

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 where 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 each 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

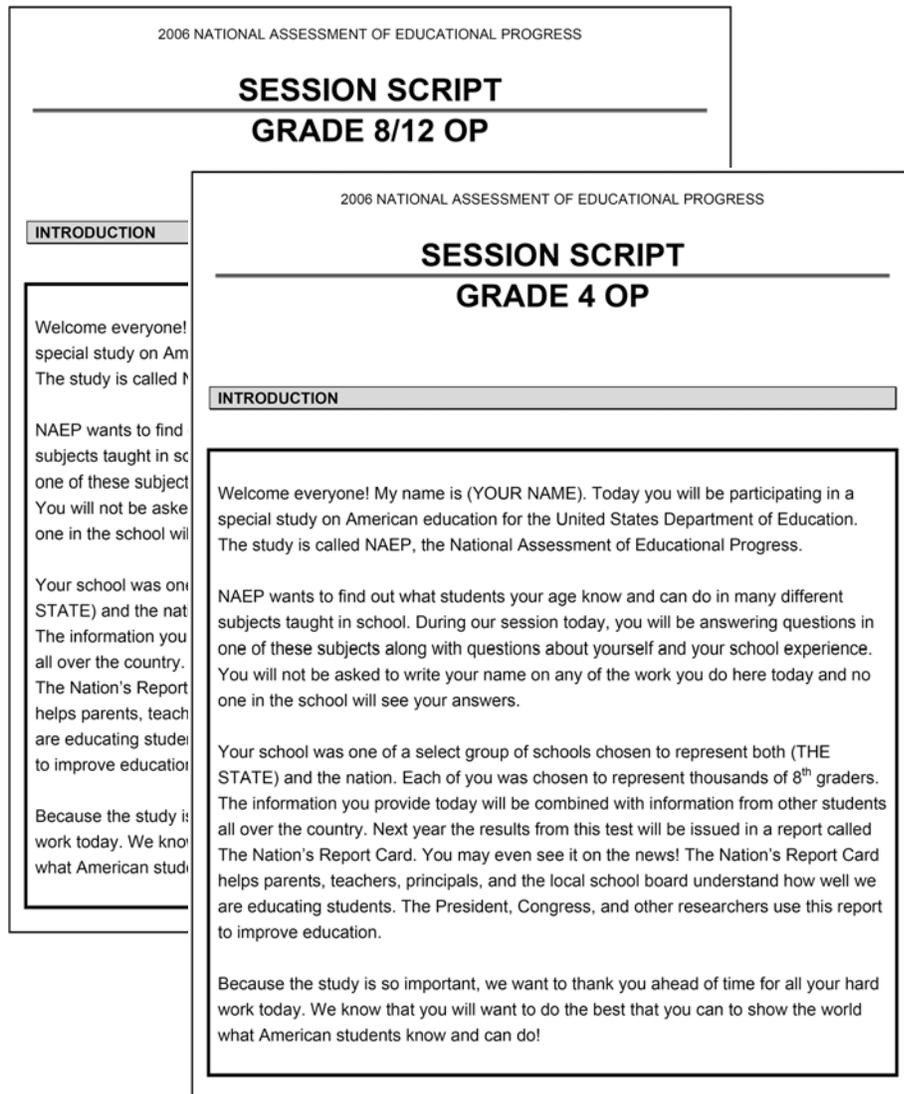
Sex: 1=Male; 2=Female	SD: 1=Yes; 2=No; 9 Information unavailable	ELL: 1=Yes; 2=No; 3=Formerly ELL 9=Information unavailable
Race/Ethnicity 1=White, not Hispanic 2=Black, not Hispanic 3=Hispanic 4=Asian/Pacific Islander 5=American Indian/Alaskan Native 6=Other 7=School does not collect this information 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 unavailable

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.



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:	
<input type="checkbox"/> Regular Session	<input type="checkbox"/> Accommodation Session
<input type="checkbox"/> Makeup Regular Session	<input type="checkbox"/> 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	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> 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: _____

Date: _____ Error Text	<u>Corrected on Admin Schedule</u>	<u>Verified as Correct</u>
	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>

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 <u>and</u> 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 should be included in the list from which the sample is selected.



The
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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 grade¹** using the most current enrollment records available.
Year-round schools should not include the students who will be off track on assessment day¹.
- 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.

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

Selecting the Student Sample

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.

Selecting the Student Sample

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 Enrollees¹. 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.

Selecting the Student Sample

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.

Selecting the Student Sample



NAEP 2006 STUDENT LISTING FORM

School Name: Central High School Prepared by: Tim Austin
 Address: 252 Richardson St Preparer's Phone Number: 901-487-6877
Shannon TS Date List is Current: 9/27/05
 District Name: Bird SD **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.

								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
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
10 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

Selecting the Student Sample

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.



NAEP 2006 STUDENT LISTING FORM

School Name: Central High School Prepared by: Tim Austin
 Address: 252 Richardson St Preparer's Phone Number: 901-487-6877
Shannon TS Date List is Current: 9/27/05
 District Name: Bird SD **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.

								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
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)	<ul style="list-style-type: none"> ■ Yes, SD. ■ No, not SD. ■ Information unavailable at this time.¹ 	<ul style="list-style-type: none"> ■ 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)	<ul style="list-style-type: none"> ■ Yes, ELL. ■ No, not ELL. ■ Formerly ELL (and monitored for AYP reporting). ■ Information unavailable at this time. 	<ul style="list-style-type: none"> ■ 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 <u>and</u> 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ White, not Hispanic ■ Black, not Hispanic ■ Hispanic ■ Asian/Pacific Islander ■ American Indian/Alaska Native ■ Other ■ School does not collect this information. ■ Information unavailable at this time. 	<ul style="list-style-type: none"> ■ 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/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: 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” 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. ■ The code should only be used for <i>nonpublic schools</i>. ■ 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)	<ul style="list-style-type: none"> ■ Student not eligible ■ Free lunch ■ Reduced-price lunch ■ School not participating ■ Information unavailable at this time. 	<ul style="list-style-type: none"> ■ 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.” <ul style="list-style-type: none"> ■ 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/Alaskan 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 unavailable

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.