region: 1 Area: 1 - List of Events

1/31/2006	**PA Willow Grove** Fitzwater El Sch 4210140 Pre-Assessment Date: None Sessions: 3 Pending
2/1/2006	**PA Lansdale** Penndale Ms 4220190 Pre-Assessment Date: None Sessions: 3 Pending
2/2/2006	**PA Fort Washington** Upper Dublin Hs 4230320 Pre-Assessment Date: None Sessions: 3 Cooperating
2/7/2006	**PA Philadelphia** Washington George Hs 4230060 Pre-Assessment Date: None Sessions: 3 Cooperating
2/14/2006	**PA Exton** Downingtown Hs East Campus 4230300 Pre-Assessment Date: None Sessions: 3 Pending
	PA Oxford Oxford Area Hs

Calendar "List of Events"

6 DATA SELECTION

6.1 Overview

The most powerful application of this option is to generate specialized reports which can be exported and manipulated in Excel. It can also be used to create an electronic file that can be used with another application, such as a word processor to generate individualized letters, mailing labels, etc.

Using the Data Selection feature, you will use up to four steps as you:

1. Select the fields to be used;
2. Indicate how you want the data sorted (if necessary);
3. Indicate which of the records you want included (subsetting or filtering, if necessary); and then
4. View the results and create an electronic file of the data to be printed.

If you do not need to sort or subset the data, you can go directly from Step 1 to Step 4 and see the list of data that you have requested.

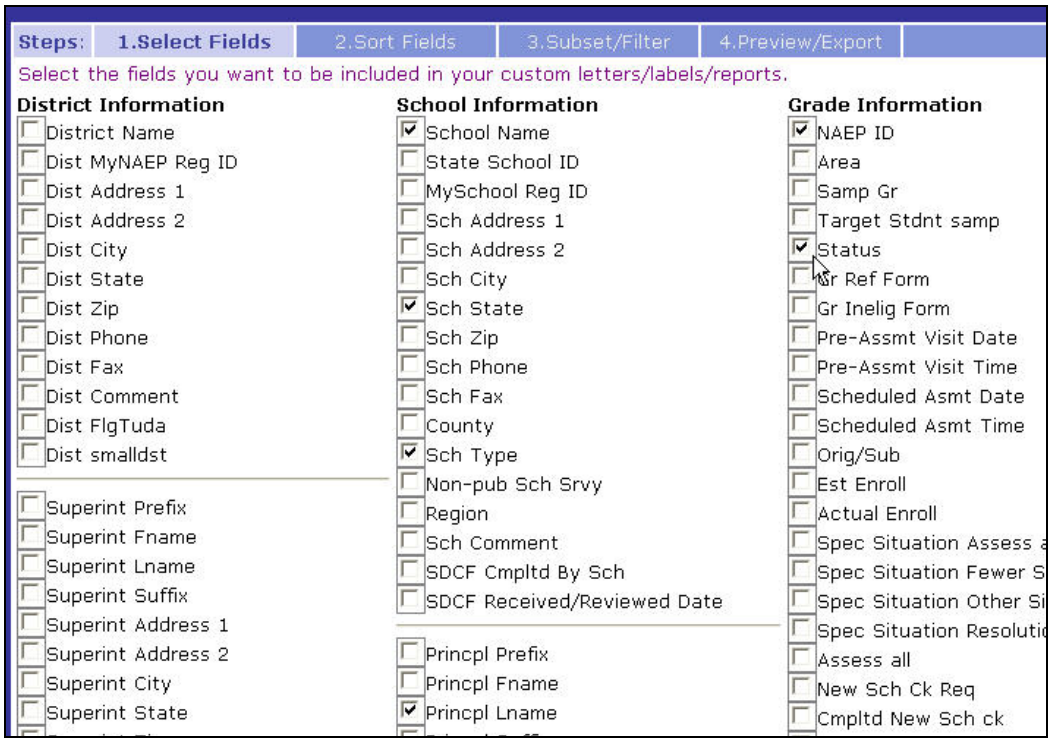
This section will guide you step by step in producing a report that is not available through the system's regular Reports menu option.

See also Appendix A for suggestions on how to create your own school listing and log.

6.2 Creating a Missing Data Report

In this example, we will walk you through the process of creating a report that recruiting supervisors might find useful subsetting the list to nonpublic schools without a principal name.

<u>Step 1. Select Fields.</u>



Data Selection Step 1

As it states at the top of this screen, in Step 1 you select the fields you want to be included in your report. You will do this by clicking on the name of the field on in the small box in front of it.

For this report, select the following fields:

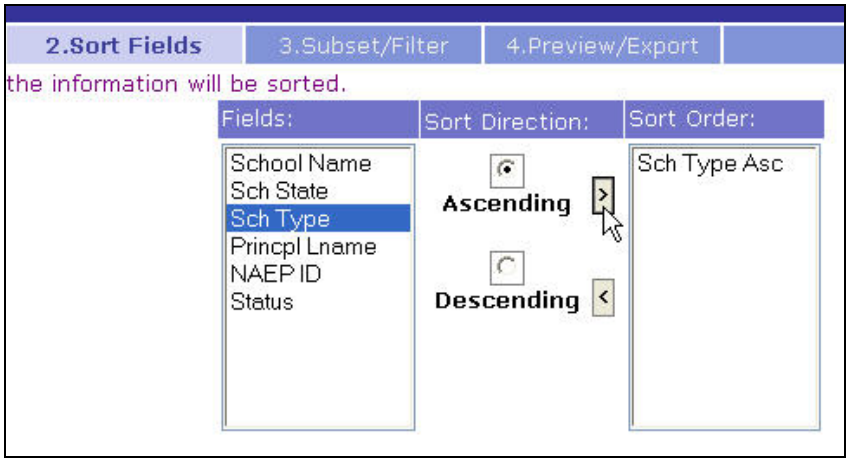
- School Name
- Sch State
- Sch ZIP
- Sch Type
- Principl Lname
- NAEP ID
- Status

The order in which you select these fields does not matter. You will set the sort order in the next step.

Next, click on the second tab and go to Step 2 in Data Selection.

Step 2. Sort Fields

How do you want the report or list of schools sorted? For this report, we'll sort by school type to more easily see the different categories of nonpublic schools.



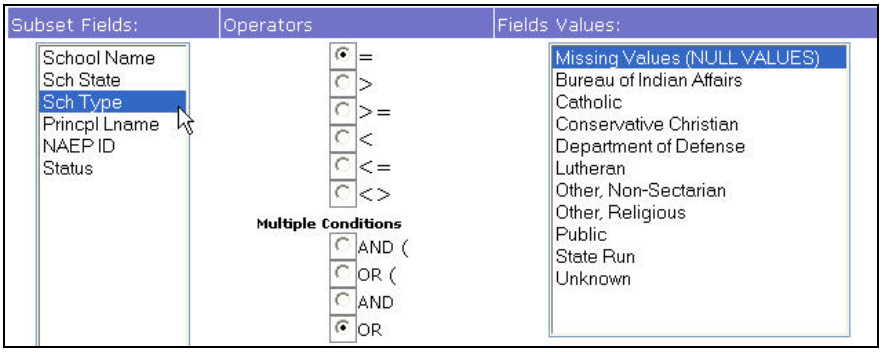
Step 2: Select Sort Fields

If you make a mistake or change your mind after copying a field from the list of fields to be "Sort Order" list, click on the field name in the "Sort Order" list and click on the left (<) arrow to remove it from the list.

When you are finished with your selections here, go to Data Selection Step 3.

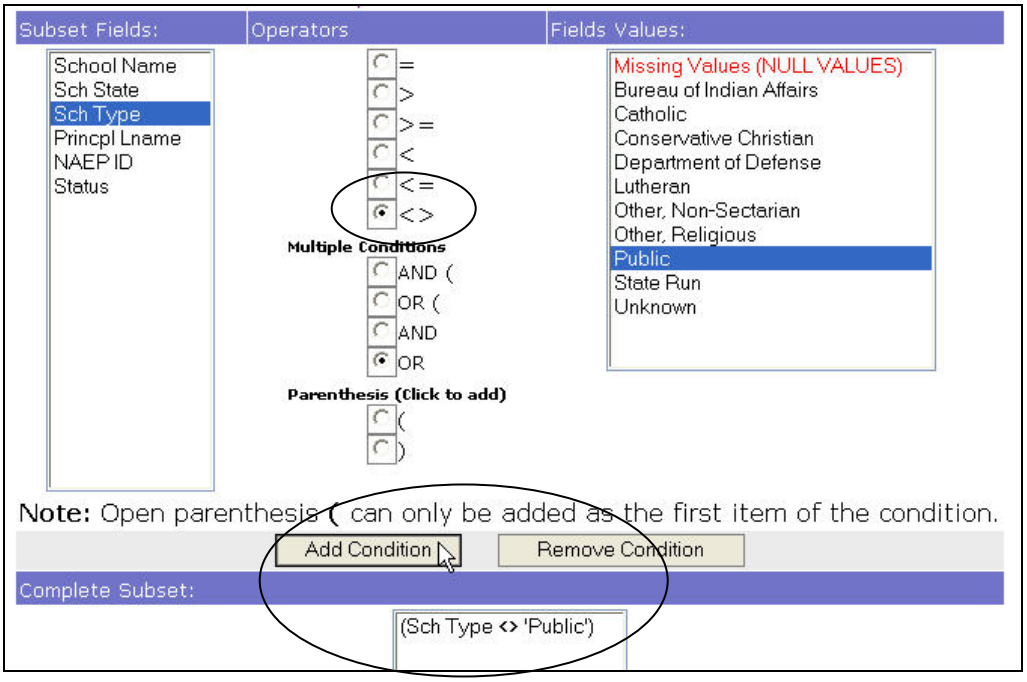
Step 3. Subset/Filter

In this step, you will tell the system that you want a report for only the nonpublic schools. Click on Sch Type to reveal the values for this field that have been recorded in the system.



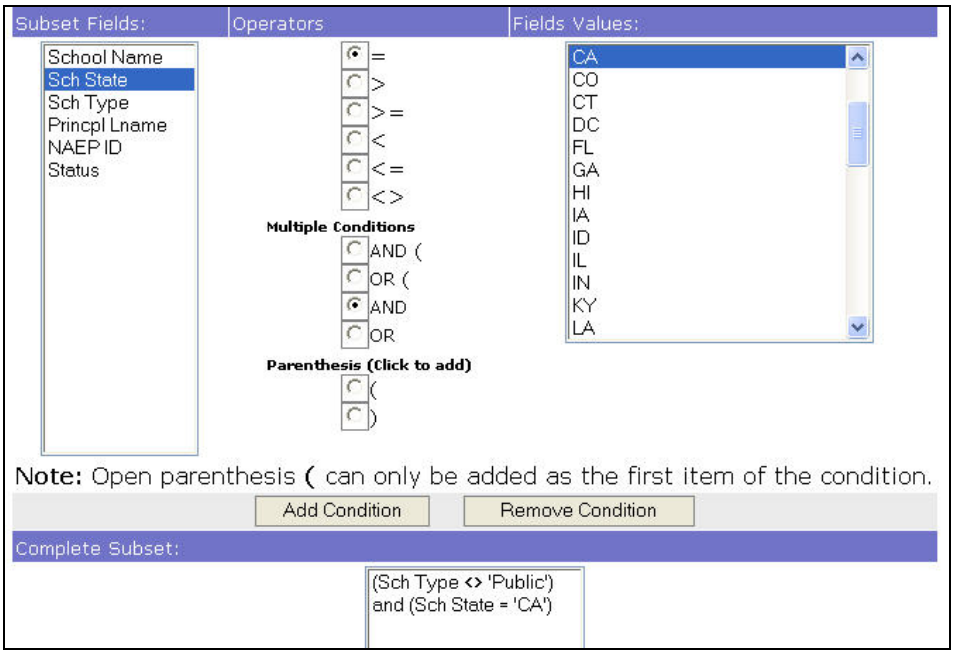
Sch Type Values

To subset for nonpublic schools, you will indicate that you want school type to not equal public since there is no "nonpublic" value available. Use the "not equal to" symbol of <> and then, add this condition to the complete subset by clicking on the **Add Condition** button.



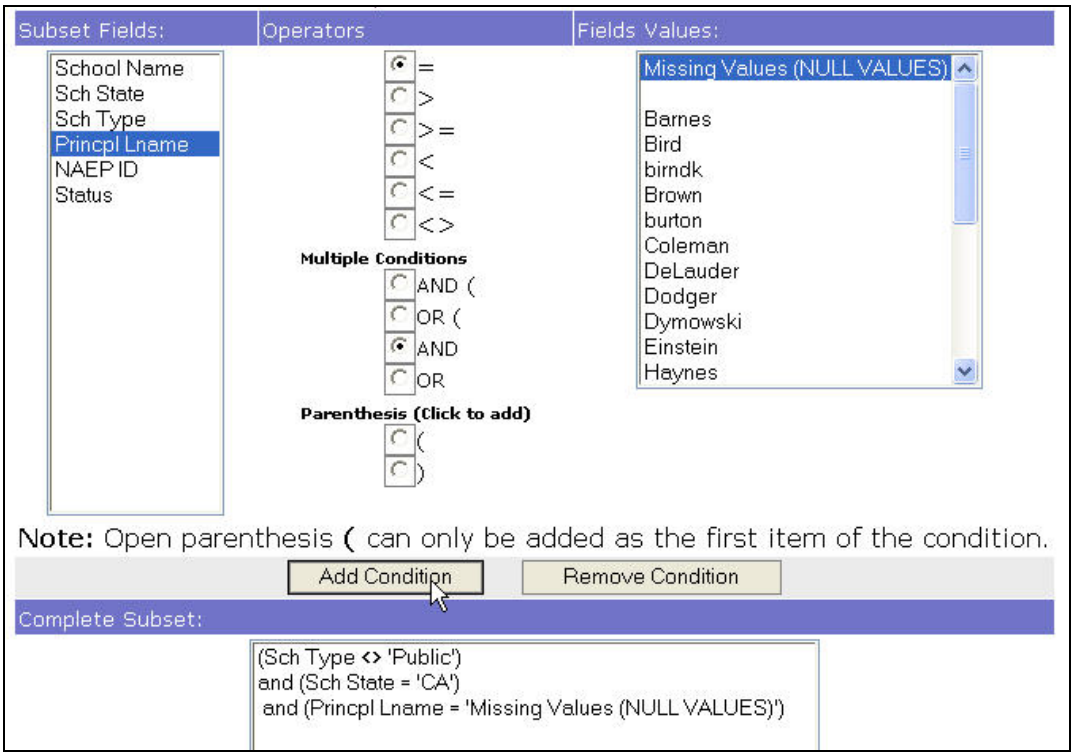
Adding the "not public" condition

If you only want to see schools in one state, select a second field "Sch State," set the operator to equal, and the Multiple Conditions to AND (without any parenthesis), click on the state abbreviation, and click on the **Add Condition** button.



Adding the State to the Filter

The report can be filtered further to show schools with missing principal names by selecting the field "Princpl Lname," the operator "equals," and the value of "Missing Values." Add this to the complete subset and the result should look like the example below.

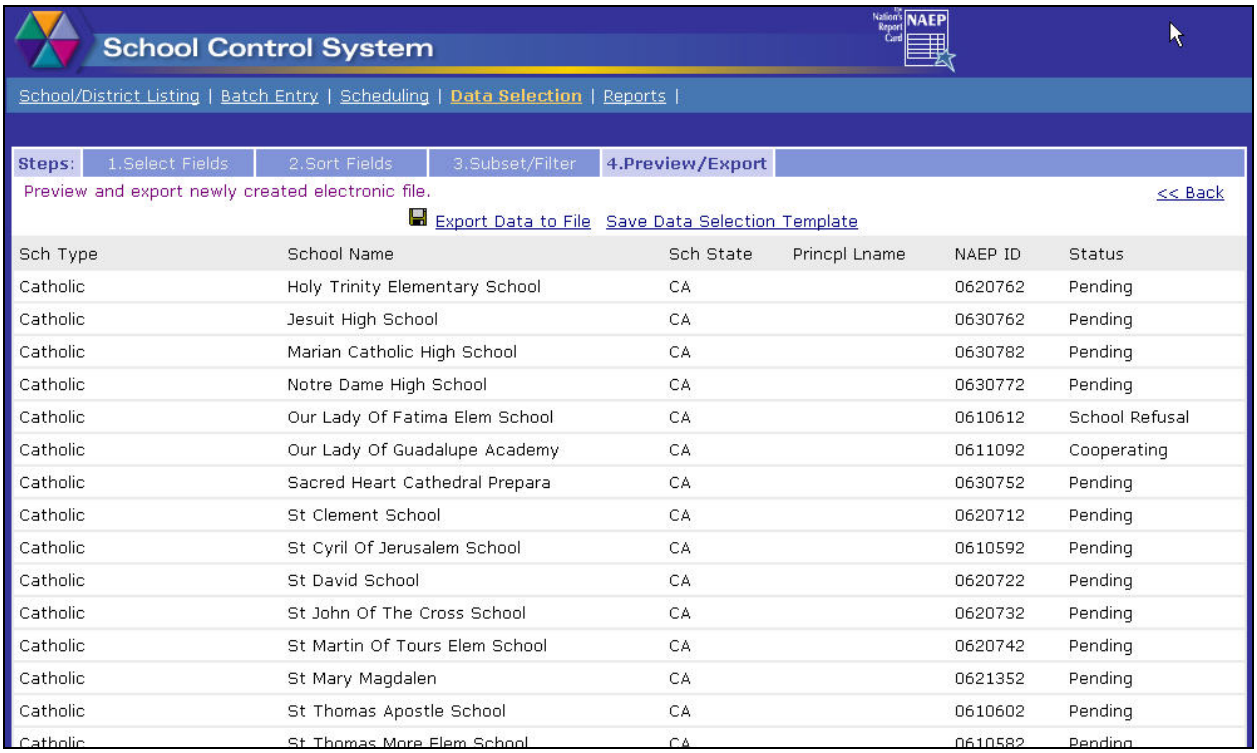


Filtering for Missing Values

Now we are ready to see the list, so go to Step 4.

Step 4. Preview, Saving, and Exporting

Here you can see the results of your efforts in the proceeding steps before you create the electronic file. If you need to modify any of the report, you can go back to Steps 3 or 2.

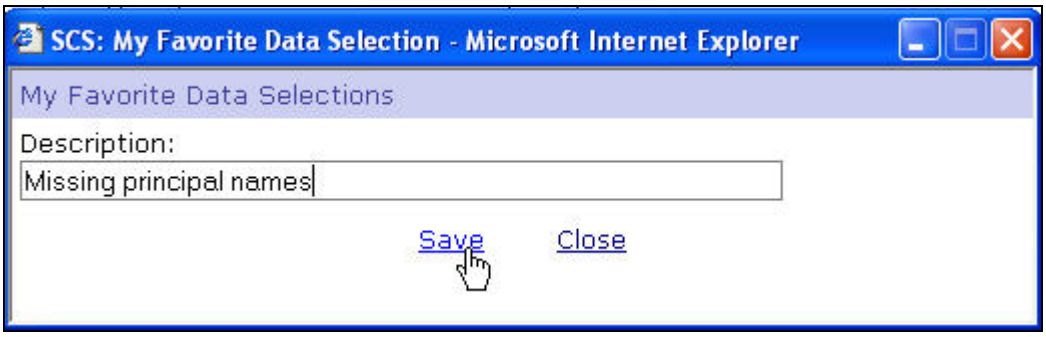


Sch Type	School Name	Sch State	Princpl Lname	NAEP ID	Status
Catholic	Holy Trinity Elementary School	CA		0620762	Pending
Catholic	Jesuit High School	CA		0630762	Pending
Catholic	Marian Catholic High School	CA		0630782	Pending
Catholic	Notre Dame High School	CA		0630772	Pending
Catholic	Our Lady Of Fatima Elem School	CA		0610612	School Refusal
Catholic	Our Lady Of Guadalupe Academy	CA		0611092	Cooperating
Catholic	Sacred Heart Cathedral Prepara	CA		0630752	Pending
Catholic	St Clement School	CA		0620712	Pending
Catholic	St Cyril Of Jerusalem School	CA		0610592	Pending
Catholic	St David School	CA		0620722	Pending
Catholic	St John Of The Cross School	CA		0620732	Pending
Catholic	St Martin Of Tours Elem School	CA		0620742	Pending
Catholic	St Mary Magdalen	CA		0621352	Pending
Catholic	St Thomas Apostle School	CA		0610602	Pending
Catholic	St Thomas More Elem School	CA		0610582	Pending

Step 4 – Review of Report

If your report looks all right, select the "Save Data Selection Template" option at the top of the screen. This will allow you to save the report format or template in the "My Data Selections" tab so that you can quickly recreate the report again.

When you click on the "Save Data Selection Template" link, a small dialog box will open giving you the opportunity to give your report a name. Enter the name and click on **Save**.



Naming and Saving Custom Data Selection

You should print out this report before going any farther. Click on the print icon at the top of the screen (being sure that your printer is connected and turned on).

Web sites unfortunately do not always print out very well. It is quite possible that, at a page break, part of a line will print at the bottom of one piece of pager and part of it on the top of the next page. An option would be to save or "export" the report to an Excel file and print it from Excel. See Section 6.4 for details on exporting report to Excel.

6.3 Explanation of Data Selection Symbols

If you are not familiar with the symbols used in Step 3, subsetting the fields, they are explained below.

=	Equals (the default)
>	Greater than
>=	Greater than or equal to
<	Less than
<=	Less than or equal to
<>	Does not equal

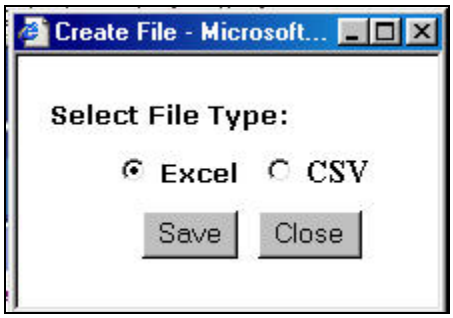
If you are familiar with these mathematical symbols, you are also aware that they are not displayed completely accurately within the SCS. However, it is not always possible to use the actual mathematical symbols when designing screens such as this.

The other symbols are for use by those with programming backgrounds who will produce more complex "conditions."

6.4 Export Data

After you have created a report with Data Selection, you can save the entire report in an Excel file. While the option discussed in Step 4 (Section 6.2) saves the format ("condition"), the "Export Data" option saves the actual data that you have put in a report.

With the report displayed in Step 4 of the Data Selection steps, click on the "Export Data" link at the top of the screen. A small dialog box will appear asking if you want to save an Excel or CSV file.

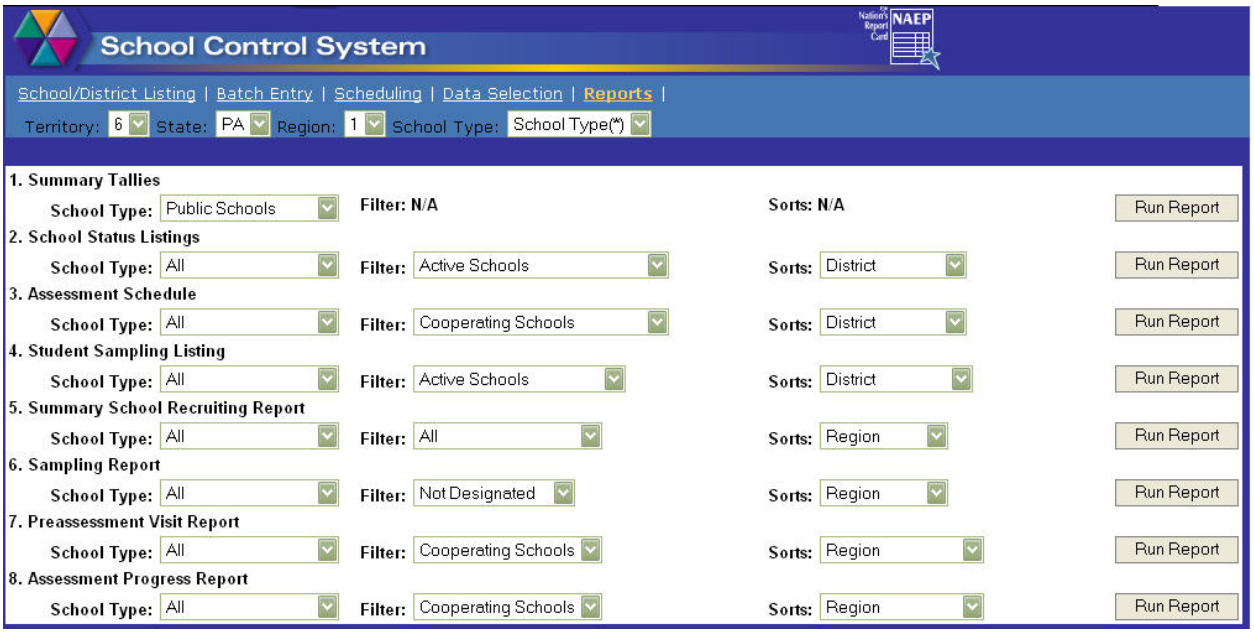


Excel is the default. The file type CSV (for "comma separated values") is a format that can be used by a wide variety of applications (including Excel). Saving the file in Excel will make it immediately available to you.

7 REPORTS

7.1 Overview

On the menu options at the top of the SCS screen, click on Reports and select which report you want as you see below.



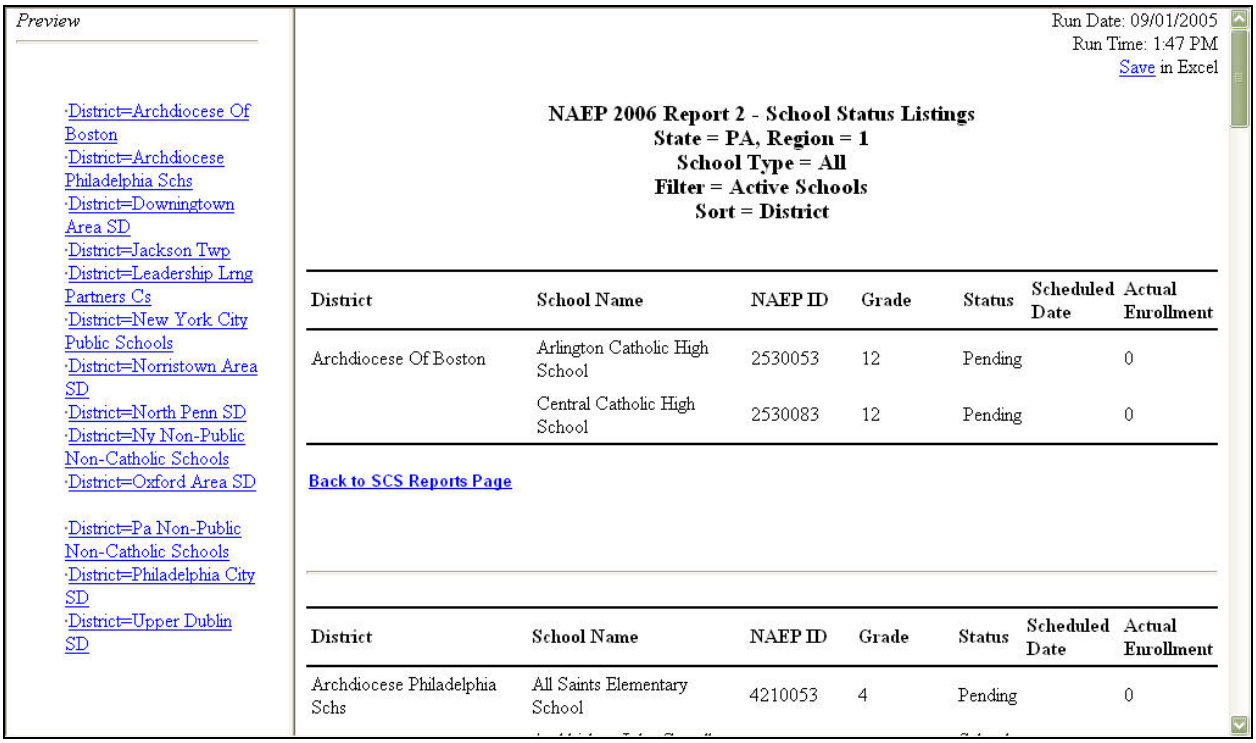
Report Menu

Filter and sort options are available for all except the first, summary report. There is no sort available for it, but you can select the school type – public or nonpublic.

After selecting the school type, on the remaining reports you can set the filter and sort options (explained below), and click on the **Run Report** button. After the report is "run," it will be displayed on the screen. If you want to print the report, you must do so before closing the report (see below). The reports can also be saved as Excel files. (See Section 7.1.5.)

7.1.1 Viewing Reports

Below is an example of Report 2 viewed on the screen.



Preview

·District=Archdiocese Of Boston
·District=Archdiocese Philadelphia Schs
·District=Downingtown Area SD
·District=Jackson Twp
·District=Leadership Lrng Partners Cs
·District=New York City Public Schools
·District=Norristown Area SD
·District=North Penn SD
·District=Ny Non-Public Non-Catholic Schools
·District=Oxford Area SD

·District=Pa Non-Public Non-Catholic Schools
·District=Philadelphia City SD
·District=Upper Dublin SD

Run Date: 09/01/2005
Run Time: 1:47 PM
Save in Excel

NAEP 2006 Report 2 - School Status Listings
State = PA, Region = 1
School Type = All
Filter = Active Schools
Sort = District

District	School Name	NAEP ID	Grade	Status	Scheduled Date	Actual Enrollment
Archdiocese Of Boston	Arlington Catholic High School	2530053	12	Pending		0
	Central Catholic High School	2530083	12	Pending		0

Back to SCS Reports Page

District	School Name	NAEP ID	Grade	Status	Scheduled Date	Actual Enrollment
Archdiocese Philadelphia Schs	All Saints Elementary School	4210053	4	Pending		0

Report 2

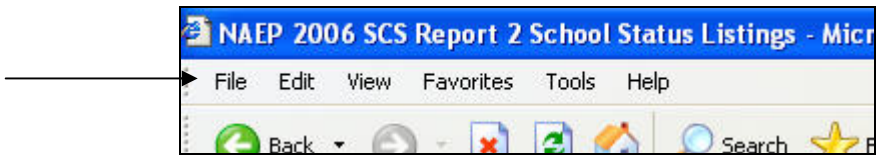
On the left, the Preview pane shows you the list of districts by which the report was sorted. If you click on one of the district/county names, the system will jump to that part of the report. The Preview pane on the left can be made narrower by clicking and dragging on the bar that separates it from the report.

For this report, we used the default criteria:

School type = All
Filter = Active schools (pending, cooperating, refusing, etc.)
Sort = District

7.1.2 Working With the Displayed Reports

The reports are not displayed within the SCS, but rather in your browser window. Thus, to print the report or search for a particular school (for example), you will use the browser options at the top of the window. It is recommended that you use the options on the menu bar (shown below) rather than the icons.

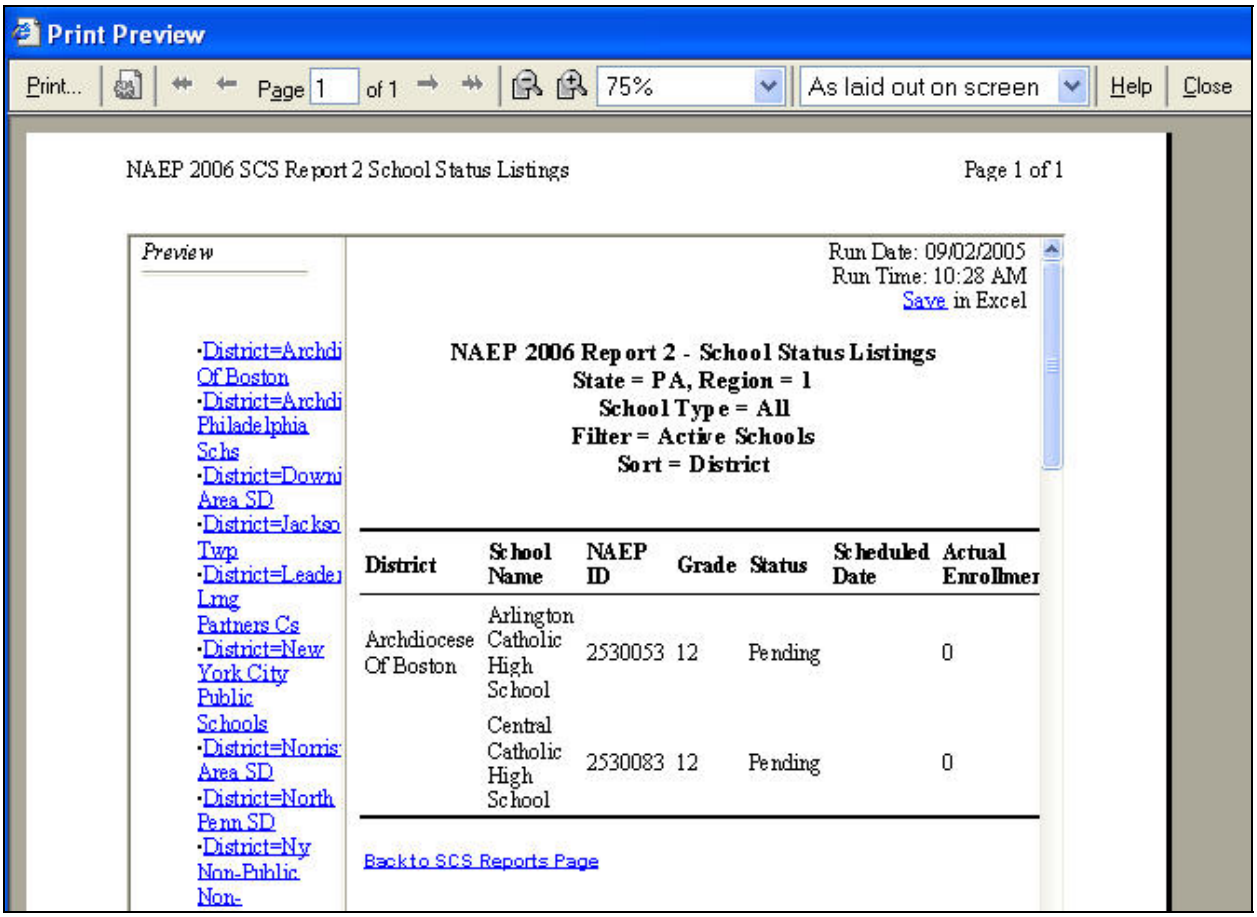


7.1.3 Printing the Report

There are options available to you for printing the report or parts of it. If you want to print the entire report, select File, Print. Using the printer icon will also result in printing the entire report, but without any intermediate opportunity to select only part of the report to print.

Selecting File, Print Preview will give you the opportunity to locate a particular page or range of pages that you can print rather than the entire report. If you use this option, you may need to change the view in print preview as shown below.

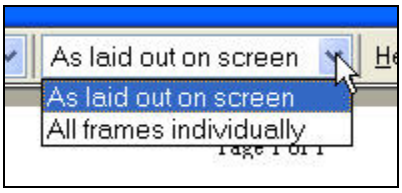
NOTE: The new reports have been added to the SCS (Reports 5-8) will require printing out on legal size paper. Be sure to have legal size paper in your printer before starting to print these reports.



Print Preview "As laid out on screen"

Note at the top of this screen it states "As laid out on the screen." If you used the Sort by district default, unless you want to see the list of districts on the left side of the page when you print this,

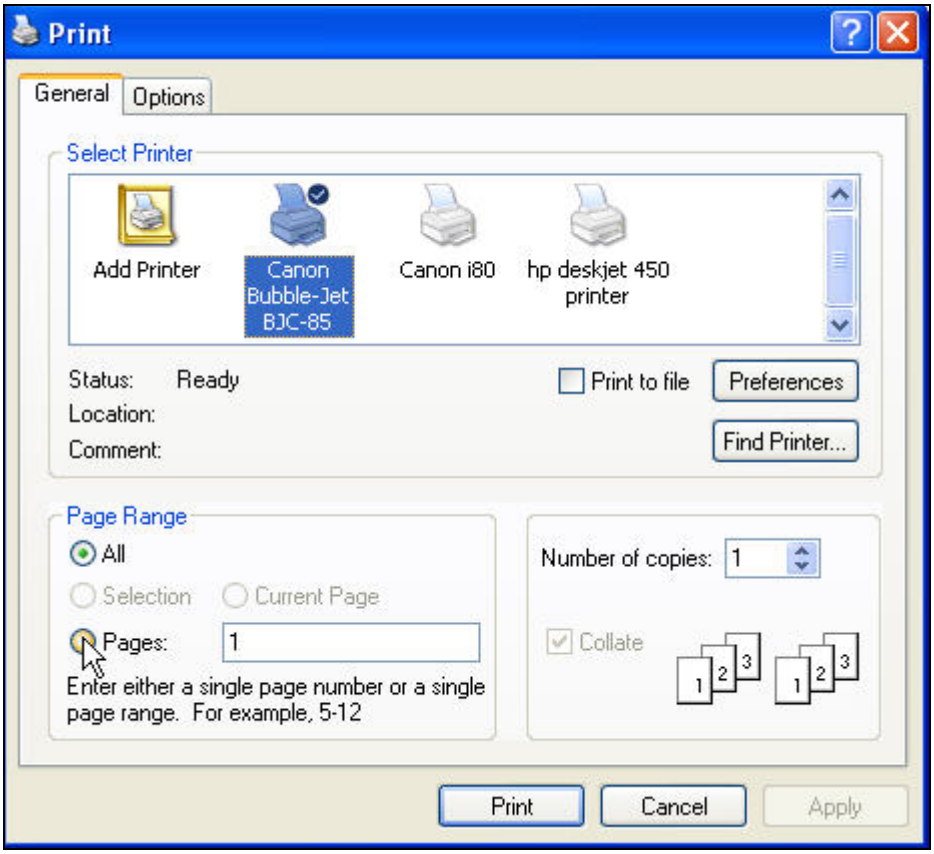
you should change that to “All frames individually.” (“Frames” refers to the way the report is designed, into sections or “frames.”)



Print Preview Viewing Options

By selecting this option, you will be able to print out only the information in the main part of the screen, on the right.

Scroll down to the district you want to print to see what the page number is. (Refer to the page numbers at the top of the screen.) When you know the page number or range of numbers, click on Print in the upper left of the preview screen to access the print pop-up window.

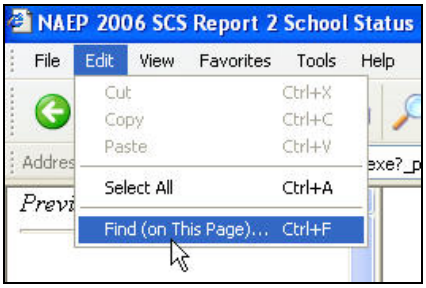


Print Preview Print Window

To print only 1 page or a range of pages, click on the circle by "Pages" and type the page number(s) in the small window. Then, click the **Print** button.

7.1.4 Finding a School on the Report

To find the name of a school (or district) on the report, select Edit, Find (on This Page), and then type the school's name in the "Find what" window. (Control + F also brings up the Find pop-up window.)

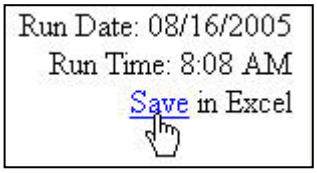


Select Edit, Find (on This Page)

Type School Name (Find is not case sensitive)

To print the page that the school is on, note the page number at the top of the screen, then click File, Print and enter the page number as discussed in the section above.

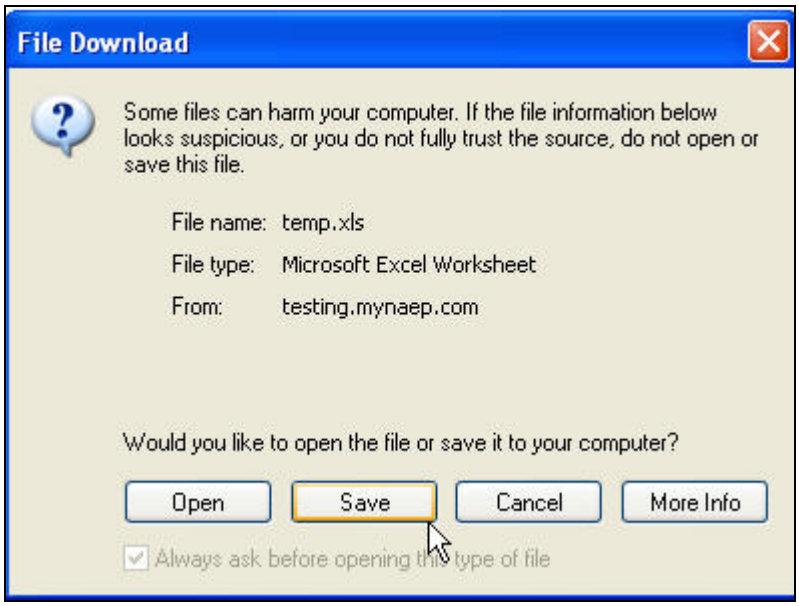
7.1.5 Saving Reports to Excel



The report that you are looking at can be saved in Excel format on your hard drive. Initiate this process by clicking on the Save link in the upper right of the screen.

Depending on your computer set up, some of the following pop-up windows may not appear. Normally, they all will.

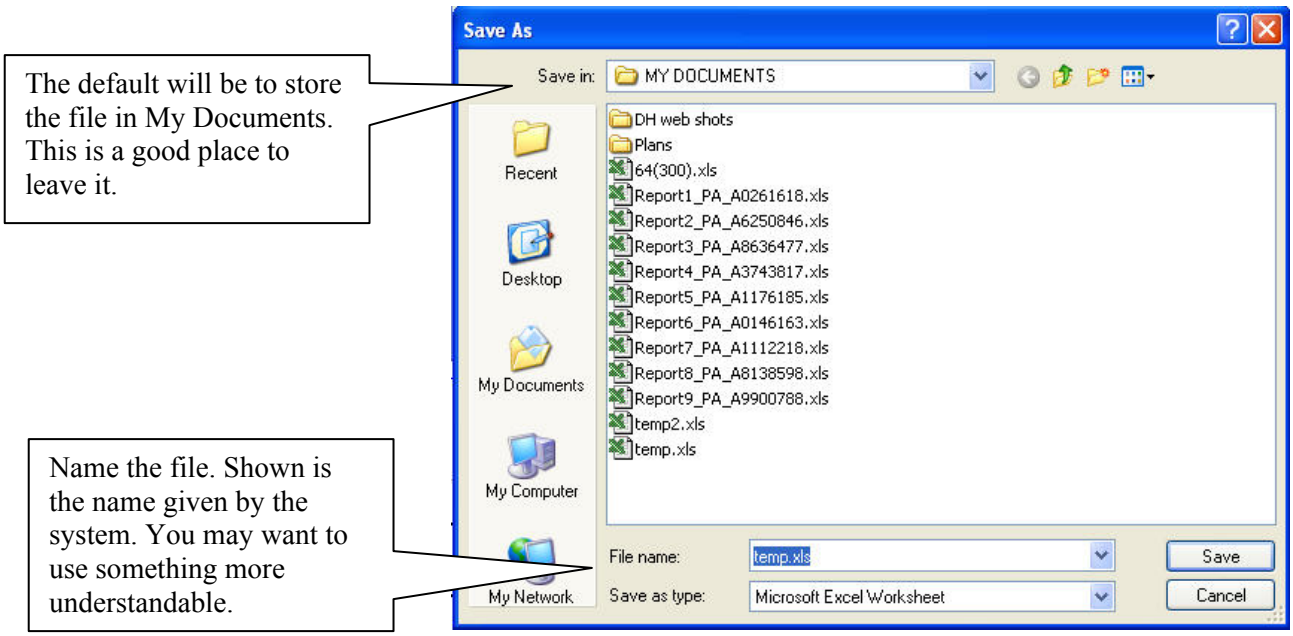
The first pop-up is the "File Download" window.



File Download

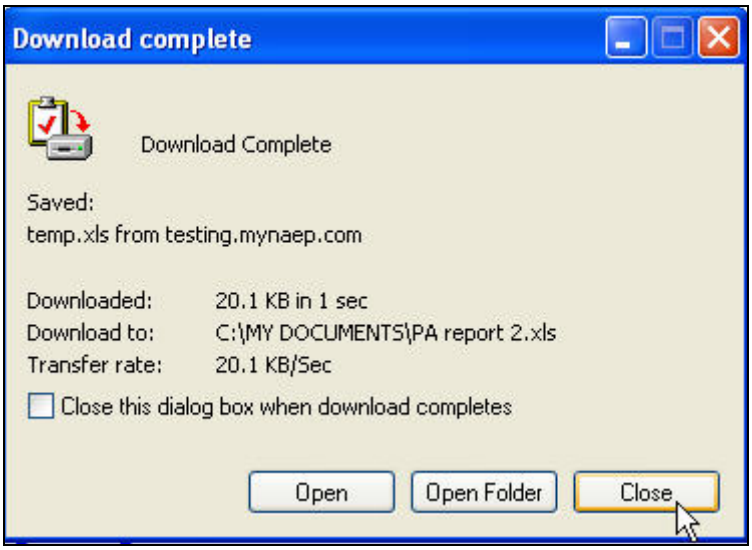
Click on the **Save** button.

Next, you will tell the system where to save the file and give it a name.



Saving the File

Click on the **Save** button and the following pop-up window may appear as the file is downloaded.



Download Complete

How long it takes to download the file will depend on the size of the file and the type of Internet connection you are using.

When the download is complete, click on the **Close** button. If you want to work with the file, don't forget to close the SCS so that you can free up that connection and not time out.

The Excel file of your data will appear similar to the following, depending on the report that you save.

Microsoft Excel - PA report 2.xls

Run Date: 09/02/2005
Run Time: 10:28 AM

NAEP 2006 Report 2 - School Status Listings
State = PA, Region = 1
School Type = All
Filter = Active Schools
Sort = District

District	School Name	NAEP ID	Grade	Status	Scheduled Date	Actual Enrollment
Archdiocese Of Boston	Arlington Catholic High School	2530053	12	Pending		0
	Central Catholic High School	2530083	12	Pending		0

Back to SCS Reports Page

District	School Name	NAEP ID	Grade	Status	Scheduled Date	Actual Enrollment
Archdiocese Philadelphia Schs	All Saints Elementary School	4210053	4	Pending		0
	Archbishop John Carroll High S	4230082	12	School Refusal	2/23/2006	0
	Coatesville Area Cath Elem Sch	4210103	4	Pending		0
	Country Day School Of The Sacr	4220043	8	Pending		0
	Northeast Catholic High School	4230052	12	School Refusal	2/9/2006	0
	Our Mother Of Sorrows School	4210052	4	School Refusal	3/8/2006	0
	St Catherine Of Siena School	4210092	4	School Refusal	2/10/2006	0
	St Cyril Of Alexandria School	4210082	4	District Refusal	3/3/2006	0
	St Francis Of Assisi School	4210093	4	School Refusal		0
	St James Elementary School	4210032	4	School Refusal	3/3/2006	0
	St Margaret Elementary School	4220042	8	School Refusal	3/2/2006	0
	St Maria Gareth School	4220062	8	School Refusal	2/3/2006	0
	St Rose Of Lima	4220063	8	Pending		0
	St William School	4210102	4	School Refusal	2/22/2006	0

Report 2 Saved and Viewed in Excel

At this point, you have complete control of the data and can resort and move data around.

7.1.6 Closing Reports

Throughout the report will be links labeled “Back to SCS Reports Page” that you can use to return to the reports menu.

7.2 Report 1: Summary Tallies

This report (shown below) provides summary numbers on the status of the recruitment activities for all sampled schools in a region. This report summarizes the participation status of all originally sampled schools as well as the status of activated substitute schools.

The report provides a breakdown of the participation status for all three grades including unweighted response rates and indicates the progress you have made in entering enrollment information and sampling related information.

To accommodate the number of columns in the report, it prints in landscape on two pages. (You do not need to do anything different to the paper as it feeds into the printer.)

Preview

·Original Schools

·Activated Substitute Schools

·Status of activities

·All School Summary

Run Date: 09/01/2005
Run Time: 1:46 PM
Save in Excel

NAEP 2006 Report 1 - Summary Tallies
State = PA, Region = 1
School Type = Public Schools

		Grade 4		Grade 8		Grade 12	
		Number	Percent	Number	Percent	Number	Percent
1. Original Schools	A. Pending	1	50.00	3	60.00	5	71.43
	B. School contacted, pending	0	0.00	0	0.00	0	0.00
	C. Cooperating	1	50.00	1	20.00	2	28.57
	D. District refusal - all schools	0	0.00	0	0.00	0	0.00
	E. School refusal	0	0.00	1	20.00	0	0.00
	F. Interim refusal	0	0.00	0	0.00	0	0.00
	G. School refusal - by District	0	0.00	0	0.00	0	0.00
	H. School closed	0	0.00	0	0.00	0	0.00
	I. Ineligible - Has grade/no eligible students	0	0.00	0	0.00	0	0.00
	J. Ineligible - Does not have grade	0	0.00	0	0.00	0	0.00
	K. Ineligible - Not a regular school	0	0.00	0	0.00	0	0.00
	L. Ineligible - Other	0	0.00	0	0.00	0	0.00

Report 1

7.2.1 Interpreting the Report

Report 1 is divided into four sections briefly explained below:

- Status of Original Schools
- Status of Activated Substitute Schools
- Status of Activities (Cooperating Schools Only)
- All School Summary

7.2.2 Status of Original Schools

This section gives the distribution of participation status codes assigned to all schools in the original sample for all three grades. Activated substitutes are not included.

The base of the percentages is the total number of sampled schools in the original sample at that grade. Initially, the status for all schools is set to Pending.

7.2.3 Status of Activated Substitute Schools

If you have activated any substitutes, a distribution of their status codes appears here.

7.2.4 Status of Activities (Cooperating Schools Only)

This portion of the report focuses on the progress made with cooperating schools.

A. Total Cooperating Schools. This number is the same as reported in 1C.

B. Enrollment Data Entered shows the number and percentage of cooperating schools for which enrollment information has been entered.

C. Scheduled Date Entered shows the number and percentage of cooperating schools for which an assessment date is present for all sessions.

D. Student Listing Form Received.

Note: If the region has schools sampled for multiple grades, these schools will be tallied separately in the three columns (Grades 4, 8, and 12) of this report. Accordingly, summing the corresponding entries across grades will yield totals higher than the number of sampled schools in the region.

7.2.5 All School Summary

This section of the report brings together information about original and substitute schools:

A. Total Pending Schools equals the sum of original and substitute pending (1A + 2A).

B. Total Cooperating Schools equals the sum of original and substitute cooperating (1C + 2C).

C. Unweighted Response Rate Before Substitution is a measure of school cooperation similar to that calculated in the final reports provided by NAEP. The response rate before substitution is calculated as follows **using only schools in the original sample**.

$$\frac{\text{\# COOPERATING SCHOOLS}}{\text{\# PENDING + \# COOPERATING + \# REFUSING SCHOOLS}}$$

D. Original Refusals Without Substitutes. This item tallies the number of original sample refusals for which a substitute grade is not available.

7.3 Report 2: School Status Listing

Preview

·District=Archdiocese Of Boston
·District=Archdiocese Philadelphia Schs
·District=Downingtown Area SD
·District=Jackson Twp
·District=Leadership Lrng Partners Cs
·District=New York City Public Schools
·District=Norristown Area SD
·District=North Penn SD
·District=Ny Non-Public Non-Catholic Schools
·District=Oxford Area SD

·District=Pa Non-Public Non-Catholic Schools
·District=Philadelphia City SD
·District=Upper Dublin SD

Run Date: 09/01/2005
Run Time: 1:47 PM
Save in Excel

NAEP 2006 Report 2 - School Status Listings
State = PA, Region = 1
School Type = All
Filter = Active Schools
Sort = District

District	School Name	NAEP ID	Grade	Status	Scheduled Date	Actual Enrollment
Archdiocese Of Boston	Arlington Catholic High School	2530053	12	Pending		0
	Central Catholic High School	2530083	12	Pending		0

Back to SCS Reports Page

District	School Name	NAEP ID	Grade	Status	Scheduled Date	Actual Enrollment
Archdiocese Philadelphia Schs	All Saints Elementary School	4210053	4	Pending		0

Report 2

This report is useful as a general reference for reviewing information about sampled schools. A variety of filters and sorting options (described below) are available. For each school, the report lists:

- The district (or county, depending on the sort selected) in which the school is located;
- The school name and NAEP ID;
- The current participation status;
- The scheduled assessment date; and
- The enrollment for the sampled grade (based on your entry).

To access the filter and sort options, click on the down arrow next to the appropriate box.

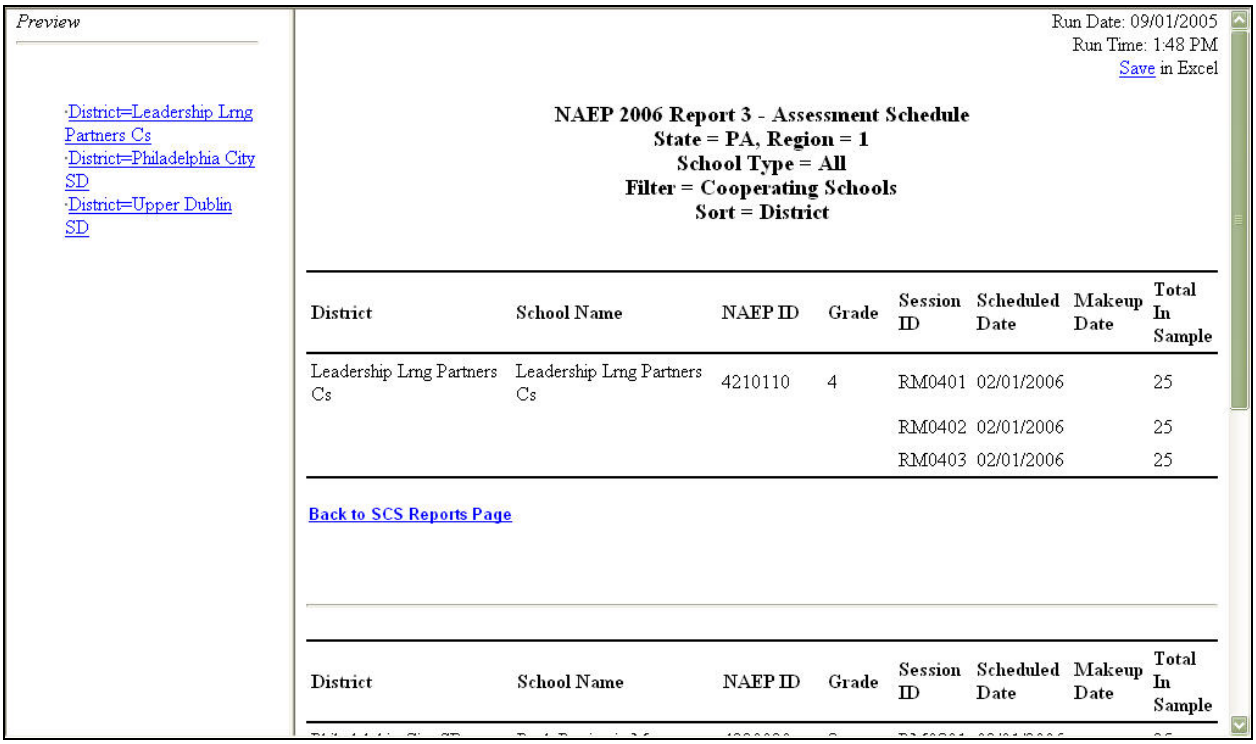
7.3.1 Report Filters and Sorts

The filter and sort options for Report 2 are:

Filters	Sorts
Active Schools	District
Original Schools	County
Substitute schools	School
Pending Schools	Status
Cooperating Schools	NAEP ID
Cooperating/ Pending Schools	School State ID
Refusal Schools	School Type

NOTE: Report 2 is a grade-level report. Schools sampled for both fourth and eighth grades, for example, will be listed twice on this report.

7.4 Report 3: Assessment Schedule



Preview

·District=Leadership Lrng Partners Cs
·District=Philadelphia City SD
·District=Upper Dublin SD

Run Date: 09/01/2005
Run Time: 1:48 PM
Save in Excel

NAEP 2006 Report 3 - Assessment Schedule
State = PA, Region = 1
School Type = All
Filter = Cooperating Schools
Sort = District

District	School Name	NAEP ID	Grade	Session ID	Scheduled Date	Makeup Date	Total In Sample
Leadership Lrng Partners Cs	Leadership Lrng Partners Cs	4210110	4	RM0401	02/01/2006		25
				RM0402	02/01/2006		25
				RM0403	02/01/2006		25

Back to SCS Reports Page

District	School Name	NAEP ID	Grade	Session ID	Scheduled Date	Makeup Date	Total In Sample

Report 3

This report is useful for reviewing the assessment schedule.

For each cooperating or pending school, the report lists:

- The school name and NAEP ID number for the sampled grade;
- The session ID for each session;
- The actual assessment date(s) and time(s) for each session;
- The makeup date (if needed); and
- The number sampled.

7.4.1 Report Filters and Sorts

The filters and sorts available for this report are:

Filters	Sorts	
Cooperating	District	Actual Date
Cooperating/Pending	County	NAEP ID
	School	State School ID
	Status	School Type

7.5 Report 4: School Sampling Listing

This report lists cooperating schools and the procedure that will be followed to sample the students – electronic file or manual sampling in the field (with the SDS).

An example of how Report 4 will look is shown on the next page:

Preview

·District=Archdiocese Of Boston
·District=Archdiocese Philadelphia Schs
·District=Downingtown Area SD
·District=Jackson Twp
·District=Leadership Lrng Partners Cs
·District=New York City Public Schools
·District=Norristown Area SD
·District=North Penn SD
·District=Ny Non-Public Non-Catholic Schools
·District=Oxford Area SD

·District=Pa Non-Public Non-Catholic Schools
·District=Philadelphia City SD
·District=Upper Dublin SD

Run Date: 09/01/2005
Run Time: 1:48 PM
Save in Excel

NAEP 2006 Report 4 - Student Sampling Listing
State = PA, Region = 1
School Type = All
Filter = Active Schools
Sort = District

District	School Name	NAEP ID	Scheduled Date	Sampling Method	Students on SLF	Students Sampled
Archdiocese Of Boston	Arlington Catholic High School	2530053		Not Designated	0	0
	Central Catholic High School	2530083		Not Designated	0	0

Back to SCS Reports Page

District	School Name	NAEP ID	Scheduled Date	Sampling Method	Students on SLF	Students Sampled
Archdiocese Philadelphia Schs	All Saints Elementary School	4210053		Not Designated	0	0

Report 4

The report shows the sampling "Method" or procedure to be followed in each cooperating school. This information will usually be updated by the home office. Additionally, the report shows the area, number of eligible students, and number sampled.

7.5.1 Report Filters and Sorts

The filters and sorts that may be that may be used in this report are:

Filters	**Sorts**
Active	District
Not Designated	County
E-File by State	School
E-File by District	Status
E-File by School	Scheduled Date
SDS in State Office	NAEP ID
SDS in Home/Hotel	State School ID
SDS in School	Sampling Method

7.6 Report 5: Summary School Recruiting Report

This report provides individual school information that is to be obtained during school recruiting. This report will help the school recruiter and his/her field manager keep track of the progress of keeping this information up to date in the SCS.

For each school, the following fields are displayed:

- Region and area numbers
- School name and NAEP ID
- Principal name
- School coordinator name
- School type
- Survey? (This refers to the Non-Public School Survey for schools in which "School Type" is "Unknown." The default value to be displayed will be "N/A." For those schools for which School Type is Unknown, if the survey has been completed, the value displayed will be "Yes," otherwise it will be "Not Completed.")
- Actual grade enrollment
- Status (The school's disposition status will be displayed. In addition, if the school is an interim or final refusal, the status of the refusal form will be displayed as "Refusal Form (done/not done)." Likewise, if the school's status is one of the ineligible codes, the status of the Ineligible School Form will be displayed.)
- Target student sample
- Teacher counts
- Year-round percent off

7.6.1 Report Filters and Sorts

The filters and sorts that may be that may be used in this report are:

Filters	Sorts
All schools	Region
Pending	District
Cooperating	School
Refusals	School Type
Ineligible	

7.7 Report 6: Sampling Report

This report shows the fields in the SCS that will be updated as the student sampling is completed for cooperating schools. This report will help the supervisor and his/her field manager keep track of the progress of keeping this information up to date in the SCS.

Fields to be displayed on this report are:

- Region and Area numbers
- School name and NAEP ID
- Scheduled assessment date
- Sampling method
- SLF receipt date
- Sampling date
- Completed E-Sample
- Number in sample
- Date list was current
- Session ID(s) and total in sample for each session
- Number of students identified as SD and/or ELL in a school

7.7.1 Report Filters and Sorts

The filters and sorts that may be that may be used in this report are:

Filters	Sorts
Not Designated	Region
E-File by State	District
E-File by School	School
In-Field Sampling	School Type

7.8 Report 7: Preassessment Visit Report

After each preassessment visit, information is to be recorded in the SCS. This report will help the supervisor and his/her field manager keep track of the progress of keeping this information up to date in the SCS.

The data displayed for this report are:

- Region and area numbers
- School name and NAEP ID
- Preassessment visit date
- Scheduled assessment date
- Parent notification (If "Has school notified parents?" is "Yes," "Yes" will be displayed for this field.)
- Supervisor receipt of letter
- New enrollee procedure (If the answer to "Did school maintain list of new enrollees?" is "Yes" or "No" and "Number of students listed as 'New Enrollees'" has an answer (zero or greater), then "Yes" will be displayed for this, otherwise, "No" will be displayed.)
- Student Sampling Summary Report (Default display and if there is no message in the report is "N/A." If there is a message and one box is checked, "Yes" will be displayed. If there is a message, but no box is checked, "Not answered" will be displayed.)

7.8.1 Report Filters and Sorts

Since Report 7 will only be used with cooperating schools, this is the only filter available. The sorts that may be that may be used in this report are:

Sorts

Region
District
School
School Type
Assessment Date

7.9 Report 8: Assessment Progress Report

After assessments have been completed in a school, information is to be recorded in the SCS. This report will help the supervisor and his/her field manager keep track of the progress of keeping this information up to date in the SCS.

The data displayed for this report (displayed at the session level) are:

- Region and area numbers
- School name and NAEP ID
- Assessment date
- Session ID
- Original sample
- Total in sample
- New enrollee sample
- Withdrawn/ineligible
- To be assessed
- Absent
- Excluded
- Refused
- Assessed in original
- Makeup date
- Makeup code
- Assessed in makeup
- Assessment complete
- SD/ELL data available

7.9.1 Report Filters and Sorts

Since Report 8 will only be used with cooperating schools, this is the only filter available. The sorts that may be that may be used in this report are:

Sorts

Region
District
School
School Type
Assessment Date

Exhibit 1. School-Level Status Codes

NAEP SCHOOL DISPOSITION CODES

CODE	EXPLANATION
Pending codes:	
Pending	Neither the district nor the school has been contacted. (Default code for all schools in the SCS.)
Pending Cooperation	The school has been contacted, but no decision has been reached on participation.
Interim Refusal	The school has indicated that they do not wish to participate, but there is a possibility that they will agree. [Complete the Refusal Report in the SCS to explain the refusal.]
Cooperating	The school will definitely participate in the assessment.
Final refusal codes:	[Do not assign until you have discussed with your field manager. Complete the Refusal Report in the SCS to explain the refusal.]
District Refusal	The district refuses to participate in the assessment. Record grade enrollment information on sampled schools in the SCS.
School Refusal	The school has said that they will definitely **not** participate in the assessment. Record grade enrollment information in the SCS**.**
District Refusal for this school only	The school district has refused for this one school to participate. Other sampled schools in the district will cooperate. Record grade enrollment information in the SCS.
Ineligible school codes:	[Complete the Ineligible School Form in the SCS to explain.]
Has Sampled Grade, but No Eligible Students	This school has the sampled grade, but no eligible students this year.
Does Not have Sampled Grade	This school does not contain the sampled grade.
Closed	This school has officially closed.
Not a Regular School	This school does not offer a traditional academic or comprehensive educational program to the general student population. Examples would be special education schools in which all students would be excluded from assessment and vocational schools whose student are enrolled in a traditional high school. Do not assume the school meets this disposition without talking with someone at the school. Ask the principal if they are ungraded or if students are registered in another school. You should talk with your field manager before using this code.
Other Ineligible	You should talk with your field manager about using this code.

Exhibit 2. Ineligible School Form from SCS

NAEP 2005 Ineligible School Form

Print

This form will be used to document the reason(s) for coding a school as ineligible for participation. A school should not be assigned a disposition code of *Not a Regular School* or *Other Ineligible* until information is obtained directly from the school or its district and the NAEP representative is consulted.

School Name: **A J Schmidt Es** NAEP ID: **3610700**
District Name: **Evans-Brant Csd (lake Shore)**

Who provided the information used in making the decision that the school is not eligible?

Name: Phone:

Position/Title:

Check final school status: Has grade, but no students

If school is coded *Does not have sampled grade*, what is the school's grade span?:

If school is coded *Closed*, when did the school close?:

Save Reset Close

If school is coded *Not a regular school*, Check next to the statement(s) that describes this school:

- ☐ This is an ungraded school.
- ☐ The students who attend this school are officially registered in another, regular school.
- ☐ The students do not take regular state tests.
- ☐ All of the students selected for assessment would be excluded from the assessment.

Mark with an "X" if this "school" can be described using any of the following concepts:

- ☐ Correspondence school (The students may or may not attend classes.)
- ☐ Distance education
- ☐ Computer based virtual ("cyber")) school
- ☐ Umbrella school (students are officially enrolled in these private schools, but may be home schooled)
- ☐ Home School
- ☐ Independent Study
- ☐ Other (Specify)

If school is coded *Other ineligible*, Check next to the statement below that best describes this institution:

- ☐ An administrative entity or professional service center without any students
- ☐ A school district or administrative office
- ☐ A dormitory or residence

Appendix A

SCHOOL LISTING AND LOG SUGGESTIONS

Supervisors have said that they do not use the logs and listing of schools that are produced at the beginning of the study because they become out of date so quickly. This document provides suggestions for how you can produce your own reports from the SCS using Data Selection and some of the new reports that have been added to the SCS.

For a basic list of your schools, select the following fields in Data Selection and exort the results to an Excel file:

- NAEP ID
- School name
- (1)
- Address
- City
- State
- ZIP
- County name (2)
- District name
- Est. Enrollment
- School type
- Assessment date

(1) If you want a place to record the principal's names, insert a column in the Excel file.
(2) County name can be eliminated if you do not need it.

To prepare for the work in the schools including preparing the teacher questionnaires, the new **SCS Report 5** could be used. Run this report and export to an Excel file. This report will also be helpful in seeing whether the necessary information has been recorded in the SCS before the preassessment visits begin.

Note that "Survey?" refers to the Non-Public School Survey for schools in which "School Type" is unknown. If the survey has been completed, the value displayed will be "Yes."

The **SCS Report 6** will provide a good summary of student sampling information after the sample has been selected. Run this report and export it to Excel.

Remember, "Assess all" will display "yes" if the number to be assessed is less than the number, beyond which a true sample would have been selected. All students in such schools will be assessed, but in 2 session types, thus at least 2 sessions.

The new **SCS Report 7** will show the information that should have been updated in the SCS after the preassessment visit.

SCS Report 8 will help you keep track of the data entry during the assessment field period including the assessment numbers from the Administration Schedules.

Reports 5 – 8 will need to be printed on **legal size paper**.

2006 NATIONAL ASSESSMENT

OF EDUCATIONAL PROGRESS

Appendix G

Other Systems
User's Guides

October 2005

NAEP

OTHER SYSTEMS USER'S GUIDES, ETC.

Westat Materials Ordering System User Guide

Outlook Express User Guide

IceWarp User Guide

Systems Reference Materials

- "How Do I Get to…."
- "Using the Various Dial-Up Connections"
- "Updating Telephone Numbers in AT&T Dial-Up Connection"
- "Command AntiVirus Updating Definitions"
- "Is Your Laptop Clock Right?"
- "Cleaning the Print Head on a BJC 80/85 Printer"

Pearson SchoolHouse Materials Ordering and Materials Tracking Sites User Guides

NAEP 2006

WESTAT MATERIALS ORDERING SYSTEM

USER GUIDE

September 2005

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4. Order Confirmations 6

5. Item Descriptions 8

6. Checking Order Status 9

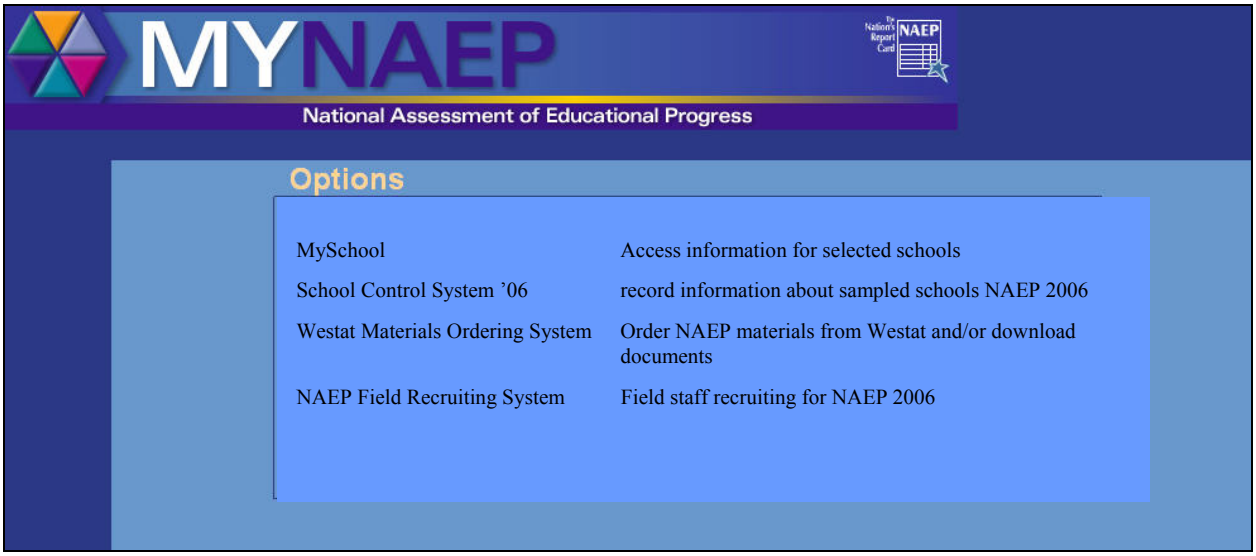
7. Document Download 11

8. Logging Out of the System 14

1. Introduction

The Westat Materials Ordering System (MOS) will be used by NAEP field staff to order materials from Westat. This site should not be confused with the new materials order site at Pearson[1] which provides assessment-related items such as accommodation booklets and teacher questionnaires. If, for example, you need additional time sheets or session scripts, you will order these from Westat.

You will access the Westat MOS through a link on the MyNAEP Options page; the same place that you select the link to the School Control System and the Field Recruiting System as shown in the mocked-up Options page below.



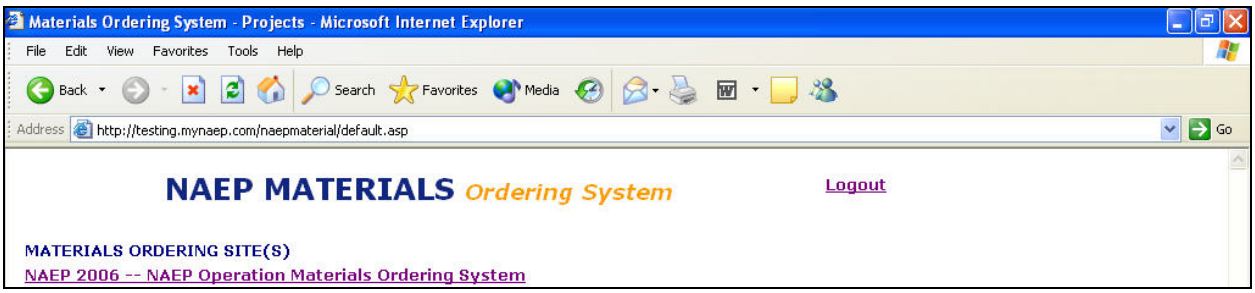
MyNAEP Options

When you have placed an order, you will receive an email message immediately to confirm that the order has been recorded and will be filled as soon as possible. When the order is shipped, another email message will be sent to your NAEP email address so that you will know when it is on the way.

[1] The Pearson Materials Ordering and Materials Tracking Sites will be available in December when the assessment materials are being shipped out.

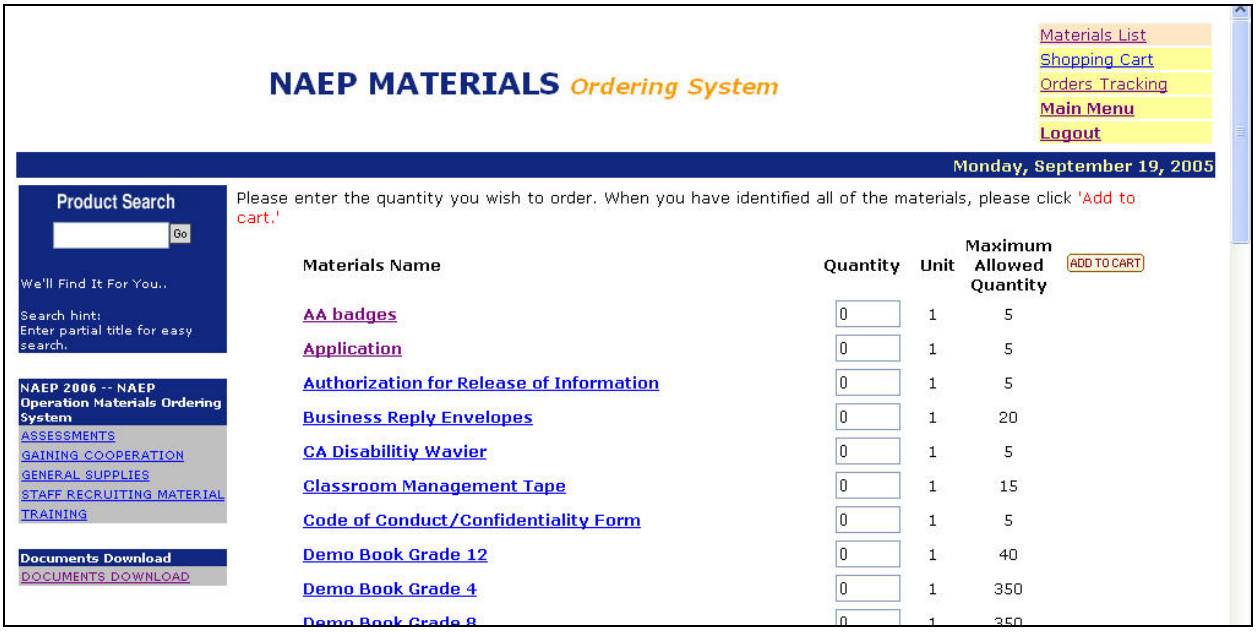
2. Using the MOS

The Main Menu of the MOS contains the link to the main NAEP (or operations) materials list. If there were special studies with materials in the MOS, these would be listed separately.



MOS Main Menu

This user guide will focus on the using the MOS for operations materials. Click on this link to go to the page listing the materials.



MOS Materials List (sample listing)

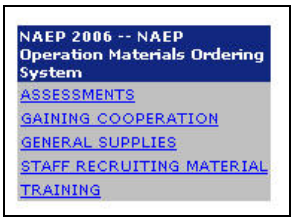
Since this list is quite long, you will need to scroll down to see the entire list. Two other options are available for locating an item:

- A search field in the upper left of the page.

Enter the item name (or partial name such as "brochure") in the search field to see a list of only items with that name or word in the title.

NOTE: We recommend that you not enter NAEP or the year in the search field since the resulting list may be nearly as log as the total list.

- Links to subsets of lists (under the search field) also in the upper left of the page.



Initially, the links available will be "Gaining Cooperation," "General Supplies," and "Staff Recruiting Material." Click the link to see a subset of materials. Eventually, assessment related materials and training materials (additional materials for the AA training, for example) also will be available.

3. Placing an Order

There are only a few steps involved in placing an order.

Step 1 – Locate the item on the list (as described above).

Step 2 – Enter the quantity.

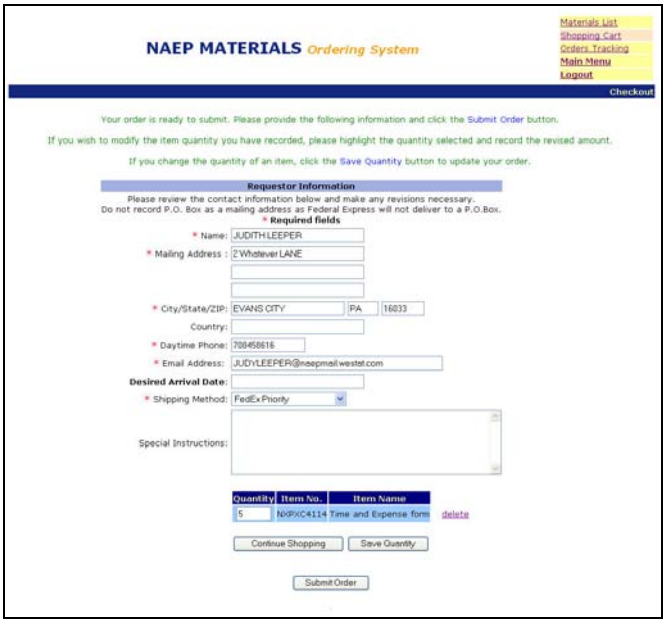
When you have located the item you need to order, enter the quantity in the "Quantity" box. You will be ordering by "units." In other words, if the unit is "1" (as most are) and you want 5 of an item, you'll enter 5, of course. If you are ordering an item that comes bundled in a larger unit, 5 for example, entering a 1 in the quantity box will get you 5 of the items. If you enter 5 in the quantity box, you will get 5 times the size of the unit or 25 of the item.

After entering the quantity you need for the one or more items, click the **Add to Cart** button at the very top or bottom of the list. For this example, we'll order 5 additional Time and Expense Reports.

Ordering T&Es

Step 3 – Check your shipping information.

When you click on the **Add to Cart** button, you will go to the Shopping Cart page shown below.



MOS Shopping Cart Page

The system reads your address information from the FRS and enters it in the Shopping Cart page. If you are traveling or for some other reason need the items shipped to a different address, change the address information appropriately. Changing the address here will not affect the address in the FRS nor will this become the default address for you in the MOS.

Enter the "Desired Arrival Date" especially if there is a need for the item to arrive at a specific date. Most orders received before 3:00 PM Eastern Time, will be filled and shipped for next-day delivery. If you want your order to arrive on a different day, then enter that date in this field. For example, if you want your materials shipped to a hotel where you will be staying three days from today, enter the hotel address and the Desired Arrival Date of (today + 3).

Options for the Shipping Method include:

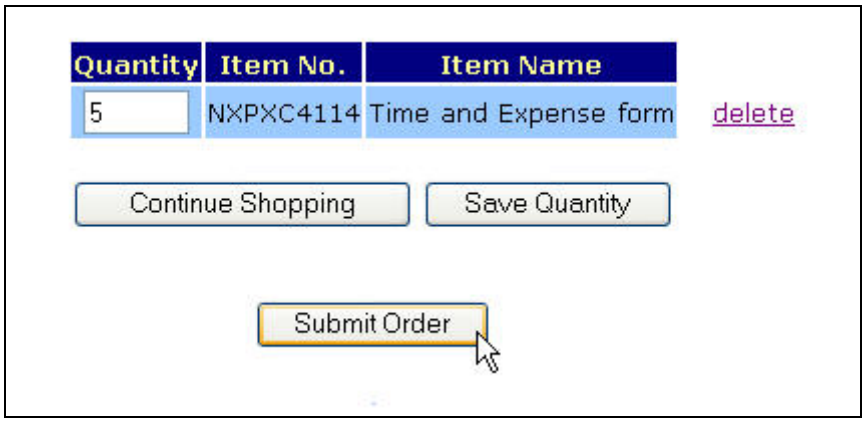
- Federal Express (FedEx) Priority – default method; shipment due to arrive next business morning; shipment may be tracked via www.FedEx.com;
- FedEx Standard – shipment due to arrive next business afternoon; shipment may be tracked via www.FedEx.com;
- FedEx Saturday – shipment due to arrive Saturday; shipment may be tracked via www.FedEx.com;
- FedEx International – for international shipments, including Puerto Rico; shipment may be tracked via www.FedEx.com;
- Express Mail – shipment due to arrive in one to three business days; tracked via www.USPS.gov; and
- U.S. Regular Mail – due to arrive in three to five business days, not tracked.

If the materials are not needed first thing the next morning, you may select a shipping method that suits your needs and that will save on cost. When the order is shipped, an email is sent to you that will include the tracking information, if applicable.

Special Instructions may include notes like:

- Pack materials in boxes no more than 10 lbs. each (can't lift big, heavy boxes); or
- Do NOT leave with neighbor – Require Signature.

The item(s) that you ordered is displayed at the bottom of this page.



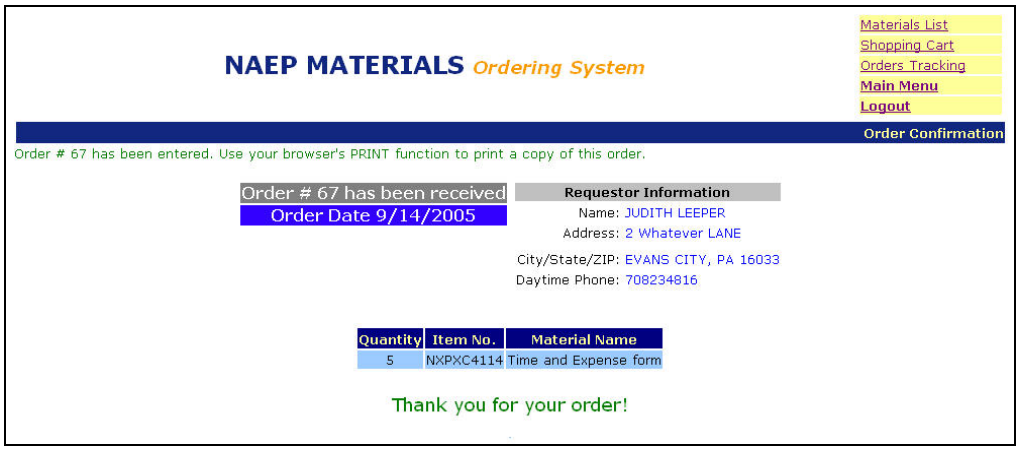
Item Ordered

Double check this information before clicking on the **Submit Order** button. At this point, you can change the quantity (and then save the new quantity by clicking on the **Save Quantity** button), return to the materials list to continue shopping, or submit your order.

Each item will have an Item Number that will appear in the lower right corner on the documents that Westat reproduces. When ordering, use this item number as a double check of the item you are ordering. (This new item number is being added to documents and will eventually be on every Westat produced document.)

4. Order Confirmations

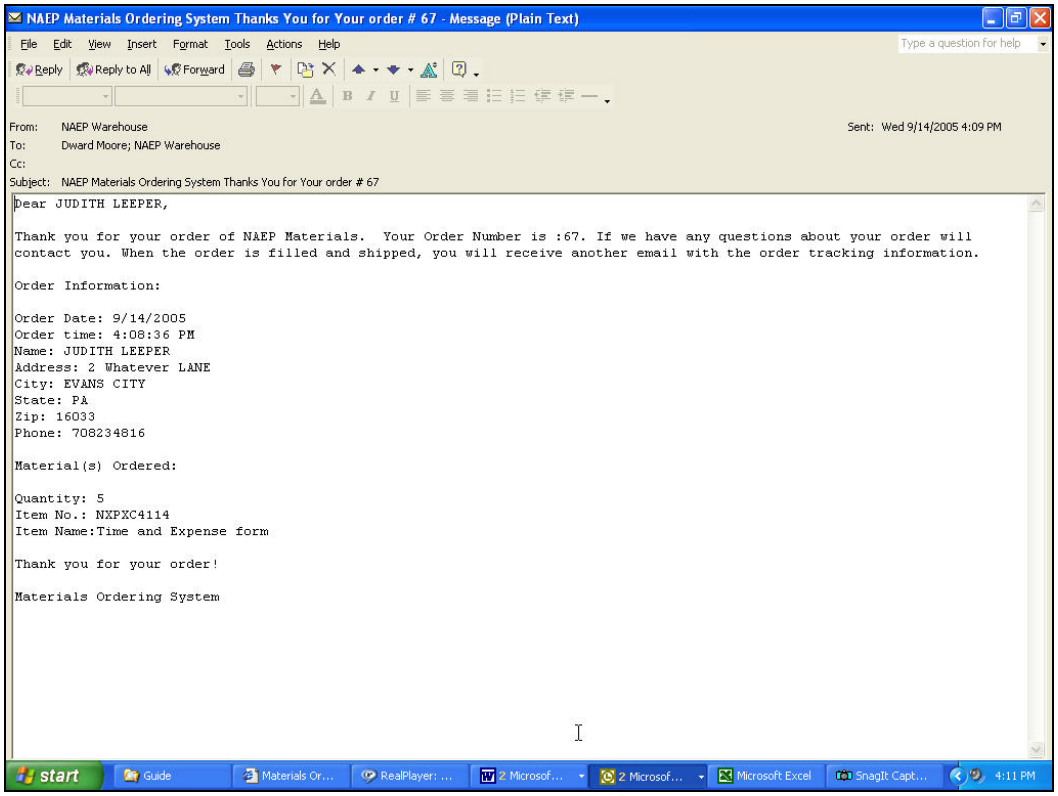
When you click on the **Submit Order** button, the order confirmation shows you the order number as well as the specifics of your order.



MOS Order Confirmation

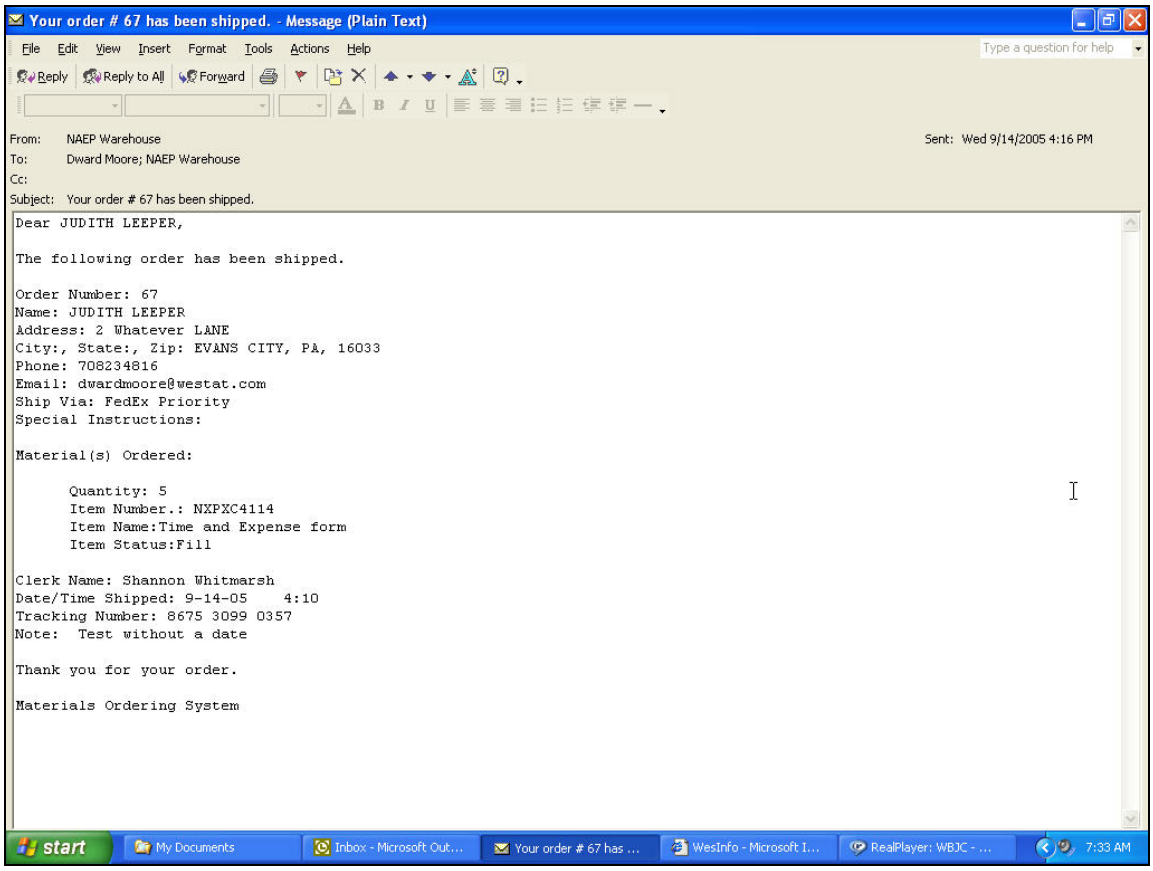
You should print this as a record of your order. Use the print icon at the top of your browser to print the page.

When you check your NAEP email, you will find a confirmation email message as well.



Order Confirmation E-Mail Message

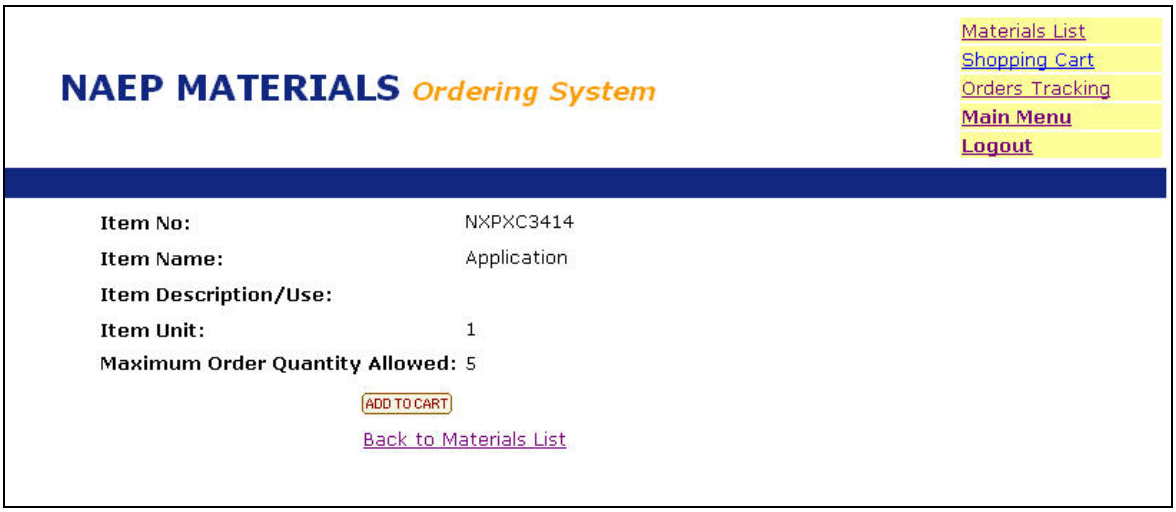
When the order has been shipped, you will receive another email message to let you know your order is on the way.



"Your Order has been Shipped" Email Message

5. Item Descriptions

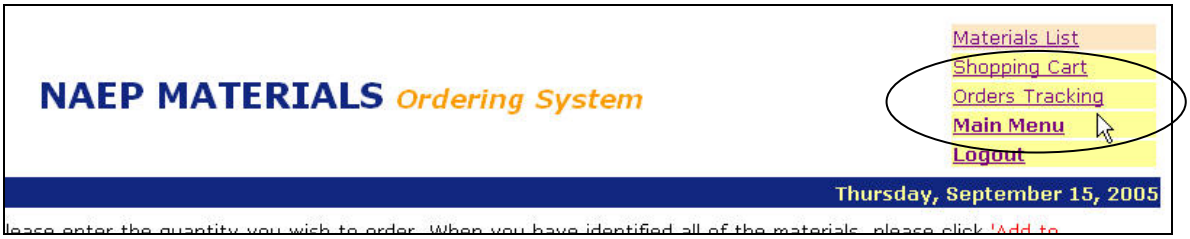
With the large number if items used throughout the NAEP study, it might be necessary to check a description of an item to be sure it is what you want and need. If you click on the name of an item in the Materials List of items, you will see such a description. (Descriptions will be available in the production version of the MOS.)



MOS Item Description Page

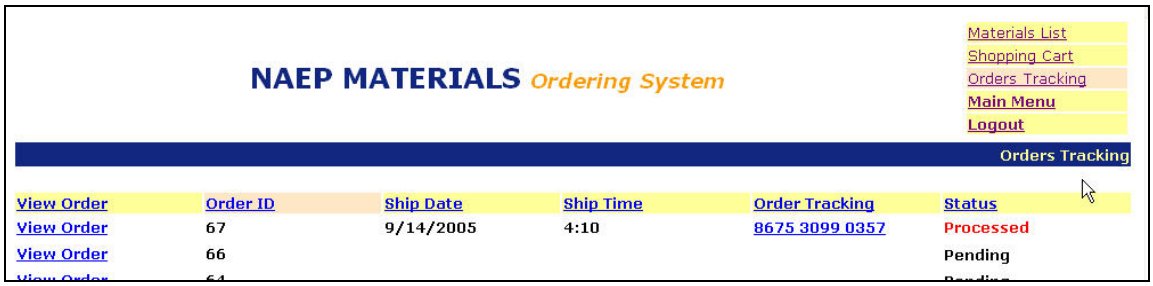
6. Checking Order Status

You can log onto the MOS at any time and check the status of your order by selecting "Orders Tracking" from the menu in the upper right of the materials screen.



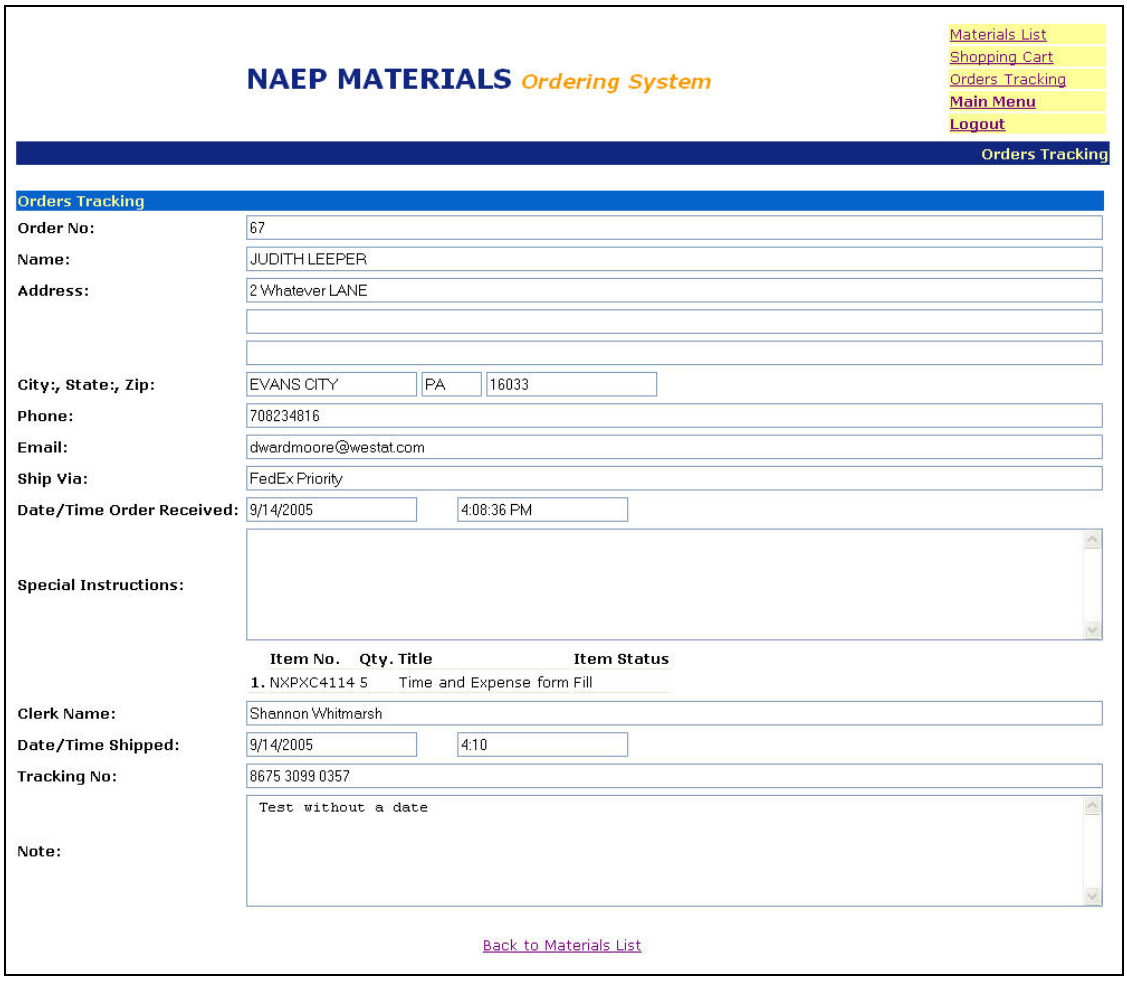
Select "Orders Tracking" to See Status of Order

The Orders Tracking section of the MOS will list each of the orders you have placed, their order IDs, and, for shipped items, the date and time the item(s) was shipped and the tracking number. If the order has not been processed as yet, the "Status" will show as Pending.



List of Your Orders

Clicking on the "View Order" link will show you the details of that order number. Below is an example of an order using order ID 67 in the list shown above.

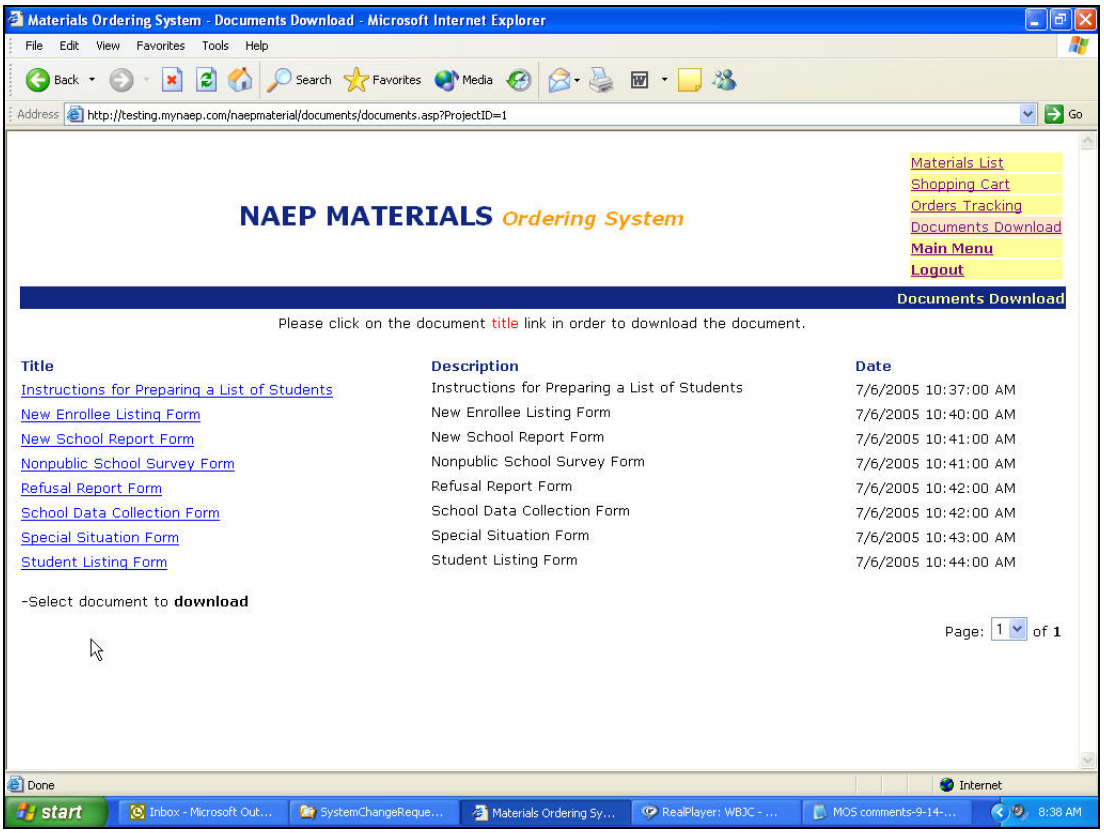


View the Details of Your Order in "View Order"

7. Documents Download

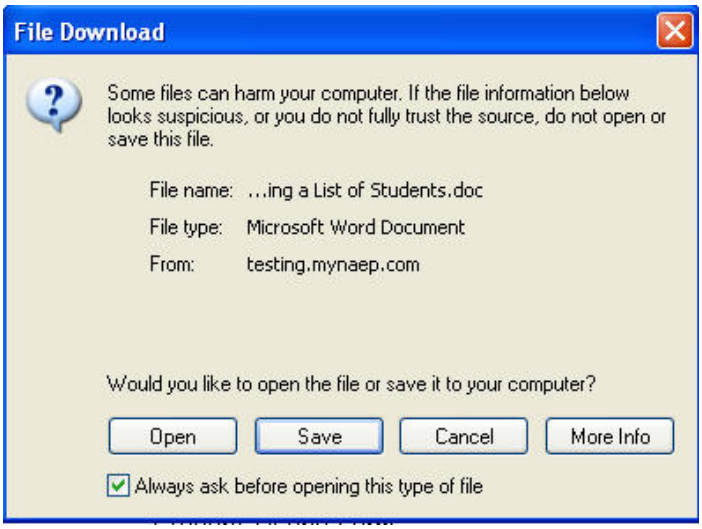
Link to Documents Download

Under the list of subset categories is the link to downloading documents. Click on the link to see the list of files that is available. An example list is shown below.



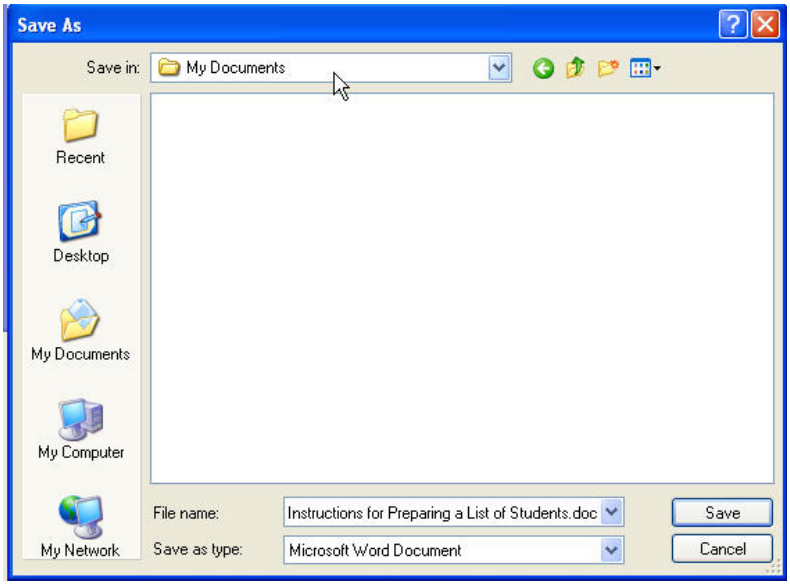
Sample List of Documents to Download

When you click on the download link (the name of the document), in most cases the system will ask you what you want to do next. (This pop-up window will not appear if the "Always ask…" box has not been checked.)



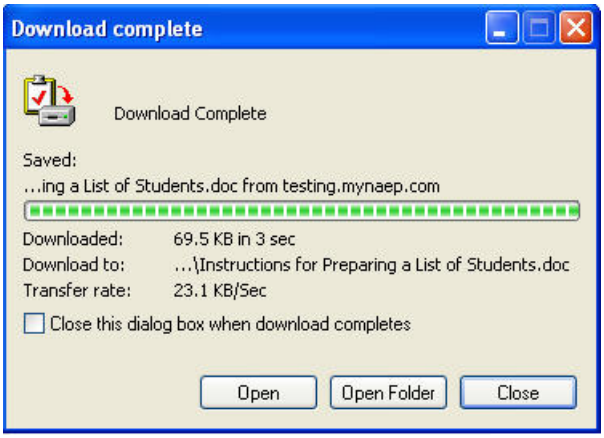
Download Options

Click the **Save** button and tell the system where you want the file saved.



Save to My Documents (Default)

The default for Microsoft products is to save in My Documents. Save there or wherever you want the file to be saved and click the **Save** button.



Download Complete

When the download is complete the system will tell you. At this point, you should close this window before opening the document since you are still connected to the MOS and your Internet connection is still open.

Initially, this list will supplement the list of files that you have on your laptop in the NAEP documents folder. As new documents are made available, you can obtain them through the normal transmission procedure or you can download them from the MOS site. If you are using your own computer with a high-speed Internet connection, you might prefer to download files with it than with the slower laptop dialup connection.

8. Logging out of the SYSTEM

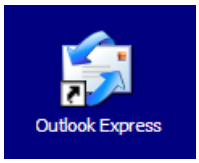
Click on the Logout option in the upper right when you have completed your order.

This takes you back to the MyNAEP Options page so that you can go to the SCS, the Pearson sites (beginning in late December), or close MyNAEP and disconnect from the Internet.

Using Microsoft Outlook Express

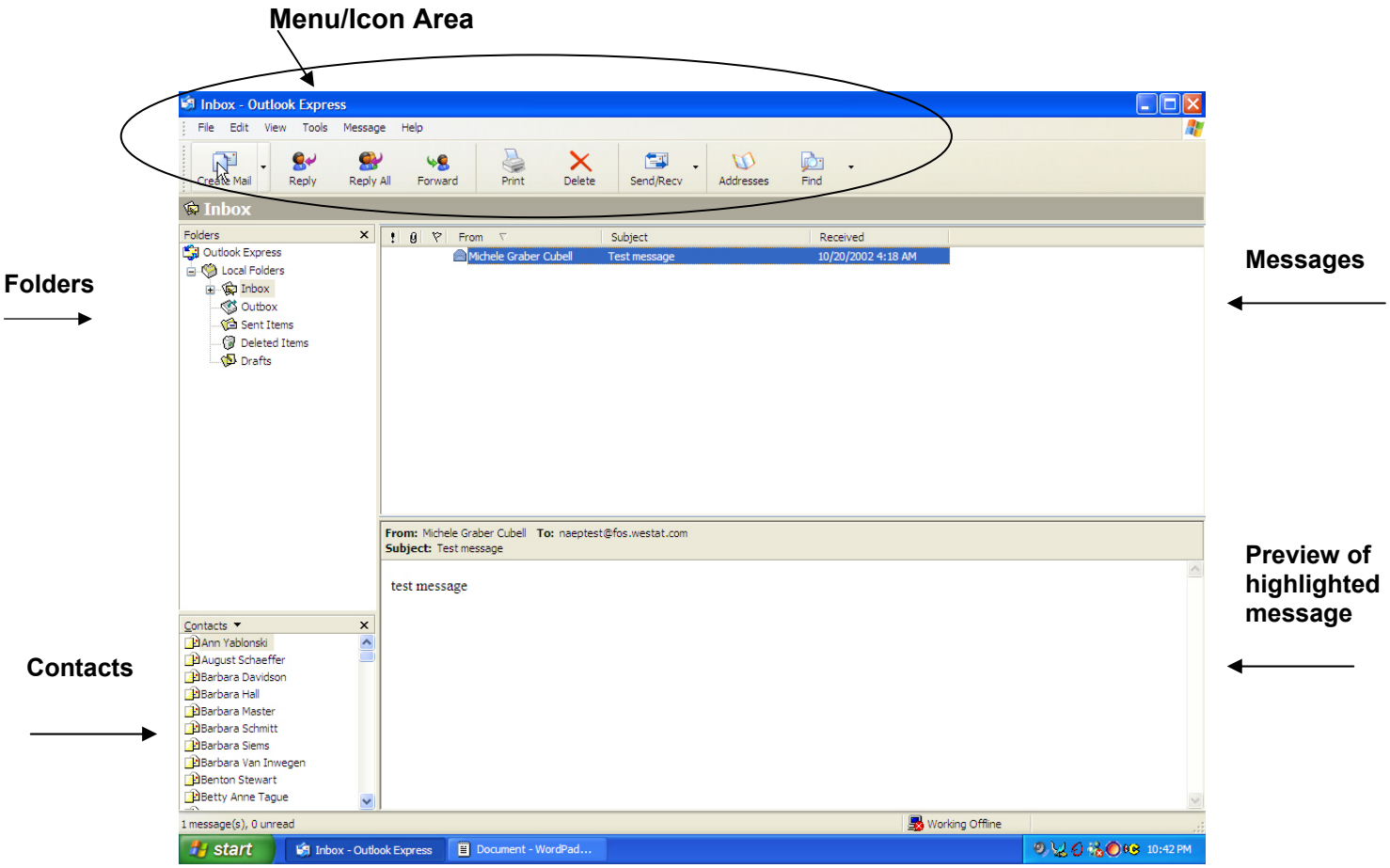
Microsoft Outlook Express ("OE"), installed on your laptop, allows you to send, receive, forward, and reply to messages and to work with messages (read and compose) without being connected to Westat. Connection to Westat will only be necessary to send and receive messages, thus connect times should be short and quick.

When you connect to Westat over the phone line, messages you have composed and saved on your laptop are automatically sent and messages waiting for you at Westat are automatically copied onto your laptop. This guide will describe the basic features of OE that you will be using. Also included at the end are a few advanced topics for those interested.



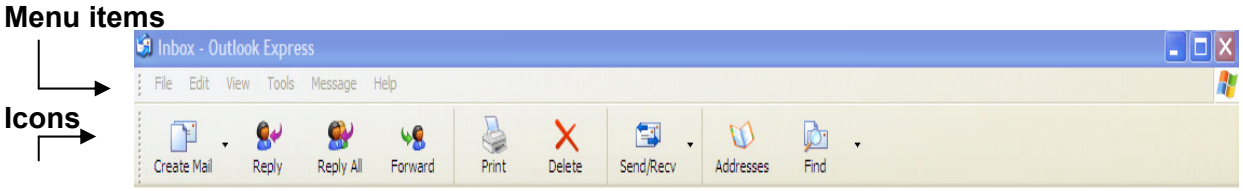
Opening Outlook Express

To open OE, double-click on the Outlook Express icon on the desktop. The Outlook Express screen will come up, with the Inbox displayed (note that Inbox is highlighted on the left side of your screen). Underneath the menu and icons area, the OE screen is divided into four main panels: (1) the folders and (2) contacts lists on the left side, and (3) the list of messages in the displayed folder and (4) a preview of a message in the lower right side.



Menus and Icons

The menu items and icons are located at the top of the screen. When you click on a menu item, a drop down list of options is presented. Most of the options that you will use from these menu items also are available as icons.



You will see later that the icons change when performing different functions, such as creating a new message. The icons shown above are the standard email functions you will need:

- Create Mail (click on this to begin creating new message);
- Reply/Reply all (reply to the author(s) of a message);
- Forward (share a message you received with someone else);
- Print, (if you have a printer connected to your computer);
- Delete (send a message to the Deleted Items folder);
- Send/Recv (connect to Westat and send and receive messages);
- Addresses (takes you to your address book); and
- Find (allows you to search for text within messages).

Information on these functions is presented below.

The Four Panels of Outlook Express

The main screen of OE is divided into four panels:

- Folders (For the electronic storage of messages on your laptop).
- Contacts (The list of names in your address book)
- Messages (Each line of information here represents one message)
- Preview (The message highlighted in the list above this panel can be previewed in this panel)

Each of these is discussed in more detail below.

Folders

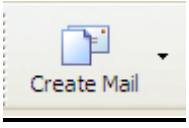
All electronic email messages are stored in folders. On your laptop, these are referred to as “local” since these folders (and all stored messages) are located on your laptop’s hard disk. The folders are listed in the Folders pane:

- Inbox (When you receive new messages, they go to your Inbox where they will stay unless you move them to another folder),
- Outbox (Messages you create are stored here until you connect to Westat and send and receive messages),
- Sent Items (Copies of each message you create and send are stored here for future reference),
- Deleted Items (If you delete a message, it is sent to this folder), and
- Drafts (Messages that you have started, but have not completed are saved here)

Please note, the number shown in parentheses next to a folder name indicates the number of ***unread*** messages in that folder. If you move messages to another folder without first opening them, they will still show as unread.

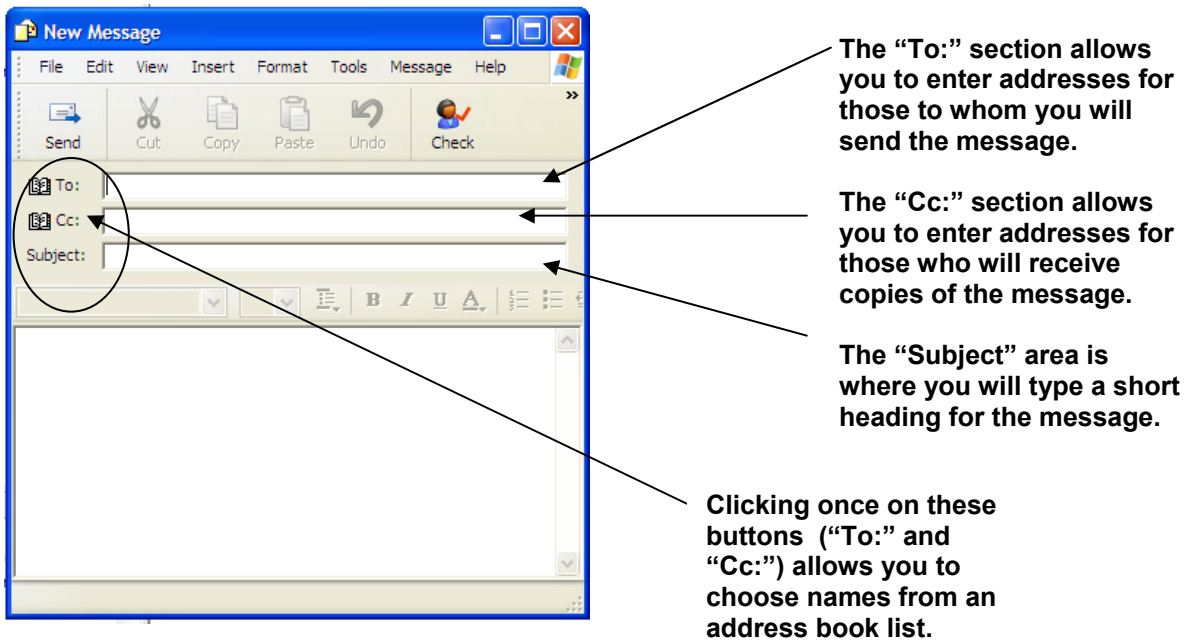
Working with Messages

Creating a Message



The **Create Mail** icon is used to create a new message. When you are ready to compose your message, click once on **Create Mail** and a **New Message** window will appear.

First, address the message. You can type one or more names manually into the "To:" field, or click on the "To:" button to choose names from a list.



The quickest way to address a message to someone in your address book is to begin typing the person's name into the "To:" field. As you type, the system matches the names in the address book and displays the name that matches. When you see the name of the individual to whom you want to send the message, press the Tab key to proceed to the next field.

If you are emailing a message to someone not in your address book, make sure you type in the full Internet email address, such as **johndoe@busyoffice.com.**

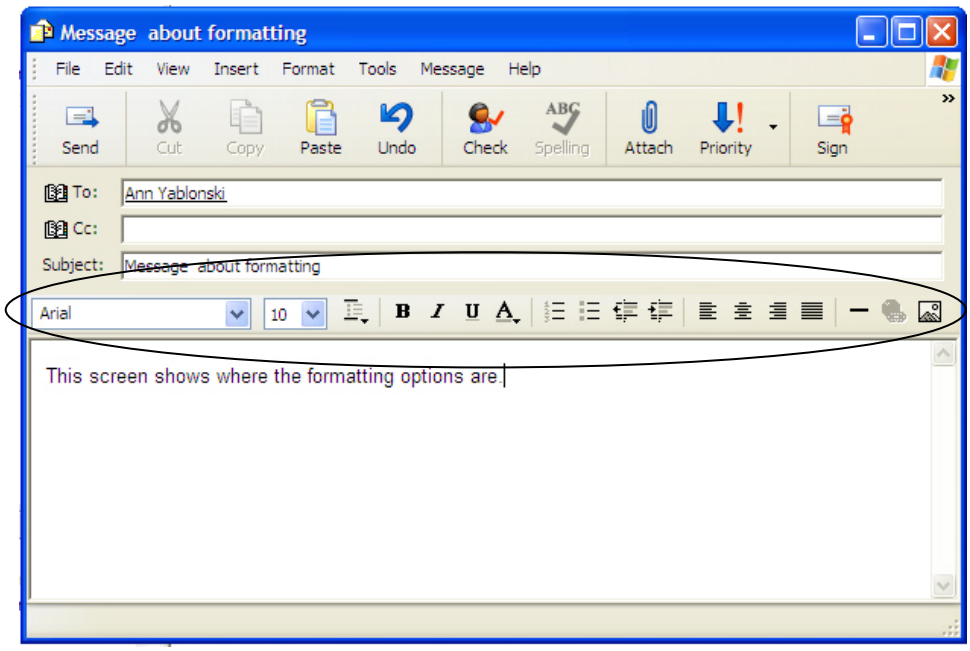
To send a message to more than one person, type a semicolon then a space after the first name or address and begin typing the second name or address.

Please refer to the "Address Book" topic later in this document for information on how to add names to and maintain your address book list.

The "Subject" field allows you to enter a short title for your message. It's a good idea to type something in this field, since the subject displays in the receiver's Inbox list.

The message area is the large white area below the addressing section. You'll note that a formatting task bar appears when you're typing a message. The standard formatting options, such as fonts, bold, italic, underline, text color, indent and text justification are available for your use.

You can either click in a field or use the **TAB** key to advance from one field to another.



Formatting options (fonts, bold, underline, italic, page justification, indenting, bullets and numbering).

Send/Save the Message

When the message is complete, you may either click on the **Send** icon to forward it to the Outbox or click on the "X" at the top right side of the message to close it without

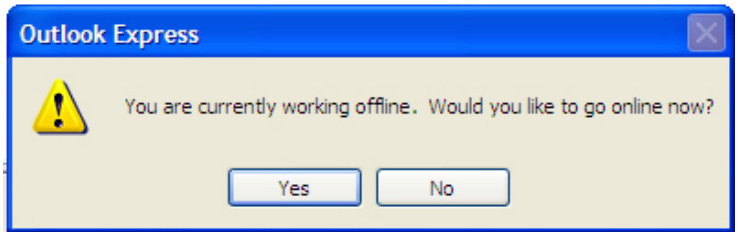
sending. If you choose the “X” option, OE will ask if you’d like to save changes to the message. Click on “Yes” to place the message in the Drafts folder, or “No” to discard the message. You can always return to a message saved in the Drafts folder by clicking on “Drafts,” then double-clicking on the saved message to open it and work on it further.

All mail in the Outbox will be sent automatically if you are connected to Westat. If you are working offline, the messages will be sent the next time you establish a connection. If mail is not sent immediately, you have a chance to edit or delete a message in the Outbox before it is sent.

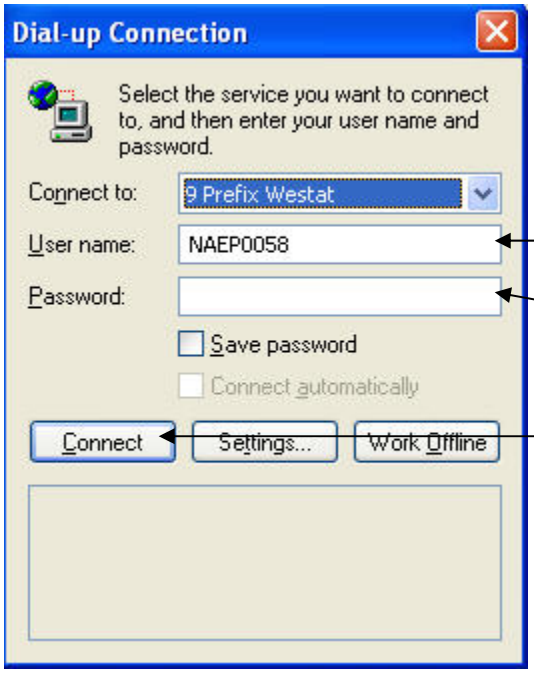
Copies of all messages you send are kept in the “Sent Items” folder.

Sending and Receiving Messages

When it’s time to send and receive messages, attach the phone cable to the modem, then to the wall jack. Click on the **Send/Recv** icon to initiate the dial-up connection. The following screen appears:



Choose **Yes** and the following screen appears.



Your user name should already appear in the fields (if not, type it in manually).

Tab to the next field and enter your password.

Click on Connect to dial out.

When you are traveling and need to check your e-mail from a hotel/motel, you will need to have a prefix (8 or 9) in the dialing routine to obtain an outside line.

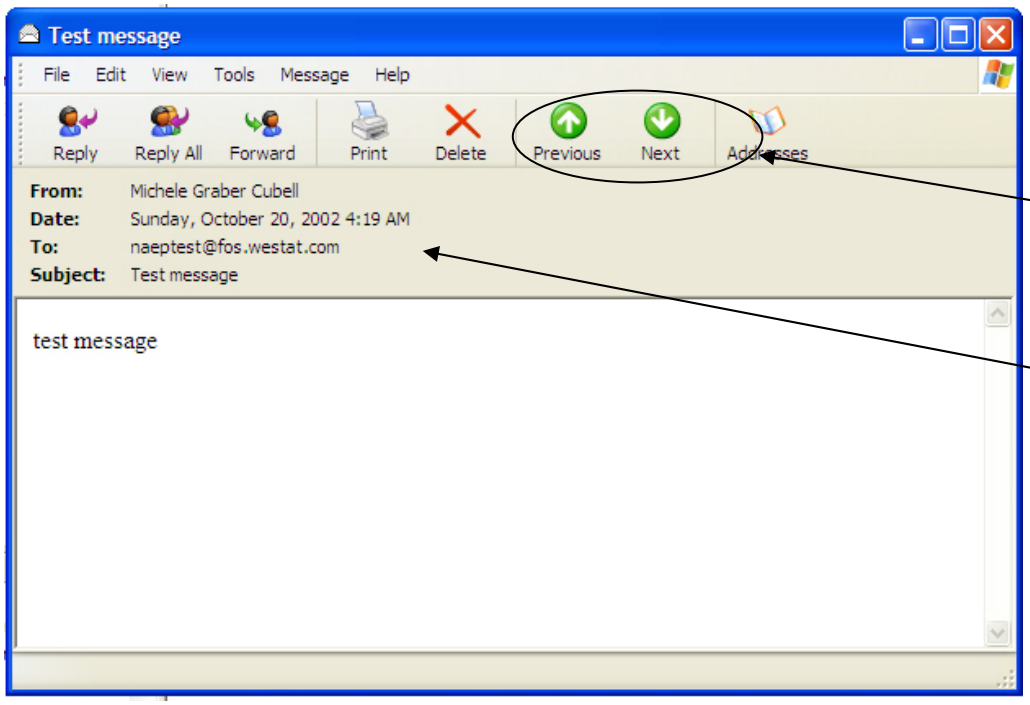
To add the proper prefix, change the "Connect to:" option by clicking on the down arrow button.

Click on the down arrow and move the pointer down the list until the prefix needed is highlighted. Click on the prefix or press the Enter key. If your user name and password do not appear, type them in. Then, click on the Connect button.

Once you are connected, OE will automatically send and receive mail. A status bar indicates the progress of the transmission. Once all messages are sent and received, you will be notified how many new messages were downloaded to your laptop and you will be disconnected. There may be a delay in closing the dialog box when you are disconnecting from Outlook Express. New messages will appear bolded in your Inbox.

Reading a New Message

To read a message, double click on it (you can also click once on it and view it in the panel below, but you won't be able to work with it unless you actually open it). The message window will come up:



Note the change in the icons at the top of the screen.

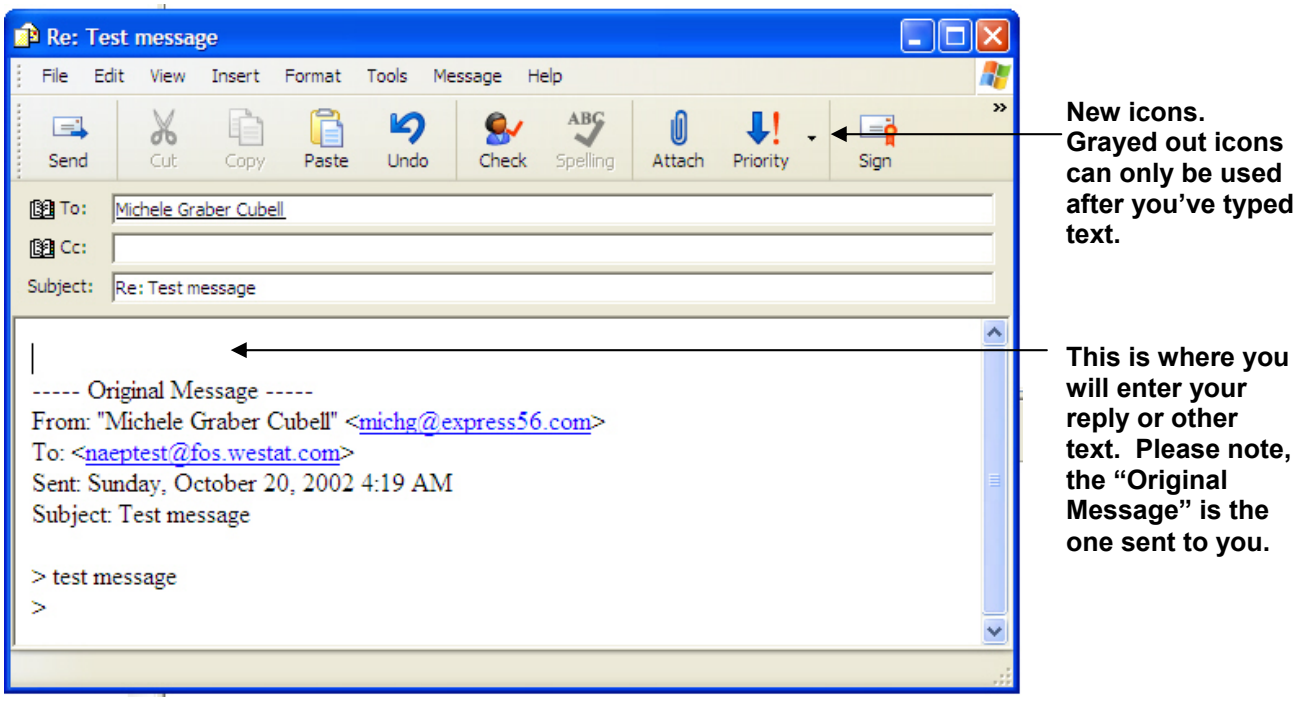
This area tells you who the message is from, the date and time sent, and to whom it was sent.

To *reply* to the message, click on the **Reply** icon. If the message was sent to more than one person and you want to reply to everyone on the list, choose **Reply All**. To send the message to someone else, choose **Forward**.

You can also print or delete the message from within the message window. If you want to read the next or previous message on the list without returning to the Inbox, click on **Previous** or **Next**.

Once you select “reply” or “forward,” Outlook Express will automatically create a copy of the original message in your new message and create a space above it in which you can type.

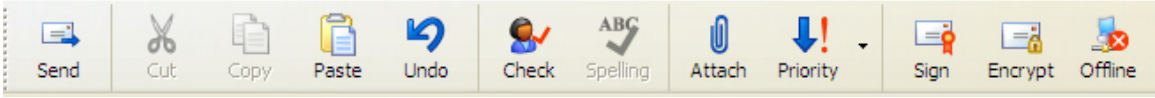
The illustration below shows an example of what the screen looks like when you select “Reply.”



Simply click on Send to send the message to the Outbox. The message will be sent to Westat's server the next time you click on the Send/Receive icon. The original message will remain in your Inbox.

When you are creating a message (including when you reply to a message), icons are available for **Send**, **Cut**, **Copy**, **Paste**, **Undo**, **Attach,** and **Priority.** Please disregard the Sign and Encrypt options, require a digital ID which you will not have.

Here is a quick review of the icons shown enlarged below:



Send: Send message to Outbox (message is not actually sent until you connect to Westat).

Cut, Copy, Paste: Used to cut, copy, or paste highlighted text (these don't activate until after you type text into the message and highlight it).

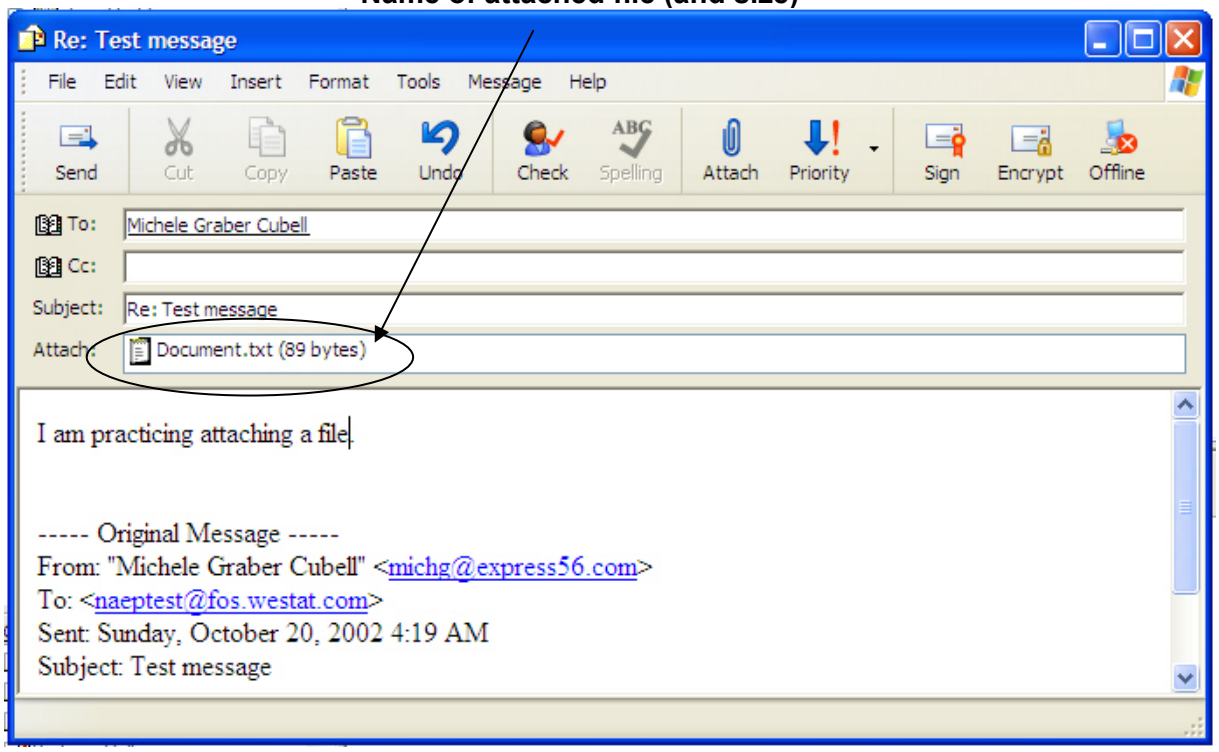
Undo: Use this to "undo" (get back) the previous text deletion.

Check: Use this to verify the correct spelling of mail addresses (in "To:" or "Cc:") against your address book (Contacts).

Spelling: Spell check is not available.

Attach: Allows you to attach a file to your message. Click once and the "Insert Attachment" window pops up. You can then use the "Look in" field to search through directories on your hard disk and locate the file you wish to attach. Double-click on the file name (or click once, then click on "Attach") to attach it to the message.

Name of attached file (and size)

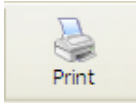


If you receive a message with an attachment, double-click on the file name within the body of the text to open it. ***Please note****, you cannot open a file unless the software the*

file was created in is installed on your computer. For example, you will not be able to open an Excel spreadsheet unless you have Microsoft Excel installed on your laptop.

Priority: This option attaches a flag to the message indicating whether it's high, normal, or low priority. In most cases, only the "high" option is used (the default is "normal" and most people wouldn't want to flag an email low priority). You can select the priority by clicking on the Priority icon or selecting the drop-down list next to the icon**.** ***Please note****, the only purpose of this function is to alert the recipient to a "high priority" message when they receive it in their Inbox. It has no impact on the speed at which a message is delivered to or read by the recipient.*

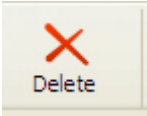
Printing



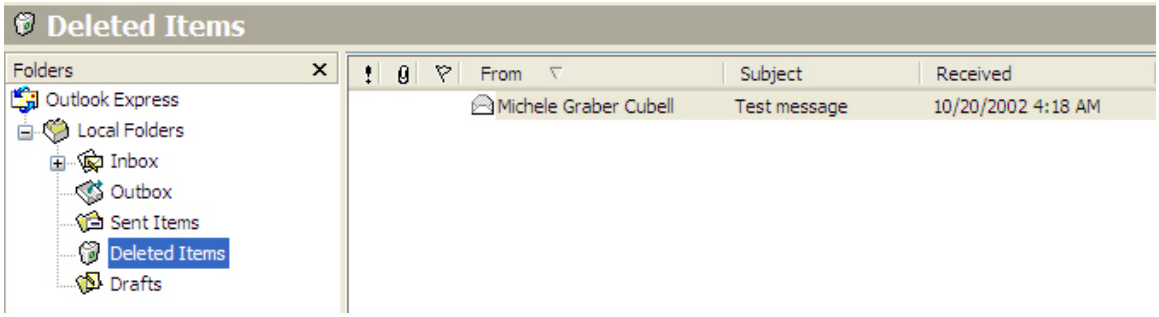
If you have a printer attached to your laptop, you can print any message by clicking on it once in the folder list highlighting the message and then clicking on the **Print** icon. You can also print within an opened message by clicking on the **Print** icon, or choosing **F**ile **P**rint from the menu.

To print an attachment, double-click on the attachment file name to open it, then print the document from within the appropriate file software application (e.g., Excel to print an Excel spreadsheet).

Deleting Messages



You can delete messages from any folder other than the Deleted Items folder by clicking once on the message (highlighting it) and then clicking on the Delete icon. The message will automatically be moved into the Deleted Items folder. You can also drag and drop a message to Deleted Items as you would from any folder to another.

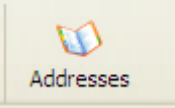


Multiple messages may be deleted at one time by clicking on the first message, then holding down **Shift** or **Ctrl** before clicking on another message. **Shift** allows you to mark a continuous block of messages, and **Ctrl** allows you to mark one message at a time. Once all messages are highlighted, click on **Delete** to move them into Deleted Items.

Messages are retained in Deleted Items until you until you choose **Empty 'Deleted Items' Folder** from the Edit menu. You can also change a default setting under "Options" on the Tools menu to automatically empty the Deleted Items folder when you exit from OE.

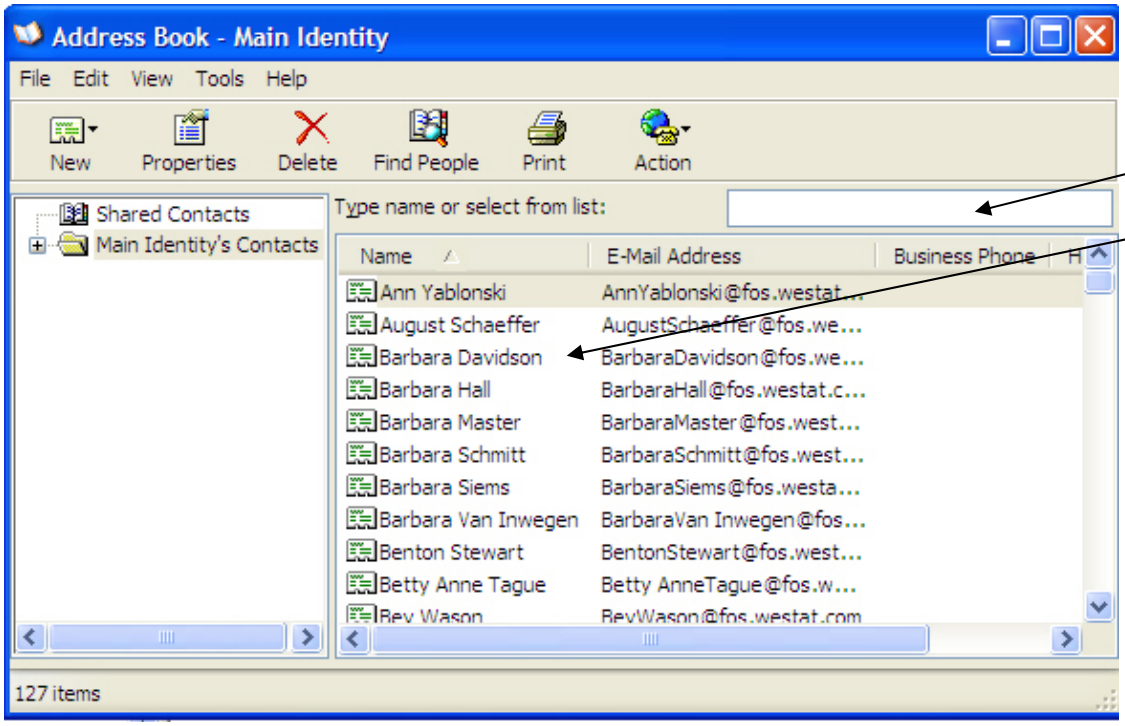
If you move a message into Deleted Items and change your mind, you can drag and drop it back into its original folder. However once you choose "Empty Deleted Items," it is not possible to retrieve a message.

Address Book Features



Your version of OE will be set up with the address book containing NAEP field staff and home office staff names. As previously described, you can use the "To:" or "Cc:" buttons to access the address book and insert recipients into a new, forwarded or reply message.

At times you may want to go directly to the address book to add or delete names, or to update information for existing names. To do so, click on the **Addresses** icon and a screen similar to the following will appear (your list will be shorter or longer, depending on how many Westat staff you interact with using email).



Type name here or click on name in the list to select.

One of the nice features of OE is that you can add a large amount of business and personal information such as phone number, home/work addresses, fax number, and other relevant data to each basic address book entry (name and email address). This allows your address book to also function as a “contacts” list, which can be used as a quick reference for a phone number or other information.

To *add* someone to the address book list, click on the **New** icon and select **New Contact**. OE will then prompt you to fill in the appropriate information. You can *delete* an entry by clicking once on the name (highlighting it) and then clicking on the Delete icon. You can **view or update** information for an entry by clicking once on a person’s name (highlighting the name) and then clicking on the **Properties** icon.

OE allows you to enter a new address recipient (contact) in several places:

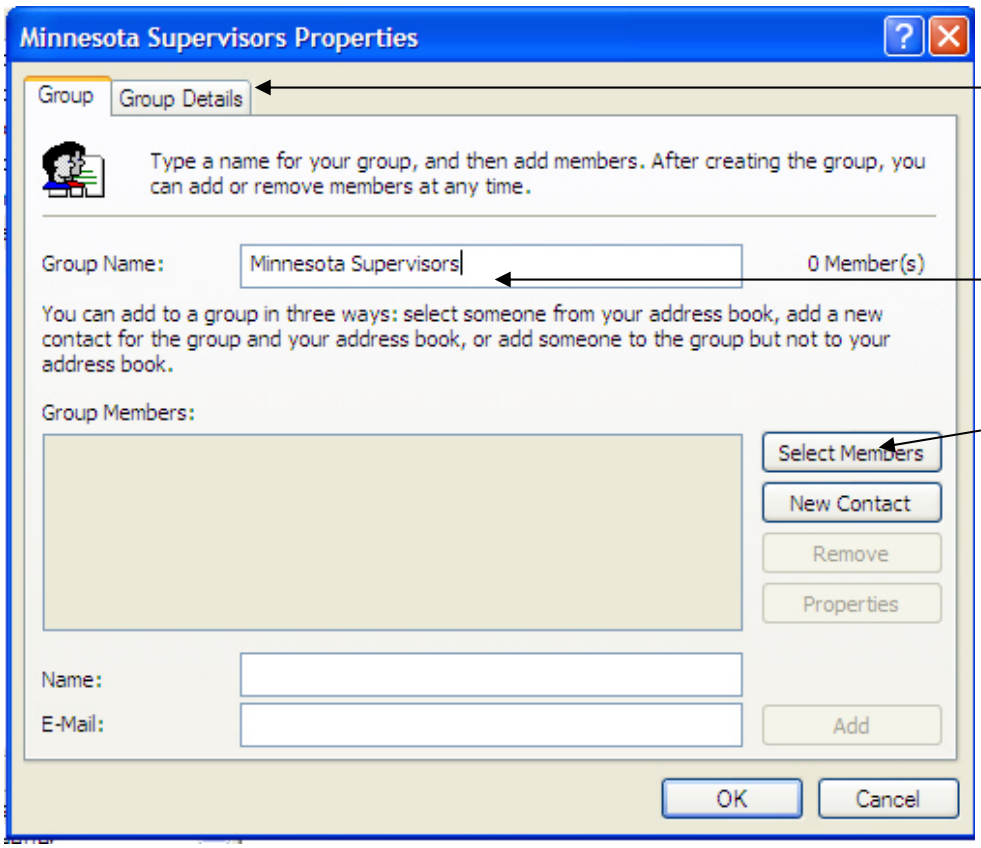
In the OE window, Select **File**, **New**, then **Contact**; OR
Choose **Tools**, **Address Book**, then **New,** then **New Contact**; OR
Click on the **Addresses** icon, then select **New,** then **New Contact**.
Within the Message window, select **Tools**, **Address Book**, then **New**, then **New Contact**.
Within the Address Book window, select **New**, then **New Contact**.

Please note that the format of the names and email addresses that you see in your computer may not be exactly the same as the examples in this document.

Personal Groups

You can create personal groups of addresses from your address book by clicking on the **Tools** menu, **Address Book** and choosing **New**, then **New Group**. Alternatively, you can click directly on the **Addresses** icon, then select **File**, **New Group** or click directly on the **Addresses** icon, then click on the **New** icon, then select **New Group**.

The following Properties screen will appear:



This tab allows you to enter optional address, phone, fax and comments information.

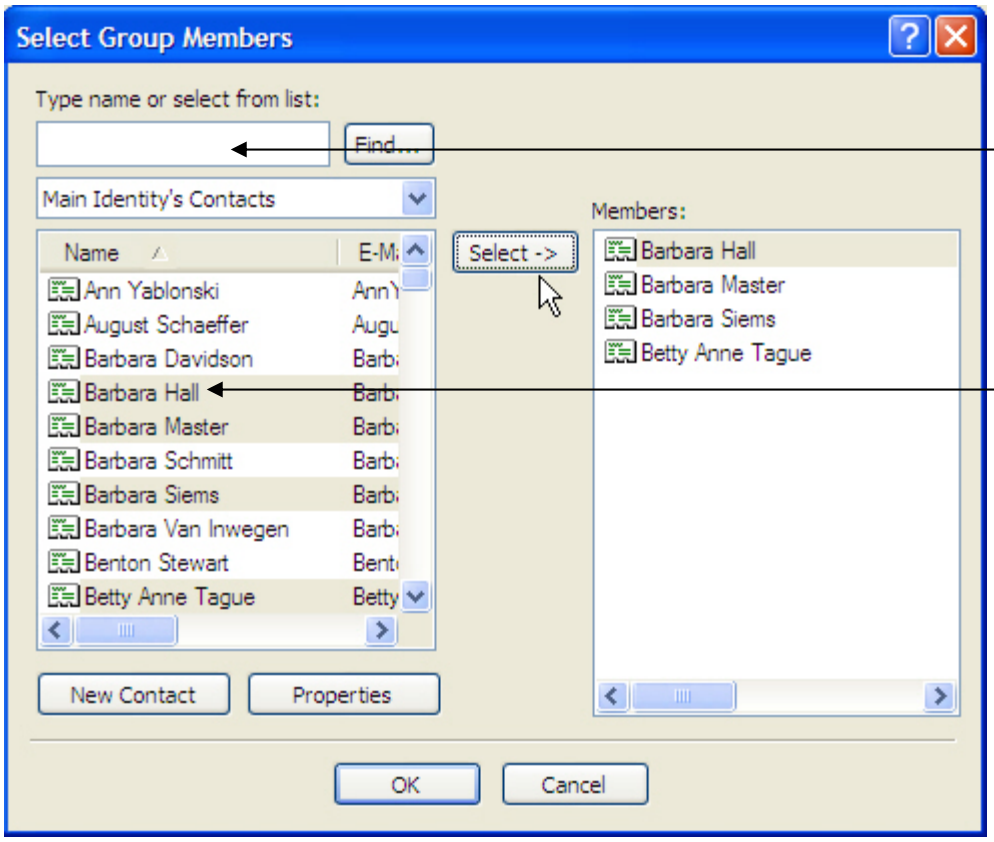
Type the group name of your choice here.

Click here to select members from your address book. You can also add a new address listing (contact) by clicking new contact.

When you click on the **Select Members** button, the Select Group Members screen will appear (see next page). Click on the member's name, then on **Select** to add one name at a time to the group list. You can also double-click on the name or use the Windows **Shift** or **Ctrl** keys to make multiple selections at one time.

When finished, click on **OK** to accept. You can create as many group lists as desired.

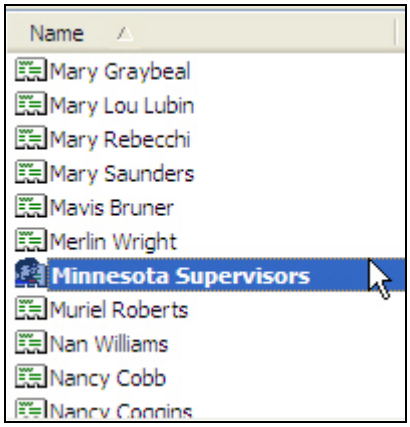
If you ever change your mind, you can delete a name from the Members list by highlighting the name and pressing **Delete**. You can also delete a name from the list while in the "Group" screen by clicking on the name and then clicking on **Remove**. Click **OK** when the list is complete.



You can search for a name (in a long address list) by typing it here.

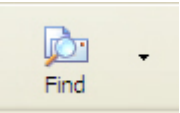
Select names then click on "Select" to move them to the list.

You can modify a group list at any time by returning to the Address book and double-clicking on the group name.

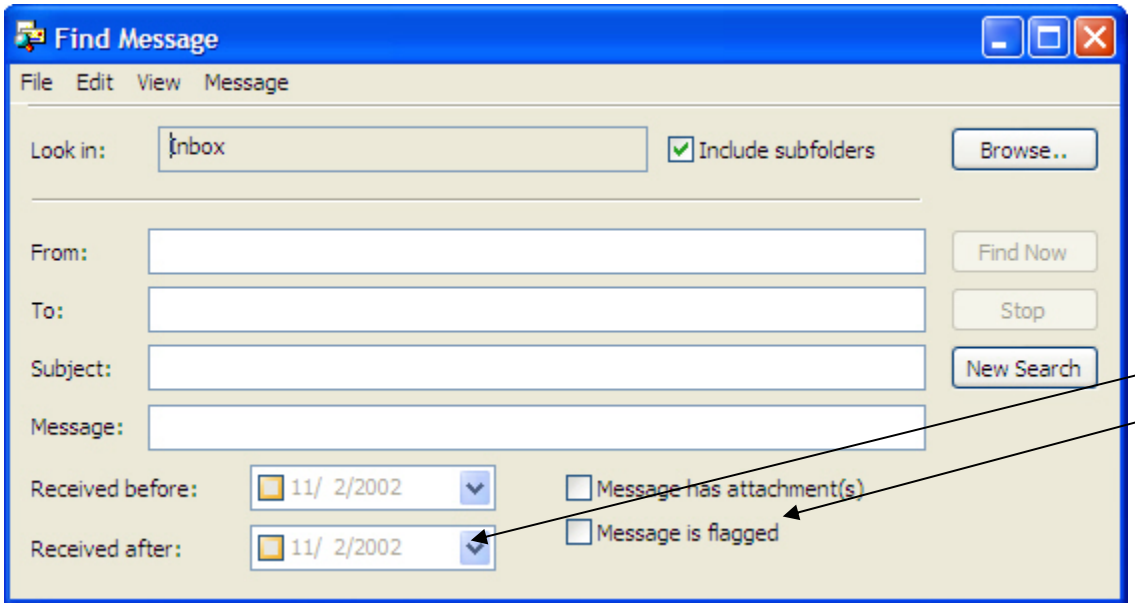


The group will be included in your list of contacts with the name you gave it as illustrated here.

Find



Use the Find option if you want to search for messages from or to a certain person, containing a certain topic in the “Subject” field, or containing specific text in the body of the “Message” field. You can also search for messages received before or after a certain date, by flag, and by whether the message has an attachment.



You can also limit the search to one folder or a high-level folder and all of its subfolders. Click Browse to select the folder and make sure “Include subfolders” is checked if you want to search within all subfolders.

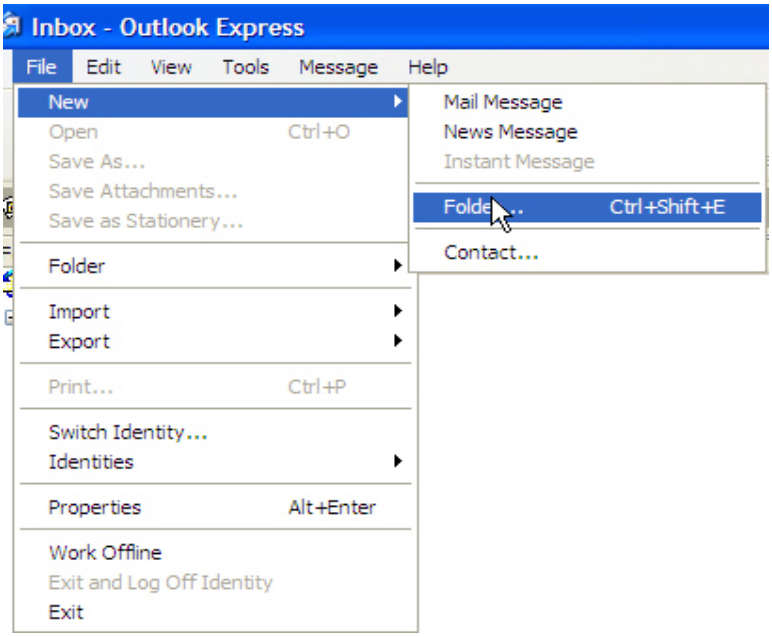
Click on “Find Now” and OE will search for all messages meeting your criteria, then list them below the Find Message window. To view a message, simply double-click on it.

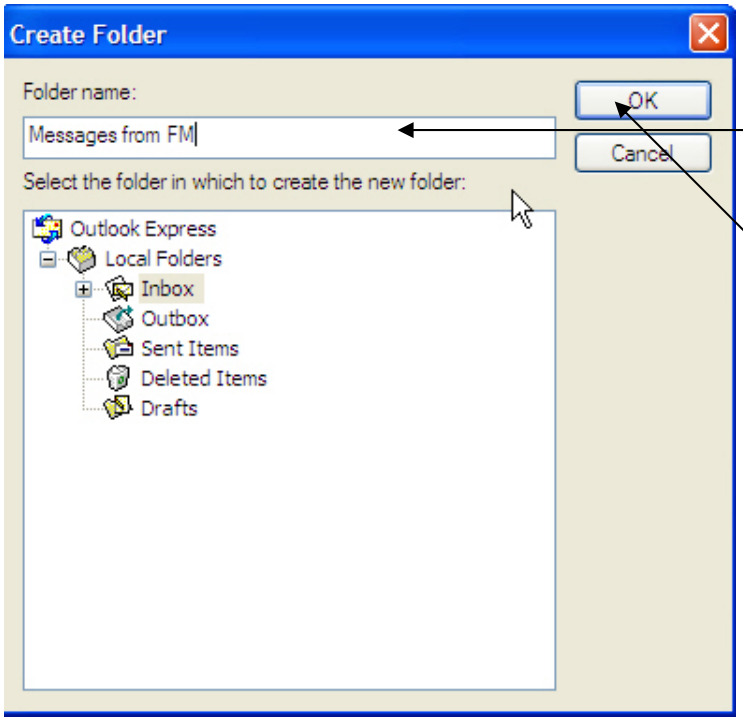
Creating a Folder

Creating your own folders allows you to organize your email messages. You can **add a new folder** at any time by clicking on the folder under which you want the new folder (a subfolder) to be shown. Messages can be moved from one folder to another by dragging and dropping with the mouse.

As an illustration, we will create a folder called “Messages from FM”. Since we want it to be under the Inbox folder, we begin by clicking on the Inbox folder. Then, choose **File** (menu item), **New**, and **Folder**, as shown below.

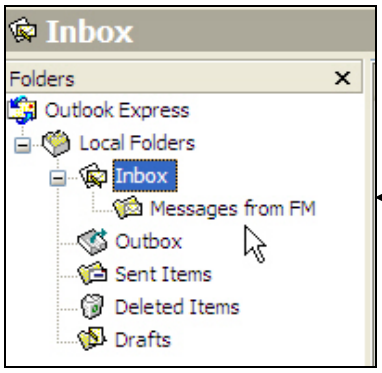
Click on File, New, Folder to begin the process.





Type name of new folder here. You may use spaces and upper/lower case letters.

Click on "OK" to create.



The new folder appears in the list under Inbox.

Changing Folders

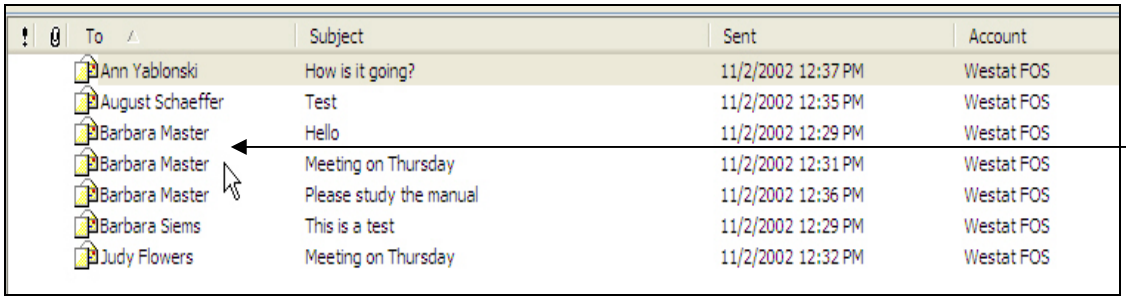
Click once on the folder name to change to the folder and see a list of messages in it.

Moving Messages

You can move a message from one folder to another by clicking on the message and dragging it to the new location.

Sorting Order of Messages

In any of the folders – **Inbox, Outbox, Sent Items, Deleted Items** and **Drafts** - you can sort the messages to appear in an order you would like. The default it that the newest message always appears on the top. As an illustration, suppose you want to see all messages you sent to Barbara Master. Click on **Sent Items** (to highlight it) then click on **To** to sort the messages by the receiver.



To	Subject	Sent	Account
Ann Yablonski	How is it going?	11/2/2002 12:37 PM	Westat FOS
August Schaeffer	Test	11/2/2002 12:35 PM	Westat FOS
Barbara Master	Hello	11/2/2002 12:29 PM	Westat FOS
Barbara Master	Meeting on Thursday	11/2/2002 12:31 PM	Westat FOS
Barbara Master	Please study the manual	11/2/2002 12:36 PM	Westat FOS
Barbara Siems	This is a test	11/2/2002 12:29 PM	Westat FOS
Judy Flowers	Meeting on Thursday	11/2/2002 12:32 PM	Westat FOS

All messages to Barbara Master appear together.

The messages will appear alphabetically by sender. If you want to reverse the order click on **To** again. You can now scroll down to view the messages you sent to a particular person, which will now all be grouped together. The field by which messages have been sorted contains an arrow pointing up or down to indicate the direction of the sort order.

You can sort your messages by any of the fields from the list of messages displayed. For example, in the **Inbox**, you can sort by the **!** field, which sorts according to priority that the message was sent, the **Paper Clip** sign field if you want to easily find messages that had attachments, the **Flag** sign field, which sorts by whether the messages have been flagged, the **From** field which sorts by the senders' names, the **Subject** field,

which sorts alphabetically by subject title, and the **Received** field which sorts by date the messages were received (default).

Outlook Express Quick Guide

Double click Outlook Express (OE) icon to open OE.

To create a message:

1. Click *Create Mail* icon.
2. Address the message:
   - If addressee is in your address list, begin typing name of person in the field labeled "To:" and the system will display names that match. Stop typing when his/her name is displayed.
   - If addressee is NOT in your address list, type his/her complete email address in the field labeled "To:"
3. Press Tab key to move to CC field.
4. If you want to send a copy of this message to someone in addition to the addressee, follow same steps as in number 2; otherwise, press Tab key to move to the Subject field.
5. Give the message a subject.
6. Press Tab key to move to message area.
7. Type your message including your name at the end ("sign" the message).
8. Proofread your message for spelling and grammar.
9. Click the *Send* icon to send the message to your Outbox.
10. Spell check will run. If a spelling mistake is found, you will be given an opportunity to correct the word. If a word is identified as not being in the dictionary, you will be given an opportunity to add it to the dictionary or ignore it.

To create additional messages, go through Steps 1 – 10 for each additional message.

To check to see if you have any new email messages and to send messages that you have created:

1. Click the *Send/Recv* icon.
2. Select the "service" you want to connect to:
   - If you are at home, you can accept the default "Connect to" setting of "1)Westat".
   - If you are in a hotel/motel, click on the down arrow button and click on the 8 or 9 prefix option, whichever is needed for the hotel/motel you are staying in.
3. Press the Tab key to move to the User Name field.
4. If your User name (NAEPXXXX) is not displayed, type it in.
5. Press the Tab key to move to the Password field.
6. Type your password very carefully as it is case-sensitive (it must be typed exactly as it was given to you).
7. Make sure that the telephone line is plugged into the computer.
8. Click on the *Connect* button.

To read messages:

- Double click on the message information (under From, Subject, Received) in the list of messages.
- Read the message.
- To close the message, click once on the red X in the upper right corner.

To reply to a message:

- Open the message by double clicking on it
- Click on the Reply icon.
- Type your reply and sign the message.
- Click the Send icon.

Close Outlook Express by clicking on the red X in the upper right corner.

Shut down the computer:

- Click on Start in the lower left of the screen.
- Click on Turn Off Computer.
- Click on Turn Off and the computer will shut down (turn off) by itself.

2006 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

IceWarp
Web Mail
Users Guide

September 2005

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Introduction

The IceWarp Web Mail Access provides NAEP field staff who have a high-speed internet connection on their own PC with the ability to access their email remotely from any browser on the Internet (*i.e. Internet Explorer*), using a Microsoft "Outlook-like" interface.

The IceWarp Web Mail has Spell checker, attachment sending/receiving plus displaying of HTML attachments with images in your web browser, private and shared address books, groups, folder management, drafts support, signature configuration, auto responder and auto forwarder.

With a look and functionality similar to the Westat Microsoft Outlook Web Access, IceWarp Web Mail provides full access to your NAEP email account.

There is one major difference in using IceWarp versus Outlook Express. When you access your email messages with IceWarp, your messages are not moved to your computer. They remain on the server at Westat.

Experienced users of IceWarp advise that, if you have a high speed connection on your home computer, you can make good use of IceWarp. Since you can access your email more quickly this way, use IceWarp during the day to check and read and reply to messages. Then, once a day use your laptop and Outlook Express to download your messages so that you have a copy of your messages close at hand.

When you reply to a message or create and send a new message using IceWarp, a copy is saved in your IceWarp account on the server. To have a copy of a sent message immediately available, you should put your NAEP email address in the CC address field so that you get a copy when you use Outlook Express to download your messages.

IceWarp Web Mail Login

To Login to the IceWarp Web Mail Access website:

1. **Connect to the Internet and** enter the following website address: https://198.232.250.29:32001/mail/. (Given the complexity of this address, you will want to add this to your Favorites when you get to the Log-in page.) The following IceWarp Web Mail login dialog displays:

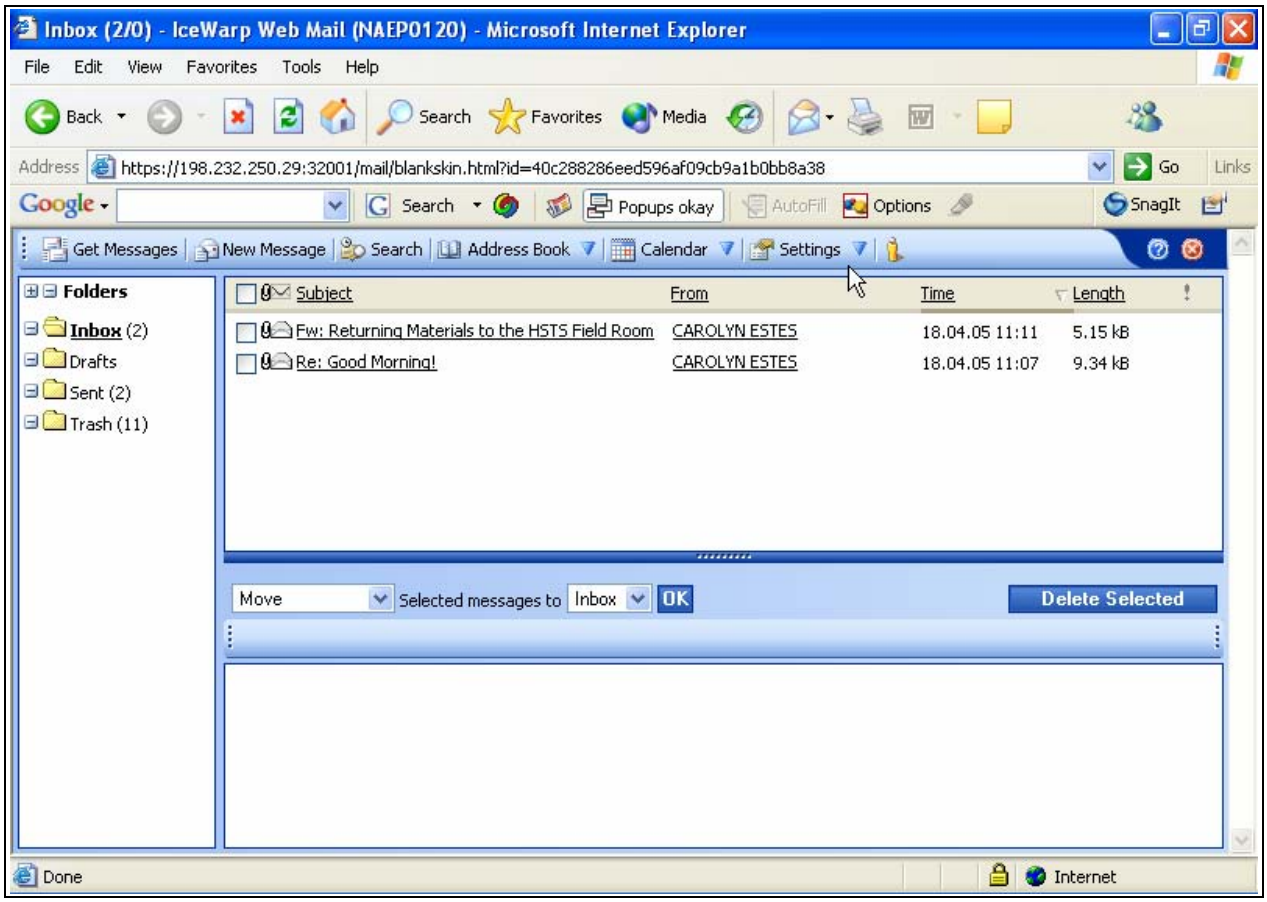
IceWarp Web Mail Login

2. Enter your NAEP ID (not case sensitive) in the User Name textbox.
3. Enter your NAEP Password (case sensitive) in the Password textbox.
4. Click the **Login** button.

Your browser will refresh and you are redirected to the Ice Warp Web Mail main page.

The IceWarp Web Mail Interface

The IceWarp Web Mail Interface has a Microsoft "Outlook-like" look, and provides many features for accessing and managing your e-mail. From this page, you can create, send, and retrieve & reply to mail, manage mail folders, manage Address Book entries, search mail messages for specific text references, and modify the preferences settings of this interface.

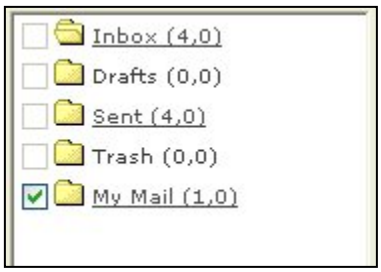


IceWarp Web Mail Interface

The main sections of the IceWarp Web Mail Interface are the **Button Bar** (*top section*), **Folders Pane** (*left-handed section*), the **Mail Messages Pane** (*upper right section*) and the **View Messages Pane** (*lower right section*).

Folders

Each of the main e-mail folders (***Inbox, Drafts, Sent,*** *and* ***Trash***), as well as any additional folders created for storing mail are displayed within the Folders Pane:



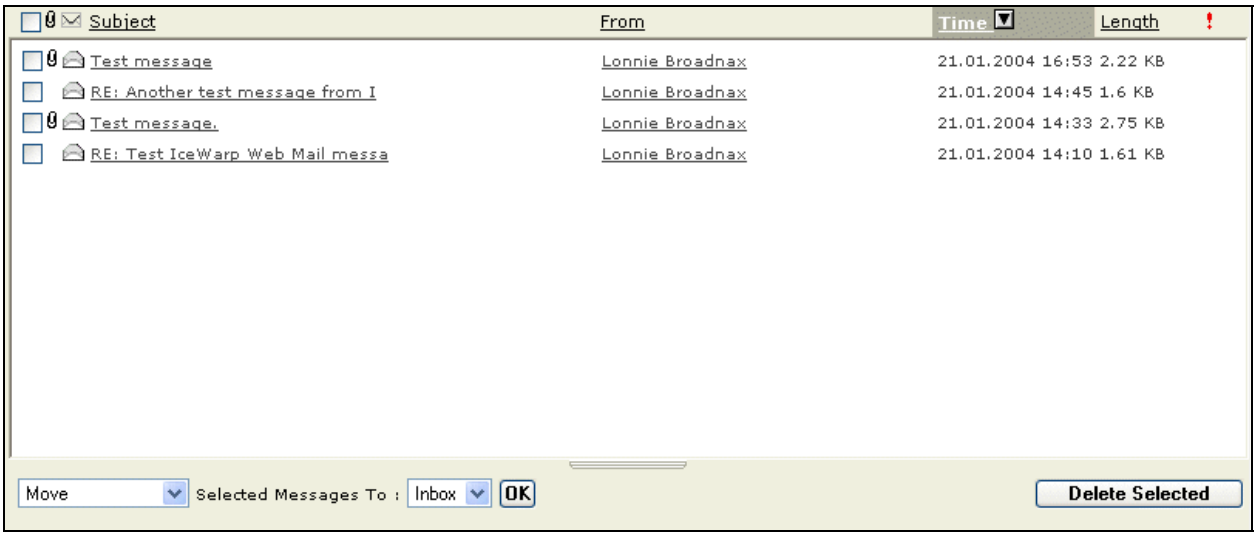
Folders Pane

To view and work with the contents of a folder, click on the folder's name within the Folders Pane. The content of the selected folder is displayed within the *Mail Messages Pane.* As you select individual mail items, the content of the message is displayed within the *View Messages Pane*.

Each ***selectable*** folder name is displayed as a clickable link, which also displays the number of items within it. If a folder is empty, the link of the folder's name will not be present, and the folder's name will show that there are zero items within the folder. *Only when a folder contains items can you then click the folder's name and display the contents within the Mail Messages Pane.*

Mail Messages Pane

The mail messages contained within a selected folder are listed within the Mail Message Pane.



Mail Messages Pane

This pane facilitates the selection, sorting, moving and deletion of mail messages within the selected folder. The listing of messages within the Mail Messages Pane is divided into the following columns: ***Selected*** *(represented by a checkbox)*, ***Attachment*** *(column indicating messages that have file attachments)*, ***Subject, From, Time, Length*** and ***Priority*** *(column indicating messages that are marked High Priority)*.

This pane also contains a "**Move/Copy Selected Messages To:**" section for moving messages to other folders, and a **Delete Selected** button for quickly deleting selected mail messages within the selected folder. This section also has the following options for manipulating selected messages: **Mark as Read, Mark as Unread, Black list Sender, and White list Sender.**

Note: For the ***Sent*** and ***Trash*** Folders, an additional button (**Empty Sent** and **Empty Trash** respectively) displays, to facilitate clearing out these folders.

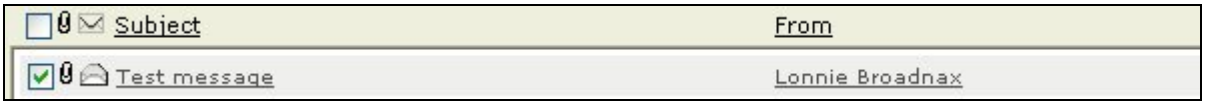
Selecting Messages

Each item listed within the Mail Messages Pane has a *checkbox* next to it for selection of a given item, to facilitate the copying, moving and deletion of selected mail items.

To select a Mail Item, click on the *checkbox* next to each mail item within the Mail Messages Pane. A checkmark displays indicating selection of a given Mail Item. To ***De-select*** a mail item, click the checkbox to remove the checkmark.

To select All Mail Items within the selected folder, click the *checkbox* at the top of the Select column. A checkmark displays for all mail items within the folder.

Each mail item displayed within the Mail Messages Pane contains clickable links for the ***Subject*** and ***From*** columns, as illustrated below:



Links for *Subject* and *From* columns

The *Subject* column link of each mail item contains the text of the subject of the message. Clicking this link displays the contents of the mail item within the **View Messages Pane**. This includes the body of the text, as well as icons and links that represent file attachments.

The *From* column link of each mail item displays the name of the sender. Clicking this link displays a new ***Compose Message*** page containing the e-mail address of the sender within the **To:** section of the page. This link facilitates composing and sending a message to the sender without opening the **Address Book**.

Sorting Messages

The mail items listed within the Mail Messages Pane can be sorted in Ascending/Descending order by a select group of columns. The columns for sorting mail items are: ***Subject, From, Time*** and ***Length***. Each of these column labels/headers are a clickable link.

Sorting mail items within the Mail Messages Pane is accomplished by clicking the desired column header link. The selected column header is highlighted displaying a small button with an arrow to indicate the direction of the next sort (***Up*** *for Ascending,* ***Down*** *for Descending*), as illustrated below using the ***Subject*** column as an example:

Sort Subject column by Ascending Order

Sort Subject column by Descending Order

To Sort Mail Items:
1. Click on the column header link of the desired column
2. Click on the **Direction** button to sort the column. *The Direction button is a toggle button. Click once for one direction and click again for the opposite direction.*

Deleting Messages

Deletion of mail items is accomplished individually, or as a group of items to be deleted by selecting the desired mail items.

To Delete Mail Items:
1. Select the mail item within the folder by clicking the *checkbox* next to it. *Repeat this procedure for all mail items to be deleted.*
2. Click the **Delete Selected** button (*located below the listing of mail items*).

The selected mail items are removed from the selected folder.

To Delete All Mail Items within a selected folder:
1. Click the *checkbox* to the far left of the column header to select all items
2. Click the **Delete Selected** button.

Note: For the ***Sent*** and ***Trash*** folders, click **Empty Sent** or **Empty Trash** buttons to clear out all mail items from within the folder.

Printing Messages

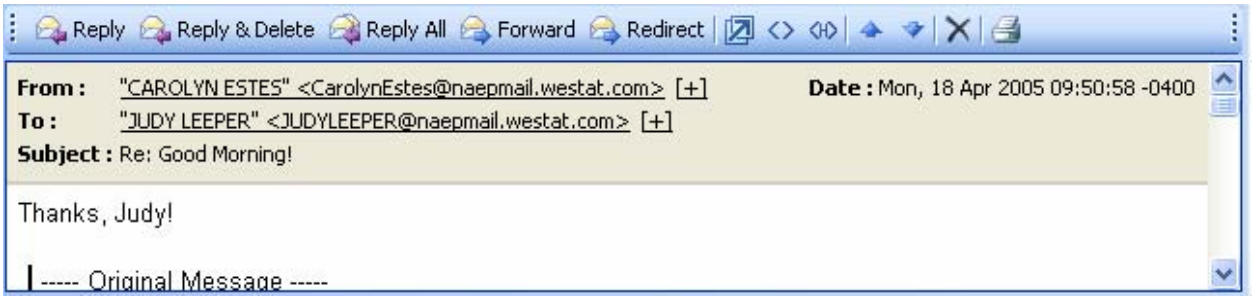
Printing a message is performed from the View Messages Pane. The **Print** button is located at the far right end of the task bar at the top of the pane.

To print Mail Items:

1. You must first view the message. To do this follow steps 2 and 3.
2. Click on the selected message in the Mail Messages Pane. This opens the View Message Pane at the bottom of the screen.
3. Click on the printer icon/button at the far right end of the task bar at the top of the pane. This automatically opens up a new window displaying an enlarged view of the message and the Print dialog box.
4. Select the pages to be printed and the number of copies.
5. Click on the button labeled “Print”.
6. After printing, you’ll need to close the window displaying the enlarged view of the message. This will return you to the Mail Messages and View Messages Panes.

View Messages Pane

The content of individual mail items selected from the current folder is displayed within the View Messages Pane. One significant difference between IceWarp Web Mail and Microsoft products (*i.e. - Outlook Web Access (OWA) or Outlook Express*), is that Microsoft Mail clients can display the contents of selected messages within separate windows. IceWarp Web Mail does not. Everything from the **From**: and **To:** sections to the signature of a message and file attachments is displayed within the View Message Pane.



View Messages Pane

The header information, message text and file attachment information are displayed within this pane. The top of the View Messages Pane contains buttons for invoking various e-mail message functions:

Button	Description
Reply Reply All	Displays the Write Message page containing the particular e-mail addresses of the sender and those copied.
Reply & Delete	Displays the Write Message page containing the particular e-mail address of the sender. When the *Send* button is clicked to send the reply message, the original sent message is deleted.
Forward	Displays the Write Message page. Once a recipient is selected or entered and the message sent, the original message is *forwarded* to the selected recipient.
Redirect	Displays the Write Message page, in preparation for composing and sending a *New* mail message. *Same as the* ***New Message*** function.
Previous and Next	Facilitates moving to the *Previous* or *Next* message within the selected folder, without having to click on the message within the Mail Messages Pane.
Delete	Deletes the current message, or moves it to the **Trash** Folder, if the "Move Deleted Messages To Trash" option is selected within ***Settings***.
Print	Displays a new page with header information and a blank background, and displays the Print dialog for sending the current message to the printer.
Enlarge Mail	Opens a new window with a full-size display of the selected message.
Source	Displays the server information of the sender, the Message ID number and the sender's email address.

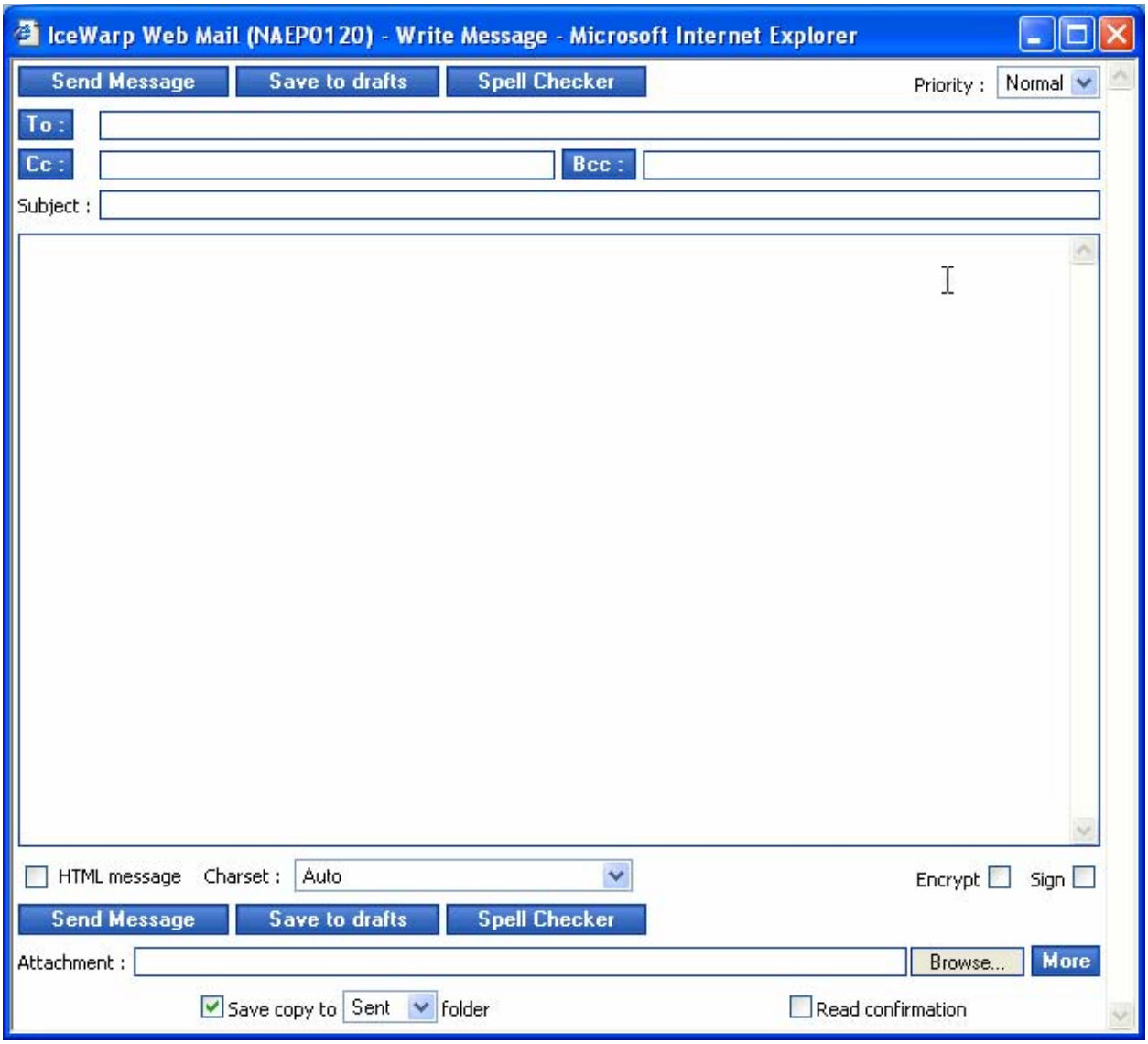
Button	Description
Full Headers	Displays the entire information contained in the header, including the source information.

Creating and Sending Mail

To compose a new message, click the **New Message** button within the button bar of the IceWarp Web Mail Interface:

New Message Button

The Write Message page displays:



Write Message Page

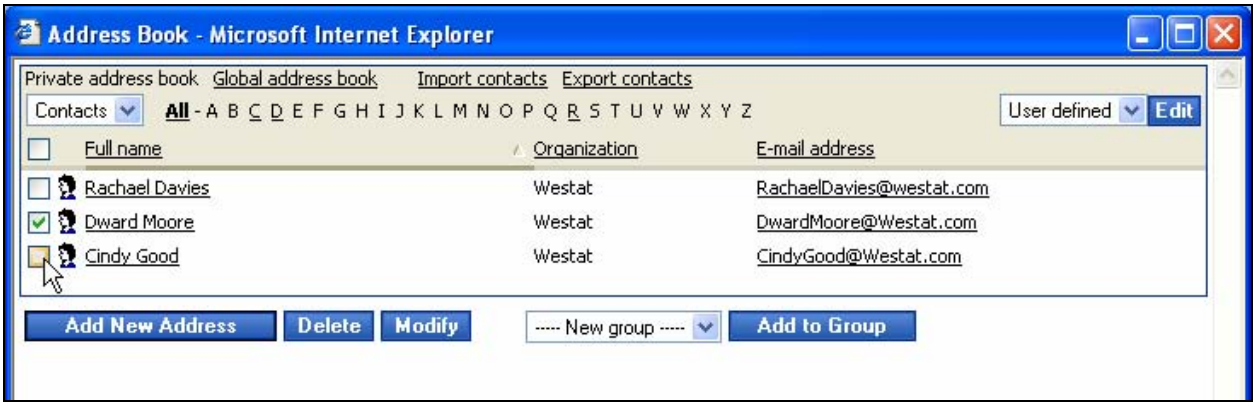
The **Write Message** page facilitates selection/entry of e-mail recipients, selection of file attachments, spell checking of text and priority setting (*Normal, High*) of a message. There are also options for indicating whether you wish to receive a ***Return Receipt***, saving copies of this message to ***Sent, Inbox, Drafts,*** and ***Trash*** folders, and whether you wish this message to be sent in ***HTML*** format.

Once all information is entered and all options are selected, click the **Send Message** button to send the e-mail message.

E-mail recipients

Incorporate recipients of e-mail messages you compose by one of two methods:

- **Entry of E-mail Address –** Type the e-mail addresses of all recipients within the **To:**, **Cc:** (*Carbon Copy*) or the **Bcc:** (*Blind Carbon Copy*) areas of the Compose Message page. Separate each typed entry within the same recipient e-mail address area with a semicolon ("**;**").
- **Address Book Selection –** Click either the **To:**, **Cc:** (*Carbon Copy*) or the **Bcc:** (*Blind Carbon Copy*) buttons to display the **Address Book**, and select from the current Address Book entries (*See **Address Book** section below*). The following **Address Book Page** for selection of e-mail recipients displays:



Address Book Page for E-mail Recipient Selection

To Select Contacts:

1. Click the *checkbox* next to each Contact receiving your message, according to the method of sending (***To:, Cc:*** *or* ***Bcc:***).

2. Click the **Insert Contacts & Close** button.

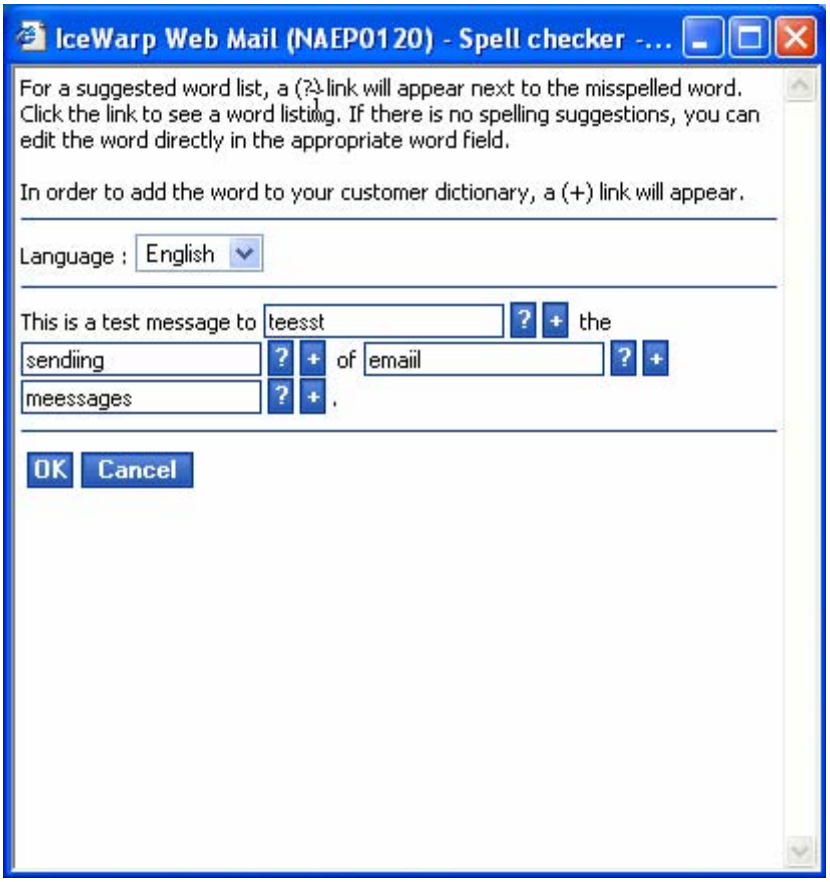
The selected Contact e-mail addresses are placed in their corresponding areas within the Write Message page, and the Address Book Page is closed.

Note: *See **Address Book** section for further details on other areas of the Address Book Page. You will need to populate this address book.*

Spell Checking

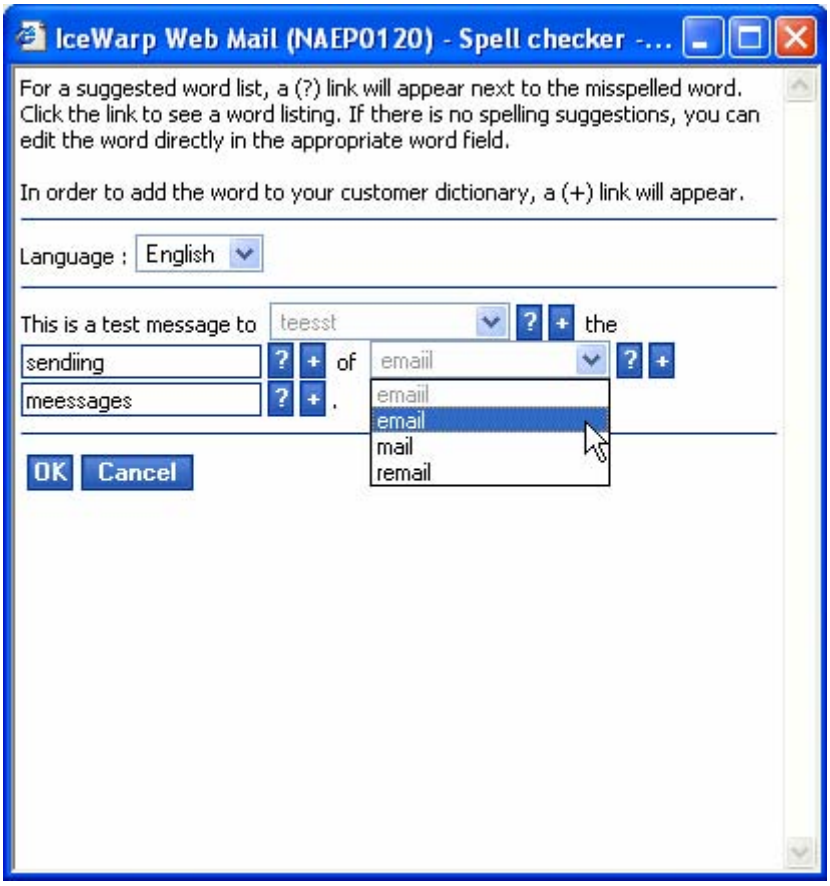
Each message composed can be checked for spelling via IceWarp Web Mail's **Spell Checker**.

To Spell Check a message, click the **Spell Check** button on the Write Message Page. The following page displays:



Spell Checker Page

The Spell Checker Page displays the content of the composed message, with each identified misspelled word contained within a textbox. As noted by the instructions on the page, clicking the (?) link displays an arrow for a drop down menu containing a listing of suggested words to replace the misspelled, as illustrated by the following:



Word Suggestion Dialog

If no suggestions are available, the misspelled word can be edited directly within the textbox.

Clicking the (+) link adds the word to the custom dictionary (*i.e. words or terms such as "NAEP"*), followed by a confirmation message of the new word being added.

Attachments

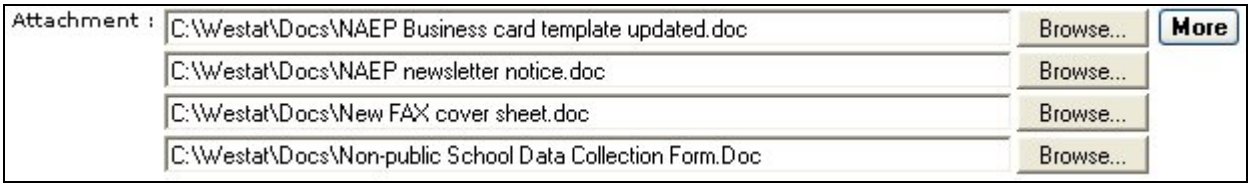
The following section of the Compose Message page facilitates the attachment of files to a message:

Attaching files is accomplished by two methods:

1. Entering the Path and Filename of the file to attach within the Attachment textbox.
2. Clicking the **Browse…** button and navigating to the desired file. Click the **Open** button from the ***Choose File*** dialog. The path and file name displays within the Attachment textbox.

Attaching Multiple Files

To attach more than one file to a message, you must click the **More** button, located next to the **Browse…** button in the Attachment area of the page. This will display another Attachment Textbox and Browse… Button row on the page. You would then enter or select the additional file to attach to the message in this area. For each additional file you wish to attach, you must click the **More** button to display additional *rows* for attaching files. The following illustrates the attachment of four files to a message:



To remove a selected file attachment, clear out the attachment textbox of the file you do not wish to attach to the message. The attachment *row* will remain, but the file previously entered/selected will not be attached to the message when sent.

Logging Out of IceWarp Web Mail

To log out of IceWarp Web Mail, click the red Logout button, located at the *upper right* side of the IceWarp Web Mail Button Bar:

Logout Button

The Browser refreshes and the IceWarp Web Mail Login Page displays.

Retrieving and Viewing Mail

Retrieving Messages

While logged onto IceWarp Web Mail, to download the latest messages sent to you, you must click on the **Get Messages** button, the first button on IceWarp Web Mail's button bar:

IceWarp Web Mail periodically refreshes the page to display the latest changes (*i.e. – mail moved or deleted*) automatically, via the ***Refresh Interval (Min)*** property in ***Settings***.

The Get Messages function checks the mail server and downloads the latest messages sent to your mailbox on command. *It is the equivalent of Outlook Express' "Send/Receive".*

Moving Mail

IceWarp Web Mail's ***Move*** functionality facilitates the moving of mail items from one folder to another. As part of organizing the mail that you receive and store, you may wish to create specified folders and store incoming mail within them.

The **Mail Messages Pane** contains the "**Move/Copy Selected Messages To:**" section for moving mail items to other folders:

Move/Copy Selected Messages To: section

To Move Mail Items:

1. Select the folder containing the mail Items (*messages*) to move.
2. Select **Move** from the *Move/Copy* drop down listing.
3. Select the folder to move the mail items to from the "**Selected Messages To:**" drop down listing.
4. Click the **OK** button.

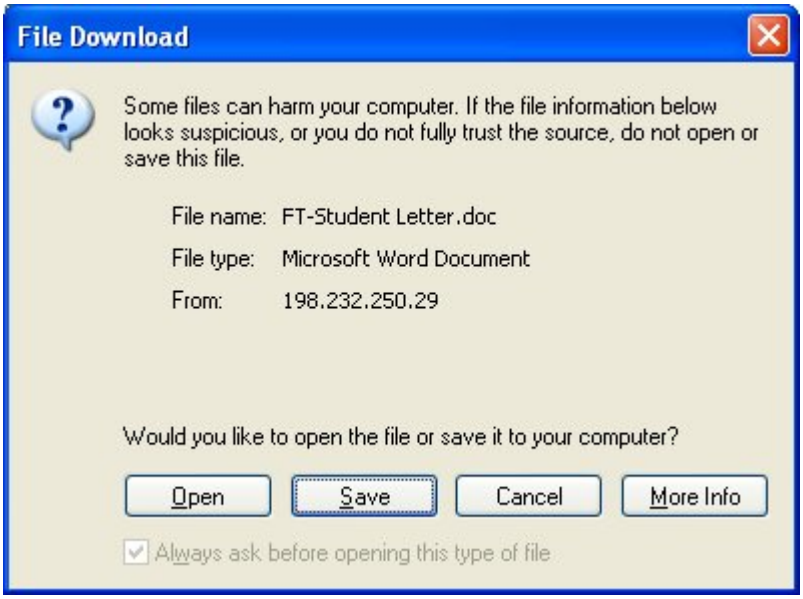
Selected mail items are moved to the selected folder.

File Attachments

Mail items that contain file attachments are indicated by a *paper clip* icon next to the mail item listed within the **Mail Messages Pane**, and an *ear-marked icon* within the body of the message displayed within the **View Messages Pane**. Also, click on the *ear-marked icon* to view the name of the attached file in the form of a clickable link .

To access the Attached File (*for opening or saving*):

1. Click on the link of the filename. The following dialog displays:



Open/Save File Attachment Dialog

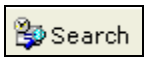
2. Click **Open** to open the file. The program of the file's type (*i.e. Microsoft Word, Microsoft Excel etc.*) will launch and open the file. Click **Save** to save the attached file to a folder of your selection. *Note: You cannot open a file unless you have an application on your computer that will open the file.*

Searching Content of Messages

IceWarp Web Mail provides a method for searching the content of e-mail messages for specific text contained within a mail item. The **Search** function facilitates the retrieval of all mail items containing a specified text string (*i.e. "Name of a person or business, or a subject"*) within a message.

To Search for a specified text item:

1. Click the **Search** button on the IceWarp Web Mail button bar:



Search Button

The following *Search* page displays:

IceWarp Web Mail Search Page

2. Enter the text to search for within the Search Textbox (*In this example the text to search for is the word "Test"*)
3. Select the flder to search from the Folders drop down listing. Both the IceWarp Web Mail *mail* folders and all *user-created* folders are listed in the drop down.
4. Select the area of mail items to search (***Subject, From,To/ Cc*** *or* ***Body***).
5. Check the **Case Sensitive** checkbox if the search for the selected text should be by case.
6. Click the **Search** button to begin the search of mail items for the selected text.

In the example above, the search is for all messages, in ***All Folders***, searching only the ***Subject*** line of each message, containing the text of "**Test"**. After completing the search, the following page displays:

Search Results Page

The messages meeting the search criterion are displayed. The mail items are listed in columns similar to mail items listed with the **Mail Messages Pane**. This page contains columns for ***Mail Item Selection, Folder*** *the message resides in,* ***Subject*** *line of the message,* ***From, Time*** and ***Length***.

This page also contains a "**Move/Copy/Mark as Read/Mark as Unread Selected Messages To:**" section for moving messages to other folders, and a **Delete Selected** button for quickly deleting selected mail items displayed within this page.

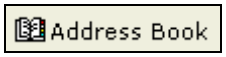
To View a Message, click on the Subject Link of the desired message within the listing of mail items found. The contents of this message are displayed within the **View Messages Pane.**

To Move or Delete Mail Items:

1. Click the *checkbox* of the desired mail item (*or click the column header checkbox to select All Mail Items*).
2. Perform the desired function (***Move*** *or* ***Delete***).

Address Book

To open the IceWarp Web Mail Address Book, click the **Address Book** button within the IceWarp Web Mail button bar.



Address Book Button

The following page displays:

IceWarp Web Mail Address Book

The Address Book Page facilitates the creation, modification and deletion of ***Contacts***, the creation of ***Contact Groups*** within the Address Book and the composing of *New E-mail Messages* for individual Contacts.

The adding, editing, and deleting of contacts within the Address Book, as well as the creation of Contact Groups, is accomplished via the ***Contacts Management*** section of the Address Book Page illustrated below:

Contacts Management *for Contacts and Contact Group entries*

The **Add New Address, Delete** and **Modify** buttons manage the contacts entries of the Address Book. The ***New Group*** drop down listing and the **Add to Group** button manage the creation and selection of Group Contacts.

Selecting Contacts

The listing of Address Book entries (*Contacts*) within the Address Book Page are divided into the following columns: ***Selected, Full Name*** *(First and Last Name of the Contact)****, Organization*** *(Company Name – optional)****,*** and ***E-mail Address***.

To select a Contact, click on the *checkbox* next to each contact within the Address Book Page. A checkmark displays indicating selection of a given contact. To ***De-select*** a contact, click the checkbox to remove the checkmark for each contact selected.

To select All Contacts Items in the Address Book, click the *checkbox* directly to the left of the ***Full Name*** column heading. A checkmark displays for all contacts.

Each Contact displayed within the Address Book Page contains clickable links for the ***Full Name*** and ***E-mail Address*** columns, as illustrated below:

Full Name	Organization	E-mail Address
Callie Gilberti	Westat	CallieGilberti@naepmail.westat.com
Chris Schroeder	Westat	ChrisSchroeder@naepmail.westat.com

Links for *Full Name* and *E-mail Address* columns

The *Full Name* column link of each contact contains the First and Last Name of the contact. Clicking this link displays the ***Contact Information Page*** containing all the current information entered for the selected contact.

The *E-mail Address* column link of each contact displays the E-mail Address of the Contact. Clicking this link displays a new ***Write Message*** page containing the e-mail address of the contact within the **To:** section of the page. This link facilitates composing and sending a *new* message to the selected contact.

Sorting Contacts

The contact items listed within the Address Book Page can be sorted by a select group of columns. Unlike items listed within **Mail Messages Pane**, Contact items can only be sorted in ***Ascending*** order. The columns for sorting contact items are: ***Full Name, Organization*** and ***E-mail Address***. Each of these column labels/headers are a clickable link.

To Sort Contact Items, click on the column header link of the desired column

Filtering Contacts

The Address Book Page facilitates the *filtered view* of contact items listed. The Address Book Page contains an **Alpha Filter** section, which provides for the viewing of select contacts by the ***First Letter*** of the Contact *Full Name* column, as illustrated below:

All - A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Alpha Filter

The Alpha Filter displays each letter of the alphabet as a clickable link, corresponding with contact entries whose *full name* begins with a given letter. *The only letters within the Alpha Filter that appear as links are those with contact entries beginning with that letter.*

To Filter Contact Items by Full Name, click a desired *letter link* within the Alpha Filter. The Address Book Page is refreshed and displays only contact entries whose *Full Name* begins with the selected letter.

The All item of the Alpha Filter restores the view of all contact entries within the Address Book.

The Groups item displays only Contact Groups created within the Address Book.

Creating Mail from an Address Book Entry

The Address Book Page provides a quick way of selecting and composing a new message for a Contact.

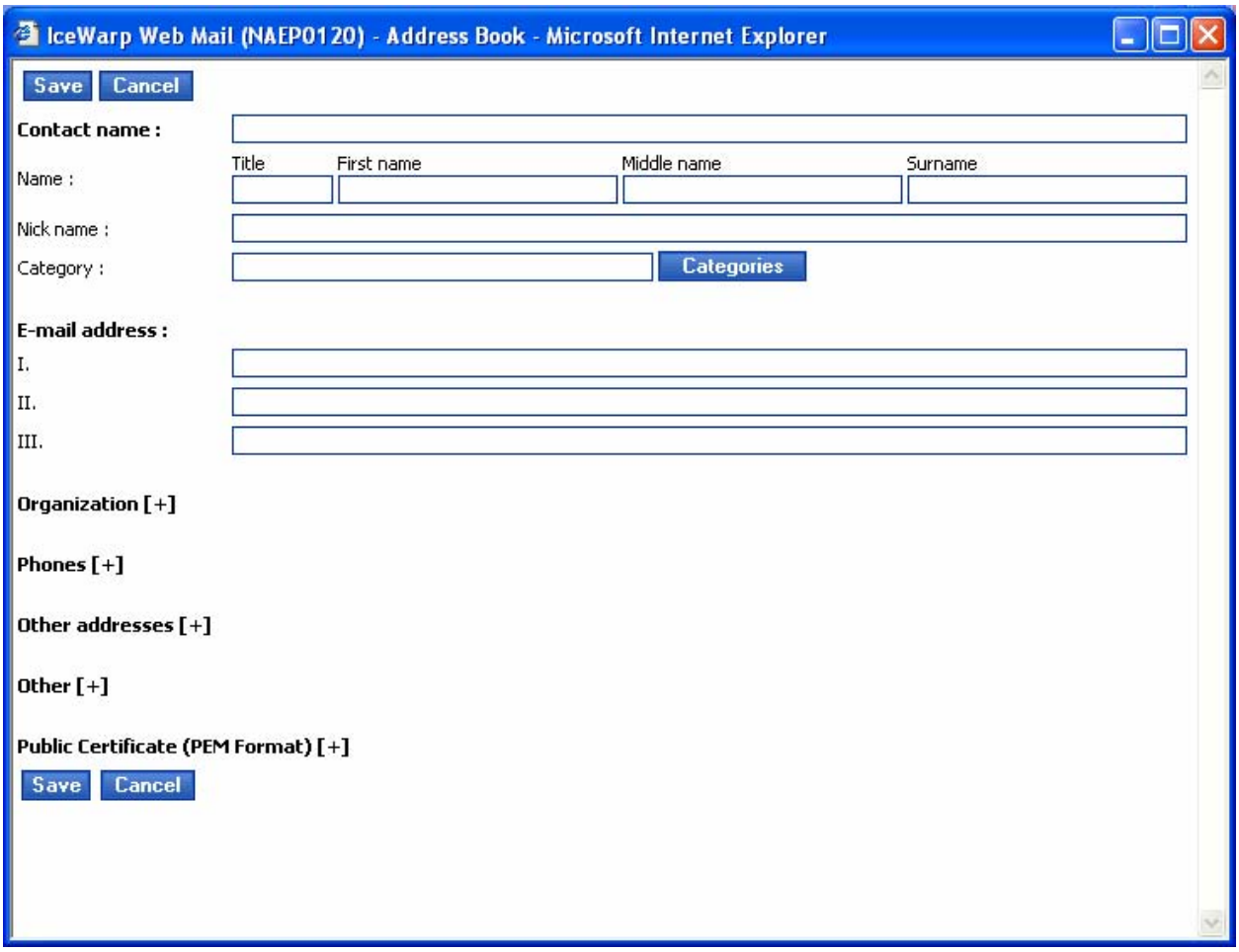
To Create a New Message From a Contact:

1. Click the ***E-mail Address*** link of the selected Contact entry. The ***Write Message*** page displays containing the e-mail address of the contact within the **To:** section of the page.
2. Complete entry and selections for the new message, then click the **Send Message** button.

Create Contacts

To Create a New Contact within the Address Book:

1. Click the **Add New Address** button from the *Contacts Management* section of the page. The following ***Contact Information*** page displays:



Contact Information Page

2. Complete entries for **Contact Name** and **E-mail Address** fields.
3. Complete entries for any additional information.
4. Click the **Save Changes** button to add the New Contact to the Address Book.

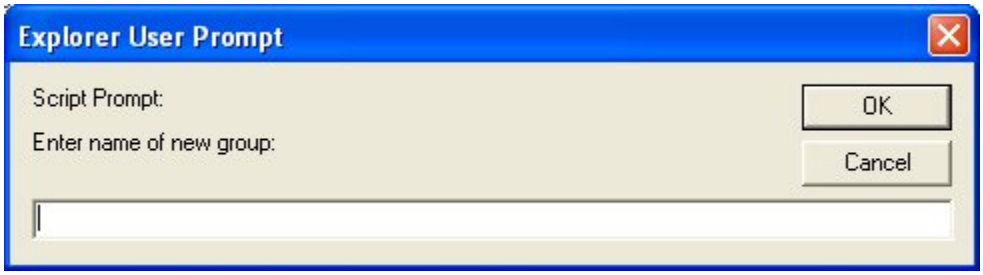
Create Contact Groups

To send or forward mail items to a specified group of contacts (*i.e. – Supervisors, Field Managers or Home Office Staff*), you create a **Contact Group**. A Contact Group is a *distribution list* of e-mail addresses identified and given a name, to facilitate the sending of mail items to a select group, without individually selecting contacts when composing a new mail item.

Once created, and all desired Contacts are selected for the new Contact Group, to send or forward mail to these contacts all is required is to select the **Contact Group *entry*** within the contacts listing.

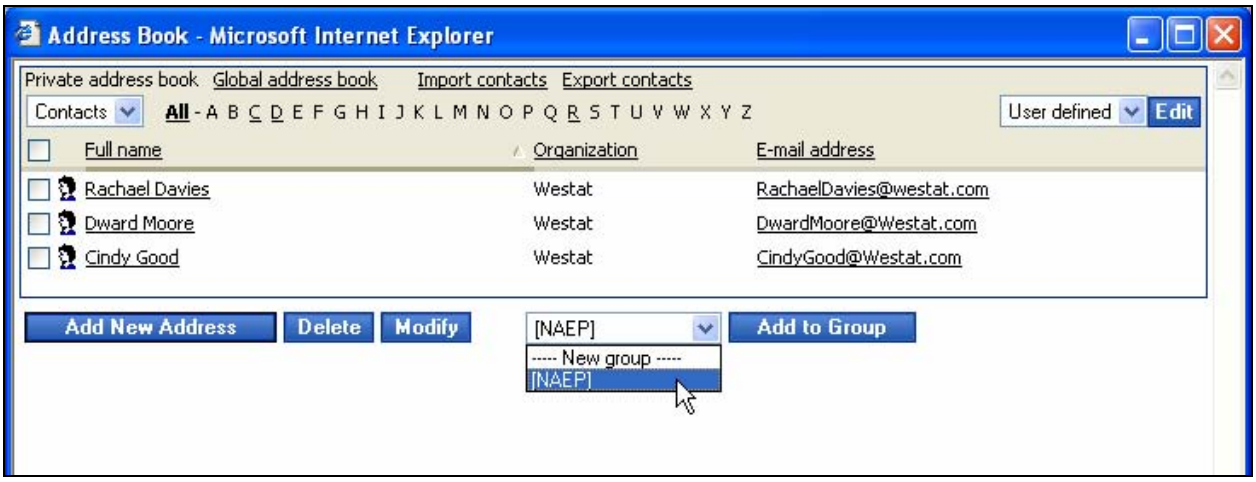
To Create a New Contact Group within the Address Book:

1. Select all of the Contacts to be included within the new *Contact Group*, by clicking the *checkbox* next to each Contact entry.
2. Click the **Add to Group** button from the *Contacts Management* section of the page. The following *New Contact Group Name* prompt displays:

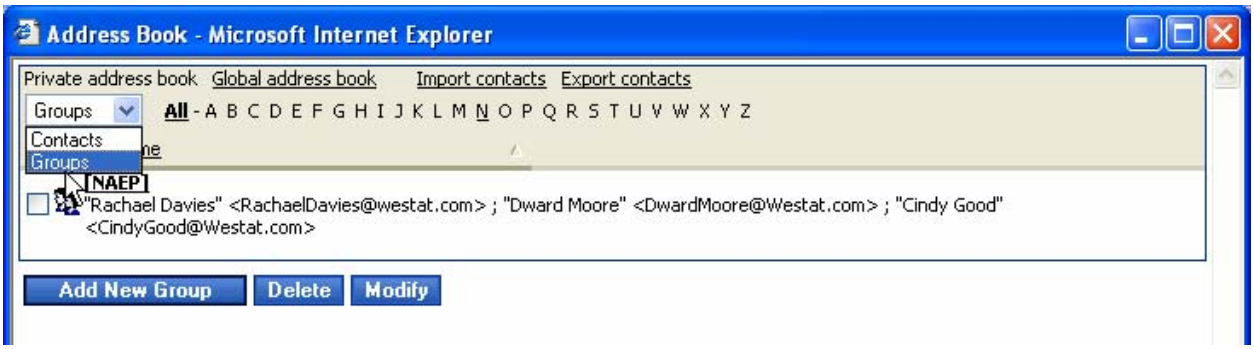


3. Enter a name for the new Contact Group, and then click **OK**.

The new Contact Group is added to the Address Book, the Groups listing is refreshed to show the new Contact Group entry, and the **New Group** drop down listing contains the new group reference.



The following illustrates the results of selecting contacts from the Contacts Listing, and creating a new Contact Group named "**NAEP**". To access a Contact Group, click on the **Contacts** drop down menu and select **Groups**.



Address Book Page displaying New Contact Group

Modify Contacts

To Modify a Contact:

1. Select the contact by clicking on the *checkbox* next to the desired contact in the list.
2. Click the **Modify** button from the *Contacts Management* section of the page. The ***Contact Information Page*** displays containing the current information entered for the selected contact.
3. Complete the editing of the selected contact's information, and then click the **Modify** button.

Delete Contacts

To Delete a Contact or a Contact Group entry:

1. Select the Contact or Contact Group by clicking on the *checkbox* next to the desired entry in the list.
2. Click the **Delete** button in the *Contacts Management* section of the page.

The selected entries from the list are deleted.

Closing the Address Book

To close the Address Book, click the **"X"** button in the upper-right corner of the page to close the Window.

Settings

No changes should be made to any of the settings in IceWarp.

General Settings

Note: No changes are to be made to Certificates, Accounts, Folders, Client Rules, or Server Rules. Changes could jeopardize your connection to email at Westat.

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10/12/05

NAEP

SYSTEMS REFERENCE MATERIALS

"How Do I Get to…."

"Using the Various Dial-Up Connections"

"Updating Telephone Numbers in AT&T Dial-Up Connection"

"Command AntiVirus Updating Definitions"

"Is Your Laptop Clock Right?"

"Cleaning the Print Head on a BJC 80/85 Printer"

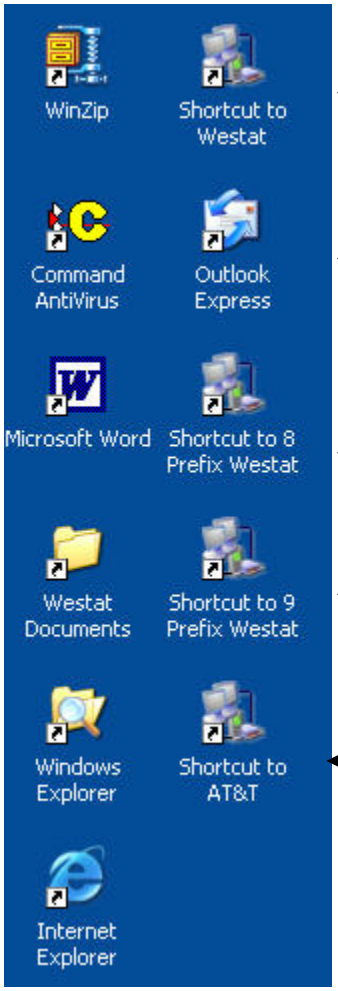
10/12/05

HOW DO I GET TO…..?

SCHOOL CONTROL, MATERIALS ORDERING, and MATERIALS TRACKING SYSTEMS	STUDENT DATA SYSTEM (SDS)	E-MAIL	TRANSMIT TO WESTAT & update AntiVirus
Start by going on the Internet. • Double click "Shortcut to AT&T" on Desktop. • Use AT&T ID and password* • Use local phone number when possible • When connected, double click on Internet Explorer icon to open browser. • Go to www.mynaep.com • Log on with NAEP ID and password** On MyNAEP Options page, select from: • School Control System (SCS) • Westat – Materials Ordering System (MOS) • Pearson link to their MOS and MTS With personal computer, access Pearson's site at: _____ Record Web Address	The SDS is on your laptop. • Double click SDS icon on your Desktop • Enter the password (sds2006) when requested.	**OUTLOOK EXPRESS** Double click Outlook Express (OE) icon on Desktop. To send and/or receive messages: • Click **Send/Receive** • Select Westat or the appropriate prefix (8 Prefix Westat or 9 Prefix Westat) • Use NAEP ID and password** • Click **Connect** [Some users prefer to minimize OE after composing a message and connecting to Westat using the dial-up connection on the desktop, then maximize OE and click Send/Receive.] **ICEWARP** Using your personal computer with high-speed Internet connection, enter this URL in your browser: https://198.232.250.29:32001/mail/	Connect to Westat and then to the transmit site as follows: • Double click on appropriate Shortcut to Westat (with or without prefix) • Use NAEP ID and password** When connected to Westat: • Double click on Internet Explorer to open browser • Click Favorites and select NAEP fos (which takes you to mynaep.fos.westat.com). • Click Transmit in list of options (do this daily) • Click AntiVirus update link (you should update weekly)
***AT&T User ID format:** cdwtt.cdwtt plus 2 numbers OR cdwtt.cdtt plus 3 numbers **AT&T password format:** 3 letters 3 numbers (letters & numbers same as in NAEP password) [AT&T has 6 digits, NAEP 7 digits]	Record your AT&T user ID and password below: _____ (AT&T user ID) _____ (AT&T password)	****NAEP User ID format:** NAEP plus 4 numbers **NAEP password format:** 3 letters, symbol, 3 numbers (letters & numbers same as AT&T password)	Record your NAEP user ID and password below: _____ (NAEP user ID) _____ (NAEP password)

Help Desk phone number: 888-499-6237

USING THE VARIOUS DIAL-UP CONNECTIONS

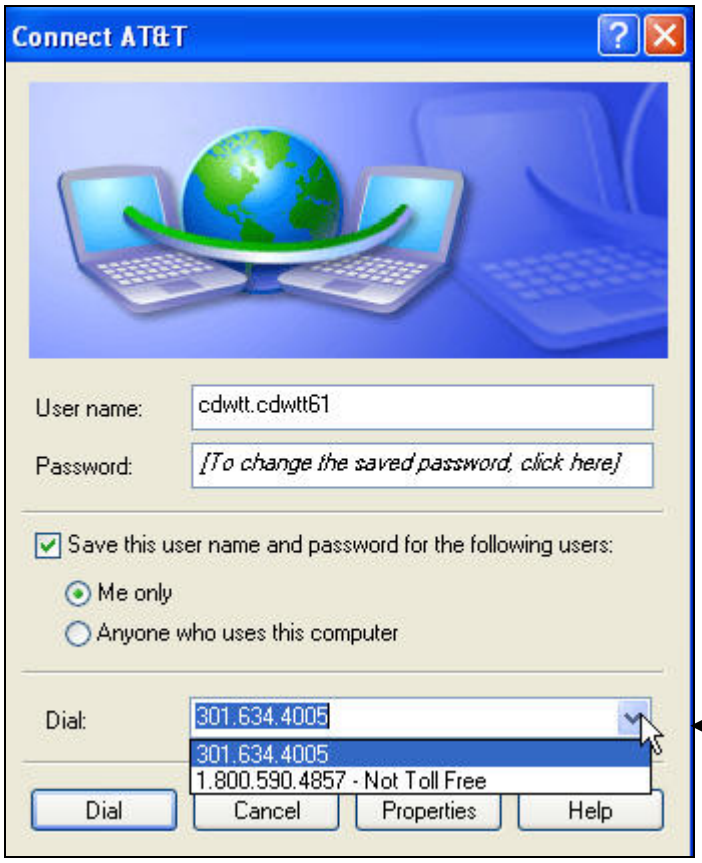


To **transmit or update Command AntiVirus (CAV)**, double click on this icon first (unless you need prefix while traveling, in which case use one of the other shortcut to Westat icons) and connect.

To **send/receive e-mail messages**, double click to open Outlook Express first.

When **traveling, to transmit or update CAV**, double click on one of these icons first and connect.

To get to MyNAEP for SCS, Westat MOS, and Pearson's MOS & MTS, double click on this AT&T shortcut to open the Connect AT&T window shown on next page.



Connect AT&T window.

Allows you to select among numbers stored and to add new numbers.

This is the dial-up connection window that you will see when you double click on the Internet Explorer icon.

Allows you to select the AT&T dial-up connection if you are calling from home and do not need a prefix. If you need the prefix, double click on the AT&T shortcut icon first.

Connect to Westat window. You will see this when you double click on any of the Westat shortcuts.

The phone number and prefix you see will depend on which shortcut you select.

UPDATING TELEPHONE NUMBERS IN AT&T DIAL-UP CONNECTION

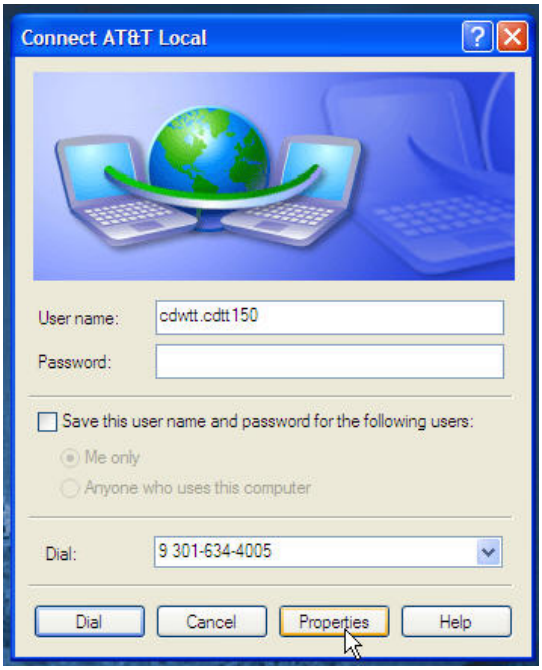
The dial-up connection in Windows XP allows you to enter as many phone numbers as you want, which will be helpful if you travel and need 2 or 3 phone numbers stored. The steps below will walk you through the process of adding phone numbers and selecting among the numbers you have stored.

To fine "local" numbers for AT&T, see the file "ATT access numbers 2004.doc" stored on your laptop in the Westat Documents folder. This shows all numbers throughout the country and gives you the ATT web site to see if there are any new numbers since this list was downloaded.

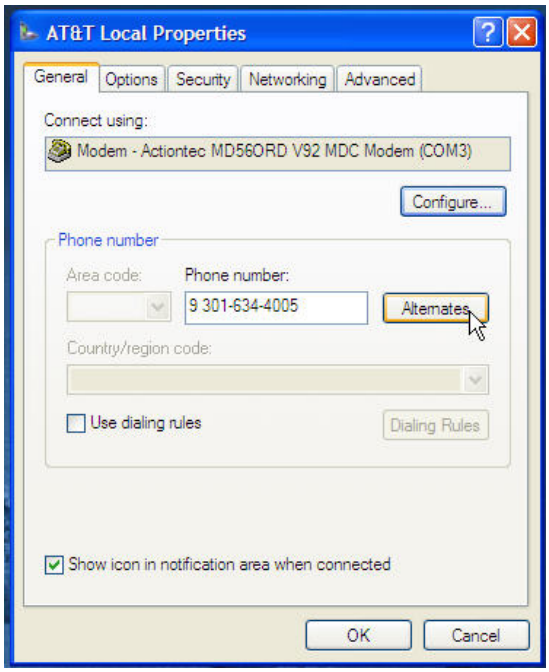
Adding numbers

1. Double click on the **Shortcut to AT&T** icon.

2. Click on **Properties** (at bottom of window)

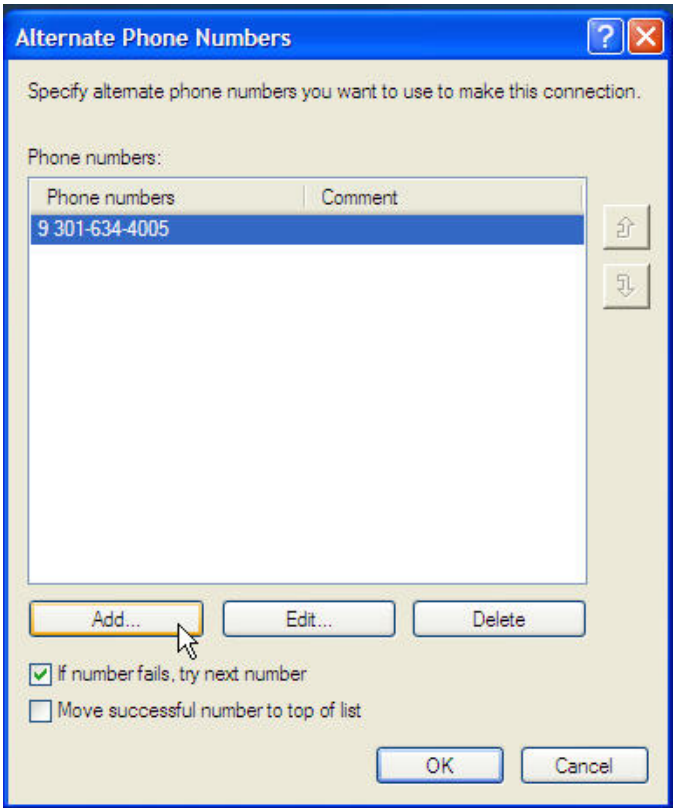


3. The local number for Gaithersburg is displayed. Click on the **Alternates** button beside it.

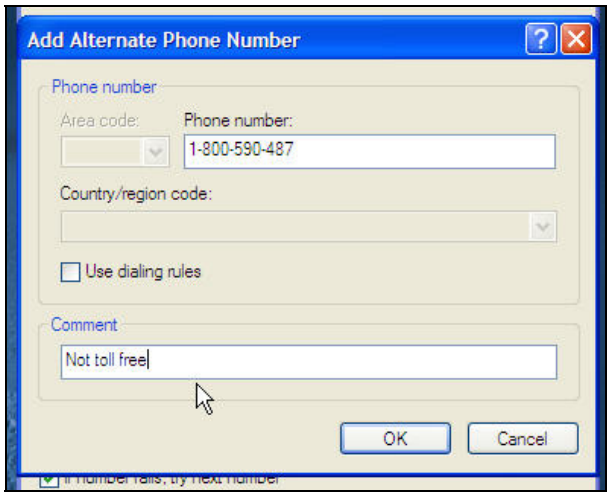


4. In the **Alternate Phone Numbers** window, the Gaithersburg number (301-634-4005) is highlighted. After training, you should delete this number (unless you will be working in the Gaithersburg MD area). Click on the **Delete** button at the bottom of the window to delete the number.

5. Click on the **Add** button and enter the local number for your area (if there is one).



Notice the **Comment** field at the bottom of the window in which you enter the new number. Put the name of the city and state in which the number is valid.



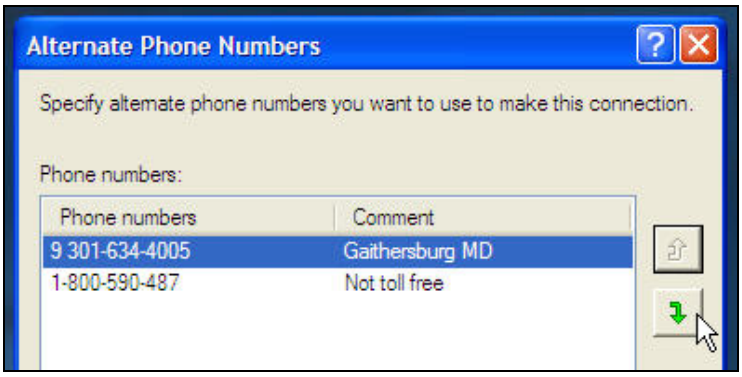
Adding an Alternate number and Comment

If you will be traveling and there are local numbers for AT&T access in the other locations, repeat step 9. You can add as many numbers to the dial-up connection as you want.

6. When you have entered the numbers you will need, note the statement near the bottom of the **Alternate Phone Numbers** window -- "If number fails, try next number". If you put a check in the box, the system will try to dial out with the first number on the list. If that number does not work, it will go to the next number. If you only have a couple of numbers (a local number and the 800 number), you might want to use this feature. Remember, if the 800 number is the first on one your list, it will always be successful and will work. However, it will cost the study money. It would be better to have a local number as your first number on the list.

Changing the Order of the Dial-up Numbers

You can change the order in which the dial-up numbers are listed in the **Alternates** list. Notice the arrow on the left side of the example below. If you want to move the number at the top of the list down, with the number highlighted, click on the green arrow.

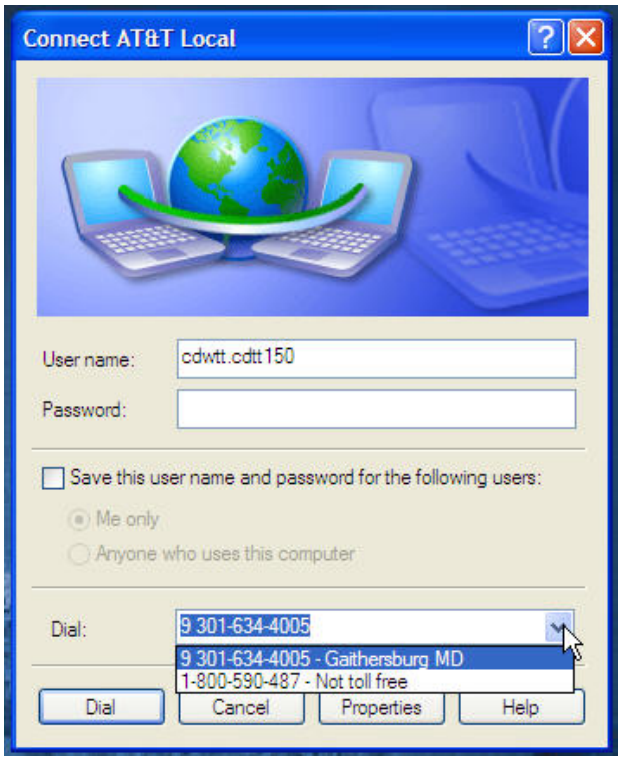


Click arrow to move number down

The results are show below.

After setting up your alternate numbers, close the **Alternate Phone Numbers** window.

Open the ATT dial-up connection and establish your Internet connection before opening Internet Explorer. When you open the dial-up connection from the desktop, if you need to dial an alternate number, notice the down-arrow button next to the phone number displayed near the bottom of the window. Click on it to reveal the other number(s) you have entered. If you entered "comments" (such as the city name) for the other numbers, they will be displayed as well.



Remember, when you want to transmit data to Westat, you open IE first and select one of the <u>Westat dial-up connections</u> since you connect to Westat before transmitting.

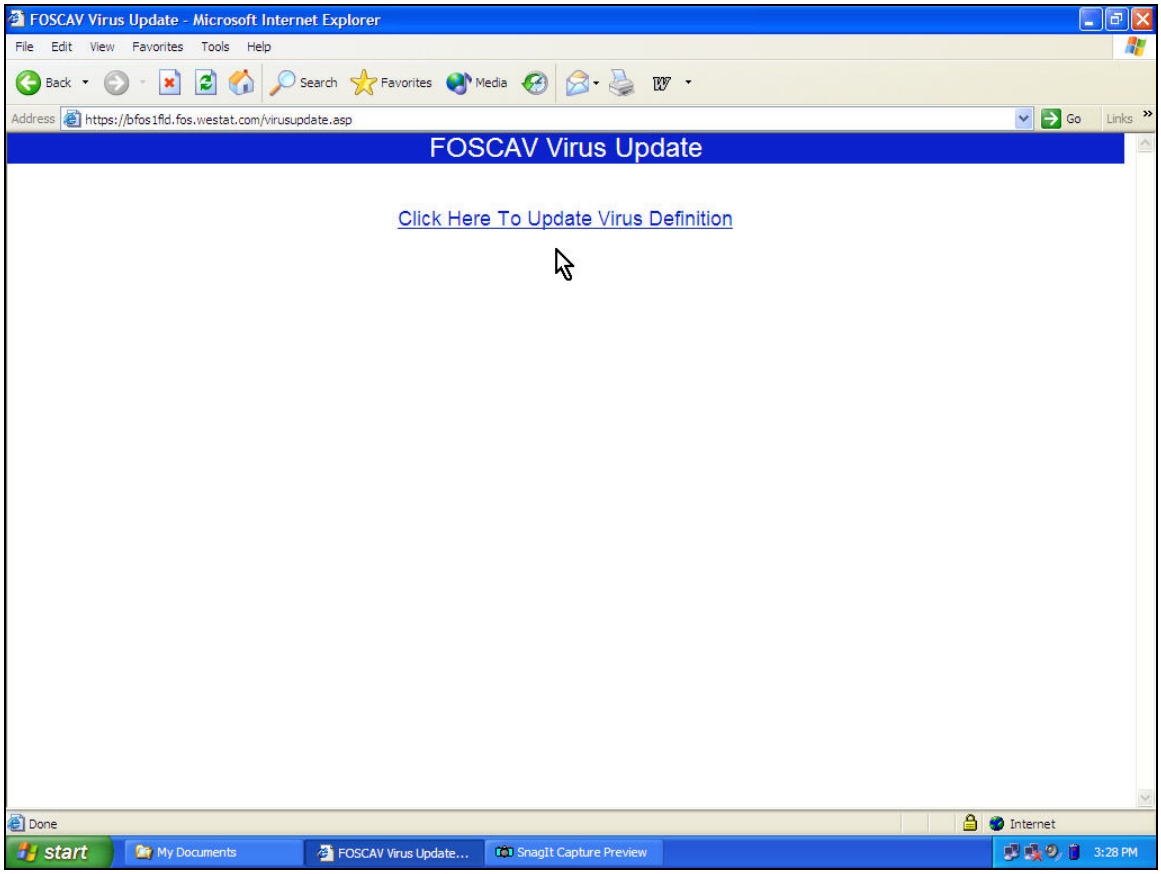
COMMAND ANTIVIRUS
UPDATING DEFINITIONS

Since new viruses are unleashed on the Internet frequently, it is extremely important that you keep the anti-virus definitions up to date on your laptop. Command Antivirus uses these definitions to protect you and keep your computer safe from these viruses.

The link to updating the definitions is in the same location as the Data Transmission link. First, connect to Westat, then open Internet Explorer. On the Favorites drop-down list, select NAEP fos.

Click on the link on the Options screen -- "Anti-Virus Update."

And another window will open.

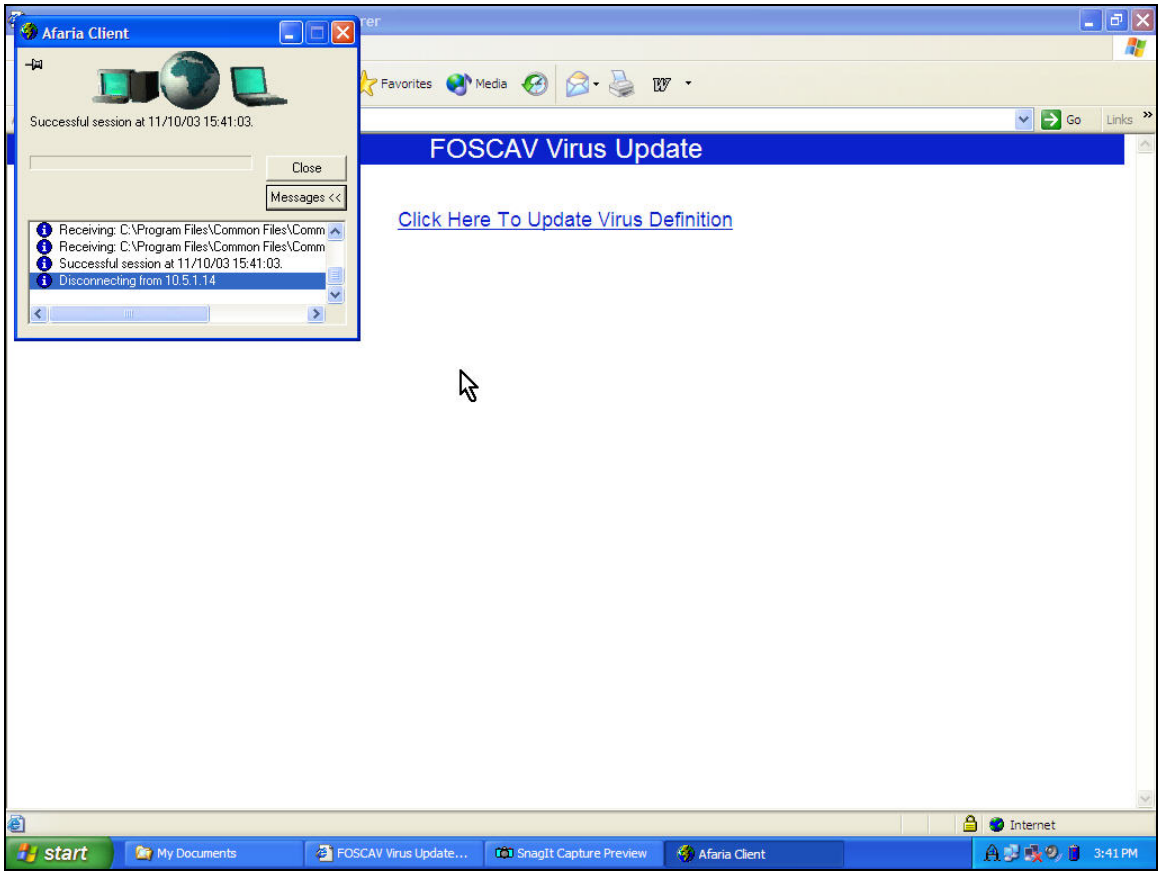


On the screen will be a link "Click here to update virus definition". Click once on that link.

The small Afaria Client window will open in the upper left of your screen similar to when you are transmitting data to Westat. The download may take several minutes

depending on the speed of your connection and the amount of information ("definitions") that needs to be downloaded.

When the download is finished, the "Close" button will appear in the Afaria window. Click on it and the Afaria window closes.



Then, click on the browser's green "Back" button (upper left of your screen) to return to the MyNAEP options page.

You should update the virus definitions on your laptop at least once a week. This should help to protect you and your laptop from the latest viruses. (The more frequently you update the virus definitions, the less time it should take.)

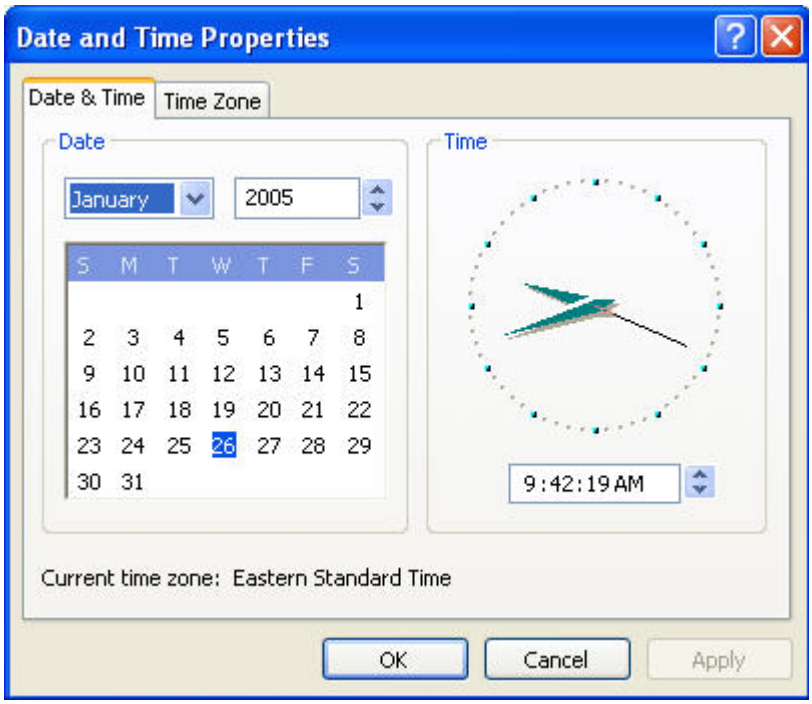
IS YOUR LAPTOP CLOCK RIGHT?

The internal clock on your laptop computer provides the time and date "stamps" that are applied to e-mail messages, data transmissions, stored data files, and any number of other activities by your computer. Since it is assumed that the date that appears with an e-mail message, for example, is the date the message was sent, the clock obviously has to have the correct date or the date displayed will be misleading.

If the date in your laptop clock isn't right, you should change it.

To check the date, move your mouse pointer to the extreme lower right of your screen onto the time and leave it there for a couple of seconds and the date and time will be displayed. If your time is off by an hour or so, that's not bad, but if the date is off, you should correct it.

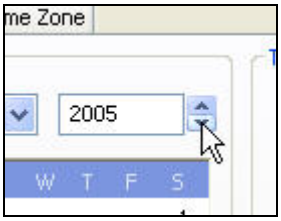
Double click on the time being displayed.



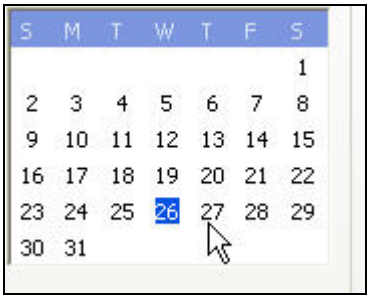
This will open the date and time window so that you can correct the month, year, and/or date. You do not need to worry about having the correct time zone indicated as long as the date and time are appropriate for where you are working.

The screen shots below show you how to update the various parts of the computer's clock as necessary.

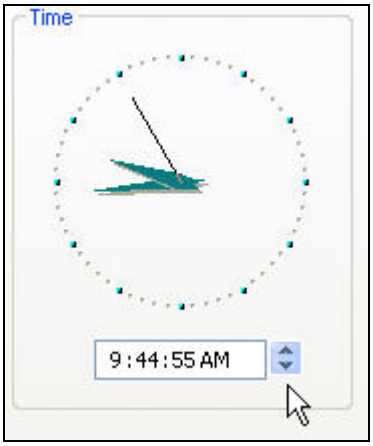
Click on down arrow to change the month.



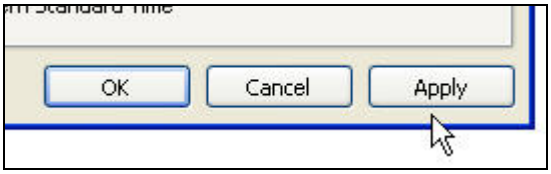
Click to change the year.



Click on the right date.



Click to change the hour.



After updating the calendar and clock, click on the Apply button and then OK..

If you need help with any of these procedures, please contact the NAEP help desk at: **888-499-6237**.

Cleaning the Print Head on a BJC 80 / 85 Printer

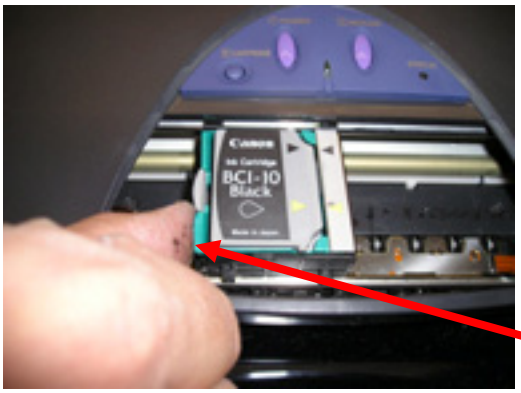
The following document describes several methods for cleaning the print head on your Canon BJC 80/85 printer to ensure a high quality of printing. Prior to running these procedures, make sure the printer has an ink cartridge installed with an adequate level of ink. Use the following procedures only when there are print quality symptoms such as printing pages that are blank, too light to read, uneven, etc. All of the methods are acceptable for cleaning the print head.

A. Basic Cleaning Method—The printer does not need to be connected to the laptop for this method.

1. Power the printer on.

2. After printer initialization has stopped, press the cartridge button. This will move the printer cartridge assembly to the center of the printer carriage.

3. Once the printer carriage has centered and stopped, the lid of the printer may be opened.



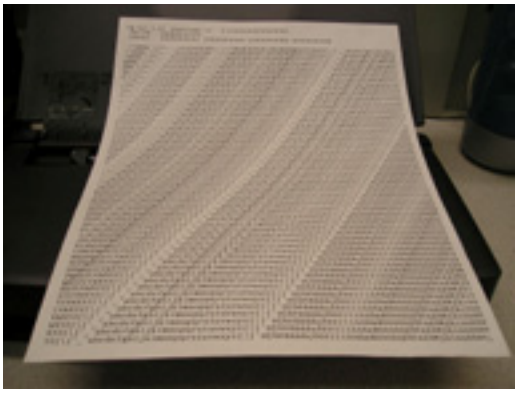
4. After opening the printer lid, lift the print head unit by gently prying up. The print unit is the green piece that holds the printer ink cartridge. Make sure that you only touch the green tab.

5. Once the print head unit has been removed, wipe the print head area with a moist towelette, i.e. a "Wet One" or an alcohol swab. (Note: When using a "Wet One," make sure it does not have a lanolin or oil base). Give the print head nozzles 3 or 4 gentle strokes, ensuring that any dried-on ink is removed. **(Do not use cotton swabs, Q-Tips, or fibrous towelettes because strands will become snared and difficult to remove.)**

6. Once the print head is clean, place the print head back in the printer. Make sure arrows on print head line up properly with the arrows on the print head carriage. (Arrows are black and yellow.)

7. Press down gently but firmly so that print head assembly seats properly.

8. Once the print head assembly is in, close the lid and power off the printer.



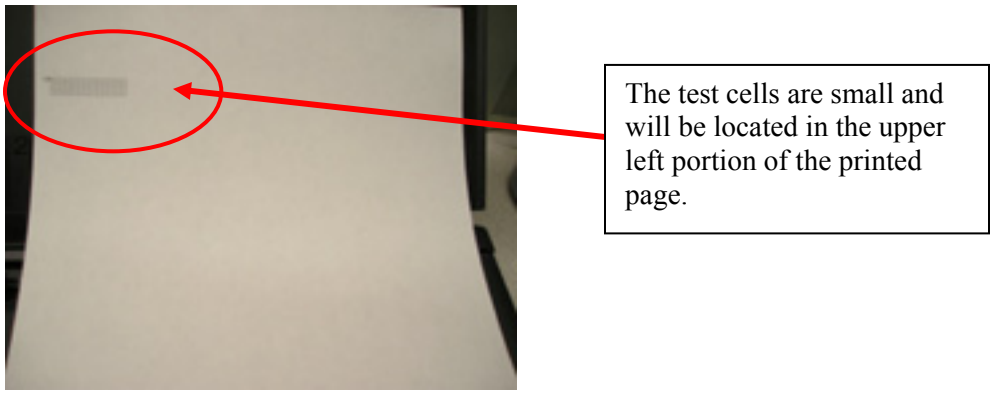
9. Insert a sheet of paper. When the printer is off, press and hold the **Power** and **Resume** buttons until you hear 3 beeps. This step will produce a test print that will look like the picture on the left.

10**.** Once the test has been printed, view it and check to see if characters are legible. If the image quality has not improved, then power the printer off and use the following procedures for more extensive cleaning.

B. Extensive Cleaning Method--The printer does not need to be connected to the laptop for this method.

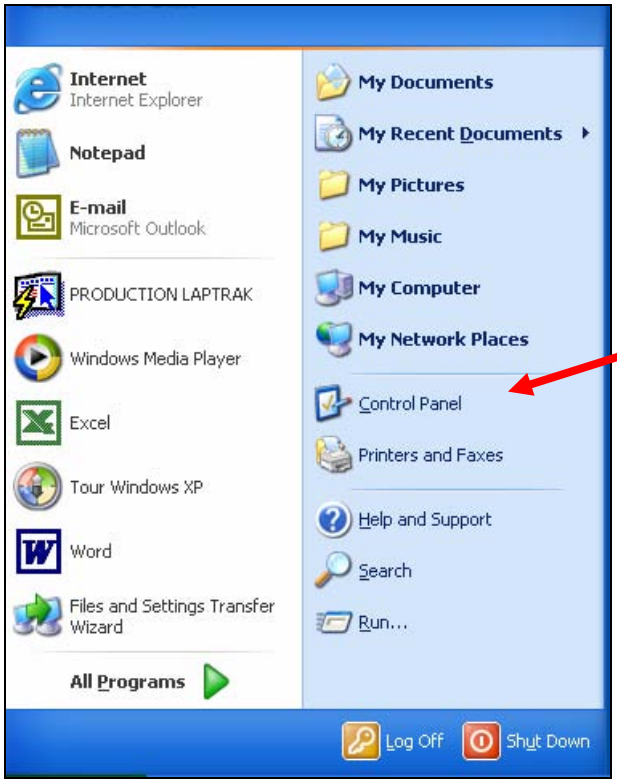
Execute this procedure only when print quality has not improved with the **Basic Cleaning Method** as described above. The Extensive Cleaning method requires about 60 seconds to correct severe nozzle clogging.

1. Make sure that the printer is turned off.
2. Press and hold the **Power** and **Resume** buttons until you hear two beeps.
3. The print head will initialize by moving back and forth a few times. The power light will blink and finally stop. The printer will remain on.
4. Test the printer by turning the printer off. Press and hold the **Power** and **Resume** buttons until you hear 3 beeps. (See step 9 in the Basic Cleaning method section above.)
5. If the image quality has not improved, run the nozzle check by powering the printer off, and *then* pressing the **Power** and **Resume** buttons simultaneously until you hear 4 beeps.
6. The nozzle test will print a small graph that looks similar to a small excel spreadsheet. If any cells or cell lines are missing within this graph, the nozzles are still clogged and a print head replacement is indicated.

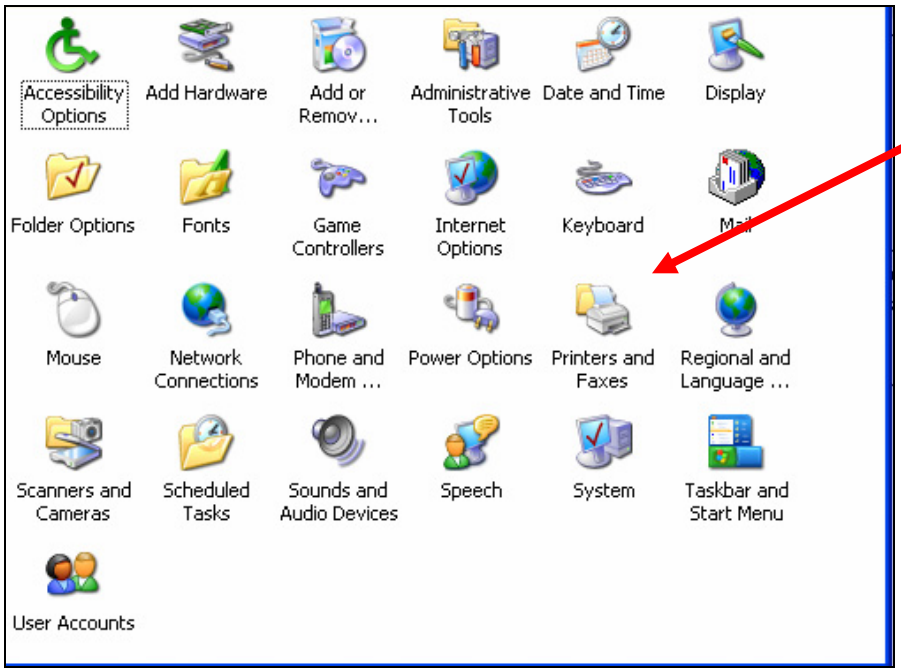


C. Automated Windows Method—The printer must be connected to the printer for this method.

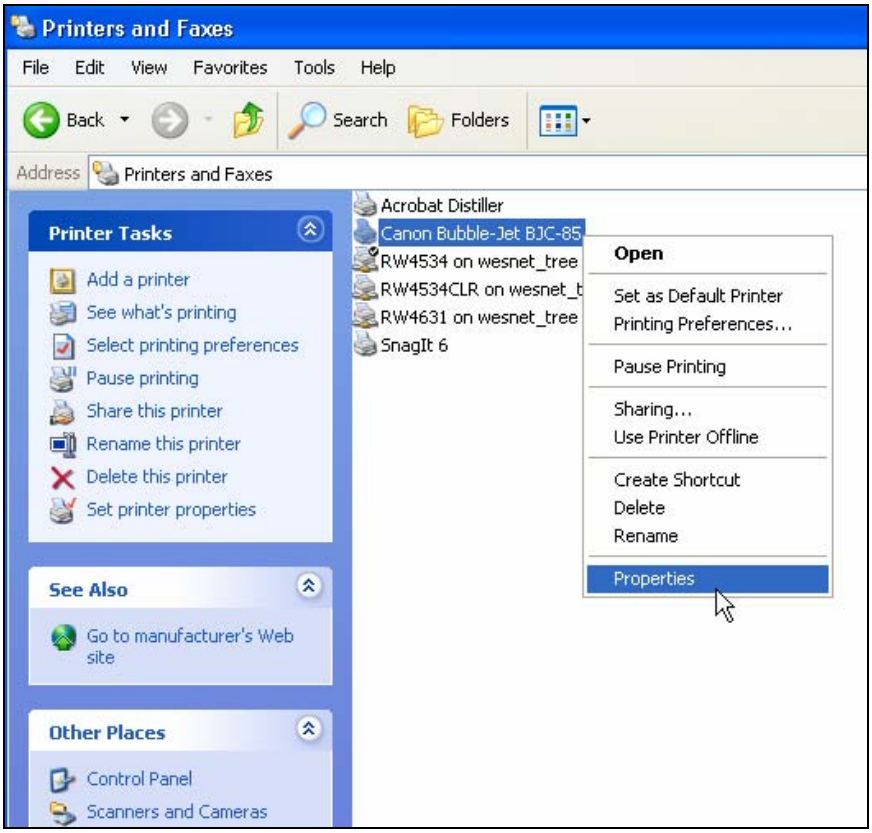
1. Connect the printer to the laptop.
2. Turn the laptop and the printer on.



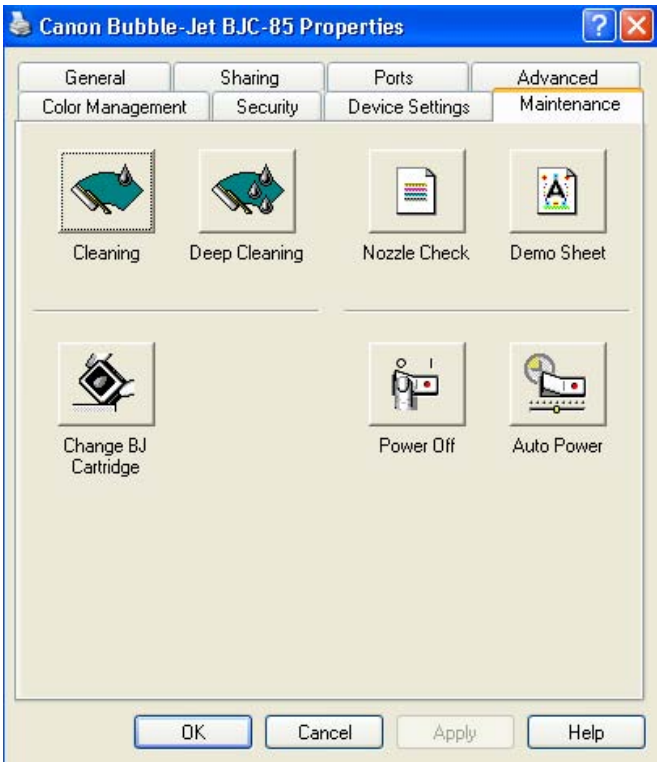
3. Press the **Start** button from within Windows and select **Control Panel**.



4. Select **Printer and Faxes** to display all of the available printers.



5. Right click on the Canon-Bubble Jet 80/85, and select **Properties**. This will display the printer properties dialog box.



6. Select the **Maintenance** tab. You will select **Deep Cleaning** or **Nozzle Check**.

Select the **Nozzle Check,** and click **OK**. The printer will initialize and the print head will move back and forth a few times. The power light will blink and finally stop with a steadily lit power light. The printer will print a small graph on the page. This graph should be complete. If all of the cell blocks are not printed completely, the nozzle is still clogged. The Deep Cleaning should be performed.

When you select **Deep Cleaning**, the same type of initializations will occur as in previous cleaning methods. After Deep Cleaning has completed, again run the **Nozzle Check** to see if a complete graph has printed.

Do not repeat cleanings more than 5 times. If print quality has not improved after repetitive cleanings, the print head, more than likely, is bad and should be replaced.

Appendix H

NAGB Policies

The following are NAGB Policies for:

- Notifying Parents;
- Filing Complaints; and
- Providing Access to Test Materials

Adopted: August 3, 2002

National Assessment Governing Board

Policy Statement on Informing Parents About Participation in NAEP

INTRODUCTION

The No Child Left Behind Act (P.L. 107-110) provides that student participation in the National Assessment of Educational Progress shall be voluntary, and the law contains the following section:

"STUDENT PARTICIPATION—Parents of children selected to participate in any [NAEP] assessment authorized under this section shall be informed before the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question."

However, the legislation also requires all states and school districts to provide assurances that they will participate in the National Assessment in reading and mathematics at grades four and eight, starting in 2003, as a condition for receiving Title I federal aid.

To implement the provision on parental notification, the National Assessment Governing Board hereby adopts the following:

GUIDING PRINCIPLES

1. The National Center for Education Statistics will assist schools, school districts, and states in notifying the parents of students selected for NAEP samples about the "opt out" provision in federal law. The manner of such notification shall be determined by the state, district, or school in which the students are enrolled.

2. NCES will provide brief explanatory information about the nature and importance of NAEP to accompany the notice to parents.

3. NCES will prepare and disseminate more detailed information on NAEP that is specifically designed for parents and the public. Such information shall be available in pamphlets and brochures and on the Internet.

The Governing Board shall monitor implementation of this policy. The Board will review relevant procedures and materials prepared by the National Center for Education Statistics.

Adopted: May 18, 2002

National Assessment Governing Board

Policies and Procedures for Complaints Related to the National Assessment of Educational Progress

Policy Statement

The Governing Board views parents, students, representatives of participating states and schools, and members of the public as primary producers and consumers of National Assessment of Educational Progress (NAEP) data. As such, their experience with the National Assessment is of utmost concern and an important source of information for its continual improvement. It shall be the policy of the National Assessment Governing Board to respond promptly to written complaints about the National Assessment of Educational Progress submitted to the Governing Board. The Governing Board intends the process of handling complaints to be a means both of answering complaints that have been submitted and of enhancing the quality, integrity, and service orientation of the National Assessment.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

INTRODUCTION

The National Assessment of Educational Progress (NAEP) legislation provides parents and members of the public the right to view, under secure conditions, all NAEP data, questions, and test instruments (Section 411(c)). The Governing Board has approved a Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, which is referenced herein.

The same section of the legislation also provides parents and members of the public the right to submit complaints to the National Assessment Governing Board about procedures or test questions.

> "Parents and members of the public may submit written complaints to the National Assessment Governing Board… [The Board], in consultation with the Commissioner [of the National Center for

> Education Statistics (NCES)], shall review such complaints and determine whether revisions are necessary and appropriate. As determined by such review, the Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, not later than 30 days after so acting."

The NAEP legislation explicitly extends to representatives of state or local educational agencies and chief state school officers the right to submit complaints about the National Assessment to the Governing Board (Section 411(d)(4)).

The legislation gives the responsibility for addressing complaints about NAEP to the National Assessment Governing Board. The purpose of this document is to provide policies and procedures for handling such complaints.

Complaint Process: Procedures

1. What must be included in a complaint?

A complaint about the National Assessment of Educational Progress must be submitted in writing to the National Assessment Governing Board (NAGB). The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint may also include the remedy being sought.

If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a felony, subject to fines and imprisonment. To protect the security of test questions, therefore, an individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

2. Where should complaints be sent?

The mailing address is: National Assessment Governing Board, Suite 825, 800 North Capitol Street, N.W., Washington, DC 20002-4233. The e-mail address is NAGB@ed.gov . If submitting a complaint by e-mail, the person submitting the complaint must provide his/her full name and a mailing address because the response to the complaint will be in the form of a letter and will be sent by regular mail.

3. What happens to complaints after they are received by the Governing Board?

A. Complaint Receipt

a. A log shall be maintained of all complaints submitted. The log shall contain sufficient information to monitor the status of each complaint, such as the date received, date assigned, date acknowledged, and final disposition.

b. Within 5 calendar days of receipt of a complaint, an acknowledgment letter shall be sent to the individual who submitted the complaint.

c. The Executive Director shall:

i. forward, within 30 days of receipt, copies of the complaint to the NCES Commissioner, the Secretary of Education, and the State and local educational agencies from which the complaint originated;

ii. provide for consultation with NCES (as required by the legislation);

iii. forward copies of the notification to the person submitting the complaint and the Secretary, not later than 30 days after the final disposition has been determined.

B. Complaint Review

I. **Administrative Review.** In the first level of review, a complaint shall be answered by the Governing Board Executive Director, with assistance from staff.

a. Background information related to the complaint shall be obtained, working in consultation with staff of the National Center for Education Statistics, as appropriate.

b. The Executive Director shall determine whether additional information is necessary.

c. The Executive Director, after consulting with the Commissioner of Education Statistics, shall respond in writing to the person submitting the complaint. The response shall describe the Executive Director's administrative determination in response to the complaint and the opportunity to appeal the administrative determination.

II. **Appeals**

a. An individual may appeal an administrative determination of the Executive Director. The individual must submit the appeal in writing to the Governing Board at the address given above. The appeal must be postmarked or sent by e-mail no later than 25 calendar days after the date the Executive Director's determination is mailed.

b. In response to an appeal of the Executive Director's administrative determination, the Chairman of the Governing Board shall decide whether the appeal will be addressed by the full Governing Board or by a panel of no less than three members of the Governing Board that will act on behalf of the Board.

c. The complaint record shall be reviewed and a determination made of whether additional information is needed to complete the review of the complaint.

d. A final decision on the complaint shall be made after consulting with the Commissioner of Education Statistics.

e. The Executive Director shall provide written notification to the individual who submitted the complaint about the disposition of the complaint, with a copy of such notification to the Secretary, no later than 30 days after the Governing Board has taken final action with respect to the complaint.

f. Decisions of the Governing Board are final and not subject to further appeal.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002.

Adopted: May 18, 2002

National Assessment Governing Board

Public Access to Test Questions, Item Release, and Confidentiality of Data for the National Assessment of Educational Progress

Policy Statement

INTRODUCTION

As the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is an on-going, Congressionally-authorized project to collect data through surveys on the academic knowledge and skills of American students. Its primary goal is to report fair and accurate information on student achievement in reading, mathematics, and other subjects taught in elementary and secondary schools.

Since its inception, the National Assessment has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect non-cognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of the National Assessment with two important exceptions:

a. "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code), and

b. Access to cognitive questions may be restricted to maintain security if such questions are to be reused, and breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. As part of its

administration procedures, the names of students who have taken NAEP never leave the school building in which the assessment is given.

Although test questions may be kept secure, a substantial number of questions are released after each assessment in order to aid public understanding of the exam. In addition, under the statute, all secure cognitive questions must be made available within 45 days after a written request "in a secure setting that is convenient to both parties." Local school districts must make "reasonable efforts" to inform parents and others about the access provided under law.

By statute, NAEP may "only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information."

The National Assessment is conducted by the Commissioner of Education Statistics under the policy guidance of the National Assessment Governing Board. The Board's areas of responsibility include the assessment methodology; guidelines for reporting and dissemination; and "appropriate actions needed to improve the form, content, use, and reporting" of the National Assessment.

To carry out these responsibilities, the Board hereby adopts guiding principles, policies, and procedures for public access to test questions, item release, and confidentiality of data for the National Assessment of Educational Progress. The policy shall be implemented in a manner that promotes wide public confidence in the integrity and appropriateness of NAEP questions and in the absolute confidentiality of all individual data obtained.

GUIDING PRINCIPLES

1. By law, all questions and instruments of the National Assessment shall be accessible to the public, consistent with security considerations which pertain to test items that may be reused. The procedures for public access shall be user-friendly and designed to make the assessment as open to the public as possible.

2. Since security considerations do not apply, all background questionnaires shall be readily available to parents, state and local officials, and interested members of the public. Such questionnaires shall be available before field tests and operational use or at any other time members of the public wish to obtain them.

3. After each assessment, a substantial number of test questions shall be made publicly available with performance data to provide concrete examples of NAEP contents and results. Released items shall be widely distributed to promote public understanding of the National Assessment.As required by law, within 45 days of a written request, all NAEP test questions shall be available for public inspection, consistent with requirements for test security. Any breach of security is punishable as a felony.

4. All information collected by NAEP about individual students and schools shall remain strictly confidential. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered.

5. The Governing Board shall monitor the implementation of this policy. The Board shall review all procedures regarding public access and confidentiality of NAEP, which are established by the National Center for Education Statistics.

POLICIES AND PROCEDURES

1. NCES and its contractors shall assist school districts in informing parents and members of the public about the National Assessment. Special efforts shall be made to inform parents about the content, survey methodology, and uses of the assessment. Background questionnaires and released cognitive test items shall be available at schools participating in NAEP samples. Districts shall be given information about public access to current assessment questions and instruments, provided test security is maintained.

2. Background questionnaires shall be sent promptly to anyone wishing to obtain them and shall be posted on the Internet, accompanied by explanations and rationales.

3. Following each administration of the National Assessment, approximately 25 percent or more of the test questions shall be made public at the same time as the initial release of test results. These items shall illustrate the range of item types, difficulty levels, and content covered in the assessment, and shall also be useful as exemplars of achievement levels. Items shall be accompanied by performance data. A selection of released items shall be available in NAEP reports and information booklets. All released items shall be posted on the Internet.

4. Procedures shall be developed for the examination of secure NAEP items by members of the public within 45 days of a written request, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request. As provided by law, the review must take place in a secure setting, such as the offices of a state or local education agency that is convenient to both parties.

5. Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with provisions of the Federal Privacy Act (Section 552a of Title 5, U.S. Code). No names of students who have taken the assessment shall leave the school building. No records shall be maintained by NCES or its contractors containing personally identifiable information about individual students and their families. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.

Appendix I

Procedures for Grade 4 "Assess All" With No Homeroom Indicator

These procedures are for Grade 4 schools in which we are assessing all Grade 4 students and the homeroom indicator was not printed on the Administration Schedule. In most cases, the students' names will be printed on the Administration Schedule(s) in alphabetical order.

This is covered in Procedure 8B Conduct the Preassessment Visit/Collect Homeroom Indicator in the Quality Control Booklet (QCB).

Keep in mind students selected for the U.S. history assessment (sessions labeled HI) must be assessed in a separate session and **cannot** be assessed in their intact classrooms. These procedures are for students who have been selected for the other subjects (reading, mathematics, civics) since they can be assessed in the same operational sessions (labeled OP).

Once the school coordinator has identified the classroom in which each student selected for an OP session should be assessed, the QCB instructs you to record that information in column B of the Administration Schedule. When you and your AAs are preparing the booklets for the week's upcoming assessments, following these procedures:

- Make one copy of each OP session Administration Schedule for each Grade 4 classroom, plus one extra set. For example, if there are three (3) Grade 4 classrooms, make four (4) copies of each OP Administration Schedule.
- Designate one set of each OP Administration Schedule copies for each classroom. The extra set is for the supervisor.
- On each set of Administration Schedule copies, highlight each child who belongs in that classroom using a different highlighter color for each classroom. For example, if there are three (3) Grade 4 classrooms use a blue highlighter to highlight those students on one set one of the OP Administration Schedules for Mrs. Smith's classroom in Room 101. Use green highlighter on the second set of the OP Administration Schedules for those students in Mr. Jones' classroom in Room 102 and use yellow highlighter on the third set of the OP Administration Schedules for students in Miss Clarke's classroom in Room 103.

- Highlight each student on the extra set of Administration Schedules using the appropriate color highlighter for each student. This set of highlighted Administration Schedules is for the supervisor.
- Prepare the booklets in original Administration Schedule order. Be sure to record the session # and line # from the original Administration Schedule onto the booklet covers.
- Sort the booklets into the three piles – one for Mrs. Smith (blue highlighter); a second pile for Mr. Jones (green highlighter); and a third pile for Miss Clarke (yellow highlighter).
- Pack the test booklets with the corresponding highlighted set of Administration Schedules in each session box for each classroom, making sure that there are enough pencils, calculators, etc in each box.
- Mark each session box with a Blue, Green or Yellow highlighter corresponding to the materials inside.

After the assessments are over, follow these procedures:

- Each AA should code the highlighted students on the set of highlighted Administration Schedules included in his/her session box.
- The AA should code the corresponding booklets covers of the students highlighted on the set of highlighted Administration Schedules included in his/her session box.
- The AA should sort the coded booklets into piles based on the originally assigned session and put each pile of booklets in line # order (based on the session # and line # recorded in the upper right corner on each booklet).
- The sorted piles from each AA for each session should be combined and each session should be checked against the original Administration Schedule.
- Each session box should be packed according to Procedure 12A in Chapter 4 of the AA Manual.

Appendix J

Sensitivity Training for Supervisors Working in Schools Affected by Traumatic Events

Sensitivity training as presented here is a guide to increase your understanding of situations where an individual or community has experienced a traumatic event. Its purpose is to enhance your existing professional skills and draws from your already extensive experience working with school staff, classroom management skills, and knowledge of students with SD and ELL. The AA Manual, *Supervise* magazine, and the *Inclusion* magazine have additional information.

There are four major components to this specific sensitivity training: first, understanding the nature and dynamics of traumatic situations; second, increasing personal awareness and improving interpersonal communication; third, learning the specific circumstances of the persons affected by the event; and fourth, implementing effective and appropriate responses to those affected.

Developing Understanding

1. **Nature of the trauma.** Traumatic occurrences produce many different emotional and physical reactions. It is important to recognize, however, that particular reactions such as grief or anger are **not event specific.** While you would expect, for instance, to see more depression and grief as a reaction to a death, these same responses would be common and expected in those who had their lives disrupted by a hurricane or other natural disaster. Expect to see many types of responses in individuals and be aware that characteristics like age, developmental level, socioeconomic status, cultural background, frequency of exposure, and intrinsic coping skills and sense of empowerment are important factors influencing the nature and severity of these responses.
2. **Severity and frequency of the event.** Children and adults that are exposed to more severe trauma such as living in war zones will all experience high levels of stress. Longer or more frequent exposure to trauma also produces more complex reactions to this stress and increases the chances of developing long-term or permanent damage.
3. **Closeness to the event.** Tragic events and crises like natural disasters, school violence, terror threats, war, and death are frequent occurrences in modern life. When they happen on a national or international level, they affect all of us to some extent, but we would not expect to see the same depth and type of suffering in those watching the story on television

as in those stranded on a rooftop or struggling to find food. Since people are resilient, the pain of the experience usually **diminishes** with time.

The pattern of emotional responses and behaviors also will **change** over time. For example, in grief reactions, individuals or even communities go though stages changing from sadness, anger, denial, and reconciliation/acceptance. While most people will recover on their own—time does not heal all wounds. Chronic emotional, behavioral, interpersonal, and learning problems can persist for years. A disabling Post Traumatic Stress Disorder may emerge months or years after the experience and require professional intervention.

4. **Immediate response to the trauma.** Permanent or debilitating stress reactions can be avoided or alleviated greatly by effective, timely, and sensitive intervention. Following a natural disaster, we expect to see more profound effects in people when the basic needs of "adequate" food, water, health care, and shelter are not provided immediately. Even if these **basic needs** are met, nearly all persons still will experience some adverse emotional reactions. Applying effective early **"psychological first aide"** as well will help reduce the risk of both children and adults developing lingering, debilitating problems.

5. **Expected Resolution.** Reactions to stress are greatly mollified if the crisis is expected—or perceived—to be "short-term." Even if the adverse situation extends beyond what was anticipated, a person's stress level may remain low so long as there is a "sense" of improvement. This is particularly true if the person feels that they are constructively participating in this process and has a **sense of empowerment and control.** It is also important to note that once the situation has been resolved significantly, a person or community may **re-experience** traumatic stress on the event's **anniversary date.**

Increasing Personal Awareness and Improving Interpersonal Communication

1. **Self-Awareness.** In the case of natural disasters or community violence, you and other NAEP staff may have been traumatized by the same or similar experience. It is important to understand what impact this event has on you and them. Discuss problems with the field manager that might interfere with your or their ability to work effectively at a school or in a work area.

   Assessment Administrators (AAs) also will receive guidance for working with schools and students affected by trauma during their training. This will be your initial opportunity to observe how the AA reacts to the sensitivity training. You may note that an AA will need added support or, in some cases, determine that he/she should not be assigned to a particular school.

2. **Interpersonal Communication.** Be aware how your thoughts, beliefs, prejudices, and actions influence others. In working with people recovering from a trauma experience, it is especially important to avoid labeling them as victims, refugees, or displaced persons. Also, avoid emotional overreacting or over-identifying during your contacts with them.

   NAEP representatives must be especially careful of their body language and vocabulary when working in these situations. Be conscious of your own responses and intervene when you notice inappropriate interactions between AAs and school staff or students.

Learning Specific Circumstances

Because reactions to trauma are so diverse, it is not possible to work effectively with schools and students without understanding their unique circumstances. If the traumatic exposure has been many months prior to our contact, the impact may not be very noticeable; although, in the case of a natural disaster, the effects may be more lingering. This will be the situation in schools that increased enrollments following the 2005 hurricanes and are now **overcrowded** with **overextended staff** and **limited resources.** Learning as much as you can about situations like this will help you feel more confident, better prepared, and in control for your initial contact. Sources of information about a school community (staff, students, parents) include:

1. **Data Collection Form/State Information Form.** The field manager and scheduling supervisor will provide feedback on the status of the school at the time cooperation was gained or the assessment date set. Carefully review this sheet and clarify unclear items.
2. **Local NAEP staff** may be able to provide you with helpful background information about a situation as well as being aware of the current status in a school.
3. **Media reports** (newspaper, radio, television). Even if you are not working close to the affected area, state or national media may still provide useful news. It is always a good idea to follow local media reports once you locate to that work area.
4. **Web sites** (school, district/diocese, state). Education and school web sites will give you the most up-to-date information. It is always a good idea to review a school's web site before contacting it, but this is especially important when you are aware that a school has been affected by a traumatic event.

Implementing Effective and Appropriate Responses

Gathering information about the school and understanding their specific situation will continue to occur with all your contacts with the school. As NAEP representatives, we are limited, however, in what we can or should do with much of this information since we are not therapists and we are only in the school for a short period. However, it is important to have as much information as possible to help you and your AAs more effectively work with staff and students and ensure a successful assessment. Refer to the AA Manual for additional details.

1. **Preassessment visit scheduling call.** When contacting the school for the first time, you may get a sense of how stressed the secretary and school coordinator seem. You will need to use your sensitivity skills at this early point to reduce their stress level and gain their support. Letting the school coordinator know that you are familiar with the traumatic circumstances the school has experienced tells the school coordinator that you are informed and sensitive to their problems. People communicate their experiences differently. Some school coordinators will want to speak at length and you may find it difficult to know how to respond. Realize that there is no set response; **"active listening"** (responding at key points with expressions such as "I am sorry," "I understand") may be your best reaction. Even if you have lived through the same experience, maintain a professional yet supportive distance. Other school coordinators will say little about their experience. Respect this and do not probe.

School coordinators may have many issues and objections to having NAEP at their school, especially under difficult circumstances. Be sympathetic and listen to their concerns, but do not become emotionally involved. **Do not apologize** for the assessment and **do not feel guilty** about making necessary and reasonable requests of the school coordinator. The State and NCES have determined that this school can and should participate in NAEP. This is part of a school's return to a normal routine—an important component in post-trauma recovery.

The school coordinator is likely to be even busier than usual and in a hurry to end the conversation. Keep this initial contact concise and focused on the essentials. The school coordinator also may not have reviewed the Preassessment Packet or be well prepared for your call. Expect to answer more questions than usual and perhaps even to repeat answers. Expect to call back until you have collected the necessary information to ensure that you are well prepared and organized for your preassessment visit.

You will definitely need to be more flexible, positive, patient, and understanding when working in this stressed environment.

2. **Preassessment visit.** This visit will give you further opportunity to assess the problems at the school and, more importantly, will allow you to develop further a solid, professional relationship with the school coordinator that will ensure the success of the assessment at that school. Do be as helpful as possible and provide concrete solutions such as suggesting flexible times and creative use of limited space. If you are less experienced, ask your field manager for ideas. Try to reduce the burden on the school coordinator by offering to help complete necessary paperwork or to gather student information. After speaking with the school coordinator, you may learn that student (and staff) attendance is lower than usual. Parents may be more likely to refuse their child's participation because it adds stress or results in missed instruction time.

   Traumatic events usually have a more intense—even profound—impact on SD and ELL students. In the case of students displaced by the 2005 hurricanes and floods, official records may be destroyed or not available. It is not likely that many of these students can or will be retested by the 2006 assessment window. Therefore, schools receiving these students will need to "reconstruct" their Individualized Education Programs (IEPs) and provide appropriate services necessary for those children. It is particularly important to meet with the resource staff whenever possible and to be more flexible in providing appropriate accommodations when working in these schools.

   In addition, there may be students affected by the trauma who will need special attention even though they are not classified as SD or ELL. You will need to adjust the assessment environment using the guidelines provided by the school in the absence of a formal IEP. Refer to Chapter 4 in the Supervisor Manual; to Chapter 2, Chapter 4, and Appendix C in the AA Manual; and to the *Inclusion* magazine for additional information.

3. **Preassessment Planning.** Following your preassessment visit, it is important to review your notes and formulate a plan for assessing in this school.
   a. Review your plans with your field manager and ask for additional input and suggestions.
   b. Review staffing needs and consider adding staff especially if you have any concerns about how effective an AA will be.
   c. Review and retrain AAs, if necessary, particularly those that will work with SD and ELL students. Review classroom management techniques. Discuss with them the need to avoid labeling language. Recognize that they may be anxious about assessing in a situation they perceive as difficult. Respond constructively and supportively to their questions and concerns.
   d. Be available to the school coordinator and reply promptly to his/her calls.
   e. Remind the school coordinator of the importance of having school staff be in the assessment room. This will help reduce anxiety and alleviate discipline problems. Since you may need to provide more and longer breaks for students, school staff would also be useful to assist with these. Also, reinforce that it is important that he/she be available to you when you arrive on assessment day.
4. **Assessment Day Activities.** Being highly organized, on time, and flexible are always important in any assessment situation—here they are critical. Emphasize this with the AAs. Encourage the school coordinator to be available throughout the assessment day, but be aware that this may not be possible because of his/her hectic schedule.
   a. Review how to handle students who behave in a disturbing or disruptive manner with the school coordinator. Confirm where dismissed students should go. If time permits, also confirm other procedures, times, and locations discussed during the preassessment. Being unaware of even minor, unexpected changes can create problems for you and the assessors. Be certain that you know how to contact the school coordinator and main office. Review and update the Assessment Information Form with the AAs.
   b. Avoid interrupting and overwhelming the school coordinator with unnecessary questions or requests that can wait.
   c. Remind the assessors that they should document any staff and student concerns and issues on the Session Debriefing Form. If they had ANY specific interaction with a student who enrolled in that school following a hurricane or other natural disaster in the last year, they should note whether this contact was positive, negative, or neutral. While the school coordinator must be informed of negative reactions, they are happy to hear that the student had a positive experience.
   d. Increase your vigilance observing sessions and intervene if an assessor seems to have particular problems in managing a classroom or in working with individual students. Unless it is an emergency, do not conduct a session yourself. You must be available to supervise the assessment.

e. Handle discipline problems with increased sensitivity. It may be better to **discretely** dismiss a student from the assessment after an initial attempt to get him/her on task fails.

f. Observe SD and ELL students and others affected by trauma exposure for stress signs. If they do not respond quickly to the usual classroom management attempts to refocus them, release them from the assessment as **inconspicuously** as possible.

5. **Post Assessment Procedures.**

a. Post assessment activities include a careful review of the Session Debriefing Forms. It is important to review any adverse or unusual reactions to the assessment with the school coordinator. Also share positive experiences—especially concerning children about whom the school coordinator had special concerns.

b. Complete post assessment activities quickly and efficiently and do not unnecessarily prolong your stay at the school. However, DO NOT rush and risk making mistakes. You must always leave the school with complete and accurate data.

c. Review the experience with your field manager.