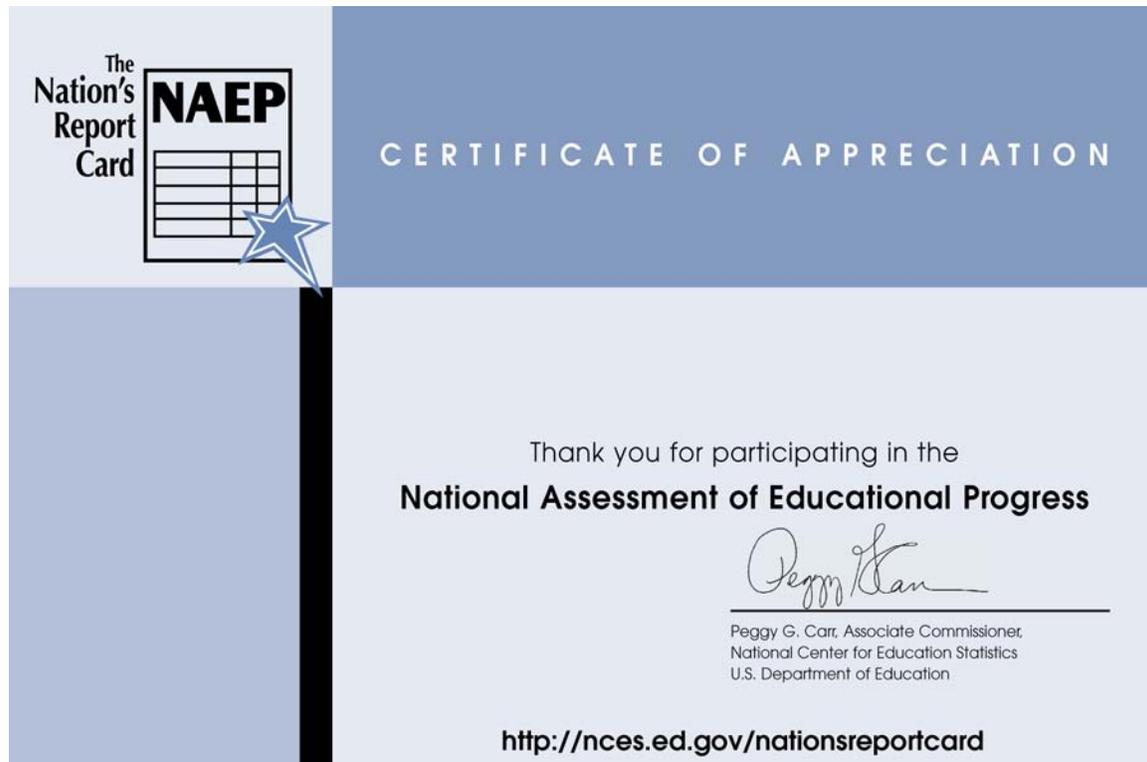


7C. Prepare the Student Appreciation Certificates (Grades 8 and 12)

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

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



7D. Prepare the Teacher Notification Letter

The purpose of the Teacher Notification Letter is to inform the teachers of students selected for the assessment about NAEP and when it is taking place in their school. Prepare one copy of the teacher letter for each school. You will provide it to the school coordinator during the preassessment visit, with instructions that copies should be made and distributed to each of the teachers who have students in their class(es) selected for NAEP, if they wish to do so.

Prepare the letter by filling in:

- the date,
- the grade in the “TO:” line,
- your name in the “FROM:” line, and
- the session number, and date for each session (regular and accommodation) scheduled at the school (you’ll fill in the time and location at the preassessment visit).

NAEP 2006 Teacher Notification Letter

Date: Jan. 11, 2006

TO: Grade 4 Teachers

FROM: Mary Jones; NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2006 administration of the National Assessment of Educational Progress (NAEP).

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For over 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

Each NAEP assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION #	DATE	TIME	LOCATION
<u>OPO401</u>	<u>2/9/05</u>	<u> </u>	<u> </u>
<u>HI0401</u>	<u>2/9/05</u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

It is very important to the results of the study that all students selected for NAEP attend the correct session. The attached list of students indicates the session that a student must attend. Please assist us by seeing that students attend the sessions on time.

Please contact your school's NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP Web site at www.nces.ed.gov/nationsreportcard.

We look forward to working with you, and we thank you for helping us to show the world the achievement of American students.

7E. Review Procedures 8A through 8J in the Quality Control Booklet

To help prepare you for the preassessment visit, fill in the blanks and circle or highlight the appropriate text in **Procedures 8A through 8L** where options are listed in parentheses.

7F. (Grade 4 schools only) Determine If Column B on the Administration Schedule Is Complete When All Students Have Been Selected

For grade 4 schools, compare the actual enrollment and the number sampled in the SCS. If the numbers are the same (or close), review the Administration Schedules for OP sessions to see if column **B** (Homeroom or Other Locator) is completed and it appears that the students are grouped by classroom. If not, review Appendix I.

- Record results in the box before **Procedure 8B** in the QCB.

7G. Determine If There Is a Student Sampling Summary Report

Determine if there is a Student Sampling Summary Report which must be reviewed with the school coordinator. Make sure the report is in the School Folder.

- For schools sampled (either E-Sampled or in-field hardcopy) before November 28, 2005, the Student Sampling Summary Report will be sent from the home office. The presence of the report will be noted on the QCB label. The report can also be printed from the SCS.
- For schools sampled after November 27, 2005, check the SCS to see if a Student Sampling Summary Report has been generated. If so, print the report and put it in the School Folder.
- If there is no Student Sampling Summary Report, cross out **Procedure 8C** in the QCB.

7H. Verify That the Instructions for Sampling New Enrollees Is in the School Folder

You will need to use the Instructions for Sampling New Enrollees for **Procedure 8D** during the preassessment visit. Check to make sure it is in the School Folder.

- For E-Sampled schools, the instructions will be sent from Westat.
- For in-field sampled schools, you will need to print it from the SDS.

7I. Review the SCS for Parent Notification Information

Run a Data Selection report using the SCS to see if any information regarding the Parent Notification Letter has been recorded for the school. Record the results in the box at the beginning of **Procedure 8E** in the QCB.

7J. Gather and Organize Materials for the Visit

Gather together the following materials for the preassessment visit:

- the School Folder containing all the materials listed in **Procedure 1**;
- extra grade-appropriate School, Teacher, SD, and ELL Questionnaires;
- the Teacher Notification Letter;
- the NAEP Student Appreciation Certificates (grades 8 and 12 only);
- the state-specific version of the Parent Notification Letter (provided by your field manager) or the NAEP generic Sample Parent Notification Letter (for public schools that don't have a state-specific letter and nonpublic schools);
- extra Department of Agriculture Letters;
- NAEP publications;
 - Frameworks (1 set per school)
 - Sample Questions Booklets (2 sets per grade per school)
 - Teacher's Guide to NAEP (1 per teacher questionnaire)
- your calendar;
- this manual;
- directions to the school; and
- basic office supplies.

2. Activities to Complete During the Visit

Procedure 8. Conduct the Preassessment Visit

The preassessment visit is an in-person visit conducted during a 3-week window in January at each school in your assignment. This visit provides an opportunity for you to establish a positive rapport with the school coordinator. To conduct the visit, you will follow the script provided in **Procedure 8** in the QCB. Page 1-11 of the QCB provides an overview of the steps in **Procedure 8** – the preassessment visit.

Begin by recording the preassessment visit date and start time in the boxes provided on page 1-12 of the QCB.

8A. Review Student Demographic Data

The first procedure of the preassessment visit requires you to review the student demographic data with the school coordinator to verify that the information is correct and obtain any missing student information. In the fall, schools were asked to include the following information on the lists that were sent to NAEP:

- student’s name,
- birth date,
- sex,
- SD and/or LEP status,
- homeroom or other locating information,
- race/ethnicity, and
- National School Lunch Program (NSLP) status.

At **question 8A.1**, you will ask the school coordinator to review the Student Information Report(s) that you sent in the Preassessment Packet. If necessary, obtain any missing student information from the school coordinator and enter it on the Administration Schedule(s).

8A.1 Step 2 of the cover letter asks that you collect data for any empty boxes on the Student Information Report(s). I see that we are missing demographic data for [NAME INDIVIDUAL STUDENTS OR WHOLE COLUMNS].

Have you collected the missing student information?

- YES.....1 → ▷ **RECORD INFORMATION ON ADMINISTRATION SCHEDULE(S)**
- NO.....2 → ▷ **ASK SC TO COLLECT MISSING INFORMATION**
 ▷ **RECORD INFORMATION ON ADMINISTRATION SCHEDULE(S)**
 ▷ **REVIEW DEPARTMENT OF AGRICULTURE LETTER, IF NECESSARY**

If the school coordinator indicates that he/she has collected the missing information, circle **1** for **Yes** and record the information on the Administration Schedule(s). If the school coordinator has not collected the missing information, circle **2** for **No** and ask the school coordinator to obtain the information before you proceed with the visit. Then, enter the information on the Administration Schedule(s). If the school coordinator is unable to acquire any of the missing information before the preassessment visit is completed, you will collect it on assessment day.

Next you will collect updated SD and ELL information at **questions 8A.2 and 8A.3**, which ask the school coordinator if there are any students on the Student Information Report(s) who are newly classified or no longer classified as SD or ELL. Some schools may use terms other than “students with disabilities” and “English language learner.” If the school is unfamiliar with this language, you may want to ask if there are any “special education students” or students with “limited English proficiency.” More information on terms used for SD and/or ELL students is presented in the *Inclusion* magazine.

8A.2 Now, let's review the students on the Student Information Report(s) identified as students with disabilities (SD) in column F. Are there any students who are newly classified or no longer classified as SD?

NO CHANGES 1 → ▷ SKIP TO Q8A.3

YES, NEWLY CLASSIFIED 2 → ▷ RECORD UPDATED STATUS IN COLUMN G ON ADMINISTRATION SCHEDULE(S)
 ▷ TELL SC THAT YOU WILL PREPARE NEW SD QUESTIONNAIRES
 ▷ # NEWLY CLASSIFIED SD _____
 (MUST BE GREATER THAN 0)

YES, NO LONGER CLASSIFIED 3 → ▷ RECORD UPDATED STATUS IN COLUMN G ON ADMINISTRATION SCHEDULE(S)
 ▷ ERASE SD INFORMATION ON SD/ELL ROSTER
 ▷ TELL SC THAT THE SD QUESTIONNAIRES DO NOT NEED TO BE COMPLETED
 ▷ # NO LONGER CLASSIFIED SD _____
 (MUST BE GREATER THAN 0)

8A.3 Now, let's review the students on the Student Information Report(s) identified as English Language Learners (ELL) in column H. Are there any students who are newly classified or no longer classified as ELL?

NO CHANGES 1 → ▷ SKIP TO Q8A.4

YES, NEWLY CLASSIFIED 2 → ▷ RECORD UPDATED STATUS IN COLUMN I ON ADMINISTRATION SCHEDULE(S)
 ▷ TELL SC THAT YOU WILL PREPARE NEW ELL QUESTIONNAIRES
 ▷ # NEWLY CLASSIFIED ELL _____
 (MUST BE GREATER THAN 0)

YES, NO LONGER CLASSIFIED 3 → ▷ RECORD UPDATED STATUS IN COLUMN I ON ADMINISTRATION SCHEDULE(S)
 ▷ ERASE ELL INFORMATION ON SD/ELL ROSTER
 ▷ TELL SC THAT THE ELL QUESTIONNAIRES DO NOT NEED TO BE COMPLETED FOR THESE STUDENTS
 ▷ # NO LONGER CLASSIFIED ELL _____
 (MUST BE GREATER THAN 0)

If any students have changed classifications or the classifications need to be corrected, you will need to enter the new code in column **G**, labeled **Final SD Code**, or column **I**, labeled **Final ELL Code**, on the Administration Schedule as shown in the next exhibit. For SD status, enter a **1** or **2** in column **G**, labeled **Final SD Code**.

For example, if a student was not classified as SD in the fall, there will be a **2** in column **F** for that student. If during the visit, the school coordinator indicates that the student is newly classified as SD, you will record a **1** in column **G**, leaving the **2** in column **F** unchanged.

For ELL status, enter a **1**, **2** or **3** in column **I**, labeled **Final ELL Code**. Be aware that if a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its Adequate Yearly Progress (AYP) reports, the student's code may have changed to a **3** for **Formerly ELL**. Your field manager will inform you if the state you are working in allows you to use this code.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 9 = Information unavailable For Use in Column "F" &/or "G"	English Language Learner (ELL) 1 = Yes, ELL 2 = No, not ELL 3 = Formerly ELL (monitored for AYP reporting) 9 = Information unavailable For Use in Column "H" &/or "I"
Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable For Use in Column "J"	National School Lunch Program 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 9 = Information not available For Use in Column "K"
Session Number OP0401	
Bundle #'s 01001 01002	

NAEP 2006 Administration Schedule

The Nation's Report Card

School #: 101-101-1	Grade: 4	Original Day/D
School Name: Washington Elementary School	Administrator's Name: Mary Jones	Time:
# Original Sample: 28	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55):	Local
# Selected New Enrollees:	Total in Sample:	# Excluded (Admin. Codes 60-66):
		TO BE A

Column Indicators:	"A"	"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"
Student Name	Homeroom or Other Locator	Line #/ Subject	Month	Birth Date	Year	Sex	SD	Final SD Code	ELL	Final ELL Code	Race/ Eth.	School Lunch	Title I	New Enrollee	Original Booklet	
01 Atley, Mark	10	01 C	0	4	9	5	1	2		2		2	X	2	301 000293 4	
02 Bates, Betty	10	02 R	0	2	9	6	2	2	2		1		X	2	032 054006 9	
03 Block, Wes	10	03 M	0	6	9	5	1	2	1	2	1		X	2	105 005241 1	
04 Burns, Angela	10	04 C	1	0	9	5	2	2	2	1	2		X	2	311 000043 8	
05 Campbell, Nicki	12	05 R	1	1	9	5	2	2	2		1		X	2	002 006922	
06 Cordaro, Nancy	12	06 M	0	9	9	5	2	2	2	1	1		X	2	115 000841 2	
07 Dublin, Tim	10	07 C	0	1	9	6	1	1	2	2	1		X	2	315 043569 2	
08 Frank, Kimberly	12	08 R	0	5	9	5	2	2	2		1		X	2	007 005301	
09 Grahams, Carla	10	09 C	0	7	9	5	2	2	2		1		X	2	309 210021 3	
10 Herner	10														128 210001	

You should also be aware that some displaced students may have had IEPs in their original schools, but they may not have them now in their new schools. If the school coordinator indicates that a special needs student is receiving accommodations but he/she does not have an IEP on file, due to displacement, you should mark the student as SD or ELL on the Administration Schedule and follow the procedures for SD and/or ELL students in NAEP. See Appendix J for more information.

The SD codes are printed in the upper-left corner of the Administration Schedule(s), at the bottom of the Student Information Report(s), and are listed below.

1=Yes, SD

2=No, not SD

9=Information unavailable

The ELL codes are printed in the upper-left corner of the Administration Schedule(s), at the bottom of the Student Information Report(s), and are listed below.

1=Yes, ELL

2=No, not ELL

3=Formerly ELL (monitored for AYP reporting)

9=Information unavailable

Next, you will need to enter the total number of students newly classified as SD or ELL, and the total number of students no longer classified as SD or ELL on the lines provided at **questions 8A.2 and 8A.3**.

If any students are no longer classified as SD and/or ELL, you will need to erase the questionnaire information for those students from the SD and/or ELL Roster. Then, tell the school coordinator that the questionnaires for those students should not be completed.

If the school coordinator indicates that there are no new students with these classifications, proceed to **question 8A.4**.

At **question 8A.4**, you will ask the school coordinator to review the remaining columns of the Student Information Report(s) to verify that the student demographic information is accurate, and if it is not, you will obtain the corrections. This question walks you through reviewing each column one at a time with the school coordinator. For each column, you will circle either **1** for All Correct or **2** for Changes Made. When you circle **2**, you should make any necessary corrections to the appropriate column in the Administration Schedule(s).

8A.4 Now, let's review the other student demographic information in the remaining columns on the Student Information Report(s) for accuracy. For each column I mention, please review the column and let me know if there are any corrections. The code definitions are listed at the bottom of each page of the report.

Please review column D for each student's birth date. Are there any corrections?

ALL CORRECT 1 —————▶ ▷ **SKIP TO COLUMN E**
 CHANGES MADE 2 —————▶ ▷ **RECORD UPDATED CODES IN COLUMN D ON ADMINISTRATION SCHEDULE(S)**

Please review column E for each student's gender. Are there any corrections?

ALL CORRECT 1 —————▶ ▷ **SKIP TO COLUMNS F – I AND J**
 CHANGES MADE 2 —————▶ ▷ **RECORD UPDATED CODES ON IN COLUMN E ON ADMINISTRATION SCHEDULE(S)**

We've already reviewed columns F through I for SD and ELL status.

Please review column J for each student's race/ethnicity. The code definitions are listed at the bottom of each page of the report. All students should only be classified in one category.

Are there any corrections?

ALL CORRECT 1 —————▶ ▷ **SKIP TO COLUMN K**
 CHANGES MADE 2 —————▶ ▷ **RECORD UPDATED CODES IN COLUMN J ON ADMINISTRATION SCHEDULE(S)**

Please review column K for each student's National School Lunch Program status. Are there any corrections?

ALL CORRECT 1 —————▶ ▷ **SKIP TO Q8A.5**
 CHANGES MADE 2 —————▶ ▷ **RECORD UPDATED CODES IN COLUMN K ON ADMINISTRATION SCHEDULE(S)**

First, you will ask the school coordinator to review column **D**, labeled **Birth Date**, for each student's month and year of birth. Make any necessary corrections to the Administration Schedule(s).

Next, you will ask the school coordinator to review column **E**, labeled **Sex**, for each student's gender. Make any necessary corrections to the Administration Schedule. The sex codes are printed in column **E** on the Administration Schedule(s), at the bottom of the Student Information Report(s), and are listed below.

1=Male

2=Female

Then move onto column **J**, labeled **Race/Eth.**, on the Administration Schedule(s). If there is incorrect information in this column, obtain the correct information from the school coordinator and update the data on the Administration Schedule(s).

The race/ethnicity codes are printed in the box in the upper-left corner of the Administration Schedule(s), at the bottom of the Student Information Report(s), and are defined as follows:

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

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

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

4=Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5=American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

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

7=School does not collect this information: This code will appear in the race/ethnicity column on the Administration Schedule(s) to indicate that the school does not collect race/ethnicity data. During the preassessment visit, you will need to confirm that the school does not collect race/ethnicity data and that this code is correct. If so, record this code for all students listed in the Administration Schedule(s) for this school.

9=Information unavailable: This code will never be preprinted on the Administration Schedule(s). During the preassessment visit, you should use this code if the school coordinator indicates that race/ethnicity data are unavailable for one or more students.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 9 = Information unavailable For Use in Column "F" &/or "G"	English Language Learner (ELL) 1 = Yes, ELL 2 = No, not ELL 3 = Formerly ELL (monitored for AYP reporting) 9 = Information unavailable For Use in Column "H" &/or "I"
Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable For Use in Column "J"	National School Lunch Program 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 9 = Information not available For Use in Column "K"
Session Number OP0401	
Bundle #'s 01001 01002	

NAEP 2006 Administration Schedule

The Nation's Report Card



School #: 101-101-1	Grade: 4	Original Day/D
School Name: Washington Elementary School	Administrator's Name: Mary Jones	Time:
# Original Sample: 28	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55):	Location:
+ = - Total in Sample		# Excluded (Admin. Codes 60-66) TO BE A
# Selected New Enrollees		

Column Indicators:	"A"	"B"	"C"	"D"				"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"
Student Name	Homeroom or Other Locator	Line #/ Subject	Birth Date				Sex 1=Male 2=Female	SD	Final SD Code	ELL	Final ELL Code	Race/Eth.	School Lunch	Title I	New Enroll 2 = No	Original Booklet	
01 Atley, Mark	10	01 C	0	4	9	5	1	2		2		2		X	2	301 000293 4	
02 Bates, Betty	10	02 R	0	2	9	6	2	2		2		1		X	2	032 054006 9	
03 Block, Wes	10	03 M	0	6	9	5	1	2		2		1		X	2	105 005241 1	
04 Burns, Angela	10	04 C	1	0	9	5	2	2		2		2		X	2	311 000043 8	
05 Campbell, Nicki	12	05 R	1	1	9	5	2	2		2		1		X	2	002 006922	
06 Cordaro, Nancy	12	06 M	0	9	9	5	2	2		2		1		X	2	115 000841 2	
07 Dublin, Tim	10	07 C	0	1	9	6	1	1		2		1		X	2	315 043569 2	
08 Frank, Kimberly	12	08 R	0	5	9	5	2	2		2		1		X	2	007 005301	
09 Grahams, Carla	10	09 C	0	7	9	5	2	2		2		1		X	2	309 210021 3	
10 Hernan	10	10														128 210001	

Finally, if there is incorrect information in column K, labeled **School Lunch**, on the Administration Schedule(s), you will need to obtain the correct information from the school coordinator and enter it on the Administration Schedule(s). NSLP is a federally assisted meal program that provides low-cost or free lunches to eligible students. A letter from the U.S. Department of Agriculture authorizing the release of the NSLP data is sent to the school coordinator in the Preassessment Packet. The NSLP codes are printed on the Administration Schedule(s) in the upper-left corner, at the bottom of the Student Information Report(s), and are listed below.

- 1=Student not eligible
- 2=Free lunch
- 3=Reduced price lunch
- 4=School not participating
- 5=School refused
- 9=Information unavailable

If it is not possible to distinguish between “free” (code 2) and “reduced price” (code 3) for some students, code these students as being eligible for free lunch (code 2).

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 9 = Information unavailable For Use in Column "F" &/or "G"	English Language Learner (ELL) 1 = Yes, ELL 2 = No, not ELL 3 = Formerly ELL (monitored for AYP reporting) 9 = Information unavailable For Use in Column "H" &/or "I"
Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable For Use in Column "J"	National School Lunch Program 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 9 = Information not available For Use in Column "K"
Session Number OP0401	
Bundle #'s 01001 01002	

NAEP 2006 Administration Schedule

The Nation's Report Card

School #: 101-101-1	Grade: 4	Original Day/D
School Name: Washington Elementary School		Time:
Administrator's Name: Mary Jones		Locat

# Original Sample: 28	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55):	# Excluded (Admin. Codes 60-66):	TO BE A
Total in Sample			

Column Indicators:	"A"	"B"	"C"	"D"				"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"
	Student Name	Homeroom or Other Locator	Line #/ Subject	Birth Date				Sex 1=Male 2=Female	SD	Final SD Code	ELL	Final ELL Code	Race/Eth.	School Lunch	Title I	New Enrollee 1 = Yes 2 = No	Original Booklet
01	Atley, Mark	10	C	0	4	9	5	1	2		2		2	X	2	301 000293 4	
02	Bates, Betty	10	R	0	2	9	6	2	2		2		1	X	2	032 054006 9	
03	Block, Wes	10	M	0	6	9	5	1	2		2		1	X	2	105 005241 1	
04	Burns, Angela	10	C	1	0	9	5	2	2		2		2	X	2	311 000043 8	
05	Campbell, Nicki	12	R	1	1	9	5	2	2		2		1	X	2	002 006922	
06	Cordaro, Nancy	12	M	0	9	9	5	2	2		2		1	X	2	115 000841 2	
07	Dublin, Tim	10	C	0	1	9	6	1	1		2		1	X	2	315 043569 2	
08	Frank, Kimberly	12	R	0	5	9	5	2	2		2		1	X	2	007 005301	
09	Grahams, Carla	10	C	0	7	9	5	2	2		2		1	X	2	309 210021 3	
10	Hernan	10													2	128 210004	

Next, during **question 8A.5**, you will ask the school coordinator to identify any students on the Student Information Report who were **enrolled and attended school in the selected grade and then withdrew**. For students who have withdrawn, enter an Administration Code of **51** (withdrawn or graduated) in column **P**, labeled **Admin. Code**, of the Administration Schedule(s). Then, draw a single line through the student’s name up to the perforation.

8A.5 Are there any students on the Student Information Report(s) who were enrolled and attended school in the [SAMPLED] grade and then withdrew?

YES.....1 → ▷ ENTER CODE 51 FOR WITHDRAWN STUDENTS IN COLUMN P ON ADMINISTRATION SCHEDULE(S)
 ▷ DRAW A LINE THROUGH EACH WITHDRAWN STUDENT’S NAME UP TO PERFORATION ON ADMINISTRATION SCHEDULE(S)

NO.....2 → ▷ CONTINUE WITH Q8A.6

At **questions 8A.6 and 8A.7**, you will ask the school coordinator if there are any students on the Student Information Report(s) who are ineligible for the assessment because they are home-schooled or were never enrolled and attended school in the sampled grade.

8A.6 Are there any students on the Student Information Report(s) who are home schooled?

YES..... 1 → ▷ ENTER CODE 54 FOR HOME-SCHOOLED STUDENTS IN COLUMN P ON ADMINISTRATION SCHEDULE(S)
▷ DRAW A LINE THROUGH EACH HOME-SCHOOLED STUDENT'S NAME UP TO PERFORATION ON ADMINISTRATION SCHEDULE(S)

NO.....2 → ▷ CONTINUE WITH Q8A.7

8A.7 Are there any students on the Student Information Report(s) who neither enrolled nor attended school in the [SAMPLED] grade?

YES..... 1 → ▷ ENTER CODE 55 FOR OTHER, INELIGIBLE STUDENTS IN COLUMN P ON ADMINISTRATION SCHEDULE(S)
▷ DRAW A LINE THROUGH EACH OTHER, INELIGIBLE STUDENT'S NAME UP TO PERFORATION ON ADMINISTRATION SCHEDULE(S)

NO.....2 → ▷ CONTINUE WITH Q8A.8

For students who are ineligible, enter the following on the Administration Schedule(s):

- Administration Code of **54** (*ineligible, home schooled*) in column **P** for any student who is home-schooled. Then, draw a single line through his/her name up to the perforation; or
- Administration Code of **55** (*ineligible, other*) in column **P** for any student who never enrolled and attended school in the selected grade. For example, if a child attended the school in third grade, but withdrew and never attended the school as a fourth-grader, you should use code **55**. Then, draw a single line through his/her name up to the perforation.

Do not line through any information for a student beyond the perforation. No other information needs to be completed for those students identified as withdrawn or ineligible. Administration Codes can also be found in column **R** on the Administration Schedule(s) for easy reference.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)

1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable

For Use in Column "F" &/or "G"

Race/Ethnicity

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

For Use in Column "J"

English Language Learner (ELL)

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

For Use in Column "M" &/or "N"

National School Lunch Program

1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available

For Use in Column "K"

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

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

Location: Rm 121

Original Sample: 28

Selected New Entries: _____

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

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

Assessed (Original Session): _____

Assessed (Makeup Session): _____

Enrolled (Admin. Codes 90-95): _____

Prolonged (Admin. Codes 96 & 97): _____

Total In Sample: _____

TO BE ASSESSED: _____

TOTAL ASSESSED: _____

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Session or Gender	Line at Subject	Month	Year	Sped. Impairment	SD	ELL	ELL Code	Race/Eth.	School Lunch	Title I	Title I/SD	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code (/ / A)	Admin. Codes	
01 Atley, Mark	10 01	C	0	4	9	5	1	2	2	2	2	X	2	301 000293 4			1	ASSESSED IN ORIGINAL
02 Bates, Betty	10 02	R	0	2	9	6	2	2	2	1	1	X	2	032 054006 9			2	10 = No responses in booklet
03 Block, Wes	10 03	M	0	6	9	5	1	2	1	2	1	X	2	105 005241 1	5	1	3	11 = No responses in booklet
04 Burns, Angela	10 04	C	1	0	9	5	2	2	2	1	2	X	2	311 000043 8			4	12 = In session full time
05 Campbell, Nicki	12 05	R	1	1	9	5	2	2	2	1	1	X	2	002 006922 1			5	13 = In session part time
06 Cordaro, Nancy	12 06	M	0	9	9	5	2	2	2	1	1	X	2	115 000841 2			6	14 = Other, specify on cover
07 Dublin, Tim	10 07	C	0	1	9	6	1	1	2	2	1	X	2	315 043569 2			7	ASSESSED IN MAKEUP
08 Frank, Kimberly	12 08	R	0	5	9	5	2	2	2	1	1	X	2	007 005301 1			8	20 = No responses in booklet
09 Grahams, Carla	10 09	C	0	7	9	5	2	2	2	1	1	X	2	309 210021 3			9	21 = No responses in booklet
10 Hernandez, Paul	10 10	M	0	9	9	5	1	2	1	3	3	X	2	128 210001 6			10	22 = In session part time
11 Hoelke, Becky	10 11	R	1	2	9	5	2	2	1	2	4	X	2	029 073201 2	5	5	11	23 = Session incomplete
12 Jasmer, Daniel	12 12	C	1	0	9	5	1	2	2	2	2	X	2	302 002407 7			12	24 = Other, specify on cover
13 Kruger, Sarah	12 13	M	0	6	9	5	2	2	2	2	2	X	2	138 000031 9			13	ABSENT
14 Lowe, Penny	12 14	R	0	2	9	6	2	2	2	1	1	X	2	009 076206 0			14	40 = Temporary
15 Lucas, Paul	10 15	C	1	0	9	5	1	2	2	3	3	X	2	308 076206 5			15	41 = Long-term

At **question 8A.8**, you will ask the school coordinator to identify any sampled students who are enrolled in the school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster.

If the school coordinator does identify any such students, you will update their New Enrollee Code (Column **M**) from code 2 to code 3.

8A.8 Are any students listed on the Student Information Report enrolled in your School because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster?

YES..... 1 —————▶ ▷ **UPDATE THE NEW ENROLLEE CODE IN COLUMN M FROM CODE 2 TO CODE 3 ON THE ADMINISTRATION SCHEDULE(S). CONTINUE WITH Q8A.9**

NO..... 1 —————▶ ▷ **CONTINUE WITH Q8A.9**

At **question 8A.9** you will ask the school coordinator if there have been any traumatic events that that have affected the school, students, or community in the past year. If the response is **Yes**, record the details in the space provided. You will also receive this information on the Assessment Information Form.

8A.9 Have there been any traumatic events that have affected your school, students, or community in the past year?

YES..... 1 —————▶ ▷ **RECORD DETAILS BELOW**

[RECORD THIS INFORMATION ON THE ASSESSMENT INFORMATION FORM]

NO..... 2 —————▶ ▷ **IF GRADE 4, CONTINUE WITH PROCEDURE 8B**
 ▷ **IF GRADE 8 OR 12, SKIP TO PROCEDURE 8C**

8B. Collect Homeroom Indicator (Grade 4 Schools Only)

Procedure 8B pertains to grade 4 schools that will be assessing all students in the fourth grade. The instruction box that precedes **question 8B.1** helps you determine if you will need to ask these questions at a given school. You should complete the instruction box before going to the school for the preassessment visit. For applicable schools, you will need to ask the school coordinator to review column **B** of the Student Information Report.



FOR GRADE 4 SCHOOLS:

COMPARE THE ACTUAL ENROLLMENT AND THE NUMBER SAMPLED IN THE SCS. ARE THE NUMBERS THE SAME (OR CLOSE – WITHIN 5 STUDENTS)?

YES 1 (CONTINUE WITH QUESTION BELOW)
NO 2 (SKIP TO PROCEDURE 8C)

REVIEW COLUMN B (HOMEROOM OR OTHER LOCATOR) OF THE ADMINISTRATION SCHEDULE. IS COLUMN B COMPLETED AND DOES IT APPEAR THAT THE STUDENTS ARE GROUPED BY CLASSROOM?

YES 1 (CONTINUE WITH Q8B.1)
NO 2 (SKIP TO Q8B.2)

At grade 4 schools with 150 or fewer students, all students were selected to participate in NAEP. If such a grade 4 school provided a homeroom or other locator to NAEP in the fall, the Administration Schedules will group students according to the locator. There will be one Administration Schedule for each group of homerooms or other locators. At **question 8B.1** you will ask the school coordinator if the school wants students to be grouped according to the information in column **B** on assessment day. Also, ask if the indicators in column **B** are still correct.

If only a few students have changed classrooms, you should leave those students on the Administration Schedules and make the necessary corrections in column **B**. Next, make a note in the QCB that the assessment booklet for each student with a new classroom must be pulled from the bundle on the assessment day. You will also need to record this information on the Assessment Information Form for the AAs.

If a grade 4 school where all students are selected for the assessment did not provide a homeroom or other locator to NAEP in the fall, you will need to collect this information during the visit. Begin by asking the school coordinator how he/she would like students grouped during the assessment. Remember that students selected for the U.S. history assessment must be assessed in a separate group and cannot be grouped by home room or another location. Typically, schools will want students grouped in the classrooms they are in during the time the assessment is scheduled to begin. You will then record the homeroom or other locator, as

indicated by the school coordinator, in column **B** for each student listed on the Administration Schedule. Because this may take some time to do, you should get the information, then record it on the Administration Schedules after the visit, but before you leave the school. After the visit, refer to Appendix I for instructions on what you'll need to do before the assessment day in order to arrange the sessions by homeroom/locator.

8C. Review Student Sampling Summary Report

Procedure 8C instructs you to review the Student Sampling Summary Report with the school coordinator. The label on the front cover of the QCB will indicate whether or not the school has a Student Sampling Summary Report. If there is no Student Sampling Report, you should have crossed out **Procedure 8C** before going to the school for the preassessment visit.

In the fall, a series of statistical checks were run on all original lists of students submitted to NAEP for sampling. Any checks that resulted in a warning message were printed on a Student Sampling Summary Report.

If there is a Student Sampling Summary Report for the school, you will need to discuss any unresolved issues with the school coordinator and make any necessary changes to the Administration Schedule(s). More information on the Student Sampling Summary Report error messages is provided in Appendix D.



After the visit, enter any changes made to the Administration Schedule(s) as a result of your discussion with the school coordinator about the Student Sampling Summary Report, as described in **Procedure 10** and the *SCS User's Guide*.



IF THERE IS A STUDENT SAMPLING SUMMARY REPORT IN THE SCHOOL FOLDER, CONTINUE WITH PROCEDURE 8C.

IF NOT, SKIP TO PROCEDURE 8D.

When a school's student list is received for sampling, we run a series of quality control checks on the data. Any questions or issues we identify about the student lists are printed on a report called the Student Sampling Summary Report. I have a copy of this report for your schools.

8D. Select Sample of Newly Enrolled Students

Procedure 8D in the QCB requires you to select a sample of students who have enrolled after October 1, 2005 or who were inadvertently left off the original list. You will begin by asking whether the school coordinator listed these students on the New Enrollee Listing Form.

In order to maintain NAEP's statistical validity, we need to give all enrolled students a chance to be selected for NAEP, even if they enrolled in your school after the original list of students was prepared for sampling.

Please locate the New Enrollee Listing Form that was included in the Preassessment Packet. Step 3 of the cover letter asked you to use this form to keep a list of grade (INSERT GRADE) students who enrolled in your school since October 1, 2005 or those students who were not included on the original list.



IF THE SC HASN'T COMPLETED THE FORM, ASK HIM/HER TO TAKE A FEW MINUTES TO PREPARE THE LIST OF STUDENTS WHO HAVE ENROLLED SINCE OCTOBER 1, 2005 OR WERE LEFT OFF THE ORIGINAL LIST OF STUDENTS.

THEN CONTINUE WITH Q8D.1.

IF SC IS UNABLE TO PREPARE THE LIST, SET A DAY AND TIME TO CALL BACK TO COLLECT THE NEW ENROLLEE INFORMATION.

CALLBACK DATE: _____ TIME: _____

THEN SKIP TO PROCEDURE 8E.

8D.1 How many grade (INSERT GRADE) students are recorded on the New Enrollee Listing Form?

THERE ARE NO NEW ENROLLEES 1 ———▶ ▷ **SKIP TO PROCEDURE 8E**
 RECORD # OF STUDENTS ON LIST 2 ———▶ ▷ **# ON LIST** _____
 (MUST BE GREATER THAN 0)



IF SCHOOL IS GRADE 4 AND ALL GRADE 4 STUDENTS ARE BEING ASSESSED, CONTINUE WITH Q8D.2.

IF SCHOOL IS A GRADE 8 OR GRADE 12, SKIP TO Q8D.3.

If the school coordinator has not maintained the New Enrollee Listing Form, the box above **question 8D.1** instructs you to ask that a list be prepared. If the school coordinator cannot complete the New Enrollee Listing Form before you leave, arrange to call him/her to complete the sampling of newly enrolled students and skip to **Procedure 8E**. It is important that the sampling be done as soon as possible so that the school coordinator has adequate time to notify any selected students, their parents, and teachers.

At **question 8D.1**, if the school coordinator has maintained a list, circle **2** and record the number of students on the New Enrollee Listing Form in the space provided at this question in the QCB.

If the school coordinator reports that there are no new enrollees, you do not need to do anything else. Circle **1** for **no new enrollees** and skip to **Procedure 8E**. After the visit, enter the results of this question in the new enrollee section of the SCS.

If the school is a grade 4 where all students have been selected to be assessed, you will not need to select a sample of newly enrolled students; rather, you will just add the students' names and their demographic information to the appropriate Administration Schedule. Also, be sure to enter the number of newly added students in the space provided at **question 8D.2** in the QCB.

At **question 8D.2a** you ask the school coordinator if any of the newly enrolled students are enrolled in the school because they were displaced by Hurricane Katrina, Hurricane Rita or, any other disaster. If yes, record a “**3**” in the New Enrollee column (**M**) on the Administration Schedule (instead of a “**1**”).

8D.2 Because we are assessing all students in the fourth grade, we will add the student name(s) and demographic information to the session to which the new student(s) are assigned. Please tell me those students' names and their demographic information.



RECORD EACH NEW STUDENT'S NAME; BIRTH DATE; SEX; SD/ELL STATUS; RACE/ETHNICITY AND SCHOOL LUNCH ON THE APPROPRIATE ADMINISTRATION SCHEDULE(S).

RECORD # OF STUDENTS ADDED TO ADMINISTRATION SCHEDULE(S) 1 → ▷ # ADDED _____
(MUST BE GREATER THAN 0)

8D.2a Are any of these newly enrolled students in your school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster?

YES 1 → ▷ RECORD CODE 3 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE

NO 2 → ▷ RECORD CODE 1 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE

For all other schools, **question 8D.3** instructs you to use the New Enrollee Listing Form and Instructions for Sampling New Enrollees, as described on pages 4.19-4.22, to select the sample.

At **question 8D.3a** you ask the school coordinator if any of the newly enrolled students are enrolled in the school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster. If yes, record a “3” in the New Enrollee column (**M**) on the Administration Schedule (instead of a “1”).

8D.3 I will now select a sample of the students who are listed on the New Enrollee Listing Form.



SELECT A SAMPLE USING THE INSTRUCTIONS FOR SAMPLING NEW ENROLLEES.

RECORD EACH NEW STUDENT’S NAME; BIRTH DATE; SEX; SD/ELL STATUS; RACE/ETHNICITY AND SCHOOL LUNCH ON THE APPROPRIATE ADMINISTRATION SCHEDULE(S).

RECORD # OF STUDENTS ADDED TO
ADMINISTRATION SCHEDULE(S) 1 —————▶ ▷ # ADDED _____
(MUST BE GREATER THAN 0)

8D.3a Are any of these newly enrolled students in your school because they were displaced by Hurricane Katrina, Hurricane Rita, or any other disaster?

YES 1 —————▶ ▷ RECORD CODE 3 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE

NO 2 —————▶ ▷ RECORD CODE 1 IN THE NEW ENROLLEE COLUMN (M) ON THE ADMINISTRATION SCHEDULE

When the sampling is complete, add the names and demographic information for selected students to the Administration Schedule for the correct session type as shown on the next page.

For each school, you will follow one of three sets of instructions on how to add each student to the Administration Schedule:

1. If the school only has one session, the student should be added to the bottom of the Administration Schedule for that session.
2. When there are multiple sessions of one session type, add the names so that the session sizes are about equal. If the sample is sorted by column **B**, labeled **Homeroom or Other Locator**, add the students to the Administration Schedule for their respective homerooms.
3. When there are multiple sessions of **more than one** session type (OP and HI), you will need to locate the appropriate Administration Schedule on which to list the newly sampled students. Care should be taken to ensure that entries are made on the Administration Schedule for the appropriate session type.

All students selected in the original sample in the fall will have a **2** in column **M**, labeled **New Enrollee**, indicating they are part of the original sample of students. You will need to enter a **1** in column **M** for each student selected from the new enrollee sample and added to the Administration Schedule.

You should record a **3** in column **M** for any student identified by the school coordinator as enrolled because he/she was displaced by Hurricane Katrina.

Note: If on the Administration Schedule in column **N**, labeled **Original Booklet ID #**, there are no booklet numbers left to assign to the selected new enrollees, you will need to make a note to request booklets from Pearson or assign booklets from your bulk supplies.



After the visit, enter the total number of new enrollees added to the Administration Schedule(s) in the new enrollee section of the SCS as described in **Procedure 10** and the *SCS User's Guide*.

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

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

QUESTIONS? Call 800-283-6237

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

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

Columns Indicators	"A" Student Name		"B" Home room		"C" Birth Date (MM/YY)		"D" Gender	"E" SD	"F" ELL	"G" Race	"H" NSLP status	"I" Line #	"J" Sampled for Session	"K" Original Booklet ID #	"L" Accommodation Booklet ID #	"M" Admin. Code	"N" Admin. Codes
16	10	M	0	9	5	1	2	2	3	1	X	2	148 000232 9			ASSESSED IN ORIGINAL	
17	10	C	0	5	9	5	1	2	5	3	X	2	311 000233 2			ASSESSED IN MAKEUP	
18	12	M	0	2	9	6	2	2	1	1	X	2	146 000234 5			ASSENT	
19	10	1	1	9	5	2	2	2	1	1	X	2	311 000235 9			OTHER	
20	12	M	1	0	9	5	2	2	3	2	X	2	102 000236 1			REASON FOR EXCLUSION	
21	12	R	1	2	9	5	1	2	2	3	X	2	040 000237 5			ACCOMMODATIONS	
22	10	M	0	6	9	6	2	2	3	1	X	2	106 000142 8				
23	10	R	0	9	9	5	2	2	3	3	X	2	001 008651 4				
24	12	R	1	1	9	5	1	2	5	1	X	2	050 000005 5				
25	10	R	0	3	9	6	1	2	1	1	X	2	002 098008 4				
26	10	C	0	7	9	5	1	2	1	2	X	2	303 000841 3				
27	10	C	0	4	9	5	2	2	3	1	X	2	317 034002 9				
28	10	R	0	1	9	6	1	2	2	1	X	2	002 004926 0				
29	10	R	1	2	9	5	2	2	1	2	X	1	001 008064 2				
30	10	M	0	4	9	5	1	2	2	1	X	1	139 000761 5				
31		M									X		140 121462 7				
32											X						
33											X						
34											X						

8E. Verify Parental Notification

Procedure 8E guides you through reviewing the status of parental notification with the school coordinator. The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified that their child has been selected and that participation is voluntary.

NAEP State Coordinators are required to ensure that their public schools notify the parents. Schools therefore, should provide their NAEP State Coordinators with a copy of their dated parent notification to fulfill this requirement. NAEP supervisors are required to collect a dated copy of the parent notification before assessments can be conducted in the school.

States, districts, or schools will determine how parents are notified. In the fall, public schools received either a state-specific or the Sample NAEP Parent Notification Letter from the NAEP State Coordinator, and nonpublic schools received the Sample Parent Notification Letter from their gaining cooperation supervisor. You will also send a copy of the Sample Parent Notification Letter to nonpublic schools in the Preassessment Packet.

Prior to the preassessment visit, you will need to run a Data Selection report from the SCS to see if the NAEP State Coordinator has recorded any information regarding the parent notification for public schools. Record the appropriate response in the box before **question 8E.1** in the QCB.

At **question 8E.1**, you will ask the school coordinator if the parents have been notified about the assessment.



RUN A DATA SELECTION REPORT FROM THE SCS AND RECORD IF THE NAEP STATE COORDINATOR HAS COLLECTED A COPY OF THE PARENT LETTER.

NSC HAS COLLECTED A COPY..... 1
NSC HAS NOT COLLECTED A COPY..... 2
SCHOOL IS NONPUBLIC..... 3

Step 4 of the cover letter states that the No Child Left Behind legislation requires that the parents of students selected for NAEP be notified in writing that their child has been selected for NAEP and that participation is voluntary. Some schools elect to notify all the parents in the sampled grade that their child may be selected, while other schools notify only the parents of selected students.

8E.1 Have parents/guardians of your (GRADE) grade students been notified about the NAEP assessments?

YES.....1 → ▷ ASK THE SC FOR A COPY OF THE DATED PARENT NOTIFICATION.
 ▷ STORE THE COPY OF THE NOTIFICATION IN THE SCHOOL FOLDER
 ▷ FOR PUBLIC SCHOOLS, REMIND THE SC TO MAIL OR EMAIL A COPY OF THE PARENT LETTER TO THE NAEP STATE COORDINATOR (NSC). PROVIDE A STAMPED, SELF-ADDRESSED ENVELOPE IF THE NSC HAS SUPPLIED THEM. PROVIDE NSC'S ADDRESS IF NECESSARY.
 NSC'S ADDRESS: _____
 ▷ SKIP TO Q8E.2

NO.....2 → ▷ IIF NECESSARY, PROVIDE EITHER THE STATE-SPECIFIC (SUPPLIED BY YOUR FM) OR THE NAEP SAMPLE PARENT NOTIFICATION LETTER AND URGE THE SC TO NOTIFY THE PARENTS OF SELECTED STUDENTS AS SOON AS POSSIBLE
 ▷ REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION ON OR BEFORE ASSESSMENT DAY AND THAT WITHOUT THE COPY, THE ASSESSMENTS WILL HAVE TO BE RESCHEDULED
 ▷ ARRANGE A DATE AND TIME TO CALL THE SC BACK TO VERIFY THAT THE NOTIFICATION HAS BEEN SENT. COMPLETE BOX BELOW.



PARENT NOTIFICATION

CALLBACK DATE: _____ TIME: _____

SKIP TO PROCEDURE 8F.

NOTIFICATION SENT

AFTER PREASSESSMENT VISIT3 → ▷ REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION BEFORE ASSESSMENTS CAN BEGIN.
 ▷ FOR PUBLIC SCHOOLS, REMIND THE SC TO MAIL OR EMAIL A COPY OF THE PARENT LETTER TO THE NAEP STATE COORDINATOR (NSC). PROVIDE A STAMPED, SELF-ADDRESSED ENVELOPE IF THE NSC HAS SUPPLIED THEM. PROVIDE NSC'S ADDRESS IF NECESSARY.
 ▷ CONTINUE WITH Q8E.2.

If the school coordinator indicates that the parents have been notified, circle **1** for **Yes**, and ask for a dated copy of the parent letter used by the school to store in the folder. In public schools, remind the school coordinator to send a dated copy to their NAEP State Coordinator, if necessary. If the NAEP State Coordinator has supplied you with stamped self-addressed envelopes, provide one to the school coordinator if he/she has not mailed the dated parent notification to the NAEP State Coordinator. Otherwise, just provide the NAEP State Coordinator's address. If the school coordinator indicates that the parents have not been notified, circle **2** for **No**, and prompt the school coordinator to notify the parents of all students selected for the assessment as soon as possible and prior to assessment day. If necessary provide the school coordinator with either the state-specific version of the parent notification letter (supplied by your field manager) or the NAEP sample parent notification letter. Then, record a day and time to call back to confirm that the parents have been notified and skip to **Procedure 8F**.

If the parent letters have been sent, in **questions 8E.2 through 8E.5** you must collect the following information from the school coordinator:

- the date the parent notifications were sent out;
- how the parents were notified (mail, newsletter, sent home with students, etc.);
- if the notice was given to sampled students only or all eligible students; and
- how many parents refused to allow their child to participate in NAEP.

Participating schools must provide you with a dated copy of the distributed parent letter before the assessment can be conducted. You must keep the dated copy of the parent letter in the School Folder.

8E.2 When were the parent notifications sent?

RECORD DATE SENT: _____

8E.3 How were the parents notified? Was... (READ LIST AND CIRCLE ONE RESPONSE)

A letter mailed home? 1

A letter sent home with students? 2

A notice posted in a newsletter? 3

Or by some other way? 4 → ▷ RECORD OTHER METHOD _____

8E.4 Were notifications sent to the parents of sampled students only or all students in the grade?

PARENTS OF SAMPLED STUDENTS ONLY 1

PARENTS OF ALL STUDENTS IN THE GRADE 2

8E.5 Have any parents refused?

YES.....1 → ▷ RECORD # OF REFUSALS _____
 NO2



RECORD DATE PARENT NOTIFICATION RECEIVED BY SUPERVISOR

DATE: _____



WERE ANY NEW ENROLLEES ADDED TO THE SAMPLE IN PROCEDURE 8D?

YES1 (CONTINUE WITH Q8E.6)
 NO2 (SKIP TO PROCEDURE 8F)

At **question 8E.6**, you must ensure that the parents of the selected newly enrolled students have been notified about NAEP. If the school coordinator indicates these parents were not notified, prompt him/her to notify the parents of the newly added student(s) as soon as possible. You will need to schedule a date and time to call the school coordinator back, to ensure this has been done.

8E.6 Have parents/guardians of the students we just added to the list of selected students been notified about the NAEP assessments?

YES.....1 → ▷ SKIP TO PROCEDURE 8F

NO.....2 → ▷ URGE THE SC TO NOTIFY THE PARENTS OF SELECTED STUDENTS AS SOON AS POSSIBLE
 ▷ REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION ON OR BEFORE ASSESSMENT DAY AND THAT WITHOUT THE COPY, THE ASSESSMENTS WILL HAVE TO BE RESCHEDULED
 ▷ ARRANGE A DATE AND TIME TO CALL THE SC BACK TO VERIFY THAT THE NOTIFICATION HAS BEEN SENT



PARENT NOTIFICATION

CALLBACK DATE: _____ TIME: _____

SKIP TO PROCEDURE 8F.

NOTIFICATION SENT

AFTER PREASSESSMENT VISIT3 → ▷ REMIND THE SC THAT YOU WILL NEED A COPY OF THE DATED NOTIFICATION BEFORE ASSESSMENTS CAN BEGIN.
 ▷ CONTINUE WITH PROCEDURE 8F



The information you collect in **Procedure 8E** of the QCB regarding parent notification must be entered in the SCS after the visit is completed. Refer to **Procedure 10** and the *SCS User's Guide* for instructions on entering this information.

8F. Review Status of SD and/or ELL Questionnaires

Procedure 8F requires you to review the status of the SD and/or ELL Questionnaires. In **question 8F.1**, ask the school coordinator if the school staff most knowledgeable about the SD and/or ELL students have returned the SD and ELL Questionnaires.



DOES THE SCHOOL HAVE ANY SD OR ELL STUDENTS IN THE SAMPLE?

YES..... 1 (CONTINUE WITH QUESTION 8F.1)
NO 2 (SKIP TO PROCEDURE 8H)

8F.1 Have the school staff most knowledgeable about the students classified as SD or ELL returned all of the SD and ELL Questionnaires to you?

ALL QUESTIONNAIRES RETURNED.....1 —————▶ ▷ **SKIP TO BOX BEFORE Q8F.3**
 SOME QUESTIONNAIRES RETURNED2 —————▶ ▷ **CONTINUE WITH Q8F.2**
 NO QUESTIONNAIRES RETURNED.....3 —————▶ ▷ **CONTINUE WITH Q8F.2**

The SD and ELL Questionnaires should have been returned to the school coordinator before the visit. However, if the school coordinator indicates that there are outstanding questionnaires, you will need to ask him/her to take a few minutes to collect them before you proceed with the visit.

If the questionnaires were not completed, or if it would take the school coordinator a lot of time to collect them, you can collect the completed questionnaires on the assessment day. The questionnaires are needed at the visit in order for decisions to be made about the assessability of each SD and/or ELL student.

You will need to review columns **G** and **I** of the Administration Schedule(s) to determine if there are any newly enrolled students with an SD or ELL classification or any students who are newly or no longer classified as SD or ELL. If there are any newly enrolled students with an SD or ELL classification or students newly classified as SD or ELL, at **question 8F.2** you will inform the school coordinator that you will give him/her the SD and/or ELL Questionnaires for those students at the conclusion of the visit.

8F.2 We need to discuss each of the SD or ELL students in order to determine if the students can be assessed with or without accommodations or must be excluded. This will also help me arrange enough staff and space on assessment day.

Can you collect these questionnaires today before I leave or do I need to call you back to review this information with you?

COLLECT THE QUESTIONNAIRES TODAY1 → ▷ CONTINUE WITH THE BOX BEFORE 8F.3 WHEN AT LEAST SOME COMPLETED SD OR ELL QUESTIONNAIRES ARE COLLECTED

ARRANGE TO CALL BACK2 → ▷ COMPLETE BOX BELOW

↓



SD/ELL QUESTIONNAIRES

CALLBACK DATE: _____ **TIME:** _____

IF Q8F.1 = 2 (SOME QUESTIONNAIRES RETURNED) CONTINUE WITH THE BOX BEFORE Q8F.3

IF Q8F.1 = 3 (NO QUESTIONNAIRES RETURNED) CONTINUE WITH THE BOX BEFORE Q8F.3

ARE ANY OF THESE SD OR ELL STUDENTS NEWLY CLASSIFIED (Q8A.2 OR Q8A.3) OR NEW ENROLLEES (PROCEDURE 8D)?

YES1 (CONTINUE WITH Q8F.3)

NO2 (SKIP TO PROCEDURE 8G)

At the end of the visit, you will prepare the additional SD and/or ELL questionnaires and leave them with the school coordinator. Instructions on how to complete the questionnaire covers and Roster can be found on pages 7.15-7.16.

If there are any students who are no longer classified as SD or ELL, erase the questionnaire information for those students from the Roster. You do not need to collect the questionnaires.

8G. Determine Student Accommodations Using the Accommodations Worksheet

Next, in **Procedure 8G**, you will review the list of students identified as SD and/or ELL with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all. The original list of students from which the sample was selected included all students in the grade, regardless of whether or not they could participate.

During the visit, you will need to enter an Administration Code for all students who require an accommodation, on the Administration Schedule(s).

The Administration Codes for students who require accommodations are printed on page 8.31-8.33 and are also printed in column **R** of the Administration Schedule(s). It is extremely important that you learn about any separate accommodation sessions at the time of the preassessment visit so that you can arrange for enough AAs to be present to cover all sessions. By “separate,” we mean small group or one-on-one sessions that will be conducted outside of a regular session. Questions in this section are designed to identify whether you will need to conduct separate sessions at the school, and if so, how many.

At **question 8G.1** you will cross off any students on the Accommodations Worksheet who are no longer classified as SD or ELL.

8G.1 Before we begin, let’s cross out the students that we identified as no longer classified as SD or ELL. The SD/ELL Questionnaires do not need to be completed for these students.



CROSS OUT ALL STUDENTS NO LONGER CLASSIFIED AS SD OR ELL ON THE ACCOMMODATIONS WORKSHEET.

At **question 8G.2**, you will ask if the school coordinator has completed the Accommodations Worksheet. The Accommodations Worksheet is shown on page 7.14.

8G.2 Have you completed the Accommodations Worksheet using the completed SD or ELL Questionnaire for the SD/ELL students?

YES.....1 → **ASK THE SC TO MAKE A COPY OF THE COMPLETED ACCOMMODATIONS WORKSHEET OR RECORD THE STATUS OF EACH STUDENT ON YOUR SCHOOL FOLDER COPY**

NO2 → **USING THE COMPLETED SD AND ELL QUESTIONNAIRES, COMPLETE THE SCHOOL FOLDER COPY OF THE ACCOMMODATIONS WORKSHEET**



ARE THERE SD OR ELL STUDENTS WHO ARE NEWLY CLASSIFIED (Q8A.2 OR Q8A.3) OR NEW ENROLLEES (PROCEDURE 8D)?

YES.....1 (CONTINUE WITH Q8G.3)

NO.....2 (SKIP TO Q8G.4)

If the school coordinator indicates that he/she has completed the worksheet, circle **1** for **Yes**, and inform the school coordinator that you will now discuss each student identified as SD and ELL. Then, proceed to the next question. If the school coordinator indicates that he/she has not completed the worksheet, circle **2** for **No**, and ask the school coordinator to locate the SD and ELL Questionnaires. Then, the school coordinator should use the answers provided in the questionnaires, to make accommodations decisions for each SD and/or ELL student listed on the Administration Schedule(s).

At **question 8G.3** add to the Accommodations Worksheet the name, session #, line #, and subject for any students newly classified as SD or ELL.

8G.3 Now, let's add the name; session and line numbers, assessment subject and SD/ELL status for the students newly classified as SD or ELL and for students that we added to the sample who are SD or ELL.



FOR EACH STUDENT NEWLY CLASSIFIED AS SD OR ELL AND FOR STUDENTS ADDED TO THE SAMPLE WHO ARE SD OR ELL, RECORD ON THE ACCOMMODATIONS WORKSHEET:

- **NAME,**
- **SESSION AND LINE NUMBERS,**
- **ASSESSMENT SUBJECT, AND**
- **SD/ELL STATUS.**

We will need to complete the Accommodations Worksheet for each of these students when the SD or ELL Questionnaires have been completed.

As decisions are made, complete the Accommodations Worksheet. At **question 8G.4**, the script prompts you to review the worksheet to compute the number of separate sessions that will be required. Plan a separate session for each student requiring a one-on-one accommodation. You may be able to plan on one separate session for all of the “small group” students unless there is an unusually large number of students requiring “small group” administration. However, remember that the read aloud “small group” sessions must be conducted according to the subject the student was originally assigned and that all subjects must be conducted separately. Therefore, if the school requires read-aloud mathematics and read-aloud writing, for example, “small group” sessions must be conducted separately. If possible, plan for separate sessions to be held after the regular sessions so that AAs already scheduled in the school can conduct the separate sessions.

8G.4 Let's review the completed Accommodations Worksheet to determine how many separate accommodation sessions we will need to conduct on assessment day.



REVIEW THE ACCOMMODATIONS WORKSHEET AND RECORD THE NUMBER OF SEPARATE ACCOMMODATION SESSIONS NEEDED IN THIS SCHOOL.

OF ACCOMMODATION SESSIONS: _____

RECORD THE SEPARATE ACCOMMODATION SESSIONS ON THE QCB FRONT COVER.

Based on the information recorded on the Accommodations Worksheet we will need to conduct (INSERT # FROM BOX ABOVE) separate accommodation sessions. Typically, the accommodation sessions are conducted after the regular sessions, but we'll discuss that in a few minutes.



REVIEW THE ACCOMMODATIONS WORKSHEET AND RECORD THE TOTAL NUMBER OF EXCLUDED STUDENTS IN THIS SCHOOL.

OF EXCLUDED STUDENTS: _____

ENTER THIS NUMBER IN THE SCHOOL CONTROL SYSTEM (SCS) AFTER THE VISIT.

After calculating the total number of separate sessions needed, enter the number in the space provided at **question 8G.4**.

Then the script prompts you to record each session in the chart shown below that is provided on the front cover of the QCB.

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



Finally, you are prompted to enter the total number of students who will be excluded from participating in the assessment. You will also need to enter this number into the SCS in the section labeled “Excluded Student Count.” Refer to **Procedure 10** and the *SCS User’s Guide* for instructions on entering this information.

8H. Distribute and Discuss the School and Teacher Questionnaires

Procedure 8H will guide you through distributing and reviewing the School and Teacher Questionnaires. Be prepared to answer any questions the school coordinator might have about determining which teachers should receive Teacher Questionnaires.

Since you will have prepared the front covers of the questionnaires prior to the visit, the only item you will need to add to the cover will be the name of the person who will receive the questionnaire. The script instructs you to ask the name of the person who should receive the School Questionnaire, at **question 8H.1** and instructs you to write that name on the removable label and for Section I of the Roster of Questionnaires.

I have brought the School and Teacher Questionnaires with me, along with the Roster of Questionnaires that you can use to track to whom you have distributed the questionnaires and when they are returned to you.

8H.1 Let’s start with the School Questionnaire. **IF NECESSARY:** What is the name of the principal who will complete the School Questionnaire?



RECORD THE NAME OF THE PRINCIPAL ON THE REMOVABLE LABEL ON THE FRONT COVER OF THE SCHOOL QUESTIONNAIRE AND IN SECTION I OF THE ROSTER OF QUESTIONNAIRES.

IF NECESSARY, Please distribute the School Questionnaire to the principal as soon as possible.

Note that the due date for the completed questionnaire is the day before the assessments. The questionnaire can be completed in the hard-copy booklet or online, following the directions on the front cover. I will need to collect the completed questionnaire on assessment day.



IF GRADE 4 SCHOOL, CONTINUE WITH Q8H.2.
IF GRADE 8 SCHOOL, SKIP TO Q8H.3.
IF GRADE 12 SCHOOLS, SKIP TO Q8H.4.

For the Teacher Questionnaires, you will ask **question 8H.2** for grade 4, **question 8H.3** for grade 8, or **question 8H.4** for grade 12. Make sure you have made a note in the QCB ahead of time to direct you to the appropriate question for the grade, so that you don't inadvertently ask the wrong question here. As discussed earlier in this manual, each grade has different assessment subjects that require Teacher Questionnaires to be completed. In these questions, you are instructed to ask for the name of the person who should receive each Teacher Questionnaire and to write the teacher's name on the removable label on each questionnaire and in Section II (Grades 4 and 8) or Section III (Grade 12) of the Roster of Questionnaires.

While you are obtaining and recording the names of the teachers who will receive questionnaires, it is very important that you make sure that the teacher number on the front of the questionnaire assigned to a staff member matches the teacher number assigned to that teacher on the Roster of Questionnaires.

In this procedure, the script also prompts you to remind the school coordinator of the date the completed questionnaires should be returned by the school staff to him/her, and that you will need to collect all completed questionnaires when you return on assessment day.

8I. Make Assessment Arrangements

Procedure 8I requires you to finalize the assessment arrangements. In **questions 8I.1 and 8I.2**, you will verify with the school coordinator the date, time, and location for each session.

8I.1 Let's start with the regular session(s). As I name the session, please tell me at what time we can begin with the students and where the session can be held.



RECORD THE START TIME AND LOCATION FOR EACH REGULAR SESSION ON THE FRONT COVER OF THE QCB.

8I.2 Now, let's talk about the separate accommodation sessions. As I name the session, please tell me at what time we can begin the session with the students and where the session can be held. As I mentioned earlier, typically, the accommodations sessions are conducted after the regular sessions.



RECORD THE START TIME AND LOCATION FOR EACH ACCOMMODATIONS SESSION ON THE FRONT COVER OF THE QCB.

RECORD THE START TIME AND LOCATION FOR EACH REGULAR AND ACCOMMODATION SESSION ON THE TEACHER NOTIFICATION LETTER.

The assessment date and number of sessions to be conducted will be preprinted on the front cover of the QCB. During the visit, you will need to enter the number of students, time, and location for each session on the cover of the QCB. If separate accommodation sessions are needed, it is critical that they are also entered on the cover of the QCB as you discuss the time and location of the sessions with the school coordinator.

While the best testing situation is 25-30 students in a room, if requested by the school, you may combine multiple OP sessions in the same room if space allows. Additional proctors will be needed for larger groups. In many cases, school staff can act as proctors for large groups. However, you cannot combine OP sessions with HI sessions because the session scripts are not the same. For a summary of OP and HI sessions, refer to page 2.4.

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

It is important that the school coordinator understand that the assessment locations within the school must be available for 90 minutes so that sessions are not interrupted. Encourage the school coordinator to arrange for actual classrooms to be used whenever possible. Try to avoid cafeterias and other locations where traffic is heavy and the noise level is high. Enter a date and start time for each regular and separate accommodation session listed in the appropriate chart on the front cover of the QCB.

At **question 8I.3**, you'll provide the school coordinator with a copy of the Teacher Notification Letter and explain its purpose (to inform the teachers of students selected for the assessment). Before giving the letter to the school coordinator, record the time and location of each session (discussed at Q8I.1 and 8I.2) on the letter in the space provided. Here you will also discuss the *Teacher's Guide to NAEP* publication, which provides additional information about NAEP, and provide one copy for each teacher assigned to complete a Teacher Questionnaire. You should have extra teacher's guides to give to the school coordinator, if requested.

Unless the NAEP State Coordinator has already done so, you will also distribute a set of subject Frameworks (one per subject being tested at the school) to the school coordinator. You should also bring a set of Frameworks for the principal.

Finally, you'll give the school coordinator one Sample Questions Booklet for each grade being tested at the school unless the NAEP State Coordinator has already done so.

Your Field Manager will tell you which materials have already been distributed to the school by the NAEP State Coordinator.

81.3 Teacher support for NAEP is very important. We find that the more teachers are aware of NAEP, the better our student attendance is for the assessments. Here is a Teacher Notification Letter. This letter briefly explains NAEP, and lists the date, time and location of the assessment. Please distribute this letter to your [GRADE] grade teachers along with a list of the selected students so the teachers can plan accordingly. I also have a supply of the *Teacher's Guide to NAEP* publication that you can distribute to teachers. This guide provides detailed information about NAEP that is of specific interest to teachers.



IF FRAMEWORKS AND/OR SAMPLE QUESTIONS BOOKLETS HAVE BEEN DISTRIBUTED BY THE NAEP STATE COORDINATOR SKIP TO Q81.4

I also have a set of subject Frameworks for you. Your teachers may be interested in reviewing these frameworks.

Finally, I have a Sample Questions Booklet for [GRADE(S)] for you and your principal. You can show the booklet(s) to parents or other interested parties who have questions about the NAEP assessment.

At **question 81.4**, advise the school coordinator of your arrival time on assessment day. It is critical that the assessment team arrive at the school at least 1 hour before the scheduled start of the first assessment session. This allows sufficient time for organizing the assessment materials and for handling last minute details. If possible and the school will be open, you should arrive 1-1/2 hours before the start of the first session—1/2 hour before the AAs arrive. Here you will also inquire about where you and your AAs should park.

81.4 On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?

Question 81.5 is designed to provide you with the protocols you and your AAs must follow when working in the school. Any time NAEP staff members are in a school, they must be sure to wear NAEP Identification Badges. In addition, some schools require that visitors wear a badge provided by the school.

81.5 We will wear our NAEP identification badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?

You will ask **questions 81.6 through 81.8** so the AAs will know how to: 1) handle a student who arrives too late to be assessed, 2) contact the office from the assessment locations, and 3) dismiss students at the conclusion of the assessment. You should record this information on the Assessment Information Form for each AA.

81.6 Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?

81.7 How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?

81.8 How should we dismiss students when the assessment session is over and the materials have been collected and accounted for?

The assessment team will need to know if there is anything scheduled at the school that may interrupt the session. Interruptions include a fire drill or assembly. If there is a fire drill scheduled, you will need to ask the school coordinator the procedures for evacuating the building. Record this information in the space provided at **question 8I.9**.

8I.9 Is there anything scheduled that might interrupt the assessment session such as a fire drill or assembly?

- NO INTERRUPTIONS 1 → ▷ CONTINUE WITH Q8I.10
- YES, FIRE DRILL 2 → ▷ RECORD THE PROCEDURES FOR EVACUATING THE BUILDING IN THE SPACE BELOW
- YES, ASSEMBLY 3 → ▷ RECORD THE PROCEDURES FOR DISMISSING STUDENTS FOR THE ASSEMBLY IN THE SPACE BELOW
- YES, OTHER 4 → ▷ RECORD INTERRUPTION _____
▷ RECORD RELEVANT DETAILS IN THE SPACE BELOW

It is important that the school coordinator know that you will need the NAEP Storage Envelope on assessment day. At **question 8I.10**, record where and with whom the NAEP Storage Envelope is being kept because you will need to retrieve it to conduct the assessments when you return to the school. A delay in locating the envelope on assessment day can mean that you and your team have insufficient time to prepare for the assessment sessions.

8I.10 The materials we have completed today will be placed in the red NAEP Storage Envelope that was included in your Preassessment Packet. We will need to access the NAEP Storage Envelope as soon as we arrive on assessment day. In the event that you are unavailable when we arrive, where will the NAEP Storage Envelope be stored and which staff person could retrieve it for us?

LOCATION: _____

STAFF PERSON: _____

The assessment team will need a place to work before and after the assessment sessions. Schools do not have much available space. Work with what they provide. Record the location of this space/these spaces at **question 8I.11**.

8I.11 After we retrieve the NAEP Storage Envelope, is there a room where the assessment team may work until it is time to go to the assessment locations?

Is this same space available for us to work after the assessments?

YES..... 1 →▷ CONTINUE WITH BOX BELOW

NO 2 →▷ RECORD DIFFERENT LOCATION _____



IF GRADE 4 SCHOOL, SKIP TO Q8I.13.

At **question 8I.12**, you will give the school coordinator an adequate supply of Student Appreciation Certificates for each grade 8 or 12 session. The school coordinator may use the certificates as appointment cards or as a way to thank students in advance for participating. Although the school coordinator is not required to use these certificates, NAEP has found their use improves attendance. If the school coordinator chooses not to use the certificates as appointment cards before the assessment, ask the school coordinator how the school plans to notify the student and record in the space provided. The AAs may then hand them out at the conclusion of the sessions as a thank you to the students.

8I.12 I have brought Student Appreciation Certificates to inform selected students of the time and location of the assessment and to thank them in advance for their participation. Please distribute the certificates to the selected students before assessment day.



IF THE SCHOOL COORDINATOR ELECTS NOT TO USE THE CERTIFICATES TO NOTIFY STUDENTS, RECORD HOW THE SCHOOL WILL NOTIFY STUDENTS.

Prior to the preassessment visit in grade 8 and 12 schools, you should prepare the certificates using the white student labels that were shipped with the Administration Schedules and leave them for the school coordinator to distribute. In schools with grade 4 assessments, the Student Appreciation Certificates will not be used as appointment cards; rather, the AAs will hand them out as a thank you to the grade 4 students at the conclusion of the session.

Question 8I.13 pertains to school staff involvement. NAEP encourages the classroom teacher to remain in the room during the assessment. If the school coordinator indicates that the principal or another staff member will make an announcement, introduce NAEP, or stay in the room during the session, record that information in the space provided in **question 8I.13**. This information should be provided on the Assessment Information Form to the AAs who will administer the individual sessions.

8I.13 We have found that students respond more positively when they know that the assessment has the backing of the school administration. We encourage a teacher to stay in each room during the assessments.

Is it also possible for the principal or another school staff member to encourage students to do their best on NAEP during the daily announcements or to be present at the beginning of each session to introduce the assessment and reinforce its importance to students?

YES.....1 →▷ **RECORD DETAILS** _____
NO2 →▷ **CONTINUE WITH Q8I.14**

The school coordinator should know that you will need to make a few copies on assessment day. Use **question 8I.14** to ask the procedure for making copies at the school.

8I.14 After the assessment, we will need to make a few copies of documents. What is the procedure for making copies at your school?

After the assessment, you will need to be able to locate the school coordinator. You should indicate where you will be able to find him/her in the space provided at **question 8I.15**.

8I.15 When the assessment is over, I will need to conduct a short debriefing interview with you and give you the completed NAEP Storage Envelope that will contain the names of the selected students and participating teachers. Where can I find you after we have completed our post assessment tasks?

The school coordinator should know that it is important for each selected student to be assessed. **The statement at question 8I.16** informs the school coordinator of the potential need for a makeup session if there are less than 90 percent of the sampled students assessed on assessment day.

8I.16 NAEP guidelines stipulate that a makeup session must be scheduled if less than 90 percent of the students are present on assessment day. It is critical that every effort be made to assure that all students are who are in school and selected for the assessment attend the sessions. If needed, makeup arrangements will be discussed as a part of our session debriefing interview on assessment day.

At **question 8I.17**, inform the school coordinator that you will be the school’s primary NAEP contact in the event a problem arises. You will also give the school coordinator the NAEP respondent Help Desk telephone number (1-800-283-6237) in case you are not available or a question needs to be answered immediately.

8I.17 If a problem arises or if you have any questions, you may leave a message for me by calling (TELEPHONE NUMBER). You may also call the NAEP Help Desk at 1-800-283-6237 and they will get a message to me.

If you have arranged to call the school coordinator back to check on the need for separate accommodations sessions, to verify that parental notification has been sent, or for some other reason, review the callback dates and times at **question 8I.18**. Enter this information on the back cover of the QCB and on your calendar.

8I.18 IF NECESSARY: Let’s confirm the date(s) and time(s) I’m scheduled to call you back to collect the outstanding data.



CONFIRM CALL BACK DATE(S)/TIME(S) AND THE OUTSTANDING INFORMATION.

At **question 8I.19**, answer any questions the school coordinator has, as appropriate. Do not answer questions if you are unsure of the answers; rather, offer to obtain an answer and call back.

8I.19 Do you have any questions before we conclude this visit?

YES..... 1 →▷ **RESPOND TO QUESTIONS, AS NECESSARY**
 NO 2

8J. Complete Additional Preassessment Visit Tasks Before Leaving the School

Review **question 8A.2** and **question 8A.3** of the QCB to determine if you need to provide additional SD and/or ELL Questionnaires to the school coordinator. Prior to providing the additional questionnaire(s), you will need to prepare the questionnaire covers and Roster for distribution, as described in **Procedure 2G** in this chapter. Leave the prepared questionnaires with the school coordinator.

Finally, make copies of the updated Administration Schedule(s) and Roster(s) and prepare the NAEP Storage Envelope. Give the completed NAEP Storage Envelope to the school coordinator.

Procedure 9. Complete Preassessment Visit Debriefing Questionnaire

Westat is interested in obtaining feedback from the supervisors about the preassessment visit to help improve the process for conducting the visit with the schools in future years of NAEP. Your answers to the Preassessment Visit Debriefing Questionnaire will help provide us summary information about how the visits go this year.

You may complete this questionnaire before leaving the school or after returning home from the visit, but please remember to complete it while your experience at the school is still fresh in your mind.

The questionnaire has three questions. **Questions 9.1 and 9.2** are multiple choice questions with space to provide comments. Circle the answer category that best fits your response to these questions, and provide any comments you think are relevant. **Question 9.3** asks you to record the combined number of telephone calls (attempts and contacts) and visits it took you to complete the preassessment tasks at this school. Be sure to include any callbacks you may need to make to the school to obtain information about student accommodations, parental notification, etc. Then provide any relevant comments.

3. Activities to Complete After the Preassessment Visit

Procedure 10. Complete Activities After the Preassessment Visit

Immediately after conducting the preassessment visit, you will need to complete the following list of tasks that appears in **Procedure 10** of the QCB:

10A. Record That the Preassessment Visit Is Complete in the Record of Preassessment Contacts on the Back Cover of the QCB

10B. Record Callback Date(s)/Time(s) in Your Calendar

10C. Place the Dated Copy of the Parent Notification Letter in the School Folder

