

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

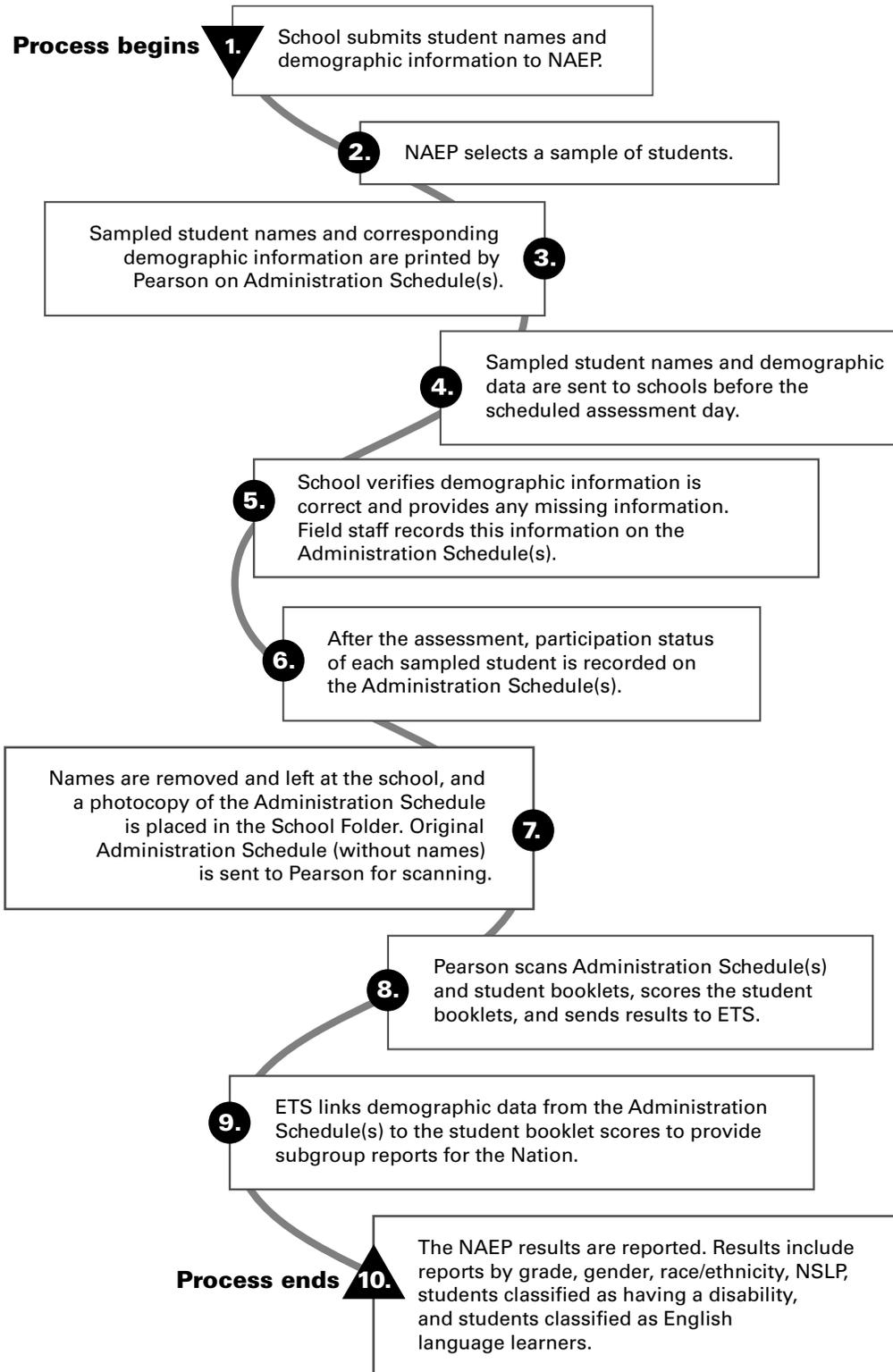
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

	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



Understanding NAEP Forms and Accommodations

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.

Subject of student's booklet
NAEP School ID number
Session number

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
 3 = 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 "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

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

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

Location: Rm. 121

Original Sample: 28

Selected New Enrollees: _____

Withdrawn & Ineligible (Admin.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

Excluded (Admin. Codes 60-66): _____

Absent (Admin. Codes 40-45, 48 & 49): _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

TO BE ASSESSED

TOTAL ASSESSED

Makeup Needed: _____

Makeup Held: _____

Session Number
 OP0401

Column Indicators:	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	
Student Name	Session Level	Line #	Month	Birth Date	Year	Sex	SD	Race/Ethnicity	ELL	ELL Code	Race/Ethnicity	School Lunch	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes	
01	Atley, Mark	10	01	C	0	4	9	5	1	2	2	2	2	301 000293 4					ASSESSED IN ORIGINAL
02	Bates, Betty	10	02	R	0	2	9	6	2	2	2	1	X	032 054006 9					ASSESSED IN MAKEUP
03	Block, Wes	10	03	M	0	6	9	5	1	2	2	1	X	105 005241 1					ASSENT
04	Burns, Angela	10	04	C	1	0	9	5	2	2	2	2	X	311 000043 8					40 = Temporary
05	Campbell, Nicki	12	05	R	1	1	9	5	2	2	2	1	X	002 006922 1					41 = Long-term
06	Cordaro, Nancy	12	06	M	0	9	9	5	2	2	2	1	X	115 000841 2					42 = Chronic truant
07	Dublin, Tim	10	07	C	0	1	9	6	1	1	2	1	X	315 043569 2					43 = Suspended or expelled
08	Frank, Kimberly	12	08	R	0	5	9	5	2	2	2	1	X	007 005301 1					44 = In school, did not attend
09	Grahams, Carla	10	09	C	0	7	9	5	2	2	2	1	X	309 210021 3					45 = Disruptive behavior
10	Hernandez, Paul	10	10	M	0	9	9	5	1	2	1	3	X	128 210001 6					46 = Parent refusal
11	Hoecke, Becky	10	11	R	1	2	9	5	2	2	2	4	X	029 073201 2					47 = Student refusal
12	Jasmer, Daniel	12	12	C	1	0	9	5	1	2	2	2	X	302 002407 7					48 = Other, specify on cover
13	Kruger, Sarah	12	13	M	0	6	9	5	2	2	2	2	X	138 000031 9					49 = Session Refused
14	Lowe, Penny	12	14	R	0	2	9	6	2	2	2	1	X	009 076206 0					51 = Withdrawn/Graduated
15	Lucas, Paul	10	15	C	1	0	9	5	1	2	2	3	X	308 076206 5					52 = Unassigned (non-tenured)

Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column P

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.

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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

English Language Learner (ELL)
 1 = Yes, ELL
 2 = No, ELL
 3 = Formerly ELL (monitored for RFP reporting)
 9 = Information unavailable

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

National School Lunch Program
 1 = Standard not eligible
 2 = Free lunch
 3 = Reduced-price lunch
 4 = School not participating
 5 = School not identified
 9 = Information unavailable

Session Number
 OP0401

Bundle #'s
 01001
 01002

NAEP 2006 Administration Schedule

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

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

Original Sample: 28
 # Excluded (Admin. Codes 00-06): _____
 Total In Sample: _____

Absent (Admin. Codes 40-42, 44 & 45): _____
 # Assessed (Original Session): _____
 # Retested (Makeup Session): _____
 # Assessed (Makeup Session): _____
 TOTAL ASSESSED: _____

Makeup Needed: Makeup Held Makeup Not Held

Session Number: OP0401

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Line #/Subject	Month	Year	SD	ELL	Race/Ethnicity	Free Lunch	Reduced Price Lunch	School Lunch Title	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code
01 Atley, Mark	10 01 C	0	4	9	5	1	2	2	2	2	X	2	301 000293 4				ASSESSED IN ORIGINAL
02 Bates, Betty	10 02 R	0	2	9	6	2	2	2	1	X	2		032 054006 9				ASSESSED IN MAKEUP
03 Block, Wes	10 03 M	0	6	9	5	1	2	2	1	X	2		105 005241 1				ASSESSED IN ORIGINAL
04 Burns, Angela	10 04 C	1	0	9	5	2	2	2	2	X	2		311 000043 8				ASSESSED IN ORIGINAL
05 Campbell, Nicki	12 05 R	1	1	9	5	2	2	2	1	X	2		002 006922 1				ASSESSED IN ORIGINAL
06 Cordaro, Nancy	12 06 M	0	9	9	5	2	2	2	1	X	2		115 000841 2				ASSESSED IN ORIGINAL
07 Dublin, Tim	10 07 C	0	1	9	6	1	1	2	1	X	2		315 043569 2				ASSESSED IN ORIGINAL
08 Frank, Kimberly	12 08 R	0	5	9	5	2	2	2	1	X	2		007 005301 1				ASSESSED IN ORIGINAL
09 Grahams, Carla	10 09 C	0	7	9	5	2	2	2	1	X	2		309 210021 3				ASSESSED IN ORIGINAL
10 Hernandez, Paul	10 10 M	0	9	9	5	1	2	1	3	X	2		128 210001 6				ASSESSED IN ORIGINAL
11 Hoecke, Becky	10 11 R	1	2	9	5	2	2	2	4	X	2		029 073201 2				ASSESSED IN ORIGINAL
12 Jasmier, Daniel	12 12 C	1	0	9	5	1	2	2	2	X	2		302 002407 7				ASSESSED IN ORIGINAL
13 Kruger, Sarah	12 13 M	0	6	9	5	2	2	2	2	X	2		138 000031 9				ASSESSED IN ORIGINAL
14 Lowe, Penny	12 14 R	0	2	9	6	2	2	2	1	X	2		009 076206 0				ASSESSED IN ORIGINAL
15 Lucas, Paul	10 15 C	1	0	9	5	1	2	2	3	X	2		308 076206 5				ASSESSED IN ORIGINAL

Understanding NAEP Forms and Accommodations

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"

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"

Session Number
 OP0401
Bundle #'s
 01001
 01002

English Language Learner (ELL)
 1 = Yes, ELL
 2 = No, not ELL
 9 = 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

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

Session Number
 OP0401

Original Sample: 28 # Withdrop & ineligible (Admin. Codes 01, 04 & 05) _____

Excluded (Admin. Codes 00-03) _____

Refused (Admin. Codes 40 & 41) _____

Assessed (Original Session) _____

Assessed (Makeup Session) _____

TOTAL ASSESSED _____

Column Indicators:	"A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Line # or Order Learner	Line # or Subject	Month	Year	Sex	SD	Final SD Code	Final ELL Code	Race/ Eth.	School Lunch	Title I			Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. (L/A)	Admin. Codes	
01 Atley, Mark	10	01	0	4	9	5	1	2	2	2		X	2	301 000293 4				1	ASSESSED IN ORIGINAL
02 Bates, Betty	10	02	R	0	2	9	6	2	2	2	1		X	2	032 054006 9			2	ASSESSED IN MAKEUP
03 Block, Wes	10	03	M	0	6	9	5	1	2	2	1		X	2	105 005241 1			3	ASSESSED IN MAKEUP
04 Burns, Angela	10	04	C	1	0	9	5	2	2	2	2		X	2	311 000043 8			4	ASSESSED IN MAKEUP
05 Campbell, Nicki	12	05	R	1	1	9	5	2	2	2	1		X	2	002 006922 1			5	ASSESSED IN MAKEUP
06 Cordaro, Nancy	12	06	M	0	9	9	5	2	2	2	1		X	2	115 000841 2			6	ASSESSED IN MAKEUP
07 Dublin, Tim	10	07	C	0	1	9	6	1	1	2	1		X	2	315 043569 2			7	ASSESSED IN MAKEUP
08 Frank, Kimberly	12	08	R	0	5	9	5	2	2	2	1		X	2	007 005301 1			8	ASSESSED IN MAKEUP
09 Grahams, Carla	10	09	C	0	7	9	5	2	2	2	1		X	2	309 210021 3			9	ASSESSED IN MAKEUP
10 Hernandez, Paul	10	10	M	0	9	9	5	1	2	1	3		X	2	128 210001 6			10	ASSESSED IN MAKEUP
11 Hoecke, Becky	10	11	R	1	2	9	5	2	2	2	4		X	2	029 073201 2			11	ASSESSED IN MAKEUP
12 Jasmer, Daniel	12	12	C	1	0	9	5	1	2	2	2		X	2	302 002407 7			12	ASSESSED IN MAKEUP
13 Kruger, Sarah	12	13	M	0	6	9	5	2	2	2	2		X	2	138 000031 9			13	ASSESSED IN MAKEUP
14 Lowe, Penny	12	14	R	0	2	9	6	2	2	2	1		X	2	009 076206 0			14	ASSESSED IN MAKEUP
15 Lucas, Paul	10	15	C	1	0	9	5	1	2	2	3		X	2	308 076206 5			15	ASSESSED IN MAKEUP

Understanding NAEP Forms and Accommodations

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.

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

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
9 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
9 = Other
9 = Information unavailable

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

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

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

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

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Location: Rm. 121

Original Samples: 28

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

Excluded (Admin. Codes 50-56): _____

Absent (Admin. Codes 43-45, 48 & 49): _____

Assessed (Original Session): _____

Refused (Admin. Codes 46 & 47): _____

Assessed (Makeup Session): _____

TOTAL ASSESSED

Bundle #'s
01001
01002

Session Number
OP0401

Student Name	Homeless or other Locator	Line #	Subject	Date of Birth		Sex	SD	ELL	Race/Eth.	School Lunch	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (Y/N)	Admin. Codes		
				Month	Year													
01 Atley, Mark	10	01	C	0	4	9	5	1	2	2	2	X	2	301 000293 4			1	ASSESSED IN ORIGINAL
02 Bates, Betty	10	02	R	0	2	9	6	2	2	2	2	X	2	032 054006 9			2	ASSESSED IN MAKEUP
03 Block, Wes	10	03	M	0	6	9	5	1	2	2	1	X	2	105 005241 1			3	ASSENT
04 Burns, Angela	10	04	C	1	0	9	5	2	2	2	2	X	2	311 000043 8			4	OTHER
05 Campbell, Nicki	12	05	R	1	1	9	5	2	2	2	1	X	2	002 006922 1			5	OTHER
06 Cordaro, Nancy	12	06	M	0	9	9	5	2	2	2	2	X	2	115 000841 2			6	OTHER
07 Dublin, Tim	10	07	C	0	1	9	6	1	1	2	1	X	2	315 043569 2			7	OTHER
08 Frank, Kimberly	12	08	R	0	5	9	5	2	2	2	1	X	2	007 005301 1			8	REASONS FOR EXCLUSION
09 Grahams, Carla	10	09	C	0	7	9	5	2	2	2	1	X	2	309 210021 3			9	REASONS FOR EXCLUSION
10 Hernandez, Paul	10	10	M	0	9	9	5	1	2	1	3	X	2	128 210001 6			10	REASONS FOR EXCLUSION
11 Hoecke, Becky	10	11	R	1	2	9	5	2	2	2	4	X	2	029 073201 2			11	ASSESSED WITH ACCOMMODATIONS
12 Jasmer, Daniel	12	12	C	1	0	9	5	1	2	2	2	X	2	302 002407 7			12	ASSESSED WITH ACCOMMODATIONS
13 Kruger, Sarah	12	13	M	0	6	9	5	2	2	2	2	X	2	138 000031 9			13	ASSESSED WITH ACCOMMODATIONS
14 Lowe, Penny	12	14	R	0	2	9	6	2	2	2	1	X	2	009 076206 0			14	ASSESSED WITH ACCOMMODATIONS
15 Lucas, Paul	10	15	C	1	0	9	5	1	2	2	3	X	2	308 076206 5			15	ASSESSED WITH ACCOMMODATIONS

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 #: <u>101-101-1</u> Grade: <u>4</u> School Name: <u>Washington Elementary School</u> Administrator's Name: <u>Mary Jones</u>	Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 01001 01002																																																																		
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"># Original Sample</td> <td style="width: 10%; text-align: center;">28</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Absent (Admin. Codes 40-45, 48 & 49)</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Assessed (Original Session)</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Excluded (Admin. Codes 60-66)</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Refused (Admin. Codes 46 & 47)</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Assessed (Makeup Session)</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># Selected New Enrollees</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;"># TO BE ASSESSED</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 10%; text-align: center;">TOTAL ASSESSED</td> </tr> <tr> <td colspan="28" style="text-align: center;">Total in Sample</td> </tr> </table>				# Original Sample	28	+	=	-	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	+	=	-	# Absent (Admin. Codes 40-45, 48 & 49)	+	=	-	# Assessed (Original Session)	+	=	-	# Excluded (Admin. Codes 60-66)	+	=	-	# Refused (Admin. Codes 46 & 47)	+	=	-	# Assessed (Makeup Session)	+	=	-	# Selected New Enrollees	+	=	-	# TO BE ASSESSED	+	=	-	TOTAL ASSESSED	Total in Sample																												Session Number OP0401
# Original Sample	28	+	=	-	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	+	=	-	# Absent (Admin. Codes 40-45, 48 & 49)	+	=	-	# Assessed (Original Session)	+	=	-	# Excluded (Admin. Codes 60-66)	+	=	-	# Refused (Admin. Codes 46 & 47)	+	=	-	# Assessed (Makeup Session)	+	=	-	# Selected New Enrollees	+	=	-	# TO BE ASSESSED	+	=	-	TOTAL ASSESSED																																	
Total in Sample																																																																						

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.

Understanding NAEP Forms and Accommodations

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.

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.

The Nation's **NAEP** **2006** **School Questionnaire**
 (School Characteristics and Policies)
 Q-996

Mr. Maxwell

2006
Grade 4

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

SCHOOL #
 1 0 1 1 0 1 1

Please complete this questionnaire online.
 Complete the questionnaire online at the iMySchool! web site OR go to <http://www.naepq.com>.
 Begin by keying in the following information at the login screen:
 Your 10-digit booklet ID number is: 996 000875 5
 Your 7-digit school ID number is: 101-101-1
 Please complete the questionnaire (either online or this hard copy) by: 2 / 8 / 2006.

996 - 000875 - 5

DO NOT USE ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0795. 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. 20520-4601. 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. 20005-5621.

A project of the Institute of Education Sciences. This report is authorized by law (PL 107-110, 20 U.S.C. §9910). While your participation voluntarily, 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 schools or schools may be used only for statistical purposes and may not be disclosed, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0795 - Approved Expires 04/30/2007. Mark Release® forms by Pearson NCS EM-170057-001-1-554321 Printed in U.S.A.

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)

I. School Questionnaire		I. School Questionnaire		Returned		
Questionnaire ID #		996-000875-5		Yes	No	Online
Distributed to: Mr. Maxwell		(Barcode ID # on Cover)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Teacher Questionnaire		II. Teacher Questionnaire		Returned		
Teacher's Name		Teacher Questionnaire ID #		Yes	No	Online
		36217		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions for D

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)

Understanding NAEP Forms and Accommodations

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.

I. School Questionnaire		I. School Questionnaire		Returned			SCHOOL NAME: <u>Washington</u>	
Distributed to: Mr. Maxwell		Questionnaire ID # (Barcode ID # on Cover)	992-000875-5	Yes	No	Online	CITY/STATE: <u>Vienna, VA</u>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

II. Teacher Questionnaire		II. Teacher Questionnaire		Returned			School Coordinator	
Number	Teacher's Name	Number	Teacher Questionnaire ID #	Yes	No	Online	Instructions for Distributing and Collecting Questionnaire	
01	Mr. Randall	01	992-003621-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Give the School Questionnaire to the principal and point date that it is to be returned to you.	
02		02	992-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
03		03	992-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
04		04	992-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

The Nation's **NAEP**

Mr. Randall

Teacher Questionnaire

2006 Grade 4
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 #

1 0 1 1 0 1 1 0 1

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

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

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

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

DO NOT USE

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

ADMIN USE ONLY

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

992 - 003621 - 7

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates) 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/NCEES, 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 (PL 107-110, 20 U.S.C. 05010). 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 Baller* forms by Pearson NCS EM-170047-001-1-054321
Printed in U.S.A.

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.

I. School Questionnaire Distributed to: <u>Ms. Harris</u>		I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover) 998-000875-5		Returned Yes <input type="radio"/> No <input type="radio"/> Online <input type="radio"/>		SCHOOL NAME: _____ CITY/STATE: _____
II. Economics Department Chair Questionnaire Distributed to: <u>Mr. Kalbaugh</u>		II. Economics Department Chair Questionnaire Questionnaire ID # (Barcode ID # on Cover) 985-014822-9		Returned Yes <input type="radio"/> No <input type="radio"/> Online <input type="radio"/>		

II. Teacher Questionnaire		II. Teacher Questionnaire		Returned		School Coordinator Instructions for Distributing and Collecting
Teacher #	ECONOMICS Teacher's Name	Teacher Questionnaire ID #	ECONOMICS Teacher Questionnaire ID #	No	Online	
01	Mr. Kalbaugh	01 984-	0 1 4 3 9 8 - 7	<input type="radio"/>	<input type="radio"/>	1. Give the School Questionnaire to the principal that it is to be returned to you.
02	Mrs. Watson	02 984-	0 1 9 7 2 4 - 5	<input type="radio"/>	<input type="radio"/>	
03		03 984-		<input type="radio"/>	<input type="radio"/>	



The Nation's Report Card

Economics Department Head Questionnaire

2006 Grade 12

Q-985

Please mark how you complete this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL # TEACHER #

1 0 3 1 1 1 4

0 1

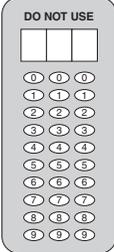
Please complete this questionnaire online.
 Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>.
 Begin by keying in the following information at the login screen:

Your 10-digit booklet ID # is: 985-014822-9

Your 7-digit school ID number is: 103-111-4 Your teacher ID # is: 01

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

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. 20203-4051. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCEES, 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 (PL 107-110, 20 U.S.C. 9810). 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 Release forms by Pearson NCS EM-170047-001-1454321
 Printed in U.S.A.

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.

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).

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.

For Sampling Use Only

-A- Student Name	-B- Home room	-C- Birth Date (MM/YY)	-D- Gender	-E- SD	-F- ELL	-G- Race	-H- NSLP status	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

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 59 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.

- 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 in column R (New Enrollee) of the Administration Schedule for each selected newly enrolled student.
- Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.
- 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:

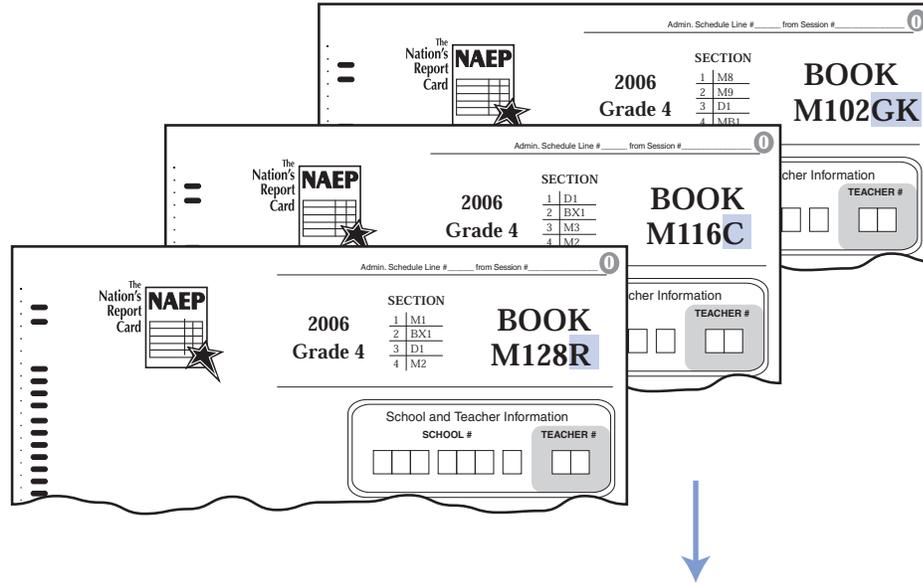
Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions

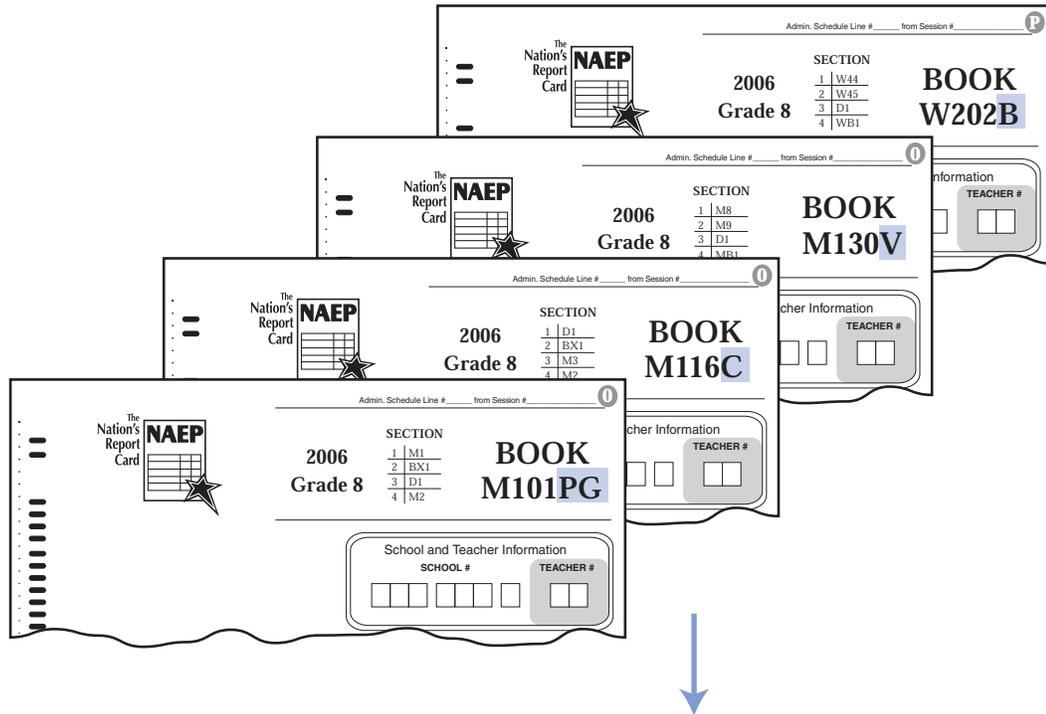
Session #	# of Students	Date	Time	Location	Assigned AA

Grade 4 Booklet Covers and Ancillary Materials



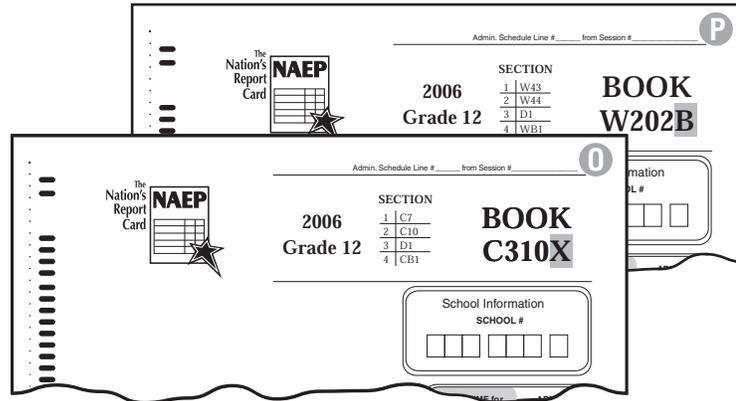
Grade 4	
Subject	Ancillary Materials
Mathematics	C = Calculator G = Manipulative Set "G" R = Ruler K = Manipulative Set "K"

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

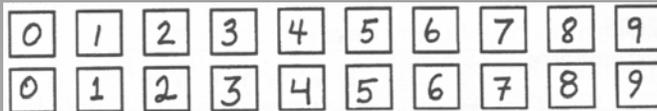
Guidelines for Completing Scannable Documents

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.