COORDINATE

A MANUAL FOR ASSESSMENT COORDINATORS

NAEP National Assessment of Educational Progress

NAEP 2007 TRAINING PACKAGE

PART 3

NAEP 2007

ASSESSMENT COORDINATOR MANUAL

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APPENDIXES

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1 UNDERSTANDING NAEP MATERIALS

NAEP Forms and Materials

The forms and materials described in this chapter are presented in alphabetical order by name for easy reference. The information provided here about each item is introductory—most of the materials are discussed in greater detail later in the manual.

1. Accommodation Teacher Letter

NAEP has developed an Accommodation Teacher Letter that school staff who assist or administer and accommodation session must sign. This letter provides instructions to school staff on their role during the assessment.

Since these staff members have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. The letter is printed on two-part paper. On the assessment day, you will provide this letter to school staff administering or assisting in an accommodation session and collect the signed copies just prior to the assessment.

NAEP 2007 ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

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 more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

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

While 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 to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates they can;
- answer student questions regarding the booklet directions and the recording of answers; or
- answer student questions regarding the general and subject-area background sections of the booklet by referring to the NAEP Question-by-Question Specifications located in the back of the session script.

You may not:

- provide assistance on assessment items. (Students may seek 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.)

07-G-G-0-232

2. Administration Schedule

A. The Critical Role of the Administration Schedule in the NAEP Process

The Administration Schedule is a form used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links students selected for the NAEP sample to their demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

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

The process can be seen on page 1.4 of this manual. A sample Administration Schedule is shown on page 1.8.

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

Impacts Statistical Validity

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

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

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

After the preassessment visit, your team of assessment administrators (AAs) will use the Administration Schedule to prepare the assessment booklets.

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

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

The Role of the Administration Schedule After the Assessment
After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson Educational Measurement (Pearson) along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to Educational Testing Service (ETS). ETS will analyze them to link the scores and demographic data from the Administration Schedule to provide subgroup results for the nation and the states. The NAEP results for the nation include reports by gender, race/ethnicity, students classified as SD and/or ELL, and NSLP status.

Examples of how the Administration Schedule data were reported from the NAEP 2005 assessment are shown below.

Example of Reported Administration Schedule Data for 2005

	Grades	
	4	8
Score gaps		
Females - Males	6	10

Females Outscore Males in NAEP 2005 Reading

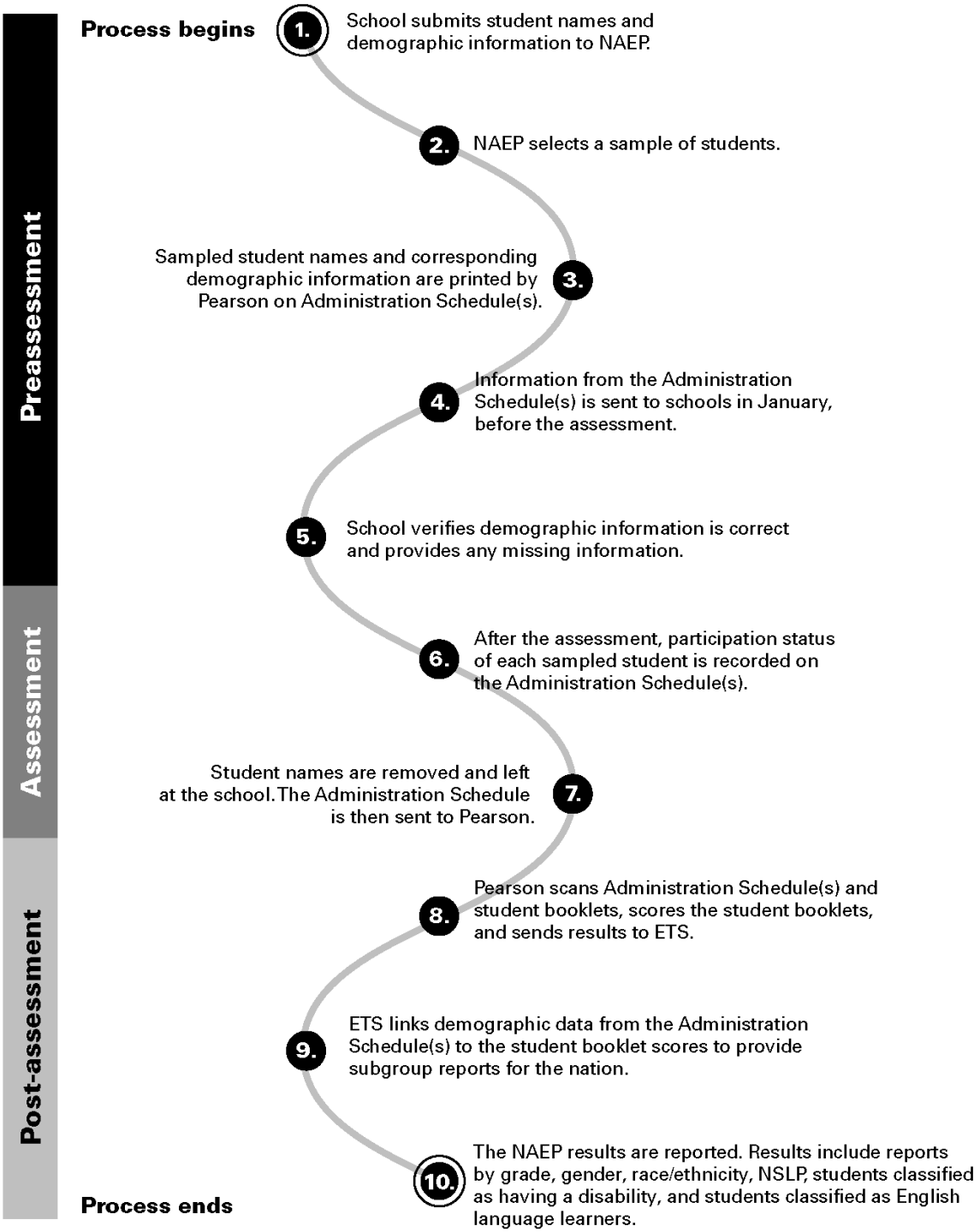
In 2005, female students scored higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	Year	
	'90	'05
Percent at or above Basic level,		
Black 4th Graders	18	73

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

The percentage of Black fourth-grade students at or above the Basic level in mathematics quadrupled from 18 percent in 1990 to 73 percent in 2005.

NAEP Administration Schedule Process



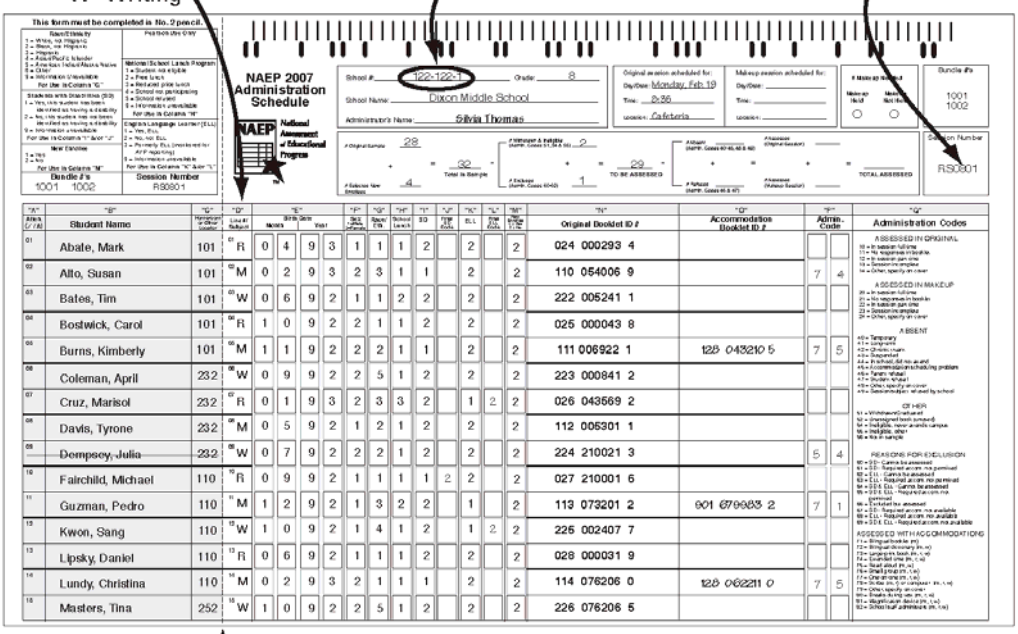
B. A Closer Look At the Administration Schedule

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

Each student is assigned a test subject.
R=Reading
M=Mathematics
W=Writing

Each School is assigned a NAEP school indentification (ID) number. You will find more information about this on the next page.

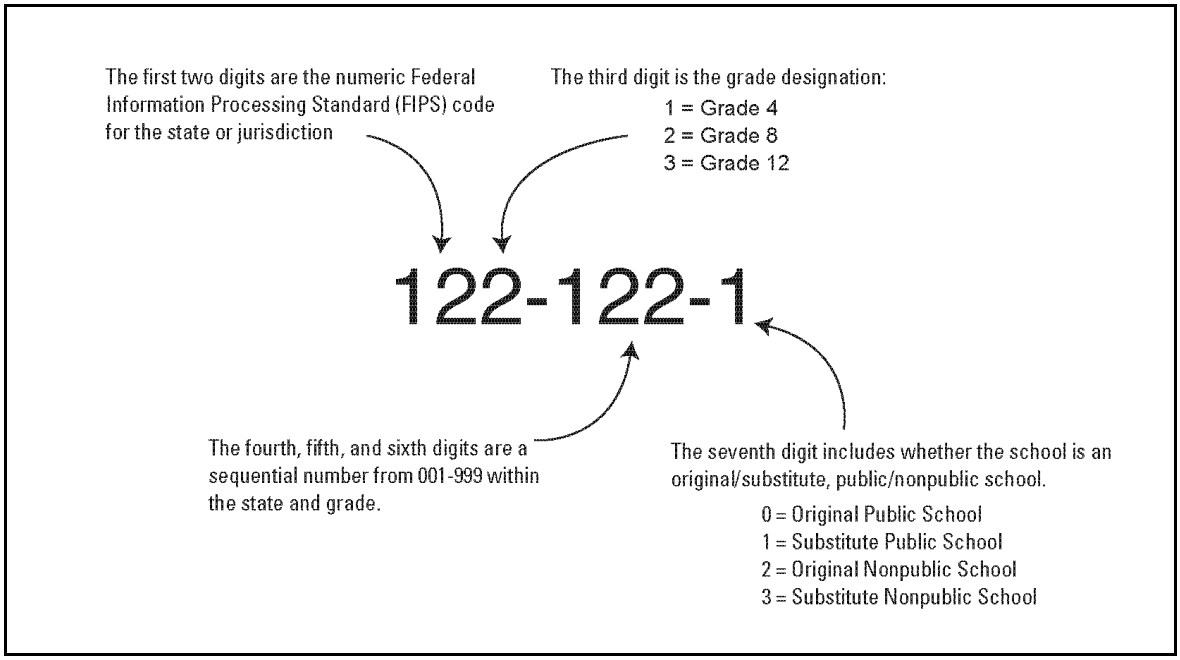
Each session in a school is assigned a Session Number. There may be more than one session in a school. You will find more information about this on the next page.



The form is perforated to remove students' names and leave them at the school after the session.

The NAEP School Identification (ID) Number

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



The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subjects being assessed. This year all sessions include operational subjects.

Session	Subjects	Grades	School type
RM	Reading/Mathematics	4	Public, Nonpublic
RS	Reading/Mathematics/Writing	8	Public, Nonpublic
RN	Reading/Mathematics/Writing	8[1]	Public
RE	Reading	8	Public, Nonpublic
RW	Reading/Writing	12	Public
WT	Writing	12	Nonpublic

[1] These session types will appear AK, DC, MD, NE, OR, SD and BIA schools because these state/jurisdictions are NAEP State writing. One of 19 students sampled will be assessed in writing for the NAEP National sample.

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

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 8 public school with three sessions in a state that opted to participate in writing would have three Administration Schedules: one Administration Schedule for session RS0801, the second for session RS0802, and the third for session RS0803.

The Columns of the Administration Schedule
The chart below and the example Administration Schedule on the next page detail the purpose of each column on the Administration Schedule.

Column	Title	Use
A	**Atten.** (for "attendance")	To indicate whether a student was present or absent for the assessment.
B	**Student Name**	To list the names of the students selected for the assessment.
C	**Homeroom or Other Locator**	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. **Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.**
D	**Line #/Subject**	To indicate the subject of each student's assessment booklet: "**R**" for reading, "**M**" for mathematics, or "**W**" for writing.
E	**Birth Date**	To indicate each student's month and year of birth.
F	**Sex**	To indicate each student's gender.
G	**Race/Eth.**	To indicate each student's race/ethnicity. The codes used in this column are printed in the upper left corner of the form.
H	**School Lunch**	To indicate each student's eligibility status in the National School Lunch Program (NSLP). The codes used in this column are printed in the upper left corner of the form.
I	**SD**	To indicate each student's disability status. The codes used in this column are printed in the upper left corner of the form.
J	**Final SD Code**	To record a student's SD status if it has changed since it was originally recorded.
K	**ELL**	To indicate each student's English language learner status. The codes used in this column are printed in the upper left corner of the form.
L	**Final ELL Code**	To record a student's ELL status if it has changed since it was originally recorded.
M	**New Enrollee**	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
N	**Original Booklet ID #**	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID #, which is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
O	**Accommodation Booklet ID #**	To record when a student identified as SD or ELL must be reassigned a separate accommodation booklet (not all accommodated students require a separate accommodation booklet).
P	**Admin. Code**	To record each student's participation status. The two-digit Administration Codes used in this column are listed along the right side of the Administration Schedule in column **Q**.
Q	**Administration Codes**	To reference the two-digit Administration Codes needed in column **P**.

This form must be completed in No. 2 pencil.

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 "G"

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 "I" &/or "J"

New Enrollee
1 = Yes
2 = No
For Use in Column "M"

Bundle #'s
1001 1002

Pearson Use Only

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

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 "K" &/or "L"

Session Number
RS0801

NAEP 2007 Administration Schedule

NAEP National Assessment of Educational Progress

School #: 122-122-1 Grade: 8
School Name: Dixon Middle School
Administrator's Name: Silvia Thomas

Original session scheduled for:
Day/Date: Monday, Feb. 19
Time: 8:35
Location: Cafeteria

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

If Makeup Needed
Makeup Held ○ Makeup Not Held ○

Bundle #'s
1001
1002

Original Sample 28 + # Selected New Enrollees 4 = 32 Total in Sample
- # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 2 + # Excluded (Admin. Codes 60-69) 1 = 29 TO BE ASSESSED
- # Absent (Admin. Codes 40-45, 48 & 49) + # Refused (Admin. Codes 46 & 47) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

Session Number
RS0801

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line # / Subject	"E" Birth Date Month		Year		"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	
01	Abate, Mark	101	01 R	0	4	9	3	1	1	1	2		2		2	024 000293 4			
02	Alto, Susan	101	02 M	0	2	9	3	2	3	1	1		2		2	110 054006 9		7	4
03	Bates, Tim	101	03 W	0	6	9	2	1	1	2	2		2		2	222 005241 1			
04	Bostwick, Carol	101	04 R	1	0	9	2	2	1	1	2		2		2	025 000043 8			
05	Burns, Kimberly	101	05 M	1	1	9	2	2	2	1	1		2		2	111 006922 1	128 043210 5	7	5
06	Coleman, April	232	06 W	0	9	9	2	2	5	1	2		2		2	223 000841 2			
07	Cruz, Marisol	232	07 R	0	1	9	3	2	3	3	2		1	2	2	026 043569 2			
08	Davis, Tyrone	232	08 M	0	5	9	2	1	2	1	2		2		2	112 005301 1			
09	~~Dempsey, Julia~~	~~232~~	09 W	0	7	9	2	2	2	1	2		2		2	224 210021 3		5	4
10	Fairchild, Michael	110	10 R	0	9	9	2	1	1	1	1	2	2		2	027 210001 6			
11	Guzman, Pedro	110	11 M	1	2	9	2	1	3	2	2		1		2	113 073201 2	901 679983 2	7	1
12	Kwon, Sang	110	12 W	1	0	9	2	1	4	1	2		1	2	2	225 002407 7			
13	Lipsky, Daniel	110	13 R	0	6	9	2	1	1	1	2		2		2	028 000031 9			
14	Lundy, Christina	110	14 M	0	2	9	3	2	1	1	1		2		2	114 076206 0	128 062211 0	7	5
15	Masters, Tina	252	15 W	1	0	9	2	2	5	1	2		2		2	226 076206 5			

"Q" Administration Codes

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

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

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended
44 = In school, did not attend
45 = Accommodation scheduling problem
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session/subject refused by school

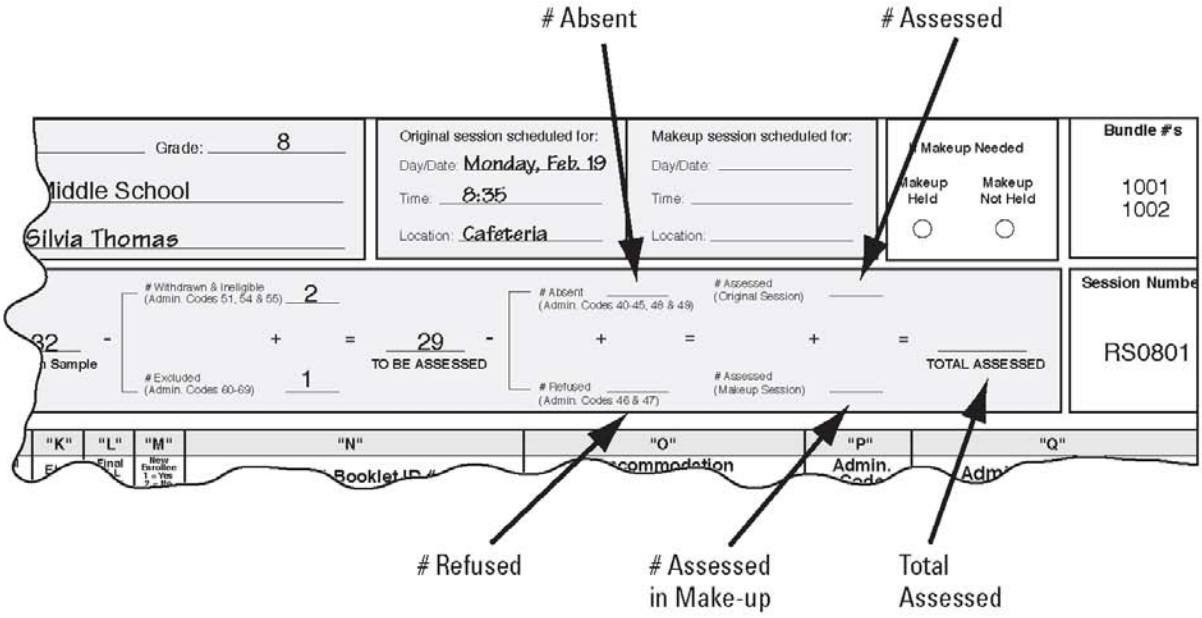
OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, never attends campus
55 = Ineligible, other
56 = Not in sample

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not permitted
62 = ELL - Cannot be assessed
63 = ELL - Required accom. not permitted
64 = SD & ELL - Cannot be assessed
65 = SD & ELL - Required accom. not permitted
66 = Excluded but assessed
67 = SD - Required accom. not available
68 = ELL - Required accom. not available
69 = SD & ELL - Required accom. not available

ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet (m)
72 = Bilingual dictionary (m, w)
73 = Large-print book (m, r, w)
74 = Extended time (m, r, w)
75 = Read aloud (m, w)
76 = Small group (m, r, w)
77 = One-on-one (m, r, w)
78 = Scribe (m, r) or computer (m, r, w)
79 = Other, specify on cover
80 = Breaks during test (m, r, w)
81 = Magnification device (m, r, w)
82 = School staff administers (m, r, w)

The Summary Box

The summary box (the long rectangular box below the school information boxes) is used to summarize attendance data that you will record in column **P** after the assessment. The formula in this box calculates the total number of students assessed.



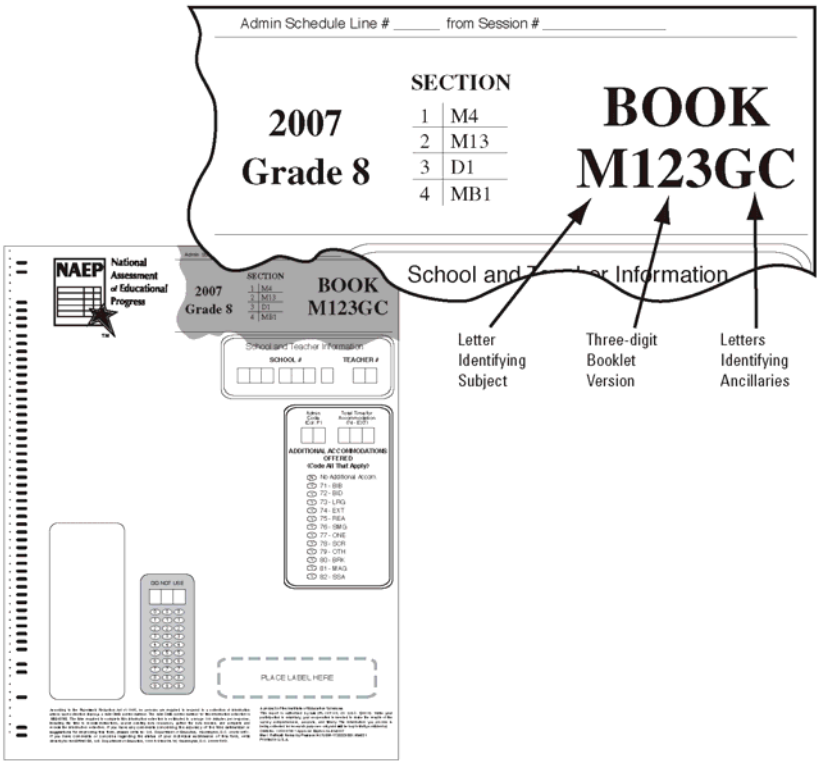
3. Assessment Booklets and Ancillary Materials

The assessment booklets are used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the school ID number. Some booklets will also have space to write a teacher number. Each booklet cover also has a code in the upper-right corner (see examples on page 1.11). This code is made up of the following three components:

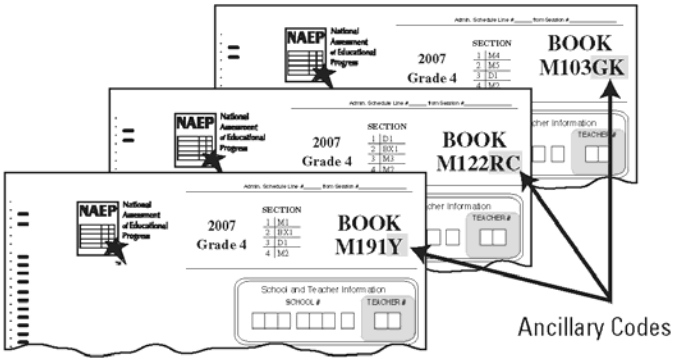
- a letter identifying the subject;
- a three-digit booklet version number; and
- a letter or letters identifying any additional materials, often called “ancillary materials,” the booklet requires. Only certain assessment booklets require the use of ancillary materials. The materials will vary depending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

You should be able to recognize the booklet codes to ensure you are distributing the correct booklets and materials for each session.

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

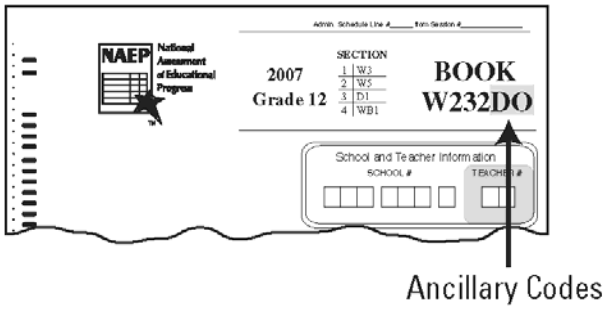


Grade 4 Booklet Covers and Ancillary Materials



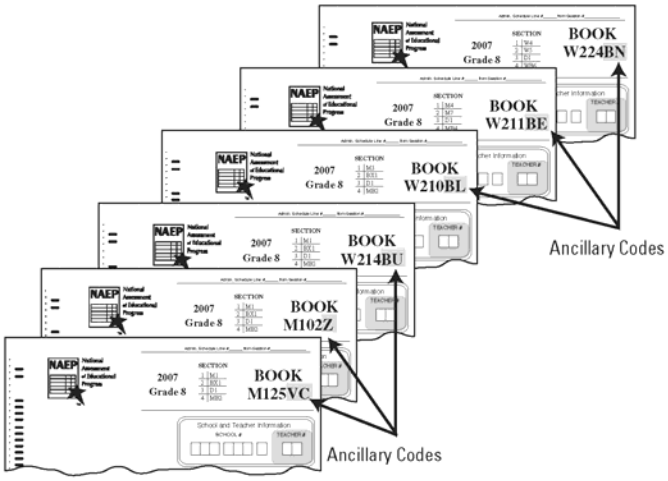
Grade 4	
Subject	**Ancillary Materials**
Mathematics	**C** = Calculator TI-108 **G** = Manipulative Set "G" (prepunched) **R** = Ruler **K** = Manipulative Set "K" – Foam Shapes **Y** = Manipulative Set "Y" – Fraction Strips

Grade 12 Booklet Covers and Ancillary Materials



Grade 12	
Subject	**Ancillary Materials**
Writing	**D** = Writing Brochure **O** = Color photo – The Arch

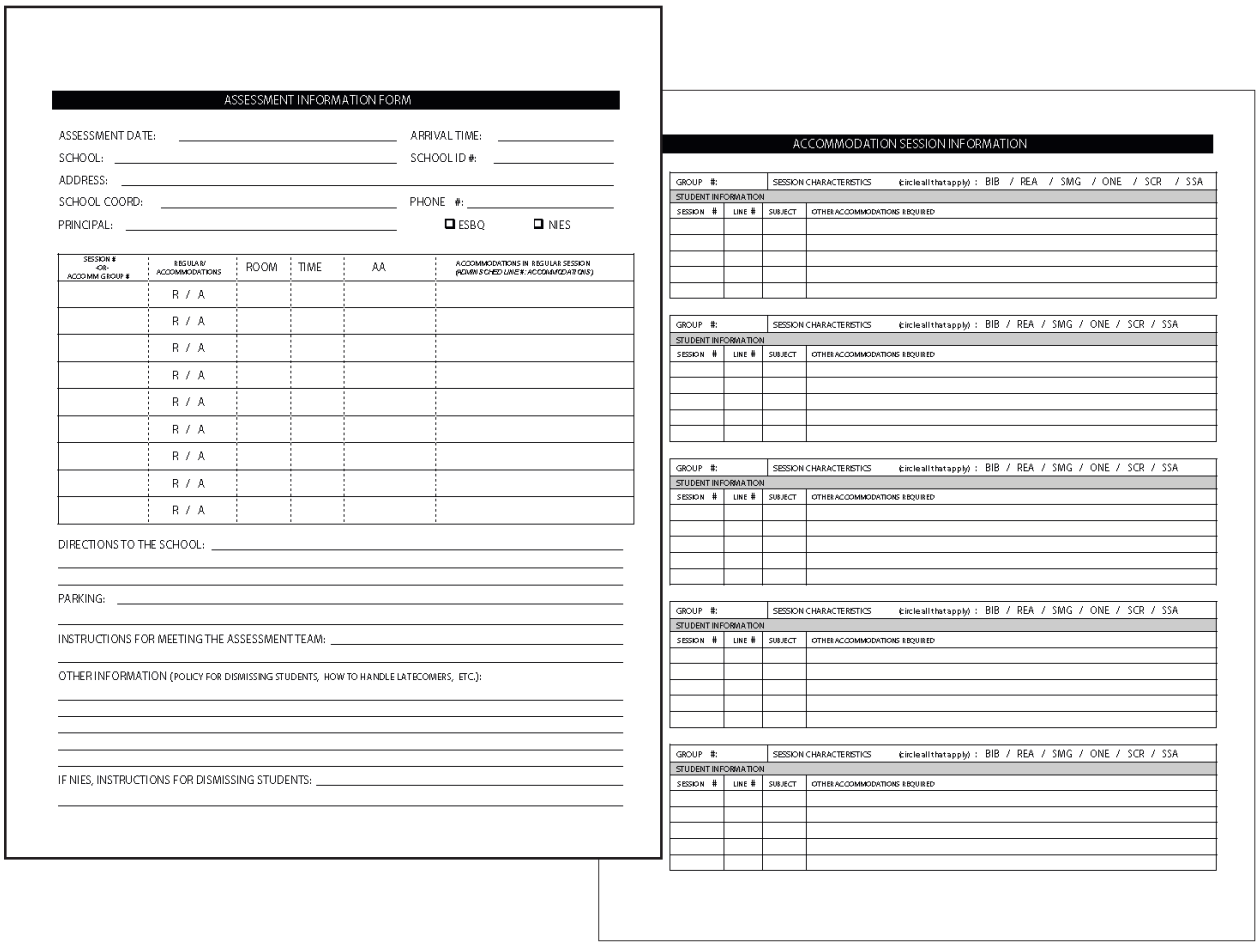
Grade 8 Booklet Covers and Ancillary Materials



Grade 8	
Subject	**Ancillary Materials**
Mathematics	**C** = Calculator TI-30 **G** = Manipulative Set "G" **P** = Protractor/Ruler **V** = Manipulative Set "V" – Box w/ Protractor **Z** = Manipulative Set "Z" – Tangrams
Writing	**B** = Writing Brochure **E** = Letter w/ matching envelope - Backpack **L** = Color graphic – Dream Weekend **N** = Color photo - Tower **U** = Cartoon story

4. Assessment Information Form

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form is a two-page document developed for you to communicate specific information to the AAs about their assignment and about the accommodation sessions that will be conducted at the school. You can either mail your prepared Assessment Information Forms to your AAs or give the forms to them in person 1-2 weeks before each assessment. Detailed information on how to complete this form is provided in Procedure 7 of chapter 5.



ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____

SCHOOL: _____ SCHOOL ID #: _____

ADDRESS: _____

SCHOOL COORD: _____ PHONE #: _____

PRINCIPAL: _____ ❑ ESBQ ❑ NIES

SESSION # -OR- ACCOMM GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN SCHED LINE #/ ACCOMMODATIONS)
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: _____

PARKING: _____

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.): _____

IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS: _____

ACCOMMODATION SESSION INFORMATION

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): BIB / REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): BIB / REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): BIB / REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): BIB / REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): BIB / REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

5. Bundle Slip

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and the session type. The bundle sizes are listed in the table below. Session Boxes for all session types except RE will contain two bundles of booklets. Each RE Session Box will contain one bundle of booklets.

Bundle Sizes

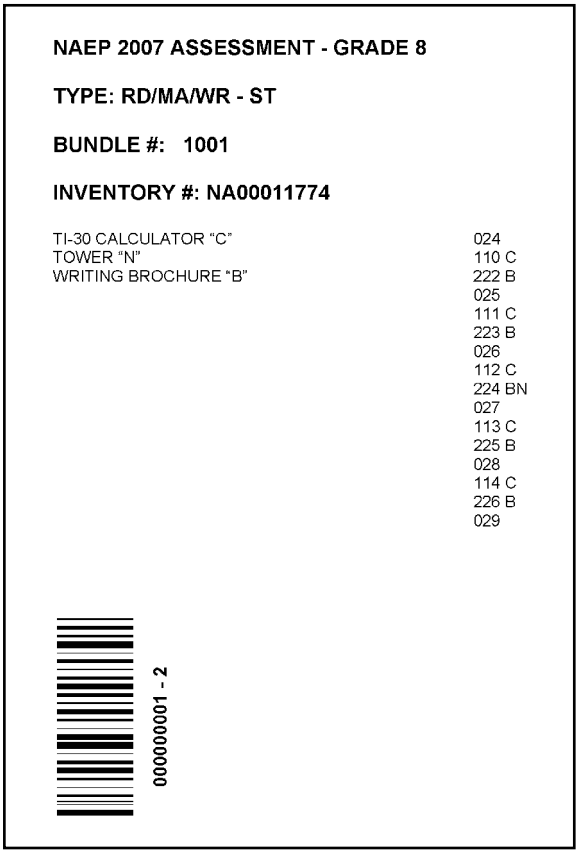
Grade	Session type	Bundle size
4	RM	14 booklets
8	RS	16 booklets
8	RN	16 booklets
8	RE	6 booklets
12	RW	16 booklets
12	WT	16 booklets

For some schools, there will be one or two additional bundles of Extended Student Background Questionnaire (ESBQ) booklets in the Session Box. These booklets are not assigned to specific students. More information on the ESBQ special study and working with the ESBQs is provided in the *Overview* magazine, on page 1.16 of this chapter, and throughout this manual.

For schools participating in the NIES, you will also receive bundles of NIES Student Questionnaires in the NAEP Session Boxes. NIES Student Questionnaires will come in bundles of three. The number of bundles per school will depend on the number of students participating in the NIES at a given school.

A numbered Bundle Slip, shown to the right, will be shrink-wrapped with each bundle of booklets. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-left and upper-right sections of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule. The slip will also show the types of additional materials needed for booklets in the bundle.


NAEP 2007 ASSESSMENT - GRADE 8

TYPE: RD/MA/WR - ST

BUNDLE #: 1001

INVENTORY #: NA00011774

TI-30 CALCULATOR "C"	024
TOWER "N"	110 C
WRITING BROCHURE "B"	222 B
	025
	111 C
	223 B
	026
	112 C
	224 BN
	027
	113 C
	225 B
	028
	114 C
	226 B
	029

000000001 - 2

6. Certificates of Appreciation (School and Student)

A. Student Appreciation Certificates

NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In grade 4 schools, AAs will hand out these certificates to the students at the conclusion of the assessment session. In most grade 8 and 12 schools, you will give a supply of these certificates to the school coordinator during the preassessment visit to use as appointment cards for the students. In grade 8 and grade 12 schools that elect not to hand out these certificates in advance, the AA will be responsible for distributing them at the end of the session. In these cases, it is your responsibility to give the certificates to the AAs who will need to hand them out.

B. School Certificate of Appreciation

The School Certificate of Appreciation has been created as a way to thank the school for its cooperation and effort in helping to make NAEP a success. It is printed in color on 8 ½" by 11" paper and is inserted in an attractive folder. It is suitable for framing, and many schools do so and hang it on their walls.

You will present the school certificate to the school coordinator at the conclusion of the Debriefing Questionnaire on assessment day.

CERTIFICATE OF APPRECIATION

The appreciation of the management and staff
of the National Assessment of Educational Progress,

"The Nation's Report Card,"

is hereby extended to:

In recognition of the professional support so
instrumental in the successful accomplishment of the

National Assessment of
Educational Progress

Peggy G. Carr, Associate Commissioner,
National Center for Education Statistics
U.S. Department of Education

07-M-G-0-237

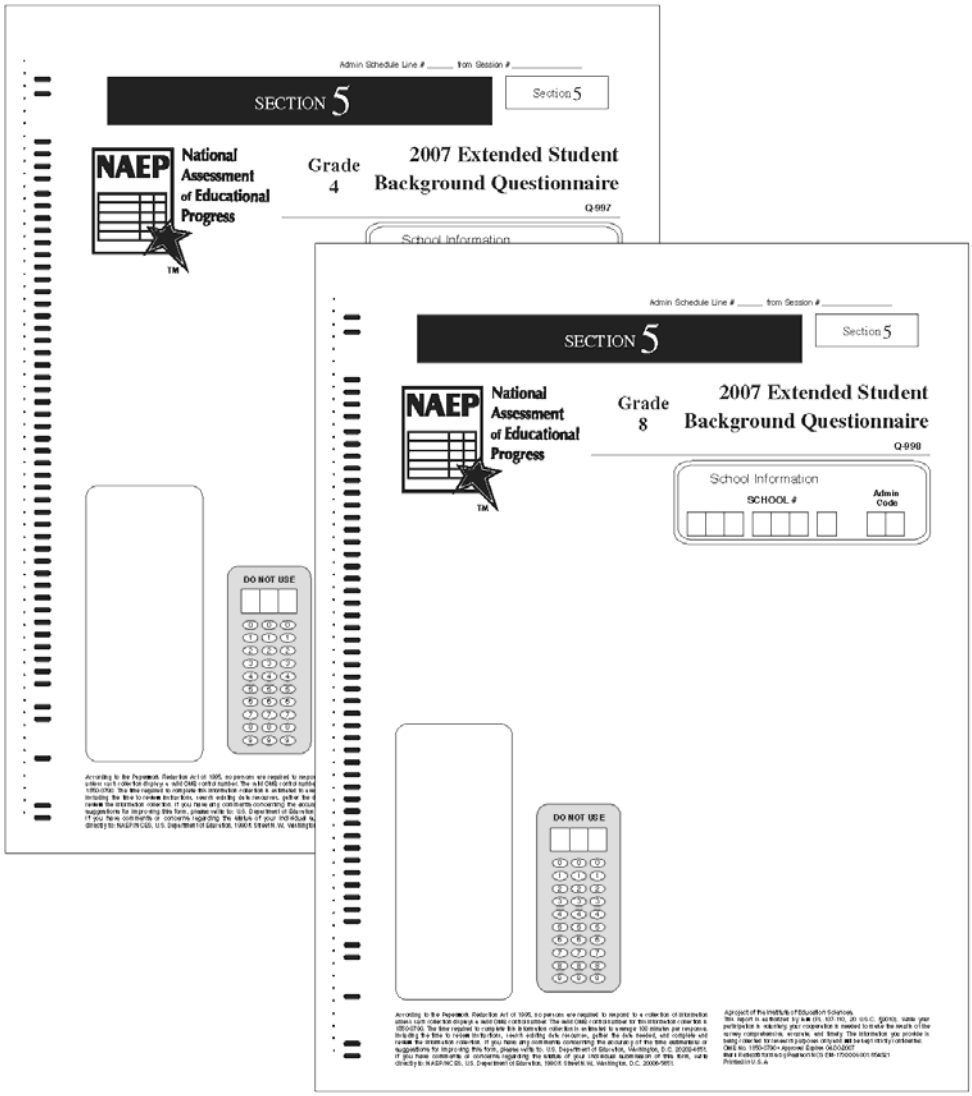
NAEP National Assessment of Educational Progress ™

7. Extended Student Background Questionnaire (ESBQ)

As described in the *Overview* magazine, some grade 4 and 8 public schools have been selected to participate in a special NAEP study called the ESBQ. The ESBQ is a short booklet of additional background questionnaire items separate from the NAEP assessment booklet.

For selected schools, the ESBQ will be sent from Pearson in the Session Boxes along with a set of white barcode labels that are used to link the ESBQs to the students' original assessment booklets. During assessment booklet preparation, AAs will place these labels on the ESBQ covers and insert them in the back of the students' assessment booklets.

AAs will administer the ESBQ in sampled schools as part of the regular or accommodation session, as Section 5 of the NAEP assessment booklet. The additional questions in this "section" of the assessment should require no more than 5 minutes of student time to complete.



8. Inclusion Worksheet

You will use the NAEP Inclusion Worksheet (shown on the next page) to keep track of accommodations decisions for all students classified as SD and/or ELL at each school. When you receive this form in the School Folder from your supervisor, it will be preprinted with the names of the SD and ELL students in the school and the subject in which each student is selected to be assessed.

You or your AA will transcribe accommodation information onto the Inclusion Worksheet at the school on the day of the preassessment visit, once you have received the completed SD and/or ELL Questionnaires from the school coordinator. **Note that this year, you, instead of the school coordinator, will be responsible for completing this document.** It will not be sent to the school coordinator with the SD and ELL Questionnaires in the Preassessment Packet.

Instructions for using the worksheet are provided in chapter 4.

INCLUSION WORKSHEET

School Name ______________________ School ID # ______________

Student Information

Group #	Student Name	Session# / Line#	Subject (M=Math, R=Reading, W=Writing)	SD/ ELL

Accommodations Permitted in NAEP

NAEP Codes		Accommodation
71-BIB	S	Bilingual version of the test booklet (m)
79-OTH	S	Test items read aloud in native language (m)
72-BID	R	Bilingual dictionary without definitions (m, w)
79-OTH	S	Directions read aloud in native language (m)
79-OTH	R	Directions signed (r, m, w)
79-OTH	S	Test items signed (m, w)
75-REA	R	**Read aloud** occasional (m, w)
75-REA	S	**Read aloud** most or all (m, w)
79-OTH	S	Braille test (provided by school) (r, m, w)
73-LRG	R	Large print (r, m, w)
81-MAG	R	Magnification (r, m, w)
79-OTH	R	Responds in sign language (r, m)
79-OTH	R	Responds with Braille typewriter (r, m, w)
78-SCR	S	Responds orally to Scribe (r, m)
78-SCR	R	Responds by computer (r, m, w)
79-OTH	R	Uses template to respond (r, m. w)
79-OTH	R	Uses special writing tool (r, m, w)
76-SMG	S	**Small group** (r, m, w)
77-ONE	S	**One-on-one** (r, m, w)
79-OTH	R	Study carrel (r, m, w)
79-OTH	R	Preferential seat, light, furniture (r, m, w)
82-SSA	S	School staff administers (r, m, w)
74-EXT	R	**Extended time** (r, m, w)
80-BRK	S	Breaks during test (r, m, w)
79-OTH	R	Other

Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Record reason in **NOTES** column)	NOTES

Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated.

Include Without Accommodations
- Question 2 – response 'A'

Include With Only NAEP Permitted Accommodations
- Question 5 – response "YES"

-OR-

- Question 6 – response "YES"

Exclude (Record reason in NOTES column)
- Question 5 response "NO"

-OR-

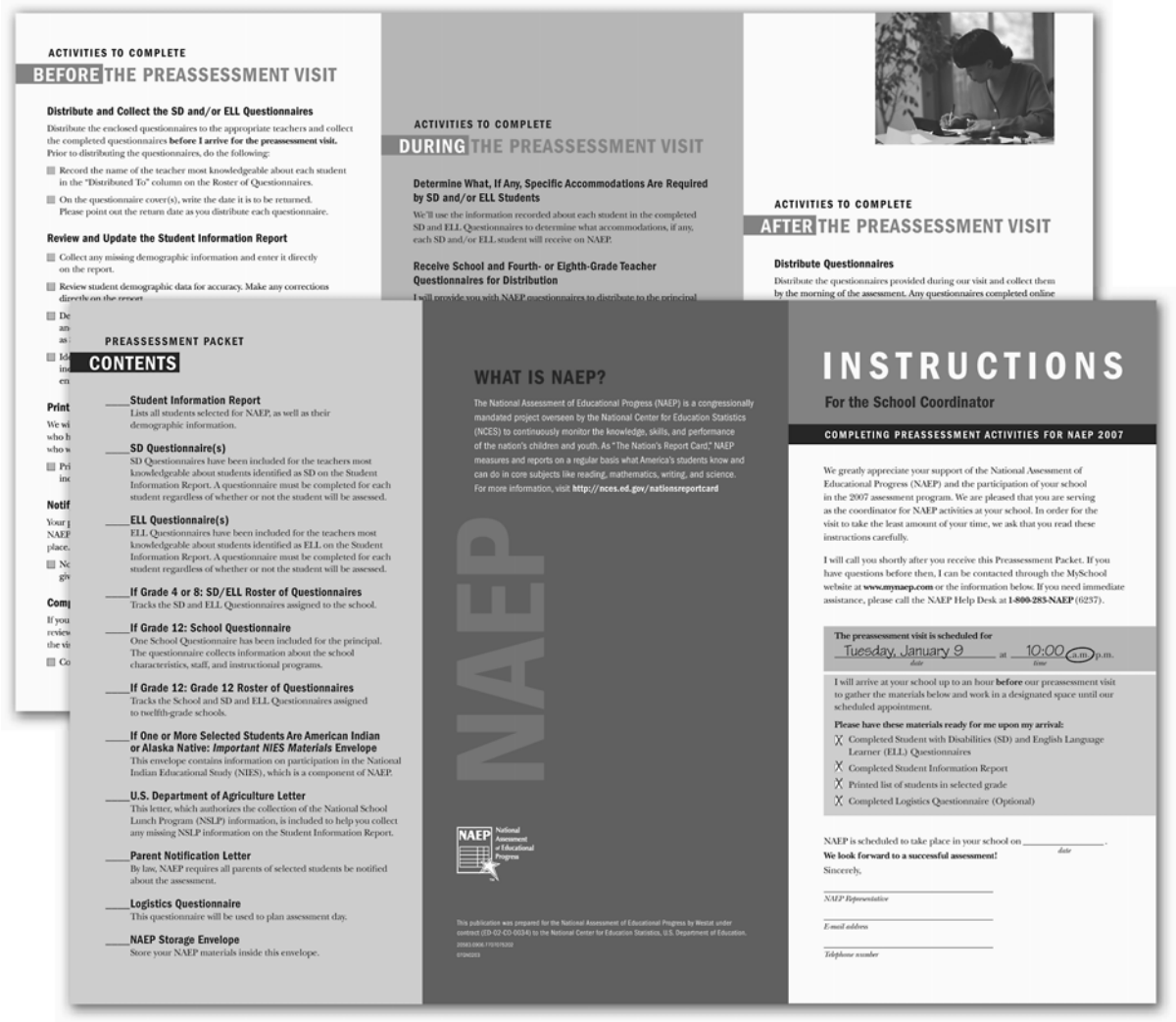
- Question 6 response "NO"

07-G G0-204

9. Instructions for the School Coordinator Brochure

This bi-fold, two-sided color brochure is included in the Preassessment Packet and provides the school coordinator with the list of items included in the packet and instructions for what needs to be done with them prior to the Preassessment Visit.

The brochure also provides a space for the school coordinator to record the date and time of the preassessment visit once you have arranged for the visit during your Scheduling Telephone Call, which is described in chapter 3.



ACTIVITIES TO COMPLETE
BEFORE THE PREASSESSMENT VISIT

Distribute and Collect the SD and/or ELL Questionnaires

Distribute the enclosed questionnaires to the appropriate teachers and collect the completed questionnaires **before I arrive for the preassessment visit.** Prior to distributing the questionnaires, do the following:

- Record the name of the teacher most knowledgeable about each student in the "Distributed To" column on the Roster of Questionnaires.
- On the questionnaire cover(s), write the date it is to be returned. Please point out the return date as you distribute each questionnaire.

Review and Update the Student Information Report

- Collect any missing demographic information and enter it directly on the report.
- Review student demographic data for accuracy. Make any corrections directly on the report.

ACTIVITIES TO COMPLETE
DURING THE PREASSESSMENT VISIT

Determine What, If Any, Specific Accommodations Are Required by SD and/or ELL Students

We'll use the information recorded about each student in the completed SD and ELL Questionnaires to determine what accommodations, if any, each SD and/or ELL student will receive on NAEP.

Receive School and Fourth- or Eighth-Grade Teacher Questionnaires for Distribution

I will provide you with NAEP questionnaires to distribute to the principal

ACTIVITIES TO COMPLETE
AFTER THE PREASSESSMENT VISIT

Distribute Questionnaires

Distribute the questionnaires provided during our visit and collect them by the morning of the assessment. Any questionnaires completed online

PREASSESSMENT PACKET
CONTENTS

____**Student Information Report**
Lists all students selected for NAEP, as well as their demographic information.

____**SD Questionnaire(s)**
SD Questionnaires have been included for the teachers most knowledgeable about students identified as SD on the Student Information Report. A questionnaire must be completed for each student regardless of whether or not the student will be assessed.

____**ELL Questionnaire(s)**
ELL Questionnaires have been included for the teachers most knowledgeable about students identified as ELL on the Student Information Report. A questionnaire must be completed for each student regardless of whether or not the student will be assessed.

____**If Grade 4 or 8: SD/ELL Roster of Questionnaires**
Tracks the SD and ELL Questionnaires assigned to the school.

____**If Grade 12: School Questionnaire**
One School Questionnaire has been included for the principal. The questionnaire collects information about the school characteristics, staff, and instructional programs.

____**If Grade 12: Grade 12 Roster of Questionnaires**
Tracks the School and SD and ELL Questionnaires assigned to twelfth-grade schools.

____**If One or More Selected Students Are American Indian or Alaska Native: *Important NIES Materials* Envelope**
This envelope contains information on participation in the National Indian Educational Study (NIES), which is a component of NAEP.

____**U.S. Department of Agriculture Letter**
This letter, which authorizes the collection of the National School Lunch Program (NSLP) information, is included to help you collect any missing NSLP information on the Student Information Report.

____**Parent Notification Letter**
By law, NAEP requires all parents of selected students be notified about the assessment.

____**Logistics Questionnaire**
This questionnaire will be used to plan assessment day.

____**NAEP Storage Envelope**
Store your NAEP materials inside this envelope.

WHAT IS NAEP?

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics (NCES) to continuously monitor the knowledge, skills, and performance of the nation's children and youth. As "The Nation's Report Card," NAEP measures and reports on a regular basis what America's students know and can do in core subjects like reading, mathematics, writing, and science. For more information, visit **http://nces.ed.gov/nationsreportcard**

NAEP

NAEP National Assessment of Educational Progress

This publication was prepared for the National Assessment of Educational Progress by Westat under contract (ED-02-CO-0034) to the National Center for Education Statistics, U.S. Department of Education.

INSTRUCTIONS
For the School Coordinator

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2007

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2007 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. In order for the visit to take the least amount of your time, we ask that you read these instructions carefully.

I will call you shortly after you receive this Preassessment Packet. If you have questions before then, I can be contacted through the MySchool website at **www.mynaep.com** or the information below. If you need immediate assistance, please call the NAEP Help Desk at **1-800-283-NAEP** (6237).

The preassessment visit is scheduled for
Tuesday, January 9 (*date*) at 10:00 (*time*) a.m. / p.m.

I will arrive at your school up to an hour **before** our preassessment visit to gather the materials below and work in a designated space until our scheduled appointment.

Please have these materials ready for me upon my arrival:

- X Completed Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires
- X Completed Student Information Report
- X Printed list of students in selected grade
- X Completed Logistics Questionnaire (Optional)

NAEP is scheduled to take place in your school on _____ (*date*).
We look forward to a successful assessment!
Sincerely,

_____
NAEP Representative

_____
E-mail address

_____
Telephone number

10. Log of Schools

The Log of Schools is a computer-generated, complete listing of all schools in your area in NAEP school ID number order. You will receive the log from your supervisor.

Use the log to quickly find assessment dates for your assigned schools, help you schedule your activities, and assist you in conducting your weekly call with your supervisor.

In addition to school contact information, school disposition code, and assessment date, there is space on the Log for you to record information about each school as you work through your assignment.

Territory: 33
Region: AK-1
Area: 1

NAEP 2007
Log of Schools

Date: 12/08/06

District Name Superintendent Street Address City State Zip Phone #	School Name Principal Street Address City State Zip Phone # NAEP ID# Grade:	School Disp Code	Assessment Date				
CHATHAM REGION SCHOOLS 100 KOOTZNOOHOO ROAD ANGOON, AK 99820 (907) 788-3302	KLUKWAN SCHOOL PO BOX 1409 HAINES, AK 99827 (907) 767-5551 0211300 GRADE: 4	00	14FEB2007				
HAINES BOROUGH SCHOOL DISTRICT 219 MAIN STREET HAINES, AK 99827 (907) 766-2644	HAINES ELEMENTARY MAIN STREET HAINES, AK 99827 (907) 766-2811 0211390 GRADE: 4	00	13FEB2007				
	HAINES ELEMENTARY MAIN STREET HAINES, AK 99827 (907) 766-2811 0220750 GRADE: 8	00	13FEB2007				
	MOSQUITO LAKE ELEMENTARY 27 MILE HAINES HWY HAINES, AK 99827 (907) 767-5527 0210980 GRADE: 4	00	14FEB2007				

11. Logistics Questionnaire

The Logistics Questionnaire is sent to schools in the Preassessment Packet. This document contains questions related to the assessment day logistics. These questions were previously asked at the end of the preassessment visit, and this year, the school coordinator has the option of completing them ahead of time in order to make the visit shorter. If the school coordinator does not complete the questionnaire before the preassessment visit, the questions are reprinted in your QCB for you to ask the school coordinator during the visit.

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

How should we dismiss students when the assessment sess
and the materials have been collected and accounted for?

So that we may be more sensitive to the needs of your stud
you please tell us if there have been any traumatic events
affected your school, students, or community in the past ye

Is there anything scheduled that might interrupt the
session, such as a fire drill or assembly?

NAEP 2007 Logistics Questionnaire

Please complete the following questions to help us plan for the upcoming NAEP assessment in your school.

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?

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?

Is there a room where the assessment team may work until it is time to go the assessment locations?

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?

(OVER)

07-M-G-0-401

12. NAEP 2007 Publications

There are a number of NAEP publications that you will use or provide to the schools as needed during your NAEP assignment. These publications come in many formats, from one-page color brochures to small booklets. Below is a list and short descriptions of the most common NAEP publications you will use. You will be provided with a small supply of these documents in your bulk supplies.

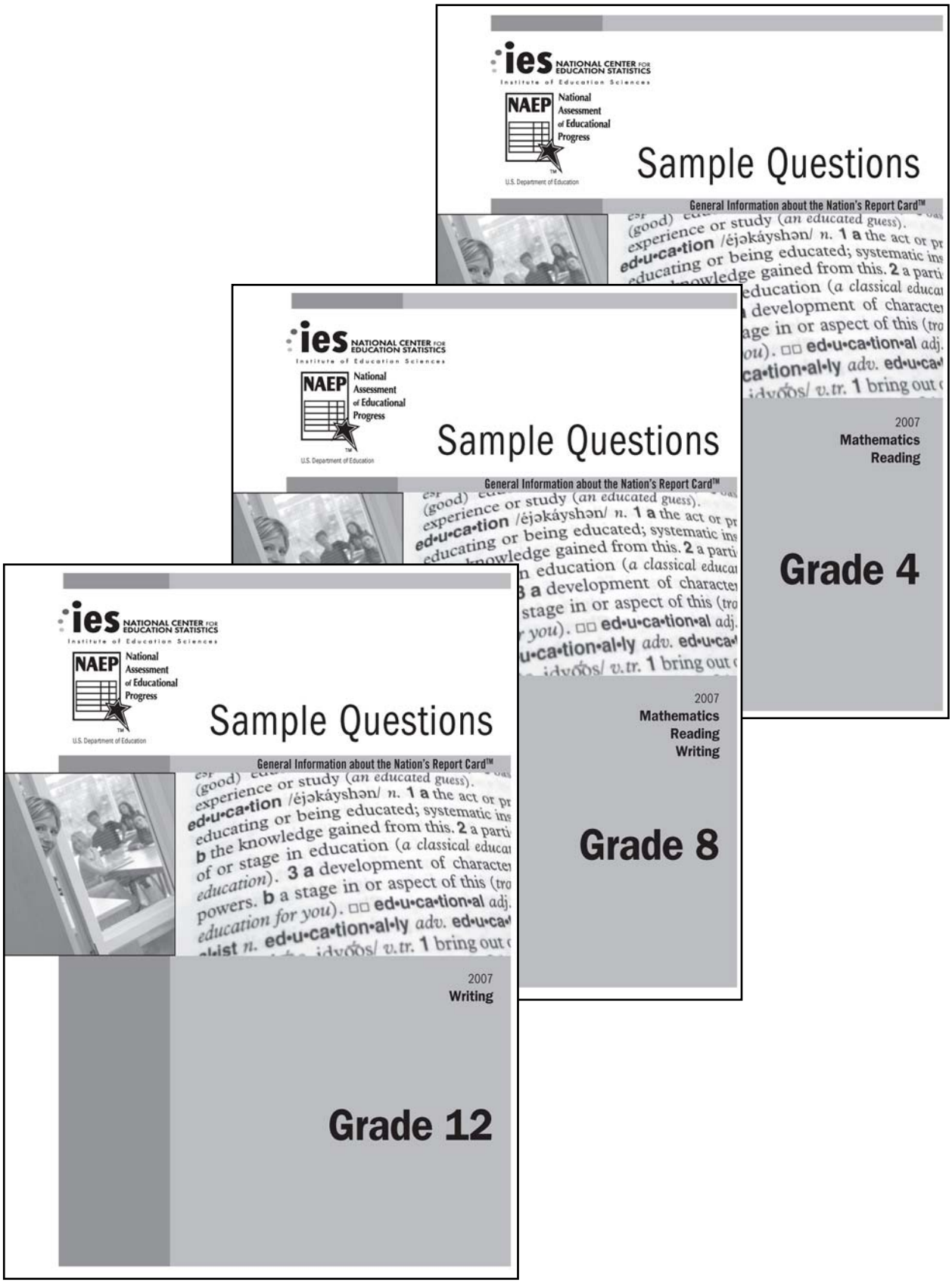
A. Frameworks

These small booklets describe the test design and content of the assessments. There is one framework for each NAEP subject. NAEP State Coordinators may choose to send the Frameworks to public schools in the late fall. You will be responsible for giving these to nonpublic schools or public schools in states that did not distribute them.

B. Sample Questions Booklets

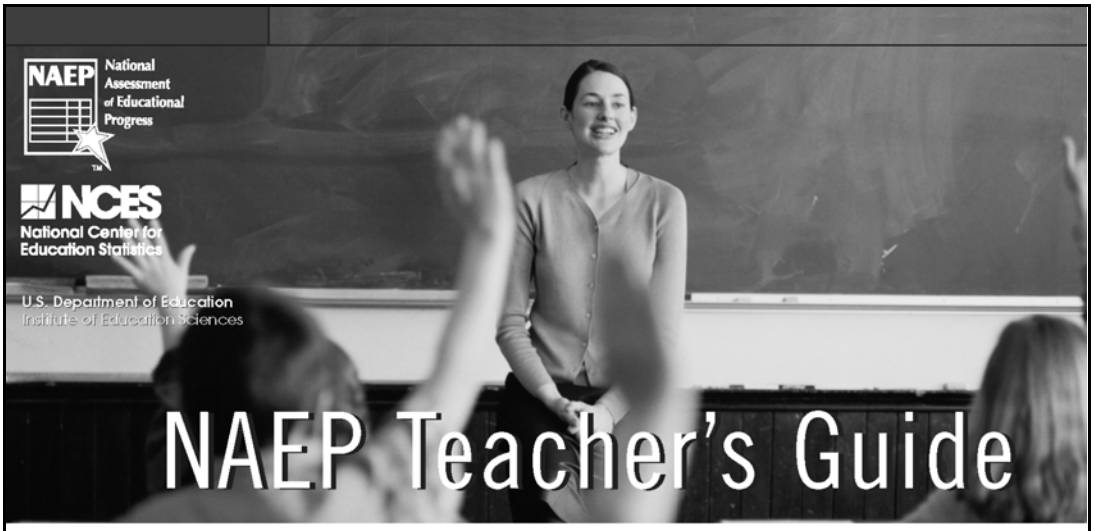
NAEP Sample Questions Booklets contain actual student background questions as well as examples of the types of cognitive questions in the assessment booklets. Since the cognitive questions in the assessment booklets need to remain secure and are not released to the public, Sample Questions Booklets have been developed for school staff, parents, and other persons interested in the types of questions asked on the NAEP assessment. There is one Sample Questions Booklet for each grade. See pages 1.64-1.66 for more information on the NAEP Guidelines for Reviewing Assessment Materials.

This year, two of the NAEP special studies, the NIES and the ESBQ, also have their own Sample Questions booklets. For each of these studies, the document contains a reprinting of the entire set of actual student background questions and the rationale for the questions.


ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences
NAEP National Assessment of Educational Progress
U.S. Department of Education
Sample Questions
General Information about the Nation's Report Card™
2007
Mathematics
Reading
Grade 4
2007
Mathematics
Reading
Writing
Grade 8
2007
Writing
Grade 12

C. Teacher's Guide to NAEP

This color brochure provides teachers with facts about NAEP, including why their participation is important and information on how to encourage their students to participate and do their best on NAEP. You will include one of these brochures with each Teacher Questionnaire you distribute at the school.



A Resource Highlighting the 2007 National Assessment of Educational Progress

Introduction

The National Assessment of Educational Progress (NAEP), also known as *The Nation's Report Card*™, is the only ongoing, nationally representative measure of student achievement. Since 1969, NAEP has measured the academic progress of students nationwide in a number of key subjects and has reported the results to the American public.

NAEP plays an important role in American education. The U.S. Department of Education administers NAEP, and Congress, which authorizes it, uses the data in developing education policy. State leaders and state educators use NAEP for information on student achievement in their states and other states. State assessments differ widely from state to state but with NAEP, students in all states take the same assessment and are measured in the same way, so that valid comparisons can be made.

As a teacher...

You play a vital role. You can make an important contribution to this effort by encouraging your students to participate and to do their best. Each student represents a much larger group of students in your state and nationwide. Every student's participation is essential to ensure that state and national performance is accurately reflected.

You help improve our understanding of what influences student learning. You will be asked to complete a short survey focusing on your teaching experience and instructional environment. Surveys can be completed online or by hand. NAEP will use the information to report on current instructional activities in America's classrooms.

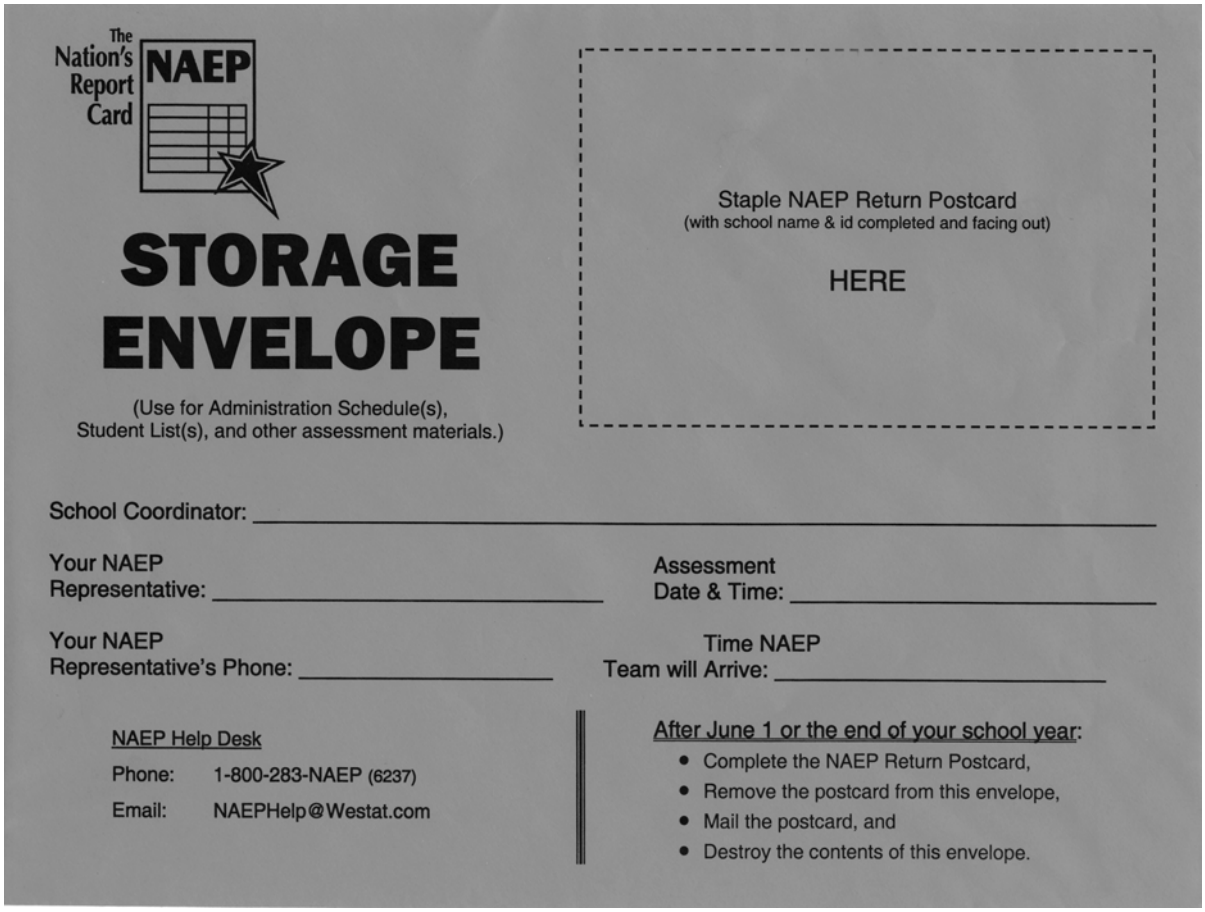
You can use NAEP as a resource in the classroom. After each assessment, some test questions, their answers, and how students performed on each are released to the public. Previously released questions, scoring guides, and samples of student responses are available on the NAEP website (http://nces.ed.gov/nationsreportcard). From that site, you can print questions that can be used in the classroom. For each of these questions, you can compare the performance of students in your state to the average performance of students nationwide. You can also contact your school's NAEP Coordinator for the Sample Questions booklet, which provides more detailed information regarding the upcoming assessments in mathematics (grades 4 and 8), reading, (grades 4 and 8) and writing (grades 8 and 12).

13. NAEP Storage Envelope

The red NAEP Storage Envelope is used to store all NAEP (and NIES, if applicable) documents at the school between the preassessment visit and the end of the school year.

A NAEP Storage Envelope will be sent by your supervisor to the school coordinator in the Preassessment Packet of materials. This envelope will stay at the school throughout the assessment process and will be used by you and the school coordinator to store various assessment related documents, such as Administration Schedules, Rosters, and completed school staff questionnaires. After the assessment, the school will retain the NAEP Storage Envelope with its contents until the end of the school year in case a need should arise for NAEP to refer to the contents during data processing and statistical analysis.

Detailed instructions for using the NAEP Storage Envelope are presented throughout the manual.


The Nation's Report Card NAEP

STORAGE ENVELOPE

(Use for Administration Schedule(s), Student List(s), and other assessment materials.)

Staple NAEP Return Postcard
(with school name & id completed and facing out)

HERE

School Coordinator: _____

Your NAEP Representative: _____

Assessment Date & Time: _____

Your NAEP Representative's Phone: _____

Time NAEP Team will Arrive: _____

NAEP Help Desk
Phone: 1-800-283-NAEP (6237)
Email: NAEPHelp@Westat.com

After June 1 or the end of your school year:
- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and
- Destroy the contents of this envelope.

14. New Enrollee Listing Form and Instructions for Sampling New Enrollees

Starting in 2007, the New Enrollee Listing Form will be used by only the field staff, not by the school coordinator as in past years of NAEP. The New Enrollee Listing Form is will be used by you to record the names and demographic information of the students who are currently enrolled at the school but not on the list of students submitted to NAEP in the fall.

From the list of students on the New Enrollee Listing Form, you will select a sample of students during the preassessment visit using the school-specific Instructions for Sampling New Enrollees. This form (shown on page 1.27) provides the following information:

- Step-by-step instructions for using the New Enrollee Listing Form and the Instructions for Sampling New Enrollees.
- A set of line numbers used to select the students for the assessment.

Specific instructions for using these documents to select the new enrollee sample are provided in chapter 4, and in the Quality Control Booklet (QCB).

Impacts Statistical Validity

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

NAEP's categories and codes for student background variables are listed below.

Race/Ethnicity:

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 ace.

igins in any of the original peoples of the Far East, Southeast Asia, les of the Pacific Islands. These areas include, for example, China, amoa, and Hawaii.

having origins in any of the original peoples of North and South ho maintains tribal affiliation or community attachment.

n one of the first five categories or has a background other than the

ailable for non-public schools only.)

ns 2 or 3 of the NSLP should code all students as "free lunch". If it and "reduced price" for some students, code these students as being

individualized Education Plan (IEP) or equivalent classification (such ed.):

sified by the school as English language learners or limited English

. If a student has achieved full English proficiency within the erly ELL students in its AYP reports, the student should be coded as

mpled from this list as new enrollees by entering a "1" in column .

School name & ID: _____ Page _____ of _____

NAEP 2007

NEW ENROLLEE LISTING FORM

Directions: Obtain a list of the currently enrolled students from the school coordinator and compare it to the list that was submitted for sampling. Below, record the names and demographic information of those students whose names are on the list of currently enrolled students, but are NOT on the list from which the sample was selected.

Using the *Instructions for Sampling New Enrollees*, select the sample of these students. Put an "X" in the "Sampled" column for those students who have been sampled. Write their names and demographic data on the Administration Schedule remembering to enter a "1" in column M since these are considered new enrollees.

(NAEP codes for student background variables are listed on the reverse side).

-B- Student Name	-C- Home-room	-E- Birth Date (MM/YY)	-F- Sex	-G- Race/ Eth.	-H- NSLP status	-I- SD	-K- ELL	-M- New En.	For Sampling Use Only: Line No.*	For Sampling Use Only: Sampled "X"
								1	1	
								1	2	
								1	3	
								1	4	
								1	5	
								1	6	
								1	7	
								1	8	
								1	9	
								1	10	
								1	11	
								1	12	
								1	13	
								1	14	
								1	15	
								1	16	
								1	17	
								1	18	
								1	19	
								1	20	

*REMEMBER TO RENUMBER THE LINE NUMBERS IF YOU NEED EXTRA PAGES

07-M-G-0-218

Example of Instructions for Sampling New Enrollees

School Name: Dixon Middle School 12:18 PM

School ID: 122-122-1 11/1/2006

NAEP 2007 INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

1. Obtain from the school coordinator a list of students currently enrolled in the sampled grade.

2. Compare the list of currently enrolled students to the list of students from which the sample was selected. Highlight the names of students on the list of currently enrolled students that are not on the list from which the sample was selected.

3. Copy the highlighted student names from the list of currently enrolled students on the New Enrollee Listing Form.

4. Note the line number of the last student listed on the New Enrollee Listing Form. If there are more student names than line numbers below, call your field manager for directions before proceeding.

5. Sampling new enrollees.

RS session

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

1, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, 17, 18, 20, 21
22, 24, 25, 27, 28, 29, 31, 32, 34, 35, 36, 38, 39, 41, 42
44, 45, 46, 48, 49, 51, 52, 53, 55, 56, 58, 59, 60, 62, 63
65, 66, 67, 69, 70, 72, 73, 75, 76, 77, 79, 80, 82, 83, 84
86, 87, 89, 90, 91, 93, 94, 96, 97, 98, 100, 101, 103, 104, 106
107, 108, 110, 111, 113, 114, 115, 117, 118, 120, 121, 122, 124, 125, 127
128, 129, 131,

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

6. After sampling is completed, copy the sampled students' names and other demographic data onto the Administration Schedule.

7. Enter a "1" in column M ("New Enrollee") of the Administration Schedule for each selected newly enrolled student.

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

9. Store the New Enrollee Listing Form and these Instructions in the School Folder.

15. NIES Linking Form

The NIES Linking Form is used only for schools that are participating in the National Indian Education Study (NIES). The NIES survey is a separate survey that will be conducted in schools with one or more American Indian or Alaska Native (AI/AN) students sampled for NAEP. The *Overview* magazine contains a detailed introduction to the NIES.

The purpose of the NIES Linking Form is similar to that of the NAEP Administration Schedule. You will use it as an organizational tool to manage the NIES activities in the school. It will help you track that all AI/AN students selected for NAEP were given the opportunity to complete the NIES survey. As an AC, you will administer the NIES student survey sessions, not the AAs.

For ease of use, the NIES Linking Form is designed to look similar to the NAEP Administration Schedule, but is printed on legal-size paper and is not a scannable document. Therefore, you will not return it to Pearson, but instead will keep it in your School Folder. It will be preprinted with the school and student information. Your supervisor will send the NIES Linking Form to you in the School Folder.

At the top of the NIES Linking Form, there is space for:

- the school ID number,
- school name,
- survey session, and
- the administrator name.

In the top-right corner you will record the date, time, and location of the survey session, and if necessary, the makeup survey session.

In the summary box under the school and session information, you will calculate and record survey summary totals, similar to the way in which you and your AAs will record summary totals for NAEP on the Administration Schedule.

Below the summary information, the NIES Linking Form has columns for:

- student attendance,
- student name,
- the NAEP session number and line number from the Administration Schedule,
- the NAEP booklet ID number (from column **N** of the Administration Schedule),
- teacher numbers (for both language arts and mathematics),
- the NIES Administration Codes, and
- the list of NIES Administration Codes.

NIES 2007 Linking Form

Form 1 of 1

School # 122-122-1 Grade 8

School Name Dixon Middle School

Administrator Name

Original Session Scheduled For: Day/Date: Time: Location:

Makeup Session Scheduled For: Day/Date: Time: Location:

Original Sample + # Selected New Enrollees = Total in Sample - # Withdrawn (Admin. Code 51) + # Ineligible, not AI/AN (Admin. Code 53) + # Ineligible, NAEP/other (Admin. Code 55) + # Excluded (Admin. Codes 60, 62, 64) = TO BE SURVEYED - # Absent (Admin Codes 40-45, 48 & 49) + # Refused (Admin Codes 46 & 47) = # Surveyed (Original Session) + # Surveyed (Makeup Session) = TOTAL

"A" Atten. (✓ / A)	"B" Student Name	"C" NAEP Session A/S Line #	"D" NAEP Booklet ID (from column N of the Admin. Schedule)	"E" L.A. NAEP Teacher #*	"F" Math NAEP Teacher #*	"G" NIES Admin. Code	"H" NIES Admin Codes
01	Coleman, April	0801 6	223 000841 2				SURVEYED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover SURVEYED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover ABSENT 40 = Temporary 41 = Long-Term 42 = Chronic truant 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover 49 = Session Refused OTHER 51 = Withdrawn/Graduated 52 = Unassigned booklet (unused) 53 = Ineligible, not AI/AN 55 = Ineligible, NAEP/other 56 = Not in sample REASONS FOR EXCLUSION 60 = SD – Cannot be surveyed 62 = ELL – Cannot be surveyed 64 = SD and ELL Cannot be surveyed
02	Masters, Tina	0801 15	226 076206 5				
03	Ojomo, Edwin	0801 18	227 000234 5				
04	Qualls, Chris	0801 22	031 025007 7				
05	Thomas, Jan	0801 28	033 340215 2				
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							
"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"

As recorded on the NAEP Roster of Questionnaires

Student Attendance | Student Name | NAEP session # and line # from Administration Schedule | NAEP booklet ID # | Teacher numbers | NIES Admin Codes | List of NIES Admin Codes

You will use the NIES Linking Form at a number of points during the field period.

- First, you will you use it during the preassessment visit to verify with the school coordinator that all students on the NIES Linking Form are eligible to participate in the NIES survey. At the visit you will also use the form to obtain the names of the teacher(s) who teach language arts and mathematics to each student listed on the form and to prepare the schedule and Teacher Questionnaires for distribution.
- After the visit, you will use it to prepare the Student Questionnaires and to help you organize for the NIES student survey session.
- Then, the day of the survey, you will use it as you conduct the survey session.
- Last, you will use the NIES Linking Form after the NIES student survey session to finalize the information on the questionnaire covers and to organize them for shipping to Pearson.

Details for using the NIES Linking Form at each stage of the survey process are provided throughout this manual.

16. NIES Student Questionnaires

If the school is participating in the NIES, selected students will complete a short survey in a booklet separate from their NAEP assessment booklet. These booklets are referred to as the NIES Student Questionnaires. You will administer these questionnaires in a separate NIES student survey session following the NAEP assessment session, usually on assessment day. Details on scheduling the survey session are located in chapter 4.

There are two NIES Student Questionnaires:

- Grade 4, and
- Grade 8.

The cover of the questionnaire for each grade is printed in a different color ink for easy distinction. The covers look similar to the covers of the NAEP assessment booklets, but can easily be identified by the NIES logo in the upper-right corner.

The NIES Student Questionnaires each contain approximately 20 questions about the student, his/her family, and his/her school experiences. All questionnaires at each grade contain the same questions in the same order.

The NIES Student Questionnaires will be shipped to you in the Session Box(es) for schools that require them. You will receive a set of white barcode labels in the session box that you will affix to the questionnaire covers to create the link to each student's assigned assessment booklet.

You will have the responsibility of preparing the NIES Student Questionnaires before the scheduled survey date. Detailed instructions for preparing the questionnaires are found in chapter 6. For administering the NIES student survey session, instructions are provided in chapter 9.

National Indian Education Study

Grade 4 Student Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

PLACE SALMON LABEL HERE

PLACE WHITE LABEL IN BOX

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

National Indian Education Study

Grade 8 Student Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Q-993

School #

Teacher(s) # NIES Admin Code Date

LA M

PLACE SALMON LABEL HERE

PLACE WHITE LABEL IN BOX

DO NOT USE

ADMIN USE ONLY

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

A project of the National Center for Education Statistics, Institute of Education Sciences sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0789 • Approval Expires 04.30.2007
Mark Reflex® forms by Pearson NCS EM-170067-001-1654321Printed in U.S.A.

17. Parent/Guardian Notification Letter

The No Child Left Behind Act requires that parents of students sampled for NAEP assessments be notified that their child has been selected and that participation is voluntary. NAEP has developed a sample Parent/Guardian Notification Letter (shown on the following page) for schools to use or modify as necessary. Schools are encouraged to print the letter on their school letterhead before sending to parents. While signed consent is not a NAEP requirement (although some schools, districts, or states may require it), NAEP does require a dated copy of the parent/guardian letter that each school sends.

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

You are required to collect a dated copy of the parent/guardian notification letter before assessments can be conducted in the school.

More information on your responsibilities regarding the Parent/Guardian Notification Letter are provided in chapter 4.

WINTER 2007 PARENT/GUARDIAN NOTIFICATION LETTER

NOTE: Please circle the appropriate words: "your child **may be/has been** randomly selected to take the assessment."

(School Letterhead)

Dear Parent or Guardian:

We are pleased to tell you that our school has been selected to represent schools across our state by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information.

NAEP has been given in schools nationwide for more than 35 years. You may have taken the test yourself when you were in school. The results are published in a report called *The Nation's Report Card* which provides reliable student achievement information to educators, parents, and other citizens.

In our school, the NAEP assessment will be given on _____ in (reading, mathematics, and writing—*select appropriate subject{s}).* Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some background questions such as how often they use computers and what types of classes they take.

It will take approximately 90 minutes for students to complete NAEP. The results are completely confidential, and your child's grades will not be affected. Your child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. While NAEP is voluntary, without student participation we can not collect information on student achievement to make improvements in education. **Your child will represent many other students, so participation is very important.** However, if you do not want your child to participate, please notify me in writing by (insert date).

There is no need to study in preparation for NAEP. We do ask parents to encourage their children's best efforts and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit the web site at: http://nationsreportcard.gov. You may also contact me at (insert telephone number) or via email at (insert email address).

We are excited that our school will be participating in NAEP, and we are pleased that your child (may be/has been) selected. **We know that (school name)'s students will help us to show the achievement of American students!**

Sincerely,

School Principal

07-G-G-0-110

18. Quality Control Booklet (QCB)

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

The Critical Role of the QCB in the NAEP Process
You will receive a QCB in the School Folder for each of the schools in your assignment and use it to record all communication with the school coordinator. Each QCB will have a label on the front cover (shown on the following page) unique to the school. It is a requirement of your job as an AC to complete a QCB for each school. Information you record in the QCB will be keyed by a data entry team at the Westat home office and used to provide reports for the NAEP State Coordinators, National Center for Educational Statistics (NCES), Westat statisticians, and other home office staff. It is critical that you complete each QCB accurately and completely.

The QCB is organized into six parts:

- Part 1 contains checklists for all the preassessment activities and scripts for you to follow as you conduct the Preassessment Visit Scheduling and Confirmation telephone calls.
- Part 2 consists of a script for you to follow as you conduct the preassessment visit and instructions for completing your preassessment visit activities.
- Part 3 contains the Assessment Booklet Preparation Record, used to evaluate each AA's preparation of the assessment booklets.
- Part 4 contains the Assessment Quality Control Record, used to evaluate the performance of each AA during assessment activities at the school.
- Part 5 is the Makeup Session Worksheet.
- Part 6 consists of a questionnaire for conducting the School Coordinator Debriefing Interview after the assessment.

Detailed instructions for using each of these parts are provided throughout the manual.

NAEP 2007
QUALITY CONTROL BOOKLET

School Information

School ID #: 122-122-1 Region: FL Area: 2

Assessment Date: 2/19

School Name: DIXON MIDDLE SCHOOL

School Address: 12399 EASTERN AVENUE
OAKLAND, FL 12345

Telephone # (309) 755-5234

Principal: MARILYN BERNARD

School Coordinator: SAM STEWART

Telephone # (309) 755-2348

Sessions: RS0801, RS0802, RS0803

NIES: YES

ESBQ: YES

Take All: NO

Student Sampling Summary Report? YES

Contact Summary

PA Visit Conducted By:

_____

Date Completed:

_____

Assigned AAs:

_____

_____

_____

_____

_____

_____

_____

Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions

Group #	# of Students	Date	Time	Location	Assigned AA

Schedule for NIES Survey Sessions

# of Students	If Gr 8: Read Aloud?	Date	Time	Location	Administrator

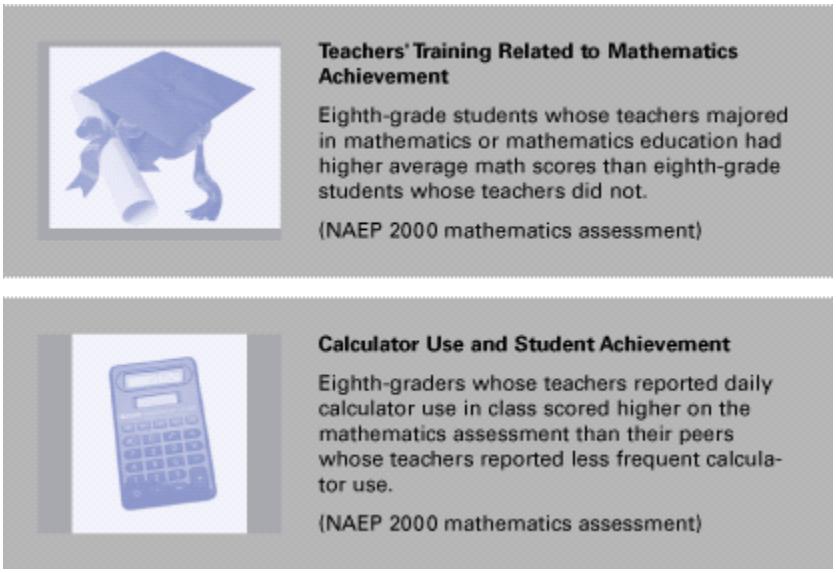
19. Roster of Questionnaires and School Staff Questionnaires

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

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

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

Below are examples of the results produced with the completed questionnaire data.



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

This year there are four types of NAEP questionnaires for school staff members:

- School Questionnaires,
- Teacher Questionnaires,
- SD Questionnaires, and
- ELL Questionnaires.

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

There are also two types of National Indian Education Study (NIES) questionnaires for school staff members this year:

- NIES School Questionnaires, and
- NIES Teacher Questionnaires.

These questionnaires will be distributed only in schools participating in the NIES, that is, schools that have one or more AI/AN students selected for NAEP. School staff may complete the NIES questionnaires online or by hand. As with the NAEP questionnaires, online NIES questionnaires are located on the MySchool website at www.mynaep.com or at the website printed on the questionnaire cover.

The table below shows the questionnaires that will be administered in 2007.

Questionnaire type	Grades	Subjects	Available online?
NAEP School Questionnaire	4, 8, 12	N/A	Yes
NAEP Teacher Questionnaire	4	Reading/Mathematics	Yes
	8	Language Arts (Reading/Writing)	Yes
	8	Mathematics	Yes
SD Questionnaire	4, 8, 12	N/A	No
ELL Questionnaire	4, 8, 12	N/A	No
NIES School Questionnaire	4, 8[1]	N/A	Yes
NIES Teacher Questionnaire	4[1]	Reading/Mathematics	Yes
	8[1]	Language Arts/Mathematics	Yes

[1] Only in schools participating in the NIES.

A. Roster of Questionnaires

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

There are four versions of the Rosters:

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

All Rosters are preprinted this year by Pearson with the School Name and ID number. You will receive the appropriate school-specific Roster from your supervisor in the School Folder. You will be responsible for further completing the Roster before the preassessment visit, as described in chapter 3.

You will use the Rosters to keep track of the NAEP School and Teacher Questionnaires distributed at the school.

If the school is participating in the NIES survey, you will also use the Grade 4 and Grade 8 Rosters to keep track of the NIES School and Teacher Questionnaires distributed at the school.

The front of the grade 4 and 8 Rosters contains the tracking information for the NAEP and NIES School Questionnaire and the Teacher Questionnaires. The back of each of these Rosters also contains the tracking information for additional Teacher Questionnaires.

This year the SD and ELL Rosters will be preprinted by Pearson with school and student information. Your supervisor will send a copy of the school's SD and ELL Roster with the required SD and ELL Questionnaires to the school coordinator in the Preassessment Packet.

The front of the Grade 12 Roster contains the tracking information for the NAEP School Questionnaire. Because there are no Teacher Questionnaires at grade 12, the remainder of the Grade 12 Roster contains tracking information for SD or ELL Questionnaires for grade 12 students. As with the SD and ELL Roster, if the school has any SD or ELL students, the student information will be preprinted on the Grade 12 Roster by Pearson.

NAEP 2007
SD and/or ELL Roster
Grade 4/8

SCHOOL #:

Page _____ of _____

SCHOOL NAME: _____

This form must be completed in No. 2 pencil.

NAEP 2007
Grade 12 Roster of Questionnaires
(School and SD/ELL Questionnaire Tracking Form)

SCHOOL #:

Page _____ of _____

I. School Questionnaire | I. School Questionnaire | Returned

NAEP 2007
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #:

Page _____ of _____

This form must be completed in No. 2 pencil.

I. NAEP School Questionnaire | I. NAEP School Questionnaire ID# | Returned

I. NIES Sch

II. Teacher

NAEP 2007
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #:

Page _____ of _____

SCHOOL NAME: _____

CITY/STATE: _____

This form must be completed in No. 2 pencil.

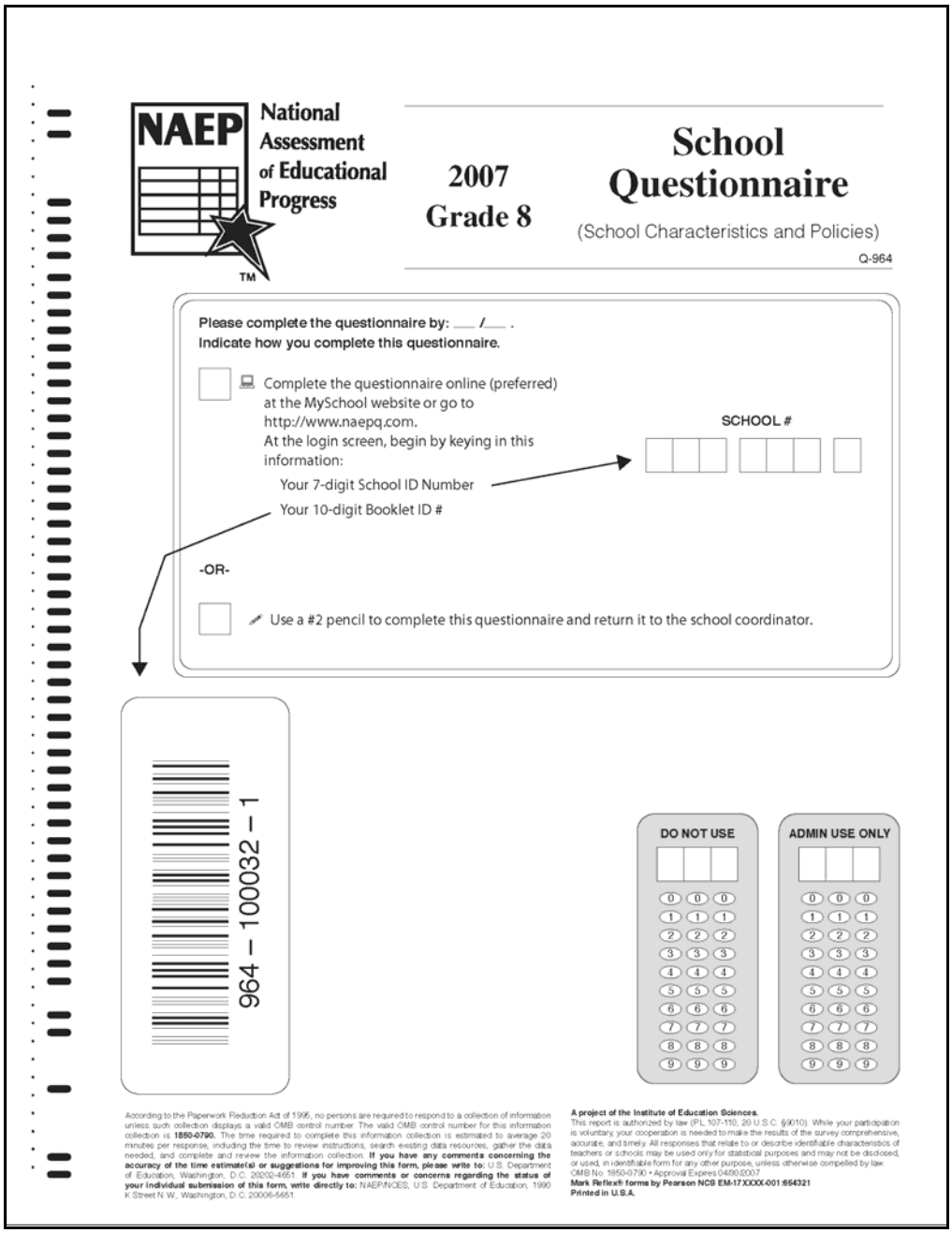
I. NAEP School Questionnaire	I. NAEP School Questionnaire ID# (Barcode ID # on Cover)	Returned Yes	No	Omitted
Distributed as:	95 -			
I. NIES School Questionnaire (Distributed as Schools Administering the NTES Survey)	I. NIES School Questionnaire ID# (Barcode ID # on Cover) 996 -			

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire						II. NIES Teacher Questionnaire				
Teacher #	Teacher's Name	Teacher #	NAEP Teacher Questionnaire ID #	Returned Yes	No	Omitted	If NIES	Teacher #	NIES Teacher Questionnaire ID #	Returned Yes	No	Omitted
01		01	97					01	994			
02		02	97					02	994			
03		03	97					03	994			
04		04	97					04	994			
05		05	97					05	994			
06		06	97					06	994			
07		07	97					07	994			
08		08	97					08	994			
09		09	97					09	994			
10		10	97					10	994			
11		11	97					11	994			
12		12	97					12	994			
13		13	97					13	994			
14		14	97					14	994			

B. NAEP School Questionnaire

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

You will give this questionnaire to the school coordinator during the preassessment visit to distribute to the principal. Instructions for preparing, distributing, collecting, and shipping the NAEP School Questionnaire are provided throughout this manual.



NAEP National Assessment of Educational Progress ™

2007 Grade 8

School Questionnaire

(School Characteristics and Policies)

Q-964

Please complete the questionnaire by: ___ /___ .
Indicate how you complete this questionnaire.

☐ Complete the questionnaire online (preferred) at the MySchool website or go to http://www.naepq.com.
At the login screen, begin by keying in this information:
Your 7-digit School ID Number
Your 10-digit Booklet ID #

SCHOOL #

-OR-

☐ Use a #2 pencil to complete this questionnaire and return it to the school coordinator.

964 – 100032 – 1

DO NOT USE

ADMIN USE ONLY

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

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-17XXXX-001-654321
Printed in U.S.A.

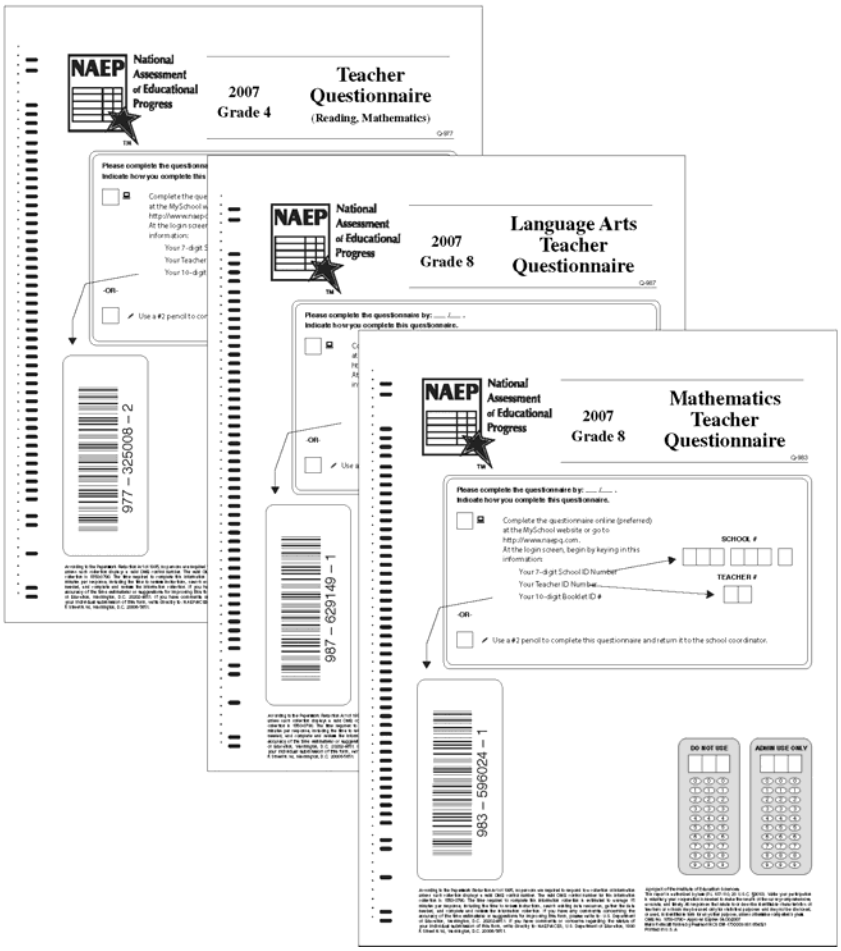
C. NAEP Teacher Questionnaire

The Teacher Questionnaire collects information about a teacher's background characteristics, educational training, and instructional practices. There are three distinct Teacher Questionnaires this year:

- Grade 4 Reading/Mathematics (combined),
- Grade 8 Language Arts (Reading/Writing), and
- Grade 8 Mathematics.

All grade 4 and grade 8 teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire. There are no Teacher Questionnaires at grade 12 this year.

As with the School Questionnaire, you will give the Teacher Questionnaires to the school coordinator during the preassessment visit to distribute to the required teachers. Instructions for preparing, distributing, collecting, and shipping the NAEP Teacher Questionnaires are provided throughout this manual.



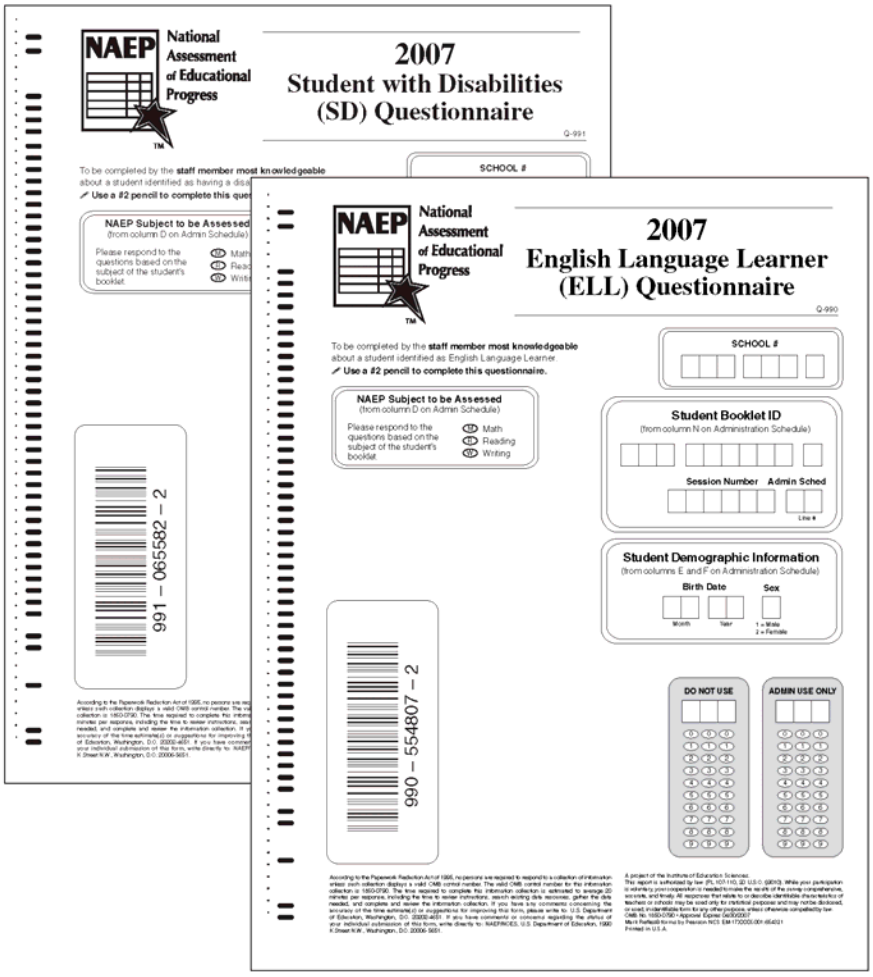
D. SD and ELL Questionnaires

Your supervisor will prepare the SD and ELL Questionnaires and include them with a photocopy of the preprinted SD/ELL Roster of Questionnaires in the Preassessment Packet that he/she sends to the school.

The SD and ELL Questionnaires have been designed to help school staff make decisions regarding student participation in NAEP. A questionnaire must be completed for each student identified as SD and/or ELL on the Administration Schedule, regardless of whether or not that student will be assessed. The school staff member most knowledgeable about each SD or ELL student should complete this questionnaire.

You will use the completed questionnaires to fill out the Inclusion Worksheet (see page 1.18) during the preassessment visit. During the visit, you will review the Inclusion Worksheet 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 cannot be assessed at all.

More information on working with the SD and ELL Questionnaires and Inclusion Worksheet during the preassessment visit is provided in chapter 4, and in the QCB.



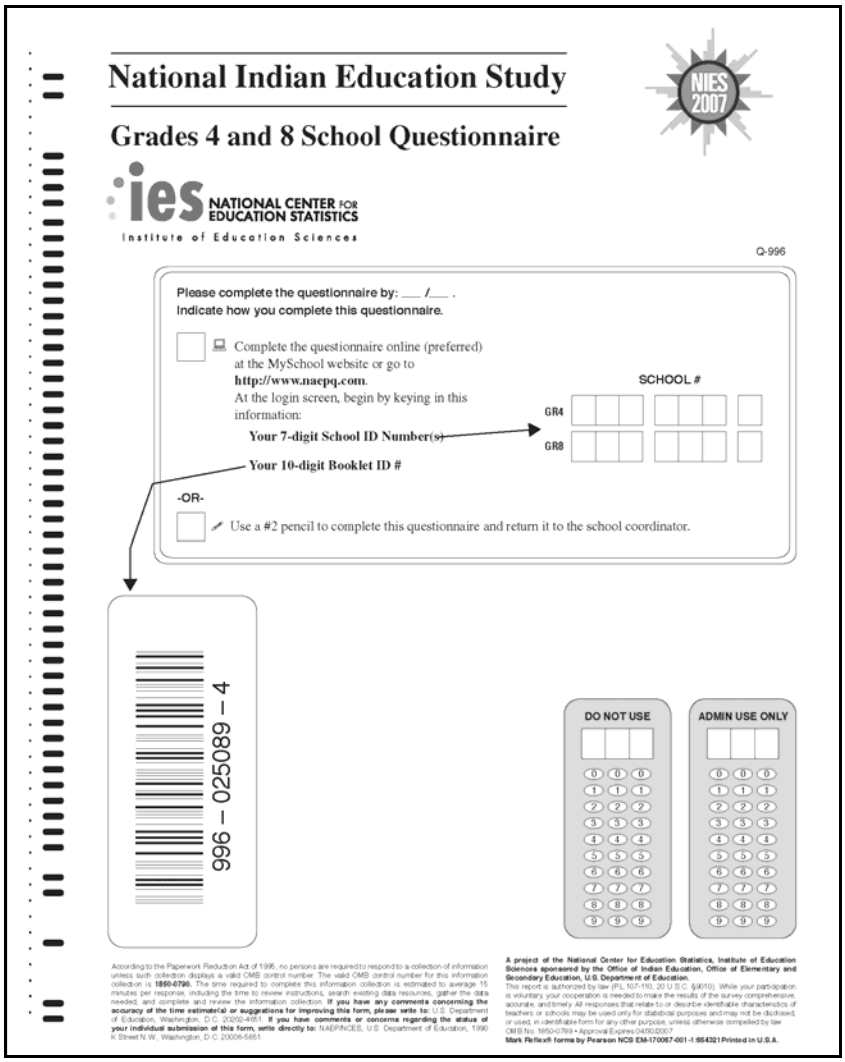
E. NIES School Questionnaire

The NIES School Questionnaire is distributed only in schools participating in the NIES. This questionnaire collects information about school factors related to the education of American Indian and Alaska Native students in the school.

Like the NAEP School Questionnaire, there is one NIES School Questionnaire per school and it is to be completed by the principal or someone designated by the principal. It is available for completion online or in hard-copy booklet format.

For schools participating in the NIES, you will receive the NIES School Questionnaire in the School Folder from your supervisor.

Instructions for preparing, distributing, collecting, and shipping the NIES School Questionnaire are provided throughout this manual.



National Indian Education Study

Grades 4 and 8 School Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Q-996

Please complete the questionnaire by: ___ /___ .
Indicate how you complete this questionnaire.

Complete the questionnaire online (preferred) at the MySchool website or go to **http://www.naepq.com**.
At the login screen, begin by keying in this information:
Your 7-digit School ID Number(s)
Your 10-digit Booklet ID #

SCHOOL #
GR4
GR8

-OR-

Use a #2 pencil to complete this questionnaire and return it to the school coordinator.

996 – 025089 – 4

DO NOT USE

ADMIN USE ONLY

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

A project of the National Center for Education Statistics, Institute of Education Sciences sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
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F. NIES Teacher Questionnaires

The NIES Teacher Questionnaires collect information about the teacher's background and instructional practices as they relate to the education of American Indian and Alaska Native students who the teachers serve.

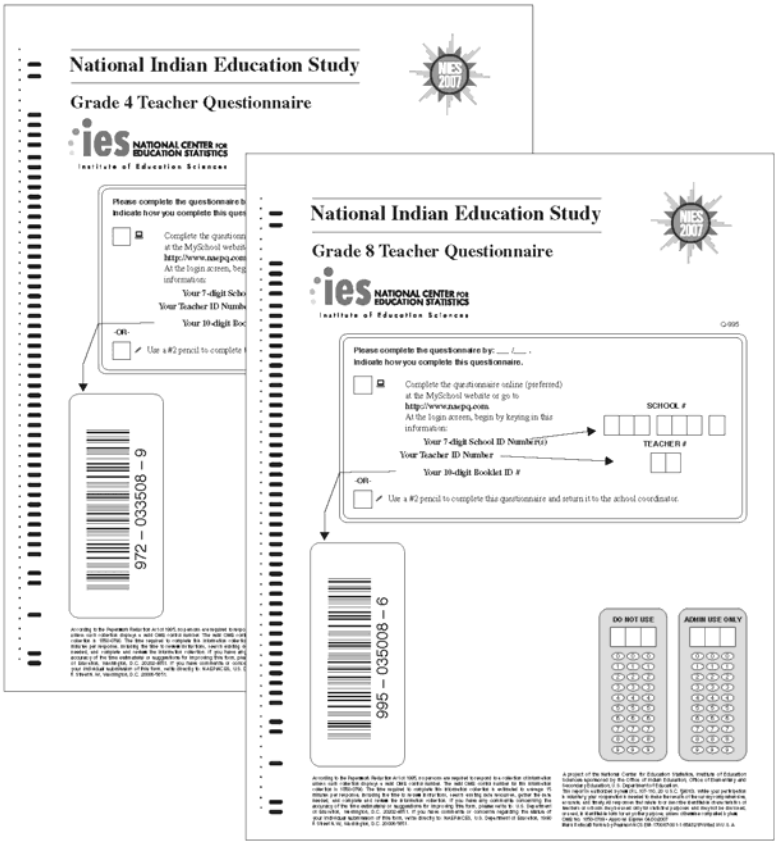
There are two NIES Teacher Questionnaires:

- Grade 4, and
- Grade 8.

Only teachers who teach language arts or mathematics to students selected for the NIES will complete a Teacher Questionnaire. NIES Teacher Questionnaires are available for teachers to complete online or in hard-copy booklet format.

In the School Folder, your supervisor will include two NIES Teacher Questionnaires for each student on the NIES Linking Form, for up to five students. For schools with five or more students on the NIES Linking Form, you will receive a total of 10 NIES Teacher Questionnaires.

Instructions for preparing, distributing, collecting, and shipping the NIES Teacher Questionnaires are provided throughout this manual.



20. School Folder (and School Folder Transmittal Form)

The School Folder, shown on the following page, contains the most critical set of documents in the assessment process. Your supervisor will send you a folder for each school in your assignment, with a set of contents tailored for that school. Each folder will have a unique label on the tab that identifies the school. It contains the school name, and the school ID number for the warehouse to use to receive the folders upon return at the end of the field period. All of the information on the label can be easily read while the folder is closed.

There are three versions of the School Folder, one for each grade. For easy identification, grade 4 folders are blue, grade 8 folders are green, and grade 12 folders are yellow.

Before sending you the School Folders, your supervisor will have affixed a preprinted label containing the school name, address, region, area, and state, as well as the school coordinator name and contact information, if known.

The front of the School Folder also indicates whether the school will be participating in the NIES and/or ESBQ special studies, contains information about the number of school staff questionnaires your supervisor has included in the folder, and has a space for you to record summary information about the assessment.

Each School Folder will arrive with a School Folder Transmittal Form inside listing the folder's contents (shown on page 1.49). The form is printed on five-part paper. It contains a list of materials that should be in the folder when you receive it from your supervisor at the beginning of your assignment (described in chapter 3), and another list that shows the materials you need to include in the folder when you send it back to your supervisor after all work for the school is complete (described in chapter 11).

The back cover of the School Folder contains space for you to record the shipping and tracking information for each box or other package you return to Pearson with completed NAEP materials.

More details on using the School Folder and its contents are provided in chapters 3 and 9.

School Folders

12th GRADE NAEP 2007 SCHOOL FOLDER 12th GRADE

PLACE LABEL HERE

TERRITORY: _____ REGION: _____ AREA: _____

ASSESSMENT DATE: _____

SCHOOL TYPE (circle one): PUBLIC NONPUBLIC

SCHOOL NAME: _____

SCHOOL ID#: _____

ADDRESS: _____

PRINCIPAL: _____

SCHOOL COORDINATOR: _____

PHONE: _____

FAX: _____

E-MAIL: _____

SESSION NUMBERS: _____

COMMENTS: _____

SUPERVISOR: Please complete the following information before sending to AC:

ASSESSMENT COORDINATOR: _____

SUPERVISOR(S): _____

STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
1	SCHOOL Grade 12
___	SD Questionnaire
___	ELL Questionnaire

8th GRADE NAEP 2007 SCHOOL FOLDER 8th GRADE

PLACE LABEL HERE

TERRITORY: _____ REGION: _____ AREA: _____

ASSESSMENT DATE: _____

SCHOOL TYPE (circle one): PUBLIC NONPUBLIC

SCHOOL NAME: _____

SCHOOL ID#: _____

ADDRESS: _____

PRINCIPAL: _____

SCHOOL COORDINATOR: _____

PHONE: _____

FAX: _____

E-MAIL: _____

SESSION NUMBERS: _____

COMMENTS: _____

SUPERVISOR: Please complete the following information before sending to AC:

SPECIAL STUDIES (circle one): NIES ESBQ

ASSESSMENT COORDINATOR: _____

SUPERVISOR(S): _____

STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
1	SCHOOL Grade 8
___	SD Questionnaire
___	ELL Questionnaire
___	LANGUAGE ARTS TEACHER Grade 8
___	MATHEMATICS TEACHER Grade 8
___	NIES SCHOOL Grade 8 (if NIES to be administered)

4th GRADE NAEP 2007 SCHOOL FOLDER 4th GRADE

PLACE LABEL HERE

TERRITORY: _____ REGION: _____ AREA: _____

ASSESSMENT DATE: _____

SCHOOL TYPE (circle one): PUBLIC NONPUBLIC

SCHOOL NAME: _____

SCHOOL ID#: _____

ADDRESS: _____

PRINCIPAL: _____

SCHOOL COORDINATOR: _____

PHONE: _____

FAX: _____

E-MAIL: _____

SESSION NUMBERS: _____

COMMENTS: _____

SUPERVISOR: Please complete the following information before sending to AC:

SPECIAL STUDIES (circle one): NIES ESBQ

ASSESSMENT COORDINATOR: _____

SUPERVISOR(S): _____

STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
1	SCHOOL Grade 4
___	SD Questionnaire
___	ELL Questionnaire
___	TEACHER Grade 4
___	NIES SCHOOL Grade 4 (if NIES to be administered)
___	NIES TEACHER Grade 4 (if NIES to be administered)

AC: Please complete this information before sending to supervisor:

PREASSESSMENT DATE: _____ TIME: _____

MAKEUP REQUIRED (circle one): YES NO REFUSED DATE: _____

NUMBER OF REGULAR SESSIONS: _____

NUMBER OF SEPARATE ACCOMMODATION SESSIONS: _____

NUMBER OF AAs: _____

SHIPMENT TRACKING ON BACK OF FOLDER

School Folder Transmittal Form

School Name: _____ ID #: _____

Supervisor: Be sure the following documents are in this School Folder before delivering it to the AC in December	Initial EACH ROW to indicate document is enclosed	Comments
Quality Control Booklet with label attached		
Original Administration Schedule for each session		
Preprinted Inclusion Worksheet, if applicable		
If Grade 4 or 8, SD/ELL Roster of Questionnaires, if applicable		
If Grade 4 or 8, Original School/Teacher Roster of Questionnaires		
If Grade 12, Original School/SD/ELL Roster of Questionnaires		
If NIES, NIES Linking Form		
If NIES, NIES School Questionnaire (Grade 4 or 8)		
IF NIES, NIES Teacher Questionnaire(s) (Grade 4 or 8)		
Instructions for Sampling New Enrollees		
New Enrollee Listing Form		
Original List of All Students in the Grade Submitted for Sampling		
Field Sampling Line Numbers, if applicable		
Student Sampling Summary Report, if applicable		
School Certificate of Appreciation and Folder		
If Grade 12, School Visit Report		
Preassessment Packet FedEx Airbill Receipt		
If Grade 8 or 12: White name labels provided by Pearson for use on the Student Certificates		
Student Booklet ID labels (if sampled after 11/26)		
Nonpublic School Recruitment Documents, if applicable		
Assessment Coordinator: Be sure the following documents are in this School Folder before delivering it to the Supervisor after the assessment	**Initial EACH ROW to indicate document is enclosed**	**Comments**
Completed Quality Control Booklet		
Photocopy of each Administration Schedule (without names)		
Grade 4 or 8, Photocopy of the SD/ELL Roster (without names), if applicable		
Grade 4 or 8, Photocopy of the School/Teacher Roster (without names)		
Grade 12, Photocopy of the School/SD/ELL Roster (without names)		
Inclusion Worksheet (without names), if applicable		
Dated Parent Notification Letter sent by school		
Instructions for Sampling New Enrollees		
Student Sampling Summary Report, if applicable		
If Grade 12, School Visit Report		
Signed Teacher Observer Letters, if applicable		
Signed Accommodation Teacher Letter, if applicable		
If NIES, NIES Linking Form (without names)		
Completed Session Debriefing Forms (one per session)		
Field Sampling Line Numbers, if applicable		
Nonpublic School Recruitment Documents, if applicable		
Supervisor: Be sure all documents above are included before final shipment to your Field Manager. Include the following materials if applicable.	**Initial to verify School Folder contains all required documents**	**Comments**
Telephone Follow up QC Form, if applicable		
In-Person Observation Form, if applicable		
SD/ELL Summary Form		
Field Manager: Be sure all AC and Supervisor documents above are included before final shipment to Westat.	**Initial to verify School Folder contains all required documents**	**Comments**
I reviewed this School Folder and verify that all the information above is included.		

07-M-G-0-400

WHITE: *WESTAT* GREEN: *FIELD MANAGER* YELLOW: *SUPERVISOR* PINK: *AC* BLUE: *SUPERVISOR*

10/20/2006

21. 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 below, must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are located in the *AA Manual*.

If the school is participating in the NIES, you will complete a Session Debriefing Form for each NIES student survey session you conduct. Instructions for completing this form for an NIES session are located in chapter 9 of this manual.

Overall, how well did this session go?

- ❑ Very well
- ❑ Satisfactory
- ❑ Unsatisfactory

AC initials _____

SESSION DEBRIEFING FORM

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

Session Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ AC: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____ (e.g. RM0401, RS0801)
This session was: ❑ Regular Session ❑ Accommodation Session ❑ NIES Survey Session ❑ Makeup Regular Session ❑ Makeup Accommodation Session ❑ Makeup NIES Survey Session

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

ITEM	YES	NO	N/A	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 the session?				
Were there any problems with accommodations given in this session?				
Were there any students still working when the timer rang?				
Were there any problems with the location?				
Were there any interruptions?				
Other, specify				

REACTION TO SESSION

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

ent:

ces in this session not previously mentioned:

ts asked during the session. Be sure to include the subject and booklet s.

tudent Question

RETURN THIS COMPLETED FORM TO YOUR AC.

22. Session Scripts and Question-by-Question Specifications

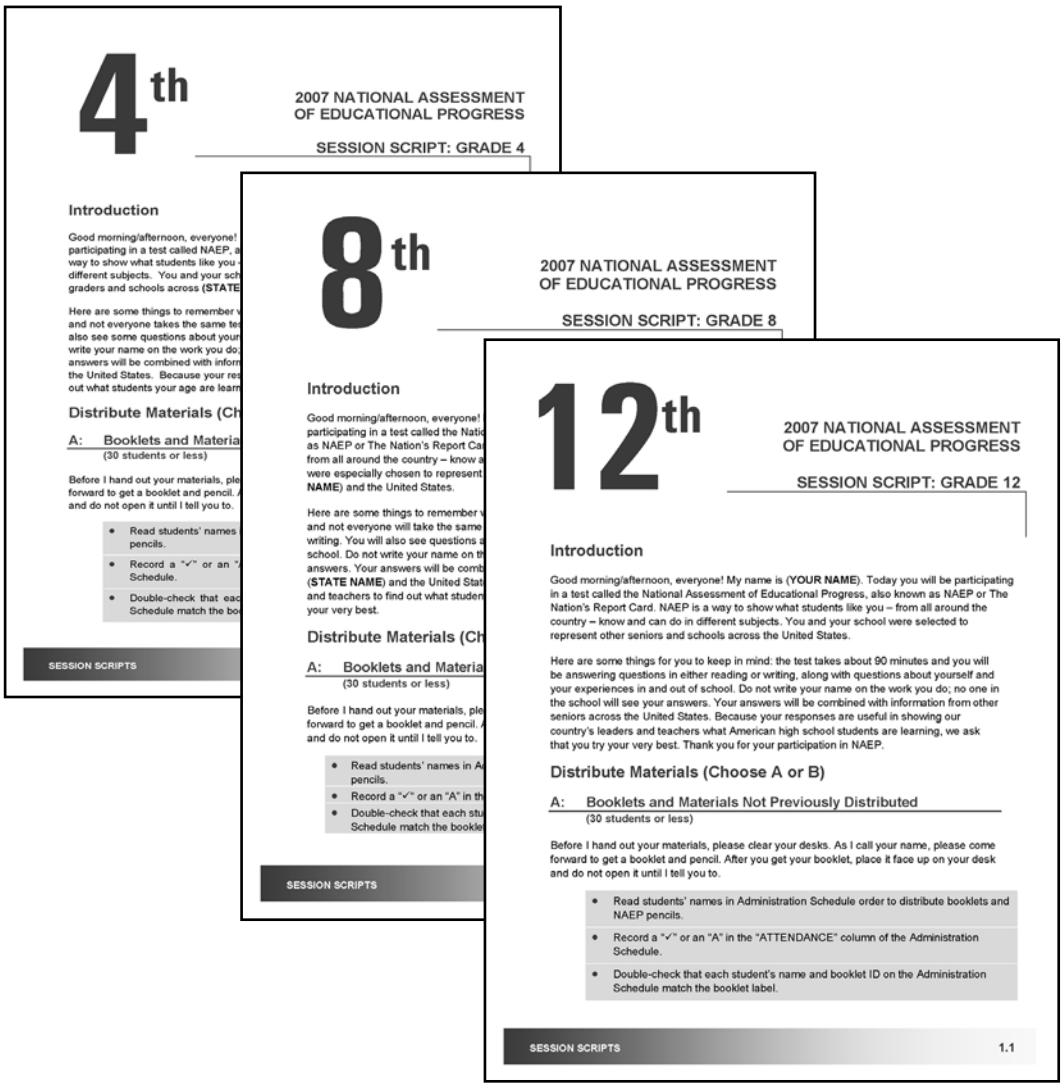
A. Session Scripts

Regular Session Scripts

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

- Grade 4 Session Script
- Grade 8 Session Script
- Grade 12 Session Script

There are differences between scripts in wording, procedures, and required materials. The session scripts are provided in the back of the *AA Manual*.



4th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4

Introduction

Distribute Materials (Ch

A: Booklets and Materia

(30 students or less)

SESSION SCRIPTS

8th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 8

Introduction

Distribute Materials (Ch

A: Booklets and Materia

(30 students or less)

SESSION SCRIPTS

12th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 12

Introduction

Good morning/afternoon, everyone! My name is (**YOUR NAME**). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things for you to keep in mind: the test takes about 90 minutes and you will be answering questions in either reading or writing, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

Distribute Materials (Choose A or B)

A: Booklets and Materials Not Previously Distributed

(30 students or less)

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS 1.1

Accommodation Session 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 Accommodation Session Script
- Grade 8 Accommodation Session Script
- Grade 12 Accommodation Session Script

These scripts are also provided in the back of the *AA Manual*.

NIES Survey Scripts

Because the NIES is being conducted during the same field period as NAEP this year, there are also two NIES survey scripts:

- Grade 4 NIES Survey Script
- Grade 8 NIES Survey Script

As with the NAEP session scripts, there are differences between NIES scripts in wording and procedures.

Because you will be conducting NIES survey sessions and not the AAs, the NIES survey scripts are located in Appendix F of this manual. The procedure for using the NIES session scripts to conduct NIES student survey sessions is presented in chapter 9 of this manual.

B. Question-by-Question Specifications

Question-by-Question Specifications, also referred to as “QxQs” for short, are brief explanations of the intent of each question in the student background questionnaire sections of the assessment booklet, and instructions on how AAs (and any other session administrators) are required to answer certain questions from students about each questionnaire item.

General Background QxQs
QxQs 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.

Subject-Area Background QxQs
QxQs for the subject-area background sections of the assessment are also provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the reading, mathematics, or writing subject-area background sections.

Extended Student Background QxQs
QxQs for the extended student background section 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 extended student background sections.

NIES Student Survey QxQs

QxQs for the NIES Student Questionnaire are provided with the NIES survey scripts. in Appendix F. You must refer to these when helping students understand the intent of a question in the NIES student survey. Guidelines for using the NIES QxQs are provided in chapter 9 of this manual.

23. State Information Form

Your field manager has developed a State Information Form for the state in which you work. An example is shown below and on the following page. The purpose of the form is to notify 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 whether the state- or NAEP-provided parent/guardian letter is used; the demographic variables used during E-Filing (for example, the "information unavailable at this time" [shown as blanks], 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 supervisor will review this form with you during training and will also keep you up to date on any changes during the assessment period.

NAEP 2007
State Information Form

Date of Form	
State:	
NAEP State Coordinator (NSC)	
	Check if this is a New Coordinator

This form contains state-specific details for NAEP 2007.

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 variables?
	Where will we collect these variables?
	No

4a. 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

4b. Did the state send frameworks to all the schools? **(If Yes, do not provide them to schools during the preassessment visit)**

	Yes
	No

State Information Form (continued)

10. Describe the contact the NAEP State Coordinator had with Grade 12 schools.

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

4c. Did the state send the *Measure Up* newsletter, the Teacher Poster and the Teacher DVD to the Grade 4 and 8 schools? **(If Yes, do not provide them to the Grad4 4 and 8 schools during the preassessment visit)**

	Yes
	No

5. 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)

6. 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)?

	National Writing Grade:
	NIES Grade:
	ESBQ Grade:
	Grade 12: Subjects:
	Other (specify):

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

		One	Some	All
	AA Trainings			
	Preassessment Visits			
	Assessments			

9. Has the state been approved by NCES to modify the 2007 NAEP testing window (1/23/07-3/2/07).

	Yes What are the revised testing dates?
	If Yes, What grades are affected?
	No

24. Student Information Report

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

Your supervisor will include a Student Information Report for each session in each school's Preassessment Packet. The Student Information Report will take the place of the School Copy of the Administration Schedule, which has been sent to the schools in past cycles of NAEP. This year, in most cases, Preassessment Packets will be assembled before the Administration Schedules will be available; therefore, we are providing the Student Information Report(s) (one per session) to the schools for 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 4.

September 06, 2006

NAEP STUDENT INFORMATION REPORT

Dixon Middle School 122-122-1 **Session # RS0801**

-D-	-B-	-C-	-E-		-F-	-G-	-H-	-I-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
1	Abate, Mark	101	4	93	1	1	1	2	2
2	Alto, Susan	101	2	93	2	3	1	1	2
3	Bates, Tim	101	6	92	1	1	2	2	2
4	Bostwick, Carol	101	10	92	2	1	1	2	2
5	Burns, Kimberly	101	11	92	2	2	1	1	2
6	Coleman, April	232	9	92	2	5	1	2	2
7	Cruz, Marisol	232	1	93	2	3	3	2	1
8	Davis, Tyrone	232	5	92	1	2	1	2	2
9	Dempsey, Julia	232	7	92	2	2	1	2	2
10	Fairchild, Michael	110	9	92	1	1	1	1	2
11	Guzman, Pedro	110	12	92	1	3	2	2	1
12	Kwon, Sang	110	10	92	1	4	1	2	1
13	Lipsky, Daniel	110	6	92	1	1	1	2	2
14	Lundy, Christina	110	2	93	2	1	1	1	2
15	Masters, Tina	252	10	92	2	5	1	2	2
16	McCall, Karen	252	9	92	2	1	1	2	2
17	Mendoza, Roberto	252	5	92	1	3	3	2	2
18	Ojomo, Edwin	252	2	93	1	5	1	1	2
19	Owens, Paige	252	11	92	2	1	1	2	2
20	Penado, Elena	252	10	92	2	3	2	2	2
21	Peters, Daniel	252	12	92	1	1	3	1	2
22	Qualls, Chris	178	6	92	1	5	1	2	2
23	Ratcliff, Tony	178	9	92	1	1	3	2	2
24	Roades, James	178	11	92	1	1	1	2	2
25	Ryder, Brian	178	3	93	1	2	1	2	2
26	Saleem, Aamir	178	7	92	1	1	2	2	2
27	Scheer, Karol	178	4	93	2	1	1	2	2
28	Thomas, Jan	220	1	93	2	5	1	2	2
29									
30									
31									
32									

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/Alaska Native
6=Other
7=School does not collect this information
9=Information unavailable

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

25. Student Sampling Summary Report

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 contractor, 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 the following page, 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. In all cases, review the proper course of action with your supervisor. He or she will tell you which issues you will need to discuss with the school and which you do not. Appendix B contains a summary of the error messages that could be printed on the Student Sampling Summary Report.

NAEP 2007
Student Sampling Summary Report

Territory:_____ Region:_____Area: _____ Sample Type: _____

School ID#:_____ School Name: _____

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

# of Students in Grade_____ # of Students Sampled: _____

Summary of List Submission

Date List Submitted: _____ Submitter's Name: _____

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

26. Teacher Notification Letter

The Teacher Notification Letter is provided for the school coordinator to use to inform the teachers of students selected for the assessment. You will provide the school coordinator with a copy of this letter during the preassessment visit. School officials can copy or modify this letter as they wish in order to distribute it to all teachers of students who will be participating in the assessment.

NAEP 2007 TEACHER NOTIFICATION LETTER

Date: _____

TO: Grade _____Teachers

FROM: _____, 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 2007 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 more than 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

An important component of NAEP is the National Indian Education Study (NIES), which is administered to all American Indian and Alaskan Native (AI/AN) students who are sampled for NAEP. The AI/AN students sampled for NAEP in your school will:

❒ complete the NIES Questionnaire (20-30 minutes) on the following day and time:

DATE	TIME	LOCATION

❒ There are no AI/AN students sampled for NAEP in your school

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 each 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 website at http://nationsreportcard.gov.

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

07-G-G-0-207

27. Teacher Observer Letter

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 is printed on two-part paper that provides instructions to school staff observers on their role during the assessment.

Since the staff members observing the assessment sessions have access to the assessment booklets and data, there is a nondisclosure statement located at the bottom of the letter for school staff to sign. You will provide this letter to school staff observers and collect the signed letter just prior to the assessment.

NAEP 2007 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." 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 more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize to the students the importance of their taking their tests 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.

While 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 his/her 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 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 the students may ask about their test questions but to encourage the students to do the best 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 who is assigned a particular booklet is to read the questions. You are welcome to look over the Sample Questions Booklet which 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 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.)

07-G-G-0-233

28. U.S. Department of Agriculture Letter and Confidentiality Agreement

The National School Lunch Program (NSLP) is a federal 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 as part of the NAEP data collection process is sent to the school coordinator in the Preassessment Packet.

For most schools, the NSLP data was already released during the student list submission process by the school, district, or state in the fall of 2006. However, if some or all of the NSLP data is missing on the Administration Schedule, you must attempt to collect it during the preassessment visit. In this case, refer the school to the U.S. Department of Agriculture letter. If a school requests a confidentiality agreement in writing to release the NSLP data on their students, a confidentiality form, shown on the following page, is available for you to sign and use for this purpose.

More information on using these two documents is provided in chapter 4.

Page 2

In accordance with the statute, school food authorities are not *required* to disclose eligibility information. This is a State and local decision.

Sincerely,

FOR

STANLEY C. GARNETT
Director
Child Nutrition Division

USDA

United States Department of Agriculture

Food and Nutrition Service

3101 Park Center Drive
Alexandria, VA
22302-1500

DATE: September 15, 2006

MEMO CODE: SP-33-2006

SUBJECT: Affirmation of Policy on Limited Disclosure of Children's Eligibility information to the National Assessment of Educational Progress (NAEP)

TO: Regional Directors
Special Nutrition Programs
All Regions

State Agencies
Child Nutrition Programs
All States

The administrators of the NAEP have asked that we remind school food authorities that they may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of a Federal or State education program, as permitted by section 9(b)(2)(C)(iii) of the Richard B. Russell National School Lunch Act. Persons directly connected to the administration or enforcement of NAEP are authorized recipients of children's free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs also are eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term "persons directly connected" for the purpose of disclosure to NAEP includes Federal, State and local program operators responsible for NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate NAEP purposes.

We recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with NAEP officials. We suggest that the agreement be signed by both the school food authority and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure.

AN EQUAL OPPORTUNITY EMPLOYER

NSLP Confidentiality Agreement

UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Agreement Between NAEP Officials and School Food Authority Regarding Collection of Free and Reduced Price Meals Data

Under this agreement, a NAEP Official, as an agent of the National Center for Education Statistics (NCES), U.S. Department of Education, shall collect the eligibility status for free or reduced price meals for the children sampled for the National Assessment of Educational Progress (NAEP). An agent of the School Food Authority shall provide the eligibility information to the NAEP Official.

Both parties understand that:

- The School Food Authority shall provide the eligibility status to the NAEP Official for those children selected to participate in NAEP.
- The NAEP Official shall adhere to Section 303 of the National Assessment of Educational Progress Authorization Act, Title III of the Education Sciences Reform Act of 2002, 20 U.S.C. 9621, which states that:
  - NCES shall use the eligibility information as part of the federal administration of NAEP under the requirement to "include information on special groups, including, whenever feasible, information collected, cross tabulated, compared, and reported by…socioeconomic status." NCES uses eligibility for free and reduced price meals as a proxy for socioeconomic status.
  - NCES may "only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information."
  - "The Commissioner for Education Statistics shall ensure that all personally identifiable information about students, their academic achievement, and their families, and that information with respect to individual schools, remains confidential, in accordance with section 552a of title 5, United States Code."
- Under the Privacy Act of 1974 (section 552a of title 5, United States Code), should there be a case of unauthorized disclosure, civil action may be brought against the U.S. Department of Education.

U.S. Department of Education:	NAEP Official:	School Food Authority:
(Signature)	(Signature)	(Signature)
Peggy Carr (Name)	(Name)	(Name)
Associate Commissioner (Title)	(Title)	(Title)
National Center for Education Statistics (Organization)	(Organization)	(School)
1990 K Street NW, 8th Floor (Address)	(Address)	(Address)
Washington, DC 20006 (City, State, Zip)	(City, State, Zip)	(City, State, Zip)

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

29. Guidelines for Completing Scannable Documents

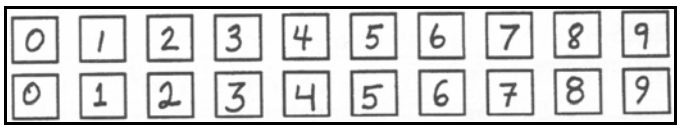
The data you enter on many of the forms discussed in this chapter are machine scannable. Below are the guidelines for completing scannable documents.

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

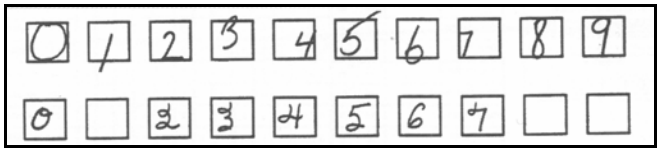
- Use only No. 2 pencils.
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes. Avoid extraneous loops.
- Right justify all numerals entered in multiblock columns.
- Erase completely and clearly to correct handwritten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

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

The following are **acceptable** writing styles:



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



Impacts Statistical Validity

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

30. NAEP Guidelines for Viewing Assessment Materials

You may receive requests to view NAEP materials at any time during the assessment process, from your initial telephone calls to the schools before the preassessment visit through assessment day. To help you respond appropriately to such requests, below are guidelines set forth by NAEP.

A. Requests From School Staff, Parents, and the General Public

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

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

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

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. No completed assessment materials with either student or school staff names will leave the school building in which the assessment is administered. All information collected by NAEP about individual students and schools will remain strictly confidential.

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

If a request is made to view the background questions asked in the student's assessment booklets, you must provide copies of the NAEP Sample Questions Booklet.
The Sample Questions Booklet contains the NAEP 2007 background questionnaires and information about why these questions are being asked. You will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.
Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test

questions should be sent to the NAEP State Coordinator, or the field manager, who in turn will contact the NAEP State Service Center.

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

B. Requests From the News Media

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

UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.

This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

NO ASSESSMENT SESSION MAY BE HELD IF MEMBERS OF THE MEDIA ARE PRESENT AT THE SESSION. Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. Under no circumstances will NAEP permit videotaping or photographs to be taken of any part of an actual assessment. Newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. To accommodate the needs of the media without disrupting the assessment, a videotape and photographs simulating the assessment are available upon request. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school. Reporters requesting more information should be referred to the NAEP State Coordinator, for public schools, or Kathy Rosenberger at Westat (240-314-2470), for nonpublic schools.

PRESS RELEASE **FOR IMMEDIATE RELEASE**

Contact: *(Kathy Rosenberger, Private School Coordinator 410-721-2157)*

LOCAL PRIVATE SCHOOL CHOSEN TO PARTICIPATE IN STATE AND NATIONAL READING, MATHEMATICS, AND WRITING TEST

Enter City and State (Date) – (*Insert name of school*) today announced that it will participate in the 2007 National Assessment of Educational Progress (NAEP). NAEP, also known as the Nation's Report Card, is the only nationally representative assessment that measures what American students know and can do in a variety of school subjects. In 2007, nearly one million students will take NAEP in 16,000 schools nationwide. (Insert name of school) is one of only 1,200 private schools nationwide asked to participate in NAEP.

Feel free to insert a quote from the school headmaster/hea

"NAEP is important in that it provides a snapshot of stude achievement in ways that inform policymakers and educat helping our country to know where we stand," said Joe P. know that our students will do their best and show what th

The 2007 NAEP assessments will test students on their kn in grades 4 and 8 and writing at grades 8 and 12. Students participate in one of the three subjects, and participation w will be asked to respond to multiple-choice, short answer, questions.

Students will be asked to participate to one of the three su choice, short answer, and extended response types of ques assessment will read and respond to passages from short s newspapers, and maps or schedules to allow them to draw information about the real world, or apply information tha assessment, students will answer questions related to num measurement, geometry, data analysis and probability, an assessment will be asked to write creative stories or essays instructions, and ideas; or persuade the reader to take actio

For more than 40 years, NAEP has been measuring studen is considered to be the gold-standard of assessments becau assessment specialists, education experts, teachers, and co nation. The results from the assessment inform the Presid of education policy.

NAEP is part of the U.S. Department of Education's Natio is mandated by Congress. For more information, please vi http://nces.ed.gov/nationsreportcard/.

# #

PRESS RELEASE **FOR IMMEDIATE RELEASE**

Contact: *(Insert name and contact information for NAEP State Coordinator.)*_

(NAME OF SCHOOL) CHOSEN TO PARTICIPATE IN STATE AND NATIONAL READING, MATHEMATICS, AND WRITING TEST

Enter City and State (Date) – (*Insert name of school*) today announced that it will participate in the 2007 National Assessment of Educational Progress (NAEP). NAEP, also known as the Nation's Report Card, is the only nationally representative assessment that measures what American students know and can do in a variety of school subjects. In 2007, nearly one million students will take NAEP in 16,000 schools nationwide. In our state, NAEP will be administered in *(insert number)* schools to *(insert number)* students..

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

"NAEP is important in that it provides a snapshot of student performance and describes student achievement in ways that inform policymakers and educators. We are happy to play our part in helping our country to know where we stand," said Joe P. Private, (insert title), School Name. "I know that our students will do their best and show what they can do."

The 2007 NAEP assessments will test students on their knowledge of reading and mathematics in grades 4 and 8 and writing at grades 8 and 12. The results of the assessment will be reported at the state level in grades 4 and 8 and at the national level in grade 12. The schools and students randomly selected to take NAEP represent the geographic, racial/ethnic, and socio-economic diversity of America's student population.

Students will be asked to participate in one of the three subjects and to respond to multiple-choice, short answer, and extended response types of questions. Students taking the reading assessment will read and respond to passages from short stories or novels, magazines or newspapers, and maps or schedules to allow them to draw connections about plots, gain information about the real world, or apply information that they learn. On the mathematics assessment, students will answer questions related to number properties and operations, measurement, geometry, data analysis and probability, and algebra. Students taking the writing assessment will be asked to write creative stories or essays; communicate information, instructions, and ideas; or persuade the reader to take action.

For more than 40 years, NAEP has been measuring student achievement in core subject areas. It is considered to be the gold-standard of assessments because it represents the best thinking of assessment specialists, education experts, teachers, and content specialists from around the nation. The results from the assessment inform the President, the Congress, and state leaders in their crafting of education policy.

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

# # #

07-M-G-0-197

Test Your Knowledge

Instructions: Match the description of the document with the document title.

1. This form is used to keep track of accommodations decisions for students classified as SD and/or ELL.
2. This form is used to manage NIES activities in the schools.
3. This booklet is your guide to procedures throughout the assessment process at each school.
4. This is a short booklet of additional background questionnaire items separate from the NAEP assessment booklets.
5. This is the only document that links students selected for the NAEP sample to their demographic data and their performance on the assessment.
6. This is used to store all NAEP documents at the school.
7. This document links the completed NAEP school staff questionnaires to the principals and teachers of sampled students.

a. Administration Schedule
b. Inclusion Worksheet
c. NAEP Storage Envelope
d. Roster of Questionnaires
e. Extended Student Background Questionnaire (ESBQ)
f. NIES Linking Form
g. Quality Control Booklet

Answers: 1-b, 2-f, 3-g, 4-e, 5-a, 6-c, 7-d

2 PLANNING FOR NAEP ACCOMMODATIONS

1. The Accommodation Planning Process

In all NAEP schools, accommodations will be provided, as necessary, for students with disabilities (SD) or English language learners (ELL). The accommodations are available to students whose Individualized Education Program (IEP) specifically requires them. Since some ELL students do not have an IEP, decisions about accommodations for these students are typically made by knowledgeable school staff, such as IEP or 504 teams, school psychologists, or teachers.

Not all students who have been identified as SD or ELL require test accommodations. The decision about whether an accommodation is needed, and which one to use is made by the school for each individual student. When it is determined that a student will receive an accommodation for NAEP, you will work with the school coordinator during the preassessment visit to determine how that student typically receives the accommodation(s) in the state assessment. The accommodation(s) each student receives for NAEP should be consistent with those received on the state assessment. If you have questions about whether an accommodation required by a student is allowed on NAEP, contact your supervisor for guidance.

In the Preassessment Packet, the school coordinator will receive one SD and/or ELL Questionnaire for each student identified as such on the Administration Schedule. The school coordinator will distribute the questionnaires to the person or persons most knowledgeable about the student's disability or English proficiency. The SD and ELL Questionnaires, shown on the following pages, gather information about the accommodations typically required on state assessments and whether or not those accommodations are allowed on NAEP.

SD Questionnaire Cover and Letter

NAEP National Assessment of Educational Progress ™

2007 Student with Disabilities (SD) Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as having a disability.

Use a #2 pencil to complete this questionnaire.

SCHOOL #

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

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

- (M) Math
- (R) Reading
- (W) Writing

Student Booklet ID
(from column N on Administration Schedule)

Session Number **Admin Sched**

Line #

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

Birth Date **Sex**

Month Year 1 = Male 2 = Female

DO NOT USE **ADMIN USE ONLY**

A project of the Institute of Education Sciences.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-17XXXX-001:654321
Printed in U.S.A.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

Alexa Posny
Director
Office of Special Education Programs

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

SD Questionnaire Pages 3 and 4

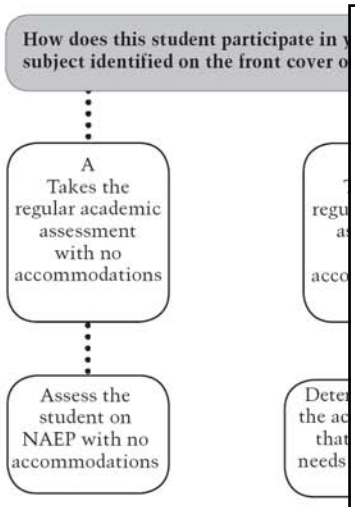
GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with 504 Plans.

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

SD DECISION TREE



Please answer the questions on pages 4
questionnaire to the person in your schoo

Thank you ve

DRWM–SD

Page 3

VC195177

1. Why is this student classified as SD? (Fill in **one** oval.)

   Ⓐ This student has a disability and has an IEP. (Continue)

   Ⓑ This student has a Section 504 Plan. (Continue)

   Ⓒ This student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)

   Ⓓ This student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

VC195186

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of this subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does this student participate in your state academic assessment in the NAEP subject identified **on the front cover** of this questionnaire? (Fill in **one** oval.)

   Ⓐ This student takes the regular academic assessment **with no accommodations**. → *Skip to page 7 and answer questions 7–9.*

   Ⓑ This student takes the regular academic assessment **with accommodations**. → *Go to pages 5, 6, and 7 and answer questions 3–9.*

   Ⓒ This student **takes an alternate or modified** state academic assessment. → *Skip to page 6 and answer question 6, then complete page 7.*

DRWM–SD

Page 4

SD Questionnaire Page 5

VC195253

3. Which accommodations does this student receive for your state's assessment in the NAEP subject identified **on the front cover** of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state's assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives in local testing or in instruction.

	COLUMN A	COLUMN B			COLUMN C
This Student	Accommodations student receives on state assessment in NAEP subject	Are these accommodations allowed on NAEP? Reading	Math	Writing	If allowed on NAEP, who provides accommodation?
Presentation Format					
Has directions read aloud/repeated in English or receives assistance to understand directions	⬭	Standard NAEP practice			NAEP provides
Has directions **only** signed	⬭	Y	Y	Y	School provides
Has test items signed	⬭	N	Y	Y	School provides
Has **occasional** words or phrases read aloud	⬭	N	Y	Y	NAEP provides
Has **all or most** of the test materials read aloud	⬭	N	Y	Y	NAEP provides
Uses a Braille version of the test	⬭	Y	Y	Y	†School/NAEP provides
Uses a large print version of the test	⬭	Y	Y	Y	NAEP provides
Uses magnifying equipment	⬭	Y	Y	Y	School provides
Response Format					
Responds in sign language	⬭	Y	Y	N	School provides
Uses a Braille typewriter to respond	⬭	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	⬭	Y	Y	N	School provides
Tape records answers	⬭	N	N	N	NA
Uses a computer or typewriter to respond	⬭	Y	Y	Y	School provides
		Spell/grammar check not allowed			
Uses a template to respond	⬭	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	⬭	Y	Y	Y	School provides
Writes directly in the test booklet	⬭	Standard NAEP practice. NA			
Setting Format					
Takes the test in a small group (5 or fewer)	⬭	Y	Y	Y	NAEP provides*
Takes the test one-on-one	⬭	Y	Y	Y	NAEP provides*
Takes the test in a study carrel	⬭	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	⬭	Y	Y	Y	School provides
Has test administered by familiar person	⬭	Y	Y	Y	School provides
Timing Accommodations					
Receives extended time	⬭	Y	Y	Y	NAEP provides
Is given breaks during the test	⬭	Y	Y	Y	NAEP provides
Takes test session over several days	⬭	N	N	N	NA
Other Accommodations					
Uses a calculator, including talking or Braille calculator for computation tasks	⬭	N	N	N	NA
Uses an abacus, arithmetic tables, graph paper	⬭	N	N	N	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	⬭	N	N	N	NA
Receives other accommodations	⬭				

NA = not applicable
*NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.
†School provides at grade 4, NAEP provides at grades 8 and 12.

DRWM–SD

Page 5

SD Questionnaire Pages 6 and 7

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

VC195245

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

   Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*

   Ⓑ No. → *Answer question 5 below.*

VC195258

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

   Ⓐ Yes. This student should be as
   NAEP. → *Skip to page 7.*

   Ⓑ No. This student should not b

6. Could the student participate in N
   NAEP as listed in Column B on pag

   Ⓐ Yes. List the accommodations

   _____

   → *Go to page 7 and answer qu*

   Ⓑ No. This student should not b
   → *Go to page 7 and answer qu*

DRWM–SD

Page 6

VB338417

7. Which of the following describes this student's identified disability(ies)? **(Fill in all ovals that apply.)**

   Ⓐ Specific learning disability

   Ⓑ Hearing impairment/deafness

   Ⓒ Visual impairment/blindness

   Ⓓ Speech or language impairment

   Ⓔ Mental retardation

   Ⓕ Emotional disturbance

   Ⓖ Orthopedic impairment

   Ⓗ Traumatic brain injury

   Ⓘ Autism

   Ⓙ Developmental delay (age 9 or younger)

   Ⓚ Other health impairment

   Ⓛ Other (specify)

   _____

VC188552

8. What is the degree of this student's disability(ies)?

   Ⓐ Profound/Severe

   Ⓑ Moderate

   Ⓒ Mild

VC121987

9. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

   Ⓐ This student is currently not receiving instruction in this subject.

   Ⓑ At or above grade level

   Ⓒ One year below grade level

   Ⓓ Two or more years below grade level

   Ⓔ I don't know.

DRWM–SD

Page 7

ELL Questionnaire Cover and Letter

NAEP National Assessment of Educational Progress TM

2007 English Language Learner (ELL) Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as English Language Learner.

Use a #2 pencil to complete this questionnaire.

SCHOOL #

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

Please respond to the questions based on the
M Math
Reading
Writing

Student Booklet ID
(from column N on Administration Schedule)

Session Number **Admin Sched**

Line #

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

Birth Date **Sex**

Month Year 1 = Male 2 = Female

DO NOT USE **ADMIN USE ONLY**

are required to respond to a collection of information. The valid OMB control number for this information information collection is estimated to average 20 ns, search existing data resources, gather the data n. **If you have any comments concerning the owing this form, please write to:** U.S. Department **omments or concerns regarding the status of** NAEP/NCES, U.S. Department of Education, 1990

A project of the Institute of Education Sciences.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-17XXXX-001:654321
Printed in U.S.A.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

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NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

Alexa Posny
Director
Office of Special Education Programs

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

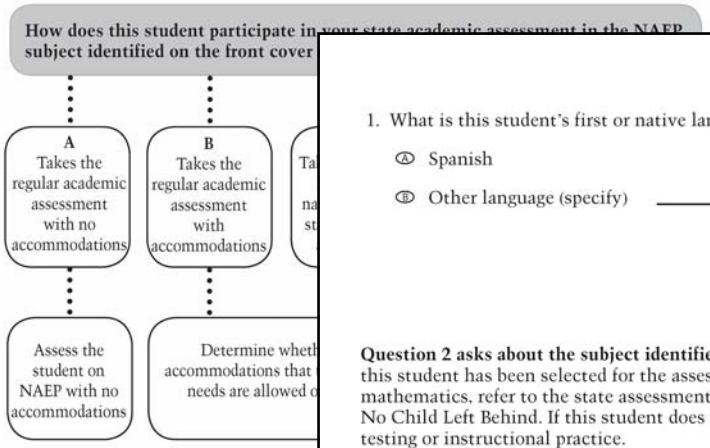
ELL Questionnaire Pages 3 and 4

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

ELL DECISION TREE



Please answer the questions on pages questionnaire to the person in your scho

Thank you v

DRWM-ELL

Page 3

VB338430

1. What is this student's first or native language?

   Ⓐ Spanish

   Ⓑ Other language (specify) _____

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of the subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject, refer to local testing or instructional practice.

VC195338

2. How does this student participate in your state academic assessment in the NAEP subject identified **on the front cover** of this questionnaire? (Fill in **one** oval.)

   Ⓐ This student takes the regular academic assessment **with no accommodations**. → *Skip to page 7 and answer questions 7–9.*

   Ⓑ This student takes the regular academic assessment **with accommodations**. → *Go to pages 5, 6, and 7 and answer questions 3–9.*

   Ⓒ This student **takes simplified English or native language** state academic assessment. → *Go to pages 5, 6, and 7 and answer questions 3–9.*

   Ⓓ This student takes only an **English language proficiency test**. → *Skip to page 6 and answer question 6. Then complete page 7.*

   Ⓔ This student is **excluded** from the state academic assessment. → *Skip to page 6 and answer question 6. Then complete page 7.*

DRWM-ELL

Page 4

ELL Questionnaire Page 5

VC195350

3. Which accommodations does this student receive on the state assessment of the NAEP subject identified **on the front cover** of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state's assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives for local testing or instruction.

	COLUMN A	COLUMN B			COLUMN C
This Student	Accommodations student receives on state assessment in NAEP subject	Are these accommodations allowed on NAEP? Reading	Math	Writing	If allowed on NAEP, who provides accommodation?
Direct Linguistic Support					
Has directions read aloud/repeated in English or receives assistance to understand directions	⬭	Standard NAEP Practice			NAEP provides
Has directions **only** read aloud in native language	⬭	N	Y*	N	†Spanish/English Only
Has test materials read aloud in native language	⬭	N	Y*	N	†Spanish/English Only
Uses a bilingual version of the booklet	⬭	N	Y	N	NAEP provides (Spanish/English Only)
Uses a bilingual word-for-word dictionary without definitions	⬭	N	Y	Y	School provides
Has **occasional** words or phrases read aloud in English	⬭	N	Y	Y	NAEP provides
Has **all or most** of the test materials read aloud in English	⬭	N	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	⬭	N	N	N	NA
Indirect Linguistic Support					
Takes the test in a small group (5 or fewer)	⬭	Y	Y	Y	NAEP provides**
Takes the test one-on-one	⬭	Y	Y	Y	NAEP provides**
Receives preferential seating	⬭	Y	Y	Y	School provides
Has test administered by familiar person	⬭	Y	Y	Y	School provides
Receives extended time	⬭	Y	Y	Y	NAEP provides
Is given breaks during the test	⬭	Y	Y	Y	NAEP provides
Takes test session over several days	⬭	N	N	N	NA
Receives other accommodations	⬭				

NA = Not applicable

* Spanish only and only permissible when a Spanish/English bilingual booklet is used.

** NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

† NAEP provides written directions in the bilingual booklets for students to read. Instructions in Spanish are provided for a bilingual, school-provided interpreter to read aloud to the student, if required.

DRWM–ELL

Page 5

ELL Questionnaire Pages 6 and 7

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

VC195245

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

   Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*

   Ⓑ No. → *Answer question 5 below.*

VC195258

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

   Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*

   Ⓑ No. This student should not be asses

6. If this student is assessed with only an En
   from the state assessment, could the stud
   accommodations allowed on NAEP as list

   Ⓐ Yes. List the accommodations allowe

   _____

   → *Go to page 7 and answer question*

   Ⓑ No. This student should not be asses
   → *Go to page 7 and answer question*

DRWM-ELL Page 6

VC035697

7. Including the current school year, how long has this student been receiving academic instruction primarily **in English?**

   Ⓐ This student does not receive academic instruction primarily in English.

   Ⓑ Less than 1 year

   Ⓒ 1 to 2 years

   Ⓓ 2 to 3 years

   Ⓔ 3 years or more

   Ⓕ I don't know.

VC121987

8. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

   Ⓐ This student is currently not receiving instruction in this subject.

   Ⓑ At or above grade level

   Ⓒ One year below grade level

   Ⓓ Two or more years below grade level

   Ⓔ I don't know.

VC188373

9. How would you characterize this student's English proficiency? (Fill in **one** oval in each row.)

	ELL advanced	ELL intermediate	ELL beginning	No proficiency	I don't know.	
a. Listening comprehension in English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188374
b. Speaking English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188375
c. Reading English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188385
d. Writing English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188388

DRWM-ELL Page 7

During the preassessment visit, you or the assisting AA will transcribe the data from the SD and ELL Questionnaires onto the Inclusion Worksheet. The columns on the Inclusion Worksheet titled “Accommodations Permitted in NAEP” correspond to the accommodation chart listed on Page 5 of the SD and ELL Questionnaires (and shown on pages 2.4 and 2.8, respectively). The last three columns of the Inclusion Worksheet titled, “Include Without Accommodations,” “Include With Only NAEP Permitted Accommodations” and “Exclude” will be transcribed based on the answers to Questions 2, 5, and 6 in the questionnaires.

INCLUSION WORKSHEET

School Name ______________________ School ID # __________

Student Information

Group #	Student Name	Session# Line#	Subject (M=Math, R=Reading, W=Writing)	SD/ ELL

Accommodations Permitted in NAEP

NAEP Codes	S/R	Accommodation
71-BIB	S	Bilingual version of the test booklet (m)
79-OTH	S	Test items read aloud in native language (m)
72-BID	R	Bilingual dictionary without definitions (m, w)
79-OTH	S	Directions read aloud in native language (m)
79-OTH	R	Directions signed (r, m, w)
79-OTH	S	Test items signed (m, w)
75-REA	R	**Read aloud** occasional (m, w)
75-REA	S	**Read aloud** most or all (m, w)
79-OTH	S	Braille test (provided by school) (r, m, w)
73-LRG	R	Large print (r, m, w)
81-MAG	R	Magnification (r, m, w)
79-OTH	R	Responds in sign language (r, m)
79-OTH	R	Responds with Braille typewriter (r, m, w)
78-SCR	S	Responds orally to Scribe (r, m)
78-SCR	R	Responds by computer (r, m, w)
79-OTH	R	Uses template to respond (r, m, w)
79-OTH	R	Uses special writing tool (r, m, w)
76-SMG	S	**Small group** (r, m, w)
77-ONE	S	**One-on-one** (r, m, w)
79-OTH	R	Study carrel (r, m, w)
79-OTH	R	Preferential seat, light, furniture (r, m, w)
82-SSA	S	School staff administers (r, m, w)
74-EXT	R	**Extended time** (r, m, w)
80-BRK	S	Breaks during test (r, m, w)
79-OTH	R	Other

- **Include Without Accommodations**
- **Include With Only NAEP Permitted Accommodations**
- **Exclude** (Record reason in **NOTES** column)

Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated.

Include Without Accommodations
- Question 2 – response 'A'

Include With Only NAEP Permitted Accommodations
- Question 5 – response "YES"

-OR-

- Question 6 – response "YES"

Exclude (Record reason in NOTES column)
- Question 5 response "NO"

-OR-

- Question 6 response "NO"

NOTES

07-G G0-204

2. Accommodations Most Frequently Provided by NAEP

On the next few pages you will find the Accommodations Chart that describes in detail the accommodations NAEP allows and how to administer and plan for them. It also outlines the subjects in which each accommodation is allowed, the additional accommodations typically offered to a student, and the Administration Code for the accommodation. The designations of separate and regular sessions described in the chart are general guidelines only. Keep in mind that the goal is to limit distractions in the regular assessment sessions and to provide the usual test accommodations that SD or ELL students receive for their state assessment.

This chart will be reprinted in a flipbook titled “Accommodations for NAEP.” You will refer to this flipbook when planning accommodations with the school coordinator during the preassessment visit. For further information on accommodations, refer to the *Inclusion* magazine.

	Accommodation	How to Administer	How to Plan
Direct Linguistic Support	**Bilingual Booklet** **What Is It?** NAEP has bilingual Spanish/English mathematics assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language. **Subjects** Math **Admin. Code** 71- BIB **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT 82-SSA	• This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.	• Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets. • If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins

	Accommodation	How to Administer	How to Plan
Direct Linguistic Support	**Bilingual dictionary without definitions** **What Is It?** This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." **Subjects** Math & Writing **Admin. Code** 72-BID **Typical additional accommodations** 74-EXT	• This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. • Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. • The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.	• Ask the school coordinator to remind the student to bring the bilingual dictionary to the session. Ensure that the bilingual dictionary will be available when you arrive on assessment day. • Plan for the person administering the session and the testing room to be available for more than 90 minutes.

	Accommodation	How to Administer	How to Plan
Direct Linguistic Support	**Directions read aloud in native language** **What Is It?** This accommodation requires that the session script instructions be read aloud. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish. **Subjects** Math **Admin. Code** 79-OTH **Typical additional accommodations** 76-SMG / 77-ONE 71-BIB 74-EXT 82-SSA	• This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.	• Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets. • If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins.

	Accommodation	How to Administer	How to Plan
Direct Linguistic Support	**Test items read aloud in native language** **What Is It?** For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish. **Subjects** Math **Admin. Code** 79-OTH **Typical additional accommodations** 76-SMG / 77-ONE 71-BIB 74-EXT 82-SSA	• This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.	• Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets. • If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins.
Presentation Format	**Directions only signed** **What Is It?** This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet. **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH	• This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). • The interpreter will sit near the students so they are able to see the directions being signed.	• Provide the interpreter with the Accommodation Teacher Letter to read and sign before the session begins.

	Accommodation	How to Administer	How to Plan
Presentation Format	**Read aloud—occasional** **What Is It?** For this accommodation, students may request to have words, phrases, or sentences read aloud to them. *Note: Reading the script, instructions or directions aloud, when requested, so 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. These instructions can be repeated or reworded in any way, in English, so students understand what to do.* **Subjects** Math & Writing **Admin. Code** 79-OTH	• This accommodation can be provided in the regular session. • The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. • If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students.	• The student who requires this accommodation will use his/her originally assigned booklet. • If there are more than three students with this accommodation in a regular session, schedule an additional AA to the session to assist these students.

	Accommodation	How to Administer	How to Plan
Presentation Format	**Read aloud—most or all** **What Is It?** For this accommodation, students may request to have most or all of the assessment booklet read aloud to them. **Subjects** Math & Writing **Admin. Code** 75-REA **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	• This accommodation requires a separate accommodation session. • When a student requires read aloud in a one-on-one setting, the student's originally assigned booklet is used. The AA will administer the session using the grade-appropriate accommodation session script and read the questions and answers choices from the student's booklet. • When more then one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned (writing or mathematics). The AA will administer the assessment using the grade-appropriate accommodation session script and read the questions and answers from an unused assessment booklet. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question. • For mathematics booklets, the AA will refer to the Mathematics Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.	• If there is only one student who requires the read-aloud accommodation, the student will use the originally assigned booklet. • If more than one student requires this accommodation, request read aloud/ small group mathematics or writing booklets from Pearson. For ease of administration, students will be assigned the same booklet version number **in the subject they were originally assigned.** You will also need to add one extra booklet to your request to Pearson in order to provide a matching booklet to the AA to read from while administering the session. • The NAEP read aloud booklets will be prepackaged in bundles of five for small group writing and math sessions. You will receive a small supply of these in your bulk supplies. If you require additional booklets, order them from Pearson immediately after the preassessment visit. • Plan for the person administering the session and the testing room to be available for more than 90 minutes.
	Test items signed **What Is It?** This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student. **Subjects** Math & Writing **Admin. Code** 79-OTH **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT 82-SSA	• This accommodation requires a separate accommodation session. • The interpreter will sign the instructions from the grade-appropriate accommodation session script to the student along with the question and answer choices then wait for the student to mark the answer before moving on to the next question. • For mathematics booklets, the interpreter will refer to the Mathematics Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.	• Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the interpreter with the Accommodation Teacher Letter to read and sign before the session begins.

	Accommodation	How to Administer	How to Plan
Presentation Format	**Braille version of test** **What Is It?** NAEP provides a Braille version of the assessment booklet for visually impaired students. The Braille booklet is packaged with an identical Braille companion booklet, if one is required by the administrator, and the matching regular assessment booklet. **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH **Typical additional accommodations** 77-ONE 74-EXT 78-SCR	• This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • Students may require a Braille typewriter or a scribe to respond to the questions. A scribe is not allowed with the Braille writing booklet. • If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. • If a scribe is used, when a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.	• Order Braille booklets from Pearson immediately after the preassessment visit. Pearson packages the Braille versions with the same booklet in regular print and an identical Braille companion booklet in a plastic bag. Both booklets must be returned in the plastic bag after the assessment has been completed. • If a scribe is used in reading and mathematics, have the student work with the person with whom he/she typically works. • Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins. • Plan for the person administering the session, the scribe (if needed), and the testing room to be available for more than 90 minutes. • If a scribe is used, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins. • If needed, arrange for special equipment to be available in the correct location on assessment day.
	Large print version of test **What Is It?** NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent. **Subjects** Reading, Math & Writing **Admin. Code** 73-LRG	• This accommodation can be provided in the regular session.	• NAEP supplies large-print booklet. Order large-print booklets from Pearson immediately following the preassessment visit. • Pearson packages the large-print versions with the same booklet in regular-size print in a plastic bag. Both booklets must be returned in the plastic bag after the assessment has been completed.

	Accommodation	How to Administer	How to Plan
Presentation Format	**Magnification equipment** **What Is It?** This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. **Subjects** Reading, Math & Writing **Admin. Code** 81-MAG	• This accommodation can be provided in the regular session.	• Some screen enlargement programs and closed-circuit television may introduce test security issues because their use requires the test be scanned, and it might be captured on the system. If this is the case, discuss it with your supervisor. • Check with the school coordinator to determine if any preparation is needed in advance. Preparations should be completed before the assessment begins. • Arrange for special equipment to be available in the correct location on assessment day.
Response Format	**Responds in sign language** **What Is It?** This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet. **Subjects** Reading & Math **Admin. Code** 79-OTH **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT 78-SCR	• This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required for the reading or mathematics assessment, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (e.g., too vs. two). • The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.	• Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins

	Accommodation	How to Administer	How to Plan
Response Format	**Responds using Braille typewriter** **What Is It?** This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Brailler note taker provided by the school. **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	• This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session. • The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.	• Check with the school coordinator or resource teacher to see how noisy the equipment is in order to decide if a separate session is needed. • Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Arrange for special equipment to be available in the correct location on assessment day.
	Responds orally to scribe **What Is It?** This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet. **Subjects** Reading & Math **Admin. Code** 78-SCR **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	• This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required for the reading assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.	• If possible, have the student work with the scribe with whom he/she typically works. • Plan for the person administering the session, the scribe, and the testing room to be available for more than 90 minutes. • Provide the scribe with the Accommodation Teacher Letter to read and sign before the session begins.

	Accommodation	How to Administer	How to Plan
Response Format	**Responds using computer or typewriter** **What Is It?** This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. *Note: Use of the spelling/grammar check function on a computer is not allowed.* **Subjects** Reading, Math & Writing **Admin. Code** 78-SCR	• This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. • The student will use the computer or typewriter to record his/her answers. • The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. • The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.	• Arrange to have the spelling/grammar function disabled by a school staff member. • Arrange to have a school staff member check to ensure the computer and printer are in working order before the session begins. • Arrange for special equipment to be available in the correct location on assessment day.
	Uses template to respond **What Is It?** This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page. **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH	• This accommodation can be provided in the regular session.	• Arrange for special equipment to be available in the correct location on assessment day.

	Accommodation	How to Administer	How to Plan
Response Format	**Uses special writing tool** **What Is It?** This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet. *NOTE: Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation in response to their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.* **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH	• This accommodation can be provided in the regular session. • The AA will verify that the student has the special writing tool before the session begins.	• Arrange for special equipment to be available in the correct location on assessment day.

	Accommodation	How to Administer	How to Plan
Setting Format	**Small group** **What Is It?** Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session. **Subjects** Reading, Math & Writing **Admin. Code** 76-SMG **Typical additional accommodations** 74-EXT	• This is by definition a separate session. • The person administering the session will use the grade-appropriate accommodation session script to conduct the session.	• A small group should not be larger than five students. If there are more than five students in a school who need to be assessed in a small group, you can be flexible with adding one or two additional students to the small group. Otherwise, divide the students into separate sessions. • If the number of separate accommodation sessions exceeds those that can be covered by NAEP personnel, arrange for school personnel to assist on assessment day. • Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • If a school staff member administers or assists in the session, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins.
	One-on-one **What Is It?** This accommodation requires that a student is assessed individually in an area free of distractions. **Subjects** Reading, Math & Writing **Admin. Code** 77-ONE **Typical additional accommodations** 74-EXT	• This is a session with one student and one AA or school staff member administering the session. • The person administering the session will use the grade-appropriate accommodation session script to conduct the session. • If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.	• If the number of separate accommodations sessions exceeds those that can be covered by NAEP personnel, arrange for school personnel to assist on assessment day. • Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • If a school staff member administers or assists in the session, provide him or her with the Accommodation Teacher Letter to read and sign before the session begins.

	Accommodation	How to Administer	How to Plan
Setting Format	**Study carrel** **What Is It?** This is a portable screen provided by the school used to limit distractions for a student. **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH	• This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. • A screen is placed on the student's desk to limit distractions for the student.	• Arrange for special equipment to be available in the correct location on assessment day.
	Preferential seating, light, furniture **What Is It?** This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student. **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH	• This accommodation can be provided in the regular session.	• Arrange for special equipment to be available in the correct location on assessment day.

	Accommodation	How to Administer	How to Plan
Setting Format	**School staff administers** **What Is It?** This accommodation requires that a school staff member familiar to the student administer the session. **Subjects** Reading, Math & Writing **Admin. Code** 82-SSA	• This accommodation requires a separate accommodation session. • The school staff member will administer the session by reading the grade-appropriate accommodation session script.	• Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins.
Timing Accommodations	**Extended time** **What Is It?** This accommodation requires that students be given extra time to complete the assessment. **Subjects** Reading, Math & Writing **Admin. Code** 74-EXT	• In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. • In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. • The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. • During the extended time, the AA must remain in the testing location until students have finished the assessment.	• Plan for the person administering the session and the testing room to be available for more than 90 minutes.

	Accommodation	How to Administer	How to Plan
Timing Accommodations	**Breaks during test** **What Is It?** This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. **Subjects** Reading, Math & Writing **Admin. Code** 80-BRK **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	• This accommodation requires a separate accommodation session. • There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.	• Plan for the person administering the session and the testing room to be available for more than 90 minutes. • If a school staff member assists during the session, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins.

	Accommodation	How to Administer	How to Plan
Other Accommodations	**Other** **What Is It?** This category includes acommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone. *NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.* **Subjects** Reading, Math & Writing **Admin. Code** 79-OTH		• If a student requires an accommodation not mentioned here and you are not sure whether to allow it, call your supervisor for guidance.

3. Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible when it comes to students classified as SD or ELL. However, there are a few accommodations that NAEP does not allow. These include:

- Oral or written responses translated into written English
- Bilingual dictionary *for reading*
- Directions read aloud in native language (Permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used.)
- Test material read aloud in native language (Permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used.)
- Test questions read aloud or signed *for reading*
- Use of scribe *for writing*
- Uses a bilingual version of the test (Permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used.)
- Tape-records answers
- Respond in sign language *for writing*
- Test taken over several days
- Use of calculator for computation tasks in a booklet that does not require one, including talking or Braille calculator
- Use of abacus, arithmetic tables, or graph paper, or any ruler other than a NAEP-provided cardstock ruler
- Use of dictionary, thesaurus, or spelling- and grammar-checking software or devices

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed on NAEP, he or she will be excluded using one of the Administration Codes listed below.

Reasons for Exclusion	
60	**SD – Cannot be assessed.** Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	**SD – Required accommodation not permitted.** Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	**ELL – Cannot be assessed.** Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	**ELL – Required accommodation not permitted.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	**SD & ELL – Cannot be assessed.** Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	**SD & ELL – Required accommodation not permitted.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	**Excluded, but assessed.** Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	**SD – Required accommodation not available.** Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	**ELL – Required accommodation not available.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	**SD & ELL – Required accommodation not available.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

Occasionally, a school will refuse an accommodation session due to scheduling or staffing problems (e.g., if the student requires the test be administered by a school staff member but that staff member is not available). In these instances, students assigned to that session will be coded Administration Code "**45** – Accommodation scheduling problem" on the Administration Schedule and not an Excluded code.

4. The NAEP Accommodation Hierarchy

After the preassessment visit you will record accommodation codes for students requiring accommodations on the Administration Schedule in the **Admin. Code** column, as described on page 4.47. Typically, students who are provided testing accommodations require more than one accommodation. For example, a student needing one-on-one testing may also require read aloud, extended time, or help recording answers.

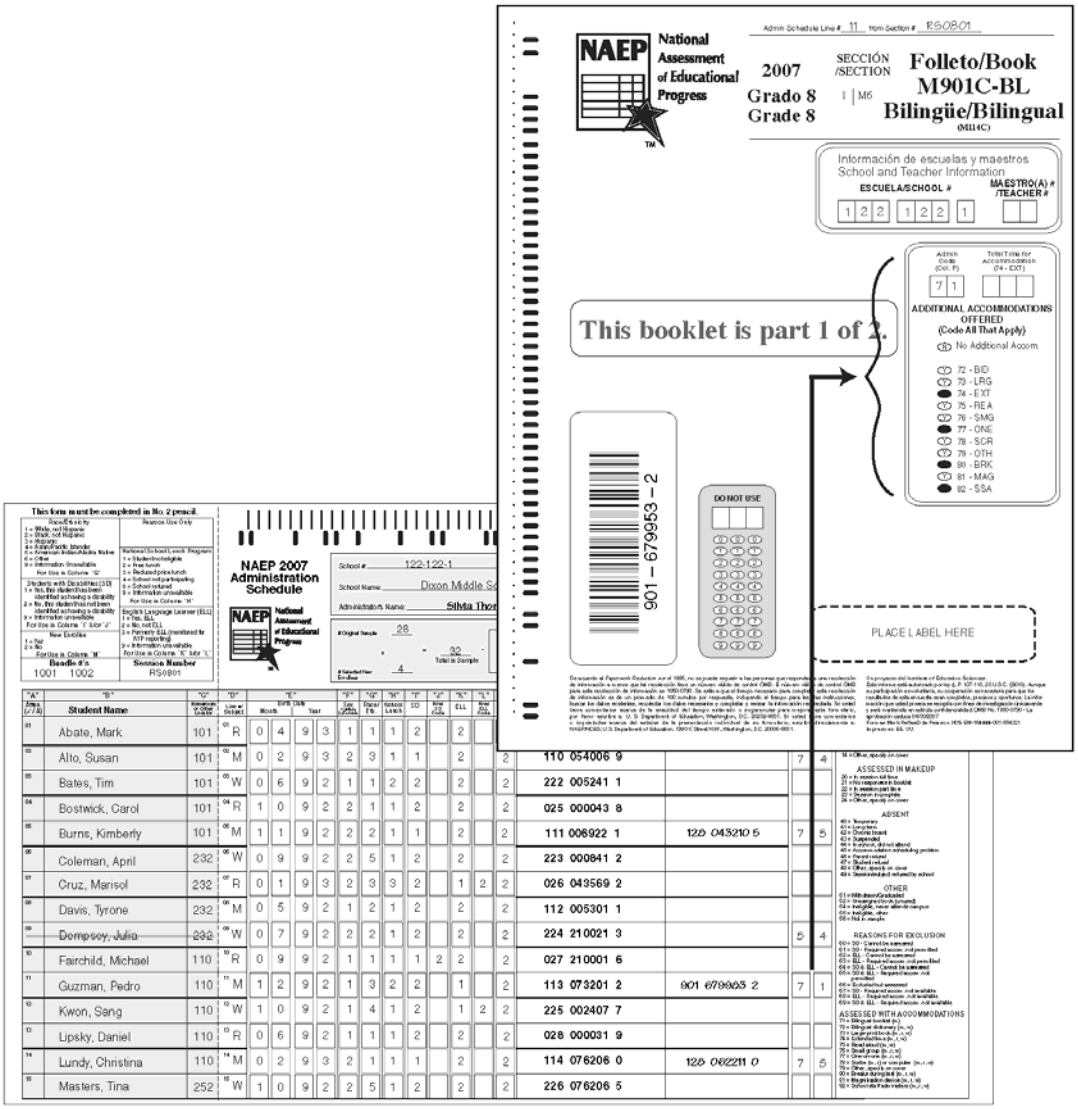
The Administration Schedule can only record a single code for accommodations. Therefore, NAEP has developed a hierarchy to provide a standard procedure for how to code the Administration Schedule and booklet cover of students who are offered more than one accommodation.

To use the hierarchy shown below, you will look at the multiple accommodations offered to a student (whether or not they are used) on the Inclusion Worksheet, identify the accommodation highest in the hierarchy, and record that accommodation code on the Administration Schedule.

NAEP Accommodation Hierarchy

Bilingual Booklet (71-BIB)
Bilingual Dictionary (72-BID)
Scribe or Use of Computer (78-SCR)
Large Print Booklet (73-LRG)
Magnification Device (81-MAG)
Other (79-OTH)
Read Aloud (75-REA)
Extended Time (74-EXT)
Small Group (76-SMG)
One-on-One (77-ONE)
School Staff Administers (82-SSA)
Breaks During Test (80-BRK)

After the session, the AA will transfer the accommodation code you recorded on the Administration Schedule onto the student's booklet cover in the **Admin. Code** boxes. Then, on the cover, under **Additional Accommodations Offered**, the AA will record all additional accommodations offered (whether or not they were used). This procedure is described in detail on page 10.8.



Test Your Knowledge

Instructions: Indicate with a checkmark accommodations that ARE allowed for NAEP.

_____ 1. Use of spelling- and/or grammar-checking software on a computer

_____ 2. Large print version of the test

_____ 3. May take breaks during the assessment

_____ 4. Uses template to respond

_____ 5. Take test over several days

_____ 6. Responds in sign language

_____ 7. Tape records answers

_____ 8. Has most or all of the assessment booklet read aloud

_____ 9. Use of a bilingual dictionary with definitions

_____ 10. Test administered by someone familiar to the student

Answers: These answers should have checkmarks: 2, 3, 4, 6, 8, 10

3 COMPLETING ACTIVITIES BEFORE THE PREASSESSMENT VISIT

1. Preliminary Activities to Complete

Preliminary activities occur before the preassessment visit to the school in January 2007.

Conducting the preliminary activities gives you an opportunity to become familiar with the documentation used throughout the assessment process and establishes a working relationship with your supervisor. Preliminary activities include those you complete with your supervisor and those you complete on your own.

Procedure 1. Assist With Sampling Activities, If Necessary

From late November through December 2006, your supervisor will select the sample of students to be assessed in schools in your area if the state, district, or school did not file their list of students for sampling electronically. When your assignment begins, you might be working with your supervisor on the student sampling for these schools.

These activities will require you to

- review and prepare the student lists for selection, and
- enter the sampled students' names and other demographic information into a web-based tracking system called the Student Data System on your supervisor's computer.

Your participation in these activities will depend on the sampling activities completed in your area before you begin your assignment. Your supervisor will provide details about your responsibilities with regard to student sampling and provide further instruction.

Impacts Statistical Validity

A statistically valid, representative sample of the nation's schools and students is the core design of the NAEP assessment process.

It is critical that the sampling process is conducted according to standard procedure.

Procedure 2. Prepare Preassessment Packets With Your Supervisor

Your role in this task is to work with your supervisor to compile materials for the Preassessment Packets according to standard NAEP procedures.

Preparing the Preassessment Packets with your supervisor gives you an opportunity to become familiar with the materials you will be using to communicate with the schools. Throughout December 2006, you and your supervisor will assemble the Preassessment Packets that are mailed to participating schools. The Preassessment Packets contain important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

The supervisors send the Preassessment Packets to the schools via FedEx on December 29, 2006. Your supervisor will coordinate a time, date, and location with you for preparing the Preassessment Packets. He/she will also have all of the materials needed to prepare the packets and will provide instructions on packet assembly.

The documents included in the Preassessment Packet are listed on the next page along with the purpose of each document.

Contents of the Preassessment Packet

Document name	Quantity	Purpose of document
Instructions for the School Coordinator Brochure	One per school	Instructions to the school coordinator for preparing NAEP materials and coordinating assessments with the AC.
Student Information Report (SIR)	One per session	Master list of students selected for the assessment. Given to schools in place of the Administration Schedule.
SD/ELL Roster of Questionnaires (copy of the original)	One per grade for each grade 4 and grade 8 school with assigned SD or ELL Questionnaires	Used to assign and track each of the SD and ELL Questionnaires.
Grade 12 Roster of Questionnaires (copy of the original)	One for each grade 12 school	Used to assign and track each of the SD and ELL Questionnaires and the Grade 12 School Questionnaire.
Grade 12 School Questionnaire	One per school	Used to collect data about school characteristics for NAEP.
SD Questionnaire	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
ELL Questionnaire	One for each student on the Administration Schedule classified as an English language learner	Collects important information about a student's English language proficiency.
U.S. Department of Agriculture Letter	One per school	Authorizes the disclosure of the National School Lunch Program information for the selected students.
Parent/Guardian Notification Letter	One per school	Explains the assessment and its importance to parents or guardians of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.
NAEP Storage Envelope	One per school	Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.
NIES Materials Envelope	One per school that has one or more American Indian or Alaska Native students selected for NAEP.	Contains the NIES Linking Form that lists the students participating in the survey. Also contains NIES brochure and letter that gives details on the study.

Procedure 3. Receive the School Folders From Your Supervisor

It is the AC's role in this task to:

- ensure you receive one School Folder for each school in your assignment, and
- review the contents of the School Folders.

The School Folder contains the most critical set of documents in the assessment process.
You may receive the School Folders from your supervisor in a few different ways. In some cases, your supervisor may ask you to help prepare School Folders in your area. If you assist in assembling the School Folders, your supervisor may choose to give them to you at that time; otherwise, your supervisor will mail them to you. If you do not receive the School Folders by the end of December 2006, contact your supervisor. The School Folders will contain many different documents and the contents may vary from school to school. When you receive them, it is your responsibility to check that every School Folder contains the documents listed at the top of the School Folder Transmittal Form.

School Folder Transmittal Form

School Name: _____ ID #: _____

Supervisor: Be sure the following documents are in this School Folder before delivering it to the AC in December	**Initial EACH ROW to indicate document is enclosed**	**Comments**
Quality Control Booklet with label attached		
Original Administration Schedule for each session		
Preprinted Inclusion Worksheet		
If Grade 4 or 8, SD/ELL Roster of Questionnaires (if applicable)		
If Grade 4 or 8, Original School/Teacher Roster of Questionnaires		
If Grade 12, Original School/SD/ELL Roster of Questionnaires		
If NIES, NIES Linking Form		
If NIES, NIES School Questionnaire (Grade 4 or 8)		
IF NIES, NIES Teacher Questionnaire(s) (Grade 4 or 8)		
Instructions for Sampling New Enrollees		
New Enrollee Listing Form		
Original List of All Students in the Grade Submitted for Sampling		
Field Sampling Line Numbers, if applicable		
Student Sampling Summary Report, if applicable		
School Certificate of Appreciation and Folder		
If Grade 12, School Visit Report		
Preassessment Packet Fed Ex Airbill Receipt		
If Grade 8 or 12: White name labels provided by Pearson for use on the Student Certificates		
Student Booklet ID labels (if sampled after 11/27)		
Nonpublic School Recruitment Documents, if applicable		
Assessment Coordinator: Be sure the following documents are in this School Folder before delivering it to the Supervisor after the assessment	**Initial EACH ROW to indicate document is enclosed**	**Comments**
Co[illegible] ooklet		

Procedure 4. Develop a Tentative Schedule for AAs With Your Supervisor

You are responsible for scheduling the AAs on your team. Typically, there are three to five AAs per team. The number of AAs on your team depends on the

- geographic size of your area,
- anticipated number and size of the sessions, and
- schedule of the assessments.

You will work with your supervisor in December 2006 and January 2007 to develop a tentative schedule for your AAs. Be prepared to give each AA his/her schedule at the AA In-Person Training in January. After each preassessment visit, once you know if accommodation sessions will be necessary, and the time and location of each session, you will review and revise this schedule as necessary.

Instructions for scheduling AAs using standard NAEP procedures are included in chapter 5, Planning for Assessment Day. Please read this section carefully before developing your tentative schedule, and again as you revise your schedule after the preassessment visits.

Procedure 5. Receive and Secure Assessment Materials From Pearson

Proper handling and storage of all assessment materials and supplies are very important parts of your job.

Your role in this task is to determine that you have received

- all of the boxes of assessment materials in your assignment, and have organized the boxes by school to prepare the inventory of their contents; and
- the bulk supply boxes and have inventoried their contents.

In late December 2006 and early January 2007, Pearson will mail to you via FedEx the materials needed to conduct all the assessments in your area. The boxes will be sent to your home address unless your supervisor has informed NAEP that a different name or address should be used.

You are required to sign for <u>each</u> box of assessment materials delivered to you.

Shipping Date Schedule

In order to plan effectively, after AC training calculate the number of boxes that you should receive. To calculate the maximum number of boxes that you will receive, use the following equation:

((# of schools) x (3 Session Boxes)) + (6 bulk supply boxes) = TOTAL # of BOXES

You will most likely have many boxes to organize and store. Therefore, you will need to separate the boxes by school to inventory their contents.

As soon as you receive all of the boxes:

- verify you have received the correct number of Session Boxes for each school (a master packing list in box 1 lists all schools and sessions);
- verify you have received the bulk supply shipment; and
- inventory the contents of the bulk supply boxes at the time they arrive because some of the materials will be needed during the preassessment visit.

The packing slips will indicate the number of boxes in each shipment. If you do not receive all of the boxes in a shipment, or if you don't receive an expected shipment, contact your supervisor immediately.

Next, in the Materials Tracking System (MTS) note

- when you have received all materials shipped to you, and
- each time you receive an additional shipment.

Details on using the MTS to inventory your assessment materials will be provided at the AC In-Person Training and in the *Pearson MOS and MTS User's Guide.*

Procedure 6. Participate in AA Training

Each state will have one or more AA trainings, generally held during the first 3 weeks of January 2007. A small number of AA training sessions will be held in December, after the AC training sessions. One of your responsibilities as an AC is to attend the AA training in your area.

At the training, you will review each AA's home study quiz and monitor your team as they complete training exercises. Additional details will be provided during your training in December.

Procedure 7. Communicate Weekly With Your Supervisor

It is critical that you and your supervisor stay in close contact during the pre-assessment period.
Your role in this task is to prepare your questions and materials to ensure a productive weekly report call with your supervisor. Your supervisor will plan this activity with you during the AC training. The first call will be scheduled for the week after training.

During the weeks where you are conducting preassessment visits and before the assessment field period begins, the weekly telephone call with your supervisor will include reporting about:

- the status of your preassessment visits and calls,
- the schedule of AAs assigned to upcoming assessments,
- the performance of the AA who is assisting you with preassessment visits,
- the status of SCS entries, and
- staffing or other problems you have or may encounter.

Since you and your supervisor will be very busy, it is important to plan for this weekly reporting call. Gather the following materials in preparation for the call:

- Log of Schools on which you have recorded the status of activities for each school,
- School Folders for the schools you are currently working on,
- QCBs for the schools you are currently working on,
- assessment and staff assignment calendar, and
- notes or questions pertaining to your assignment.

If you have questions or problems that require immediate attention, do not wait for your scheduled call to address them; call your supervisor immediately. If your supervisor is not available, contact your field manager or the NAEP staff Help Desk at 1-888-499-NAEP (6237).

Once the assessment period begins, you will discuss a somewhat different list of issues with your supervisor during this weekly call. Details for report calls during the assessment period are provided in chapter 9.

2. Overview of Preassessment Activities

You will conduct your preassessment visits during the month of January. Most of these visits should be complete before the assessment period begins on January 22nd.

You will use Part 1 of the QCB to document your preassessment scheduling activities with each school. Part 1 encompasses five procedures that are required in order to schedule preassessment activities.

In most cases, you will take one AA along to help you at your preassessment visits. If the number of students being assessed at a school is very small, you should be able to conduct the visit by yourself. But for all other schools, plan to bring an AA with you.

Before you begin making preassessment visits, choose the AA from your team who you think will be best at working with you on this task. You will need to decide what you want the AA to do and train the AA on each procedure involved.

Before making the preassessment visit, you will conduct two telephone calls with the school coordinator. First is the Scheduling Call. The purpose of this call is to confirm the assessment date, and schedule a date and time for your preassessment visit. The second call is a Confirmation Call. The purpose of this call is to verify receipt of the Preassessment Packet and review what needs to be ready when you arrive at the school. You will follow the instructions in Part 1 of the QCB as you conduct and document the two preassessment telephone calls with each school.

On the day of the scheduled preassessment visit, you and the assisting AA will arrive an hour before the appointment with the school coordinator in order to collect materials and conduct independent work as described in Part 2 of the QCB. You will then use the information gathered during your independent work to conduct the visit with the school coordinator following a script printed in Part 2 of the QCB.

Procedure 1:	Prepare for the Scheduling Call
Procedure 2:	Conduct the Scheduling Call
Procedure 3:	Prepare for the Confirmation Call
Procedure 4:	Conduct the Confirmation Call
Procedure 5:	Prepare for the Preassessment Visit

Procedure 1. Prepare for the Scheduling Call

Procedures 1 of the QCB provides you with a list of tasks to complete prior to the telephone call to schedule the preassessment visit.

- ☐ Review the QCB label and the School Control System (SCS) to determine the following:
  - the sessions to be conducted at the school;
  - the school coordinator's name and contact information; and
  - the assessment date.

- ☐ Determine the approximate length of the preassessment visit:
  - You will need approximately 1 hour of the school coordinator's time for the preassessment visit. This does not include the hour you will need to arrive before the visit to work independently, or the time it will take to complete your activities after the visit at the school.
  - Add additional time if there are many students identified as SD and/or ELL, there is substantial missing information on the Administration Schedule(s), or the school is participating in NIES.

- ☐ Identify several dates and times that you will be available to conduct the preassessment visit.
  - Schedule small schools with few (or no) SD and/or ELL students beginning January 4, 2007.
  - Most preassessment visits should be completed by January 19, 2007.

- ☐ Fill in the blanks and circle or highlight the appropriate text where options are listed in parentheses in Procedure 2.

- ☐ Have your calendar, School Folder, and other reference material ready for the call.

In each School Folder you will receive a uniquely labeled QCB for that school. The information on the label on the front cover of the QCB is information you will need to conduct these five procedures.

The label contains:

- the school ID number,
- the assessment date, and
- the session number(s).

The label indicates whether the school

- has a Student Sampling Summary Report,
- has selected the Take-All option,
- is participating in the NIES, and
- has been selected for the ESBQ.

School ID #: 122-122-1 Region: FL Area: 2
Assessment Date: 2/19
School Name: DIXON MIDDLE SCHOOL
School Address: 12399 EASTERN AVENUE
OAKLAND, FL 12345
Telephone # (309) 755-5234
Principal: MARILYN BERNARD
School Coordinator: SAM STEWART
Telephone # (309) 755-2348
Sessions: RS0801, RS0802, RS0803
NIES: YES
ESBQ: YES
Take All: NO
Student Sampling Summary Report? YES

It also includes information necessary for contacting the school, including:

- the school name,
- address,
- telephone number, and
- the names of the principal and the school coordinator.

Procedure 2. Conduct the Scheduling Call

Beginning immediately after training, you must contact each school in your assignment to confirm the assessment date and schedule the preassessment visit. When calling the school, use the script in **Procedure 2** in Part 1 of the QCB.

Contact the schools in your area with the earliest assessment dates first. This telephone call should take no longer than 10 minutes per school, so all of your telephone calls should be completed within a few days. Scheduling telephone calls for all of the schools in your assignment must be completed by Friday, December 22, 2006. If you are unable to reach the school coordinator by December 22, report this to your supervisor immediately.

> Hello, _____ *(name of school coordinator)*. My name is _____ and I represent the National Assessment of Educational Progress or NAEP.
>
> As you know, NAEP will be assessing your *(4th/ 8th/ 12th)* grade students on _____ *(assessment date)*. I'm calling to schedule a date and time for our preassessment visit.
>
> On January 2nd, you'll receive a packet of important materials from NAEP. As soon as you receive the packet, please open it and read the instructions brochure that outlines the activities you'll need to complete right away. On the day of our scheduled visit, I'll arrive at the school about an hour before our appointment time to gather some materials from you and then work in a designated space until our meeting.

At this stage, it is 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 supervisor. This will give you time to review your schedule with your supervisor and determine what other options are available.

Here you will also discuss receipt of the Preassessment Packet (should arrive on January 2, 2007). You will tell the school coordinator that you will arrive an hour before your scheduled appointment to gather some completed materials and work in a designated space until your meeting.

2-1. Now, let's set a date and time for the preassessment visit. This visit should take approximately _____ hours. Will _____ (date) work for you?

Continue suggesting dates/times until a mutually convenient schedule is established.	
Preassessment visit date: _____	Click on the "PREASSM'T" tab in the SCS to enter this information after the call.
Preassessment visit time: _____ *(This is the appointment time with the school coordinator.)*	
Preassessment visit arrival time: _____ *(This is the time you will arrive at the school to gather the materials and work independently until your appointment.)*	

Suggest a date and time for the preassessment visit (continue suggesting dates/times until a mutually convenient schedule is established). Record the date and the arrival and visit times in the spaces provided in the QCB.

2-2. I'll need about an hour before our appointment time to review and prepare materials. Is there a space for me to work before our meeting that day?

Work space: _____

Arrange for a work area for the independent work you (and your AA) will be doing before the visit. Record the location in the space provided in this procedure of the QCB.

I'll call you shortly after you receive the packet of materials to review the contents and the activities you'll need to complete before the visit. I'll also answer any questions you may have.

Alert the school coordinator that you will be calling after he/she receives the Preassessment Packet to review the contents, answer questions, and confirm the preassessment visit date/time.

2-3. Do you have a direct telephone number and e-mail that I may use to contact you?

School Coordinator Direct Telephone Number: _____

School Coordinator E-mail Address: _____

- Prompt for spelling and repeat to confirm accuracy.

Click on the "GENERAL" tab in the SCS to enter this information after the call.

Obtain a direct telephone number for the school coordinator and an e-mail address, if available. Be sure to confirm the spelling of the e-mail.

Thank you for your time. If you have any questions before our next call, I can be reached at _____ (*telephone number*) or this e-mail address _____.

_____

Make sure the school coordinator has your full name, contact telephone number, and/or e-mail address.

It is a good idea to send an e-mail to the school coordinator after your call to confirm the details discussed in the call. Below is an example e-mail that you can send.

Dear (school coordinator),

This is to confirm our meeting on (date) at (time) to finalize plans for the NAEP assessment in your school. You will be receiving a Preassessment Packet from NAEP on or around January 2, 2007. Be sure to open it immediately and complete the tasks listed on the instructions brochure. As a reminder, I will be arriving at the school at (time) to work in the (room) until our scheduled appointment.

Please call or e-mail me if you have questions.

Thank you,

(Your name)
NAEP Assessment Coordinator
(Telephone number)

Maintaining rapport is important to NAEP!

The NAEP State Coordinators and NAEP supervisors have gained the cooperation of the schools to participate in NAEP. They have worked to build a good rapport with the schools throughout the gaining cooperation phase. When you assume your role as AC, you must maintain that good rapport as you coordinate the assessment activities.

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

- the preassessment visit date and time, and
- the school coordinator's direct telephone number and e-mail address, if available.

Procedure 3. Prepare for the Confirmation Call

Beginning Tuesday, January 2, 2007, you must conduct a confirmation call with each school. **Procedure 3** in Part 1 of the QCB lists the tasks to complete prior to conducting the confirmation telephone call.

- ☐ Verify delivery of the Preassessment Packet.
  - Locate the FedEx Airbill for the Preassessment Packet in the School Folder. Using the tracking number at the top, track the package online at fedex.com or by calling 1-800-GO FEDEX or 1-800-463-3339.

- ☐ Review the SCS for the number of teachers recorded.
  - Fill in the chart in Procedure 4-2.

- ☐ Review the QCB label to determine if students will participate in the National Indian Education Study (NIES) survey. If so, fill in the blanks and circle or highlight the appropriate text in Procedure 4-3. Have the NIES Linking Form ready.

- ☐ If Grade 4 or 8, have the School and Teacher Roster of Questionnaires ready.

- ☐ Have the *Instructions for the School Coordinator* brochure ready.

- ☐ Fill in the blanks and circle or highlight the appropriate text where options are listed in parentheses in Procedure 4.

- ☐ Review a map or directions obtained from the Internet to determine if you need to ask the school coordinator for more detailed directions.

- ☐ Have your calendar open and ready for the call.

Procedure 4. Conduct the Confirmation Call

Because the supervisors will ship the Preassessment Packets via FedEx to all school coordinators on December 29, 2006, you must begin calling schools on January 2, 2007. The purpose of this telephone call is to verify that the packet has been received; confirm the preassessment visit date and time; briefly review the activities that will take place during the visit; and obtain the names of the teachers for the sampled grade, if possible. If there are students classified as SD and/or ELL on the Administration Schedule(s), you will also remind the school coordinator to distribute the SD and ELL Questionnaires to the school staff most knowledgeable about the SD and/or ELL students. School staff must return these questionnaires to the school coordinator the day before the visit.

Hello, _____ (*school coordinator's name*), this is _____ (*your name*) representing the National Assessment of Educational Progress or NAEP. We spoke in December and scheduled a preassessment visit for _____ (*date/time*). I'm calling to confirm that you received the Preassessment Packet from NAEP and to review with you the activities that need to be completed before the visit.

You will introduce yourself and remind the school coordinator of your last call and the date and time for the preassessment visit.

4-1. Did you receive the Preassessment Packet of materials that was delivered by FedEx?

☐	Yes	• Continue.
☐	No	• Describe the packet and tracking information you received from FedEx.

Next, verify that the school coordinator has received the Preassessment Packet. If the school coordinator has not received it, describe what it looks like. If the packet still cannot be located, retrieve the tracking information from the School Folder and let the school coordinator know the date and time of delivery, and the name of the person who signed for it. If, for some reason, the packet still cannot be located, verify the school coordinator's shipping address and contact your supervisor immediately to send another Preassessment Packet. You will need to reschedule the preassessment visit if there is not enough time for the school coordinator to receive the packet prior to the visit.

Please locate the brochure titled "Instructions For the School Coordinator." Open the brochure, and let's review the panel on the left titled "Activities to Complete Before the Preassessment Visit."

- Review the activities the school coordinator needs to accomplish before your visit:
  - Distribute and collect the SD and/or ELL Questionnaires.
  - Review and update the Student Information Report(s)
    - collect missing data;
    - review student demographic data for accuracy;
    - verify SD/ELL status; and
    - identify students who are withdrawn, ineligible, or are not enrolled.
  - Have a current list of enrolled students and birth dates ready.
  - Send Parent/Guardian Notification Letters.
  - Complete the Logistics Questionnaire.
- Point out the materials listed on the front cover that you will collect when you arrive at the school.

Once the school coordinator has located the packet, ask him/her to locate the *Instructions for the School Coordinator* brochure.

Then, review the steps the school coordinator needs to accomplish before the preassessment visit and the materials he/she needs to have ready to give you when you arrive at the school. You, and an AA in most cases, will work with these materials for about 1 hour prior to meeting with the school coordinator.

4-2. **IF GRADE 4 OR 8:** Next, I need to verify the number of teachers who teach mathematics and [*reading/language arts*] and then I will need their names so I can prepare the NAEP Teacher Questionnaires.

- Verify the number of teachers and then record their names on the Roster of Questionnaires.
- If number of teachers in SCS and actual number differs, prompt school coordinator for accuracy.

Teacher Type	SCS # of Teachers	Actual # of Teachers	Teacher Names
# Grade 4 Reading/Mathematics			RECORD ON ROSTER OF QUESTIONNAIRES
# Grade 8 Mathematics			
# Grade 8 Language Arts			

Are these all of the teachers, including any resource, special education, or non-grade level teachers who may teach mathematics or [*reading/language arts*] to students in the [*4th/8th*] grade.

Ask for the names of all language arts and mathematics teachers so you can prepare the NAEP Teacher Questionnaires before the visit. As the school coordinator gives you the names, record them in the "Teacher Name" column on the Roster of Questionnaires. For grade 4, record all the teacher names you are given, starting on side 1. For grade 8, record the mathematics teachers on side 1 and the language arts teachers on side 2.

If the number in the SCS differs from the actual number from the school coordinator, prompt the school coordinator to be sure your information is accurate. You do not need to update the teacher numbers in the SCS.

4-3. **IF NIES:** In your packet, there is an envelope titled "Important NIES Survey Materials." Please take that out now so we can review the contents together.

Please find the NIES Linking Form inside the envelope. As you can see, _____ (*number*) student(s) that [*have/has*] been selected for NAEP [*is/are*] identified as American Indian or Alaska Native.

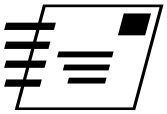
A short survey will be administered to [*that/those*] students, their teachers, and the school administrator. This survey is part of the National Indian Education Study, and it focuses on Indian education and the role of Indian culture in education. A brochure is included in the envelope, and it provides details about the study. We'll discuss the logistics of this 10- to 15-minute student survey during our visit.

- If school coordinator discusses coding of AI/AN students, tell the school coordinator to make updates directly on the School Information Report and that you will discuss AI/AN classifications during the visit.

If NIES school: Review contents of NIES Packet. If the school coordinator begins to discuss race code revisions, ask him/her to make updates to the race of these students on the School Information Report and then you will discuss these revisions during your visit.

- Answer any questions.
- Verify the work area for the independent work you (and your AA) will be doing during the visit.
- Make sure the school coordinator has your full name and contact telephone number.
- End the call.

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



It is a good idea to send an e-mail to the school coordinator a couple of days before the scheduled preassessment visit to remind him/her that you will be at the school for the preassessment visit, as scheduled. If the school coordinator does not have e-mail, and you think it is necessary, you may call again to remind him/her of the visit. You can either speak directly to the school coordinator or leave a message. Below is an example e-mail that you can send.

Dear (school coordinator),

This is to confirm our meeting on (date) at (time) to finalize plans for the NAEP assessment in your school. Per our conversation, please have the following items for me when I arrive [LIST ITEMS]. I will be arriving at the school at (time) to gather the materials we discussed in our last phone call and working in the (room) until our scheduled appointment.

Please call or e-mail me if you have questions.

Thank you,

(Your name)
NAEP Assessment Coordinator
(Telephone number)

Procedure 5. Prepare for the Preassessment Visit

Procedure 5 in Part 1 of the QCB lists a checklist of the tasks to complete after the confirmation call and before the preassessment visit.

- ☐ If grade 4 or 8, prepare the School and Teacher Questionnaire covers and the Roster of Questionnaires (see chapter 4 of the AC Manual for detailed instructions).
- ☐ If NIES: Prepare the NIES School Questionnaire.
- ☐ If grade 8 or 12, ensure you have the Student Certificates of Appreciation with the white name labels that were provided in the School Folder. If you prefer, the AA can do this task during the visit.
- ☐ Prepare the Teacher Notification Letter by filling in the blanks. If you prefer, the AA can do this task during the visit.
- ☐ Review the QCB label to determine if:
  - The school is identified as a "Take All" school. If so, review the Take All Appendix in your manual.
  - There is a Student Sampling Summary Report, which must be reviewed with the school coordinator. Make sure the report is in the School Folder.
  - The Extended Student Background Questionnaire (ESBQ) will be conducted at the school. If so, bring the ESBQ Sample Questions Booklet.
- ☐ Verify that the Instructions for Sampling New Enrollees and New Enrollee Listing Form are in the School Folder.
- ☐ If grade 12, locate the Grade 12 School Visit Report from the School Folder to determine what participation strategies were discussed between the supervisor and principal in the fall. Review whether student letter or Volunteer Certificates are required. If so, gather the correct amount.
- ☐ Complete any blanks and circle or highlight the appropriate text in parentheses in Part 2 of the QCB.
- ☐ Review the State Information Form to determine if you will need to bring a supply of Frameworks or NAEP Sample Questions Booklets or the fall packet materials to the school. Record results in item 3I-11 in Part 2.
- ☐ Bring an NIES Packet in case school is not identified as participating in NIES, but students are identified as AI/AN during visit.

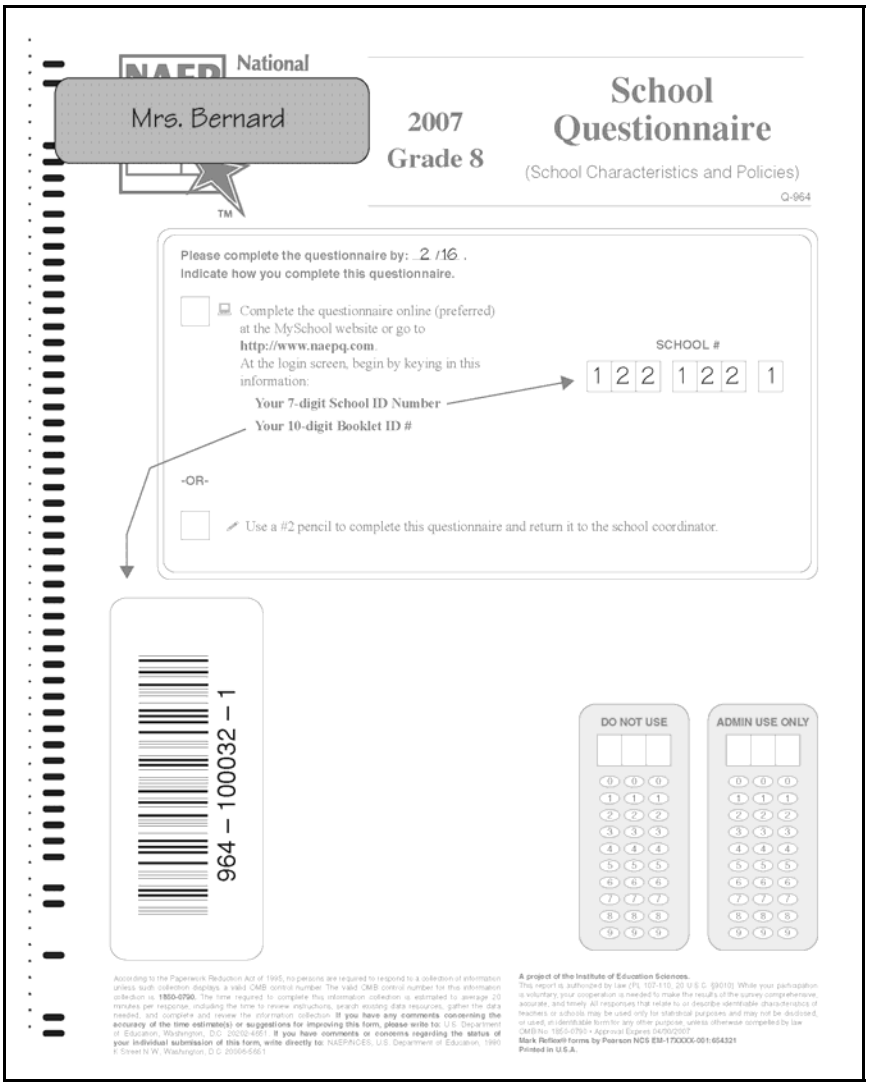
5A. Complete the School and Teacher Questionnaire Covers and Rosters (Grades 4 and 8 Only)

Using the school staff names you received during the confirmation telephone call and recorded on the Roster, you will need to complete the information on the front of the School and Teacher Questionnaire covers before the preassessment visit.

5A.1 NAEP School Questionnaire

To prepare the School Questionnaire cover, you will:

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



5A.2 NAEP Teacher Questionnaires

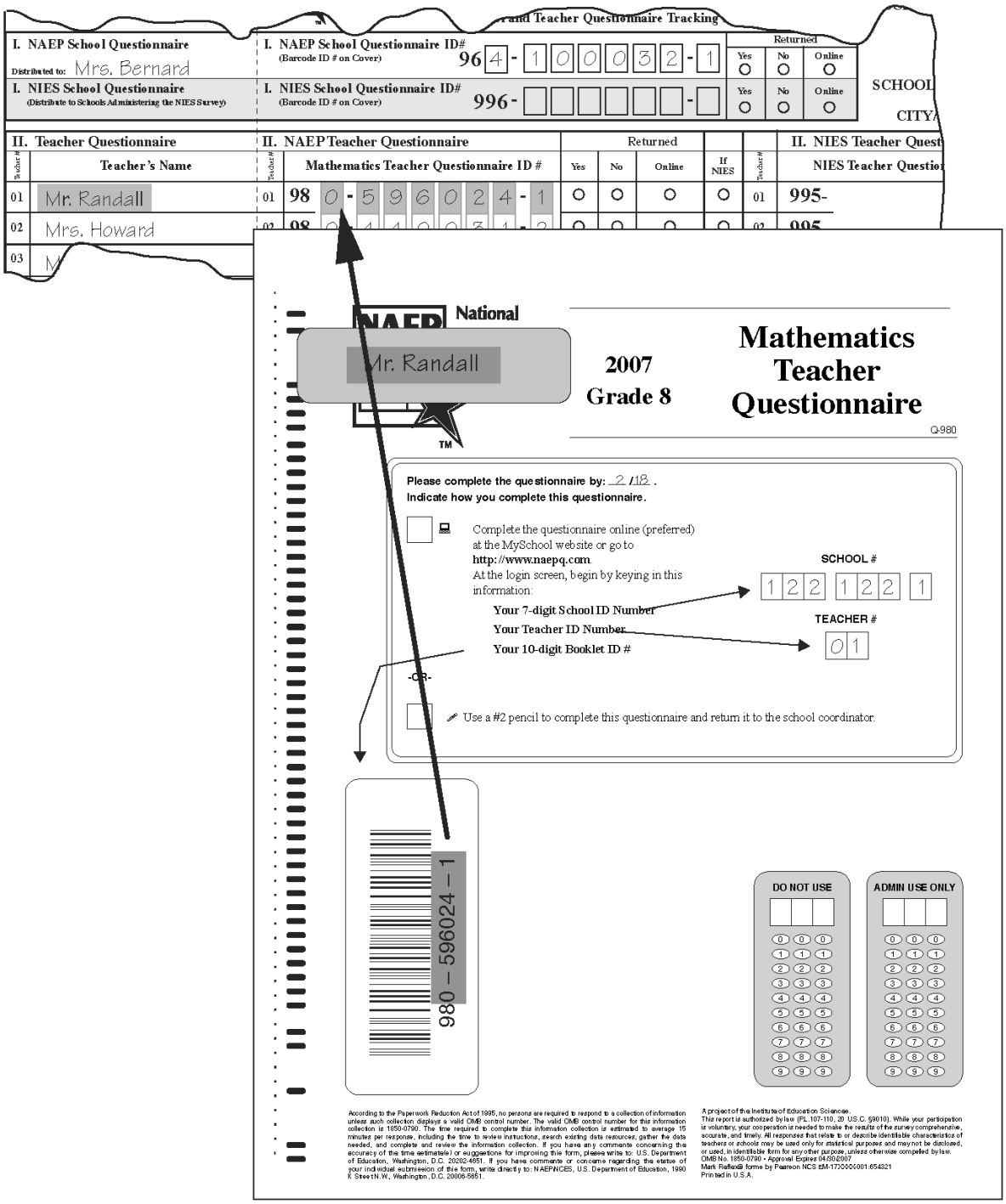
All teachers who teach reading and mathematics to grade 4 students will be asked to complete a Teacher Questionnaire. For grade 8, only language arts (reading and writing) or mathematics teachers of eighth-grade students will be asked to complete a Teacher Questionnaire. Grade 8 teachers of reading and writing will receive the Grade 8 Language Arts Teacher Questionnaires. Grade 8 mathematics teachers will receive the Grade 8 Mathematics Teacher Questionnaires.

To prepare the Teacher Questionnaire covers:

- Count the teachers you recorded on the Roster during the confirmation call, and pull that number of questionnaires from your bulk supplies.
- For each questionnaire:
  - Write the NAEP school ID number on the questionnaire cover.
  - Fill out the information for completing the booklet online and the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
  - Record the teacher ID number from the Roster of Questionnaires on the line where you recorded the teacher's name during the confirmation call.
  - Place a blank removable label in the upper-left corner of the cover.
  - Record the teacher name on the label.

See page 3.21 for an example of a completed Teacher Questionnaire cover.

Be sure to bring extra grade-appropriate questionnaires to the preassessment visit in case the list of teacher names you obtained during the confirmation call is incorrect. In this case, you will need to prepare new Teacher Questionnaires while at the school for the preassessment visit.


I. NAEP School Questionnaire
Distributed to: Mrs. Bernard
I. NAEP School Questionnaire ID#
(Barcode ID # on Cover)
964-10003 2-1
I. NIES School Questionnaire
(Distribute to Schools Administering the NIES Survey)
I. NIES School Questionnaire ID#
(Barcode ID # on Cover)
996-
Returned
Yes
No
Online
SCHOOL
CITY/
II. Teacher Questionnaire
Teacher's Name
Mr. Randall
Mrs. Howard
II. NAEP Teacher Questionnaire
Mathematics Teacher Questionnaire ID #
98 0-5 9 6 0 2 4-1
If NIES
II. NIES Teacher Quest
NIES Teacher Questio
995-
Mr. Randall
2007
Grade 8
Mathematics Teacher Questionnaire
Q-980
Please complete the questionnaire by: 2/18.
Indicate how you complete this questionnaire.
Complete the questionnaire online (preferred) at the MySchool website or go to http://www.naepq.com.
At the login screen, begin by keying in this information:
Your 7-digit School ID Number
Your Teacher ID Number
Your 10-digit Booklet ID #
SCHOOL #
1 2 2 1 2 2 1
TEACHER #
0 1
-OR-
Use a #2 pencil to complete this questionnaire and return it to the school coordinator.
980 – 596024 – 1
DO NOT USE
ADMIN USE ONLY

5A.3 Complete the Roster of Questionnaires

In addition to preparing the questionnaires, you will also need to prepare a Roster of Questionnaires for each school before the preassessment visit. Do this as follows:

- Record the School Questionnaire ID number on the Roster.
- Record the principal's name in the space provided on the Roster.
- Enter the Teacher Questionnaire ID number for each Teacher Questionnaire prepared for the school on the corresponding Teacher Questionnaire ID number line, as shown in the example on the previous page.

If the school is participating in the NIES, you will prepare that section of the Roster, and School and Teacher Questionnaires during the preassessment visit. Instructions for doing this are found in chapter 4.

5B. If NIES: Prepare the NIES School Questionnaire Cover

Your supervisor will put one NIES School Questionnaire in the School Folder for you. Fill in the school ID number and principal name on the front cover, as you did for the NAEP School Questionnaire cover.

5C. Prepare the Student Appreciation Certificates (Grades 8 and 12)

As described in chapter 1, 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 grade 8 and 12 students of the assessment date and location. You will pass out the certificates to the grade 4 students at the end of the assessment session as a "Thank You," so these do not need to be prepared.

Prepare the certificates by affixing the white student-specific name/ID label to the back of the certificate. If you prefer, this task can be done by the AA during the preassessment visit.

5D. 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 Numbers for each session scheduled at the school. (You will fill in the time and location for regular and accommodation sessions during the preassessment visit. If the school is participating in the NIES, you will fill in the date, time, and location for the NIES survey session(s) during the preassessment visit as well.)

NAEP 2007 TEACHER NOTIFICATION LETTER

Date: 1/15/07

TO: Grade 8 Teachers

FROM: Sally Richardson, 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 2007 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 more than 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
RS0801			
RS0802			
RS0803			

An important component of NAEP is the National Indian Education Study (NIES), which is administered to all American Indian and Alaskan Native (AI/AN) students who are sampled for NAEP. The AI/AN students sampled for NAEP in your school will:

❒ complete the NIES Questionnaire (20-30 minutes) on the following day and time:

DATE	TIME	LOCATION

❒ There are no AI/AN students sampled for NAEP in your school

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 each 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 website at http://nationsreportcard.gov.

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

07-G-G-0-207

5E. Review the QCB label to determine if the school is a "Take All" school

If the school has chosen the "take all" option, check the Administration Schedules to see if column **C – Homeroom or Other Locator**, has been completed. If not, review Appendix C.

5F. Review the QCB label to determine if there is a Student Sampling Summary Report

Determine if there is a Student Sampling Summary Report that must be reviewed with the school coordinator. If the school has this report, it will be indicated on the QCB label, and the report should be in the School Folder. If this is the case, verify the report is in the School Folder.

5G. Review the QCB label to determine if the ESBQ will be conducted at the school

Bring the ESBQ Sample Questions Booklet if the QCB label indicates the ESBQ will be conducted at the school.

5H. Verify the Instructions for Sampling New Enrollees is in the School Folder

You will use the Instructions for Sampling New Enrollees for Procedure 2 during the preassessment visit. Make sure it is in the School Folder. A blank New Enrollee Listing Form will accompany the instructions. If these documents are not in the School Folder, contact your supervisor in time for him/her to send them to you before the preassessment visit.

5I. (If Grade 12) Review the Grade 12 School Visit Summary Report

If the school is sampled for grade 12, locate the Grade 12 School Visit Summary Report in the School Folder to determine what participation strategies were discussed between the supervisor and principal in the fall. You will need to know this information to discuss participation strategies further during the preassessment visit.

5J. Review Part 2 of the QCB

To help prepare you for the preassessment visit, fill in the blanks and circle or highlight the appropriate text in **Part 2 of the QCB** where options are listed in parentheses.

5K. Review the State Information Form to determine if you will need to bring a supply of Frameworks or NAEP Sample Questions Booklets or Fall Packet Materials to the School

If the State Information Report indicates you will need to bring a supply of Frameworks or NAEP Sample Questions Booklets or Fall Packet Materials (Teacher Video, Poster, Measure Up) to the school, record this in item 3I-11 in Part 2 of the QCB.

5L. If school is not identified as NIES, bring an NIES Packet of Materials.

You will need an NIES Packet of Materials in case a student is identified as AI/AN during the preassessment visit.

5M. Gather and organize materials for the visit

Next, gather the materials you will need to bring with you to the visit. These are listed in the QCB as shown below.

Gather the following materials to take with you to the visit:

- ☐ the School Folder containing all the materials listed on the School Folder Transmittal Form, particularly the following materials that you will be using during the visit;
  - Original Administration Schedule for each session
  - Preprinted Inclusion Worksheet
  - **If Grade 4 or 8,** SD/ELL Roster of Questionnaires (if applicable)
  - **If Grade 4 or 8,** Original School/Teacher Roster of Questionnaires
  - **If Grade 12,** Original School/SD/ELL Roster of Questionnaires
  - **If NIES,** NIES Linking Form
  - Instructions for Sampling New Enrollees
  - New Enrollee Listing Form
  - Original List of All Students in the Grade Submitted for Sampling
  - Student Sampling Summary Report (if applicable)
  - **If Grade 12,** School Visit Report
  - **If Grade 8 or 12,** White name labels for use on the Student Certificates
- ☐ if grade 4 or 8, Prepared School and Teacher Questionnaires and Roster of Questionnaires;
- ☐ if selected for ESBQ, the ESBQ Sample Questions Booklet;
- ☐ if grade 12 (and noted on School Visit Report), Volunteer Certificates and Student Letters;
- ☐ the Teacher Notification Letter;
- ☐ the NAEP Student Appreciation Certificates (grades 8 and 12 only);
- ☐ the state-specific Parent Notification Letter <u>or</u> the NAEP generic Sample Parent/Guardian Notification Letter (for public schools that don't have a state-specific letter and nonpublic schools);
- ☐ if required, *Frameworks* and *NAEP Sample Questions Booklets* (two sets per grade per school) and fall packet material (*Measure Up*, *Poster*, and *Teacher Video*)
- ☐ *Teacher's Guide to NAEP* (one per Teacher Questionnaire);
- ☐ NAEP Poster;
- ☐ extra U.S. Department of Agriculture Letters;
- ☐ extra grade-appropriate School, Teacher, SD, and ELL Questionnaires;
- ☐ your calendar;
- ☐ this QCB;
- ☐ directions to the school; and
- ☐ basic office supplies.
- ☐ If the school is <u>participating</u> in the NIES, you will need to bring the following:
  - prepared NIES School Questionnaire;
  - grade-appropriate NIES Teacher Questionnaires; and
  - NIES Sample Questions Booklet.
- ☐ If the school is <u>not participating</u> in the NIES, you will need to bring the following in case an AI/AN student is identified during the visit:
  - NIES Packet;
  - NIES School Questionnaire and Teacher Questionnaires; and
  - NIES Sample Questions Booklet.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

_____ 1. You will work with your supervisor in December 2006 and January 2007 to develop a tentative schedule of assignments for your AAs and will give each AA a copy of his/her schedule at the AA In-Person Training.

_____ 2. To calculate the number of boxes of NAEP materials you should receive from Pearson, use this equation:

(# of schools) x (3 Session Boxes) + (4 bulk supply boxes).

_____ 3. Plan for the Scheduling Call to take no longer than about 10 minutes per school.

_____ 4. The school's Preassessment Packet should arrive at the school on January 2, 2007.

_____ 5. Call UPS to find the tracking number and delivery information if a school informs you that they have not received their Preassessment Packet.

_____ 6. You need to complete the information on the front of the School and Teacher Questionnaire *before* the preassessment visit, using the school staff names you received during the confirmation telephone call.

_____ 7. If the school is not identified as NIES, it is not necessary to bring the NIES Packet of Materials to the preassessment visit.

Answers: 1-t, 2-f, 3-t, 4-t, 5-f, 6-t, 7-f

4 CONDUCTING THE PREASSESSMENT VISIT

The preassessment visit is an in-person visit conducted at each school in your assignment. This visit provides an opportunity for you to establish a positive rapport with the school coordinator while planning for the assessment. To conduct the visit, you will follow the script provided in **Part 2** of the QCB.

The visit is divided into four parts, which correspond with the four procedures listed in **Part 2** of the QCB.

Procedure 1: Gather Materials From School Coordinator to Complete Work Independently

Procedure 2: Work Independently
- **2A:** Select the Sample of Newly Enrolled Students
- **2B:** Identify Withdrawn, Ineligible, and Students Not Enrolled
- **2C:** Update Missing or Incorrect Student Demographic Data
- **2D:** Update SD and ELL Classifications
- **2E:** Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet
- **2F:** Review Logistics Questionnaire
- **2G:** Prepare to Conduct Visit

Procedure 3: Conduct Visit
- **3A:** Confirm Results of the New Enrollee Selection
- **3B:** Confirm Withdrawn, Ineligible, and Sudents Not Enrolled
- **3C:** Confirm Missing or Incorrect Student Demographic Data and Review Student Sampling Summary Report, If Applicable
- **3D:** Confirm SD and ELL Classifications
- **3E:** Review the Inclusion Worksheet and Discuss Accommodations
- **3F:** Grades 4 and 8: Distribute and Discuss School and Teacher Questionnaires
- **3G:** Verify Parent/Guardian Notification
- **3H:** Grades 4 and 8: Discuss NIES, If Applicable
- **3I:** Make Assessment Arrangements
- **3J:** Discuss Logistics Questionnaire

Procedure 4: Complete Additional Tasks Before Leaving the School

As stated in chapter 3, you can bring one AA to the preassessment visit to assist with administrative activities.

Procedure 1. Gather Materials From School Coordinator to Complete Work Independently

The preassessment visit begins with a brief meeting with the school coordinator. **Procedure 1** will walk you through the process of gathering materials from the school coordinator that you will need to complete **Procedures 2A** through **2G**.

1-1.

- Introduce yourself (and AA) to the school coordinator.

1-2. Do you have the following materials?

	YES	NO
Updated Student Information Report ❑ Missing demographic information entered. ❑ Reviewed student demographic data for accuracy. ❑ Determined if there have been changes in students identified as SD and/or ELL. ❑ Identify which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed.	☐	☐
Completed SD/ELL Questionnaires	☐	☐
Current list of students in the selected grade ❑ List contains birth dates (and any other demographic information, if available)	☐	☐
Logistics Questionnaire (optional)	☐	☐

You will meet briefly with the school coordinator to pick up the materials needed to complete your independent work, including the updated Student Information Report(s), the completed SD/ELL Questionnaires, a current list of students, and the Logistics Questionnaire. In some instances, you may pick up the materials from the school secretary instead of the school coordinator. In either case, introduce yourself and the AA assisting you. Then, go to the room where you will be working to begin your independent tasks.

1-3. **IF ONE OR MORE ITEMS IS NOT COMPLETE:** Could you please complete (*insert item*) and bring it to the room where I'll be working? Anything you can complete before our scheduled appointment will make the visit much faster.

- If items cannot be completed before visit, check the missing items in Procedure 3 on page 2.12. You will request these missing items at the start of your scheduled appointment.

If all materials are not ready when you arrive, ask the school coordinator if he/she could collect the materials and bring them to you during your independent work. If this is not possible, ask for them in **Procedure 3** when you meet with the school coordinator.

Procedure 2. Work Independently

Procedure 2 involves the work you will be completing independent of the school coordinator. You will complete this work at the school in a designated workspace on the day of the preassessment visit about an hour prior to your scheduled appointment.

Procedure 2 is divided into seven subprocedures.

Procedure 2: Work Independently

- **2A:** Select the Sample of Newly Enrolled Students
- **2B:** Identify Withdrawn, Ineligible, and Students Not Enrolled
- **2C:** Update Missing or Incorrect Student Demographic Data
- **2D:** Update SD and ELL Classifications
- **2E:** Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet
- **2F:** Review Logistics Questionnaire
- **2G:** Prepare to Conduct Visit

An AA will help you complete some of these subprocedures. **Part 2** of the QCB includes footnotes for tasks the AA can or should complete. Generally, these tasks are associated with the transfer of information from one NAEP document to another. You will check the AA's work for accuracy.

At the beginning of each subprocedure is a list of materials required for its completion. Place all other materials aside. Keeping only the necessary materials in front of you during your work will alleviate confusion and promote organization.

Procedure 2A. Select the Sample of Newly Enrolled Students

In **Procedure 2A**, you will be selecting the sample of newly enrolled students. The procedure begins with a list of the materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Current list of students in the selected grade
- ✓ Original list of students submitted to NAEP in the fall for sampling (in School Folder)
- ✓ Instructions for Sampling New Enrollees (in School Folder)
- ✓ New Enrollee Listing Form (in School Folder)
- ✓ If Necessary: NIES Linking Form
- ✓ If Necessary: SD and ELL Questionnaires, Inclusion Worksheet, and Roster

The *Instructions for the School Coordinator* brochure requested the school coordinator print out a current list of students in the selected grade. The list was to include birth date information; however, no further demographic information was required to be on the list. Any missing demographic information for new enrollees added to the sample will be obtained during your visit with the school coordinator.

2A-1.

- Compare the current list of students to the original list of students submitted for sampling. Highlight the names of students on the current list that are **not** on the original list submitted for sampling.[1]
- On the New Enrollee Listing Form, record the highlighted names and demographic information, if available.

To complete **item 2A-1**, compare the current list of students with the original student list submitted for sampling. (The original student list will be in the School Folder.) When comparing the two lists, it may be helpful to have your assisting AA read the names from the current list of students to you. Designate a "new enrollee" highlighter color and have the AA highlight the names of students that appear on the current list of enrolled students but ***do not*** appear on the list submitted for sampling. Then, record the highlighted names and demographic information, if available, on the New Enrollee Listing Form.

2A-2. How many grade [*4/8/12*] students are recorded on the New Enrollee Listing Form?

☐	No students.		• Go to **2B**.
☐	There are students listed on the New Enrollee Listing Form.	▪ Record number of students identified as new enrollees	SCS _____ (must be greater than 0)

Count the number of newly enrolled students listed on the New Enrollee Listing Form. If there are no new enrollees, check the first box in **item 2A-2** and go to **Procedure 2B**. If there are new enrollees, check the second box and record how many students are on the New Enrollee Listing Form in the space provided. You will need to enter this number into the School Control System (SCS) after the preassessment visit. Continue to **item 2A-3**, in which you will select the sample of newly enrolled students.

2A-3. Conduct sampling of new enrollees by doing the following:

- Select the sample of students from the New Enrollee Listing Form by following the directions on the Instructions for Sampling New Enrollees.
- Record each new student's name and birth date on the Administration Schedule with the fewest students. If demographic data was included, record that information into columns **C** and **E** through **H** on the Administration Schedule. Otherwise, you will collect it during the visit.
- Record a "1" in column **G**, indicating the student is a new enrollee.
- Record the total number of newly sampled students added to the Administration Schedule(s). → SCS _____

To select the sample of newly enrolled students, use the prepared New Enrollee Listing Form and follow the steps for sampling that are detailed on the Instructions for Sampling New Enrollees.

The New Enrollee Listing Form has consecutive numbers in the column titled “Line #.” Refer to the Instructions for Sampling New Enrollees for the set of line numbers used to select the sample. Then, place an “X” in the column titled “Sampled” for the students on the New Enrollee Listing Form whose line numbers correspond to those found on the Instructions for Sampling New Enrollees. The students with an “X” are the sample of new enrollees.

Once the sample has been drawn, record the number of newly sampled students in the space provided in **2A-3**. This number will be entered into the SCS after the preassessment visit.

Add the sampled students to the Administration Schedule with the fewest students. Record any demographic information that you have for the student. You will collect any missing demographic information during the visit. Also be sure to record a “1” in column **M** on the Administration Schedule(s) designating this student as a new enrollee as shown in the following exhibit.

School name & ID: Dixon Middle School 122-122-1 Page 1 of 1

NAEP 2007

NEW ENROLLEE LISTING FORM

Directions: Obtain a list of the currently enrolled students from the school coordinator and compare it to the list that was submitted for sampling. Below, record the names and demographic information of those students whose names are on the list of currently enrolled students, but are NOT on the list from which the sample was selected.

Using the *Instructions for Sampling New Enrollees*, select the sample of these students. Put an “X” in the “Sampled” column for those students who have been sampled. Write their names and demographic data on the Administration Schedule remembering to enter a “1” in column M since these are considered new enrollees.

(NAEP codes for student background variables are listed on the reverse side).

-B- Student Name	-C- Home-room	-E- Birth Date (MM/YY)	-F- Sex	-G- Race/ Eth.	-H- NSLP status	-I- SD	-K- ELL	-M- New En.	For Sampling Use Only: Line No.*	For Sampling Use Only: Sampled “X”
Adams, Shamika	101	03/93	2	2	1	2	2	1	1	X
Cohen, Sole	232	05/93	1	1	2	2	2	1	2	
Daniels, Thomas	232	04/93	1	3	2	2	2	1	3	X
Silva, Adriana	101	04/93	2	3	2	2	2	1	4	X
Williams, Amy	178	10/92	2	1	1	2	2	1	5	X
Yow, Hu	101	12/92	2	4	1	2	2	1	6	
									7	

“A” Line #	“B” Student Name	“C” Homeroom Number	“D” Sex	“E” Birth Date Month	Day	Year	“F” Sex Variable	“G” Racial/ Eth.	“H” SENSE Level	“I” S.D.	“J” IEP Code	“K” ELL	“L” Ext. Time	“M” Other Ac.	“N” Original Booklet ID #	“O” Accommodation Booklet ID #	“P” Admin. Code	“Q” Administration Codes
16	McCall, Karen	252	F	1	9	9	2	2	1	1	2		2		2	029 000232 9			
17	Mendoza, Roberto	252	M	0	5	9	2	1	3	3	2		2		2	115 000233 2			
18	~~Ojeme, Edwin~~	~~252~~	W	0	2	9	3	1	5	1	1		2		2	227 000234 5		6	1
19	Owens, Paige	252	R	1	1	9	2	2	1	1	2		2		2	030 001362 7			
20	Penado, Elena	252	R	1	0	9	2	2	3	2	2		2		2	116 100142 4			
21	Peters, Daniel	252	W	1	2	9	2	1	1	3	1		2		2	228 233000 2			
22	Qualls, Chris	178	R	0	6	9	2	1	5	1	2		2		2	031 025007 7			
23	Ratcliff, Tony	178	M	0	9	9	2	1	1	3	2		2		2	117 080601 9			
24	Roades, James	178	W	1	1	9	2	1	1	1	2		2		2	229 000761 1			
25	~~Ryder, Brian~~	~~178~~	R	0	3	9	3	1	2	1	2		2		2	032 369004 3		5	1
26	Saleem, Aamir	178	M	0	7	9	2	1	1	2	2		2		2	118 400002 8			
27	Scheer, Karol	178	W	0	4	9	3	2	1	1	2		2		2	230 098080 6			
28	Thomas, Jan	220	R	0	1	9	3	2	5	1	2		2		2	033 340215 2			
29	Adams, Shamika	101	M	0	3	9	3	2	2	1	2		2		1	119 542300 5			
30	Daniels, Thomas	232	W	1	2	9	2	1	1	1	2		2		1	231 076100 7			
27	Silva, Adriana	178	R	0	4	9	3	2	3	2	2		2		1	034 000009 4			
28	Williams, Amy	220	M	1	0	9	2	2	1	1	2		2		1	120 685008 1			
29																			
30																			

122-122-1

RS0801 p2

00509-6

This form must be completed in No. 2 pencil.

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

2A-4. **NIES ALERT:** If any students added to the Grade 4 or 8 Administration Schedule have a race code of "5" (American Indian/Alaska Native), those students will participate in the NIES study and must be copied to the NIES Linking Form.

Review the race codes for the selected new enrollees. If any have a race code of "5" for American Indian/Alaska Native (AI/AN), those students will participate in the NIES. Record the student's name and demographic information on the NIES Linking Form.

2A-5. **SD/ELL ALERT:** If any sampled newly enrolled students are SD and/or ELL, prepare an SD and/or ELL Questionnaire, and add the information to Roster of Questionnaires and the Inclusion Worksheet.

Review the SD and ELL classifications for the new enrollees who were added to the Administration Schedule. Prepare an SD or ELL Questionnaire for new enrollees classified as such. Add these students to the Inclusion Worksheet and to the Roster of Questionnaires.

Procedure 2B. Identify Withdrawn, Ineligible, and Students Not Enrolled

In **Procedure 2B**, you will identify the withdrawn and ineligible students and code the Administration Schedule(s) accordingly. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Student Information Report(s) with students identified as withdrawn or graduated, ineligible because they do not attend campus, and who are neither enrolled nor attend the school in the grade to be assessed
- ✓ Administration Schedule(s)
- ✓ SD/ELL Roster of Questionnaires
- ✓ Inclusion Worksheet

The *Instructions for the School Coordinator* brochure requested the school coordinator indicate directly on the Student Information Report(s) which students are withdrawn, graduated, or ineligible. You will review these designations with the school coordinator during your scheduled visit.

2B-1. Using the designations assigned by the school coordinator on the Student Information Report(s), complete the following:

☐	_____ (*number*) Students are designated as "Withdrawn / Graduated" on the Student Information Report.	▪ Enter Code **51** for withdrawn or graduated students in column **P** on Administration Schedule(s). ▪ Draw a line through each withdrawn student's name up to the perforation on Administration Schedule(s). ▪ If any of these students were classified as SD/ELL, cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.
☐	_____ (*number*) Students are designated as "Ineligible, Never Attends Campus" on the Student Information Report.	▪ Enter Code **54** for ineligible students who never attend campus in column **P** on Administration Schedule(s). ▪ Draw a line through each ineligible student's name up to the perforation on Administration Schedule(s). ▪ If any of these students were classified as SD/ELL, cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.
☐	_____ (*number*) Students are designated as "Ineligible, Other" on the Student Information Report.	▪ Enter Code **55** for "ineligible, other" students in column **P** on Administration Schedule(s). ▪ Draw a line through each "ineligible, other" student's name up to the perforation on Administration Schedule(s). ▪ If any of these students were classified as SD/ELL, cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.

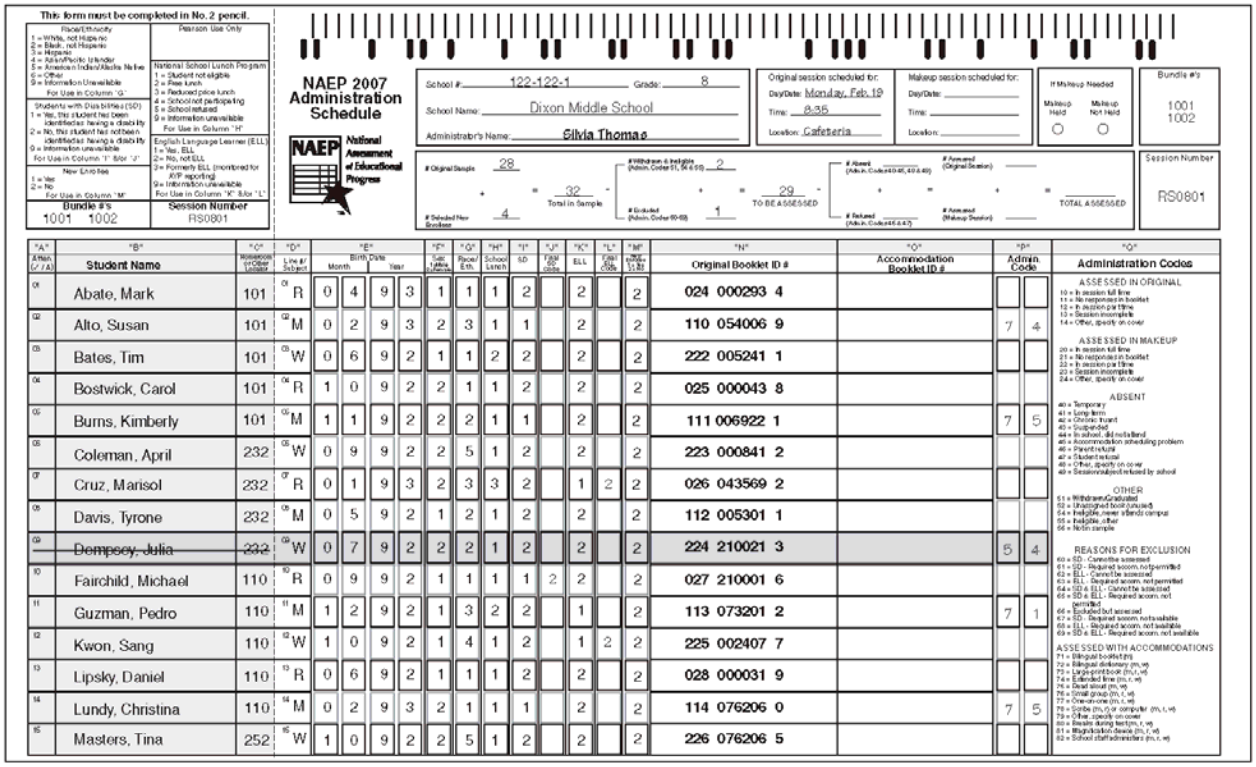
On the top line of **item 2B-1,** enter the total number of students who the school coordinator marked as withdrawn on the Student Information Report(s). These are students who are not longer enrolled in the school because they have withdrawn or graduated, or are expelled. Next, enter Administration Code **51** in column **P** on the Administration Schedule(s).

In the middle line of **item 2B-1**, enter the total number of students who the school coordinator marked as ineligible on the Student Information Report(s). These are students who are ineligible because they are enrolled but never physically attend the school, such as home-schooled students or students attending all classes off campus. Give these students an Administration Code of **54** in column **P** on the Administration Schedule(s).

On the bottom line of **item 2B-1**, enter the total number of students who the school coordinator marked as ineligible-other on the Student Information Report(s). These are students who are not eligible for the assessment for other reasons such as not in the grade being assessed or foreign exchange student. This code does not include students who are excluded because of SD or ELL status. Give these students an Administration Code of **55** in column **P** on the Administration Schedule(s).

For each student with an Administration Code of **51**, **54**, or **55**, you will draw a line through the student's name up to the perforation on the Administration Schedule(s). 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.

If any of these students were classified as SD or ELL, be sure to cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Also, line through the student's information on the Inclusion Worksheet.



This form must be completed in No. 2 pencil.

NAEP 2007 Administration Schedule

NAEP National Assessment of Educational Progress

School #: 122-122-1 Grade: 8
School Name: Dixon Middle School
Administrator's Name: Silvia Thomas

Original session scheduled for: Day/Date: Monday, Feb. 19 Time: 8:35 Location: Cafeteria
Makeup session scheduled for: Day/Date: Time: Location:
If Makeup Needed: Makeup Held ○ Makeup Not Held ○
Bundle #'s: 1001 1002
Session Number: RS0801

Original Sample 28 + # Selected New Enrollees 4 = 32 Total in Sample − # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 2 + # Excluded (Admin. Codes 60-69) 1 = 29 TO BE ASSESSED − # Absent (Admin. Codes 40-45, 48 & 49) + # Refused (Admin. Codes 46 & 47) + # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

"A" Attem. (✓ / A)	"B" Student Name	"C" Roster or Other Locator	"D" Line # / Subject	"E" Birth Date Month	Birth Date Year	"F" Sex Male=1 Female=2	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" FBM SD code	"K" ELL	"L" FBM ELL code	"M" New Enrollee Sub	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code		"Q" Administration Codes
01	Abate, Mark	101	01 R	0	4	9	3	1	1	1	2		2		2	024 000293 4			
02	Alto, Susan	101	02 M	0	2	9	3	2	3	1	1		2		2	110 054006 9		7	4
03	Bates, Tim	101	03 W	0	6	9	2	1	1	2	2		2		2	222 005241 1			
04	Bostwick, Carol	101	04 R	1	0	9	2	2	1	1	2		2		2	025 000043 8			
05	Burns, Kimberly	101	05 M	1	1	9	2	2	2	1	1		2		2	111 006922 1		7	5
06	Coleman, April	232	06 W	0	9	9	2	2	5	1	2		2		2	223 000841 2			
07	Cruz, Marisol	232	07 R	0	1	9	3	2	3	3	2		1	2	2	026 043569 2			
08	Davis, Tyrone	232	08 M	0	5	9	2	1	2	1	2		2		2	112 005301 1			
09	~~Dempsey, Julia~~	~~232~~	09 W	0	7	9	2	2	2	1	2		2		2	224 210021 3		5	4
10	Fairchild, Michael	110	10 R	0	9	9	2	1	1	1	1	2	2		2	027 210001 6			
11	Guzman, Pedro	110	11 M	1	2	9	2	1	3	2	2		1		2	113 073201 2		7	1
12	Kwon, Sang	110	12 W	1	0	9	2	1	4	1	2		1	2	2	225 002407 7			
13	Lipsky, Daniel	110	13 R	0	6	9	2	1	1	1	2		2		2	028 000031 9			
14	Lundy, Christina	110	14 M	0	2	9	3	2	1	1	1		2		2	114 076206 0		7	5
15	Masters, Tina	252	15 W	1	0	9	2	2	5	1	2		2		2	226 076206 5			

Procedure 2C. Update Missing or Incorrect Student Demographic Data

In **Procedure 2C**, you will update student demographic data on the Administration Schedule(s). The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Student Information Report(s) with missing data entered and/or corrections made
- ✓ Administration Schedule(s)
- ✓ If Necessary, NIES Linking Form

The *Instructions for the School Coordinator* brochure requested the school coordinator enter missing or incorrect data directly on the Student Information Report(s). During your independent work, you will transfer any corrections and/or additions from the Student Information Report(s) to the Administration Schedule(s). The changes you make to the Administration Schedule(s) will be reviewed with the school coordinator during your visit.

2C-1. Check to see if the school coordinator entered missing demographic information except on the Student Information Report(s).*

☐	There is no missing demographic data	• Continue with **2C-2**
☐	Missing demographic information has been filled in by the school coordinator on the Student Information Report(s).	• Transfer the missing information to the Administration Schedule(s).

** Except for SD and ELL codes. These will be addressed in Procedure 2D.*

To complete **item 2C-1**, look at columns **E-H** on the Administration Schedule(s) to determine if there is any missing information. If columns **E-H** are complete, check the "There is no missing demographic data." box and go to **item 2C-2**.

If missing demographic data was filled in by the school coordinator, transfer the missing information from the Student Information Report(s) to the Administration Schedule(s). You may have the AA complete this task.

2C-2. Check to see if the school coordinator made any corrections to information on the Student Information Report(s).*

☐	There are no corrections on the Student Information Report(s).	• Continue with **2C-3**
☐	Corrections have been made on the Student Information Report(s) by the school coordinator.	• Transfer the corrections from the Student Information Report(s) to the Administration Schedule(s).

** Except for SD and ELL codes. These will be addressed in Procedure 2D.*

To complete **item 2C-2**, review the Student Information Report(s) to determine if corrections to information were made by the school coordinator. If corrections were made, you or your assisting AA will transfer those corrections from the Student Information Report(s) to the Administration Schedule(s) and check the box "Corrections have been made on the Student Information Report(s) by the school coordinator." If there were no corrections, indicate so in the QCB and continue with **item 2C-3**.

2C-3.

NIES ALERT: Any revisions to Code "5" (American Indian/Alaska Native) in column **G** on the Administration Schedule(s) must be copied to the NIES Linking Form.

Item 2C-3 reminds you that any changes of a student's race code from code "5" requires the students be removed from the NIES Linking Form. If a student's race has been changed to code "5," the student must be added to the NIES Linking Form.

Procedure 2D. Update SD and ELL Classifications

In **Procedure 2D**, you will update SD and ELL classifications. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ the Student Information Report(s) with updates or revisions to SD and ELL columns
- ✓ the Administration Schedule(s)
- ✓ SD/ELL Roster of Questionnaires
- ✓ Inclusion Worksheet
- ✓ Extra SD and/or ELL Questionnaires

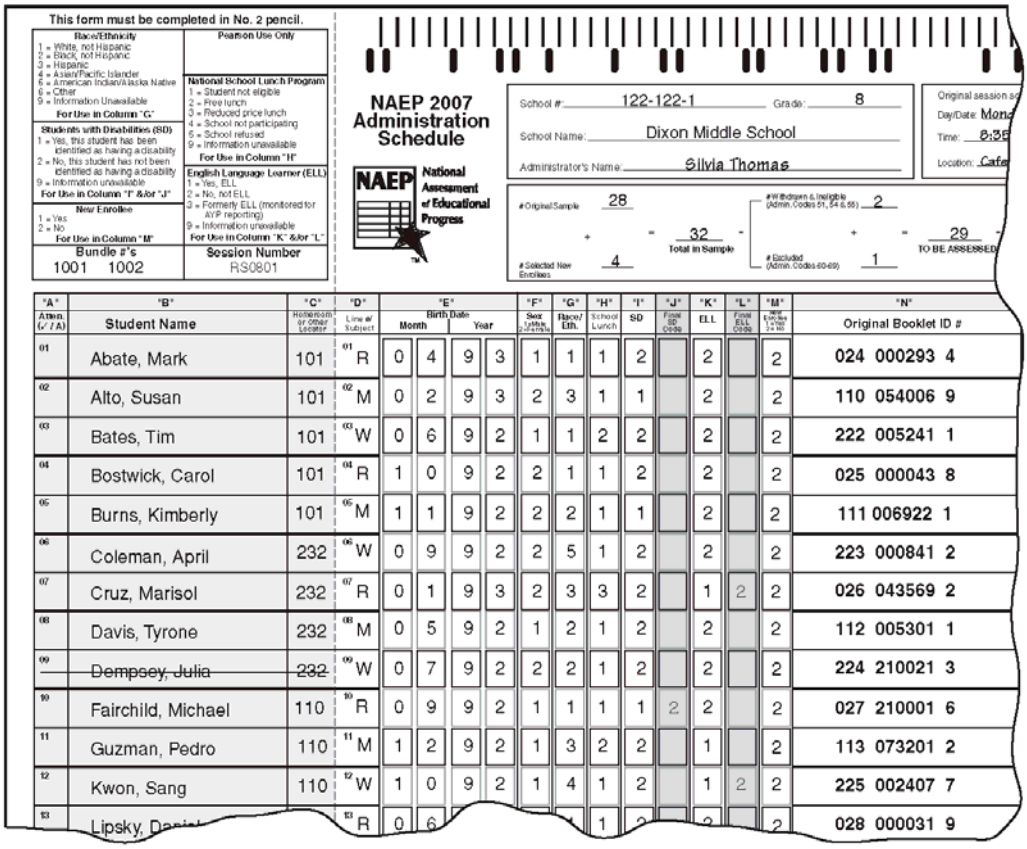
The *Instructions for the School Coordinator* brochure requested the school coordinator record any change in SD or ELL classifications directly on the Student Information Report(s). Make any noted revisions to the Administration Schedule(s). Changes will be verified with the school coordinator during the visit.

2D-1. Review the SD and ELL codes on the Student Information Report and check to see if changes have been made.

☐ There are changes to the SD and ELL codes.	• Continue with **2D-2**.
☐ There are no changes to the SD and ELL codes.	• Go to **2E**.

First, indicate in **item 2D-1** if there have been changes to the SD and ELL codes on the Student Information Report. If so, continue on to **item 2D-2**. If there have not been any changes to SD or ELL codes, go to **Procedure 2E**.

At **item 2D-2,** you are looking for students who are newly classified as SD or ELL. If any students who were coded “2” for “No” in the SD or ELL columns are now classified as SD or ELL, you will enter a “1” for “Yes” in column **J** labeled “Final SD Code” or column **L** labeled “Final ELL Code” on the Administration Schedule as shown in the following exhibit.



This form must be completed in No. 2 pencil.

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 "G"

Pearson Use Only

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 "I" &/or "J"

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

New Enrollee: 1 = Yes; 2 = No. For Use in Column "M"

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 "K" &/or "L"

Bundle #'s: 1001 1002

Session Number: RS0801

NAEP 2007 Administration Schedule

NAEP National Assessment of Educational Progress

School #: 122-122-1 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

Original session sc

Day/Date: Mon

Time: 8:35

Location: Cafe

Original Sample 28 + # Selected New Enrollees 4 = 32 Total in Sample

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 2 + # Excluded (Admin. Codes 60-69) 1 = 29 TO BE ASSESSED

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line # / Subject	"E" Birth Date Month	Year	"F" Sex (Male = 1, Female = 2)	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee (1 = Yes, 2 = No)	"N" Original Booklet ID #
01	Abate, Mark	101	01 R	0 4	9 3	1	1	1	2		2		2	024 000293 4
02	Alto, Susan	101	02 M	0 2	9 3	2	3	1	1		2		2	110 054006 9
03	Bates, Tim	101	03 W	0 6	9 2	1	1	2	2		2		2	222 005241 1
04	Bostwick, Carol	101	04 R	1 0	9 2	2	1	1	2		2		2	025 000043 8
05	Burns, Kimberly	101	05 M	1 1	9 2	2	2	1	1		2		2	111 006922 1
06	Coleman, April	232	06 W	0 9	9 2	2	5	1	2		2		2	223 000841 2
07	Cruz, Marisol	232	07 R	0 1	9 3	2	3	3	2		1	2	2	026 043569 2
08	Davis, Tyrone	232	08 M	0 5	9 2	1	2	1	2		2		2	112 005301 1
09	~~Dempsey, Julia~~	~~232~~	09 W	0 7	9 2	2	2	1	2		2		2	224 210021 3
10	Fairchild, Michael	110	10 R	0 9	9 2	1	1	1	1	2	2		2	027 210001 6
11	Guzman, Pedro	110	11 M	1 2	9 2	1	3	2	2		1		2	113 073201 2
12	Kwon, Sang	110	12 W	1 0	9 2	1	4	1	2		1	2	2	225 002407 7
13	Lipsky, Dani[illegible]		13 R	0 6	[illegible]	[illegible]	[illegible]	1	[illegible]		[illegible]		2	028 000031 9

Prepare the appropriate SD or ELL Questionnaire for these newly classified students. Add them to the SD/ELL Roster of Questionnaires. You will give the questionnaires to the school coordinator during the scheduled visit.

You will also add newly classified SD and ELL students to the Inclusion Worksheet by recording the student’s name, session/line numbers, subject, and SD/ELL status.

2D-3. If there are SD/ELL students who are now classified as a **"2"** or **NO** for **SD** or as a **"2"** or **NO** for **ELL** or **"3"** for **FORMERLY ELL**, complete the following:

- On the Administration Schedule, record a "2" in the Final SD column or "2" or "3" in the Final ELL column for the no longer classified or formerly classified students.
- Line through the student's name on the SD/ELL Roster, and shade the "Not Needed" oval in the Returned column.
- Line through the student's information on the Inclusion Worksheet.
- If a questionnaire was completed for the student(s) no longer classified, record "No Longer Classified" and set aside.

At **item 2D-3** you are looking for students who are no longer classified as SD or ELL. If any students who were coded "1" in the SD or ELL columns are now no longer classified as SD or ELL, you will enter a "2" for "No" in column **J** labeled "Final SD Code" or column **L** labeled "Final ELL Code" on the Administration Schedule. If the school coordinator indicates the ELL student is now classified as "Formerly ELL (monitored for AYP reporting)" which means the 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" or code "3" in column **L**. If you are allowed to use code 3 in your state, it will be noted on the State Information Form. Contact your supervisor if you have any questions about using this code.

Place a line through the student's name on the SD/ELL Roster of Questionnaires if the student is no longer classified as SD or ELL. Also, shade the "Not Needed" oval in the Returned column for these students. If you have already received the completed questionnaire for a student, record "No Longer Classified" on the front cover and set it aside.

Students no longer classified as SD or ELL should be removed from the Inclusion Worksheet as well. Do this by lining through the student's name on the worksheet.

Procedure 2E. Transcribe SD/ELL Questionnaire Data onto Inclusion Worksheet

In **Procedure 2E**, you will transcribe information found in the SD and ELL Questionnaires onto the Inclusion Worksheet. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ The preprinted Inclusion Worksheet that identifies all the students listed as SD and/or ELL, including those newly classified
- ✓ Completed SD and ELL Questionnaires

The *Instructions for the School Coordinator* brochure instructs the school coordinator to distribute and collect the completed SD and/or ELL Questionnaires. In this part of the work, you will only transcribe the SD and ELL Questionnaire data onto the Inclusion Worksheet.

You will review this information with the school coordinator during the scheduled visit. You may have your assisting AA complete this work; however, be sure to perform a quality control check for accuracy.

2E-1.			
	☐	All SD and ELL Questionnaires returned.	• Continue with **2E-2**.
	☐	SD and ELL Questionnaires not returned. (including any for newly classified students)	• ____ Missing — Highlight the names of the missing students on the Inclusion Worksheet
	☐	There are no SD and/or ELL students in this school.	• Go to **2F**.

Procedure 2E begins by asking you to check the appropriate box in **item 2E-1**. If the school coordinator returned some or all of the SD and ELL Questionnaires, you will indicate as such and continue with **item 2E-2**.

If there are missing SD or ELL Questionnaires or if there are questionnaires for newly classified students or new enrollees classified as SD or ELL that have not yet been completed, enter the number of incomplete or missing questionnaires in **item 2E-1** and highlight the names of the students on the Inclusion Worksheet. Continue to **item 2E-2** for the completed questionnaires you have received.

If there are no SD and/or ELL Questionnaires in the school, indicate this and continue to **Procedure 2F**.

2E-2. Using the completed SD and ELL Questionnaires and the Inclusion Worksheet, follow these instructions:[1]

- Go to page 5 in the questionnaire and transcribe the accommodations shaded in the questionnaire onto the Inclusion Worksheet.
- Look at the answer to Question 2. If the question is answered "A," place a check mark in the Inclusion Worksheet column titled "Include Without Accommodations."
- Look at the answers to Questions 5 and 6. If either question is answered "A" for "Yes," place a checkmark in the Inclusion Worksheet column titled "Include With Only NAEP Permitted Accommodations."
- Look at the answers to Questions 5 and 6. If either question is answered "B" for "No," place a checkmark in the Inclusion Worksheet column titled "Exclude."

[1] AA can do this task. Remember, the AA is to transcribe the information exactly at it appears in the questionnaire.

Item 2E-2 requires you to transfer information from any completed SD and ELL Questionnaires to the Inclusion Worksheet. To do this, take the first SD or ELL questionnaire and open it to the question 3 on page 5. Then transcribe the accommodations bubbled in column **A** of the questionnaire chart onto the Inclusion Worksheet as shown in the following exhibit.

First, transcribe the required accommodations onto Inclusion Worksheet.

SD Questionnaire, Page 5

3. Which accommodations does this student receive for your state's assessment in the NAEP subject identified on the front cover of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state's assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives in local testing or in instruction.

This Student	COLUMN A: Accommodations student receives on state assessment in NAEP subject	COLUMN B: Are these accommodations allowed on NAEP? Reading	Math	Writing	COLUMN C: If allowed on NAEP, who provides accommodation?
Presentation Format					
Has directions read aloud/repeated in English or receives assistance to understand directions	○	Standard NAEP practice			NAEP provides
Has directions only signed	○	Y	Y	Y	School provides
Has test items signed	○	N	Y	Y	School provides
Has occasional words or phrases read aloud	○	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud	●	N	Y	Y	NAEP provides
Uses a Braille version of the test	○	Y	Y	Y	†School/NAEP provides
Uses a large print version of the test	○	Y	Y	Y	NAEP provides
Uses magnifying equipment	○	Y	Y	Y	School provides
Response Format					
Responds in sign language	○	Y	Y	N	School provides
Uses a Braille typewriter to respond	○	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	○	Y	Y	N	School provides
Tape records answers	○	N	N	N	NA
Uses a computer or typewriter to respond	○	Y Spelling/grammar check not allowed	Y	Y	School provides
Uses a template to respond	○	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	○	Y	Y	Y	School provides
Writes directly in the test booklet	○	Standard NAEP practice			NA
Setting Format					
Takes the test in a small group (for items)	●	Y	Y	Y	NAEP provides*
Takes the test one-on-one	○	Y	Y	Y	NAEP provides*
Takes the test in a study carrel	○	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	○	Y	Y	Y	School provides
Has test administered by familiar person	○	Y	Y	Y	School provides
Timing Accommodations					
Receives extended time	●	Y	Y	Y	NAEP provides
Is given breaks during the test	○	Y	Y	Y	NAEP provides
Takes test session over several days	○	N	N	N	NA
Other Accommodations					
Uses a calculator, including talking or Braille calculator for computation tasks	○	N	N	N	NA
Uses scratch paper, arithmetic tables, graph paper	○	N	N	N	NA
Uses dictionary, thesaurus, or spelling programs/checking	○	N	N	N	NA

INCLUSION WORKSHEET

School Name: Dixon Middle School School ID #: 122-122-1 Page 1 of 1

Student Information | Accommodations Permitted in NAEP (NAEP Codes)

Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated.

Include Without Accommodations:
- Question 2 – response "A"

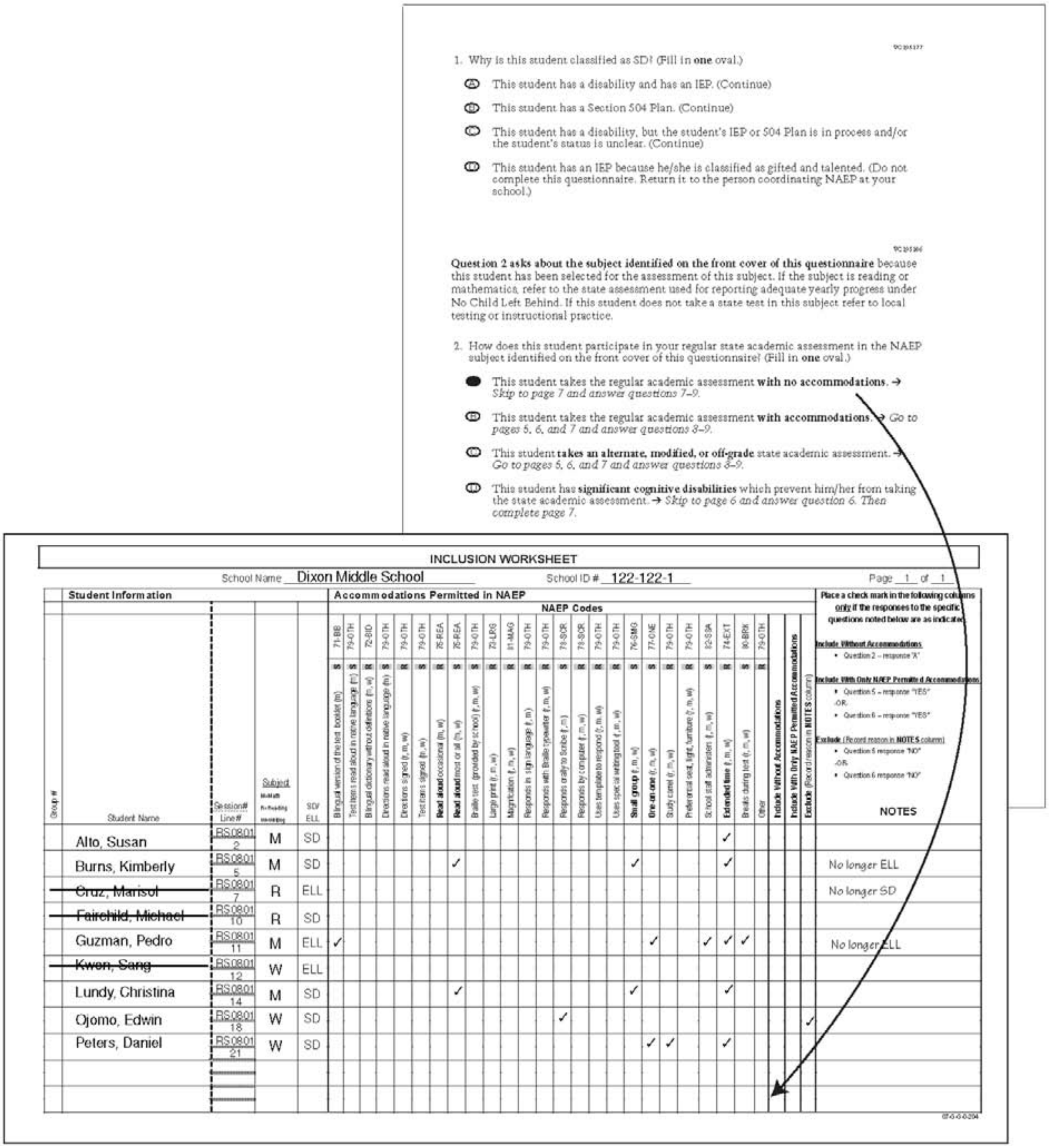
Include With Only NAEP Permitted Accommodations:
- Question 5 – response "YES"
- -OR-
- Question 6 – response "YES"

Exclude (Record reason in NOTES column):
- Question 5 response "NO"
- -OR-
- Question 6 response "NO"

Group #	Student Name	Session# Line#	Subject (Math/Sci Reading Writing)	SD/ ELL	71-BIB Bilingual version of the test booklet (m)	79-OTH Test items read aloud in native language (m)	79-OTH Bilingual dictionary without definitions (m, w)	79-OTH Directions read aloud in native language (m)	79-OTH Directions signed (m, w)	79-OTH Responses signed (m, w)	76-REA Read aloud occasional (m, w)	76-REA Read aloud most or all (m, w)	79-OTH Braille text provided by school (m, w)	72-LPG Large print (m, w)	81-MAG Magnification (m, w)	79-OTH Responds in sign language (m)	79-OTH Responds with Braille typewriter (m, w)	79-OTH Responds orally to a scribe (m, w)	79-SCR Responds by computer (m, w)	79-OTH Uses template to respond (m, w)	79-OTH Uses special writing tool (m, w)	76-SMG Small group (m, w)	77-ONE Dim-one (m, w)	79-OTH Study carrel (m, w)	79-OTH Preferential seat, light, furniture (m, w)	92-SSA School staff administers (m, w)	74-EXT Extended time (m, w)	96-BRK Breaks during test (m, w)	79-OTH Other	Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Reason in NOTES column)	NOTES
	Alto, Susan	RS0801 2	M	SD																							✓						
	Burns, Kimberly	RS0801 5	M	SD								✓										✓					✓						
	~~Cruz, Marisol~~	RS0801 7	R	ELL																													No longer ELL
	~~Fairchild, Michael~~	RS0801 10	R	SD																													No longer SD
	Guzman, Pedro	RS0801 11	M	ELL	✓																		✓			✓	✓	✓					
	~~Kwon, Sang~~	RS0801 12	W	ELL																													No longer ELL
	Lundy, Christina	RS0801 14	M	SD								✓										✓					✓						
	Ojomo, Edwin	RS0801 18	W	SD														✓														✓	
	Peters, Daniel	RS0801 21	W	SD																			✓	✓			✓						

Now, look at question 2 on page 4. If it is answered “A,” place a check mark in the column titled “Include Without Accommodations” on the Inclusion Worksheet as shown in the following exhibit.

SD Questionnaire, Page 4



1. Why is this student classified as SD? (Fill in **one** oval.)

Ⓐ This student has a disability and has an IEP. (Continue)

Ⓑ This student has a Section 504 Plan. (Continue)

Ⓒ This student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)

Ⓓ This student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of this subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does this student participate in your regular state academic assessment in the NAEP subject identified on the front cover of this questionnaire? (Fill in **one** oval.)

● This student takes the regular academic assessment **with no accommodations.** → *Skip to page 7 and answer questions 7–9.*

Ⓑ This student takes the regular academic assessment **with accommodations.** → *Go to pages 5, 6, and 7 and answer questions 3–9.*

Ⓒ This student **takes an alternate, modified, or off-grade** state academic assessment. → *Go to pages 5, 6, and 7 and answer questions 3–9.*

Ⓓ This student has **significant cognitive disabilities** which prevent him/her from taking the state academic assessment. → *Skip to page 6 and answer question 6. Then complete page 7.*

INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-1 Page 1 of 1

Student Information | Accommodations Permitted in NAEP (NAEP Codes)

Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated:

Include Without Accommodations
- Question 2 – response "A"

Include With Only NAEP Permitted Accommodations
- Question 5 – response "YES"

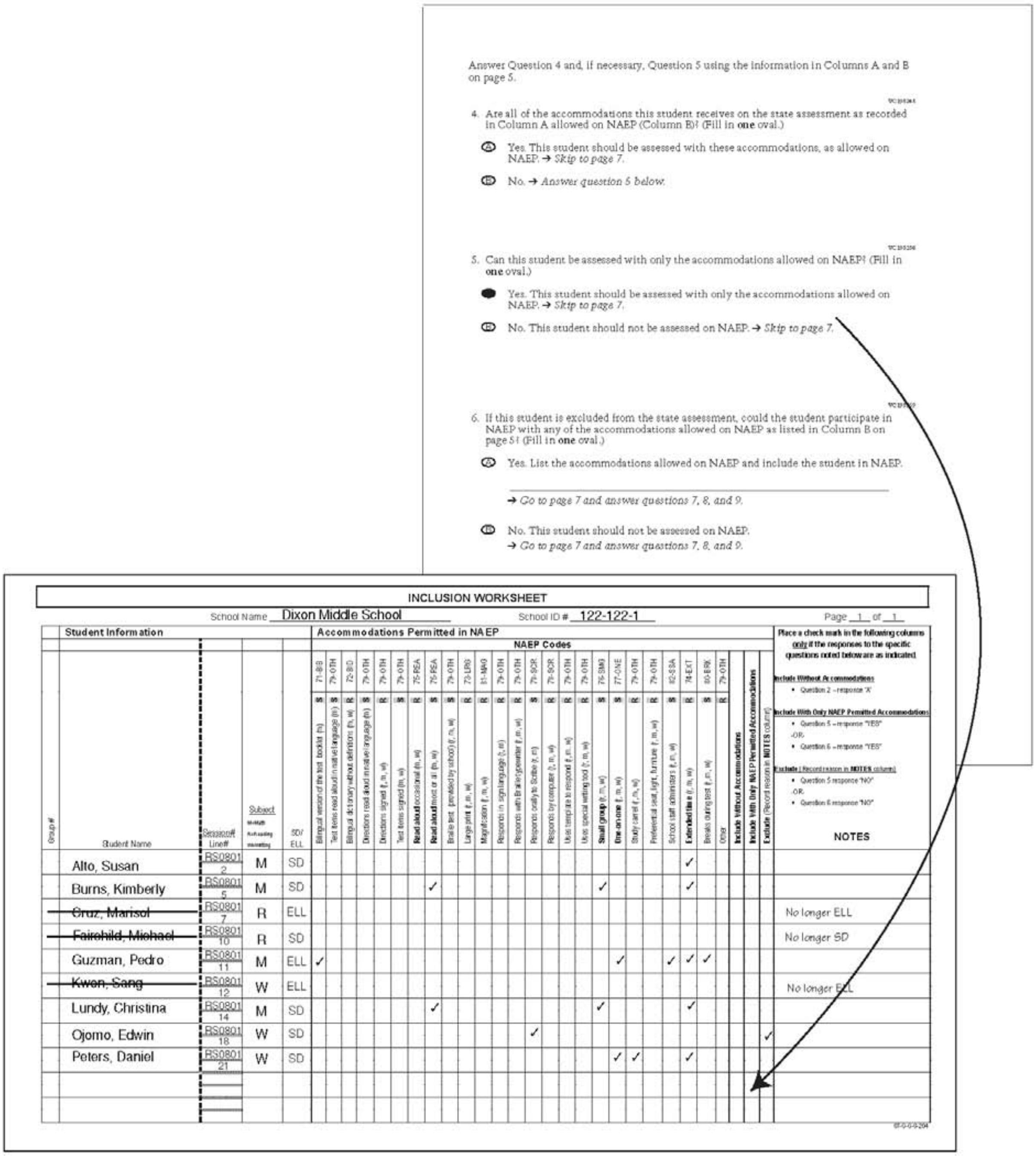
-OR-
- Question 6 – response "YES"

Exclude (Record reason in NOTES column)
- Question 5 response "NO"

-OR-
- Question 6 response "NO"

Group #	Student Name	Session# Line#	Subject (M=Math R=Reading W=Writing)	SD/ ELL	71-BB Bilingual version of the test booklet (m)	79-OTH Test items read aloud in native language (m)	72-BID Bilingual dictionary without definitions (m, w)	79-OTH Directions read aloud in native language (m)	79-OTH Directions signed (r, m, w)	79-OTH Test items signed (m, w)	75-REA Read aloud occasional (m, w)	75-REA Read aloud most or all (m, w)	79-OTH Braille test (provided by school) (r, m, w)	73-LRG Large print (r, m, w)	81-MAG Magnification (r, m, w)	79-OTH Responds in sign language (r, m)	79-OTH Responds with Braille typewriter (r, m, w)	78-SCR Responds orally to Scribe (r, m)	78-SCR Responds by computer (r, m, w)	79-OTH Uses template to respond (r, m, w)	79-OTH Uses special writing tool (r, m, w)	76-SMG Small group (r, m, w)	77-ONE One-on-one (r, m, w)	79-OTH Study carrel (r, m, w)	79-OTH Preferential seat, light, furniture (r, m, w)	82-SSA School staff administers (r, m, w)	74-EXT Extended time (r, m, w)	80-BRK Breaks during test (r, m, w)	79-OTH Other	Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Record reason in NOTES column)	NOTES
	Alto, Susan	RS0801 2	M	SD																							✓						
	Burns, Kimberly	RS0801 5	M	SD								✓										✓					✓						No longer ELL
	~~Cruz, Marisol~~	RS0801 7	R	ELL																													No longer SD
	~~Fairchild, Michael~~	RS0801 10	R	SD																													
	Guzman, Pedro	RS0801 11	M	ELL	✓																		✓			✓	✓	✓					No longer ELL
	~~Kwen, Sang~~	RS0801 12	W	ELL																													
	Lundy, Christina	RS0801 14	M	SD								✓										✓					✓						
	Ojomo, Edwin	RS0801 18	W	SD														✓														✓	
	Peters, Daniel	RS0801 21	W	SD																			✓	✓			✓						

Next, look at the answers to questions 5 and 6 on page 6 in the SD or ELL Questionnaires. If either question is answered “A” for “Yes,” place a checkmark in the Inclusion Worksheet column titled “Include with only NAEP permitted accommodations” as shown in the following exhibit.



Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

- (A) Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*
- (B) No. → *Answer question 5 below.*

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

- (●) Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*
- (B) No. This student should not be assessed on NAEP. → *Skip to page 7.*

6. If this student is excluded from the state assessment, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 5? (Fill in **one** oval.)

- (A) Yes. List the accommodations allowed on NAEP and include the student in NAEP.
  → *Go to page 7 and answer questions 7, 8, and 9.*
- (B) No. This student should not be assessed on NAEP.
  → *Go to page 7 and answer questions 7, 8, and 9.*

INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-1 Page 1 of 1

Place a check mark in the following columns **only** if the responses to the specific questions noted below are as indicated.

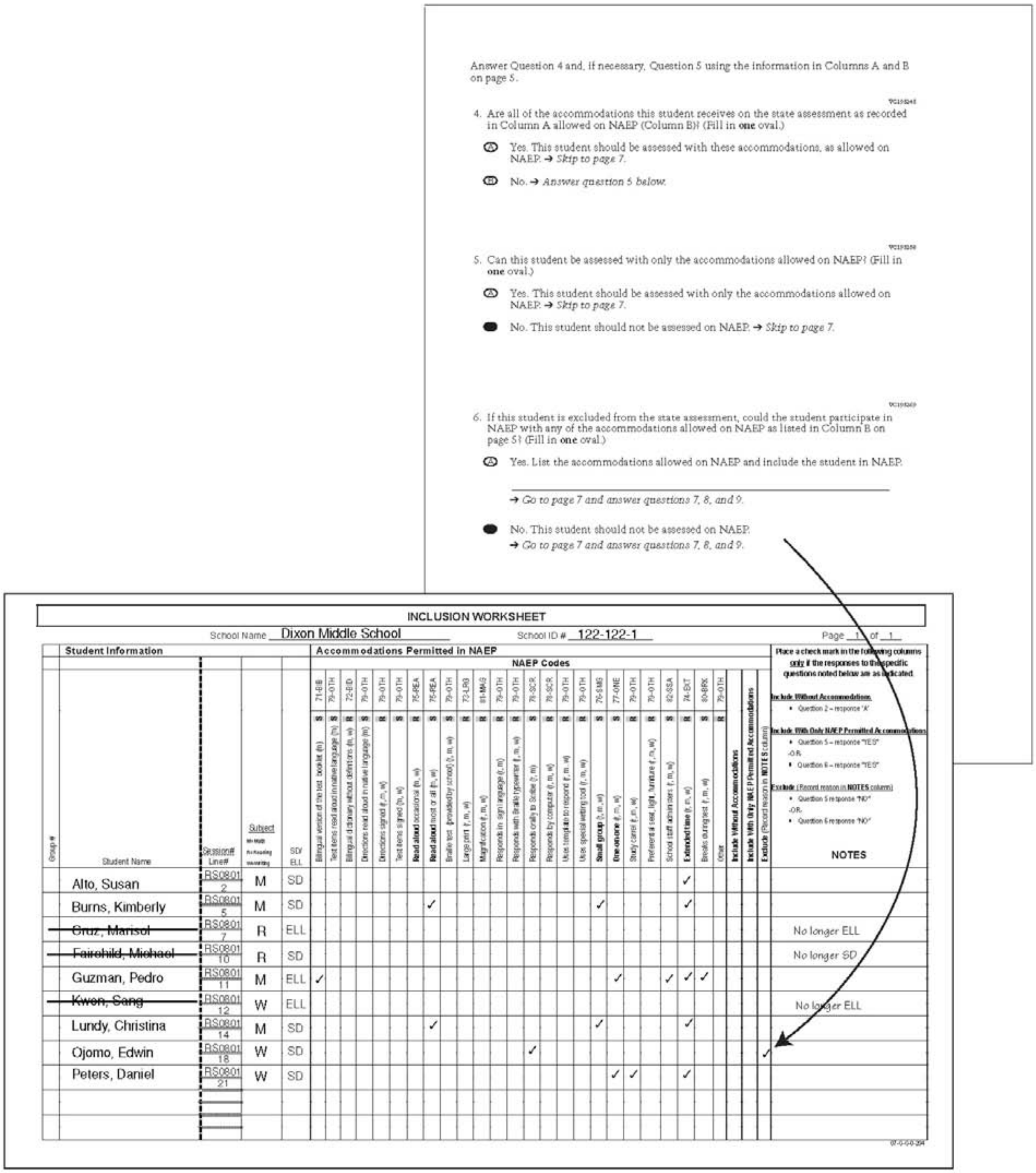
Include Without Accommodations
- Question 2 – response "A"

Include With Only NAEP Permitted Accommodations
- Question 5 – response "YES"
- -OR-
- Question 6 – response "YES"

Exclude (Record reason in **NOTES** column)
- Question 5 response "NO"
- -OR-
- Question 6 response "NO"

Group #	Student Name	Session# Line#	Subject	SD/ ELL	71-BB Bilingual version of the test booklet (m)	79-OTH Test items read aloud in native language (m)	72-BD Bilingual dictionary without definitions (m, w)	79-OTH Directions read aloud in native language (m)	79-OTH Directions signed (r, m, w)	79-OTH Test items signed (m, w)	75-RSA Read aloud occasional (m, w)	75-RSA Read aloud most or all (m, w)	79-OTH Braille test (provided by school) (r, m, w)	73-LRG Large print (r, m, w)	81-MAG Magnification (r, m, w)	79-OTH Responds in sign language (r, m)	79-OTH Responds with Braille typewriter (r, m, w)	78-SCR Responds orally to Scribe (r, m)	78-SCR Responds by computer (r, m, w)	79-OTH Uses template to respond (r, m, w)	79-OTH Uses special writing tool (r, m, w)	76-SMG Small group (r, m, w)	77-ONE One-on-one (r, m, w)	79-OTH Study carrel (r, m, w)	79-OTH Preferential seat, light, furniture (r, m, w)	82-SSA School staff administers (r, m, w)	74-EXT Extended time (r, m, w)	80-BRK Breaks during test (r, m, w)	79-OTH Other	Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Record reason in NOTES column)	NOTES
	Alto, Susan	RS0801 2	M	SD																							✓						
	Burns, Kimberly	RS0801 5	M	SD								✓										✓					✓						
	~~Cruz, Marisol~~	RS0801 7	R	ELL																													No longer ELL
	~~Fairchild, Michael~~	RS0801 10	R	SD																													No longer SD
	Guzman, Pedro	RS0801 11	M	ELL	✓																		✓			✓	✓	✓					
	~~Kwon, Sang~~	RS0801 12	W	ELL																													No longer ELL
	Lundy, Christina	RS0801 14	M	SD								✓										✓					✓						
	Ojomo, Edwin	RS0801 18	W	SD														✓														✓	
	Peters, Daniel	RS0801 21	W	SD																			✓	✓			✓						

If the answers to questions 5 and 6 on page 6 in the SD or ELL Questionnaires are “B” for “No,” place a checkmark in the Inclusion Worksheet column titled “Exclude” as shown in the following exhibit.



Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)
   - Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*
   - Ⓑ No. → *Answer question 5 below.*

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)
   - Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*
   - ● No. This student should not be assessed on NAEP. → *Skip to page 7.*

6. If this student is excluded from the state assessment, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 5? (Fill in **one** oval.)
   - Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.
     → *Go to page 7 and answer questions 7, 8, and 9.*
   - ● No. This student should not be assessed on NAEP.
     → *Go to page 7 and answer questions 7, 8, and 9.*

INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-1 Page 1 of 1

Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated.

Include Without Accommodations
- Question 2 – response “A”

Include With Only NAEP Permitted Accommodations
- Question 5 – response “YES”
- -OR-
- Question 6 – response “YES”

Exclude (Record reason in NOTES column)
- Question 5 response “NO”
- -OR-
- Question 6 response “NO”

Group #	Student Name	Session# Line#	Subject	SD/ ELL	71-BIB Bilingual version of the test booklet	79-OTH Test items read aloud in native language	72-BID Bilingual dictionary without definitions	79-OTH Directions read aloud in native language	79-OTH Directions signed	79-OTH Test items signed	75-REA Read aloud occasional	75-REA Read aloud most or all	79-OTH Braille test	73-LRG Large print	81-MAG Magnification	79-OTH Responds in sign language	79-OTH Responds with Braille typewriter	78-SCR Responds orally to Scribe	78-SCR Responds by computer	79-OTH Uses template to respond	79-OTH Uses special writing tool	76-SMG Small group	77-ONE One-on-one	79-OTH Study carrel	79-OTH Preferential seat, light, furniture	82-SSA School staff administers	74-EXT Extended time	80-BRK Breaks during test	79-OTH Other	Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Record reason in NOTES column)	NOTES
	Alto, Susan	RS0801 2	M	SD																							✓						
	Burns, Kimberly	RS0801 5	M	SD								✓										✓					✓						
	~~Cruz, Marisol~~	RS0801 7	R	ELL																													No longer ELL
	~~Fairchild, Michael~~	RS0801 10	R	SD																													No longer SD
	Guzman, Pedro	RS0801 11	M	ELL	✓																		✓			✓	✓	✓					
	~~Kwon, Sang~~	RS0801 12	W	ELL																													No longer ELL
	Lundy, Christina	RS0801 14	M	SD								✓										✓					✓						
	Ojomo, Edwin	RS0801 18	W	SD														✓														✓	
	Peters, Daniel	RS0801 21	W	SD																			✓	✓			✓						

Procedure 2F. Review the Logistics Questionnaire

In **Procedure 2F**, you will review the information provided by the school coordinator on the Logistics Questionnaire. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

✓ The Logistics Questionnaire

The Logistics Questionnaire (shown on page 4.47) contains the information you will be transcribing to the Assessment Information Form; however, do not do that now. Simply review the information provided on the Logistics Questionnaire to ensure you understand the information completely.

2F-1.

- Review the Logistics Questionnaire and determine if you need to discuss anything with the school coordinator.
- Answer item 3J-1 "Review of Logistics Questionnaire needed" if the Logistics Questionnaire has not been completed by the school coordinator.
- Answer item 3J-1 "No review of the Logistics Questionnaire necessary" if the Logistics Questionnaire is complete and you do not require any further information or explanation.

If you determine that further clarification of the Logistics Questionnaire is required, or if the school coordinator did not complete this questionnaire, indicate as such in **item 3J-1**. You will clarify information or complete the questionnaire with the school coordinator during the scheduled visit.

Procedure 2G. Prepare to Conduct Visit

In **Procedure 2G**, you will prepare to conduct the preassessment visit with the school coordinator. Following this procedure, you will meet with the school coordinator to finish the remaining preassessment tasks in **Procedures 3** and **4**.

In order to make the visit with the school coordinator go smoothly, enter the following data into the blank spaces in Procedure 3.	
Enter this data	***In this location***
Status of materials (complete or missing) from item 1-2 on page 2.2.	☐ Item 3-1 on page 2.12
Check the outstanding materials from item 1-2 on page 2.2.	☐ Item 3-2 on page 2.12
Number of missing SD and/or ELL Questionnaires from item 2E-1 on page 2.8.	☐ Item 3-2 on page 2.12
Number of New Enrollees added to the sample from item 2A-3 on page 2.4.	☐ Item 3A-1 on page 2.13
Number of students who were withdrawn, ineligible, or not enrolled from item 2B-1 on page 2.5.	☐ Item 3B-1 on page 2.14
If NIES: Number of students on NIES Linking Form.	☐ Item 3H-3 on page 2.26
If "Take-All" on QCB Label: Check box.	☐ Item 3I-1 on page 2.28
If ESBQ on QCB Label: Check box.	☐ Item 3I-4 on page 2.29
Fill in the blanks and circle or highlight text in parentheses in Procedure 3.	
Cross out sections in Procedure 3 that will not be reviewed.	
Prefill any items in Procedure 3 that you are able to at this time.	
Review completed Inclusion Worksheet and plan for its review with the school coordinator.	

To prepare for your appointment, first complete each of the items listed above. This procedure walks you through transcribing the work you did in **Procedure 2** to **Procedure 3**. This step is important so you will not have to flip back and forth in the QCB while meeting with the school coordinator.

- Have the following materials in the School Folder easily accessible:
  - ❑ Administration Schedule(s)
  - ❑ Student Sampling Summary Report, if applicable
  - ❑ Inclusion Worksheet
  - ❑ Copy of Parent Notification Letter that was sent in the Preassessment Packet
  - ❑ **IF NIES:** NIES Linking Form
  - ❑ **IF GRADE 12**: Grade 12 School Visit Summary Report

- Have the following materials completed by the school coordinator together to reference when needed:
  - ❑ Student Information Report(s)
  - ❑ Completed SD and ELL Questionnaires
  - ❑ Logistics Questionnaire (if applicable)

- Have the NAEP Questionnaires ready to distribute:
  - ❑ Prepared NAEP School Questionnaire (Grades 4 and 8)
  - ❑ Prepared NAEP Teacher Questionnaires (Grades 4 and 8)
  - ❑ Prepared SD/ELL Roster (Grades 4 and 8)
  - ❑ Prepared SD or ELL Questionnaires for any newly classified or newly enrolled SD or ELL students
  - ❑ **IF NIES,** prepared NIES School Questionnaire
  - ❑ **IF NIES,** NIES Teacher Questionnaires

- Have the following NAEP information material ready to distribute:
  - ❑ Teacher Guides (one per Teacher Questionnaire)
  - ❑ Teacher Notification Letter
  - ❑ **IF GRADE 8 or 12:** Student Appreciation Certificates
  - ❑ **IF GRADE 12:** Student Poster, Volunteer Certificates and Student Letter (if applicable)
  - ❑ **IF REQUIRED:** NAEP Sample Questions Booklet, Frameworks
  - ❑ **IF REQUIRED:** Teacher Poster, Measure Up Newsletter, Teacher Video
  - ❑ **IF NIES:** NIES Sample Questions Booklet
  - ❑ **IF ESBQ:** ESBQ Sample Questions Booklet

Next, gather the information you will need to refer to during the visit. The list is in chronological order, so organize the materials according to the above list to avoid searching for necessary documents while in front of the school coordinator.

Procedure 3. Conduct Visit

The goal of the preassessment visit is twofold: first, you will review the items completed during your independent work; and, second, you will discuss additional items required from your in-person meeting.

3-1. Hello and thank you for taking the time to meet with me today. I'm required to follow a script to make sure I cover everything and to document this visit. Please bear with me if I sound a bit formal or pause to record information.

☐	All materials received.	• Go to 3A.
☐	Missing materials.	• Review missing items checked below.

The meeting begins with a script. If the school coordinator completed all the necessary materials before your scheduled appointment, begin at **Procedure 3A-1**. If materials are still outstanding, review the items you checked in **item 3-2**.

3-2. First, I'll need to obtain some missing information from you.

☐	**Distribute and collect the SD and/or ELL Questionnaires.** _____ # of missing questionnaires	Ask the school coordinator to collect them so you can discuss accommodations. *If questionnaires are collected:* Ask the AA to transcribe the questionnaire data onto the Inclusion Worksheet before completing Procedure 3E with the school coordinator. *If questionnaires cannot be collected:* In Procedure 3E you will schedule a telephone call to discuss the outstanding questionnaires to determine how those students should be accommodated.
☐	**Review and update the Student Information Report.**	Ask the school coordinator to do the following: ❑ Collect any missing demographic information. ❑ Review student demographic data for accuracy. ❑ Determine if there has been any change in students identified as SD and/or ELL. ❑ Identify which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed. Once these steps are completed, ask the school coordinator to wait a few minutes while you complete Procedures 2B, 2C, and 2D. Once those steps are completed, you can review Procedures 3B, 3C, and 3D with the school coordinator.
☐	**Print out a current list of students in the selected grade.**	Ask the school coordinator to print a current list of students. Ask the AA to compare the lists and enter the names of new enrollees onto the New Enrollee Listing Form. During the visit, you will need to select the sample before conducting Procedure 3A.

During your independent work, your objective is to complete as many tasks as possible before meeting with the school coordinator. It is possible that the school coordinator brought you additional materials while you were working independently. If materials are still outstanding at the time of your scheduled appointment, **Procedure 3** instructs you to review the outstanding materials with the school coordinator and gather those documents now.

If SD or ELL Questionnaires are still outstanding and cannot be collected while you are at the school, you will schedule a telephone call to gather the questionnaire information later in the visit.

Procedure 3A. Confirm the Results of the New Enrollee Selection

In **Procedure 3A**, you will be confirming the sample of newly enrolled students. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ To complete all the steps in Procedure 2A
- ✓ Administration Schedule(s) with new students added
- ✓ If New Enrollees are American Indian or Alaska Native: NIES Linking Form

You will begin this procedure by telling the school coordinator how many students were added to the assessment sample. Then, read from the Administration Schedule the names of the newly enrolled students who were added to the sample.

3A-1. After comparing the current list of students you supplied today with the list of students submitted to NAEP for sampling in the fall, _____ (*number*) students were added to the assessment sample.

IF STUDENTS WERE ADDED TO THE SAMPLE: The students who were added are:

- Read names of the new enrollees from the Administration Schedule

3A-2. **IF MISSING DEMOGRAPHIC DATA ON NEW ENROLLEES:** I will need to obtain this demographic data:

- Read missing data
- Gather any missing demographic information from columns **C** and **E** through **H** and record it on the Administration Schedule.
- If any new enrollees have a race code of "5" for American Indian or Alaska Native, enter the student's name on the NIES Linking Form.
- If any new enrollees are SD and/or ELL, prepare an SD and/or ELL Questionnaire and record student information on the Inclusion Worksheet. You will distribute the new questionnaire in 3D-2.

If any new enrollees have missing demographic data, you will collect it now from the school coordinator and record it on the Administration Schedule.

If any of the added students have a race code of “5” for American Indian/Alaska Native (AI/AN), they are selected for NIES. You will need to record the names on the NIES Linking Form.

If any new enrollees are classified as SD and/or ELL, remember to prepare an SD and/or ELL Questionnaire. You can do this task after the visit, but it must be done before you leave the school.

Procedure 3B. Confirm Withdrawn, Ineligible, and Students Not Enrolled

In **Procedure 3B**, confirm you have the correct designations for the withdrawn, ineligible, and not enrolled students. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ To complete all the steps in Procedure 2B
- ✓ Tally the number of designations from Procedure 2B-1 and enter in Procedure 3B-1
- ✓ Student Information Report(s)
- ✓ Administration Schedule(s) coded accordingly

To confirm withdrawn and ineligible students have been properly identified, read the names of the students in each classification to the school coordinator. Have the school coordinator verify each student has been coded properly.

3B-1. On the Student Information Report, you indicated ____ (*number*) students were [*withdrawn/ineligible*]. Can you confirm that this is accurate?

- Read the names of the students and their updated status.

☐	_____ *Number*	▪ Review the students coded **51** on the Administration Schedule. ▪ School coordinator confirmed the withdrawn/graduated students are accurate.
☐	_____ *Number*	▪ Review the students coded **54** on the Administration Schedule. ▪ School coordinator confirmed the ineligible, never attends campus students are accurate.
☐	_____ *Number*	▪ Review the students coded **55** on the Administration Schedule. ▪ School coordinator confirmed the ineligible, other students are accurate.

Record the total number of withdrawn and ineligible students on the blank lines provided in **item 3B-1**. Make any necessary revisions the school coordinator indicates during this review.

Procedure 3C. Confirm Missing or Incorrect Student Demographic Data and Review Student Sampling Summary Report, If Applicable

In **Procedure 3C**, confirm the revisions you made to the demographic data on the Administration Schedule(s) are correct. You will also review any issues included on the Student Sampling Summary Report, if applicable. The procedure begins with a list of the items you will need to complete the task:

In order to complete this task, you'll need:

- ✓ All the steps in Procedure 2C completed
- ✓ Administration Schedule with revisions and/or corrections from the Student Information Report
- ✓ If applicable, Student Sampling Summary Report

Item 3C-1 requires you to review the corrections to the demographic information on the Administration Schedule(s) with the school coordinator and verify that the information is correct.

3C-1. On the Student Information Report, you recorded [*no/some*] corrections to the student demographic information.*

IF NO CORRECTIONS MADE: Is the demographic data on the Student Information Report accurate?

☐	Yes	▪ School coordinator confirmed the demographic data on the Administration Schedule(s) are accurate.
☐	No _____ *Total # of corrections*	▪ Make corrections to each Administration Schedule, as indicated by the school coordinator. ▪ Tally the number of corrections and enter on the line to the left.

IF SOME CORRECTIONS MADE: Let's review the corrections now to be sure the data I have is correct.

☐	_____ *Total # of corrections*	▪ Review the corrections to each Administration Schedule. ▪ School coordinator confirmed the corrections to the Administration Schedule(s) are accurate. ▪ Tally the number of corrections and enter on the line to the left.

** Except for SD and ELL codes. These will be addressed in Procedure 2D.*

If no revisions were made, you must verify that the demographic data is correct as-is. If corrections were made, review them with the school coordinator and then enter the total number of corrections in the line provided. It is important that the school coordinator reviews each revision and confirms the demographic data are accurate.

3C-2. **IF MISSING DATA:** I need to collect some missing demographic data.

☐	_____ *Total # of missing data*	▪ Review the missing data on each Administration Schedule and enter updates from the school coordinator. ▪ Tally the number of missing data and enter the number on the line to the left.

Next, review any missing demographic data entered on the Administration Schedule(s) during your independent work. Again, review the revisions with the school coordinator.

If the school has a Student Sampling Summary Report, it will be noted on the QCB label and included in the School Folder. At **item 3C-2**, you will review the report with the school coordinator. For descriptions of the error messages, see Appendix B.

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. Each unresolved issue on the Student Sampling Summary Report will need to be addressed with the school coordinator. Make any corrections necessary on the Administration Schedule(s) and mark those items as "Corrected on Admin Schedule" on the Student Sampling Summary Report. For those items on the summary report that were verified as correct, simply mark "Verified as Correct." After your review, place the completed Student Sampling Summary Report back into the School Folder. This information will need to be entered into the SCS after the preassessment visit.

Procedure 3D. Confirm SD and ELL Classifications

In **Procedure 3D**, confirm the accuracy of the changes made to SD and ELL classifications. The procedure begins with a list of the items you will need to complete the task:

In order to complete this task, you'll need:

✓ SD and/or ELL Questionnaires for students newly classified as such

Following the script in **item 3D-1**, you will begin by reviewing the students who are newly classified as SD or ELL with the school coordinator. These students require SD and/or ELL Questionnaires. You should have prepared these while working independently and they can be distributed to the school coordinator now.

3D-1. On the Student Information Report, you reported [*no/some*] revisions to [*SD and/or ELL*] classifications.

IF REVISIONS REPORTED: Let's review those revisions now to be sure the data I have is correct.

IF NO REVISIONS REPORTED: Can you confirm there are no students newly classified or no longer classified as SD or ELL? (Enter "0" on lines below.)

☐	*Total # of students newly classified as SD and/or ELL* _____	▪ Review the newly classified SD or ELL students on each Administration Schedule. • School coordinator confirmed the newly classified students identified on the Administration Schedule(s) are accurate. • Tally the number of newly classified students and enter in the line on the left. • SD and/or ELL Questionnaires are required for newly classified students. • Continue to **3D-2**.
☐	*Total # of students no longer classified as SD and/or ELL* _____	▪ Review the no longer classified SD or ELL students on each Administration Schedule. • School coordinator confirmed the no longer classified students identified on the Administration Schedule(s) are accurate. • Tally the number of newly classified students and enter in the line on the left. • SD and/or ELL Questionnaires are not needed for students no longer classified. • Go to **3E**.

Next, in **item 3D-1**, you will review the status of each student no longer classified as SD or ELL. Again, the school coordinator must verify the revised status of each student. SD and/or ELL Questionnaires are no longer required for these students.

3D-2. **IF DISTRIBUTING SD OR ELL QUESTIONNAIRES:** Here [*is a/are*] questionnaire(s) for the [*newly classified student(s)/newly enrolled students*]. Can you have these completed before I leave today?

☐	Yes	▪ Once completed, enter data on Inclusion Worksheet
☐	No	▪ Schedule callback date and time. _____

In **item 3D-2**, you will give the SD and/or ELL Questionnaires of the new enrollees and the newly classified SD and ELL students to the school coordinator. Ask if they can be completed and returned to you before you leave the school that day. If it is not possible to have the questionnaires returned to you at the preassessment visit, schedule a callback to collect the necessary information.

Procedure 3E. Review the Inclusion Worksheet and Discuss Accommodations

In **Procedure 3E**, you will confirm the information that was transcribed to the Inclusion Worksheet and then plan accommodations accordingly. The procedure begins with a list of materials you will need to complete the task:

> In order to complete this task, you'll need:
>
> ✓ Inclusion Worksheet with SD and ELL Questionnaire data transcribed
>
> ✓ Administration Schedule with revisions and/or corrections made
>
> ✓ Accommodations Flipchart

As an AC, you may not assume to know which accommodations are appropriate for any SD or ELL students. You must ask the school coordinator to verify any accommodations required as indicated in the SD/ELL Questionnaires.

The Inclusion Worksheet is an internal NAEP document. It is intended to streamline the procedure of scheduling accommodation sessions.

Each accommodation listed on the Inclusion Worksheet has an accompanying designation of "S" (Separate) or "R" (Regular). These designations are informational guides as to which type of session the particular accommodation is usually administered in. They are for guidance only.

INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-1 Page 1 of 1

Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated.

Include Without Accommodations
- Question 2 – response "A"

Include With Only NAEP Permitted Accommodations
- Question 5 – response "YES"

-OR-
- Question 6 – response "YES"

Exclude (Record reason in NOTES column)
- Question 5 response "NO"

-OR-
- Question 6 response "NO"

Group #	Student Name	Session# Line#	Subject (M=Math, R=Reading, W=Writing)	SD/ELL	71-BB Bilingual version of the test booklet (m)	79-OTH Test items read aloud in native language (m)	72-BID Bilingual dictionary without definitions (m, w)	79-OTH Directions read aloud in native language (m)	79-OTH Directions signed (r, m, w)	79-OTH Test items signed (m, w)	75-REA Read aloud occasional (m, w)	75-REA Read aloud most or all (m, w)	79-OTH Braille test (provided by school) (r, m, w)	73-LRG Large print (r, m, w)	81-MAG Magnification (r, m, w)	79-OTH Responds in sign language (r, m)	79-OTH Responds with Braille typewriter (r, m, w)	78-SCR Responds orally to Scribe (r, m)	78-SCR Responds by computer (r, m, w)	79-OTH Uses template to respond (r, m, w)	79-OTH Uses special writing tool (r, m, w)	76-SMG Small group (r, m, w)	77-ONE One-on-one (r, m, w)	79-OTH Study carrel (r, m, w)	79-OTH Preferential seat, light, furniture (r, m, w)	82-SSA School staff administers (r, m, w)	74-EXT Extended time (r, m, w)	80-BRK Breaks during test (r, m, w)	79-OTH Other	Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Record reason in NOTES column)	NOTES
	Alto, Susan	RS0801 2	M	SD																							✓						Regular session
	Burns, Kimberly	RS0801 5	M	SD								✓										✓					✓						
	~~Cruz, Marisol~~	RS0801 7	R	ELL																													No longer ELL
	~~Fairchild, Michael~~	RS0801 10	R	SD																													No longer SD
	Guzman, Pedro	RS0801 11	M	ELL	✓																		✓			✓	✓	✓					
	~~Kwon, Sang~~	RS0801 12	W	ELL																													No longer ELL
	Lundy, Christina	RS0801 14	M	SD								✓										✓					✓						
	Ojomo, Edwin	RS0801 18	W	SD														✓														✓	Requires scribe - not permitted in writing
	Peters, Daniel	RS0801 21	W	SD																			✓	✓			✓						

Item 3E-1 outlines the steps to follow for the review of the information on the Inclusion Worksheet.

3E-1. All of the information from the completed SD and/or ELL Questionnaires has been transcribed onto this Inclusion Worksheet. I need to review this information with you to determine accommodations for each student.

- Review **each** student on the Inclusion Worksheet. Point out the subject the student will be assessed in, the accommodation(s) received on the state assessment, and whether or not the accommodation(s) is permitted in NAEP.
  - If accommodation(s) permitted in NAEP: Plan details for providing accommodation(s) referring to the "Accommodations for NAEP" flipchart as needed.
  - If accommodation(s) not permitted in NAEP: See if there is a checkmark in the "Include With Only NAEP Accommodations" box. If so, provide only the accommodations allowed on NAEP. Refer back to the SD or ELL Questionnaire for clarification on what those accommodations are.
  - If "Exclude" box is checked: Verify the reason for the student's exclusion. Enter the appropriate exclusion code 60-69 on the Administration Schedule and write the reason in the "Comments" section of the Inclusion Worksheet. Line through the student's name on the Inclusion Worksheet.
  - If "Include Without Accommodations" box is checked: Verify that the student will be assessed in the regular session without accommodations.
- Determine how students will be provided accommodations—in the regular session, individually, or in a small group.
- If the accommodation(s) are administered individually, check the one-on-one box for the student on the Inclusion Worksheet. If the accommodation(s) are administered in a small group, check the small group for each student on the Inclusion Worksheet.
- If more than one student requires the same accommodation in a separate session, whenever possible you should plan to assess them together. This grouping will most likely happen with the "read aloud—most or all" and the "bilingual math booklet" accommodations. Remember to group the "read aloud—most or all" according to the subject the students were originally assigned (mathematics or writing).
- Plan your separate accommodation session groups by assigning a group number to each separate session and then record that number in the **Group #** column on the Inclusion Worksheet.
- Count the number of different accommodation session group numbers and record this number in item **3E-2** on next page.

For each student listed on the Inclusion Worksheet, point out the subject being assessed and the accommodations the student receives on the state assessment, as indicated in the SD or ELL Questionnaire completed for that student. Then, tell the school coordinator whether these accommodations are permitted in NAEP. You will need to refer to the "Accommodation(s) for NAEP" flipchart to determine if the accommodations checked are permitted.

If all of the accommodations the student receives are permitted in NAEP, plan the details for providing the accommodations with the school coordinator. Again, you will use the "Accommodations for NAEP" flipchart for the planning process. Refer to the completed questionnaires if questions arise.

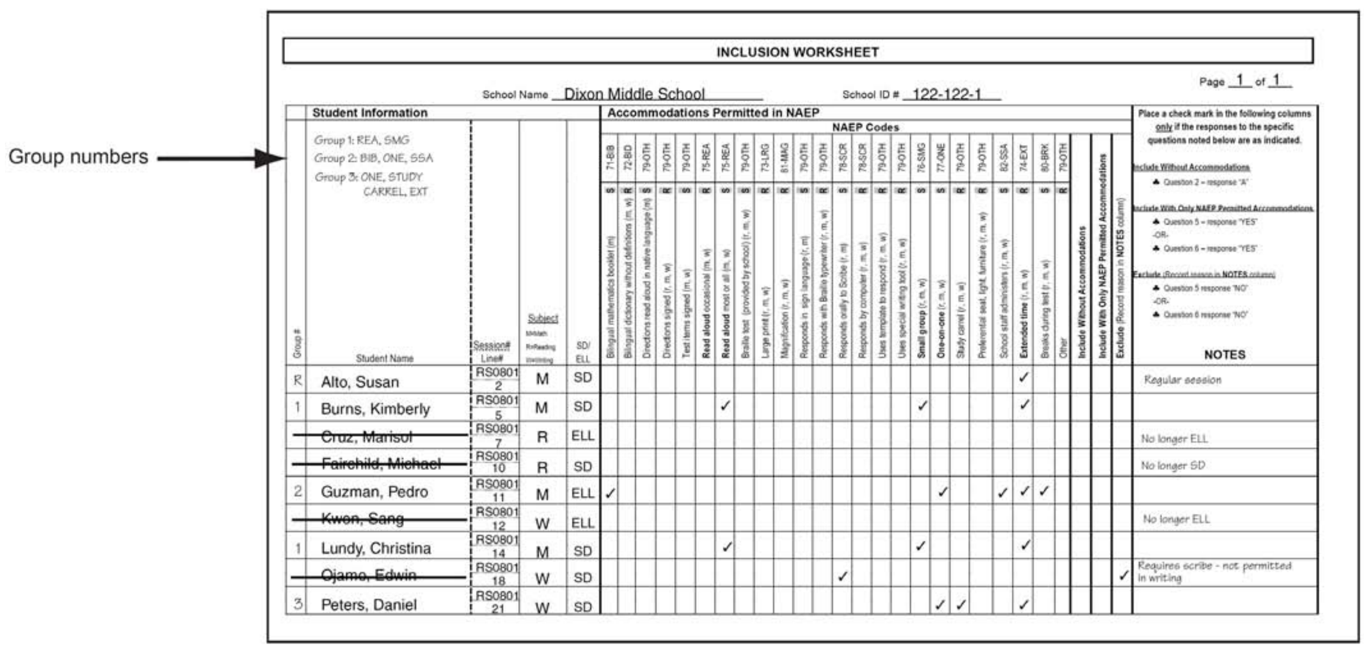
If any of the accommodations a student receives on the state assessment are not permitted in NAEP, the student can still be assessed if the “Include With Only NAEP Accommodations” column is checked for the student. This means the student will only be assessed with only the NAEP-permitted accommodations. Again, use the “Accommodations for NAEP” flipchart to help you plan the details for providing the NAEP-permitted accommodations only.

For students with the “Exclude” column checked on the Inclusion Worksheet, you will need to verify the reason for the exclusion with the school coordinator. Record this reason in the Comments section of the worksheet. Enter the appropriate Administration Codes **60** through **69** on the Administration Schedule for the excluded students. For definition of these codes, refer to page 2.22.

If the “Include Without Accommodations” box is checked, verify that the student will be assessed in the regular session without any accommodations.

Now, look at each student on the Inclusion Worksheet and determine if these students will be assessed in the regular session, a small group, or a one-on-one session. Check the “Small Group” column for students being assessed in a small group. Check the “One-on-one” column for students requiring the assessment be administered in an individual session.

If more than one student requires the same accommodation in a separate accommodation session, plan to assess them together whenever possible. This grouping will most likely happen with the read aloud and the bilingual booklet accommodations. Remember, you will need a separate session for each read aloud subject.



Group #	Student Name	Session# Line#	Subject (M=Math, R=Reading, W=Writing)	SD/ELL	71-BIB Bilingual mathematics booklet (m)	72-BID Bilingual dictionary without definitions (m, w)	79-OTH Directions read aloud in native language (m)	79-OTH Directions signed (r, m, w)	79-OTH Test items signed (m, w)	75-REA Read aloud occasional (m, w)	75-REA Read aloud most or all (m, w)	79-OTH Braille test (provided by school) (r, m, w)	73-LRG Large print (r, m, w)	81-MAG Magnification (r, m, w)	79-OTH Responds in sign language (r, m)	79-OTH Responds with Braille typewriter (r, m, w)	78-SCR Responds orally to Scribe (r, m)	78-SCR Responds by computer (r, m, w)	79-OTH Uses template to respond (r, m, w)	79-OTH Uses special writing tool (r, m, w)	76-SMG Small group (r, m, w)	77-ONE One-on-one (r, m, w)	79-OTH Study carrel (r, m, w)	79-OTH Preferential seat, light, furniture (r, m, w)	82-SSA School staff administers (r, m, w)	74-EXT Extended time (r, m, w)	80-BRK Breaks during test (r, m, w)	79-OTH Other	Include Without Accommodations	Include With Only NAEP Permitted Accommodations	Exclude (Record reason in NOTES column)	NOTES
R	Alto, Susan	RS0801 2	M	SD																						✓						Regular session
1	Burns, Kimberly	RS0801 5	M	SD							✓										✓					✓						
	~~Cruz, Marisol~~	RS0801 7	R	ELL																												No longer ELL
	~~Fairchild, Michael~~	RS0801 10	R	SD																												No longer SD
2	Guzman, Pedro	RS0801 11	M	ELL	✓																	✓			✓	✓	✓					
	~~Kwon, Sang~~	RS0801 12	W	ELL																												No longer ELL
1	Lundy, Christina	RS0801 14	M	SD							✓										✓					✓						
	~~Ojamo, Edwin~~	RS0801 18	W	SD													✓														✓	Requires scribe - not permitted in writing
3	Peters, Daniel	RS0801 21	W	SD																		✓	✓			✓						

Now, record a group number for each separate session in the "Group #" column on the Inclusion Worksheet (as shown on the previous page). Be sure to assign a separate number to each one-on-one session. Then, count the number of separate sessions and inform the school coordinator how many accommodation sessions are required. Record this number in **item 3E-2**.

3E-2. Based on our discussion, we will need to conduct _____ (*number*) separate accommodation sessions. We will discuss the logistics of the separate session(s) in a few minutes.

3E-3. According to our discussion, there are:

_____ *(number)* of students excluded in reading (Grades 4, 8 and 12)

_____ *(number)* of students excluded in mathematics (Grades 4 and 8)

_____ *(number)* of students excluded in writing (Grades 8 and 12)

Click on the "PREASSM'T" tab in the SCS to enter the exclusion totals after the visit.

Count the number of excluded students in each subject. Record that information in **item 3E-3**. You will enter this information in the SCS after the preassessment visit.

Voice of Experience:

For schools with large SD and ELL populations another way to discuss accommodations is to:

1. List all students on the inclusion worksheet in the same manner as for schools with small populations of SD/ELL students.
2. Group Questionnaires with the same accommodations together in a bundle.
3. For students who have the accommodation of "Use bilingual booklets" separate those selected for "mathematics" away from those selected for other subjects.
4. When you meet with the school coordinator, begin the discussion by accommodations "type" rather than by "student".
5. Give the stacks to them one at a time. Explain the accommodation recommended on the questionnaire and agree on what NAEP offers and the school offers. For large groups that can be assessed in the regular session, you have completed the conversation on those students.
6. Continue with stacks allowing the school coordinator to look at the names on the booklets for any that might be incorrectly coded. When you get to students who have an accommodation of "one on one" or will need school staff to help administer the session be sure to discuss those students on an individual basis. For students that need a "bilingual booklet", explain that we only offer this accommodation to those selected for "mathematics." Be sure to discuss if the other students might be able to take the assessment in English.

7. Return to the workroom and code all students on the inclusion worksheet with the correct code as determined by your discussion of their group. You might want to highlight those students that will need accommodations outside of the regular session. Determine how many accommodation sessions will be required and then speak to the school coordinator again to arrange for the accommodation sessions.
8. Put the questionnaires back into the Roster of Questionnaires order before sending to Pearson.

Procedure 3F. Grades 4 and 8: Distribute and Discuss School and Teacher Questionnaires

In **Procedure 3F**, you will provide the school coordinator with the School and Teacher Questionnaires. This procedure is only completed for grade 4 and grade 8 schools.

The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Prepared NAEP School Questionnaire (Grade 4 or 8)
- ✓ Prepared NAEP Teacher Questionnaires (Grade 4 or 8)
- ✓ Photocopy of Grade 4 or 8 Roster of Questionnaires

Begin **Procedure 3F** by giving the school coordinator the School Questionnaire.

3F-1. **GRADE 4 or 8:** Here is the School Questionnaire for you to distribute to the principal.

3F-2. **GRADE 4 or 8:** We need completed Teacher Questionnaires from all the teachers who teach mathematics or language arts to [4th/8th] -grade students at your school. These questionnaires can be completed online or in the booklet.

I have Teacher Questionnaires for the following teachers:

- Read the teacher names from the prepared Teacher Questionnaires and then give questionnaires to the school coordinator.
- Ask the school coordinator if any teachers are missing. Ask about any resource, special education, or non-grade-level teachers who may teach mathematics or language arts to students in the sampled grade. If a teacher was overlooked when preparing the Teacher Questionnaires, prepare a questionnaire for each additional teacher and add it to the Roster of Questionnaires.

Note that the due date for the completed questionnaire is the day before the assessment. The Teacher and School Questionnaires can be completed in the hard-copy booklet or online, following the directions on the front cover.

Here is the Roster of Questionnaires. I'll give you a copy before I leave today. Just fill in the appropriate bubble in the "Returned" column as each questionnaire is returned to you. I'll collect the completed Roster copy and questionnaires on the day of the assessment.

All grades being assessed are required to complete a School Questionnaire; however, the Grade 12 School Questionnaire was already sent in the Preassessment Packet.

Now, verify with the school coordinator that you have prepared Teacher Questionnaires for all of the teachers who teach mathematics or language arts to students in the sampled grade. Begin by reading the names from the prepared Teacher Questionnaires. Ask the school coordinator if any teachers have been overlooked.

If a teacher was missed, prepare a new Teacher Questionnaire and add the teacher to the Roster of Questionnaires.

Inform the school coordinator these questionnaires can be completed online or in hard-copy form, and the deadline is the day before the assessment.

Then, show the Roster to the school coordinator, but keep it for now. You will need it for an additional step later in the preassessment visit. Tell the school coordinator to fill in the "Returned" oval as each questionnaire is completed and returned.

You will collect the completed questionnaires and Roster the day of the assessment.

Procedure 3G. Verify Parent/Guardian Notification

In **Procedure 3G**, you will collect a signed, dated copy of the Parent Notification Letter. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ A copy of the Sample Parent Notification Letter that was sent to the school

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 student participation is voluntary. NAEP must have a copy of the dated parent notification letter in order to proceed with the assessment. If this notification has not been sent before the assessment date, the assessment will need to be rescheduled until after the parent notification letter has been sent.

Procedure 3G secures a copy of the dated parent notification letter for NAEP's files. This procedure also obtains details as to when, to whom, and how the notification was sent. All of the information obtained in this procedure will be entered into the SCS after the visit.

3G-1. Now, let's review the status of parent/guardian notification. A copy of the Sample Parent Notification Letter was included in your packet of materials.

Have parents/guardians of your [*4th / 8th / 12th*]-grade students been notified about the NAEP assessments?

☐	Yes	▪ Ask the school coordinator for a copy of the dated parent notification. ▪ Store the copy of the notification in the School Folder.	• Continue with **3G-2**.
☐	No	▪ Remind the school coordinator 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. If new enrollees were added, remind school coordinator to notify those parents. ▪ Arrange a date and time to call the school coordinator back to verify that the notification has been sent.	• Schedule a callback date and time _____ • Go to **3H**.

If the parents/guardians have been notified, check the "Yes" box in **item 3G-1** and ask the school coordinator for a copy of the dated parent notification. Continue on to **item 3G-2**.

If the parents/guardians of selected students have not been notified, urge the school coordinator to notify them as soon as possible. Stress the importance of this notification by reminding the school coordinator you will need a copy of the dated notification before assessments can be administered. If you do not have a copy of this dated notification on assessment day, the assessments will have to be rescheduled. Arrange a callback date and time to verify the notification was sent. Skip to **Procedure 3H**.

3G-2. **IF NEW ENROLLEES WERE ADDED:** As mentioned earlier, we selected new enrollees for the sample. Have the parents or guardians of these students been notified about the NAEP assessments?

☐	Yes	▪ Continue with **3G-3**.
☐	No	▪ Urge the school coordinator to notify the parents of newly selected students as soon as possible. ▪ Remind the school coordinator that if parents of the newly selected students have not been notified before assessment day, the assessment for these students will have to be rescheduled. ▪ Arrange a date and time to call the school coordinator back to verify that the notification has been sent. _____

It has already been determined whether the parents of selected students have been notified of the NAEP assessments; however, it is necessary to determine if parents of sampled new enrollees have been notified.

If the parents of sampled new enrollees have been notified, simply check the “Yes” box in **item 3G-2** and continue with **item 3G-3**.

If the parents of sampled new enrollees have not been notified, check the “No” box and urge the school coordinator to notify these parents as soon as possible. Remind the school coordinator that if parents of these newly selected students are not notified prior to assessment day, the assessment for these students will have to be rescheduled. You will need to arrange a callback to verify that the notification has been sent.

3G-3. When were the parent notifications sent?

SCS

Record the date sent. _____

The date on the parent notification letter lets you know when the letter was prepared; however, it is necessary to know, more specifically, when the notification was sent. Ask the school coordinator for this information.

3G-4. How were the parents notified? Was ...

SCS

Read list and check one.

- ☐ a letter mailed home?
- ☐ a letter sent home with students?
- ☐ a notice posted in a newsletter?
- ☐ some other way used? ▪ Record other method. _____

Ask how the parents were notified. Read the options provided in **item 3G-4** and check one. If the school coordinator answers “some other way used,” you will need to record the method used.

3G-5. Were notifications sent to only the parents of the sampled students or to parents of all of the students in the grade?

SCS

- ☐ Parents of sampled students only.
- ☐ Parents of all students in the grade.

Ask the school coordinator if only parents of sampled students were notified or if the parents of all students in the grade were notified. Check the appropriate box in **item 3G-5**.

3G-6.	▪ Record the date you receive the dated Parent Notification Letter copy. _____

To complete **Procedure 3G**, record the date you receive the signed, dated Parent Notification Letter copy in **item 3G-6**.

Procedure 3H. Grades 4 and 8: Discuss NIES, If Applicable

In **Procedure 3H**, you will discuss the National Indian Education Study survey for schools that have AI/AN students who have been selected for NAEP. The procedure begins with a list of the items you will need to complete the task:

If any student is identified as "5 - American Indian/Alaska Native" in Column **G** (Race/ Ethnicity) on the Administration Schedule, the NIES survey will need to be conducted. In order to complete this task, you'll need:

- ✓ One NIES School Questionnaire (Grade 4 or 8)
- ✓ NIES Teacher Questionnaires (Grade 4 or 8)
- ✓ Grade 4 or 8 NAEP Roster of Questionnaires
- ✓ NIES Linking Form
- ✓ NIES Sample Questions Folder
- ✓ NIES Packet of Material (for schools identified as NIES during visit)

Next, you will determine if the school was or was not identified as an NIES participant before the preassessment visit.

3H-1.	▪ Was this school identified as NIES before the preassessment visit?		
☐	Yes		• Start with **3H-3**.
☐	No, there are newly identified AI/AN students	**Click on the "PREASSM'T" tab in the SCS to enter that there are newly identified AI/AN students after the visit.**	• Start with **3H-2**.

If the school was identified as NIES before the preassessment visit, (that is, there were AI/AN students selected for NAEP and the school coordinator is aware of the NIES survey), you will start at **item 3H-3**.

If the QCB label identifies the school as not participating in NIES, but AI/AN students were identified during the visit, either as new enrollees, or as corrections were made to the Administration Schedules, you will check the box for "Yes" in **item 3H-1**. Then, begin this procedure with **item 3H-2**.

3H-2. IF SCHOOL WAS NOT IDENTIFIED AS NIES BEFORE PREASSESSMENT VISIT: During this visit, we identified ____ (*number*) student(s) that [*have/has*] been selected for NAEP who [*is/are*] identified as American Indian or Alaska Native.

A short survey will be administered to [*that/those*] students, their teachers, and the school administrator. This survey is part of the National Indian Education Study, and it focuses on Indian education and the role of Indian culture in education. (**PROVIDE NIES PACKET**) A brochure is included in this envelope that provides details about the study. Typically, the NIES sessions are conducted after the NAEP sessions, but we will discuss that in a few minutes.

(SHOW NIES SAMPLE QUESTIONS BOOKLET) The student survey questions will take 15 to 20 minutes and will include questions about students' familiarity with and exposure to their native cultures as well as questions about students' general school experiences. Here is a copy of the questions and their rationales for you to share with school staff or parents who may be interested.

Participation status:		
☐ Cooperating ☐ Refusal ☐ Ineligible-no eligible AI/AN students	SCS **Click on the "SPECIAL STUDIES" tab in the SCS to enter the NIES participation status after the visit.**	• Go to **3H-4**.

You will only read **item 3H-2** for schools that were identified as NIES during the visit. Because these schools were not informed of the study before the visit, you will need to introduce the NIES to the school coordinator.

In **item 3H-2**, you will tell the school coordinator that students were identified as AI/AN, and therefore, a short survey will be administered to the students as part of the National Indian Education Study. You will give the school coordinator the NIES Packet that contains a brochure and a letter that describes the study. Next, show the NIES Sample Questions Booklet so the school coordinator can see the questions asked in the survey and their accompanying rationales. The school coordinator can use the Sample Questions Booklet to show other school staff members or parents who may be interested. Assume the school will allow the students to participate unless the school coordinator indicates otherwise. Check the "Participation Status" code, then continue with **item 3H-4**.

3H-3. IF SCHOOL WAS IDENTIFIED AS NIES BEFORE THE PREASSESSMENT VISIT: Next, we're going to discuss the National Indian Education Study survey that will be administered. As you can see, ____ *(number)* student(s) that [*have/has*] been selected for NAEP [*is/are*] identified as American Indian or Alaska Native. Typically, the NIES sessions are conducted after the NAEP sessions, but we will discuss that in a few minutes.

(SHOW NIES SAMPLE QUESTIONS BOOKLET) The questions will take 15 to 20 minutes and will include questions about students' familiarity with and exposure to their native cultures as well as questions about students' general school experiences. Here is a copy of the questions and their rationales for you to share with school staff or parents who may be interested.

Participation status:		
☐ Cooperating ☐ Refusal ☐ Ineligible-no eligible AI/AN students	SCS **Click on the "SPECIAL STUDIES" tab in the SCS to enter the NIES participation status after the visit.**	• Continue with **3H-4**.

You will only read **item 3H-3** for schools that were identified as participating in NIES before the preassessment visit. The school coordinator received information about NIES in the preassessment packet, so here you will only verify the number of students participating in the survey and show the NIES Sample Questions Booklet. Assume the school will allow the students to participate, unless the school coordinator indicates otherwise. Write any comments in the "Participation Status" column, then continue with **item 3H-4**.

At this point, the students listed on the NIES Linking Form should be finalized. However, if you discover a change in student's race during this discussion, follow the directions earlier in the QCB on how to update the NIES Linking Form and Administration Schedule(s).

You may also be asked about accommodations for SD or ELL students who are selected for NIES. Because NIES is a questionnaire and not a test of cognitive abilities, any type of accommodation is allowable. So students excluded from NAEP should still be given the opportunity to participate in NIES. Below is a table that shows examples of students inclusion in NIES. More information on this subject can be found on page 9.7.

Should this student be included in the NIES?			
Scenario		**Yes**	**No**
1.	Sampled student was excluded from NAEP because he required testing over more than one day, which was not a NAEP-allowed accommodation	**X**	
2.	Sampled student was assessed in NAEP with accommodations: one-on-one testing and large print booklet	**X**	
3.	Sampled student's parent refused to allow student to participate in NAEP		**X**
4.	Non-sampled AI/AN student is enrolled at the school, but was not sampled for NAEP		**X**
5.	Sampled student was excluded from NAEP because he required a bilingual dictionary accommodation, which was not allowed in NAEP for the subject in which he was to be assessed	**X**	
6.	Sampled student is not American Indian or Alaska Native, confirmed by school records		**X**
7.	Sampled student refused to participate in NAEP		**X**
8.	Sampled student was excluded from NAEP because she was sampled to be assessed in reading, but needed a read-aloud accommodation (the NAEP read-aloud accommodation was not allowed for reading booklets)	**X**	

You will not code or collect any accommodations information for students participating in NIES. If a school still determines a student is unable to take the survey, enter the appropriate NIES Exclusion Code on the NIES Linking Form.

- 60 = SD – Cannot be surveyed
- 62 = ELL – Cannot be surveyed
- 64 = SD and ELL Cannot be surveyed

3H-4. Because students will participate in the NIES survey, a short questionnaire will be administered to the principal and teachers of [*those/that*] student(s).

Please distribute this NIES School Questionnaire to the principal. This can be completed online or in the hard-copy booklet.

At **item 3H-4**, you will distribute the NIES School Questionnaire to the school coordinator. The NIES School Questionnaire should be given to the principal and can be completed online or in the hard-copy booklet.

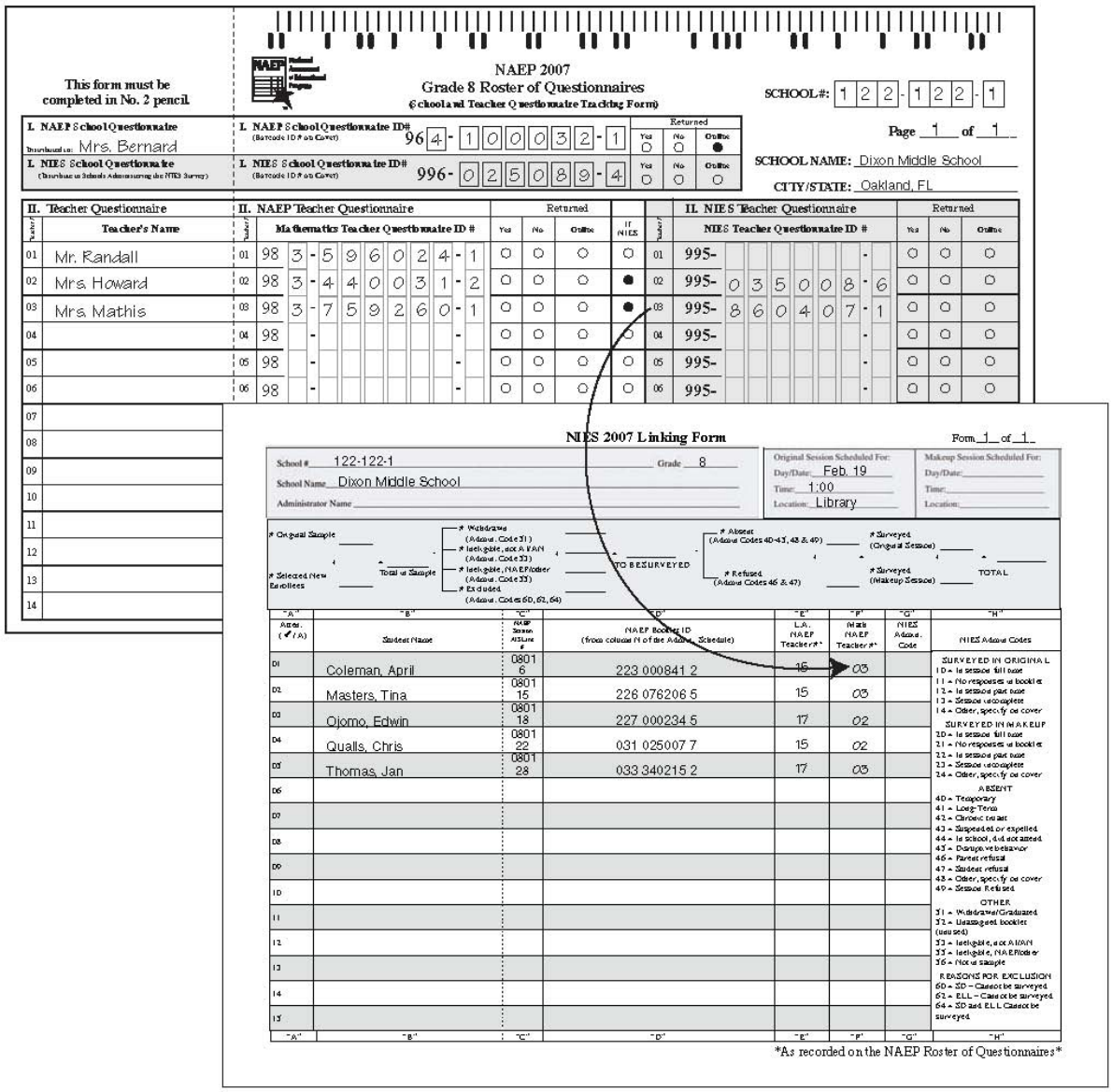
3H-5.

- Hand the school coordinator the Roster of Questionnaires.

Using the Roster of Questionnaires, I need you to identify the reading or English and mathematics teachers of [*those/that*] student(s) participating in NIES, so I can prepare the NIES Teacher Questionnaires and leave them and a copy of this Roster with you before I leave.

- Read the name of the first student on NIES Linking Form.
  - Ask the school coordinator to look at the Roster and identify the name and teacher number of the student's mathematics teacher. Record the teacher number on the NIES Linking Form.
  - Next, ask the school coordinator to look at the Roster and identify the name and teacher number of the student's language arts teacher. Record the teacher number on the NIES Linking Form. (If it's the same teacher, record the same teacher number.)
- Continue this process for each student listed on the NIES Linking Form.

At **item 3H-5**, you will need to identify the mathematics and language arts teacher of every student listed on the NIES Linking Form. Unlike NAEP, where the students code their teacher numbers on the booklet covers, for NIES you are responsible for obtaining the teacher names and writing their codes on the NIES Linking Form. An easy way to do this is to hand the school coordinator the Grade 4 or Grade 8 Roster of Questionnaires. Then, read the name of the first student listed on the NIES Linking Form, and ask the school coordinator to identify the student's mathematics and language arts teachers. Write the teacher's corresponding teacher number as indicated on the Roster. If the teacher is the same for both subjects, you will record the teacher number twice. Continue this process for each student listed on the NIES Linking Form. Remember to collect the names of both the mathematics and language arts teachers for each student regardless of the subject in which the student was assessed for NAEP.



3H-6. **IF GRADE 8:** Would you prefer the survey questions be read aloud to the students or that the students read and answer the questions silently?

☐	Read survey aloud	• Note on cover of QCB
☐	Do not read survey aloud	

Grade 8 NIES schools have the option of having the student survey read aloud to the students or having the students complete the questions silently. Here you will ask the school coordinator which way they prefer.

Procedure 3I. Make Assessment Arrangements

In **Procedure 3I**, you will schedule the assessment sessions. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Administration Schedule(s)
- ✓ If ESBQ, Sample Questions Folder
- ✓ If grade 12, School Visit Summary and Volunteer Certificates, if needed and NAEP Poster
- ✓ Teacher Notification Letter
- ✓ Teacher's Guide (one per Teacher Questionnaire)
- ✓ Sample Questions Booklets and Frameworks, if necessary
- ✓ If grade 8 or 12, Student Appreciate Certificates
- ✓ If NIES, NIES Linking Form
- ✓ If separate accommodation sessions, Inclusion Worksheet

3I-1.

▪	Review QCB label and check one.	
☐	School is a "Take All" school.	• Continue with **3I-2**.
☐	School is NOT a "Take All" school.	• Go to **3I-4**.

3I-2. Please tell me how you would like students grouped on assessment day. Students can be grouped by homeroom or another way.

☐	Homeroom	
☐	Another Way →	Specify: _____

You will begin this procedure by determining the student grouping for "take all" schools. The label on the front cover of the QCB will inform you if the school is a "take all." If it is, ask the school coordinator if the students should be grouped by homeroom or in another way. Record how the school would like the students grouped.

3I-3.	▪ Review column **C** on the Administration Schedule(s) for locator information.	
☐	Column **C** is blank on Administration Schedule(s).	▪ Record locator for each student.
☐	Column **C** is completed on Administration Schedule(s).	▪ Ask school coordinator to verify the locator for each student and make any corrections.

Record any notes about how students should be grouped.

_____

_____

_____

_____

In **Item 3I-3**, you will review column **C** on the Administration Schedule(s) for student locator information. Any blanks in the column need to be filled in if students are to be assessed in their homerooms. If students are to be assessed in their homeroom or other intact class, you will need to reorganize the Administration Schedules after the visit. Procedures for this are in Appendix C. **Item 3I-3** provides a space for you to record any notes that are pertinent to how the school would like the students to be grouped.

3I-4. IF SCHOOL WAS SELECTED FOR ESBQ: At the end of the session, the students will be asked less then 10 additional questions that collect information pertaining to student's socioeconomic status. The data from these extra background questions will be used to research how to improve the socioeconomic status indicator used by NAEP. The questions will take less then 5 minutes. Here is a copy of the questions and their rationales for you to share with school staff or parents who may be interested. **(SHOW ESBQ SAMPLE QUESTIONS BOOKLET.)**

Participation status:		
☐ Cooperating ☐ Refusal	SCS **Click on the "SPECIAL STUDIES" tab in the SCS to enter the ESBQ participation status after the visit.**	• Continue with **3I-5**.

A small number of fourth- and eighth-grade schools were selected for Extended Student Background Questionnaire (ESBQ). This determination is noted on the QCB label. The ESBQ is a special study designed to improve the socioeconomic status indicator.

For these schools, you will show the school coordinator an ESBQ Sample Questions Booklet, which contains the questions asked of students and the rationale of the questions. Explain to the school coordinator that the extra questions will take students an additional 5 minutes at the end of the session. Assume the school will allow the students to participate, unless the school coordinator indicates otherwise. Check in the "Participation Status" code, then continue with **item 3I-5**.

3I-5. IF SCHOOL IS GRADE 12: Review the Grade 12 School Visit Report for scheduling strategies that were discussed in the fall and enter details below about how meeting outcome activities will be implemented.

- If volunteer certificates and/or student letter will be used, verify number and leave them with the school coordinator.
- Give the school coordinator the Grade 12 NAEP Poster.

☐	**PREPARATION ACTIVITES** ✓ Senior meeting ✓ School website/newspaper ✓ Faculty meeting ✓ Other	DETAILS:
☐	**FLEXIBILITY IN SCHEDULING** ✓ Start time ✓ Multiple start times ✓ Certain day of the week ✓ Other	DETAILS:
☐	**STUDENT NOTIFICATION** ✓ Student letter ✓ Announcement ✓ NAEP Student Video ✓ Other	DETAILS:
☐	**INCENTIVES** ✓ NAEP Certificate of Volunteer Service ✓ School incentives (pizza party, prizes) ✓ Other	DETAILS:

Item 3I-5 of **Procedure 3I** is specific to grade 12 public schools. To enourage student participation, NAEP State Coordinators met with the school principals of selected grade 12 public schools to discuss specific strategies to maximize NAEP assessment attendance by grade 12 students. Most of these contacts occurred over the summer.

In late fall, your supervisor visited these schools and met with the school coordinator to review plans for maximizing student participation and engagement. The results of these meetings are recorded on the Grade 12 School Visit Report located in the School Folder.

You will verify which, if any, of these strategies the school intends to implement in order to boost participation by grade 12 students and record the details in **item 3I-5** of the QCB.

Some schools may elect to use Volunteer Certificates or Student Letters. If so, give them to the school coordinator now. You will also provide the NAEP Poster to the school coordinator. This poster can be hung in the school to notify students about the upcoming assessment.

3I-6. Now I'd like to verify the date(s) and set the time and location for each of the regular and accommodation sessions scheduled for your school. My records show that we will be conducting ____ (*number*) regular assessment session(s) in your school on _____ (*assessment day*).

Each regular session will take approximately 90 minutes.

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.

- Grade 8 RE sessions typically have less than six students and can be combined with RS and RN sessions since the session scripts are the same.
- Record the start time and location for each regular session on the front of the QCB.

It's now time to make assessment arrangements. The date of the school's assessment has already been scheduled, so now you will work with the school coordinator to set a time and location. Grade 8 RE sessions typically have less than six students. Plan to combine those sessions with RS and RN sessions since the scripts are the same. Record this information on the front cover of the QCB.

3I-7. **IF SEPARATE ACCOMMODATION SESSIONS WILL BE HELD:** We've also determined that we will need to conduct ____ *(number)* separate accommodation session(s). Some of these sessions may take longer than 90 minutes if the student(s) need extra time.

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.

- Read the separate accommodation sessions as grouped on the Inclusion Worksheet. Record the start time and location for each accommodation on the front of the QCB.

Next, schedule the time and location of separate accommodation sessions. You should plan all regular sessions and one separate session to be conducted at the same time. Additional accommodation sessions should be scheduled <u>after</u> the regular sessions are completed. If the school only has two separate accommodation sessions and two regular sessions, you may schedule them simultaneously as long as you have an AA on your team available. These sessions may take longer then 90 minutes, so keep that in mind when scheduling the location. Record the time and location of the accommodation sessions on the QCB cover.

Occasionally, a school will refuse an accommodation session due to scheduling or staffing problems (e.g., if the student requires the test be administered by a school staff member but that staff member is not available). In these instances, students assigned to that session will be coded Administration Code "**45** – Accommodation scheduling problem" on the Administration Schedule and not an Excluded code.

3I-8. **IF NIES WILL BE HELD:** We will also be conducting the NIES survey with ____ (*number*) students. The survey will take approximately 15 to 20 minutes. At what time and in what location can the survey be administered?

- Record the start time and location for each NIES session on the front of the QCB.

If NIES will be administered, schedule that session as well. Typically, the NIES participants are escorted to one location where you will administer the survey. The best time to do this is after the regular sessions while the AAs are completing their post-assessment activities. Again, record the time and location of the NIES session on the QCB cover. If the school coordinator does not want the NIES survey administered the day of the NAEP assessments, you can suggest an alternative day on which you will be available to return to the school to conduct the survey.

3I-9.

- Record the start time and location for each regular and accommodation session on the Teacher Notification Letters now.[1]

[1] AA can do this.

3I-10. 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. For this reason we provide schools with 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 [*4th/8th/12th*] -grade teachers along with the names 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.

- Give the Teacher Notification Letter to the school coordinator along with the *Teacher's Guide to NAEP* publications. Provide as many Teacher's Guides as there are Teacher Questionnaires.
- Remind the school coordinator that if he/she will make a copy of the School Information Report, block out the demographic data since some of the data are confidential.

Now that you have scheduled the times and locations for the sessions, you will need to transfer this information to the Teacher Notification Letter. The assisting AA can perform this task.

The Teacher Notification Letter briefly explains NAEP and specifies the dates, times and locations of the assessment sessions. The school coordinator may copy this letter and provide it to all the teachers in the selected grade.

Also, provide copies of the *Teacher's Guide to NAEP* publication, which includes detailed information about NAEP of specific interest to teachers. You should leave one per Teacher Questionnaire.

3I-11.

☐	Frameworks and/or Sample Question Booklets and/or fall packet were distributed by the NAEP State Coordinator.	• Go to **3I-12**.
☐	No Frameworks and/or Sample Question Booklets and/or fall packet have been distributed.	• Continue.

IF FRAMEWORKS AND SAMPLE QUESTIONS BOOKLETS ARE TO BE DISTRIBUTED: I also have a set of subject Frameworks for you. Your teachers may be interested in reviewing these Frameworks.

Here [*is a/are*] Sample Questions Booklet(s) for grade [*4/8/12*] for you [*and your principal*]. You can show the booklet(s) to parents or other interested parties who have questions about the NAEP assessment.

IF FALL PACKET IS TO BE DISTRIBUTED: Here are some informational materials for you to share with the teachers.

- Distribute Measure Up, Poster, and Teacher DVD.

If the NAEP State Coordinator has not already done so, give the school coordinator a set of Frameworks and the NAEP Sample Questions Booklet. The Frameworks describe the test design and the content of the reading, mathematics, and writing assessments and the Sample Questions Booklet provides the NAEP background questions and rationales.

If the fall packet is to be distributed, provide the Teacher DVD, Poster, and Masure Up newsletter.

3I-12. **IF GRADE 8 OR 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. Before I leave today, I will prepare the certificates for distribution. If you choose, you can distribute the certificates to the selected students before assessment day.

Record how the school will notify students if the school coordinator elects not to use the certificates.

_____

_____

For grades 8 and 12, show the school coordinator the Student Appreciation Certificates. Explain that these certificates may be used to inform selected students of the time and location of the assessment and to thank them in advance for their participation. The school is not required to use them. If the school does use the certificates, you or the assisting AA will prepare them and leave them for the school coordinator. If the school elects not to use the certificates, record in **item 3I-12** how the school will notify students. (Remember that you will distribute the certificates to grade 4 students at the end of the assessment session.)

3I-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	▪ Record details. _____
☐	No	

Item 3I-13 explains to the school coordinator that students respond more positively to the assessment when they know it has the backing of the school administration. Ask if it is possible to include an announcement to encourage students to do their best or to possibly have a staff member introduce the assessment at the beginning of each session.

3I-14. 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 ensure that all students who are in school and selected for the assessment attend the sessions. If needed, I'll discuss makeup arrangements with you as part of our session debriefing interview on assessment day.

Then, explain to the school coordinator that a makeup session must be scheduled if less than 90 percent of the students are present and participate on assessment day.

3I-15. 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 can retrieve it for us?

Location: _____

Staff Person: _____

3I-16. 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 the assessment sessions are over?

Instructions: _____

You will ask the school coordinator where the NAEP Storage Envelope will be located when you arrive on the day of the assessment. Finally, ask where you will be able to locate the school coordinator when the assessment sessions are complete to conduct a debriefing interview.

Procedure 3J. Discuss Logistics Questionnaire

In **Procedure 3J**, you will review and gather logistical information for the assessment. The procedure begins with a list of the items you will need to complete the task:

In order to complete this task, you'll need:

✓ Completed Logistics Questionnaire (if applicable)

While you worked independently, you were instructed to review the Logistics Questionnaire and note the status of it in **Procedure 3J**.

3J-1.

▪ Follow the directions associated with the box you checked while working independently.		
☐	Logistics Questionnaire not completed.	• Start with **3J-2**.
☐	Logistics Questionnaire completed but needs review.	• Review questions you have with the school coordinator. Go to **3J-3**.
☐	Logistics Questionnaire completed. No further review necessary.	• Place Logistics Questionnaire in QCB. Go to **3J-3**.

If the Logistics Questionnaire was not completed, you will have to go over it now with the school coordinator. The questionnaire is reprinted in the QCB in **item 3J-2**.

3J-2. NAEP 2007 LOGISTICS QUESTIONNAIRE (REPRINTED)

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?

_____

_____

_____

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?

_____

_____

_____

Is there a room where the assessment team may work until it is time to go the assessment locations?

_____

_____

_____

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?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

So that we may be more sensitive to the needs of your students, could you please tell us if there have been any traumatic events that have affected your school, students, or community in the past year?

_____

_____

_____

Is there anything scheduled that might interrupt the assessment session, such as a fire drill or assembly?

_____

_____

_____

Review or clarify any information on the Logistics Questionnaire. Then, go to **item 3J-3**.

If the school coordinator completed the Logistics Questionnaire and you have no questions, you will skip to **item 3J-3**.

3J-3. **IF NECESSARY:** Let's confirm the date(s) and time(s) I'm scheduled to call you back to collect the outstanding data.

- Confirm callback date(s)/time(s) and the outstanding information needed. Enter date(s)/time(s) in your calendar.

  Callback Date: _____ Time: _____

- Check off needed information.

  ____ Parent Notification (Original Sample)

  ____ Parent Notification (New Enrollee Sample)

  ____ SD/ELL Questionnaires

SEND A REMINDER E-MAIL PRIOR TO THE SCHEDULED CALLBACK. MARK THIS ON YOUR CALENDAR.

Confirm any required callbacks you have scheduled with the school coordinator. Mark in your calendar to send a reminder e-mail to the school coordinator prior to the scheduled callback.

3J-4. Do you have any questions before I leave?

☐	Yes	▪ Respond to questions, as necessary.
☐	No	

3J-5. I need to go back to where I was working to take care of a few more items. I'll have a few things to give you before I leave. In the meantime, I appreciate all the time you have taken to help me prepare for the assessments.

To complete **Procedure 3**, answer any questions the school coordinator may have. The preassessment visit with the school coordinator is now complete. Excuse yourself to return to your work area to complete a few additional tasks before leaving the school.

Procedure 4. Complete Additional Tasks Before Leaving the School

In **Procedure 4**, you will return to your independent work area to complete the preassessment visit wrap-up activities.

4A-1.

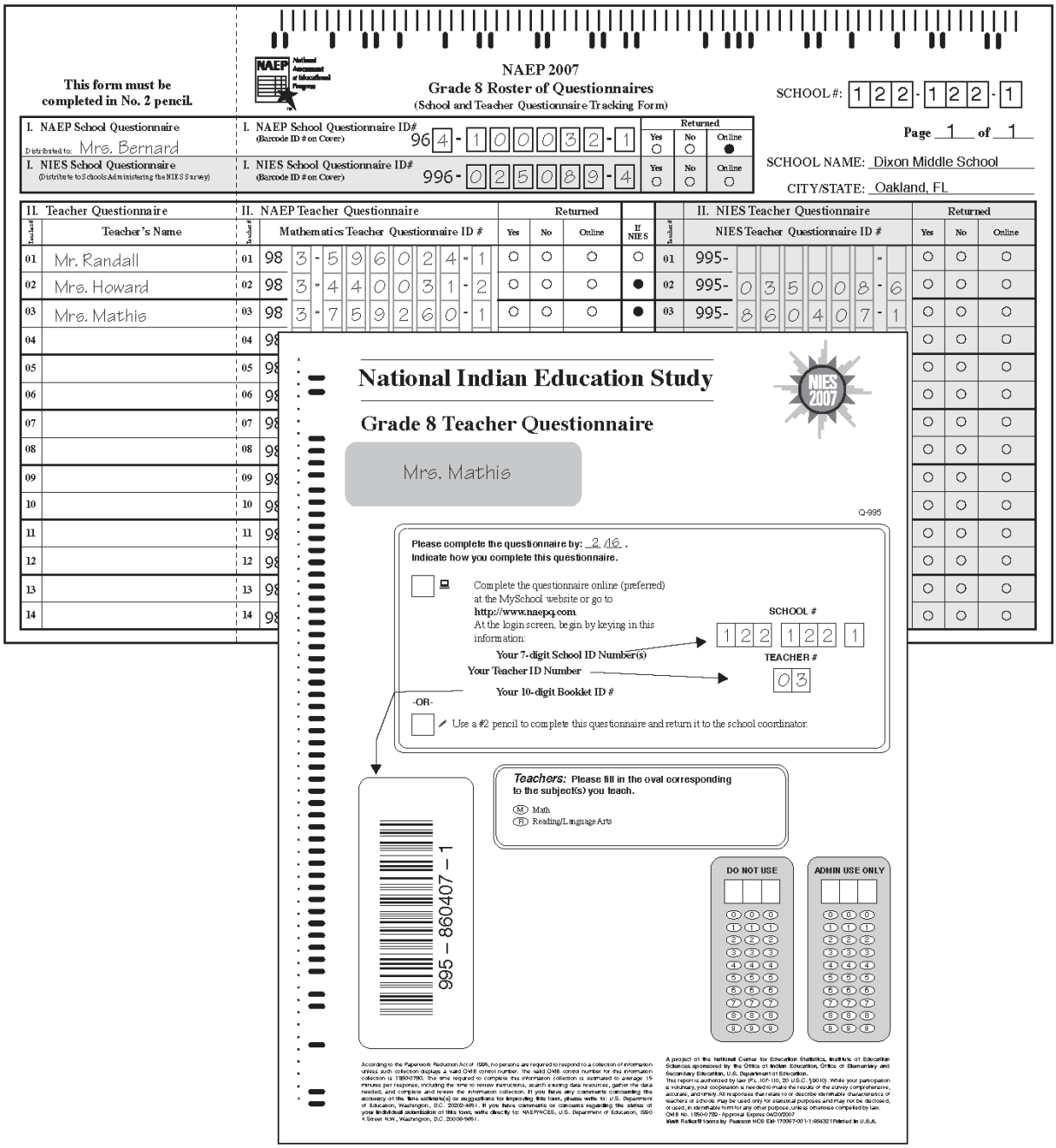
☐	Return to your independent work area to complete the remaining preassessment visit tasks.
☐	**IF NIES SCHOOL:** Prepare Teacher Questionnaires. Copy updated NIES Linking Form and place in NAEP Storage Envelope. ▪ Complete the appropriate information on the NIES Teacher Questionnaire. ▪ Fill in the NIES Teacher Questionnaire ID on the Grade 4 or 8 Roster and shade in the "If NIES" oval for each teacher receiving an NIES Teacher Questionnaire.
☐	Enter an Admin Code in Column P of the Administration Schedule for each student who will be assessed with an accommodation. Use the NAEP Accommodation Hierarchy (shown to the right) for each student with multiple accommodations to determine which accommodation should be entered in Column P of the Administration Schedule
☐	If SD and/or ELL students identified during the visit, prepare questionnaires.
☐	If Grade 8 or 12: Prepare the front and back of the Student Appreciation Certificates.
☐	Prepare NAEP Storage Envelope by making photocopies of the following documents (keeping the original in the School Folder): ▪ Administration Schedule(s) ▪ SD/ELL Roster ▪ Grade 4 or 8 Roster of Questionnaires ▪ Inclusion Worksheet ▪ NIES Linking Form, if applicable Also place the Student Information Report(s) inside the NAEP Storage Envelope.
☐	Give completed NAEP Storage Envelope and other items (questionnaires, certificates, etc.) to school coordinator.

NAEP ACCOMMODATION HIERARCHY

Bilingual Booklet (71-BIB)
Bilingual Dictionary (72-BID)
Scribe or Use of Computer (78-SCR)
Large Print Booklet (73-LRG)
Magnification Device (81-MAG)
Other (79-OTH)
Read Aloud (75-REA)
Extended Time (74-EXT)
Small Group (76-SMG)
One-on-One (77-ONE)
School Staff Administers (82-SSA)
Breaks During Test (80-BRK)

Item 4A-1 provides a checklist of tasks to complete before leaving the school.

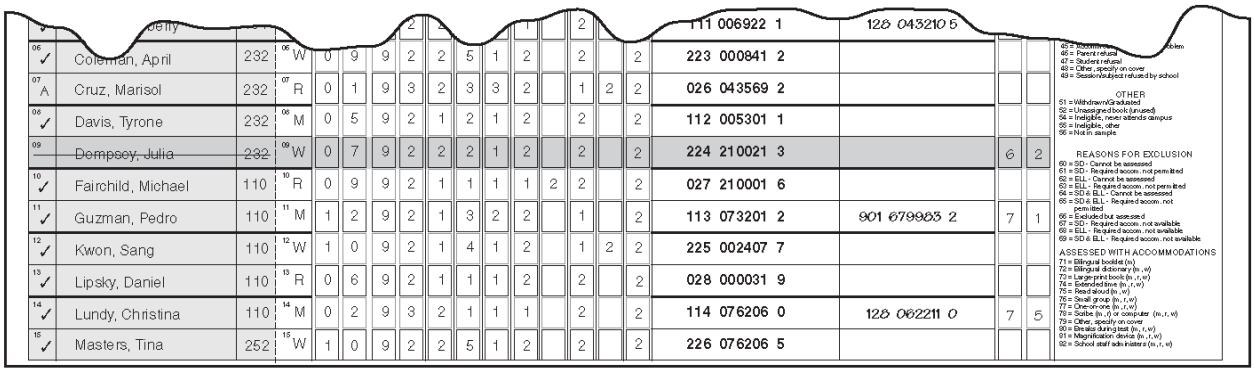
If this is an NIES school, prepare the NIES Teacher Questionnaires by filling in the information on the front of the questionnaire. Also, complete the Roster of Questionnaires by shading in the “If NIES” oval for each teacher identified as needing to complete an NIES Teacher Questionnaire on the NIES Linking Form.



Next, code the Administration Schedule(s) for students receiving accommodations. In column **P** of the Administration Schedule(s), enter an Administration Code for all students who require an accommodation. This code will indicate the specific accommodation the student is to receive on assessment day. If a student requires more than one accommodation, use the Accommodation Hierarchy on page 4.50 to determine which code to record on the Administration Schedule.

If the school staff determined that a student identified as SD and/or ELL cannot be assessed and therefore will be excluded from the assessment, enter one of the REASONS FOR EXCLUSION codes (**60-69**) in column **P** of the Administration Schedule. After entering one of the REASONS FOR EXCLUSION codes, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation, as shown below.

The Administration Codes for accommodated and excluded students are defined on pages 10.4 and 10.5, and are also printed in column **Q** of the Administration Schedule.



								2	2			1		2			111 006922 1	128 043210 5			
06 ✓	Coleman, April	232	06 W	0	9	9	2	2	5	1	2		2		2		223 000841 2				
07 A	Cruz, Marisol	232	07 R	0	1	9	3	2	3	3	2		1	2	2		026 043569 2				
08 ✓	Davis, Tyrone	232	08 M	0	5	9	2	1	2	1	2		2		2		112 005301 1				
09	~~Dempsey, Julia~~	~~232~~	09 W	0	7	9	2	2	2	1	2		2		2		224 210021 3			6	2
10 ✓	Fairchild, Michael	110	10 R	0	9	9	2	1	1	1	1	2	2		2		027 210001 6				
11 ✓	Guzman, Pedro	110	11 M	1	2	9	2	1	3	2	2		1		2		113 073201 2	901 679983 2		7	1
12 ✓	Kwon, Sang	110	12 W	1	0	9	2	1	4	1	2		1	2	2		225 002407 7				
13 ✓	Lipsky, Daniel	110	13 R	0	6	9	2	1	1	1	2		2		2		028 000031 9				
14 ✓	Lundy, Christina	110	14 M	0	2	9	3	2	1	1	1		2		2		114 076206 0	128 062211 0		7	5
15 ✓	Masters, Tina	252	15 W	1	0	9	2	2	5	1	2		2		2		226 076206 5				

Prepare SD and ELL Questionnaires for any students identified as such during the preassessment visit.

Prepare Student Appreciation Certificates for grade 8 and grade 12 schools.

Prepare the NAEP Storage Envelope by including photocopies of the Administration Schedule(s); the SD/ELL Roster of Questionnaires; the Grade 4 or Grade 8 Roster of Questionnaires; the Inclusion Worksheet; and the NIES Linking Form. Then, give the completed NAEP Storage Envelope to the school coordinator.

Westat is interested in obtaining feedback from you, the AC, about the preassessment visit to help improve the process in future years of NAEP. Your answers to **items 4A-2** through **4A-5** in **Part 2**, **Procedure 4** of the QCB will provide summary information about how the visits go this year and what changes may be needed.

4A-2. **AC RESPONSE:** How would you say this preassessment visit went?

- ☐ Very well
- ☐ Satisfactorily
- ☐ Unsatisfactorily

▪ Record comments.

_____

_____

_____

_____

4A-3. **AC RESPONSE:** How well prepared was this school coordinator for the preassessment visit?

- ☐ Very well
- ☐ Somewhat prepared ▪ Record comments below.
- ☐ Not at all prepared ▪ Record comments below.

▪ Record comments.

_____

_____

_____

_____

4A-4. How long were you in the school:

a) working with the school coordinator

____ hour(s) _____ minute(s)

b) working independently both before and after the actual visit with the school coordinator.

____ hour(s) _____ minute(s)

4A-5. Do you have any other comments?

▪ Record comments.

_____

_____

_____

_____

Ensure you have all the data necessary to enter in the SCS after the visit (enter data or place check mark in lines below):

ENTER THIS DATA UNDER THE "PREASSM'T" TAB IN THE SCS

New Enrollee Data (Procedure 2A, page 2.2)

- ❑ Did you obtain a list of currently enrolled grade eligible students?
  - ___Yes
  - ___No _____ (Enter callback date.)
- ❑ Number of students identified as new enrollees: _____
- ❑ Did you sample from the list of new enrollees?
  - ___No New Enrollees
  - ___Yes, Sampled
  - ___No, Did Not Sample
- ❑ Number of new enrollees sampled and added to the assessment: _____

Student Sampling Summary Report, if available (Procedure 3C, page 2.15)

- ❑ Refer to the SSSR to enter the results of each item in the SCS

Review the Inclusion Worksheet and Discuss Accommodations (Procedure 3E, page 2.17)

- ❑ Number of Excluded Students (R)_____ (W)_____ (M)_____

Verify Parent/Guardian Notification (Procedure 3G, page 2.21)

- ❑ Has school notified parents?
  - ___Yes
  - ___No
- ❑ Date parent notice sent: _____
- ❑ How sent
  - ___Letters mailed home
  - ___Letters sent home with student
  - ___Notice posted in newsletter
  - ___Other (specify)
- ❑ Letters sent to
  - ___Sampled students
  - ___All eligible students
- ❑ Date parent notice received by AC: _____

NIES Student(s) Identified During Visit (Procedure 3H, page 2.23)

- ❑ Enter if there are newly identified American Indian/Alaska Native student(s).

ENTER THIS DATA UNDER THE "SPECIAL STUDIES" TAB IN THE SCS	
	Discuss NIES, if applicable (Procedure 3H, page 2.23) ❑ NIES Survey Status: (You will enter one of these codes.) ___ *Cooperating — The school will participate in the survey.* ___ *School Refusal — The school has said that they will **not** participate in the survey.* ___ *Has Sampled Grade, but No Eligible Students — Use this code if the school was identified as NIES, but it was determined after the visit that there are no AI/AN students.* ❑ AI/AN Grade Enrollment (Actual): _____ ❑ Scheduled Survey Date: _____ ❑ Scheduled Survey Time: _____ **Discuss ESBQ, if applicable (Procedure 3I-4, page 2.26).** ❑ ESBQ Participation Status: (You will enter one of these codes.) ___ *Cooperating — The school will participate in the survey.* ___ *School Refusal — The school has said that they will **not** participate in the survey.*

Finally, you can either use the two-page table as a checklist of items to enter into the SCS or record the actual data that you will be entering into the SCS after the visit. All of the information needed to complete this table will be found within the QCB. Be sure you have all the information required to enter in the SCS before you leave the school.

The preassessment visit is now finished.

Test Your Knowledge

Instructions: Select the answer that best completes the statement or answers the question.

1. During the portion of the preassessment visit when you work independently, which of these steps will you NOT complete?

    a. review the Logistics Questionnaire
    b. select the sample of newly enrolled students
    c. verify Parent/Guardian Notification
    d. update SD and ELL classifications

2. Students might be marked "ineligible" on the Student Information Report for several reasons. Which of these reasons would NOT result in the student being classified as "ineligible"?

    a. the student refused to participate
    b. the student is not in the grade being assessed
    c. the student is home schooled
    d. the student attends all classes off campus

3. During the preassessment visit, you will transcribe the information from the SD and ELL Questionnaires on to the _____.

    a. Administration Schedule
    b. Student Information Report
    c. School Appreciation Certificate
    d. Inclusion Worksheet

4. According to the Accommodations Hierarch, use this code on the Administration Schedule if a student requires one-on-one, read aloud, with extended time.

    a. one-on-one (Code 77)
    b. read aloud (Code 75)
    c. extended time (Code 74)
    d. Other (Code 79)

5. If a school staff member is required to administer an accommodation session but is not available on assessment day, that student should receive Admin Code:

    a. 67, 68, or 69 – SD/ELL required accommodation not available
    b. 45 – Accommodation scheduling problem
    c. 40 – Absent
    d. 48 – Absent, other

Answers: 1-c, 2-a, 3-d, 4-b, 5-b

5 ACTIVITIES TO COMPLETE AFTER THE PREASSESSMENT VISIT

Procedure 1. Record That the Preassessment Visit Is Complete on the Back Cover of the QCB

The Record of Preassessment Contacts, located on the back cover of the QCB, is for you to record each contact or attempted contact with the school during your preassessment activities. These include telephone calls, voice-mail messages, e-mails, and in-person visits.

The preassessment visit is one of your most important contacts, but many ACs forget to record it here. Record the date and time of the preassessment visit, and record that you have completed it in the “Result” column of this table.

Record of Preassessment Contacts			
Date	Time	Spoke With	Result

Procedure 2. Record the Callback Date(s) and Time(s) in Your Calendar

Check **Item 3J-3** of the QCB. If you have scheduled any callbacks to the school coordinator, you should have recorded them here. Copy the date(s) and time(s) for the callback(s) from this page into your appointment calendar so you remember to make the callbacks at the agreed upon time.

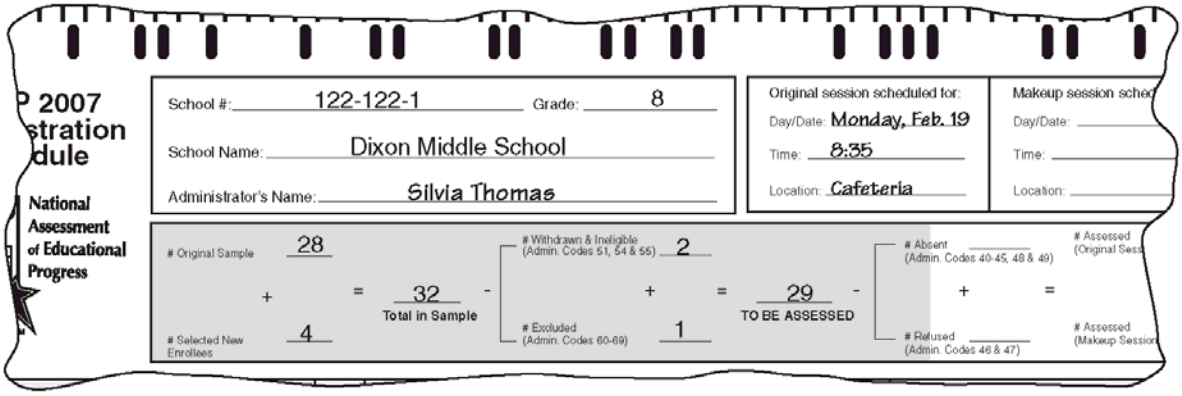
Procedure 3. Place the Dated Copy of the Parent Notification Letter in the School Folder

If you did not do so during the preassessment visit, place the dated copy of the Parent Notification Letter from the school in the School Folder. If you did not receive a dated copy of the letter, remember to place it in the School Folder when you do acquire it from the school coordinator.

Procedure 4. Complete Part 1 of the Summary Box at the Top of the Administration Schedule

Across the top of the Administration Schedule is a long box with spaces to record numbers, referred to as the "Summary Box." This box contains summary information about the students listed on the Administration Schedule.

At this point, you can complete the first part of the Summary Box, as shown in the shaded portion of the example below:



- The number of students in the original sample should have been preprinted by Pearson or already entered by you on the line labeled **# Original Sample.** If not, enter the total number of students originally listed on the Administration Schedule.
- On the line labeled **# Selected New Enrollees,** enter the number of students you added to the Administration Schedule coded as a **1** in column **M.**
- Add the **# Selected New Enrollees** to the **# Original Sample.** Enter the sum on the line labeled **Total in Sample.**
- On the line labeled **# Withdrawn & Ineligible,** enter the total number of selected students who have withdrawn from the school (Administration Code = **51**), and any students who are ineligible (Administration Codes = **54** and **55**).
- On the line labeled **# Excluded,** enter the total number of selected students who were excluded from the assessment by the school (Administration Codes = **60-69**).
- Subtract the **# Withdrawn and Ineligible** and the **# Excluded** from the **Total in Sample,** and enter the difference on the line labeled **TO BE ASSESSED.**

If there is missing student information that you will collect on the assessment day that may affect these summary totals, you may wait to complete this procedure until you have obtained the missing information from the school coordinator.

Procedure 5. Enter Pertinent Information Into the SCS

Go back through **Part 2** of the QCB and identify the information you are required to enter into the SCS. Look for the SCS icons to help you find the items that require SCS entry. Refer to the SCS User's Guide for details on entering this information.

Procedure 6. Review and Revise the Assessment Schedule

As discussed in chapter 3, you are responsible for scheduling the AAs on your team. Earlier, you developed a tentative AA schedule, which you delivered to your team at the AA In-Person Training. After each preassessment visit, you should review and revise this schedule as necessary.

To determine the number of AAs required for a school:

- First, review the number of regular and separate accommodation sessions listed on the cover of the QCB.
- Then, schedule enough AAs to conduct all regular sessions and one separate accommodation session simultaneously.
- Additional accommodation sessions should be scheduled after the regular sessions are completed. See page 5.5 for more information on staffing accommodation sessions.
- If a school has only two separate accommodation sessions and two regular sessions, you may schedule them simultaneously as long as you have an AA on your team available.
- Generally, assign one AA per regular or separate accommodation session.
- If accommodation sessions are to be held, make sure you assign an adequate number of AAs to conduct those sessions.
- Because all regular sessions can be conducted in the same room (the timing and the session scripts for all subjects are the same), some schools may ask that you conduct large, combined sessions. While this is not encouraged, space constraints in some schools make it necessary. It is important that you have the appropriate number of AAs scheduled to conduct and monitor these sessions. Plan to have one AA for every 30 students in combined sessions.

6A. Enter Names of AAs on the Front Cover of the QCB

You will enter the AA assignments in the **Contact Summary, Schedule for Regular Assessment Sessions**, **Schedule for Accommodation Sessions**, and **Schedule for NIES Survey Sessions** boxes on the front cover of the QCB, as shown below.

NAEP 2007
QUALITY CONTROL BOOKLET

School Information

School ID #: 122-122-1 Region: FL Area: 2
Assessment Date: 2/19
School Name: DIXON MIDDLE SCHOOL
School Address: 12399 EASTERN AVENUE
OAKLAND, FL 12345
Telephone # (309) 755-5234
Principal: MARILYN BERNARD
School Coordinator: SAM STEWART
Telephone # (309) 755-2348
Sessions: RS0801, RS0802, RS0803
NIES: YES
ESBQ: YES
Take All: NO
Student Sampling Summary Report? YES

Contact Summary

PA Visit Conducted By: _____

Date Completed: _____

Assigned AAs: _____ _____ _____ _____ _____ _____ _____

Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions

Group #	# of Students	Date	Time	Location	Assigned AA

Schedule for NIES Survey Sessions

# of Students	If Gr 8: Read Aloud?	Date	Time	Location	Administrator

6B. Situations That May Affect Your Assessment Schedule

Previous NAEP assessments have taught us that assessments generally run smoothly and according to procedure. On occasion, however, you may encounter a situation that requires special attention, such as those described below. Even though these situations occur infrequently, you must know how to handle them. Remember to document and discuss any unusual situations with your supervisor.

- Makeup Sessions

  A makeup session is a small session that must be held at a given school on a later date if the student attendance at the original session is below 90 percent. Chapter 10 of this manual describes the procedures associated with scheduling and arranging for makeup sessions (pages 10.22–10.23). It is best to complete the makeup as soon after the original session as possible. Be sure to examine your calendar to be certain that your schedule will accommodate the date suggested by the school. You may schedule an AA to return to the school to conduct the makeup session without you. If the school is eager to get the makeup out of the way but the dates it offers conflict with your team's schedule, talk to your supervisor about the possibility of someone else covering the session.

- Accommodation Sessions

  Separate accommodation sessions may be conducted for SD and/or ELL students. You will need to be familiar with the differences in the administrative process of these sessions (Chapter 5 of the *AA Manual*), as well as with the allowable accommodations for these students (pages 2.12-2.20). In schools with four to six regular sessions, schedule regular sessions in the morning and separate accommodation sessions afterward to match the total number of AAs on your team. In schools with three or fewer regular sessions, schedule as many separate accommodation and regular sessions concurrently as the number of AAs you have on your team. In staffing sessions where students will be accommodated, it is important that the AA assigned to the session be comfortable working with special needs children. For example, an AA with a special education background would be ideal.

  If students are being accommodated as part of the regular session, the AA administering the session may need additional help. Depending on the nature of the accommodations, an additional AA for every three to five accommodated students might be necessary. Each AA should know in advance the student(s) with whom they will be working and the nature of the accommodation. Communicate this to your AAs on the Assessment Information Form (see page 1.12).

- When the AA Cannot Conduct the Session

  The assessment rules specify that only an individual who attended the AA training can administer the assessment. The exception to this is when a school staff member administers an accommodation session. This may happen when a school wants accommodation sessions conducted at the same time as the regular sessions or when a student's accommodation requires a familiar person to administer the assessment. In this case, ask the school coordinator to assign one or more school staff members to administer the accommodations sessions. These school staff members must sign the Accommodation Teacher Letter, described in chapter 1.

- Rescheduling Sessions Due to Bad Weather

  In some areas of the country, bad weather could prevent the school from holding a scheduled assessment or prevent you from reaching the school. If a school is closed due to inclement weather, contact the school coordinator the following morning to reschedule. The school's decision to open or delay opening will depend largely on whether the buses can run. If the school opens the following day, you should be able to make it to the session, unless you already have sessions at another school scheduled that day. Be alert for changes in the school's schedule.

- The School Postpones the Assessment

  If the school coordinator calls to inform you that the school will need to postpone the assessment, attempt to reschedule it immediately. Be sure to notify your supervisor of any schedule changes. The changes could have an effect on the schedule in other areas or require the use of a Troubleshooter AA. Troubleshooter AAs are assigned to each territory to assist where needed.

Procedure 7. Complete the Assessment Information Form

The Assessment Information Form allows you to communicate specific information to your AAs about their assignment and about the accommodation sessions being held at the school.

On the front of the form, you will record the following:

- the assessment date;
- the time the AAs should arrive at the school;
- the school name and NAEP school ID number;
- the school address;
- the school coordinator's name and telephone number;
- the principal's name;
- a check mark in the appropriate box(es) if the ESBQ and/or NIES survey will be administered;
- the NAEP session number(s), accommodation group numbers, and NIES session numbers (if applicable) assigned to each AA;
- whether or not the session is a regular or an accommodation session;
- the room(s) where the session(s) will be held;
- the time each session will be held;
- information about accommodations, such as the number and types in the session;
- directions to the school and where to park once the AAs arrive at the school;

- instructions for meeting the assessment team; and
- any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students, and students who arrive after the session has begun.

Also record any information about any traumatic events that have affected the school, students or community from the Logistics Questionnaire of the QCB.

On the back of the form there is space for you to record information about the separate accommodation sessions (if any) that will be held at the school.

For each accommodation session:

- record the group number for the session from the Inclusion Worksheet;
- circle the code that describes the “session characteristics” or type of session;
- for each student in the session, record the student’s:
  - original session number,
  - line number,
  - subject, and
  - other accommodations required.

Fill out one Assessment Information Form for each school. Distribute a copy to each AA assigned to the school 1 to 2 weeks before each assessment. Either mail AAs their Assessment Information Forms or give the forms to them in person. The method you choose may depend on your geographic proximity to the members of your team.

If the school is participating in the NIES survey and it is being conducted on a date following the NAEP assessment date, you will need to complete a separate Assessment Information Form for those AAs returning with you to the school to administer the NIES.

AC: Sally Richardson PHONE #: 309-555-0123 REGION/AREA: FL2

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: February 19, 2007 ARRIVAL TIME: 7:35 am

SCHOOL: Dixon Middle School SCHOOL ID #: 122-122-1

ADDRESS: 12399 Eastern Ave., Oakland, FL 12345

SCHOOL COORD: Sam Stewart PHONE #: 309-755-5234

PRINCIPAL: Marilyn Bernard ☒ ESBQ ☒ NIES

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN SCHED LINE # ACCOMMODATIONS)
RS0801	(R) / A	201	8:35 am	Silvia	#2: EXTENDED TIME
RS0802	(R) / A	203	8:35 am	Dan	
RS0803	(R) / A	205	8:35 am	Melvin	
1	R / (A)	library	10:35 am	Dan	
2	R / (A)	222	8:35 am	School Staff	
3	R / (A)	library	10:35 am	Silvia	
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: See attached MapQuest map

PARKING: Use visitor parking lot to the right of the main entrance.

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: Sign in at the main office, then meet the team in the library.

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):
Send students back to class after the assessment. Send latecomers and students who become ill or disruptive to the main office. Dial 403 on the classroom phone if immediate assistance is needed.

IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS: Keep these students after the assessment and escort them to the library.

ACCOMMODATION SESSION INFORMATION

GROUP #: 1		SESSION CHARACTERISTICS (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
RS0801	5	M	Extended time (EXT)
RS0801	14	M	Extended time (EXT)

GROUP #: 2		SESSION CHARACTERISTICS (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
RS0801	11	M	Extended time (EXT), Breaks during test (BRK)

GROUP #: 3		SESSION CHARACTERISTICS (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
RS0801	21	W	Extended time (EXT), Study Carrel (OTH)

GROUP #:		SESSION CHARACTERISTICS (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:		SESSION CHARACTERISTICS (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

Procedure 8. Verify Assessment Materials and Order Any Additional Materials from Pearson or Westat

After each preassessment visit, check the Session Boxes you received for that school again, gather other materials needed from the bulk supplies, and order additional materials, if necessary. It is important to verify school materials immediately after each preassessment visit so you will have adequate time to order and receive additional supplies from Pearson and/or Westat.

You are also responsible for making sure all materials and supplies used during the assessment remain in good condition. If you receive any damaged or misprinted materials or supplies that cannot be used, do not dispose of them. Contact Pearson for replacements. All damaged or misprinted booklets must be accounted for and returned to Pearson.

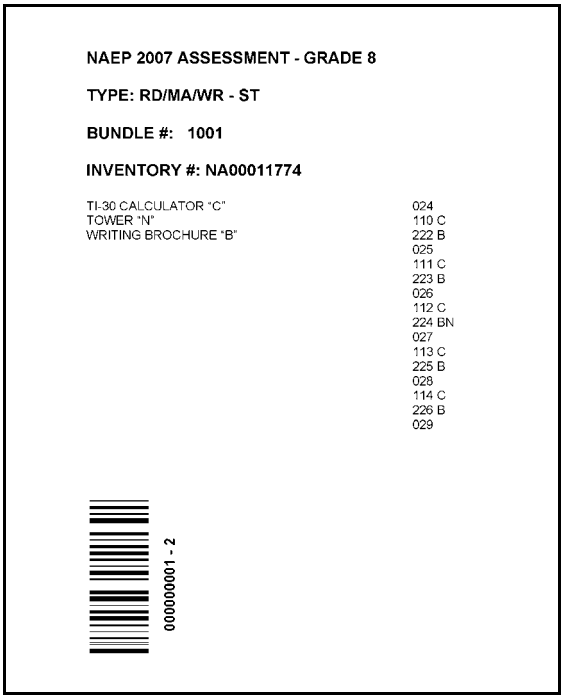
Security and Confidentiality Alert

Remember that you must account for all used and unused assessment booklets throughout the assessment process.

School Materials

After the completion of each preassessment visit, complete the following steps:

1. Open the school's Session Box(es) and check that the Bundle #s on the Administration Schedules match those on the Bundle Slips in the box, as shown below. For more information on Bundle Slips, bundle #s, and bundle sizes, see chapter 1.


NAEP 2007 ASSESSMENT - GRADE 8

TYPE: RD/MA/WR - ST

BUNDLE #: 1001

INVENTORY #: NA00011774

TI-30 CALCULATOR "C"	024
TOWER "N"	110 C
WRITING BROCHURE "B"	222 B
	025
	111 C
	223 B
	026
	112 C
	224 BN
	027
	113 C
	225 B
	028
	114 C
	226 B
	029

000000001 - 2

2. Check the materials in your shipment against the packing lists and Administration Schedule to verify you have sufficient supplies.

The following tables identify, by grade, the materials that will be packed in each Session Box.

Note that calculators and timers are located in your bulk supplies from Pearson and not in the Session Box.

Grade 4	RM Sessions
Quantity	**Item**
2 Bundles	Grade 4 Reading/Mathematics Booklets (14 per bundle; 28 total booklets)
Varies	Grade 4 Mathematics Set “K,” Foam Shapes
Varies	Grade 4 Mathematics Set “G”
Varies	Grade 4 Mathematics Set “Y,” Fraction Strips
Varies	Rulers “R”
1	Sign “**Testing in Progress – Do Not Disturb**”
2	Rubber bands
36	NAEP Pencils
28	Preprinted Student ID Labels
1	Return Shipment Label
1 Bundle	Grade 4 ESBQ, if needed
1 Sheet	ESBQ Bar Code Labels, if needed
Varies	NIES Student Questionnaires, if needed
1 Sheet	NIES Student ID Labels, if needed
1 Sheet	NIES Bar Code Labels, if needed

Grade 8	RE Sessions
Quantity	**Item**
1 Bundle	Grade 8 Reading Booklets (6 per bundle; 6 total booklets)
1 Bundle	Grade 8 ESBQ (6 per bundle; 6 total booklets)
1 Sheet	ESBQ Bar Code Labels
1	Sign “**Testing in Progress – Do Not Disturb”**
2	Rubber bands
36	NAEP Pencils
1 Sheet	Preprinted Student ID Labels
1	Return Shipment Label
Varies	NIES Student Questionnaires, if needed
1 Sheet	NIES Student ID Labels, if needed
1 Sheet	NIES Bar Code Labels, if needed

Grade 8	RN Sessions
Quantity	**Item**
2 Bundles	Grade 8 Reading/Mathematics/Writing Booklets (16 per bundle; 32 total booklets)
Varies	Grade 8 Mathematics Set “V,” Box w/ Protractor
Varies	Grade 8 Mathematics Set “G”
Varies	Protractors “P”
Varies	Grade 8 “U,” Cartoon Story
Varies	Grade 8 “L,” Dream Weekend
Varies	Grade 8 “N,” Tower
Varies	Grade 8 “E,” Backpack
Varies	Grade 8 Writing Brochure “B”
1	Sign “**Testing in Progress – Do Not Disturb**”
2	Rubber bands
36	NAEP Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label
1 Bundle	Grade 8 ESBQ, if needed
1 Sheet	ESBQ Bar Code Labels, if needed
Varies	NIES Student Questionnaires, if needed
1 Sheet	NIES Student ID Labels, if needed
1 Sheet	NIES Bar Code Labels, if needed

Grade 8	RS Sessions
Quantity	**Item**
2 Bundles	Grade 8 Reading/Mathematics/Writing Booklets (16 per bundle; 32 total booklets)
Varies	Grade 8 Mathematics Set “V,” Box w/Protractor
Varies	Grade 8 Mathematics Set “G”
Varies	Protractors “P”
Varies	Grade 8 Set “Z,” Tangrams
Varies	Grade 8 “U,” Cartoon Story
Varies	Grade 8 “L,” Dream Weekend
Varies	Grade 8 “N,” Tower
Varies	Grade 8 “E,” Backpack
Varies	Grade 8 Writing Brochures “B”
1	Sign “**Testing in Progress – Do Not Disturb**”
2	Rubber bands
36	NAEP Pencils
32	Preprinted Student ID Labels

Grade 8	RS Sessions (continued)
Quantity	**Item**
1	Return Shipment Label
1 bundle	Grade 8 ESBQ, if needed
1 Sheet	ESBQ Bar Code Labels, if needed
Varies	NIES Student Questionnaires, if needed
1 Sheet	NIES Student ID Labels, if needed
1 Sheet	NIES Bar Code Labels, if needed

Grade 12	RW Sessions
Quantity	**Item**
2 Bundles	Grade 12 Reading/Writing Booklets (16 per bundle; 32 total booklets)
32	Grade 12 Writing Brochure "D"
5	Grade 12 "O," The Arch
1	Sign "**Testing in Progress – Do Not Disturb**"
2	Rubber bands
36	NAEP Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

Grade 12	WT Sessions
Quantity	**Item**
2 Bundles	Grade 12 Writing Booklets (16 per bundle; 32 total booklets)
32	Grade 12 Writing Brochure "D"
5	Grade 12 "O," The Arch
1	Sign "**Testing in Progress – Do Not Disturb**"
2	Rubber bands
36	NAEP Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

Bulk Supplies
The remaining assessment materials are what NAEP calls "bulk supplies." Bulk supplies refer to materials that you may or may not need at each session. Most of these materials will come from Pearson, but a few will come from Westat.

Pearson Bulk Supplies
You will use the timers from your Pearson bulk supplies for every assessment. You will also use the calculators for every grade 4 and grade 8 assessment. The remaining bulk materials are for you to use if you need extra materials for your sessions. A complete list of Pearson bulk supplies is provided on pages 5.16-5.17.

Student Booklets
As shown on the Pearson packing list, your Pearson bulk supplies will include the following unassigned booklets:

- grade 4 and grade 8 assessment booklets for regular sessions, and
- grade 4 and grade 8 read-aloud/small-group accommodation booklets.

If you discover during the preassessment visit that you will need additional assessment booklets for grade 12 sessions, you must order them from Pearson.

Always use the Bulk Security Checklist (shown on page 5.15) to keep track of the booklets included in your bulk supplies.

Requesting Additional Student Booklets
You must also request the following accommodation booklets not included in your bulk supplies from Pearson, as needed:

- large-print booklets;
- bilingual booklets for mathematics;
- read-aloud/small-group booklets (**NOTE:** You will be given a few bundles of grade 4 and grade 8 read-aloud/small-group booklets in your bulk supplies. If additional booklets are needed, you must request them from Pearson.); and
- Braille booklets.

Whenever there is more than one student who requires the small-group read-aloud accommodation in a given subject, you will need read-aloud booklets for all of the students in the read-aloud session and the AA who will be administering that session. More information on read-aloud booklets is found on page 2.14. **(Reminder: The read-aloud accommodation is not offered for students assessed in reading, therefore there is no read-aloud reading booklet.)**

It is your responsibility to ensure that you have a sufficient number of the appropriate assessment materials needed for each school and that you can account for all of these materials (used and unused) when your assignment is complete. You may not, under any circumstances, borrow or lend booklets from another Session Box or another AC.

You must account for all of the regular and accommodation booklets that you receive in your bulk supplies or via special order from Pearson. Using the Pearson Materials Tracking System (MTS), you will indicate that you received all of the booklets shipped to you. Refer to the *MTS User's Guide* in Appendix A for detailed instructions on using the MTS.

NAEP 2007
Bulk Security Checklist

Supervisor: Mr. Smith Seq. # 001

Region #: IA01

Bundle #	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
Book ID's					
90001					
2310000091					
0010000000					
1900000001					
2040000060					
0900450680					
1157534689					
0091123794					
2171234567					
1360005594					
0340023364					
2340078532					
1310000666					
0160011189					
2043333365					
0204444835					
1360452189					
2333333789					
80001					
2320000091					
0020000000					
1910000001					
2050000060					
0910450680					
1167534689					
0101123794					
2181234567					
1350005594					
0360023364					
2320078532					
1300000666					
0170011189					
2053333365					
0214444835					
1370452189					
2343333789					

Instructions: This form is for your use only. Do not return to Pearson.
The "Received" column is to record the date you received the books from Pearson
The "Date Issued" column is to record the date you used book.
The "School/Session" column is to record school number and session number.
The "Date/Time Returned" column is to record date returned to Pearson.
The "Tracking Number" column is to record the tracking number used to return the book(s).

The bulk supplies you will receive from Pearson are shown below and on the following page.

Pearson Bulk Supplies	
General Bulk Supplies from Pearson	
Quantity	**Item**
1	Tape Dispenser
3 Rolls	Sealing Tape
2 Sets	NAEP Pencils (36 per set)
7	Digital Timers
2 Packages of 4	AA Batteries
15	Supplemental Shipping Envelopes
5	Sign **"Testing in Progress – Do Not Disturb"**
10	Materials Request Form
15	Rubber Bands
1	Bulk Security Checklist
5	Ziplock Bags (10"x13")
5	Return Mailing Labels (for bulk materials only)
Varies	Return Mailing Labels (for NIES only)
Varies	Return Mailing Envelopes (for NIES only)
1 Set	NIES Pencils (36 per set)
Bulk Reading, Mathematics, Writing, and Ancillary Materials from Pearson	
Quantity	**Item**
55	Grade 4 Simple Calculators TI-108 "C" (Blue)
55	Grade 8/12 Scientific Calculators TI-30 "C" (Gray)
6	Grade 4 Mathematics Set "K"
6	Grade 4 Mathematics Set "G"
6	Rulers "R"
3	Grade 4 Set "Y"
3	Grade 8 Mathematics Set "Z"
5	Grade 8 Mathematics Set "G"
5	Protractors "P"
5	Grade 8 Mathematics Set "V"
3	Dream Weekend "L"
3	Tower "N"
3	Cartoon Story "U"
3	Backpack "E"
3	Grade 8 Writing Brochure "B"

Other Bulk Supplies	
Quantity	**Item**
5	Administration Schedules (blank)
5	Grade 4 Roster of Questionnaires (blank)
5	Grade 8 Roster of Questionnaires (blank)
5	Grade 12 Roster of Questionnaires (blank)
10	SD and/or ELL Rosters
5	Grade 4 School Questionnaire
5	Grade 8 School Questionnaire
5	Grade 12 School Questionnaire
10	Grade 4 Teacher Questionnaire
10	Grade 8 Mathematics Teacher Questionnaire
10	Grade 8 Language Arts Teacher Questionnaire
25	SD Questionnaires
25	ELL Questionnaires
1 Bundle	Grade 4 Booklets (14 per bundle)
1 Bundle	Grade 8 Booklets (16 per bundle)
3 Bundles	Grade 4 Read-Aloud Math Booklets (5 per bundle)
3 Bundles	Grade 8 Read-Aloud Math Booklets (5 per bundle)
3 Bundles	Grade 8 Read-Aloud Writing Booklets (5 per bundle)

The bulk supplies you will receive from Westat are listed below.

AC Westat Bulk Supplies	
Publications	
Teacher's Guide to NAEP	75
Instructions for the School Coordinator Brochure	1
NAEP Sample Questions Booklet (Grade 4, Grade 8, Grade 12)	Customized
ESBQ Sample Questions Booklet	Customized
NIES Sample Questions Booklet (i.e. NIES Student Survey with letter)	Customized
Mathematics Framework	Customized
Reading Framework	Customized
Writing Framework	Customized
Grades 4 and 8 Fall Packet—Teacher Video, Teacher Poster, Measure Up Newsletter	Customized
Grade 12 Materials- Volunteer Certificates, Student Letters, Student Posters	Customized
Forms and Materials	
"Destroy by" Postcards	25
Removable labels (blank)	5 sheets
Student Appreciation Certificates	75 pads
Session Debriefing Forms	75
Inclusion Worksheets (blank)	5
Accommodations for NAEP Flipbook	1
AC Quickchecks Flipbook	1
AA Assessment Information Forms	75
Teacher Observer Letter	75
Accommodations Teacher Letter	50
Teacher Notification Letter	25
NSLP/USDA Confidentiality Agreement	10
Alphabetical Table Tents	1 set
Student Booklet Cover Poster (*for distribution to AAs*)	6
Administrative Material	
Non Exempt Fieldworker 1 T&E *(25 are for distribution to AAs)*	50
Trip and Expense Reports	5
Fed Ex Airbills	25

Order Additional Materials, If Necessary
If you discover that you need additional materials, first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, contact either Pearson or Westat, depending on the material you need.

Each company maintains a Materials Ordering Site (MOS) that can be accessed from the MyNAEP website and will enable you to order materials by completing an electronic order form. You may place orders on both the Westat and Pearson websites 24 hours a day, 7 days a week. However, note that overnight orders from Pearson must be placed by 3 p.m. Central time. Detailed instructions for using the MOS for both Pearson and Westat are provided in the *SCS User's Guide*.

You may also order materials from Pearson via telephone or e-mail. Before you call or e-mail Pearson, complete the Materials Request Form (shown on the next page) included in your bulk supplies from Pearson.

To place your order, or if you need to speak with someone about an order you placed on the MOS, contact Westat or Pearson at the telephone numbers or e-mail addresses shown below.

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

The Pearson NAEP Help Desk is available between 7 a.m. and 4:30 p.m. Central time. The Westat Warehouse is available between 9 a.m. and 5:30 p.m. Eastern time. The Westat Help Desk is available between 8 a.m. and 8 p.m. Eastern time.

2007 NAEP MATERIALS REQUEST FORM

*E-mail Address: naepmaterials@pearson.com *Phone Number: 1-888-627-NAEP (6237)

Date: _____ Date Needed: _____ Test Date: _____ School #: _____

Name: _____ Region/Area #: _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box) *CITY, STATE, ZIP CODE*

Phone Number: ( ) _____ - _____ E-mail Address: _____

Quantity	Units	Description	Quantity	Units	Description
		Added Session			**Bulk Materials**
	Box	Grade 4 RM w/ancillaries		Bundle	Gr4 RM Bndl – 14
	Box	Grade 8 RS w/ancillaries		Bundle	Gr8 RS Bndl – 16
	Box	Grade 8 RN w/ancillaries		Bundle	Gr8 RN Bndl – 16
	Box	Grade 8 RE w/ancillaries		Bundle	Gr8 RE Bndl – 6
	Box	Grade 12 RW w/ancillaries		Bundle	Gr12 RW Bndl – 16
	Box	Grade 12 WT w/ancillaries		Bundle	Gr12 WT Bndl – 16
		Accommodations Books		Set	Ancillary Materials, Gr12 (RW and WT)
		Grade 4		Each	Gr4, Set G
	Each	Gr4 Read Aloud		Each	Set K, Gr4, Foam Shapes
	Each	Gr4 Math Large Print		Each	Set Y, Gr8, Fraction Strips
	Each	Gr4 Reading Large Print		Each	Rulers
	Each	Gr4 Math Bilingual, w/script		Each	Gr8, Set G
		Grade 8		Each	Set V, Gr8, Box w/protractor
	Each	Gr8 Math Read Aloud		Each	Set Z, Gr8, Tangrams
	Each	Gr8 Writing Read Aloud		Each	Protractor/ruler
	Each	Gr8 Math Large Print		Each	Grade 8 Writing Brochures "B"
	Each	Gr8 Reading Large Print		Each	Backpack "E", Gr8
	Each	Gr8 Writing Large Print		Each	Dream Weekend "L", Gr8
	Each	Gr8 Math Bilingual w/script		Each	Tower "N", Gr8
	Each	Gr8 Math Braille w/companion		Each	Cartoon Story "U", Gr8
	Each	Gr8 Reading Braille w/companion		Each	Gr12 Writing Brochures "D"
	Each	Gr8 Writing Braille w/companion		Each	The Arch "O", Gr12
		Grade 12		Each	TI-30 Calculators
	Each	Gr12 Writing Read Aloud		Each	TI-108 Calculators
	Each	Gr12 Writing Large Print		Box	Pencils, #2, Set of 36
	Each	Gr12 Writing Braille w/companion		Each	Digital Timers
		Questionnaires		Pkg	AA Batteries, pkg/4
	Pkg	Gr4 Teacher Questionnaires, Pkg – 25		Each	Tape Dispensers
	Pkg	Gr8 Math Teacher Ques., Pkg - 25		Each	Sealing Tape Rolls
	Pkg	Gr8 LA Teacher Ques., Pkg – 25		Each	Supplemental Shipping Envelopes
	Pkg	Gr4 School Questionnaires, Pkg – 20		Each	Return Mailing Labels –Bulk
	Pkg	Gr8 School Questionnaires, Pkg – 20		Each	Return Mailing Labels – Sessions
	Pkg	Gr12 School Questionnaire, Pkg – 20		Each	Rubber bands
	Pkg	SD Questionnaires, Pkg – 25		Each	10 x 13 Ziplock bag
	Pkg	ELL Questionnaires, Pkg – 25			**Tracking Forms**
	Pkg	NIES, Gr4 Teacher Ques., Pkg – 15		Each	Administration Schedule, 2007
	Pkg	NIES, Gr8 Teacher Ques., Pkg - 15		Each	Gr4 Roster of Questionnaires, 2007
	Pkg	NIES, School Ques., Pkg – 10		Each	Gr8 Roster of Questionnaires, 2007
	Pkg	NIES, Gr4 Student Ques., Pkg – 3		Each	Gr12 Roster of Questionnaires, 2007
	Pkg	NIES, Gr8 Student Ques., Pkg – 3		Each	Gr4/8 SD and ELL Roster, 2007
	Pkg	ESBQ, Gr4, Pkg – 6			
	Pkg	ESBQ, Gr8, Pkg – 6			

*Please use this form when ordering materials.

NA00012713

Test Your Knowledge

Instructions: Fill in the blank with the correct word or words.

1. The _____ allows you to communicate specific information to your AAs about their assignment and about the accommodation sessions being held at the school.

2. The Record of Preassessment Contacts, where you will record each contact or attempted contact with the school during your preassessment activities, is located on the back cover of _____.

3. The term _____ refers to materials you may or may not need at each session; most of these materials come from Pearson, but a few will come from Westat.

4. Information about any traumatic events that have affected a school, its students, or community can be found on the _____ of the QCB.

5. A makeup session is required when student attendance at the original session is below ___ percent.

6. The dated copy of the Parent/Guardian Notification Letter must be kept in the _____.

Answers: 1-Assessment Information Form, 2-the QCB, 3-"bulk supplies", 4-Logistics Questionnaire, 5-90, 6-School Folder.

6 ACTIVITIES TO COMPLETE PRIOR TO ASSESSMENT DAY

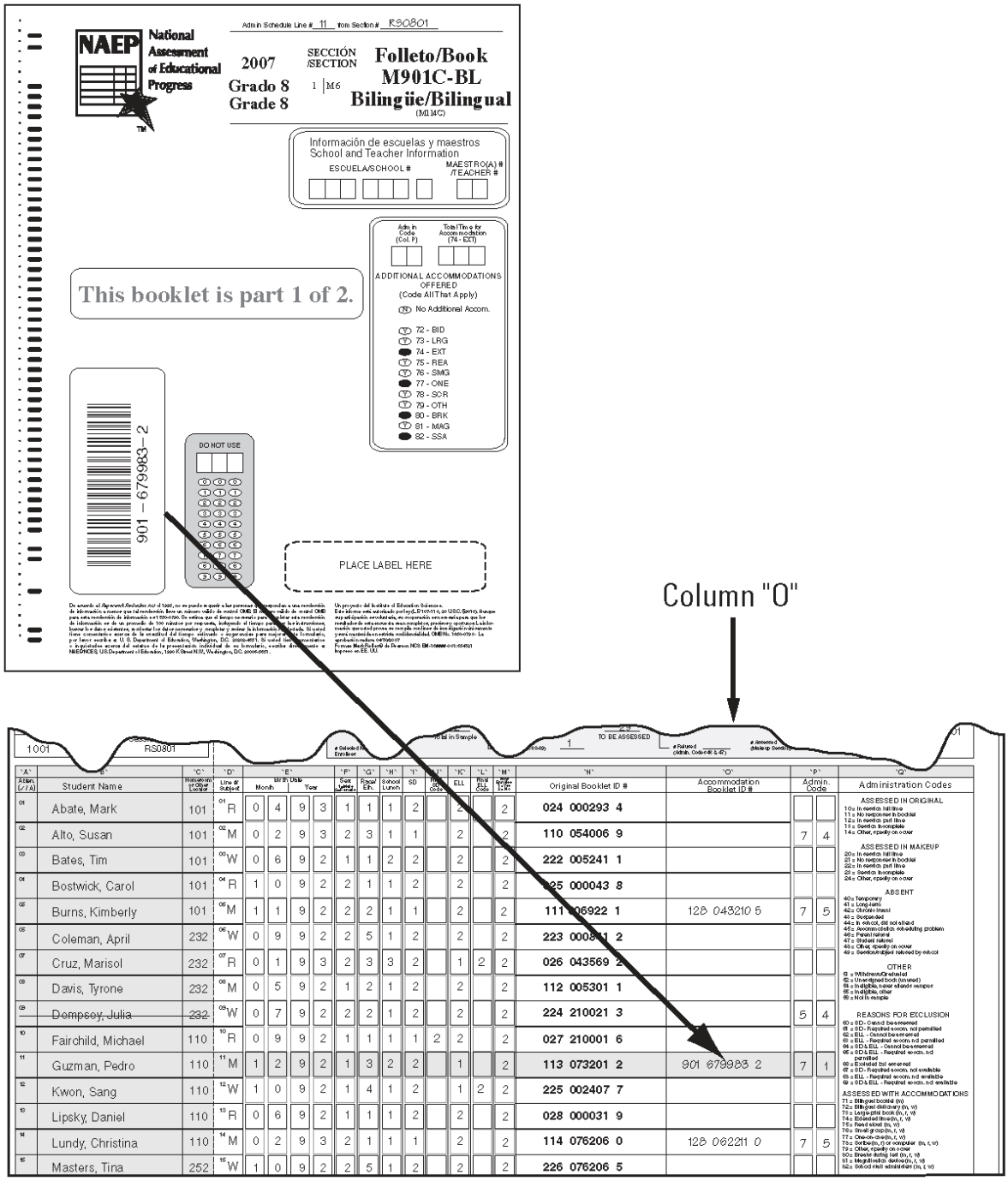
Procedure 1. Assign Accommodation Booklets

You will use the accommodation codes you learned how to assign in chapters 4 and 5 to now assign an accommodation booklet to each student requiring one.

The following accommodations require separate accommodation booklets:

Administration Code	Accommodation	Subjects Allowed	Grades Booklet is Available
71	Bilingual booklet	Mathematics	4, 8
73	Large-print booklet	Reading Mathematics Writing	4, 8 4, 8 8,12
75	Read aloud	Mathematics Writing	4, 8 8, 12
79 (other)	Braille booklet	Reading Mathematics Writing	4, 8 4, 8 8, 12
79 (other)	Directions read aloud in native language	Mathematics	4, 8
79 (other)	Test items read aloud in native language	Mathematics	4, 8

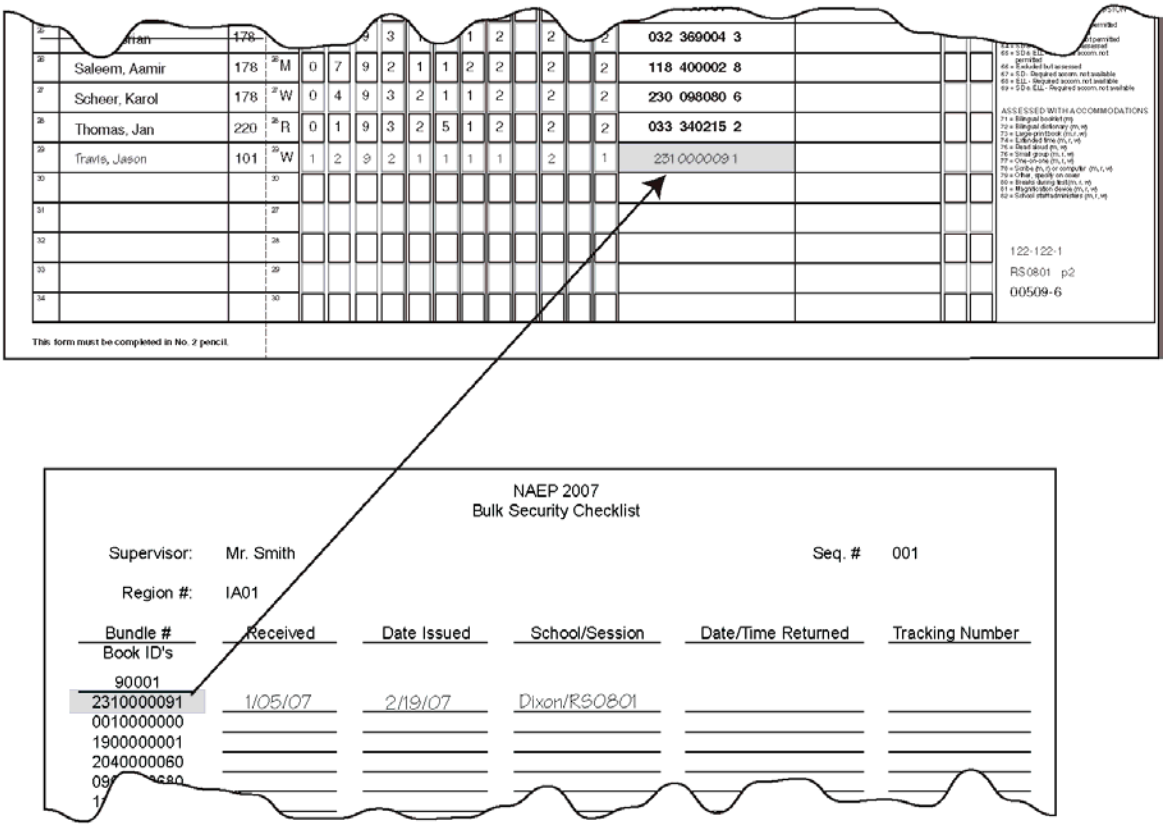
To assign an accommodation booklet, enter the appropriate accommodation booklet ID number in column **O** on the Administration Schedule (labeled **Accommodation Booklet ID #**), as shown on the example below. Repeat for each student requiring a separate accommodation booklet.



Procedure 2. Assign Booklets to Students Newly Added to the Administration Schedule

If you selected several newly enrolled students during the preassessment visit, there may be an occasion where the preprinted booklet numbers in column **N** of the Administration Schedule are all assigned. In this case, assign a booklet (from your bulk supplies) in the order they appear on the Bundle Slip by completing the following:

- in column **N** of the Administration Schedule write the appropriate booklet ID number;
- on the Bulk Security checklist write the date the booklet is issued, the school ID number, and the Session Number next to the appropriate booklet ID number; and
- put the booklet in the appropriate Session Box on top of the bundles of booklets.



Procedure 3. Prepare NIES Student Questionnaires, If Necessary

For schools selected to participate in the NIES, it will be your responsibility (not the AAs') to prepare the NIES Student Questionnaires.

To prepare the Student Questionnaires you will need the following:

- the NIES Linking Form (from the School Folder);
- the preprinted NIES white barcode labels;
- a blank NIES Student Questionnaire for each student listed on the NIES Linking Form; and
- the preprinted salmon-colored removable student ID labels.

Start by affixing the labels:

- Affix a white preprinted NIES bar code label in the space provided in the lower left corner of each questionnaire cover. This bar code will match the bar code of the student's NAEP booklet. It is critical at this point to make sure you affix the bar code label to the student's booklet so that the student's NAEP data can be linked with the student's NIES data. If a student selected for the NIES does not have a preprinted bar code label to match his/her assessment booklet bar code, for example a newly enrolled student, create one by writing the student's assessment booklet ID number on a blank white non-removable label and affix it to the student's questionnaire cover as usual.
- Affix a salmon-colored preprinted removable student ID label to each questionnaire cover. This will make it easier for you to match the student with the correct teacher number(s) and to distribute the booklets to the correct student during the session.

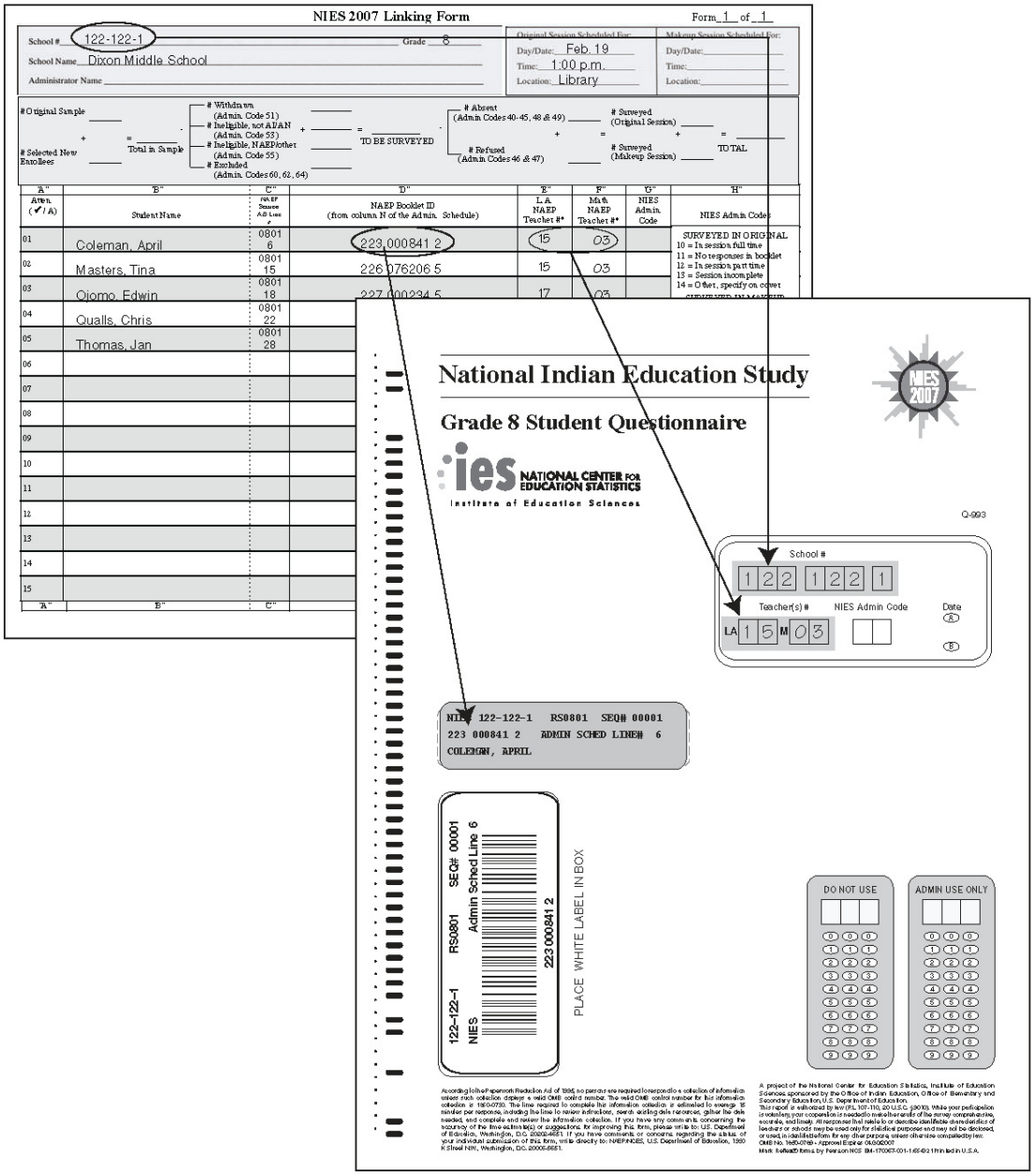
Then enter the following information in the spaces provided on the cover of each Student Questionnaire:

- the school ID number; and
- the teacher number(s) from the Administration Schedule, which you entered during the preassessment visit. For both grades 4 and 8, be sure to record a teacher number in <u>both</u> teacher number boxes.
  - If the student has the same teacher for both language arts and mathematics (as will be the case for most fourth-graders) record that teacher number in both spaces.

- If the student has one teacher for language arts and a different teacher for math (as will be the case for most eighth-graders) record the student's language arts teacher number in the box labeled "**LA**," and the mathematics teacher number in the box labeled "**M**."

Store the prepared questionnaires in a secure place until the day of the NIES student survey.

An example of a completed Grade 8 NIES Student Questionnaire cover is shown below.



Procedure 4. Gather Local AAs to Prepare Assessment Booklets for the Upcoming Week

Once a week during the assessment period you will assemble local AAs to prepare the booklets for assessments scheduled the following week. Do the following before your AAs arrive:

- Decide which AA will prepare the booklets for each session. It is best for the AA who will conduct a session to prepare the booklets for that session, but this may not always be possible.
- Gather the following materials for each session to give to the AA who will be preparing the materials for the session:
  - Administration Schedule;
  - The Session Box containing:
    - student identification labels,
    - assessment booklets, and
    - ancillary materials.
  - If necessary:
    - accommodation booklets; and
    - ESBQs and labels.

Note: Pearson packed each Session Box with the average number of ancillary items needed for a session. There will be sessions in your assignment that require more ancillaries than provided in the Session Box. Therefore, it is important you provide the additional materials you received in your bulk supplies for AAs to use when preparing the booklets.

Instructions for preparing the assessment booklets are located in chapter 2 of the AA manual.

Procedure 5. Perform a QC Check of the Prepared Booklets and Report Status in the QCB

Once AAs have finished preparing the booklets, you are responsible for conducting a QC check of the booklets.

The AA team should also conduct its own QC check to make sure the booklets have been prepared properly, but you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and conduct a “spot check” to verify the booklets have been prepared correctly. As a general rule, run every third or fourth booklet in each stack through the comprehensive series of checks provided on the next page.

Steps 5A through 5J, on the following pages, will help you to identify any major errors with booklet preparation. If you find any errors, consult the AA immediately, and together with the AA, check each booklet to make sure that the same error has not been repeated.

Once you have completed the QC check of the booklets, report the status of the materials in Part 3 of the QCB on the Booklet Preparation QC Record, shown below. There is one Booklet Preparation Record in the QCB. Use one row of the record for each AA.

Evaluate the AA's preparation of the booklets on a rating scale of 1 through 3. The rating categories are defined as follows:

1. **AA Met:** The AA conducted **all** tasks associated with preparing the booklets according to NAEP standards.
2. **AA Partially Met:** The AA conducted **some** but not all of the tasks associated with preparing the booklets according to NAEP standards.
3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with preparing the booklets according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct the problem.

AA Name	AA Task	Rating	Comments*
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	

To conduct a thorough QC check of booklets, complete the following steps:

5A. Ensure the AA has prepared the correct booklets for the session.

Check that:

- the prefix numbers of the booklet IDs printed on the Bundle Slips match the numbers that are printed in column **N** on the Administration Schedule; and
- the Bundle Slip numbers match those preprinted in the upper-left and upper-right corners of the Administration Schedule.

NAEP 2007 ASSESSMENT - GRADE 8

TYPE: RD/MA/WR - ST

BUNDLE #: 1001

INVENTORY #: NA00011774

TI-30 CALCULATOR "C"	024
TOWER "N"	110 C
WRITING BROCHURE "B"	222 B
	025
	111 C
	223 B
	026
	112 C
	224 BN
	027
	113 C
	225 B
	028
	114 C
	226 B
	029

000000001 - 2

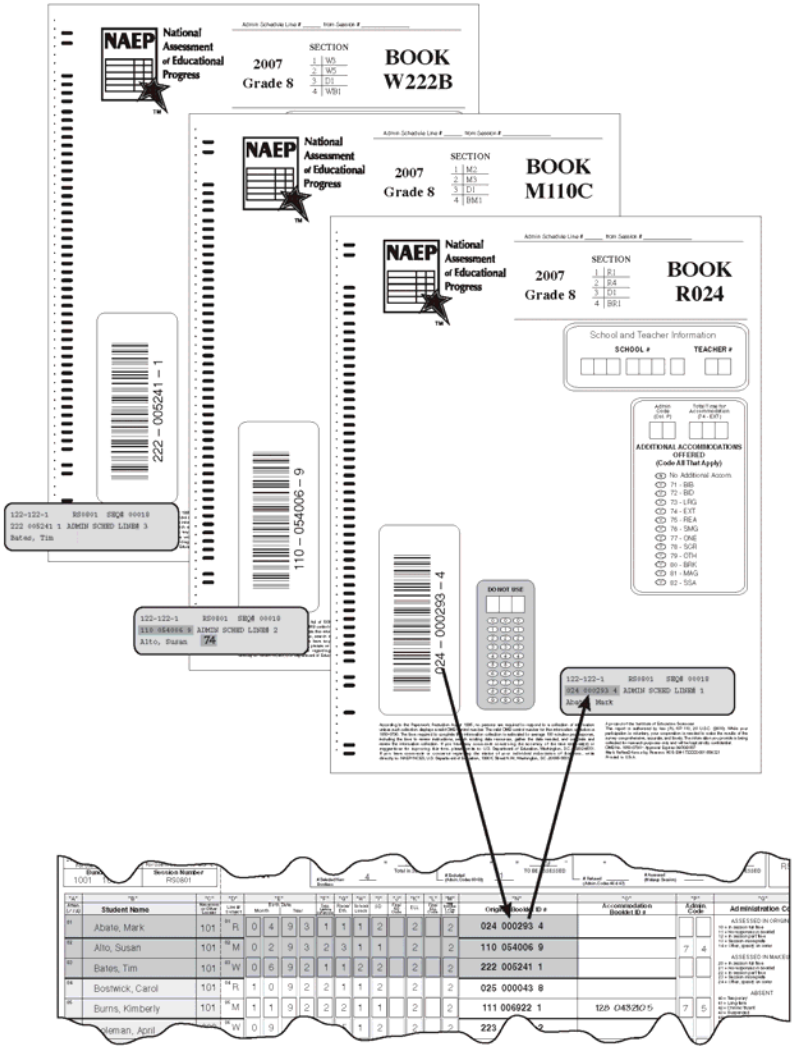
5B. Verify the preprinted labels have been affixed to the front cover of every assessment booklet.

Thumb through the prepared booklets and spot check the booklets to confirm that every assessment booklet has a preprinted label affixed to it.

5C. Verify the booklet ID number on the preprinted label matches the booklet ID number on the Administration Schedule and the booklet cover.

Check that:

- the booklet ID number matches the Administration Schedule in column **N**, labeled **Original Booklet ID #**, or column **O,** labeled **Accommodation Booklet ID #**;
- the ID number on the affixed label and the ID number printed on the booklet cover match; and
- if the student has been assigned a separate accommodation booklet, the AA has written the accommodation booklet ID number on the affixed label.



5D. Verify that students who require accommodation booklets in the regular session have the accommodation booklet substituted for the original booklet in the stack.

Every student who will receive an accommodation booklet will have an accommodation booklet ID # assigned to him/her in column **O** labeled **Accommodation Booklet ID #** on the Administration Schedule.

Verify that:

- for each student to whom you have assigned an accommodation booklet, the AA has removed the original booklet from the pile and replaced it with an accommodation booklet; and
- the original booklet has been coded with a **52** on the cover and set aside.

5E. Verify the booklets for students who will be assessed in a separate accommodation session have been removed from the stack and banded together for the accommodation session.

If a student will be assessed in a separate accommodation session, these booklets will be kept separate for the accommodation session. They should be banded together and stored in the Session Box.

5F. Verify that any booklets assigned to ineligible, withdrawn, parent refusals, student refusals, or excluded students have been pulled from the stack and banded together.

Check that:

- codes of **46–47, 51, 54–55,** or **60–69** have been entered as the Administration Code in column **P** on the Administration Schedule;
- the booklets corresponding to students with these codes have been removed from the stack and banded together;
- these booklets have the corresponding Administration Code written on the preprinted label; and
- the Administration Code in column **P** of the Administration Schedule matches the Administration Code written on the booklet cover.

5G. Ensure that the correct ancillary materials have been placed inside the front cover of the assessment booklets.

Any ancillary materials needed for each booklet are identified by the letter(s) next to the booklet version number in the upper-right corner of the booklet cover. The ancillary materials are identified on pages 1.10-1.11

Verify that:

- the booklets that require ancillary materials contain the correct ones, placed inside the front cover of the assessment booklet.

Note: The calculator and the foam shapes are the only ancillary items not placed in the booklet.

5H. Ensure that the booklets are in Administration Schedule order.

Conduct a spot check of the booklets to make sure:

- each student's line number and session number have been recorded in the spaces provided in the upper-right corner of the booklet; and
- all assessment booklets are in the proper Administration Schedule order.

5I. Verify that the Extended Student Background Questionnaires have been properly prepared, if necessary.

As described in the *Overview* magazine, an additional Extended Student Background Questionnaire (ESBQ) will be administered in some schools. As mentioned earlier, if the school is selected to participate in the ESBQ there will be a "flag" indicating this on the QCB label, on the School Folder, and in the School Control System.

These questionnaires will be included in the session materials for schools that require them. A set of preprinted, white non-removable bar code labels will also be included to assign a questionnaire to each participating student.

Check that the AA:

- assigned an ESBQ to each student, starting with the first one on the Administration Schedule, by placing a white bar code label in the space provided in the lower left corner of the questionnaire cover;
- has not recorded any other information on the label;
- recorded the corresponding line and Session Numbers from the Administration Schedule in the spaces provided in the upper-right corner of the questionnaire cover, as they are required to do on assessment booklets; and
- properly placed each ESBQ inside the <u>back cover</u> of the corresponding student's assessment booklet.

5J. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

Banding together the stack of booklets will prevent the booklets from becoming mixed up or separated prior to the final steps of preparation on assessment day.

Procedure 6. Review the Quality Control Booklet

Review Parts 1-3 of the QCB to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

- Make note of the information you need to collect from the school coordinator when you arrive at the school.
- Review the date, day, and time of the assessment.
- Review directions to the school and parking instructions.
- Review the Assessment Information Form that you prepared for your team to verify that it is complete.
- Verify which AAs will administer each session at the school.

Procedure 7. Review Materials in the School Folder

Review the materials in the School Folder to ensure that you bring the correct materials for the school. Verify that you have the Administration Schedule(s) for the school and all of the other critical documents that should be included. The School Folder contents are listed on pages 1.46-1.48 and on the School Folder Transmittal Form included in the folder.

Procedure 8. Review Security and Confidentiality Procedures

It is your responsibility to account for all assessment materials you receive. Review the following guidelines before each assessment day:

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.
- Account for all used and unused materials when the assignment is completed.
- Secure the session materials under lock and key. Notify your supervisor within one hour in the event any material goes missing.

At the AC training, you commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment. If you signed an Oath of Office and Pledge of Confidentiality during a previous round of NAEP, they are still in effect for NAEP 2007. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

Procedure 9. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day or the night before the assessment, you should gather all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- School Folder containing the QCB and the Administration Schedules and Roster of Questionnaires you will use for each session,
- AC and AA Manuals,
- Teacher Observer Letter(s),
- Accommodation Teacher Letter(s),
- your NAEP ID badge,
- Session Boxes, and
- bulk supplies.

If there will be an NIES session held at the school on assessment day, you will also need the following items:

- Prepared NIES Student Questionnaires, and
- NIES Linking Form(s) (in School Folder).

Check your packed assessment materials one more time to verify you have the correct box(es) of materials from Pearson for the school as well as any additional materials you will need for assessment day, including copies of the Administration Schedule(s) and Roster(s) for each AA. The table on the following page provides a comprehensive list of what is required from your session and bulk supplies for every assessment conducted at a school.

Voice of Experience:

You can not be too careful! It is better to check your materials several times than to arrive at the school with the wrong assessment materials.

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
• Original Administration Schedule • Copies of the Administration Schedule for other session, if necessary • 1 copy of the Roster of Questionnaires • 1 box of prepared session materials with: - Accommodation booklets, if necessary - Additional booklets assigned to students added to the Administration Schedule, if necessary • 1 "Testing in Progress—Do not Disturb" sign • Timer • Student Appreciation Certificates • Session Debriefing Form • 5 blue calculators	• Original Administration Schedule • Copies of the Administration Schedule for other session, if necessary • 1 copy of the Roster of Questionnaires • 1 box of prepared session materials with: - Accommodation booklets, if necessary - Additional booklets assigned to students added to the Administration Schedule, if necessary • 1 "Testing in Progress—Do not Disturb" sign • Timer • Session Debriefing Form • 5 gray calculators	• Original Administration Schedule • Copies of the Administration Schedule for other session, if necessary • 1 box of prepared session materials with: - Accommodation booklets, if necessary - Additional booklets assigned to students added to the Administration Schedule, if necessary • 1 "Testing in Progress—Do not Disturb" sign • Timer • Session Debriefing Form
Extra Materials to Have Available for AA's Use	**Extra Materials to Have Available for AA's Use**	**Extra Materials to Have Available for AA's Use**
• One "Ancillary Materials Gr4, Math" bag (from bulk supplies) that contains the following: - Ruler (6) - Set G (6) - Set K (6) - Set Y (3) • 10 blue calculators • One box of pencils	• One "Ancillary Materials Gr8" bag (from bulk supplies) that contains the following: - Protractor/Ruler (5) - Set G (5) - Set V (5) - Set Z (3) - Writing Brochure B (3) - "Backpack" (3) - "Dream Weekend" (L) - "Tower" (N) - "Cartoon Story" (U) • 10 gray calculators • One box of pencils	• One "Ancillary Materials Gr12" bag (from bulk supplies) that contains the following: - Writing Brochure D (3) - "The Arch" • One box of pencils

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

_____ 1. To conduct a "spot check" of booklets, run every third or fourth booklet in each stack through a comprehensive series of checks.

_____ 2. The scale for rating the performance of AAs preparing booklets is from 1 to 5, with 1 being the highest score and 5 being the lowest score.

_____ 3. For students who will be assessed in a separate accommodation session, band their original booklet and their accommodation booklet together when you prepare the booklets for the assessment.

_____ 4. Large-print booklets for all grade levels are available from Pearson.

_____ 5. For schools selected for NIES, it is the AC's responsibility to prepare the NIES Student Questionnaires.

_____ 6. The bar code on a white preprinted label links a student's NAEP data with his/her NIES data.

_____ 7. Any ancillary materials needed for a booklet can be identified from the bundle number that is printed on the Administration Schedule.

_____ 8. If you signed an Oath of Office and Pledge of Confidentiality during a previous round of NAEP, these documents are still in effect for NAEP 2007.

_____ 9. As you go through and check the prepared booklets, every assessment booklet should have a preprinted label affixed to it.

Answers: 1-t, 2-f, 3-f, 4-t, 5-t, 6-t, 7-f, 8-t, 9-t

7 LEADING ASSESSMENT DAY ACTIVITIES: BEFORE THE SESSION

Procedure 1. Report to the School on the Day of the Assessment

Arrive at the school at least 1 hour before the assessment begins.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP ID Badge on before you enter the school. Have a photo ID with you also in case one is required by the school.

Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers

As explained in the *Overview* magazine, as part of NAEP's comprehensive quality assurance (QA) program, observers from the government (federal and state) and the NAEP contracting organizations (HumRRO, ETS, Pearson, Westat), as well as your supervisor and field manager, will schedule visits to a sample of NAEP schools on assessment day throughout the field period. These visits are for the purpose of monitoring field staff performance and observing first hand how well established assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each type of observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in assuring that all field procedures are working as planned and getting feedback from ACs and AAs on what might be improved in future years. In addition, your supervisor is required to observe each assessment team during the field period, and will be evaluating the team's performance using a standardized in-person observation form. And finally, HumRRO has been contracted by NCES to conduct independent quality assurance activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet their contractual obligation to NCES. Detailed information on HumRRO observations is provided on page 7.4.

All site visits by any of these groups will be scheduled in advance with your supervisor. A staff member from the observing organization will contact the supervisor affiliated with each selected school to inform him/her the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration. Your supervisor will inform you prior to assessment day if you are expected to have observers at a given school in your assignment.

2A. Meeting NAEP Observers

If observers will be present, plan to meet them at the school office or other arranged location after you check in with the school. Observers will typically plan to arrive at the same time as the assessment team so they can observe all assessment day activities. Treat the observers as if they are your guests and you are the host. They will want to follow and watch you and your AAs as you prepare for and conduct the assessment.

2B. Guidelines for Interacting With Observers

Please carefully study the following guidelines for your interactions with NAEP observers before you begin the assessments in your assignment. Most importantly, remember your interactions with NAEP observers represent staff across the nation. Courtesy and professionalism should be shown at all times.

Interactions Between Observers and NAEP Staff Members
Observers and NAEP assessment administration teams may experience a variety of interactions, including the following:

- **Observation From a Distance**

The majority of assessment day activities will be easily visible by observers. It should be possible for NAEP staff to perform job tasks while taking little or no notice of the observations. Observers generally try to find a seat from which they can watch all activities while maintaining a comfortable distance between themselves and the assessment administration team.

- **Personal Inquiry**

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

- **"Looking Over the Shoulder" Observation**

Observers will likely want to observe detailed job tasks, including the proper completion of testing materials and paperwork. In some situations, observers may quietly walk amongst team members and view their work.

Observer Expectations

A collegial atmosphere can emerge between some observers and NAEP staff during site visits. As a result, it may seem that when observers are present, they are working with NAEP staff. It is important, however, to note that observers, except supervisors and field managers, are not present to advise NAEP staff on proper procedure. Examples of what should and should not be expected of observers are presented in the following table. Allowable actions are checkmarked. Actions that are not allowed are marked with an "X."

	Observers				
Action by Observer	HumRRO	NCES	ETS, Pearson	State Dept. of Education	Westat (Supervisor, FM, Home Office Staff)
Look at student booklets (used and unused)	✓	✓	✓	✓	✓
Answer general student questions about NAEP	✓	✓	✓	✓	✓
Answer questions about assessment booklet items (using QxQs)	X	X	X	X	✓
Talk during the assessment	X	X	X	X	X
Assist in assessment day activities	X	X	X	X	✓
Provide booklet security	X	X	X	X	✓
Action by ACs and AAs					
Answer questions upon being asked by:	✓	✓	✓	✓	✓
Ask procedural questions of:	X	X	X	X	✓

Observations by HumRRO

NCES has contracted with HumRRO to conduct independent QA activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities involves visits to training and assessment locations. The locations of assessment observations are selected from among all testing sites and the selections represent schools of various sizes from across the country. Individual NAEP staff members are not targeted for observation.

Observation Protocol

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

Observation Checklist Items

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

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

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

Procedure 3. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. At this stage in the assessment process, the NAEP Storage Envelope contains the Student Information Report, a copy of the Roster of Questionnaires, and completed questionnaires. If the school coordinator is not readily available, refer to your QCB for the location of the NAEP Storage Envelope, which you recorded during the preassessment visit.

Procedure 4. Obtain a Dated Copy of the Parent/Guardian Notification Letter, If Necessary

If you were not able to obtain a dated copy of the Parent/Guardian Notification Letter from the school coordinator during the preassessment visit, you will need to do so prior to the assessment start time.

If you are not able to secure this documentation that the parents/guardians have been notified, you must postpone the assessment and reschedule for another day.

Reminder!

If you receive the dated copy of the Parent/Guardian Notification Letter for the first time on assessment day, place it into the School Folder and, after the assessment, update the parent notification information in the SCS.

Procedure 5. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator reports that students or parents have refused participation, code the refusals on the Administration Schedule(s).

If a parent/guardian has refused to allow his/her child to participate, enter an Administration Code of **46** in column **P** on the Administration Schedule next to the student's name.

If a student has refused to participate, enter an Administration Code of **47** in column **P** on the Administration Schedule next to the student's name.

Voice of Experience:

Use the Attend. Column, column **A**, to write the letter of the Administration Code if the student will not be assessed. Use "W" for Withdrawn & Ineligible (codes **51**, **54**, and **55**), "E" for Excluded (codes **60-66**), and "R" for Refused (codes **46** and **47**). Then when you are determining what numbers to put in the blanks in the summary box at the top of the Administration Schedule, you will quickly know how many to put in each blank.

Procedure 6. Review the Administration Schedule for Incomplete or Missing Data

Review the Administration Schedule for any missing data.

At this point, it is critical that columns E through M on the Administration Schedule are complete. If there are data still missing at this point, ask the school coordinator to provide the data as soon as possible.

Columns **E** through **M** cannot have ***any*** missing data. The only columns where it is acceptable to have empty boxes are in column **J**, labeled **Final SD Code,** and column **L**, labeled **Final ELL Code.**

If any new data gathered, such as withdrawals, affect the totals in part 1 of the summary box at the top of the Administration Schedule, recalculate the numbers you entered here after the preassessment visit.

Procedure 7. Go to the Location Where the Assessment Team Will Work

The AAs should organize the assessment materials in one location before it is time to go to the separate assessment locations. Remain in this location with your team as much as possible so you are available to oversee activities before the assessment and answer questions from your AAs.

Procedure 8. Give AAs Their Session Materials

Your team of AAs will have already prepared the booklets the week prior to the assessment. However, all assessment materials will remain in your possession until assessment day. You will give each AA the appropriate Session Box, containing the prepared booklets and other session materials, before the session begins on assessment day.

Also, give each AA a Session Debriefing Form to complete.

After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and verify the booklets have been prepared correctly. This procedure is important because, in some cases, the AA who will be administering the session was not the AA who prepared the booklets. In these cases, reviewing the booklet preparation on assessment day is not only a QC check on another AA's work, but also a way for the administering AA to become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or who need accommodations).

AAs will also need to confirm that, during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

The process of helping the AAs organize for the sessions will take up most of the time before the assessment begins. Therefore, it is important to give your AAs their session materials as soon as possible after they arrive at the school.

Procedure 9. Ask the School Coordinator to Accompany You and Your Team to the Assessment Locations

Ask the school coordinator to accompany you and the AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence will help with the introductions to teachers.

Procedure 10. Introduce Yourself and Your Team to the Teacher

As you locate each room, if possible, introduce yourself to the teacher or other school staff member present. An important time to create a positive rapport with the school and its students occurs when you meet a teacher.

The following is an example of how you might introduce yourself and your team to a teacher.

> "Hello, (TEACHER NAME). On behalf of the NAEP team, thank you very much for welcoming us at your school and allowing us to use your classroom (OR OTHER ROOM). My name is (YOUR NAME), and I will be supervising NAEP activities at your school today. I have a team of (# OF AAs), who will be working closely with me to administer NAEP. We look forward to working with you and your students."

Procedure 11. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the assessment location during the session to observe and assist in classroom control.

For any teacher or other school staff members who will remain in the assessment room, you must also do the following:

- Tell him/her that the AA will conduct the session by reading from a script and explain that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student's concern or question in this way.
- Distribute the Teacher Observer Letter, which provides instructions on the staff member's role during the assessment and contains a nondisclosure statement to sign because he/she will have access to the assessment booklets and data.
- Collect the signed forms from the staff members and place them in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.63-1.65 in chapter 1 for information on how to handle requests to view assessment materials.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form includes directions to teachers who will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

Procedure 12. Conduct QC Check of Assessment Rooms

Once AAs have finished preparing the room, you are responsible for conducting a final QC check. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment QC Record. For instructions on how to use the checklist, see the boxed text and example shown on pages 7.11 and 7.12.

Once you have conducted a check of each assessment room, report the status on the Assessment QC Record. If the requirement has not been met, please provide an explanation in the Comments column.

To conduct a QC check of the rooms, walk around to each assessment location and check for the following:

12A. Check that all supplies needed for the session are organized and assessment materials are ready for distribution.

Look for the following materials to be set out and easily accessible:

- the AA manual, turned to the appropriate session script;
- grades 4 and 8 sessions: copy of the Roster of Questionnaires;
- the Administration Schedule for the session plus copies of Administration Schedules for the other sessions in the school (if there is more than one session);
- timer; and
- Session Debriefing Form.

Look for the following materials to be ready for distribution:

- prepared assessment booklets with ancillary materials inserted into the front cover;
- sharpened No. 2 pencils;
- grade 4 sessions: Student Appreciation Certificates;
- grades 4 and 8 sessions: number of grade-appropriate calculators plus extras; and
- extra ancillary materials in the event of missing or damaged materials identified during the assessment.

Voice of Experience:

The NAEP materials need to be organized in the assessment room *without* disturbing the items on the teacher's desk or other table being used. Similarly, no one should go through a classroom desk looking for or taking supplies that might be needed. AAs should always bring to the assessment location all of the office supplies that might be required.

12B. Make sure any visual materials that would assist the students are concealed.

The AA is responsible for concealing any items that could assist the student in taking the assessment. These items could be information on the chalkboard, multiplication tables, or other items related to the subjects being assessed. AAs should not erase anything written on chalkboards unless given specific approval to do so from the school.

12C. Check that the "Testing in Progress – Do Not Disturb" sign has been posted outside the room.

This sign should be posted on the room door, if possible. If this sign is not posted prominently, the testing could be disrupted.

Voice of Experience:

If tape is not available, AAs should use extra "removable labels" to tape the sign to the door.

12D. For grades 8 and 12, check that the school ID number is written on the board.

The script for grades 8 and 12 will instruct students to record the school ID number on their booklet covers.

To reduce the possibility for error, the AA will enter the school ID number on all grade 4 booklets after the assessment.

Voice of Experience:

If a session is being conducted in a room without a board, make arrangements with the school coordinator to have a portable board or easel in place. If this is not possible, write the school ID and teacher numbers in marker on a large piece of paper and have the AA post it at the front of the room.

12E. For grades 4 and 8, check that teacher names (by subject for grade 8) and their corresponding two-digit teacher number are written on the board.

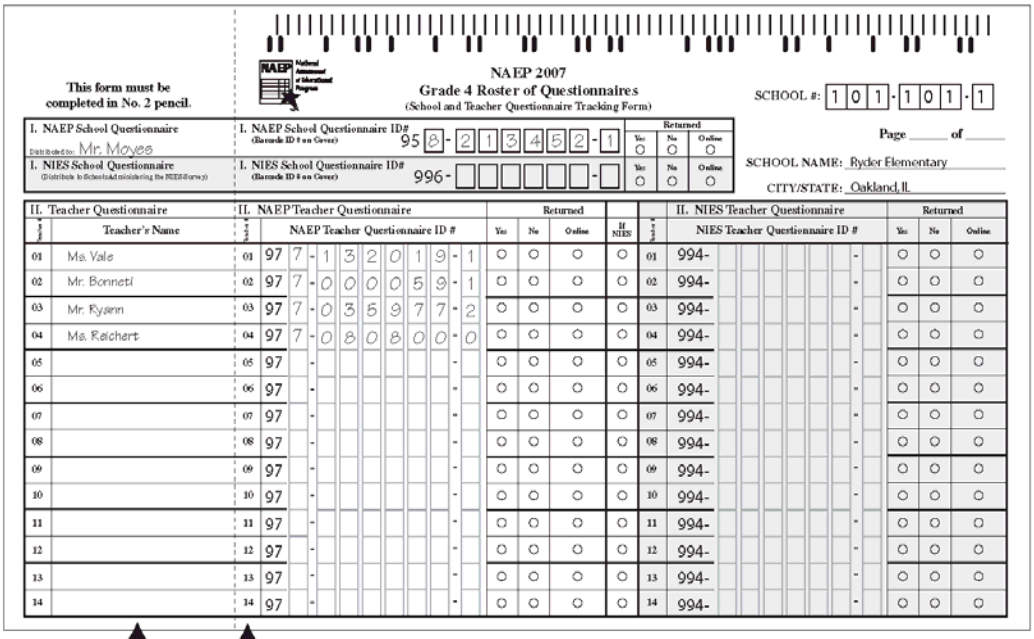
The script will instruct all grade 4 and grade 8 students to record their teacher's two-digit number on their booklet covers. Therefore, the AA will need to write the:

- teacher names (by subject for grade 8), and
- corresponding two-digit teacher numbers on the chalkboard in front of the room.

The teacher names and corresponding two-digit numbers are found on the Roster of Questionnaires, as shown below.

Voice of Experience:

It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and make for a difficult situation for the AA to handle.



This form must be completed in No. 2 pencil.

NAEP 2007
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 1 0 1 - 1 0 1 - 1

Page ____ of ____

SCHOOL NAME: Ryder Elementary

CITY/STATE: Oakland, IL

I. NAEP School Questionnaire	I. NAEP School Questionnaire ID# (Barcode ID # on Cover)	Yes	No	Online
Distribute to: Mr. Moyes	958-2134452-1			
I. NIES School Questionnaire (Distribute to School Administering the NIES Survey)	I. NIES School Questionnaire ID# (Barcode ID # on Cover)			
	996-			

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire				II NIES	II. NIES Teacher Questionnaire			
Teacher #	Teacher's Name	Teacher #	NAEP Teacher Questionnaire ID #	Yes	No	Online	Teacher #	NIES Teacher Questionnaire ID #	Yes	No	Online
01	Ms. Vale	01	97 7-1 3 2 0 1 9-1				01	994-			
02	Mr. Bonneti	02	97 7-0 0 0 0 5 9-1				02	994-			
03	Mr. Ryann	03	97 7-0 3 5 9 7 7-2				03	994-			
04	Ms. Reichert	04	97 7-0 8 0 8 0 0-0				04	994-			
05		05	97 -				05	994-			
06		06	97 -				06	994-			
07		07	97 -				07	994-			
08		08	97 -				08	994-			
09		09	97 -				09	994-			
10		10	97 -				10	994-			
11		11	97 -				11	994-			
12		12	97 -				12	994-			
13		13	97 -				13	994-			
14		14	97 -				14	994-			

Teacher Name

Teacher Number

12F. For grades 4 and 8, check that the booklet cover poster has been posted at the front of the room.

AAs will use the booklet cover poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. This poster should be hung at the front of the room next to these numbers.

How to Use the Assessment Quality Control Record in Part 4 of the QCB

On assessment day, your principle role is to manage the assessment and to perform quality control checks on the work of your team of AAs.

The Assessment Quality Control (QC) Record is the official documentation that you have conducted the required QC checks for each AA at each school. As shown in the example on the next page, the Assessment QC Record provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

The Assessment QC Record divides the AA procedures as follows:

- Quality Control Procedures to Complete Before the Assessment
- Quality Control Procedures to Complete During the Assessment
- Quality Control Procedures to Complete After the Assessment

The procedures listed are the AAs' responsibilities and it is your job to use this form to evaluate the performance of your team of AAs and to ensure that any errors or omissions are corrected.

Directions for Using the Assessment QC Record:

- There are six identical pages of the Assessment QC Record that list the tasks for which you should evaluate each AA.
- **Use one Record per AA for each regular and accommodation assessment session.**
- If you need additional pages, make copies of these pages as necessary, and keep the additional pages with the QCB.
- Record the AA's name at the top of each page.
- Check the box for regular or accommodation session.
- Record your evaluation of the AA for each task in the spaces provided on the page by circling a rating of 1 through 5. The ratings are defined as follows:
    1. **AA Met:** The AA conducted **all** tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
    2. **AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement.
    3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct it.
    4. **Did Not Observe:** Use this code when you were not able to observe the AA conducting the procedure.
    5. **Not Conducted:** Use this code when the procedure was not applicable or did not have to be completed for the given session.
- Follow these steps also for school staff members administering an accommodation session. However, do not write the staff member's name at the top of the QC Record. Instead, write "school staff." Be sure to evaluate his/her performance and make comments just at you would for an AA.

Assessment QC Record

AA Name:	☐ Regular Session ☐ Accommodation Session	
Prepared Assessment Room According to Procedure ✓ *Supplies are ready for distribution* ✓ *Materials that would assist students are concealed* ✓ *Testing In Progress sign posted outside room* ✓ *School and Teacher Number on board, if applicable*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Introduction and Materials Distribution ✓ *Read script verbatim with fluency* ✓ *Used the most appropriate method to distribute booklets*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Additional Materials Cover Coding ✓ *Instructed students to remove ID labels & additional material* ✓ *Reviewed writing brochure, when appropriate* ✓ *Checked students recorded correct information on the cover.*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Calculator Distribution ✓ *Distributed and collected calculators appropriately* ✓ *Monitored students used calculators in the correct sections.*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Timed Sections Appropriately ✓ *Used timer according to script*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Ending the Session ✓ *Collected student ID labels and threw in trash* ✓ *Accounted for all NAEP materials before dismissing* ✓ *Dismissed according to protocol on AIF*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Answering Questions in Cognitive Sections ✓ *Answered where and how to record answers* ✓ *Did not help students respond to any item*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Answering Questions in General or Subject-Area Background Sections ✓ *Referred to QxQs when answering questions*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Classroom Management ✓ *Appropriately handled difficult situations* ✓ *Moved around the room to monitor session* ✓ *Verified students are working in the correct sections*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Completing the Administration Schedule ✓ *Every student has correct Admin Code in column P* ✓ *Top of Administration Schedule is accurate* ✓ *Code 52 has been entered for all unused booklets*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Coding the Assessment Booklet Covers ✓ *Admin Codes were transferred to the cover accurately* ✓ *Accommodation boxes are coded accurately* ✓ *ID labels and ancillaries are removed*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Perform Final Check of Session Box ✓ *Verify the box has original Administration Schedules and Rosters* ✓ *All materials are in box and packed according to procedure*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	

Test Your Knowledge

Instructions: Fill in the blank with the correct word or words.

1. The _____ is used to monitor and evaluate AAs conducting their assessment day activities.

2. The assessment will have to be postponed and rescheduled if you are not able to obtain copies of the dated _____.

3. When you arrive at the school, pick up the _____ from the school coordinator.

4. NCES has contracted with _____ to conduct independent QA activities throughout the NAEP cycle of assessments.

5. The _____ contains the prepared booklets and other materials for the assessment.

6. Teachers and other staff members who are present during the assessment must sign the _____ that gives instructions about their role and contains a nondisclosure statement.

Answers: 1-Assessment Quality Control Record, 2-Parent/Guardian Notification Letter, 3-NAEP Storage Envelope, 4-HumRRO, 5-Session Box, 6-Teacher Observer Letter

8 LEADING ASSESSMENT DAY ACTIVITIES: DURING THE SESSION

The activities in this chapter focus on Part 4 of the QCB, the Assessment Quality Control Record, which you will use to observe and evaluate AAs conducting their assessment day responsibilities.

Procedure 1. Observe and Evaluate AAs Administering Regular and Accommodation Assessment Sessions

Use the Assessment Quality Control Record in Part 4 of the QCB as your guide to overseeing the sessions. In many ways, your role of oversight during the assessment is a challenging one. Without being intrusive or overbearing, you need to allow each AA the latitude to conduct the assessment in a way he/she prefers, as long as he/she is still operating within the parameters of standard NAEP procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so observers and students do not hear.

The following, also printed in the QCB, provides instructions for monitoring all of your AAs at each school.

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA for the procedures completed during the session (Procedures 1 and 2 in this chapter).
- When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, do the following:
  - Observe the first AA reading the introduction and distributing materials.
  - Observe the second AA timing and monitoring the session.
  - Observe the third AA collecting booklets and dismissing students.
  - If there are more than three AAs at a school, modify the previous sequence so you observe each AA for part of a session.

  - Across schools, rotate which AAs you start observing so you equally observe each AA doing each set of tasks.

- If all sessions are combined into one large room, all AAs must be in the room and you must observe the entire session.
- If a school staff member is administering an accommodation, you must include him/her in your QC observations. Just write “School Staff” as the AA name at the top of the Assessment QC Record.

To conduct a thorough QC check, observe that the AA has performed the following:

1A. Ensured that each student is at the correct location.

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of all the Administration Schedules to determine in which session, if any, the student belongs.

1B. Began the session on time.

When AAs have begun to administer assessment sessions, walk around to each session to verify that the sessions started on time, as scheduled.

If the session has not begun, assist the AA with whatever is needed to start it as quickly as possible.

If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, he/she should wait a few minutes before beginning the session. Rarely should the wait exceed 5 minutes.

Impacts Statistical Validity

Under no circumstance should the AA allow another student to substitute for a sampled student who is absent from the session. It is your responsibility to make sure this is clear to your assessment team.

1C. Selected the correct script to conduct the session.

As described in chapter 1, there are six different session scripts depending on the grade and type of session being conducted. They are:

- Grade 4 Session Script,
- Grade 4 Accommodation Session Script,
- Grade 8 Session Script,
- Grade 8 Accommodation Session Script,
- Grade 12 Session Script, and
- Grade 12 Accommodation Session Script.

Review the scripts to ensure you know which one should be used for each assessment session.

During your observation, confirm the AAs are using the correct scripts. This is critical because there are differences between scripts in wording, procedures, and required materials.

1D. Read the session script verbatim.

It is important for AAs to read the script with fluency and expression. Fluency means it is evident the AA has practiced the script ahead of time and is familiar with its syntax. Expression means the AA reads the script naturally and comfortably so students easily understand it.

This is a skill that will be practiced during AA training. It is your responsibility to ensure AAs are able to read a script according to standard NAEP procedure.

AAs need to read all sections of the scripts verbatim, except during an accommodation session. Depending on the type of accommodation being offered, it may be necessary for the AA to make modifications to the accommodation session script. The script should be used as a guide for the type of modifications NAEP allows.

Impacts Statistical Validity

The script must be read word for word to ensure all sessions are administered in the same way throughout the country. This is absolutely critical to protect the statistical validity of the assessment.

1E. Used the most appropriate method to distribute booklets.

There are two methods written into the script that AAs can choose to distribute booklets. The AA must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if the AA selects the most appropriate method for booklet distribution.

You are evaluating the AA to verify this decision has been made ahead of time, and the AA has selected the most appropriate method.

The following are NAEP guidelines for booklet distribution:

- For small sessions (30 students or less), AAs should call the students in Administration Schedule order to the front of the room to receive their booklets.
- For large sessions (more than 30 students), AAs should place the booklet and a pencil on each student's desk prior to the students' arrival. If the session is very large, give the AAs a set of the alphabetical table tents provided in your bulk supplies to use to assist the students in locating their booklets. As the students enter the room, AAs should ask them to find their booklet and take a seat.

Voices of Experience

For large sessions, here is another way the alphabetical table tents can be used: the AA can distribute the booklets alphabetically on each desk or workspace. Then they can place the table tents on appropriate desks. Students will gravitate to the areas where they belong and booklet distribution will go much faster.

How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives at the assessment location during booklet distribution, the AA should ask the student to wait at the front of the room while he/she finishes distributing booklets. Then, the AA should check in the late student(s); give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student to a seat.
2. If a student arrives after the AA or the students have begun reading booklet directions, the AA should instruct the student to return to his/her classroom or to the office, according to school preference. No student may be admitted once booklet directions are being read.

It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

1F. Clearly instructed students to remove the student ID label from the cover of their booklet.

You are evaluating the AA to ensure that he/she has confirmed that every student has removed the student ID label from the cover of his/her booklet and placed this label on the corner of the desk.

This procedure is critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets.

The AA will collect and destroy these labels before dismissing students from the session.

1G. Checked that students removed additional materials from inside the booklet cover.

After the students remove the student ID labels from their booklets, the AA should instruct them to remove any additional material from the front cover of their booklet and place the materials on the corner of their desks.

For grade 8 sessions, the AA should also have checked that students who were required to separate mathematics manipulatives, did so, and placed them back into the original packet.

For grades 8 and 12, the session script provides instructions to the AA for reviewing the contents of the writing brochure with the students. If you are observing a grade 8 or 12 session, be sure the AA conducts this step.

1H. For grades 8 and 12, verified that students have properly recorded the NAEP school ID number on their booklet covers.

Each booklet must have a school ID number recorded on the cover. The script instructs students in grades 8 and 12 to enter this information on the front cover of their booklets prior to beginning the assessment.

To collect accurate data, it is critical that students enter the correct school ID number. Prior to the assessment, the AA should write this number clearly on the board so students can easily reference it.

AAs should verify that students have properly recorded the school ID number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets.

Note: Students in grade 4 are not asked to enter the school ID number themselves; the AA assumes responsibility following the assessment for entering it on the front cover of grade 4 booklets.

1I. For grades 4 and 8, verified that all required students properly recorded the two-digit teacher number on their booklet covers.

For grades 4 and 8, the session script read by the AA instructs students to enter teacher information on the front cover of their booklets.

To collect accurate data, it is critical students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school. Prior to the assessment, the AA should print these numbers clearly on the board so students can easily reference them.

You should observe the AA walking around the classroom and conducting a spot check of students' booklets to ensure that students have entered this information on the front cover of their booklet.

1J. Provided the booklet directions appropriately for the grade level.

Verify that the AA has

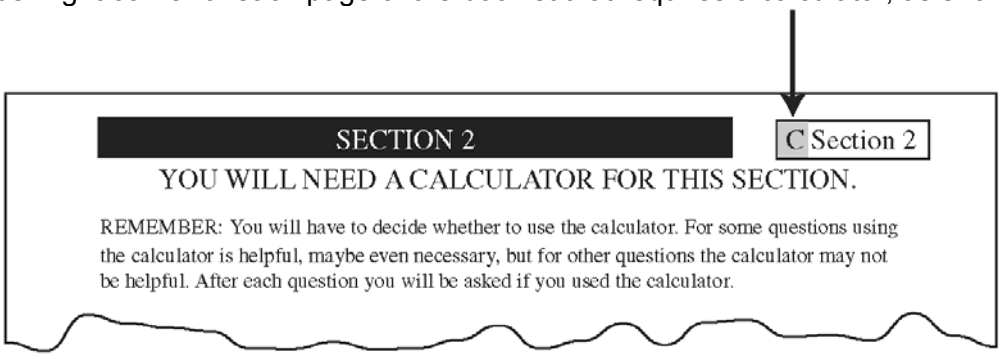
- if grade 4, read aloud the directions for using the assessment booklet; or
- if grades 8 and 12, instructed students to read to themselves the directions for using the assessment booklet.

1K. For grades 4 and 8, distributed and collected calculators appropriately.

Some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. You should observe the AA following the script instructions for distributing and collecting calculators throughout the session.

Observe the AA verifying that students who are required to use a calculator are doing so in the correct section of the booklet.

If a mathematics booklet requires a calculator, a large "C" will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a "C" printed in the upper-right corner of each page of the booklet that requires a calculator, as shown below.



Students should have a calculator for only those sections of the mathematics booklet that require one. Not all booklets require a calculator and not all sections within a booklet will require a calculator.

The purpose of the “C” is to allow the AA to walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator or not. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA check to see that students have been provided the correct materials. In order to provide an accurate picture of what students know and can do, students must be given equal access to materials.

1L. Timed sections appropriately.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions for students to answer. These are followed by subject-area and general background questions.

Background and cognitive sections are timed while students work independently except for the grade 4 general background section. This section is read aloud to grade 4 students. The session script provides instructions to the AA for the presentation and timing of each section.

Impacts Statistical Validity

Timing is a critical component of standardizing an assessment across the country. This check can be conducted by making sure your team has practiced using the timers provided in your bulk supplies and are using them during each assessment session. Instructions for using the timers are provided in the AA manual.

The following chart displays the timings for the session:

Section #	Content	Timing
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes (grades 8 & 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 Minutes (grades 8 and 12)
Section 5	Extended Student Background Questions (if necessary)	5 minutes

Upon request of a school, the AA may allow the students to take a break between sections of the assessment. The time the AA should allow for a break will vary by grade and by school. You should inform the AA when and how long a break should be and any special procedures he/she should follow as instructed by the school.

1M. Collected student ID labels.

Before the end of the assessment session, verify that the AA has collected the student ID labels from the corner of every student's desk, according to the instructions in the session scripts.

Student ID labels must be properly disposed of to maintain the confidentiality of students. Therefore, it is critical that the names of students be removed from the booklets.

Once the AA has collected the student ID labels, it is important that the AA destroys them. You should observe the AA tearing up the labels and placing them in the trash.

Security and Confidentiality Alert

No names on the completed booklets and questionnaires are to leave the school on assessment day. It is your responsibility to make sure your AA team destroys the student ID labels. Failure to remove all names from booklets violates NAEP security and confidentiality.

1N. Administered the ESBQ, if necessary.

This section is not required for all sessions. If the ESBQ is required at the school, you should observe the AA administering this extra section that the AAs inserted into the regular assessment booklets during booklet preparation.

Verify that AAs responded to student questions during this section by referring to the ESBQ QxQs, found in the back of the session scripts.

1O. Collected NAEP materials at the end of the assessment.

After the AA has finished reading the script, you should observe him/her selecting an appropriate booklet collection method and counting the booklets to ensure all of them have been accounted for. The following are two suggested collection methods—one for small and another for large sessions. However, the AA may find it necessary to devise another method depending on time constraints and grade level. Be prepared to give suggested collection methods to AAs in unique situations.

- **For small sessions (30 students or less):**

  The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, confirm the AA has placed the booklets face down, one on top of the other.

Collecting assessment booklets in Administration Schedule order will make the AA's responsibilities following the assessment session much easier.

If there is insufficient time to follow this collection method, the AA should follow the instructions for large sessions.

- **For large sessions (more than 30 students):**

  Verify that the AA has instructed students to place the assessment booklet in the upper-left corner of their desk or workspace. You should observe the AA collecting a booklet from each student in Administration Schedule order. As the AA collects the booklet, you should also observe the AA verifying that all used ancillary materials are included inside the booklet cover.

  If testing in a cafeteria or auditorium, verify that an AA is stationed at each exit during booklet collection to ensure that a student does not leave the testing area with a booklet.

1P. Accounted for all NAEP materials before dismissing students.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You should observe the AA accounting for each and every assessment booklet, whether completed or blank, as well as NAEP calculators and used ancillary materials.

After collecting NAEP materials, you should observe the AA counting the used booklets to confirm the number matches the number of students present at the session. You should also observe the AA counting the blank booklets to confirm the number he/she has after the session is the same as the number the AA had before the session.

If the AA finds any NAEP booklets missing, including blank booklets, students are not to be dismissed until the missing booklets have been located.

For grades 4 and 8, you should also observe the AA counting the calculators to confirm the number collected matches the number the AA had before the session began.

If the AA finds that he/she is missing any items such as calculators, you should observe the AA explaining to the students what is missing and asking them to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

1Q. Dismissed students according to school protocol.

The AA should dismiss students at the conclusion of the assessment session in the manner you have provided on the Assessment Information Form.

Here you are confirming that the AA has read this information ahead of time and is implementing the correct procedure for the particular school.

In order to maintain a good rapport with the school, it is important that the AA follow school protocol.

If the school is participating in the NIES, and the school has elected to conduct the NIES student survey immediately following the NAEP assessment, the AA will need to ask the students selected to participate to remain in the classroom (the NAEP session script contains instructions for this process). When all of the other students have left the room, the AA will escort those students to the location where the NIES student survey will be administered (unless they will remain in the same classroom as the NAEP session).

Verify that the AA has carried out this transition in an orderly and timely manner, and according to the instructions in the NAEP session script.

Procedure 2. Observe and Evaluate AAs Monitoring Sessions

While conducting the QC checks of the AAs using the session scripts and administering the sessions described in Procedure 1, you will also conduct QC checks to ensure the AAs are effectively monitoring the sessions.

While students are taking the assessment, check that the AA is walking up and down the aisles and moving through the classroom. The AA's presence and behavior should be unobtrusive and professional.

On occasion, you should observe the AA standing at the rear of the room to observe students inconspicuously. The AA's attention must always be focused on the students.

The AA should be performing many of the checks outlined in this chapter, such as the calculator and ancillary materials check. The AA should also be following standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise as described in the *AA Manual* and *Strategies* magazine.

Finally, an AA should not be completing paperwork during the assessment.
It is important that AAs across the country take this responsibility seriously because effectively monitoring the assessment session can prevent errors in administration.

The following are the items you will observe and evaluate the AAs on while they are monitoring the session.

2A. Followed NAEP procedure for answering students' questions about how to record answers.

Questions about where and how to record answers are the only type of questions that the AA may answer in his/her own words. Verify the AA has clarified students' questions about how or where to record answers, if necessary.

2B. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment.

Ensure that the AA has not helped students respond to any item in a cognitive section. The AA may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

- If a student asked a question about a cognitive block item (other than about how or where to record an answer), ensure the AA replied with this scripted response: "I'm sorry. I cannot answer any questions in this section. Please reread the question and do the best you can."
- The AA has read and provided clarification of directions to students, as necessary.

2C. Followed NAEP procedure for responding to students' questions during the general background section.

The NAEP procedure for responding to student questions during the background sections is different than the NAEP procedure for responding to student questions during the cognitive blocks. Ensure that:

- The AA responded to students' questions during the general background section by referring to the Question-by-Question Specifications (QxQs) within each session script.
- The AA answered questions asked by students by walking to the student's desk and responding quietly to the question.
- If several students had the same question, the AA advised all students in the session of the question and answer.
- The AA advised students that they may skip any general background question they do not feel comfortable answering.

2D. Followed NAEP procedure for answering students' questions during the subject-area background section.

Ensure that:

- The AA responded to students' questions during the subject-area background section by referring to the mathematics, reading, or writing background section QxQs found in the back of each session script.
- The AA answered questions asked by students by walking to the student's desk and responding quietly to the question.
- The AA has not attempted to advise all students in the session of the answers to questions asked by individual students. Unlike in the general background section, students' questions in the subject-area background sections will vary depending on the subject area of their assessment booklet.
- The AA advised students that they may skip any subject-area background question they do not feel comfortable answering.

Impacts Statistical Validity

Failure to use the QxQs when answering students' questions during the background sections of the assessment booklet could jeopardize the validity of data collected.

2E. Ensured that students who finished sections early did not go back to previous sections or work ahead in the booklets.

Verify that:

- The AA has told students who finish a section early that they may not go back to previous sections or work ahead in the booklet.
- If a student is working in the wrong section of the booklet, the AA used a gentle reminder of the correct section as a prompt (e.g., **"You should be working on Section 2 now"**). The AA should continue to stand near the student until he/she sees the student working on the correct section.
- The AA encouraged any student who completes a section of the booklet before time is called to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions

The AA's primary role is to administer the session and clarify the directions for the students. To truly assess the students' knowledge, it is important for the AA to refrain from giving and/or prompting answers. Here are some basic guidelines for the AA to follow and for you to observe.

The AA may:

- make modifications to the accommodation session script, depending on the type of accommodation being offered;
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- allow students to take a break between booklet sections; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary by the school.

The AA may NOT:

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

To ensure standardization within the assessment process, it is critical that accommodations be administered in a uniform manner nationwide.

2F. Appropriately handled difficult situations pertaining to students' behaviors or attitudes.

Many different situations may arise during the course of administering an assessment. Verify that the AA responds to each situation in an appropriate manner, as necessary.

- The AA should use the classroom management techniques described in the *Strategies* magazine to help avoid many difficult situations involving students' behaviors and attitudes. This magazine also provides guidelines on the NAEP standard procedures for handling such situations if they do arise. Make sure to read this section of the magazine to familiarize yourself with these procedures. It is your job to verify that when an AA responds to a situation, he/she is doing so appropriately.
- The table below provides information on how the AA should document specific situations and code the student booklet covers.

Behavior	Coding and Notes of Explanation
Behavior becomes disruptive and out of control	• If the student does not remain in the session, write **Disruptive behavior** on the booklet cover. • Use Admin. Code **12**.
Reluctant or refuses to participate	• If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. • Write **Student refused to work** on the booklet cover. • Use Admin. Code **12**.
Emotionally upset	• If the student does not remain in the session, write **Emotionally upset** on the booklet cover. • Use Admin. Code **12**.
Asks to leave the session	• If a student leaves and returns for any reason, record on the booklet cover the time and section number when the student left and the time and section number when the student returned. • If a student cannot complete the session, collect the booklet and other materials. • Write the reason the student left the session on the booklet cover. • Use Admin. Code **12**.
Becomes ill	• If the student does not remain in the session, write **Student became ill** on the booklet cover. • Use Admin. Code **12**.

2G. Appropriately handled unexpected situations that arose during the session.

Listed below are three special situations that may arise, guidelines for how the AA should respond, and instructions for how the AA should document the situation and code the student booklet covers. If any of these situations happened, ensure that the AA responded appropriately.

Situation	Guidelines	Coding and Notes of Explanation
Student received defective assessment materials	• If a student discovers a defective booklet after beginning work, replace the booklet with another of the same version number, if possible. • If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. • In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible.	• Record the booklet ID number of the defective booklet on the front cover of the replacement booklet. • Record the booklet ID number of the replacement booklet on the cover of the defective booklet. • Write **Defective booklet** on the defective booklet cover. • Use Admin. Code **14**.
School fire alarm	• Your first priority is safety and removal of the students and yourselves from the building. If your AC has informed you that this is a drill and not an emergency, follow these guidelines: - stop the timer; - collect all of the assessment booklets from the students; - take the booklets and the timer with you when you exit the school; - when you are safely outside the school, check to make sure the correct number of students are with you. Then check the timer and note the time remaining in the session; and - when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone.	• Write a brief note explaining the fire drill and place it at the top of the Session Box. • If you cannot continue the session, use Admin. Code **13**.
School lockdown	• Your first priority is the safety of the students and yourselves. - Generally, a school staff member will advise you of the school protocol in this situation. - Be sure to first follow their instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. - Although in most cases, the assessment can proceed through a lockdown, if the session was interrupted, when a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing to account for the lost time.	• Write a brief note explaining the lockdown and place it at the top of the Session Box. • If you cannot continue the session, use Admin. Code **13**.

Test Your Knowledge

Instructions: Select the answer that best completes the statements below.

1. If after all session materials have been collected the AA finds that a booklet is missing, the AA should _____.

   a. dismiss students and note on the Administration Schedule that one booklet is missing
   b. determine which student's booklet is missing by checking the labels against the Administration Schedule
   c. subtract 1 from the total number of students assessed
   d. not dismiss any students until the missing booklet is located

2. For small assessment sessions (30 students or less) NAEP guidelines for booklet distribution are to _____.

   a. pass the booklets and pencils out row by row
   b. have a booklet on each desk when the students arrive
   c. give students their booklets as they enter the room
   d. call the students in Administrative Schedule order to the front of the room to receive their booklets

3. Students are given _____ to complete subject-area background questions.

   a. 20 minutes
   b. 10 minutes
   c. 5 minutes
   d. as long as they need

4. Before the end of the assessment session, the AA should collect the student ID labels from the corner of every student's desk and _____.

   a. dispose of them
   b. put them in the School Folder
   c. put them in the plastic bag marked "used labels"
   d. check them against the Administrative Schedule

5. If you discover that a calculator is missing when you collect materials at the end of the assessment, you should _____.

   a. tell the students' teacher
   b. keep the students in the room until the calculator is located
   c. ask students to check their belongings for the missing item
   d. send a student to find the school coordinator

Answers: 1-d, 2-d, 3-b, 4-a, 5-c

9 CONDUCTING NIES SURVEY SESSION ACTIVITIES

You will conduct the activities described in this chapter if the school is participating in the National Indian Education Study (NIES) survey. Generally, schools that have at least one American Indian (AI) or Alaska Native (AN) student sampled for NAEP will participate in the NIES. Approximately 30 percent of the schools selected for NAEP are expected to be eligible to participate in the NIES.

These procedures consist of administering and monitoring the NIES student survey session, and completing the NIES Student Questionnaire covers and NIES Linking Form after you have completed the session. These activities will be your responsibilities as an AC. For more information on the NIES, see the *Overview* magazine and other chapters of this manual.

Procedure 1. Assemble the Students Selected to Participate in the NIES Survey

As you learned in chapter 4, each school participating in the NIES had the option of having the NIES student survey conducted after the NAEP assessment on assessment day or on another day within a week following the assessment. It is expected that most schools will choose to conduct the NIES student survey on the same day NAEP is administered.

1A. NIES Survey on Assessment Day

If the school has elected to conduct the NIES student survey on assessment day following the NAEP assessment, follow the protocol you arranged with the school coordinator during the preassessment visit to transition the students from the NAEP sessions to the NIES student survey session.

- If the NIES student survey will be held immediately following the NAEP sessions, as a rule, the AA will ask the NAEP students selected to participate in the NIES survey to remain in the assessment room after the other students have been dismissed. When all of the other students have left the room, the AA will escort participants to the location where the NIES student survey will be administered (unless they will remain in the same classroom as the NAEP session).

- Most schools sampled for the NIES will have very few students selected for the survey, so this "handoff" of students from the AAs will be a simple process.
- If most or all of the students selected to participate in NAEP will also be participating in the NIES student survey, they will probably remain in the same location.

- If the NIES student survey session will take place later on assessment day, e.g., after lunch, the AA will dismiss all students from the NAEP session as usual. The school will instruct those students sampled for the NIES survey where and when to re-assemble.

1B. NIES Survey Not on Assessment Day

If the school has chosen to have the NIES student survey administered on a day following the NAEP assessment, you will follow similar procedures as those for arriving at the school on the day of the NAEP assessment and preparing the session room.

Procedure 2. Administer the NIES Student Survey

2A. Use the script to conduct the NIES student survey session

For grade 4 sessions, you will read the entire survey to the students. After all students have arrived at the survey location and have been seated, you will conduct the survey by following the NIES Survey Script for the appropriate grade level. There is one grade 4 script and one grade 8 script. For grade 8 sessions, check the QCB to determine if the school wants you to read all of the survey questions and answer choices aloud to the students.

The NIES session scripts are located in the back of this manual in Appendix F. The Question-by-Question Specifications (QxQs) for each grade's NIES Student Questionnaire are located in Appendix G.

If you will be conducting NIES student survey sessions, you must become thoroughly familiar with each script and be able to read each fluently. The script should be read word for word (with expression) to make sure that all survey sessions for a given grade are administered the same throughout the country.

The sections of the script common to both grades are discussed below.

2B. Introduction

The scripts begin by introducing you and the NIES to the students and giving an overview of the session.

2C. Questionnaire distribution and taking attendance

After you read the introduction, the script instructs you to distribute the NIES Student Questionnaires and pencils. There are special NIES pencils to give the students in these sessions. Do not use the NAEP pencils.

There are several methods for distributing the NIES Student Questionnaires. The first is to call the students to the front of the room individually in the order they are listed on the NIES Linking Form. Hand each student his/her preassigned questionnaire and an NIES pencil. In most schools, this is how you will distribute the questionnaires since you will have very few students in the session. The other methods for distributing materials are to either place a preassigned questionnaire and a pencil at each student's desk, or for grade 8, to use the alphabetical table tents from your bulk supplies to arrange questionnaires alphabetically by student name for students to pick up they enter the room. These procedures are described in the scripts and work well for larger sessions.

As you distribute the questionnaires, record each student's attendance status for the survey by writing a ✓ for present or an **A** for absent in the **Attendance** column on the NIES Linking Form. If a student is absent, also record an **A** on the student's questionnaire cover and place the booklet to the side to avoid giving an assigned questionnaire to the wrong student. (At the conclusion of the survey, you will enter the appropriate NIES Administration Code for each student in the column labeled **NIES Admin. Code** on the NIES Linking Form and on the student's questionnaire cover.)

"Who me? I'm not American Indian."

If a student arrives at the survey session and tells you that he/she is neither of American Indian nor Alaska Native heritage, ideally you should inquire with the school before the session begins to determine whether or not the student's race/ethnicity was coded correctly on both the NIES Linking Form and in the school records. If it is not possible to determine this before you need to begin the session, you can ask the student if he/she would mind completing the survey anyway, and then determine the student's correct race/ethnicity after the session.

If you and the school find that the student's race was coded incorrectly on the NIES Linking Form, and the student is <u>not</u> American Indian or Alaska Native, give the student an Administration Code of "Ineligible, not AI/AN" on both the NIES Linking Form and the student's questionnaire cover. If the school determines that the student's race is <u>correctly</u> recorded as American Indian/Alaska Native but the student refuses to complete the survey, give the student an Administration Code of "Student refusal." Administration Codes for the NIES survey are discussed in detail later in this chapter.

2D. Remove the student ID labels

After all students have received a questionnaire, the script instructs you to tell the students to remove the student ID label from the cover of their questionnaire and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to ascertain the student's name simply by glancing at the label on the desk.

2E. Questionnaire directions

The directions for using the NIES Student Questionnaires are presented on the first page of the student questionnaire and are also printed for you in the session script. Read these directions aloud to the students in all grade 4 and grade 8 survey sessions, as instructed by the script.

How to Handle Latecomers to NIES Sessions

- Ask students who arrive during questionnaire distribution to wait at the front of the room while you finish. Then, check in the students; give each his/her assigned questionnaire and pencil; and direct each student to a seat.
- If you have a large session and four or more students listed on the NIES Linking Form are not present after you have checked in students who have arrived, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. Proceed with the survey if it is determined that missing students are, in fact, absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.
- Students may be admitted to the survey session at any time. Because the survey is not timed and we want to include as many selected students as possible, do <u>not</u> turn away a student who arrives after the other students have begun answering the questionnaire items. If a student arrives late to a grade 4 session or a grade 8 session where you are reading all the questions aloud, ask the student to begin working on the question the rest of the students are on. If the school schedule allows, the late student may stay after the others have been dismissed to complete the questionnaire. If a student arrives late to a grade 8 session where students are working at their own pace, direct the late student to begin working from the beginning of the questionnaire. If the student needs extra time to complete the questionnaire after the other students have finished and the school schedule allows, he/she may stay after the others have been dismissed.

2F. Student Questionnaire

The Grade 4 NIES Survey Script contains all of the questions and answer choices you must read aloud to students in grade 4 sessions.

The Grade 8 survey script is written so that it can be used to administer a grade 8 session in which students work at their own pace or a session in which the entire questionnaire is read to the students.

In the NIES session scripts, there are instructions for reading a special type of question called “matrix” questions. These are questions 1, 2, 5, 7, 8, 9, 12, and 14 in the grade 8 questionnaire, and questions 8, 9, and 14 in the grade 4 questionnaire. Matrix questions may be confusing for students if not read aloud properly. Please familiarize yourself with these instructions before conducting your first survey session.

Grade 4 NIES student survey sessions are expected to require about 30 minutes from beginning to end, and grade 8 survey sessions are expected to require 20-25 minutes, depending on whether or not the questions are read aloud. This includes distributing materials and checking attendance; administering the questionnaire; collecting materials; and dismissing the students. The actual set of survey questions is not timed. You should allow all the time needed, within reason, for all students in a session to complete the questionnaire in order to obtain the best possible data on the survey. In past years of NIES, most students completed the set of survey questions within 10 to 15 minutes.

2G. Ending the session

Once all students have finished answering the questions, the script instructs you to collect the questionnaires and remove the student ID labels from every desk. After the labels are collected, tear them up and throw them away. **Remember:** Names of NIES participants must never leave the school on the completed questionnaires or on other NIES survey documents.

If time allows, call the students by name in NIES Linking Form order to bring their questionnaires to you so you can easily account for all of them. In large sessions, or if time is not sufficient for students to individually return their questionnaires, instruct the students to pass them to the end of their row for collection. Regardless of the collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students will most likely be eager to leave once the survey is over. Students may keep the NIES pencils as a thank you gift for participating in the NIES survey.

When you have accounted for <u>all</u> questionnaires, the script instructs you to thank the students and release them according to the school’s preference.

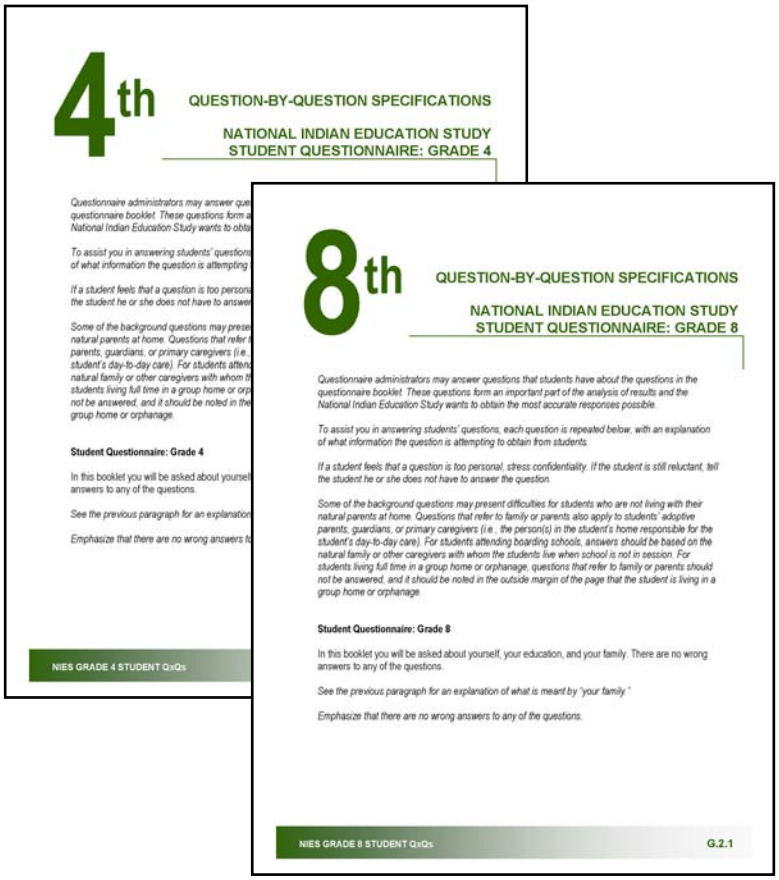
Procedure 3. Monitor the NIES Student Survey Session

The following are rules and guidelines to observe while monitoring the NIES student survey session. Some of these are similar to those used for NAEP sessions, but many are different.

3A. Answering students' questions

Once students have begun the questionnaire you may answer certain student questions, as described below:

- A student may skip any question he/she does not feel comfortable answering.
- To assist you in answering questions about the questionnaire items, Question-by-Question Specifications (QxQs) are found in Appendix G. They are to be referred to in helping students understand the intent of a question. The purpose of the QxQs is to allow you to respond to these questions in a standardized manner. You must do so only by referring to the QxQs. There is a different set of QxQs for each grade, and you should become thoroughly familiar with each one prior to your first NIES survey session.
- Questions asked about the survey items should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question so as not to disrupt the other students. Only if several students ask the same question should you advise the entire class of the question and answer.


4th QUESTION-BY-QUESTION SPECIFICATIONS
NATIONAL INDIAN EDUCATION STUDY
STUDENT QUESTIONNAIRE: GRADE 4

Student Questionnaire: Grade 4

NIES GRADE 4 STUDENT QxQs

8th QUESTION-BY-QUESTION SPECIFICATIONS
NATIONAL INDIAN EDUCATION STUDY
STUDENT QUESTIONNAIRE: GRADE 8

Questionnaire administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and it should be noted in the outside margin of the page that the student is living in a group home or orphanage.

Student Questionnaire: Grade 8

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

See the previous paragraph for an explanation of what is meant by "your family."

Emphasize that there are no wrong answers to any of the questions.

NIES GRADE 8 STUDENT QxQs G.2.1

3B. Assisting students who need help reading/recording answers

Because the NIES student survey instrument is a questionnaire and not a cognitive test (as is NAEP), there is no need to offer students testing accommodations. However, since we do want to obtain the best possible data from the survey, students should be offered any help they need in reading, understanding, and answering the questions. The following are some suggestions for how to accomplish this.

- **Student needs questions and answer categories read aloud:** For grade 4 sessions, the script instructs you to read all survey questions and answer categories to all of the students as a group. At grade 8, if there are a number of students who will require the questions to be read aloud, the school coordinator will have likely chosen the option of having all of the questions read aloud to all the students in the session. If there are only a few grade 8 students who require this and the school coordinator does not want you to read the questions aloud to all of the students, you may conduct a separate read-aloud session (this will be rare). If there are students in a regular grade 8 session who need certain words or passages read aloud for them, you may do so quietly at each student's desk.
- **Student needs extended time:** Because the student survey is not timed, this will be a non-issue in most cases. Allow as much time as needed within reason and the school's schedule for all students in a session to complete the questionnaire. If the school identifies one or more students who may need substantially more time to complete the questionnaire than others to be surveyed, during the preassessment visit you will have arranged with the school coordinator for the student(s) to stay after the others have been dismissed to finish the questionnaire, or to administer the survey to the student(s) that require the extra time in a one-on-one or small group setting.
- **Student has limited English proficiency:** If a student's English skills are such that the school believes that the student cannot understand the questionnaire items written or spoken in English, the student may use a bilingual dictionary of his/her own or provided by the school. We cannot offer students a translation of the entire questionnaire into another language. If the student needs a word translated now and then and a school staff member is available to translate, that is acceptable.
- **Student needs help physically recording answers:** If the school can provide a scribe, a computer, or other assistance to help the student record his/her answers, allow this to take place. If the help the student needs is better suited to a one-on-one or small group setting, you will have already arranged for such a session during the preassessment visit.
- **Student needs large-print booklet:** If the student needs enlarged text in order to adequately read and record answers to the NIES student survey questions, you may enlarge the student's questionnaire (or ask the school to do so). Standard enlargement size is 129 percent of the original size, but you may enlarge the questionnaire to any size the student requires. Be sure to band together the enlarged version with the original NIES Student Questionnaire when you prepare the survey materials for shipping to Pearson.

- **Student needs a one-on-one or small group environment:** If the school determines that a student needs the survey to be administered in a one-on-one or small group setting in order to participate, you will have scheduled such sessions during the preassessment visit.

The bottom line is that we want as many students to participate in the NIES student survey as possible. Only if the student's disability or limited English proficiency is so severe that the school requests the student not take part will the student be excluded. You will have made this determination with the school coordinator during the preassessment visit.

Remember, since this is not an assessment, it is not necessary to administer the NIES student survey in the same way that the student is tested on NAEP or on the state assessment.

Procedure 4. Complete the NIES Linking Form and Student Questionnaire Covers

After conducting the NIES student survey session, you will be responsible for completing the NIES Linking Form and NIES Student Questionnaire covers, as described below.

4A. Enter an Administration Code for each student on the NIES Linking Form in column G.

Based on the results of the session, record an Administration Code for every student listed on the NIES Linking Form.

The NIES Administration Codes are somewhat different than the NAEP Administration Codes. The NIES Administration Codes and the guidelines for using them are printed on the following pages.

Note that because you will have entered some Administration Codes on the NIES Linking Form during your preassessment activities, the Administration Codes you will need to enter based on the session results are limited to the surveyed student codes (**10-14**), and the absent student codes (**40-48**). However, all NIES Administration Codes are listed here for your ease of reference.

NIES Administration Codes

Surveyed Students–Original Session	
10	**In session full time.** Surveyed in original session.
11	**No responses in booklet.** Student was in original session full time, but there were no responses in the questionnaire.
12	**In session part time.** Student left the original session and did or did not return. Specify the reason on the questionnaire cover.
13	**Session incomplete.** Original session was interrupted and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
14	**Other, specify on cover.** Use this code for any situation covered by the other surveyed-in-original-session codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Surveyed Students–Makeup Session	
20	**In session full time.** Surveyed in makeup session.
21	**No responses in booklet.** Student was in makeup session full time, but there were no responses in the questionnaire.
22	**In session part time.** Student left the makeup session and did or did not return. Specify the reason on the questionnaire cover.
23	**Session incomplete.** Makeup session was interrupted and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
24	**Other, specify on cover.** Use this code for any situation covered by the other surveyed-in-makeup-session codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Absent Student Codes	
40	**Temporary.** Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence.
41	**Long-term.** Student has been absent from school 2 weeks or more due to an illness or disability.
42	**Chronic truant.** Student attends school occasionally, if ever.
43	**Suspended.** Includes in-school suspension.
44	**In school, did not attend session.** Student was known to be in school on day of survey but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
46	**Parent refusal.** Parent/guardian officially notified school that he/she refused to allow student to participate in the survey.
47	**Student refusal.** Student officially notified school or NAEP staff that he/she refused to participate in the survey before being given a questionnaire.
48	**Other, specify on cover.** Use this code for any absence not covered by codes **40-47**. Specify reason on questionnaire cover.

NIES Administration Codes (continued)

Other Student Codes	
51	**Withdrawn/Graduated.** Student is no longer enrolled in the school.
52	**Unassigned book (unused).**
53	**Ineligible, not AI/AN.** Use this code for a student who is found not to be of American Indian or Alaska Native decent. Explain fully on the questionnaire cover how you determined the student was ineligible.
55	**Ineligible, NAEP/other.** Use this code for a student who was not eligible for the survey for any other reason (e.g., not in the grade being surveyed). Explain fully on the questionnaire cover how you determined the student was ineligible.
56	**Not in Sample (NIS).** Use this code for any student not sampled but surveyed at the convenience of the school.

NOTE: The Exclusion codes will be used rarely for the NIES survey, as described in chapter 4.

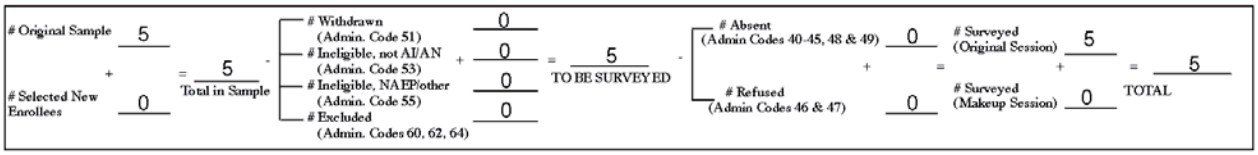
Reasons for Exclusion	
60	**SD – Cannot be surveyed.** Use for any student whose cognitive functioning is so limited that the student cannot be included in the survey even with assistance.
62	**ELL – Cannot be surveyed.** Use for any student whose English language proficiency is so limited that he/she cannot be included in the survey even with assistance.
64	**SD & ELL – Cannot be surveyed.** Student cannot be included in the survey due to a mental/physical disability and limited English proficiency.

To determine if a student sampled for NIES should be included or excluded in the NIES survey, consult the chart below. More information is provided in chapter 4.

NAEP Participation Status	NIES Participation Status
Absent (codes **40**–**44** and **48**)	Include
Refused (parent or student) (codes **46** and **47**)	Use same refusal code for NIES (codes **46** or **47**)
Withdrawn/Graduated (code **51**)	Withdrawn/Graduated (code **51**)
Ineligible (codes **54** and **55**)	Ineligible, NAEP/other (code **55**)
Excluded (codes **60**–**69**)	Include unless school staff determines that student cannot meaningfully participate in survey
Assessed with accommodations (codes **71**–**82**)	Include

4B. Complete the summary information at the top of the NIES Linking Form.

It is very important that the summary information at the top of the NIES Linking Form is accurately calculated and recorded, as shown below. You will need to enter this summary data into the SCS after the session, as described in chapter 11.

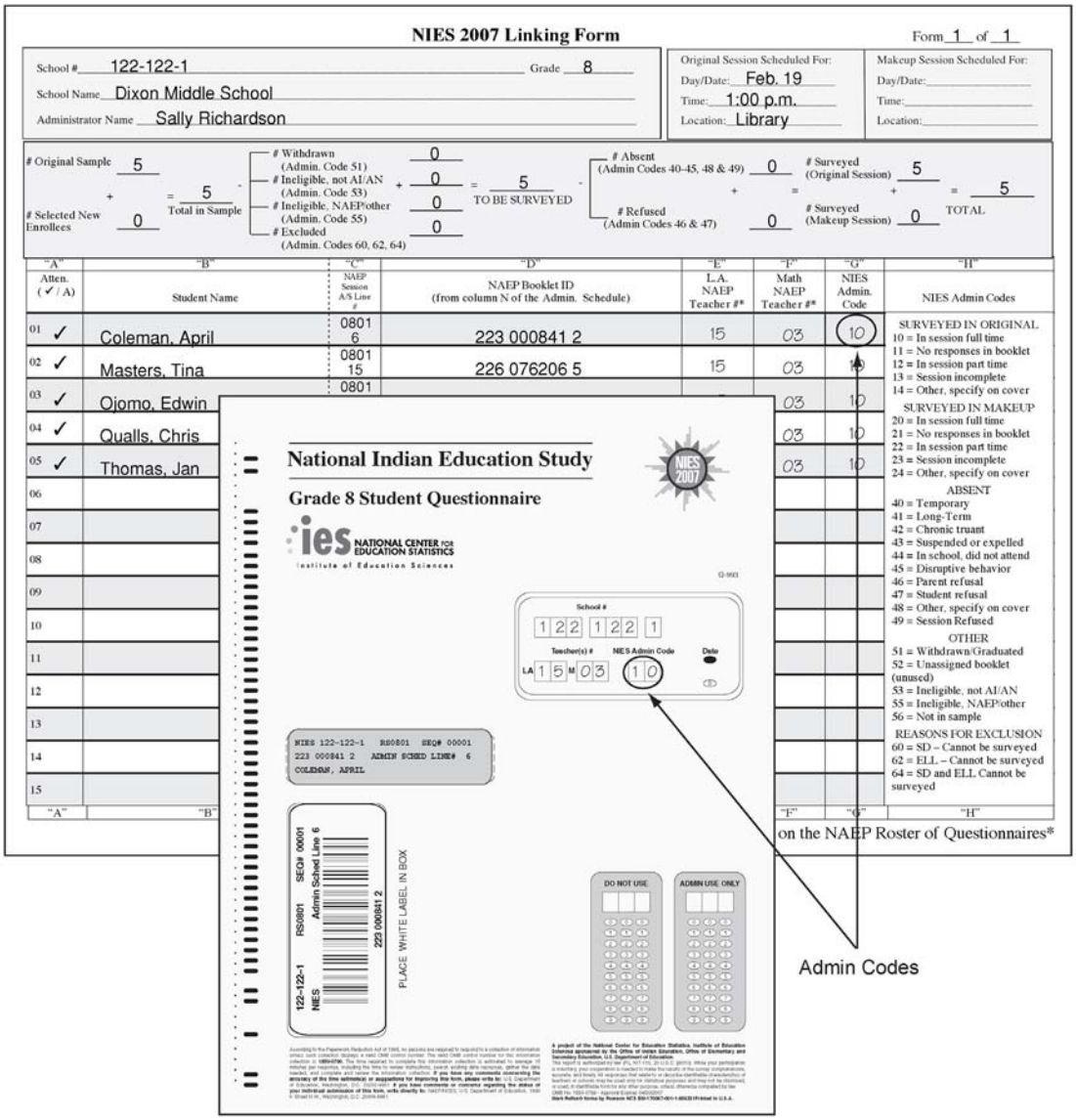


4C. Enter or confirm NAEP School ID Number on student questionnaire covers.

On each Grade 4 NIES Student Questionnaire cover, enter the seven-digit NAEP School ID Number from the NIES Linking Form in the boxes labeled **School #**. Grade 8 students should have entered the school number during the session; check each cover to confirm each student entered the correct number. If any Grade 8 NIES Student Questionnaires are missing the school ID number, enter it now.

4D. Transfer the NIES Administration Codes to the NIES Student Questionnaire Covers.

On the NIES Linking Form, you will have recorded an Administration Code in column **G** for each student. Transfer each code from the NIES Linking Form to the **Admin. Code** boxes located on the front cover of the corresponding NIES Student Questionnaire.



4E. Code when the Survey Session was conducted.

It is important for the data analysts to know if the survey was conducted on the same day as NAEP or on a day other than assessment day.

In the box with the school number, teacher numbers, and NIES Administration Code are two ovals under the heading labeled “Date.” If the survey was conducted on assessment day, shade in the “A” oval, for “assessment day.” If the survey was conducted on a day following assessment day, shade in the “O” oval, for “other day.”

4F. Verify that student ID labels are removed from NIES Student Questionnaires.

All student ID labels must be removed from the NIES Student Questionnaire. Verify that the students completed this. If any were left on the covers, including those NIES Student Questionnaires assigned to students who did not attend the assessment, remove them now, unless these students will be invited to participate in a makeup session.

4G. Organize all NIES Student Questionnaires back into NIES Linking Form order and band them together.

Put all NIES Student Questionnaires back in NIES Linking Form order, including those for absent, excluded, withdrawn, and ineligible students. While you are doing this, check to see that you have one questionnaire for each student listed on the NIES Linking Form regardless of whether or not the student was surveyed.

Then, using a rubber band, band together all the questionnaires for the school. If there are more questionnaires for a school than will fit in one rubber band, band them together by NIES session.

Instructions for packing and shipping the completed NIES Student Questionnaires are covered in chapters 10 and 11, respectively.

4H. Complete Session Debriefing Form.

Complete the Session Debriefing Form and place it in the School Folder.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

_____ 1. If a school participating in the NIES does not want to schedule that survey on the same day NAEP is administered, the school may schedule NIES anytime within two weeks of the NAEP assessment date.

_____ 2. If a student who is scheduled for NIES tells you he/she is not of American Indian or Alaska Native heritage, and there is not time before the assessment begins to check with the school to determine whether or not the student's race/ethnicity was coded correctly, you should ask the student if he/she would mind completing the survey anyway, then determine whether the coding was correct after the session.

_____ 3. Absent student codes include separate codes for student refusal, temporary absence, chronic truants, suspended, and parent refusal.

_____ 4. The NIES Administration Codes are preprinted on the NIES Linking Form and on the NIES Questionnaire; you are responsible for verifying that these numbers match.

_____ 5. On the NIES Student Questionnaire, a student may skip any questions he/she does not feel comfortable answering.

_____ 6. NIES student survey sessions are expected to require about 20 minutes of student time.

_____ 7. Students who arrive late for the NIES survey maybe be admitted at any time because the survey is not timed, and we want to include as many selected students as possible.

_____ 8. Student ID labels on the NIES Student Questionnaire will be removed by Pearson after the questionnaires are linked with students' NAEP assessment results.

Answers: 1-f, 2-t, 3-t, 4-f, 5-t, 6-f, 7-t, 8-f

10 LEADING ASSESSMENT DAY ACTIVITIES: AFTER THE SESSION

The last procedures that must be completed at the school on assessment day will happen after the assessment sessions have ended and all of the materials have been collected and organized. These include continuing to use Part 4 of the QCB to QC check your AAs' work, and using Part 5 of the QCB (The Makeup Session Worksheet) and Part 6 of the QCB (The School Coordinator Debriefing Interview.)

Procedure 1. Verify the Administration Schedule Has Been Completed Accurately

The AA team should have conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this check, report the status of each AA's Administration Schedule in the Assessment QC Record of Part 4 of the QCB.

To conduct a thorough QC check of the Administration Schedules, perform the following checks:

1A. Verify each student listed on the Administration Schedule has an Administration Code entered in column P.

Entering an Administration Code in column **P** of the Administration Schedule (labeled Admin. Code) is the AA's first responsibility after students have been dismissed. Check that:

- the AA entered an Administration Code for each student listed on the Administration Schedule by running your finger down column **P** to verify that there is an entry for every student, and
- the code the AA has entered is consistent with what you have observed during the course of the assessment session.

Note: If a student for whom you have given an accommodation Administration Code is absent for the assessment, verify that the AA has changed that code to the appropriate absent code.

The Administration Codes (also listed in column **Q** of the Administration Schedule) and the guidelines for using them are printed below and on the following pages. Note that the Administration Codes the AA will enter based on the session results are limited to the assessed student codes **10-14**, and the absent codes **40-49**. However, all Administration Codes are listed here for your reference.

Definitions of NAEP Administration Codes in Column Q	
Assessed Students–Original Session	
10	**In session full time**. Assessed in original session.
11	**No responses in booklet**. Student was in original session full time, but there were no responses in the booklet.
12	**In session part time**. Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	**Session incomplete**. Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	**Other, specify on cover**. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Assessed Students–Makeup Session	
20	**In session full time**. Assessed in makeup session.
21	**No responses in booklet**. Student was in makeup session the full time, but there were no responses in the booklet.
22	**In session part time**. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	**Session incomplete**. Specify the reason. Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	**Other, specify on cover**. Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Definitions of NAEP Administration Codes in Column Q (continued)	
Absent Student Codes	
40	**Temporary**. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	**Long-term**. Student has been absent from school 2 weeks or more because of an illness or disability.
42	**Chronic truant**. Student attends school occasionally, if ever.
43	**Suspended**. Includes in-school suspension.
44	**In school, did not attend session**. Student was known to be in school on the day of the assessment but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
45	**Accommodation scheduling problem**. School refused accommodation session due to staffing and/or scheduling issues.
46	**Parent refusal**. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	**Student refusal**. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	**Other, specify on cover**. Use this code for any absence not covered by codes **40-47**. Specify reason on booklet cover (e.g., student came to room too late after session started).
49	**Session/subject refused by school**. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes	
51	**Withdrawn/Graduated**. Student is no longer enrolled in the school.
52	**Unassigned book (unused)**. Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	**Ineligible, never attends campus.** Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	**Ineligible, other.** Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	**Not in Sample (NIS)**. Use this code for any student not sampled but assessed at the convenience of the school.

Definitions of NAEP Administration Codes in Column Q (continued)	
Reasons for Exclusion	
60	**SD – Cannot be assessed.** Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	**SD – Required accommodation not permitted.** Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	**ELL – Cannot be assessed.** Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	**ELL – Required accommodation not permitted.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	**SD & ELL – Cannot be assessed.** Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	**SD & ELL – Required accommodation not permitted.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	**Excluded, but assessed.** Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	**SD – Required accommodation not available.** Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	**ELL – Required accommodation not available.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	**SD & ELL – Required accommodation not available.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

Definitions of NAEP Administration Codes in Column Q (continued)	
Assessed with Accommodations Students assessed with accommodations should always be assigned these codes instead of codes **10-14** or codes **20-24**.	
71	**Bilingual booklet (mathematics only)**. Extended time and small group or one-on-one is assumed for bilingual booklet.
72	**Bilingual dictionary (word-to-word without definitions)**. Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading booklet.)
73	**Large-print booklet.** Usually administered in the regular session.
74	**Extended time**. Assessed with additional time to complete the assessment
75	**Read aloud**. Assessed in regular session if only an occasional word or phrase is to be read aloud. Assessed in separate accommodation session if most or all of the assessment is to be read aloud. (Do not use with reading booklet.)
76	**Small group**. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
77	**One-on-one**. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
78	**Scribe or use of computer**. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers. (Do not use scribe with writing booklet).
79	**Other, specify on cover**. Assessed with some other accommodation, such as Braille. Specify the accommodation on booklet cover.
80	**Breaks during test**. Assign if breaks were taken by the student between sections.
81	**Magnification device**. Assign if student used such special equipment for all or part of the assessment.
82	**School staff administers**. Assign this code if a school staff member needs to read the script and administer the session.

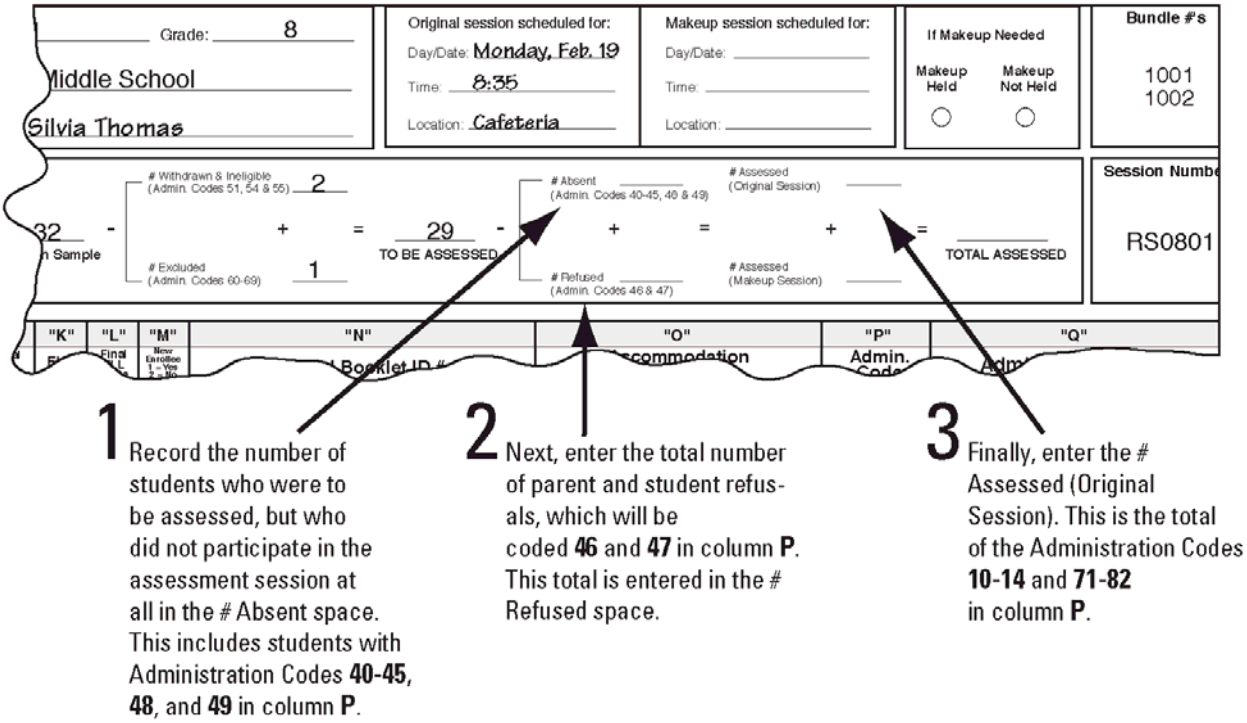
1B. Verify that an Administration Code of 52 has been entered for all unassigned booklets on the Administration Schedule.

Verify that for all unassigned booklets, the AA entered Administration Code **52 – Unassigned book** in column **P** of the Administration Schedule. These are lines on the Administration Schedule where there is a preprinted booklet ID number but the booklet was never assigned to a student.

Note: Blank lines that do not have a booklet number preprinted should not be given an Administration Code.

1C. Verify the summary box has been completed accurately.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded, as described below.



You will need to verify these summary box totals before performing the calculations to determine if a makeup session is necessary.

"Not In Sample" Students, Administration Code 56

If a school required some students to be included in the assessment even though they were not sampled, you will have added the students' names to the bottom of the Administration Schedule prior to the assessment. You will also have entered the Administration Code **56 = Not In Sample** for these students. In column **P** on the Administration Schedule.

Not In Sample students should <u>not</u> be counted in the **# Assessed (Original Session)** at the top of the Administration Schedule.

AAs will also need to record Administration Code **56** on the booklet covers of Not In Sample students.

Procedure 2. Verify That the Booklet Covers Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets were completed properly, but you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and "spot" check that the booklet covers have been completed correctly. As a general rule, run every third or fourth booklet in the stack through the comprehensive series of checks provided below.

This procedure will help you identify if the AA is making any major errors. If you find any errors, consult the AA immediately and jointly check each booklet to make sure the error has not been repeated.

Once you have conducted this check, report the status of each AA's materials in the Assessment QC Record in Part 4 of the QCB.

To conduct a thorough QC check of booklets, perform the following checks:

2A. Ensure all booklets, including those separated during preparation activities, are in Administration Schedule order.

Check that:

- there is one booklet for each selected student regardless of whether or not the student was assessed; and
- all booklets are in Administration Schedule order, including booklets for absent, excluded, withdrawn and ineligible students, and students assessed with a special accommodation booklet.

2B. Verify that ESBQs were removed from student booklets and that Administration Codes were recorded, if necessary.

For schools that require the ESBQ, AAs will be responsible for removing the questionnaires from inside the booklets and placing them in Administration Schedule order. Make sure that the ESBQs were placed in a separate stack and that the AA transferred each Administration Code from the Administration Schedule to the Administration Code boxes on the cover of the corresponding ESBQ.

2C. Ensure each booklet has the correct school ID number.

Check that:

- for grade 4 students, on each booklet, the AA entered the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**; and

- grade 8 and grade 12 students have entered the school number; or, if not, the AA has entered it.

2D. Verify the students recorded their teacher numbers.

Check that all grade 4 and grade 8 students have recorded a teacher number on their booklet. While there is no way you or the AA can know if the student entered the correct teacher number, it is the AA's responsibility to verify that students in fourth and eighth grades entered a teacher number in the proper space on their booklets.

Note: Students in accommodation sessions may have written their teacher's name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the teacher names from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the Roster and let the AA know what the newly assigned teacher number is. You will also need to provide the appropriate additional questionnaire for the school coordinator to give to the teacher.

2E. Verify the correct Administration Codes were transferred from the Administration Schedule to the student booklet covers.

Check that for all students the AA has transferred the student's Administration Code from the Administration Schedule to the front cover of the student's booklet.

2F. Verify that any Administration Code requiring an explanation has one on the front cover.

The Administration Codes **12-14**, **22-24, 48,** and **79** all require, by definition, an explanation of the situation. Verify that each student given one of these codes on the Administration Schedule and booklet cover has a clear explanation written on the booklet front cover.

2G. Verify the "Accommodations" box on the front cover has been coded.

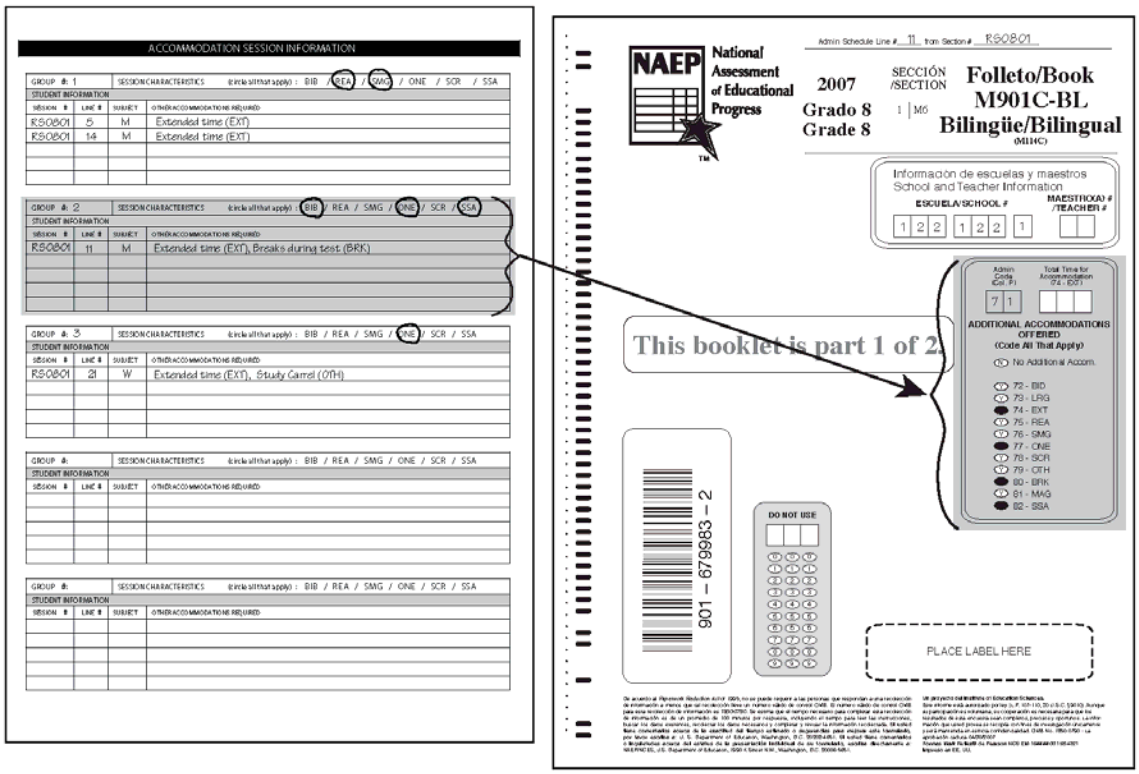
In order to collect all of the information about the students assessed with accommodations, a box to record **Additional Accommodations Offered** has been added to the student booklet cover. As described earlier, for each student requiring at least one accommodation you will provide this information to your AAs via the Assessment Information Form, as shown below.

For students requiring <u>only one</u> accommodation, check that the AA has

- recorded the Administration Schedule Accommodation Code in the **Admin. Code (Col. P)** boxes; and
- shaded the "**N**" next to the "No Additional Accommodations."

For students requiring more than one accommodation, check that the AA has

- recorded the Administration Schedule Accommodation Code in the **Admin. Code (Col. P)** boxes,
- shaded the "**Y**" oval next to each additional accommodation the student required, and
- not shaded the "**Y**" oval for the accommodation entered in the Administration Code boxes.



For students requiring no accommodations, check that the AA has left the Additional Accommodations Offered box blank.

2H. Verify that students who required the extended time accommodation (74-EXT) have the "Total Time" recorded on the front cover.

For students given the extended time accommodation, check that in the **Total Time for Accommodation (74-EXT)** boxes on the booklet cover the AA has:

- entered the total number of minutes the student took to complete the cognitive sections of the assessment booklet;
- entered "**050**" if a student who was offered extended time did not take more than the standard 50 minutes of time to complete the cognitive sections; and

- not entered a number of minutes that is more than three times the regular time allocated for the cognitive sections of the booklet (i.e., no more than 150 minutes), which is the limit for the extended time accommodation.

Note: Extended time is assumed for all students who are assessed in a small group or one-on-one setting. Students assessed in these settings will require this information on the booklet cover.

2I. Verify student ID labels are removed from booklets.

All student ID labels must be removed from the booklets. Following the session script, the AA should have instructed students to do this before they were dismissed from the assessment session. Check that AAs removed the labels from all booklets, including those belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

2J. Verify that ancillary materials are removed from booklets.

Check that the AA has removed all ancillary materials from the student booklets.

2K. Ensure all booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

Verify that:

- the correct Administration Schedule is placed on top of each stack, and
- the Administration Schedule is not banded with the booklets—this will tear the edges.

Procedure 3. Complete School Staff Questionnaire Activities

To complete questionnaire activities, do the following:

3A. If necessary, gather questionnaires from school staff.

Collect any outstanding school staff questionnaires from the school coordinator. If a questionnaire has been completed online, you do not need to collect the hard-copy version.

Note: SD and/or ELL Questionnaires must be completed only in hard-copy form. You should have collected them at the preassessment visit. If you did not collect all of them prior to the assessment, collect them now.

At this point, if you find there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members before you leave the school. If this is not possible, you must leave a postage-paid Supplemental

Shipping Envelope (included in your bulk supplies) with the school coordinator so that the school can return the completed questionnaires directly to Pearson.

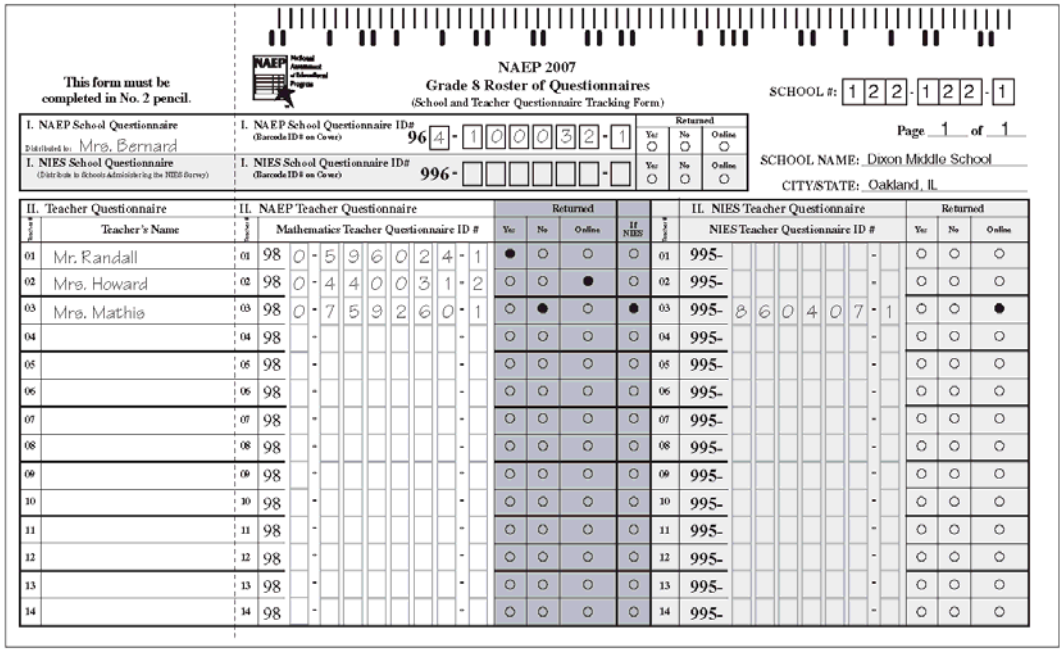
If the school is participating in the NIES, and the school has elected to conduct the student survey on assessment day, collect any outstanding NIES school staff questionnaires at this time. Any NIES questionnaires that are not returned to you before you leave the school must be returned by the school in the Supplemental Shipping Envelope directly to Pearson. NIES and NAEP questionnaires can be combined in one Supplemental Shipping Envelope.

3B. Update the status of questionnaires on the Roster of Questionnaires.

As completed questionnaires are returned to you, in the **Returned** column in the NAEP section on the original Roster:

- shade the **Yes** oval for hard-copy questionnaires;
- shade the **Online** oval for questionnaires completed electronically; or
- shade the **No** oval for any questionnaires not completed online or returned.

If the school is participating in the NIES, shade in the appropriate ovals in the **Returned** column in the NIES section of the Roster as completed questionnaires are returned to you.


This form must be completed in No. 2 pencil.

NAEP 2007
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 122-122-1

Page 1 of 1

SCHOOL NAME: Dixon Middle School

CITY/STATE: Oakland, IL

I. NAEP School Questionnaire — Distributed to: Mrs. Bernard — I. NAEP School Questionnaire ID# (Barcode ID# on Cover) 964-1000032-1 — Returned: Yes ○ No ○ Online ○

I. NIES School Questionnaire (Distribute to Schools Administering the NIES Survey) — I. NIES School Questionnaire ID# (Barcode ID# on Cover) 996- — Returned: Yes ○ No ○ Online ○

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Returned				II. NIES Teacher Questionnaire		Returned		
Teacher #	Teacher's Name	Teacher #	Mathematics Teacher Questionnaire ID #	Yes	No	Online	If NIES	Teacher #	NIES Teacher Questionnaire ID #	Yes	No	Online
01	Mr. Randall	01	98 0-5962402-1	●	○	○	○	01	995-	○	○	○
02	Mrs. Howard	02	98 0-4400331-2	○	○	●	○	02	995-	○	○	○
03	Mrs. Mathis	03	98 0-7592601-1	○	●	○	●	03	995- 860407-1	○	○	●
04		04	98 -	○	○	○	○	04	995-	○	○	○
05		05	98 -	○	○	○	○	05	995-	○	○	○
06		06	98 -	○	○	○	○	06	995-	○	○	○
07		07	98 -	○	○	○	○	07	995-	○	○	○
08		08	98 -	○	○	○	○	08	995-	○	○	○
09		09	98 -	○	○	○	○	09	995-	○	○	○
10		10	98 -	○	○	○	○	10	995-	○	○	○
11		11	98 -	○	○	○	○	11	995-	○	○	○
12		12	98 -	○	○	○	○	12	995-	○	○	○
13		13	98 -	○	○	○	○	13	995-	○	○	○
14		14	98 -	○	○	○	○	14	995-	○	○	○

3C. Verify that the covers of the questionnaires have been filled out accurately and completely.

For completed hard-copy questionnaires, you will need to

- enter any missing information on the cover, and
- review all information entered on the cover to make sure that it is accurate.

For information on how to complete the front covers of all questionnaires, refer to chapter 3.

Impacts Statistical Validity

It is absolutely critical that you stop and perform a QC check at this point. If the covers of the school staff questionnaires have not been completed accurately, it will seriously affect the quality of data collected for the school.

3D. Remove the label on the front cover of each questionnaire.

Before giving the questionnaires to the school coordinator, you affixed a removable label to the front cover of each SD, ELL, School, and Teacher Questionnaire. Remove this label from each questionnaire before packing the questionnaires in the Session Box to send to Pearson. Destroy the labels.

If the school is participating in the NIES, be sure to remove the labels from the NIES School and Teacher Questionnaires as well.

Remember: No names may leave the school on completed assessment materials.

3E. Verify that each Roster of Questionnaires has been filled out accurately and completely.

Verify that each Roster has been completed accurately and fully by

- entering any missing information on the Roster(s), and
- reviewing all information that is entered to make sure that it is correct.

For information on how to complete the Roster(s), refer to chapter 3.

Procedure 4. Determine Whether or Not a Makeup Session Must Be Held

When assessment attendance at a school is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session), # Refused,** and **# Absent.** It is your responsibility to compute the response rate for the school and determine if a makeup is necessary.

- To calculate the assessment attendance, use the Makeup Session Worksheet located in Part 5 of the QCB (see sample below). Round percentages to the nearest whole percent.
- If a makeup session is not required, complete the **# Assessed (Makeup Session)** and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. Enter "0" for **# Assessed (Makeup Session)** and enter the same number as **# Assessed (Original Session)** on the **TOTAL ASSESSED** blank.
- If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

If the school is participating in the NIES and a makeup session needs to be held for NAEP, plan to also hold a makeup session for NIES, if there were any students absent from the NIES session(s) on the same day as the NAEP makeup session. If a makeup session is not needed for NAEP, there will be no makeup session for NIES in the school either.

Part 5:
Makeup Session Worksheet

If the assessment attendance at a school is less than 90%, a makeup session must be held.

Use the steps listed below to calculate the assessment attendance percentage and determine if a makeup session needs to be scheduled.

1. Calculate the total of the "**TO BE ASSESSED**" values of all sessions.	TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 1. _____
2. Calculate the total of the **# Refused** values of all sessions PLUS any students coded as "49-Session/subject refused by school"	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 2. _____
3. Subtract the total of the **# Refused** from the total of the **TO BE ASSESSED.** **Subtract Line 2 from Line 1**	3. _____
4. Calculate the total of the **# Assessed (Original Session)** values for all sessions.	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 4. _____
5. Calculate the assessment attendance percent. **Divide line 4 by line 3 and then multiply by 100.**	5. _____
6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? **(Rounded to the nearest whole percent.)**	6. Yes ☐ No ☐ *Check One*

Procedure 5. Organize the NAEP Storage Envelope

In order to properly organize the NAEP Storage Envelope, perform the following steps:

5A. Prepare materials for the NAEP Storage Envelope.

After verifying that information entered on all the forms is complete and accurate:

- **Make a set of copies of the Roster of Questionnaires and all completed original Administration Schedules with student names:**
  - make one copy of each of the original Administration Schedules,
  - make one copy of each of the Rosters, and
  - make one copy of each page of the Inclusion Worksheet.

If you conducted the NIES survey at the school, make one copy of the NIES Linking Form.

- **Remove names from Administration Schedules, Rosters, and the Inclusion Worksheet:**
  - tear off the list of student names (columns **A**, **B**, and **C**) at the perforated edge of each Administration Schedule,
  - remove the list of teacher names from each Roster by tearing at the perforated edge, and
  - remove the list of student names from the Inclusion Worksheet (scissors are best used for this task, as the paper is not perforated).

If you conducted the NIES survey at the school (either on assessment day or on a date following the assessment) remove the names from the NIES Linking Form. The form is not perforated so use scissors to do this.

- **For the School Folder make one more set of copies of**
  - each of the Administration Schedules <u>without the student names</u>, and
  - each of the Rosters <u>without the names</u>.

Place these copies in the School Folder. Keep the originals of the Inclusion Worksheet and NIES Linking Form (if necessary), without student names, in the School Folder.

5B. Place materials in the NAEP Storage Envelope.

Place the following documents into the NAEP Storage Envelope to be left at the school:

- the teacher name list(s) from each Roster of Questionnaires,
- the student name list(s) from the Administration Schedule(s),
- the student name list(s) from the Inclusion Worksheet(s),
- a copy of each Roster of Questionnaires (with names),
- a copy of all original Administration Schedules (with names),
- a copy of the Inclusion Worksheet(s) (with names), and
- all other copies of the Administration Schedules used by the NAEP team for the assessment.

If you conducted the NIES survey at the school (either on assessment day or on a date following the assessment) place these NIES documents in the NAEP Storage Envelope, too:

- original list of student and teacher names from the NIES Linking Form, and
- a copy of the NIES Linking Form (with names).

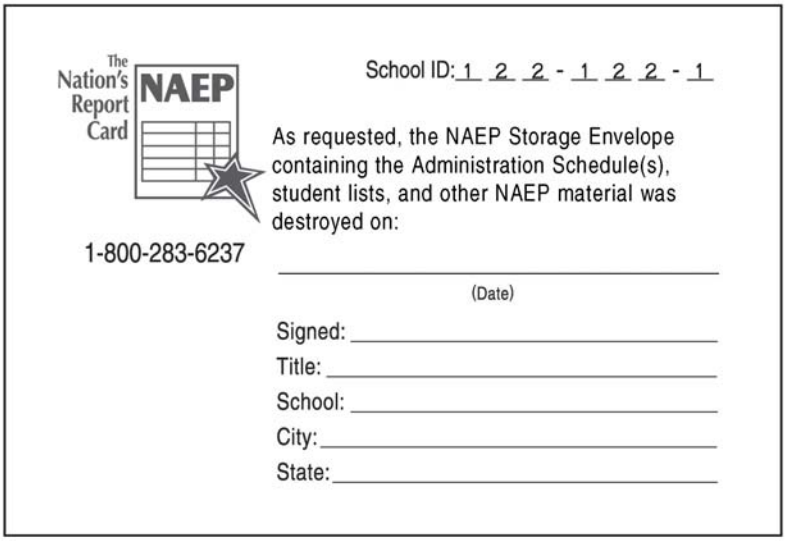
Note for Steps 5A and 5B:

If a makeup session will be held at the school:

- Leave the names attached to the Administration Schedule and Roster of Questionnaires.
- Fold back the names and make one copy of the Administration Schedule and Roster of Questionnaires for your School Folder.
- Leave the Administration Schedules and Roster with the names attached in the NAEP Storage Envelope at the school to be accessed on the day of the makeup session(s).
- After the makeup session(s), the AA will finalize the NAEP Storage Envelope and provide you with final copies of the Administration Schedule and Roster of Questionnaires for the School Folder.

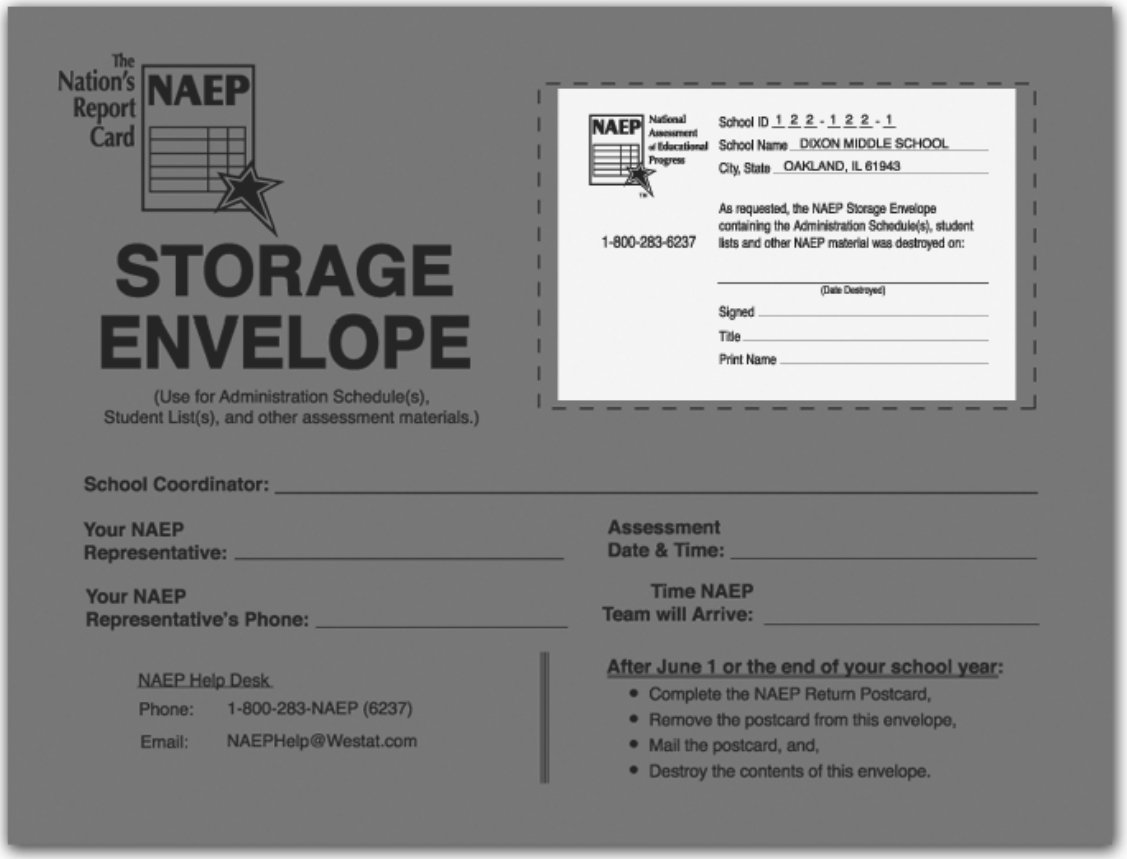
5C. Record the NAEP school ID number on the "Destroy by" postcard.

Record the school ID number (from the Administration Schedule) in the space provided on the "Destroy by" postcard, as shown on the example below.



5D. Staple the "Destroy by" card to the front of the NAEP Storage Envelope.

Staple the "Destroy by" card to the front of the NAEP Storage Envelope in the upper-right corner, as shown here:



Procedure 6. Perform Final Check of Session Box Materials

To conduct a final check of the Session Box materials, perform the following:

6A. Receive Session Box from AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, the AA will pack the session materials in the Session Box and give the box to you.

It is your job to make sure that the AA packs the Session Box properly and returns it to you.

6B. Place completed questionnaires in Session Box.

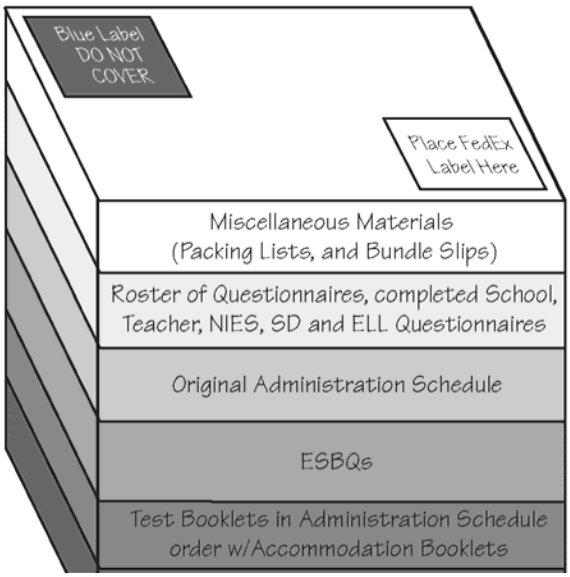
Once you have received the Session Boxes from the AAs, place the school staff questionnaires you have collected from the school coordinator in Session Box 01 along with the completed original Roster of Questionnaires. Place the questionnaires underneath the packing lists and bundle slips, as shown in the diagram below.

If there are NIES school staff questionnaires at the school, place these in Session Box 01 underneath the NAEP school staff questionnaires.

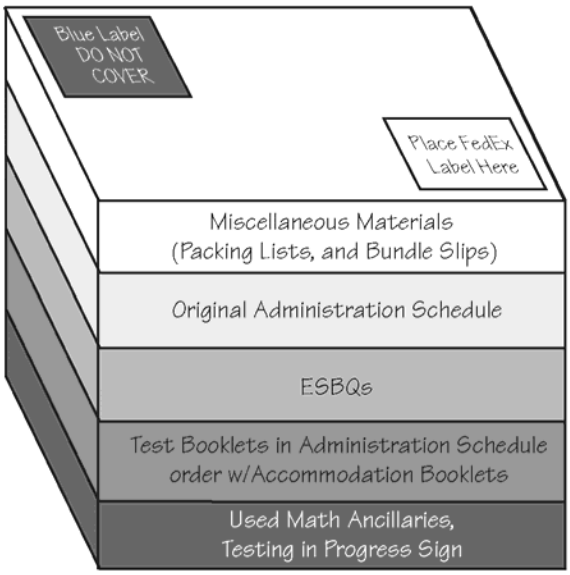
6C. Verify the boxes are packed according to Pearson procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagrams below.

Session 01 Box



Remaining Session Box(es)



Here, you are conducting a final comprehensive check of the Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all his/her responsibilities following the assessment, and that you have included all other required materials.

Double-check the following:

- There is an original Administration Schedule without names in each Session Box. **Verify that the AA has included the original (blue) Administration Schedule and NOT a photocopy.** You will need to place any copies of the Administration Schedule(s) in the NAEP Storage Envelope.
- The ancillary materials are included in the box to be mailed to Pearson, except for used **foam shapes (mathematics manipulative set "K"), used rulers** and **protractors, used writing** ancillaries and **used writing brochures** (you will leave these for the school).

Note: If a school refuses to allow a session to be conducted, code all assigned booklets **49–Session Refused** on the Administration Schedule. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. Return the refused Session Box of materials to Pearson with the other Session Boxes.

If the school is participating in the NIES,

- and the student survey was conducted on assessment day, be sure to place the NIES Student Questionnaires in Session Box 01, under the NAEP test booklets (non-Bureau of Indian Affairs (BIA) schools only).
- and the student survey will be conducted on a day following assessment day, you may hold the NAEP Session Boxes 1 extra day to include the NIES Student Questionnaires in Session Box 01. If the survey is conducted more than 2 days after assessment day, you must ship the NAEP Session Boxes without the NIES Student Questionnaires, and then return the Student Questionnaires to Pearson in a Supplemental Shipping Envelope after the NIES survey sessions have been completed at the school (non-BIA schools only).
- and the school is a BIA school, the Student Questionnaires will have been shipped to you in a separate box. Use this box to return all NIES Student Questionnaires for the school to Pearson, separate from any NAEP session materials.

6D. Receive bulk supply session materials from the AA.

Following the assessment, the AA will have a number of materials that should be returned to you. These include:

- all calculators;
- all unused ancillaries;
- extra pencils;
- session timer; and
- any extra "Testing in Progress" signs that you may have provided from your bulk supplies (the signs that were shipped in the session boxes should be returned in the session boxes).

During this final QC check, ask for these materials if you have not received them from the AA.

Procedure 7. Complete School Debriefing Activities

7A. Review Session Debriefing Form.

The Session Debriefing Form, shown and described in chapter 1, is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup, accommodation, and NIES sessions. Instructions for completing this form are provided in chapter 6 of the AA Manual.

After the AA completes the form, you will need to review it. If any problems or unusual situations arose during the administration of the assessment, speak with the AA about them. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved. If no unusual situations or problems occurred, it is not necessary to speak with your AA about the information he/she wrote on the form.

After you have reviewed the form, initial it in the space provided in the top-right corner.

7B. Debrief school coordinator.

What you need to know:

- You arranged this interview during the preassessment visit.
- The interview should take no more than 5-10 minutes.
- The Rule: the interview should be conducted only on the day of the original assessment.
- The Exception to the Rule: if you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope, used ancillary items, and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the interview over the telephone and confirm he/she has received the NAEP Storage Envelope.
- For makeup session(s), contact the school coordinator following the makeup session(s) only if something unusual happened during the session.

What you need to do:

- Use the scripted debriefing questionnaire in Part 6 of the QCB to conduct the interview and record the school coordinator's answers to the questions.
- Obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation.

- If the school participated in the NIES survey or ESBQ, ask an additional question about the survey activities.

- Thank the school coordinator, leave the NAEP Storage Envelope, give the school coordinator any used rulers, protractors, mathematics foam shapes, and writing brochures, and present the School Certificate of Appreciation.

Debriefing Notes (continued):

_____

6-8. IF NIES OR ESBQ: Your school participated in [STUDY NAME]. Do you have any comments about your school's participation in this study?

- Record comments:

_____

6-9. Discuss any issues documented on the Session Debriefing Form that should be brought to the school coordinator's attention.

6-10. I have placed copies of all documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June 1st or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

6-11. Thank you for everything you have done to make this a successful assess
Certificate of Appreciation I'd like to give the school as a token of our appre
participation.

Give the school coordinator the School Certificate of Appreciation.

6-12

6-4. Did anyone meet with the students to explain the purpose of the assessment?

- ☐ Yes
- ☐ No
- ☐ Don't know

6-5. Did the students receive any special instructions to prepare them for the assessment?

- ☐ Yes
- ☐ No
- ☐ Don't know

- If yes, specify type of instructions received:

_____

6-6. Will the students receive (or have they already received) something from the school for participating in the assessment?

- ☐ Yes
- ☐ No
- ☐ Don't know

- If yes, specify what (e.g., food, candy, money, party):

_____

6-7. Do you have any feedback about the material you received from NAEP (publications, letters, etc.)?

- ☐ Yes
- ☐ No
- ☐ Don't know

- Record comments:

_____

6.2

Part 6: School Coordinator Debriefing Interview

Directions: Complete with the school coordinator before leaving the school on assessment day.

6-1. Overall, how do you think the assessment(s) went in your school? Would you say:

Read aloud and check the appropriate box.

- ☐ Very well
- ☐ Satisfactorily
- ☐ Unsatisfactorily

6-2. How well did the instruction brochure you received with the preassessment packet prepare and direct you in performing the school coordinator tasks? Would you say:

Read aloud and check the appropriate box.

- ☐ Very well
- ☐ Satisfactorily
- ☐ Unsatisfactorily

6-3. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

Read aloud and check the appropriate box.

- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ No feedback

- Record comments:

_____

6.1

7C. Schedule a makeup session with school coordinator, if necessary.

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

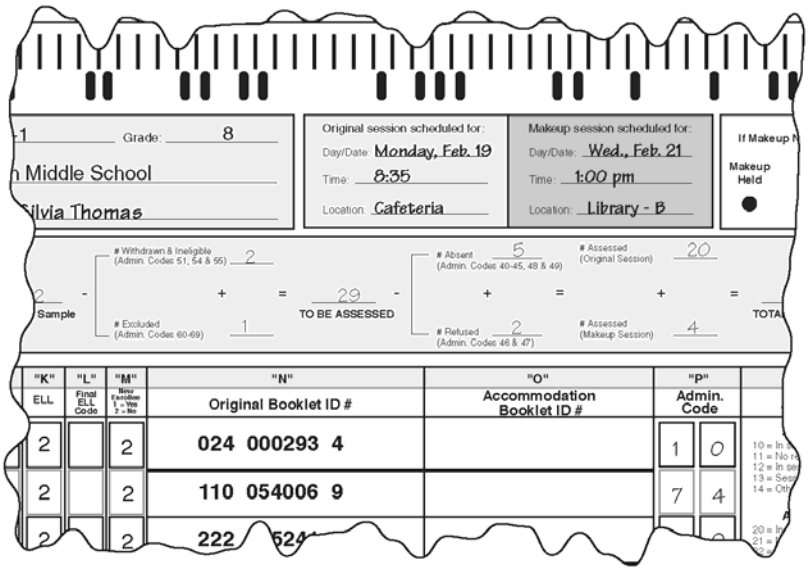
- hold one makeup at a school (unless the school had assessments at more than one grade),
- invite all students who were absent (not refused);
- all makeup session students can be assessed in a single location even if the students are listed on more than one Administration Schedule.

- if the NIES survey was conducted at the school and any students were absent from the survey session, hold an NIES makeup session immediately after the NAEP makeup session.

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. If the school is still reluctant, be sure to record the situation and discuss the matter with your supervisor immediately. In some situations, a makeup may be difficult (e.g., in the case of chronically absent students).

If a makeup session is needed, but refused by the school, shade in the **Makeup Not Held** oval at the top of the Administration Schedule.

Once the makeup session is scheduled, record the date, time, and location of the session in the box provided at the top of the Administration Schedule.



Record the date of the makeup session in the SCS so that Pearson knows when to expect the Session Boxes for the school. See the *SCS User's Guide* for more information.

Procedure 8. Arrange With Staff to Conduct Makeup Session, If Necessary

If a makeup session is required, complete the following:

8A. Assign AA to conduct session.

Because the AAs conducting the makeup sessions will be returning to the school without you and the other team members, when possible, choose one or two of your most competent AAs to conduct all makeup sessions.

8B. Notify AA about conducting makeup session.

Before your assessment team leaves the school on assessment day, notify the AA you have scheduled to conduct the makeup session. Be sure to give an Assessment Information Form to the AA that provides the time, date, and location where the makeup will take place and other pertinent information. If the AA is not present at the school on the original assessment day, e-mail and call the AA with his/her new assignment.

Detailed instructions for conducting the makeup session, coding the booklet covers, and packing the Session Box are included in chapter 7 of the *AA Manual*.

8C. Give the AA the session materials to conduct the makeup session.

The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Be sure to give the AA assigned to conduct the session the materials he or she needs before leaving the school on assessment day and remind the AA about security and confidentiality procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to him/her as soon as possible.

Guidelines for conducting makeup session are included in the *AA Manual*.

Security and Confidentiality

Be sure the AAs know how to protect the security of these materials in the interim by following the NAEP security and confidentiality guidelines. Review these procedures with the AA before handing the materials to him/her.

If an NIES makeup session will also be conducted, you, instead of the AA, will need to conduct both the NAEP makeup session and the NIES makeup session at the school.

After conducting the makeup session, the AA will return the assessment materials to you. You will be responsible for shipping the Session Box(es) to Pearson as soon as possible after the makeup session.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

_____ 1. If a makeup session needs to be scheduled at a school, typically you, as the AC, will come back to conduct the session, rather than an AA.

_____ 2. Entering an Administration Code in column **P** (labeled Admin. Code) of the Administration Schedule is the AA's first responsibility after students have been dismissed.

_____ 3. If a School Staff Questionnaire has been completed online, you do not need to collect the hard-copy version.

_____ 4. For makeup session(s), contact the school coordinator following the makeup session(s) only if something unusual happened during that session.

_____ 5. Except for calculators and timers, all other bulk supplies (the used foam shapes, rulers, protractors, "Testing in Progress" signs, and extra pencils) can be left at the school as a token of NAEP's appreciation for the school's participation.

_____ 6. The debriefing interview with the school coordinator typically takes 20-25 minutes, although it's safer to allow half an hour.

_____ 7. The NAEP Storage Envelope remains at the school after the assessments are completed until the end of the school year.

_____ 8. "Total Time" (the total number of minutes the student took to complete the cognitive sections of the assessment booklet) should be recorded on the cover of the student's booklet for all students who were given the extended time accommodation.

Answers: 1-f, 2-t, 3-t, 4-t, 5-f, 6-f, 7-t

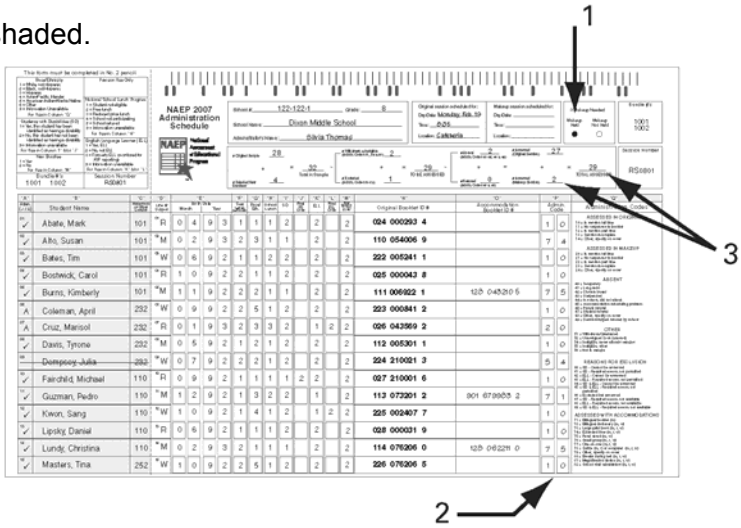
11 COMPLETING ACTIVITIES AFTER LEAVING THE SCHOOL

Procedure 1. Conduct a Quality Control Check of Makeup Session Materials, If Necessary

If a makeup session was conducted, it is your responsibility to conduct a quality control check of the AA's work with the makeup session materials before you prepare the session materials for shipping.

The AA will enter results from the makeup session on the Administration Schedules. On each Administration Schedule:

1. Make sure the "Makeup Held" oval is shaded.
2. Verify the AA changed the Administration Code for each student who participated in the makeup session. For students taking the regular assessment, the AA should have erased the initial absent code and entered one of the "Assessed in Makeup Session" codes (**20**–**24**). For students who required an accommodation, the AA should have recorded the original accommodation code you gave to the student.



3. Check that the AA completed the remaining entries in the summary box. The number of students who participated in the makeup session should be written on the line labeled "# Assessed (Makeup Session)." This number should be added to the "# Assessed (Original Session)" and the sum written on the line labeled "TOTAL ASSESSED."

4. After you've finished checking the Administration Schedules, check the booklet covers. Using the information from the Administration Schedules, review the booklet covers for all students invited to attend the makeup session. Ensure that the covers are coded correctly, according to the same procedures for coding booklet covers in a regular session (as described in the AA manual).

Procedure 2. Ship Session Boxes to Pearson

You are responsible for shipping the completed materials to Pearson as soon as possible after the session, no later than 1 day after the assessment or makeup session.

Security and Confidentiality Alert

It is critical that materials are shipped to Pearson no later than 1 day following the assessment session(s) or makeup session. Receiving materials in a timely fashion helps ensure the security of completed assessment materials.

If you have NIES materials to ship for the school and the survey did not take place on assessment day, you may hold the NAEP materials 1 additional day in order to include the NIES materials in the Session Box. If the survey is conducted more than 2 days after assessment day, you must ship the NAEP Session Boxes without the NIES Student Questionnaires, and then return the Student Questionnaires to Pearson using the special envelope and FedEx label supplied by Pearson for this purpose (or the separate box for BIA schools) after the NIES survey activities have been completed at the school.

In order to ensure the materials are properly sent, complete the following:

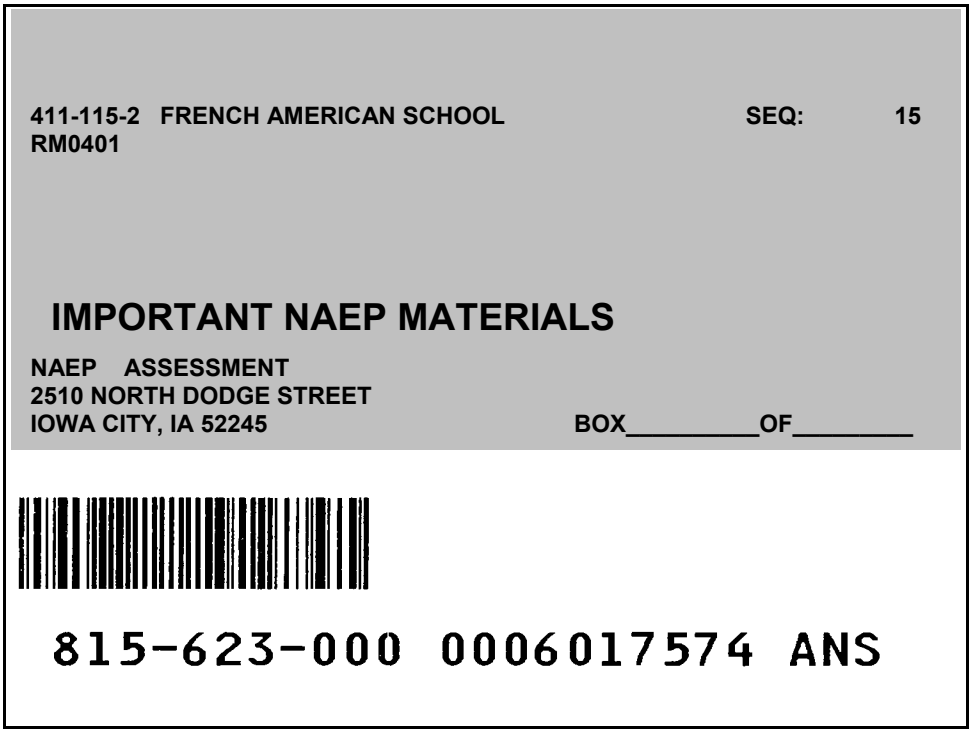
2A. Attach the FedEx return labels to the boxes.

Place a pre-addressed “FedEx Express” 2-day return label on each box to be returned (see example on next page).

The FedEx tracking number is scanned at the time of pickup, so do not make any alterations to the label or use a photocopied label. FedEx will not accept packages with altered or photocopied return labels. If you do not have enough FedEx return labels (one is required for each box), call Pearson at 1-888-627-6237.

2B. Complete the green label on each box.

Each Session Box will arrive from Pearson with a green label on the side that says "Important NAEP Materials." On the "Box __ of __" line, fill in the number sequence of the boxes being returned for the school (for example, Box 1 of 3, Box 2 of 3, etc). These numbers are important because they help confirm that all boxes are received at Pearson. If the green label has become damaged, replace it with the extra label provided in the Session Box.



2C. Arrange for FedEx to pick up the boxes.

You may drop off the boxes at any FedEx location or call 1-800-GOFEDEX (1-800-463-3339) to schedule a pickup. Do not leave the boxes unattended for pickup. Do not leave the boxes at the school or other FedEx pick-up location unattended. You may give the sealed boxes to an AA to drop off at a FedEx location, if necessary.

If you call FedEx for a scheduled pickup, have the following information available when you call:

- **Shipping type: Express or Ground** (This is critical, as FedEx has different business units for ground and air, which do not overlap. Express will be used for session shipments. Ground will be used for returning bulk materials at the end of your assessment period);
- contact name;
- contact telephone number;
- pickup address;
- Zip Code (the representative will then verify the city by the Zip Code provided);
- the number of boxes you are returning; and
- the average package weight (use 8 pounds per Session Box, 15 pounds per bulk box).

FedEx will give you a confirmation number and the date of the pickup. In most cases, your pickup will be scheduled for the following business day or the date you requested. In some large metropolitan areas, if you call FedEx early in the day, your pickup may be scheduled for the same day as your call.

2D. Destroy the remaining labels.

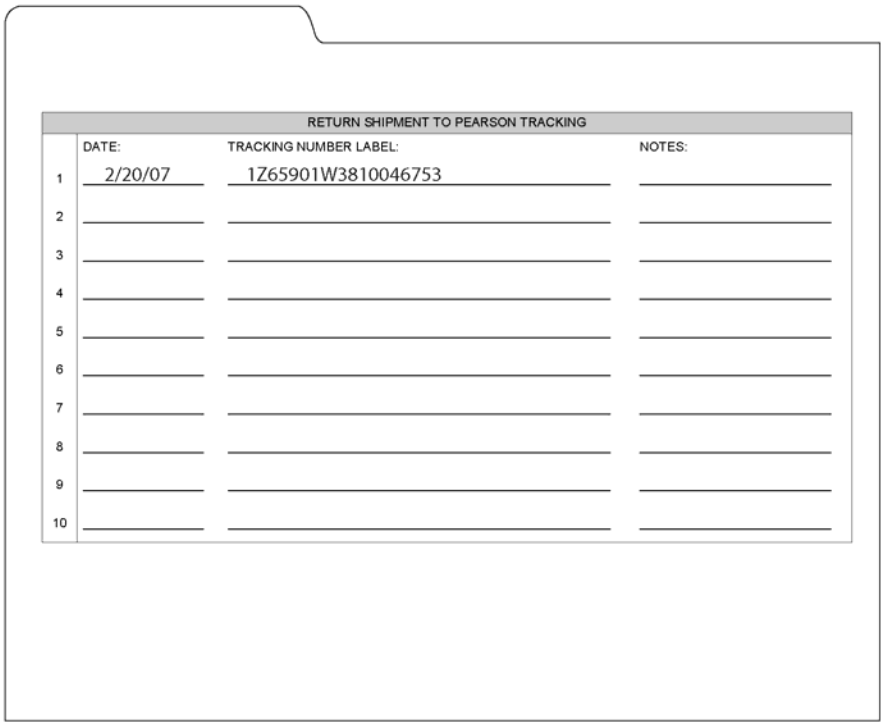
After returning your materials for this project, any remaining Fed Ex labels must be destroyed. These are project-specific labels and cannot be reused.

Procedure 3. Record Shipping Information on the School Folder and Quality Control Booklet

At the bottom of the FedEx return shipping label, there is a small peel-off label preprinted with the tracking number.

Peel off the label with the tracking number and affix it to the back cover of the School Folder. Then, in the space provided next to the tracking number, record the date you shipped the box.

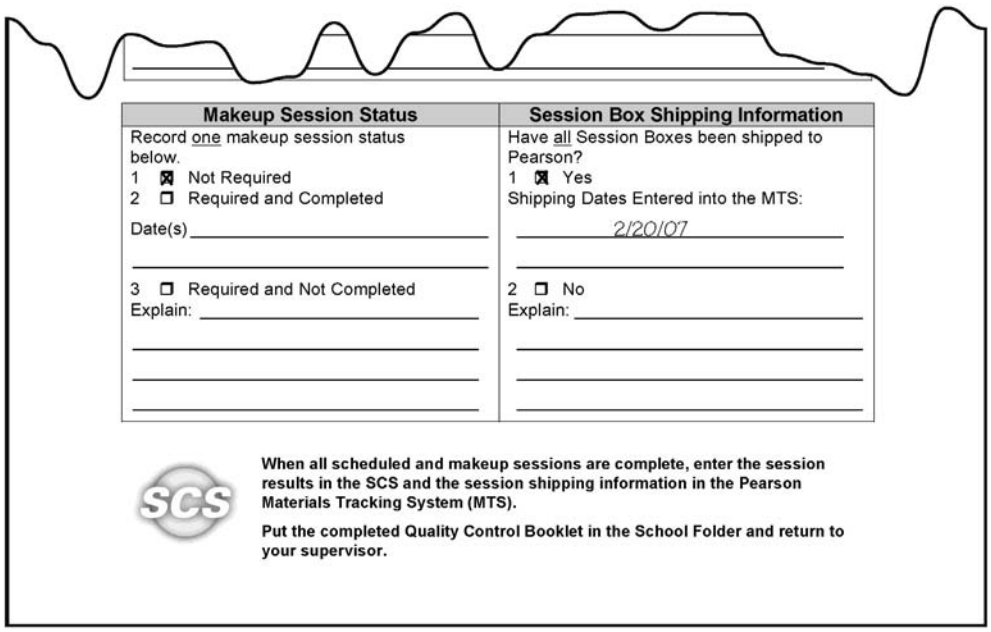
If the NIES session was conducted more than 2 days following the NAEP assessment, you will ship the NIES Questionnaires separately from the NAEP Session Boxes, as described in Procedure 2. Don't forget to include the tracking number for the separate NIES shipment on the back cover of the School Folder.



RETURN SHIPMENT TO PEARSON TRACKING

	DATE:	TRACKING NUMBER LABEL:	NOTES:
1	2/20/07	1Z65901W3810046753	
2			
3			
4			
5			
6			
7			
8			
9			
10			

Enter the Makeup Session Status and the Session Box Shipping Information on the back cover of the Quality Control Booklet.



Makeup Session Status	Session Box Shipping Information
Record one makeup session status below. 1 ☒ Not Required 2 ☐ Required and Completed Date(s) _____ 3 ☐ Required and Not Completed Explain: _____	Have all Session Boxes been shipped to Pearson? 1 ☒ Yes Shipping Dates Entered into the MTS: 2/20/07 2 ☐ No Explain: _____

When all scheduled and makeup sessions are complete, enter the session results in the SCS and the session shipping information in the Pearson Materials Tracking System (MTS).

Put the completed Quality Control Booklet in the School Folder and return to your supervisor.

Procedure 4. Enter Assessment Information into the School Control System and the Materials Tracking System

The following table outlines the information you need to enter into the SCS and MTS. The *SCS User's Guide* has details on how to enter this information.

Session Disposition/Type	SCS Entry	MTS Entry
Makeup session is scheduled	The scheduled makeup date.	N/A
Completed session	From the Summary Boxes of the Administration Schedules in the School Folder, enter the: • number of students in the new enrollee sample; • number of withdrawn, ineligible, excluded, and absent students; • number of refusals (parent and student); and • number of students assessed in the regular and makeup sessions. From the completed SD/ELL Summary Form: • enter SD/ELL information.	From the School Folder, enter: • the ship date for each Session Box; and • the tracking number for each Session Box.
NIES session	From the NIES Linking Form, on the "Special Studies" tab, enter: • number of newly added students; • number of withdrawn, ineligible, excluded, and absent students; • number of refusals (parent and student); and • total number of students surveyed in the regular session and makeup session.	• N/A, if NIES student survey was conducted on the assessment day. • If NIES student survey materials were shipped separately from the NAEP session boxes, from the School Folder, enter: - the ship date; and - the tracking number of the NIES shipment (envelope or box).
All sessions for the school are complete	Update the "Assessment Complete?" field from **No** to **Yes**.	N/A

Procedure 5. Report Assessment Progress to Your Supervisor

Once the assessments start, the weekly telephone calls you conduct with your supervisor will change from reporting the status of your preassessment calls and visits to reporting your assessment progress.

Have ready the School Folders and all other materials you will need for the call. See page 3.7 for more information on preparing for this call.

At this stage of the assessment process, your call with your supervisor will include reporting:

- the schedule of AAs assigned to upcoming assessments,
- the performance of AAs (see next page),
- the shipment of assessment materials,
- the status of SCS entries,
- observations conducted by NAEP staff, and
- staffing or other problems you have or may encounter.

Voice of Experience: Addressing Important Questions or Issues

If you have a question or issue that requires immediate attention, do not wait for your scheduled call to contact your supervisor. If he/she is unavailable, contact your field manager or the NAEP staff Help Desk at 1-888-283-NAEP (6237).

Discussing AA Performance With Your Supervisor

If you are experiencing performance problems with an AA, as discussed in the *Leadership* magazine, you will first want to discuss the problem directly with the AA, documenting the problem, any discussion you had with him/her, and the situation's resolution or outcome. It is a good idea to put this documentation in the form of an e-mail to your supervisor.

Your weekly report call is the time to inform or update your supervisor about the problem and discuss the actions you have taken so far. Your supervisor is required by a new Westat corporate policy to complete a Documentation Log for any performance problems with a field staff member (both ACs and AAs)—your supervisor will use the information you provide to complete this form.

If you are unsure how to proceed with an AA with whom you are experiencing difficulties, discuss the situation with your supervisor as soon as possible. Your supervisor can offer valuable suggestions for working with your team of AAs, especially in problematic situations. Do not delay in discussing AA problems with your supervisor—the NAEP field period is very short, and most problems can be corrected quickly, providing you with a quality, effective team member for the remainder of the assessment period.

At the conclusion of the assessment period, you and your supervisor will complete an evaluation form for each AA (see chapter 12 for a complete discussion of the new Westat Field Staff Evaluation Form). If you report problems with an AA's performance on this form, you and your supervisor are required to have written documentation to back up the ratings you give the AA. Therefore, you must document in writing all performance problems with an AA and discuss them with your supervisor at the time the problem arises—not at the end of the assessment period.

Procedure 6. Finalize School Folders

Within 24 hours of each weekly reporting call, you will need to ship to your supervisor the School Folders for assessments conducted during the previous week.

Finalize each School Folder by verifying the following items are included:

- completed Quality Control Booklet;
- a copy of the final Administration Schedule(s) for each session (without names);
- a copy of the final Roster(s) of Questionnaires (without names);
- the original Inclusion Worksheet(s) (without names);
- dated copy of Parent/Guardian Notification Letter;

- signed Teacher Observer Letters, if applicable;
- signed Accommodation Teacher Letters, if applicable;
- original NIES Linking Form (without names), if applicable;
- completed Session Debriefing Form for each session;
- Student Sampling Summary Report, if one came in the Folder;
- Special Situation Form, if one came in the Folder;
- if a nonpublic school, all recruitment documents that came in the School Folder; and
- the tracking number from the shipping label for each Session Box sent to Pearson (on the back of the folder in the space provided).

A list of these materials is printed on the School Folder Transmittal Form (shown in chapter 1). Put your initials next to each item in the School Folder on the Transmittal Form and then keep a copy for your files.

Procedure 7. Ship School Folders to Your Supervisor

Once the School Folders are complete, ship them to your supervisor via FedEx.

Note: Use the blank FedEx labels to send the folders to your supervisor, not the preprinted FedEx labels that you use to return the Session Boxes to Pearson.

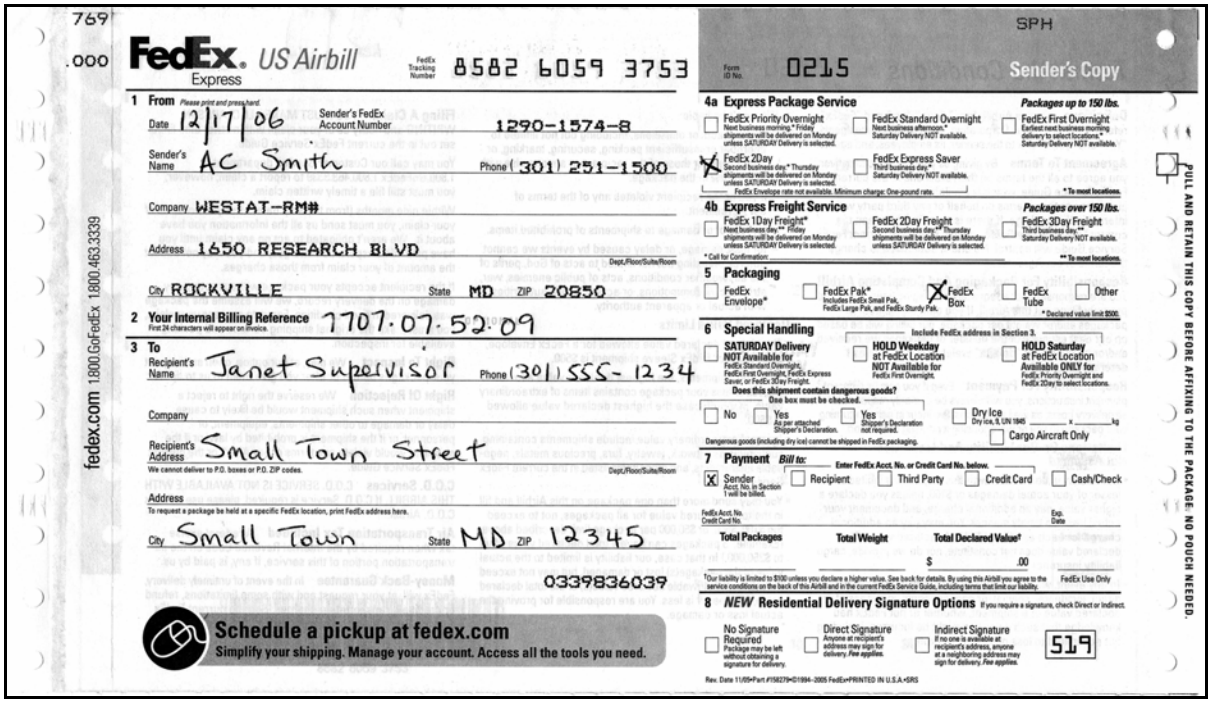
There are two options for getting your package to FedEx:

- The courier will come to your house or other designated location and pick up the package. To request a pickup time or to get a list of FedEx locations, call 1-800-GO-FEDEX or go to their website at: http://www.fedex.com/us.
- Drop off your package at any FedEx location.

Impacts Statistical Validity

It is crucial that the School Folder contains all required information because Westat staff will frequently refer to its contents during booklet processing and statistical checks. If the photocopy of the final Administration Schedule for each session or the Roster of Questionnaires is not included in the School Folder, your supervisor may ask you to return to the school to obtain it.

Below is an example of how the FedEx label to your supervisor needs to be completed:



769
.000

FedEx. US Airbill Express

FedEx Tracking Number 8582 6059 3753

SPH

Form ID No. 0215 Sender's Copy

1 From Please print and press hard.
Date 12/17/06 Sender's FedEx Account Number 1290-1574-8
Sender's Name AC Smith Phone (301) 251-1500
Company WESTAT-RM#
Address 1650 RESEARCH BLVD Dept./Floor/Suite/Room
City ROCKVILLE State MD ZIP 20850

2 Your Internal Billing Reference First 24 characters will appear on invoice. 7707.07.52.09

3 To
Recipient's Name Janet Supervisor Phone (301) 555-1234
Company
Recipient's Address Small Town Street
We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room
Address
To request a package be held at a specific FedEx location, print FedEx address here.
City Small Town State MD ZIP 12345

0339836039

Schedule a pickup at fedex.com
Simplify your shipping. Manage your account. Access all the tools you need.

4a Express Package Service — Packages up to 150 lbs.
☐ FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
☐ FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
☐ FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
☒ FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
☐ FedEx Express Saver — Third business day.* Saturday Delivery NOT available.
FedEx Envelope rate not available. Minimum charge: One-pound rate.
* To most locations.

4b Express Freight Service — Packages over 150 lbs.
☐ FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
☐ FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
☐ FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.
* Call for Confirmation. ** To most locations.

5 Packaging
☐ FedEx Envelope* ☐ FedEx Pak* Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak. ☒ FedEx Box ☐ FedEx Tube ☐ Other
* Declared value limit $500.

6 Special Handling — Include FedEx address in Section 3.
☐ SATURDAY Delivery NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
☐ HOLD Weekday at FedEx Location NOT Available for FedEx First Overnight.
☐ HOLD Saturday at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.
Does this shipment contain dangerous goods? One box must be checked.
☐ No ☐ Yes As per attached Shipper's Declaration. ☐ Yes Shipper's Declaration not required. ☐ Dry Ice Dry ice, 9, UN 1845 ____ x ____ kg
☐ Cargo Aircraft Only
Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

7 Payment Bill to: Enter FedEx Acct. No. or Credit Card No. below.
☒ Sender Acct. No. in Section 1 will be billed. ☐ Recipient ☐ Third Party ☐ Credit Card ☐ Cash/Check
FedEx Acct. No. Credit Card No. Exp. Date
Total Packages Total Weight Total Declared Value† $ .00
†Our liability is limited to $100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability. FedEx Use Only

8 NEW Residential Delivery Signature Options If you require a signature, check Direct or Indirect.
☐ No Signature Required Package may be left without obtaining a signature for delivery.
☐ Direct Signature Anyone at recipient's address may sign for delivery. Fee applies.
☐ Indirect Signature If no one is available at recipient's address, anyone at a neighboring address may sign for delivery. Fee applies.
519

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fedex.com 1.800.GoFedEx 1.800.463.3339

PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO POUCH NEEDED.

Test Your Knowledge

Instructions: Select the answer that best completes the statement.

1. A new Westat corporate policy requires supervisors to record any performance problems with field staff (both ACs and AAs) on the _____.

   a. Personnel Performance Form
   b. Staff Evaluation Form
   c. Documentation Log
   d. Personnel Records Form

2. School Folders for assessments conducted during the previous week must be shipped to your supervisor _____.

   a. within 24 hours of each weekly reporting call
   b. within two days
   c. every Friday
   d. as soon as possible

3. When you make arrangements for shipping the session boxes to Pearson, _____.

   a. have FedEx pick up the boxes from the school
   b. use express shipping (air) only
   c. use ground shipping only
   d. mark all of the boxes “Confidential”

4. When you ship the session materials to Pearson, peel off the tracking number from the FedEx shipping label and affix it to _____.

   a. the Administration Schedule
   b. the School Information Form
   c. the back cover of the School Folder
   d. the QCB

5. Following a makeup session, the AA should have changed the Administration Schedule to indicate which students took the makeup as a regular assessment by _____.

   a. circling the absent code for those students and writing “assessed in makeup session” next to the student’s name
   b. crossing out the absent code and initialing and dating it
   c. entering code 52 in column P
   d. erasing the initial absent code and entering one of the “Assessed in Makeup Session” codes

Answers: 1-c, 2-a, 3-b, 4-c, 5-d

School Control System (SCS)
User's Guide

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1. Overview

The NAEP School Control System (SCS) is used by assessment coordinators, supervisors, field managers and directors, NAEP State and TUDA Coordinators, and Westat home office staff throughout the NAEP field period to record and to obtain information about the schools selected for NAEP. This document will help you access the SCS, locate the information that needs to be updated, and show you how to record the appropriate information.

NAEP is a large study with a short field period. It is crucial that information regarding the study be available as quickly as possible. To provide needed information about assessment activities in participating NAEP schools, you will record the following information in the SCS for each of your cooperating schools:

Schedules:	• Assessment, makeup session, and preassessment visit schedule updates as necessary.
Preassessment visit results:	• Resolution of Student Sample Summary Reports. • New Enrollee Procedure results. • Number of Excluded Students by subject. • Parent Letter Information.
Special Studies (as appropriate):	• ESBQ survey status. • NIES summary data.
Post Assessment:	• For each session, the number of ineligible, excluded, absent, and assessed students. • If a makeup session was needed, when it was held. • Reporting when the assessments are complete in each school.

Before, during, and after the assessments in each school, you will update information in the SCS.

1.1 Getting to the SCS

All work on the SCS will be online. This will allow you to access the SCS using your NAEP laptop or <u>any computer connected to the Internet</u>.

If using a computer other than the NAEP laptop, the web address is WWW.MYNAEP.COM.

To access the SCS online with your NAEP laptop, you will call Westat and access the SCS via the Internet.

First, be sure that your computer is connected to the telephone line.

Double-click on the Internet Explorer icon to open the browser.

When your browser opens, the "Dial-up Connection" window will normally appear. Your browser has been set up so that you can connect to Westat from home and on the road.

The "Dial-up Connection" window is shown below.

"Dial-up Connection" Window

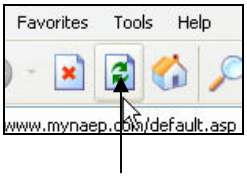
Click on the down-arrow button beside "9 Prefix Westat" to reveal the drop-down list you see above. When you are at home, you will use the dial-up connection labeled "Westat" without the prefix. When you are away from home, you will use the dial-up connection that contains the prefix 8 or 9, depending on the hotel telephone system. Click on the option that you need.

Note: The first time you select one of the connection options, you may need to enter your User Name. After a successful connection, you will not need to enter your User Name again since the system will store it and display it when you use that connection option again.

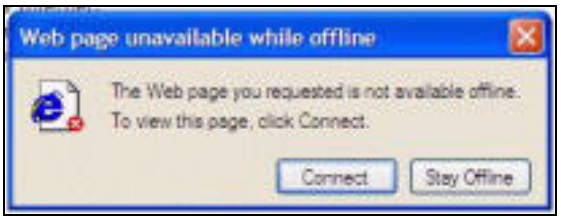
If your User Name is not displayed, click in the User Name field and type your NAEP User Name. Your NAEP User Name is in the format of NAEPXXXX where the Xs are numbers assigned to you.

Then, click in the password field, enter your password, and click on the **Connect** button.

If the "Dial-up Connection" window does not appear, locate the icon at the top of the screen shown here that looks like two green arrows going in a circle. Click on this "Refresh" icon and a small dialog box will open.



Refresh icon



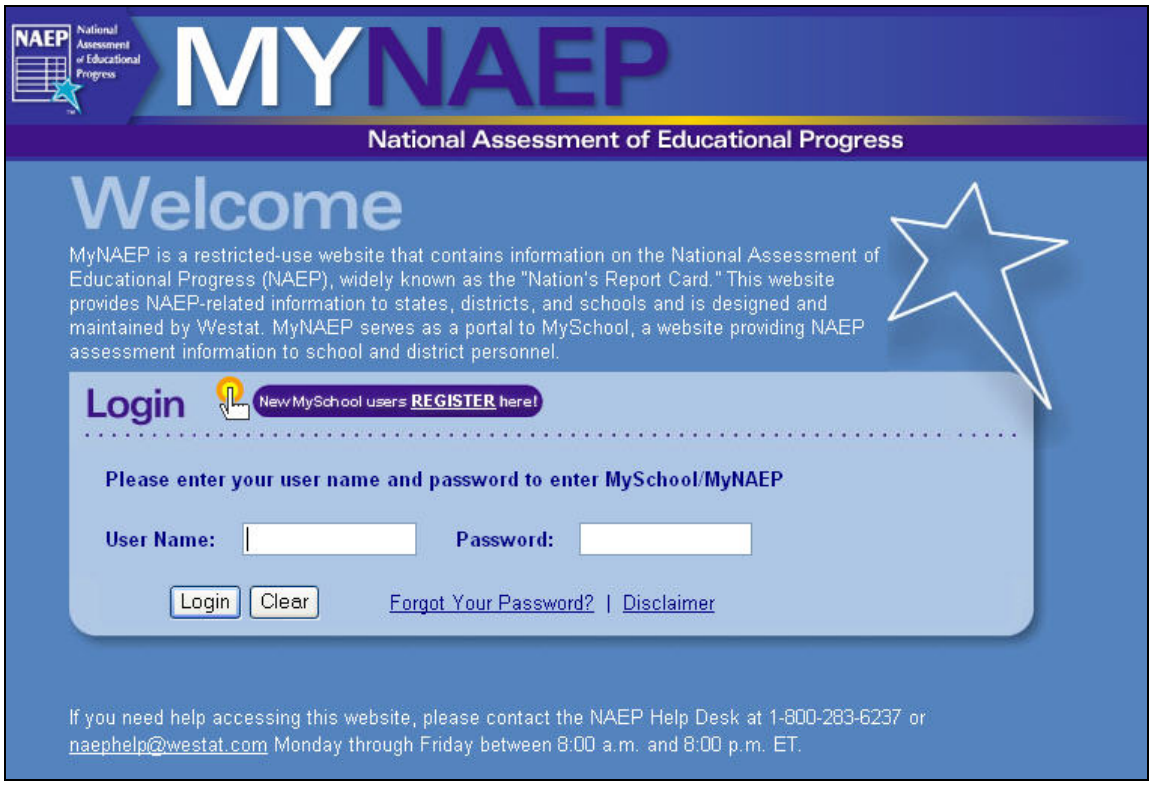
"Web page unavailable while offline"

Click on the **Connect** button. The "Dial-up Connection" window should appear.

Type your password and click on the **Dial** button at the bottom of the window.

1.2 Accessing the SCS

When you are connected to the Internet with the NAEP laptop, the MyNAEP login page will be your homepage. The login page is shown below.



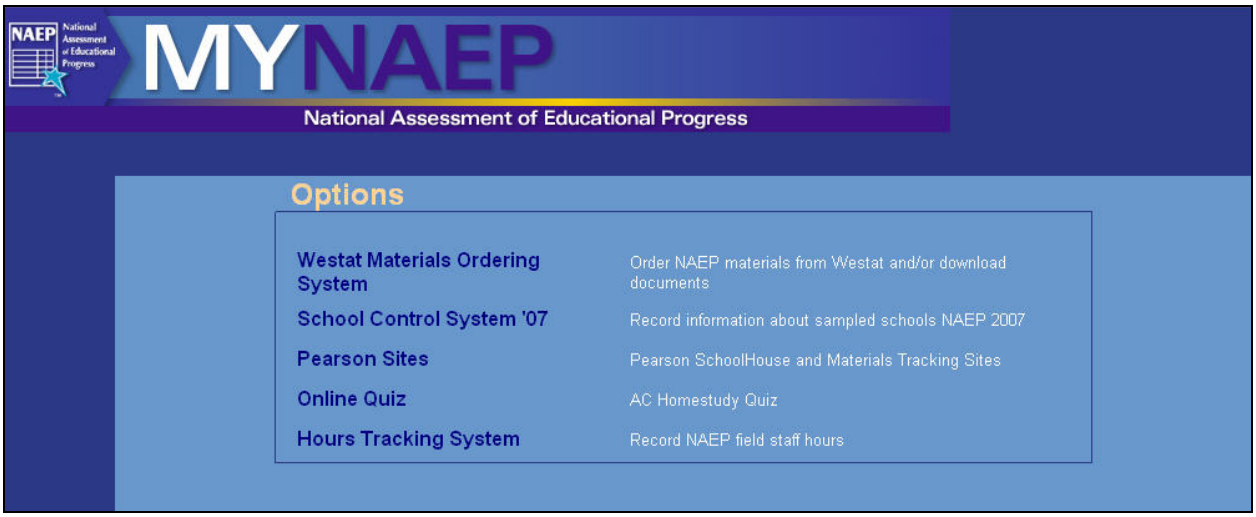
MyNAEP Login Page

You have been "registered" for access to the SCS. The notice you see on the login page is for schools and districts who wish to access their MySchool site.

Since you are now trying to access a secure site on the Internet, you will need to enter your NAEP User Name and password to identify you as a registered and legitimate site user.

1.3 MyNAEP Welcome Page

After you enter your User Name and password, you will go to the MYNAEP Welcome page.



MyNAEP Welcome Page

From this page, you can go to one of the following sites:

- Westat Materials Ordering System – you will use this to order additional materials/supplies from Westat;
- School Control System '07 — you will select this to get to your schools in the SCS;
- Pearson Sites – this will take you to the Pearson site to order additional assessment materials and to track shipments to you;
- Online Quiz – This link will be available until training for you to take the quiz on your home study materials; or
- Hours Tracking System – you will enter hours for your AAs in this system.

Move the mouse pointer over the option you want to access and the pointer will change to a hand with a pointing finger. Click once with the left mouse button.

1.4 Logging On Dos and Don'ts

It is possible to program your Web browser so that it will remember information and save keystrokes. However, this also means that other folks can see this information as well. If the information that is stored includes user names and passwords, then your system will not be safe. We strongly recommend that you do not set the browser to save such information. Internet Explorer on your NAEP laptop will not save such information. If you use your own computer to access the SCS, you also should have this feature turned off on your computer.

To log onto the system, you will need to enter two items: your user name and your password. Note that the password has a mixture of upper and lower case letters as well as numbers and a symbol. The user name and password must match exactly with the information on the Westat end, so it is important that you enter these correctly.

Both your user name and password have been provided to you. Everyone will have a unique password and user name, which must be kept CONFIDENTIAL. Remember the identify of the schools in NAEP is confidential. You must do your part to ensure that no one has access to this Web-based database.

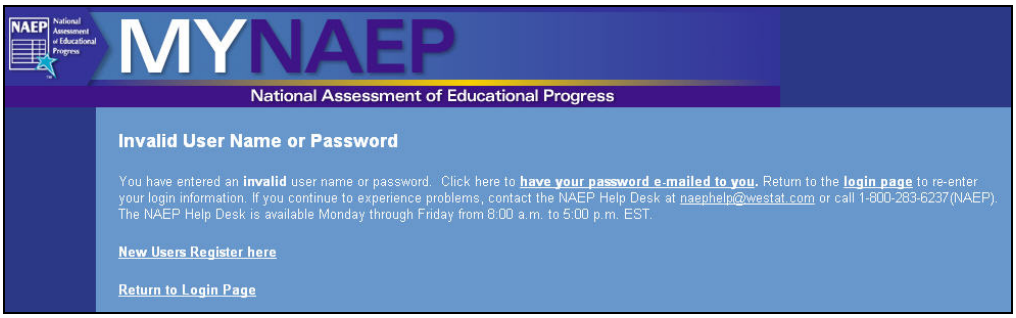
To enter your user name, mouse over the blank field following "User name:" until it turns into an I-beam and click once to place the flashing cursor in the field. Enter your user name. Then, press the **Tab** key or mouse over the blank field following the label "Password" and click to place the cursor in the field.

Be careful not to press the **Enter** key after typing your user name. If you do, the system will think that you are trying to log in without entering the password and you will get the following pop-up message.

If this happens, click on the **OK** button and then, click on the password field.

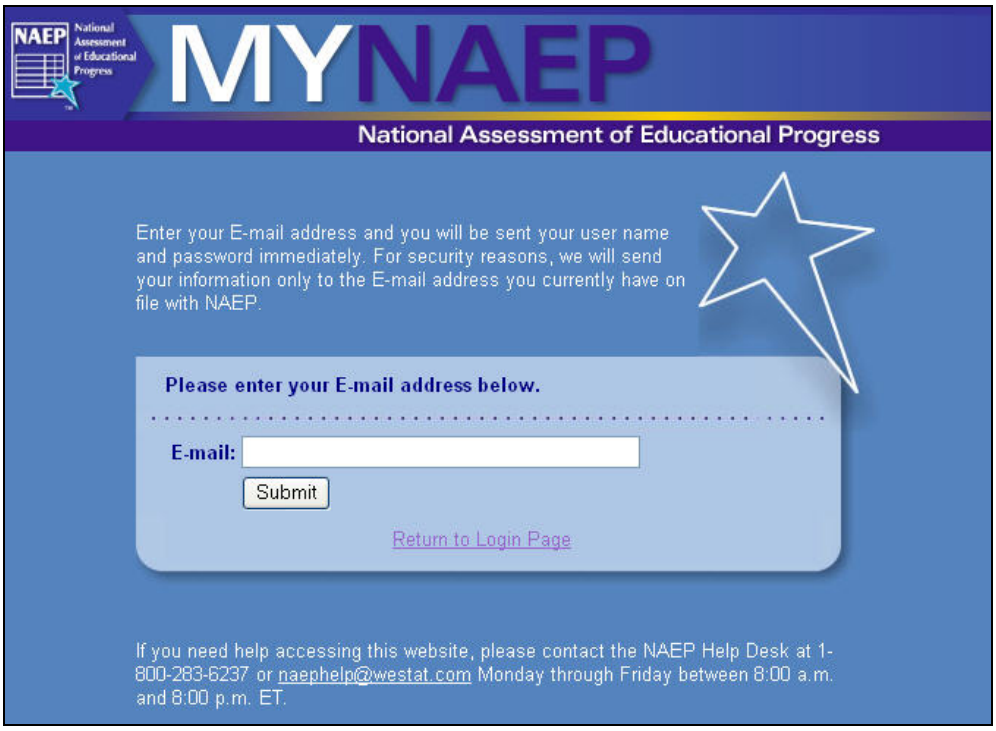
As you enter your password, all you will see is a series of dots (● ● ● ● ●) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you be careful as you type the password. After typing the password, click on the **Login** button.

If you make a mistake entering either your user name or password, you will get the invalid user name or password message shown on the next page. If this happens, select the return hyperlink and carefully enter your user name and password again.



Invalid User Name or Password

The system will allow you to try as many times as you need. However, if you continue to have problems, call the Help Desk at the toll free number **1-888-499-6237**.



If You Forgot Your Password

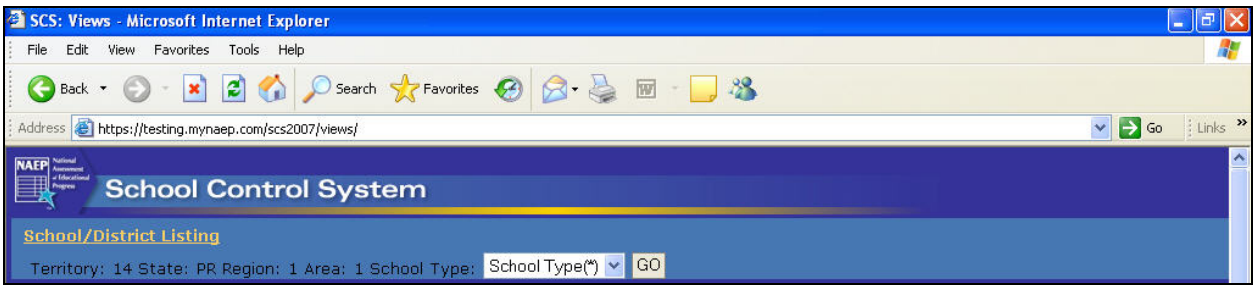
If you have forgotten your password, as the screen shot above notes, enter your e-mail address and click on the **Submit** button. Your user name and password will be sent to you in an e-mail message.

1.5 Basics for Using the System

The default school listing is on the following page.

Default School Listing

The icons and menu items above the SCS banner are related to the functions of the Internet Explorer browser. They are completely functional while you are using the SCS. However, you generally will not need to use any of the browser buttons or functions while you are working in the SCS.



SCS Banner and Browser Icons

You are especially warned **<u>do not</u> use the browser's 'Back' arrow** (usually green). As you move from screen to screen in an application such as the SCS, the screen is temporarily copied to your computer in an area called a cache. When you use the 'Back' arrow to move to a screen you have previously seen, you may be seeing the temporarily stored screen from your browser's cache rather than

the actual screen from the server at Westat. Changes you made on the screen may not be on the screen that you see, which could be very confusing. To move within the SCS, you should use the links in the SCS (including Next page>>, <<Previous page, etc.) to be sure that you are always going where you want to go.

The alpha tabs across the top of the screen allow you to subset or filter the list in the current view to show only those entries in the first column that start with the letter you choose. To see all schools, click on the tab with the asterisk ("*").

NOTE: If you are logged on to the SCS and the Westat server does not detect any keyboard or mouse activity for 20 minutes, the server will log you out. For example, if you are logged into the SCS and do not save any data or move to another page for 20 minutes, your connection with the server at Westat will be terminated. When you try to move from one view to another, you will be directed to a screen that explains that you have been logged out. There will be a link on this screen to return to the Login screen.

This is a security feature so that the database does not remain open for hours and available to hacking by someone outside NAEP.

1.6 Leaving the SCS

When you leave the SCS, click on the NAEP logo to the left of the blue banner, as shown below.

Click here to leave the SCS and return to the Options screen.

This will take you back to the MyNAEP Options screen. At this point, you can either make another choice on this screen or log out of the MyNAEP site by clicking on the same logo on the choices page.

2. Locating Your School in the SCS

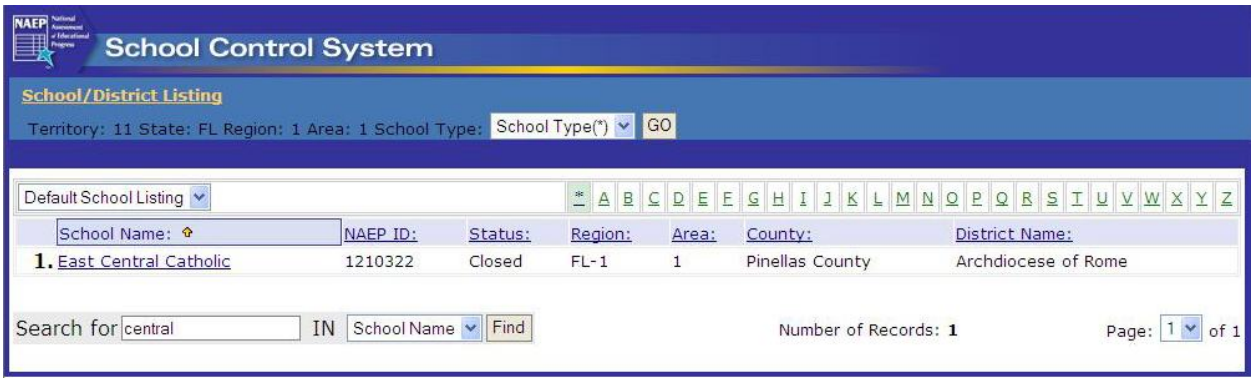
There are two quick ways to locate a school in the SCS:

- Use the alpha tabs to get a list of all schools beginning with the same letter; or
- Enter part of the school's name in the "Search for" field at the bottom of the screen.

To search for a school, use the alpha tabs or --

-- use the "Search for" field at the bottom of the

For example, to locate East Central Catholic, type "Central" in the "Search for" field and click on the **Find** button. The result is shown below.



If there were two schools on the list with the word "Central" in them, both would be displayed.

Open the school record by clicking on the underlined school name.

3. The School Edit Page

After you click on the school's name, the school information is displayed as you see in the example below.

School Control System

School/District Listing

School Edit | Save | Reset | District: Grand Valley Local SD | Region: FL 1 Area: 1 | Search for School ID | Find

General | Sampling | Preassm't | Special Studies | Post Assm't

Name: Dixon Middle School
Address: 12399 Eastern Ave
Address (cont'd):
City:, State: Zip: Oakland, FL 12345
County: Curry County
Phone: (309) 755-5234 (XXX) XXX-XXXX
Fax: (XXX) XXX-XXXX
Principal: Marilyn Bernard Edit
Coordinator: Sam Stewart Edit
MySchool Registration ID: 120150003225

NAEP ID 1221221 Grade Sampled: 8
Original School. (Substitute Available)
School Type: Public
Charter School Flag: No
Enrollment Estimated: 541 Actual: 540
Status: Cooperating
Scheduled Assessment Date: 2/19/2007
Scheduled Assessment Time: 8:35
Make-up Date: None
Comments:

School Edit Screen, General tab

3.1 Search for a School

In the upper right of the screen is a search field. It is available in each of the School Edit tabs. By entering a school ID in this field and clicking on the **Find** button, you can quickly go to the same part of the SCS for another school.

3.2 School Edit Tabs

The School Edit section of the SCS is divided in to several screens, each of which is accessed by selecting the appropriate tab at the top of the screen.

General | Sampling | Preassm't | Special Studies | Post Assm't

The tabs have been organized to reflect the various phases of the field activities relating to preparing for, conducting, and wrapping up the assessments in the schools.

Tab	Data Entry Fields
General	Contact information, assessment scheduling, and participation information.
Sampling	Target and actual sample sizes; Student Listing Information; Year-Round School information, and the Special Situation Form.
Preassm't	Preassessment visit date and time; Teacher counts; Student Sampling Summary Report; New Enrollee Procedure; and Parent notification information.
Special Studies	Will have a note if the school is selected for a special study. May also contain data entry fields.
Post Assm't	Session summary data are recorded here.

The default is the General tab. On the left side of the General tab is basic school information.

Name:	Dixon Middle School		
Address:	12399 Eastern Ave		
Address (cont'd):			
City:, State: Zip:	Oakland,	FL	12345
County:	Curry County		
Phone:	(309) 755-5234	(XXX) XXX-XXXX	
Fax:		(XXX) XXX-XXXX	
Principal:	Marilyn Bernard	Edit	
Coordinator:	Sam Stewart	Edit	
MySchool Registration ID:	120150003225		

In this panel is the school's location information, the school's principal and, if appointed, the name of the school coordinator. In many elementary schools, the principal will also be the NAEP school coordinator.

The right panel of the General tab includes the school's NAEP ID and sampled grade, sampled grade enrollment, and the scheduled assessment date. If the time has not been recorded, you

should do so after discussing it with the school coordinator. If a makeup is necessary after the assessment, you will enter the date for the make-up session here.

NAEP ID 1221221	Grade Sampled: 8
Original School. (Substitute Available)	
School Type	Public
Charter School Flag:	No
Enrollment Estimated: 541	Actual: 540
Status: Cooperating	
Scheduled Assessment Date:	2/19/2007
Scheduled Assessment Time:	8:35
Make-up Date:	None
Comments:	

NOTE: The date entered in the Make-up Date field will be displayed in the corresponding fields for all assessment sessions on the Post Assessment tab, summary of original session information. However, changes to these fields at the session level in the Post Assessment tab will not be displayed on this page since they will be session specific.

3.2.1 Preassessment Tab

This tab contains the fields you will need to update following your preassessment visit with the school coordinator. References are provided in the screen shot to the appropriate QCB pages.

School Control System

School/District Listing

School Edit | Save | Reset | District: Grand Valley Local SD | Region: FL 1 Area: 1 | Search for School ID | Find

General | Sampling | Preassm't | Special Studies | Post Assm't

Dixon Middle School	NAEP ID: 1221221

School Packet

School Packet Sent:	1/29/2007

Preassessment Visit

Preassessment Visit Date:	1/15/2007
Preassessment Visit Time:	10:00 AM

Teacher Information:

Subject Taught	Number of Teachers
Mathematics	4
Language Arts	3

Student Sampling Summary Report: SSSR Run Date: 9/16/06
Verify student data against any statements below.

Data to be verified: Print SSSR Results	Corrected on Admin Schedule	Verified with Sch. Coord. as correct
49.3% of the students are female and 50.7% are male. CCD data shows 59.0% female and 40.9% male.	☐	☑
8.0% of the students are shown as Students with Disabilities. Data for this school filed in a previous year shows 18.5% Students with Disabilities.	☐	☑
11.0% of the students are shown as English Language Learners. Data for this school filed in a previous year shows 20.3% English Language Learners.	☐	☑

New Enrollees Procedure:
(To be completed after the Preassessment visit/call.)

Did you obtain list of currently enrolled grade eligible students?	Yes
If "No", call back date	None
Number of students you identified as new enrollees	6
Did you sample from the list of new enrollees?	Yes, sampled
# of new enrollees sampled and added to assessment	4

Number Excluded Students

After preassessment visit, total number of excluded students in Reading:	0
After preassessment visit, total number of excluded students in Writing:	1
After preassessment visit, total number of excluded students in Math:	0

Parent Letter Information

Has school notified parents? Y/N:	Y
Date parent notice sent:	1/5/2007
How Sent:	Letter Mailed Home
Other (How Sent):	
Letters Sent To:	All Eligible Students
Date parent notice received by AC:	1/15/2007

REMINDER:
Parents of sampled new enrollees must be notified of the assessment

Newly Identified American Indian/Alaska Native Students

Are there any newly identified AI/AN students in this school?	No

School Edit, Preassessment tab

Your supervisor will have entered the date the school packet was sent to the school so that you can refer to this date when contacting the school coordinator to ensure the packet was received. You will complete most of the remaining fields following the preassessment visit.

One of the first things you should do is enter the date of the preassessment visit when this has been determined. A field for entering the time for this visit is also available.

3.2.1.1 Teacher Information

In this section of the Preassessment tab, the number of teachers is displayed as a reminder of the number of teacher questionnaires that were sent to the school and need to be accounted for.

The information requested will depend on the grade sampled in the school as shown below:

Grade	Information needed on number of teachers of:
4	Grade 4 students
8	Mathematics Language Arts

There are no teacher questionnaires for grade 12 schools.

3.2.1.2 Student Sampling Summary Report (SSSR)

In this part of the Preassessment tab, messages will be displayed which should be checked during the preassessment visit. A hard copy of this should be in the School Folder.

Student Sampling Summary Report: SSSR Run Date: 9/16/06 Verify student data against any statements below.		
Data to be verified: Print SSSR Results	**Corrected on Admin Schedule**	**Verified with Sch. Coord. as correct**
49.3% of the students are female and 50.7% are male. CCD data shows 59.0% female and 40.9% male.	☐	☑
8.0% of the students are shown as Students with Disabilities. Data for this school filed in a previous year shows 18.5% Students with Disabilities.	☐	☑
11.0% of the students are shown as English Language Learners. Data for this school filed in a previous year shows 20.3% English Language Learners.	☐	☑

SSSR Example After AC has Verified with School Coordinator

After the issues in the SSSR have been discussed with the coordinator and resolved, record on the hard copy whether corrections were made on the Administration Schedule or whether the

information is verified as correct as recorded. This information should be recorded on the SCS after the visit.

The system will not let both check boxes to be used under both "Corrected on the Administration Schedule" and "Verified as correct." The following error message will appear if this is attempted:

> Check only one:
> That you have corrected the data on the Admin. Schedule
> OR
> You have verified with the school coordinator that the data are correct as recorded on the Administration Schedule

3.2.1.3 New Enrollee Procedure

New Enrollees Procedure: (To be completed after the Preassessment visit/call.)	
Did you obtain list of currently enrolled grade eligible students?	Not Answered
If "No", call back date	None
Number of students you identified as new enrollees	
Did you sample from the list of new enrollees?	Not Answered
# of new enrollees sampled and added to assessment	

New Enrollee Procedure Section of Preassessment Tab

When you are at the school for the preassessment visit and the student sample was selected in the fall, you will ask the school coordinator for a list of students who are currently enrolled in the sampled grade.

Using the list of currently enrolled students, follow the Instructions for Sampling New Enrollees, located in the School Folder. These include:

- compare the list of currently enrolled students to the original list submitted for sampling (in the School Folder);
- highlight the names of currently enrolled students who are <u>not</u> on the list from which the sample was selected;
- copy the highlighted names and demographic data to the New Enrollee Listing Form; and
- select the sample from the New Enrollee Listing Form.

Students who are sampled during this process are added to the end of the Administration Schedule with the fewest names.

After the preassessment visit, update the results of the New Enrollee Procedure in the SCS.

The question about whether you sampled from the list of new enrollees will be answered according to the situation in the school. If there were no new enrollees, indicate this by selecting “No new enrollees.” If, for some reason, the sample was not selected from the list of new enrollees, select the response “No, did not sample.”

If the original student sample resulted in more than 34 students being assigned to a session type, a second session is created and two Administration Schedules will be generated for this school. However, if sampling new enrollees results in enough students added to a session that there are now more than 34, a new "session" is NOT created. While it is true that a blank Administration Schedule will be used for the student demographic data of the extra students, the students on this new Administration Schedule are still considered part of the original session.

3.2.1.4 Number Excluded Students

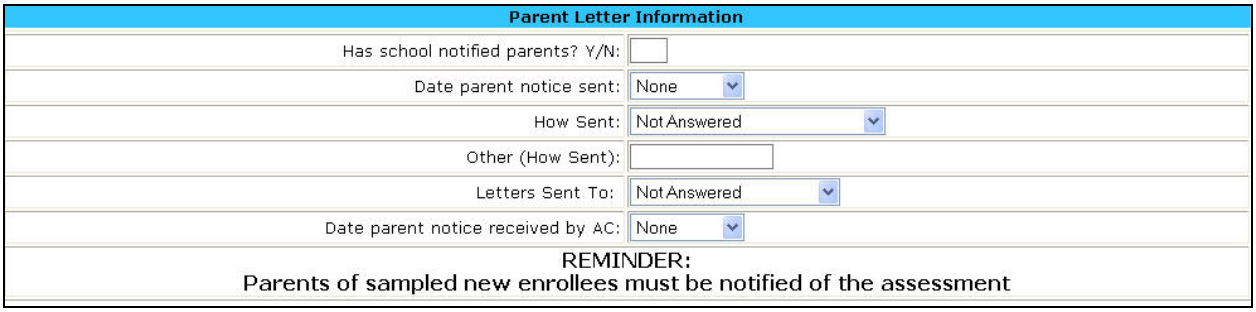
During the preassessment visit to a school, you will discuss the students who have been coded as SD and/or ELL (Administration Codes 60s and 70s) and are listed on the Inclusion Worksheet. As a result of this discussion you will record the number of excluded students for each subject in the QCB Part 2, Procedure 4.

Working from the QCB, you will record the number excluded in the Preassessment tab in the SCS. This will allow reports to be produced in the home office on the number of students <u>expected to be excluded</u> from the assessments.

Number Excluded Students	
After preassessment visit, total number of excluded students in Reading:	
After preassessment visit, total number of excluded students in Writing:	
After preassessment visit, total number of excluded students in Math:	

3.2.1.5 Parent Letter Information

The Federal "No Child Left Behind" legislation requires that parents of all selected students be notified that their child has been selected. Thus, it is important that this section of the SCS is completed for every participating school.



Parent Letter Information Section of Preassessment Tab

The Parent Letter Information to be completed is as follows:

FIELD	EXPLANATION
Has school notified parents?	It is required that the school notify parents before the assessment can be held.
Date parent notice sent:	The date that the school coordinator sent the letter or newsletter with the parent notification.
How Sent:	Select from the drop-down list: Letter mailed home. Letter sent home with student. Notice posted in newsletter. Other.
Other (How sent):	If some other means of notifying parents was used, record here, such as by facsimile, which is allowed.
Letters sent to:	Select from the drop-down list: Sampled students only. All eligible students.
Date parent notice received by the AC:	Date you received a dated copy of the parent notice from the school.

At the bottom of this section is a reminder that the parents of sampled newly enrolled students must also be notified before they can be assessed.

3.2.1.6 Newly Identified American Indian/Alaska Native Students

If, as a result of sampling the newly enrolled students, you determine that one or more of the newly sampled students is an American Indian or Alaska Native student, you will click on the "No" button here to change the response to "Yes."

When you click on "No," the following confirmation window will appear.

Click on the **OK** button, unless you did not mean to click "No" originally. If the school was not considered part of the NIES prior to this, it will be part of the study at this point and the NIES fields will be available for data entry after the NIES on the Special Studies tab (see section 3.2.2).

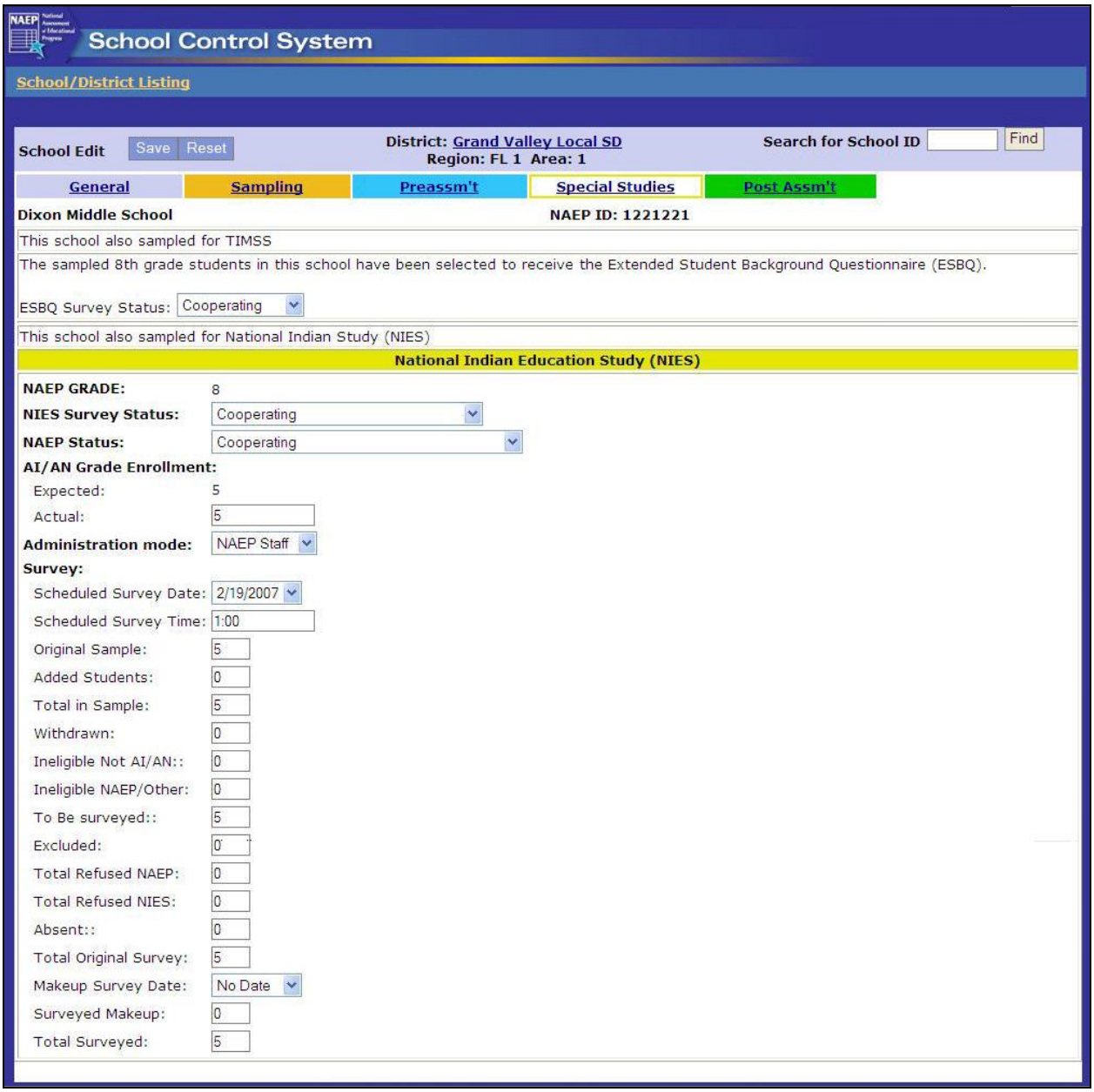
3.2.2 Special Studies Tab

Schools selected for special studies will be identified in this tab by the name of the study. For NAEP 2007, the special studies are noted below.

SCHOOLS SELECTED FOR:	NOTICE ON SPECIAL STUDIES TAB:
Trends in International Mathematics and Science Study (TIMSS)	"This school also sampled for TIMSS." [This requires no action on your part]
Extended Student Background Questionnaire (ESBQ)	"The sampled [4th/8th/12th] grade students in this school have been selected to receive the Enhanced Student Background Questionnaire (ESBQ)." "ESBQ survey status." [Pending (default)/ Cooperating/School refusal]
Small Reading Bundle	"Some students in this school have been sampled for the RE session and will be tested using reading booklets from a special small bundle. These students can be tested with the other students in

	the regular sessions." "The approximate number of students in RE sessions = [display # of students sampled for RE sessions]"

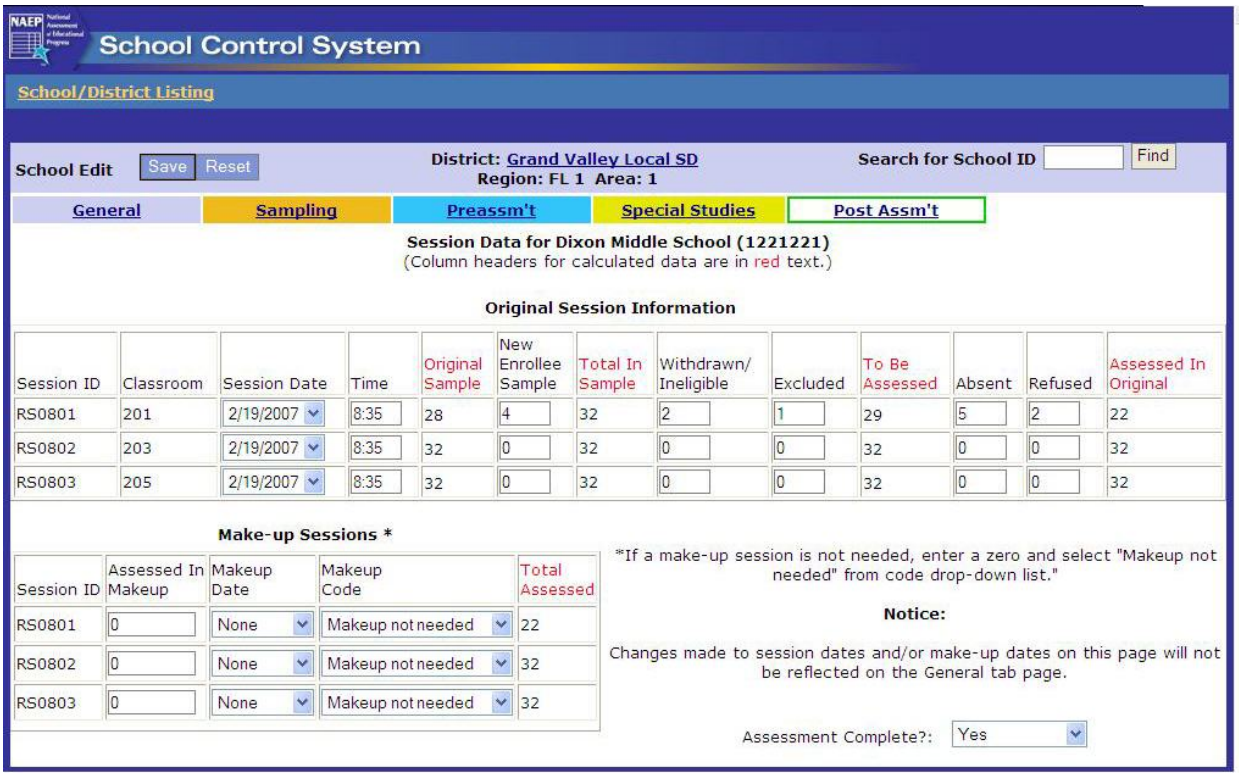
Schools selected for the National Indian Education Study (NIES) will have the following information and data entry fields:



After the NIES survey has been conducted in the school, you will record the summary data here.

3.2.3 Post Assessment Activities Tab

After the assessments are complete in a school, you will record summary data from the Administration Schedule(s) on this tab.



Post Assessment Tab

The fields displayed in the session matrix on this tab are in the same order as the session summary fields at the top of the Administration Schedule(s).

Each line in the matrix represents one “session” identified by its session ID. Even if all of the students listed on two or more Administration Schedules are assessed in the same room, each Administration Schedule should reflect only the information for the students listed on it.

Normally in the SCS a “session” equals an Administration Schedule. However, occasionally, there are more students added to the sample through the New Enrollee Procedure than there are blank

lines on the Administration Schedule. When a blank Administration Schedule is used to record the additional students, a new "session" is not created. The number of new enrollees from this new Administration Schedule should be combined with the number from the original Administration Schedule when recording the data in the SCS.

Double-check the session ID on the Administration Schedule with the SCS before entering any data. You will enter information reading across the summary box of the Administration Schedule.

If a makeup session was required, enter the date of the makeup session, the appropriate makeup code (see below), and the number of students who were assessed in the makeup session. If no makeup session was conducted, enter a zero. There must be data in each cell of the matrix.

As you record information on this page, press the **Tab** key to easily move from one field to the next.

Double-check all of your numbers, then go to the next session's Administration Schedule (if there were two or more in the school) and enter the information for that session.

Makeup sessions should be held when necessary, but occasionally they cannot be held. If a makeup was required in a school based on the attendance in the original sessions, select from among the codes in the drop-down list to explain the status of the makeup session.

3.2.3.1 Makeup Codes

Click on the down-arrow button to reveal the makeup codes.

Makeup Completed	Makeup session was conducted.
School Declined	The school refused to allow you to conduct the makeup session.

No Time	There was no time left in the field period to conduct the makeup session. (You should only apply this code after discussion the situation with your supervisor.)
No available students	No students were available for the makeup session since all absent students were refusals or otherwise unavailable to attend a makeup session.
Makeup not needed	A makeup session was not needed in this school.

After recording information in the session screen, double-check your entries.

When you click on the **Save** button, the system will check to see if there are data in every cell including the "Assessed in makeup" cell. If there are, the system will calculate and enter the "Total in sample," "To be assessed," "Assessed in original," "Percent assessed before makeup," and the "Total assessed."

If there are blank cells, the data entered are saved, but calculations are not performed. Every cell must have at least a zero recorded before the calculations are performed. Don't forget to record data in the "Assessed in make-up" cell.

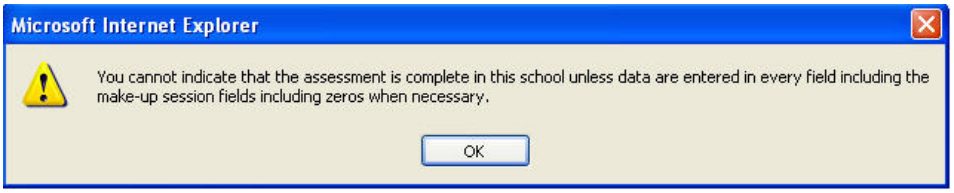
You should record session information within 24 hours of completing the assessments in a school.

NOTE: Changes made to the session assessment dates and or makeup dates on the tab will not be reflected on the General tab since the dates are specific to each session on this page.

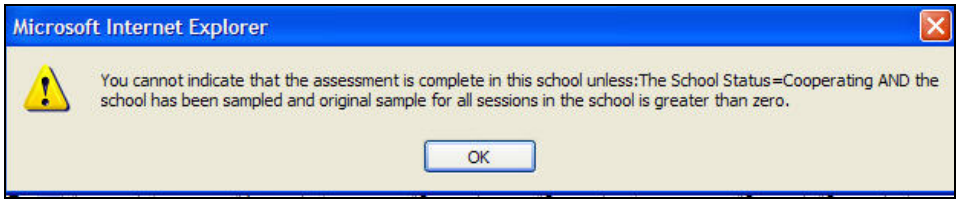
3.2.3.2 Assessment Complete Indicator

After all of the sessions in a school are complete (including all makeup sessions) and all summary data have been entered in the SCS and double-checked, click on the **Assessment Complete** button and change the answer from "Not Answered" to "Yes."

If you attempt to change the answer to the Assessment Compete question, and the summary data have not been entered in every cell, the following error message will be displayed:



If you attempt to change the answer to the Assessment Complete question when data have been entered in all of the cells, but the school's status code is not properly set, the school sample was not recorded, or the Original Sample for all sessions is zero, you will receive a notice and the answer to Assessment Complete question will not be changed.



4. Summary

The School Control System helps keep NAEP State and TUDA Coordinators, NAEP field directors and managers, supervisors, assessment coordinators, and Westat home office staff up to date before, during, and after the assessments. The table below identifies the parts of the SCS for which the assessment coordinators are responsible.

Tab	Data Entry Fields
General	Assessment and makeup schedule as necessary.
Preassm't	Preassessment visit date and time; Student Sampling Summary Report resolution; New Enrollee Procedure results; Number of Excluded Students; and Parent notification information.
Special Studies	For schools selected for the special studies: • ESBQ survey status; or • NIES summary data.
Post Assm't	Session summary data.

Microsoft Outlook Express User's Guide and Outlook Express Quick Guide

Using Microsoft Outlook Express

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OUTLOOK EXPRESS QUICK GUIDE A.2.34

1 Outlook Express Overview

Microsoft Outlook Express ("OE"), installed on your laptop, allows you to send, receive, forward, and reply to e-mail messages.

Using OE on the laptops provided by NAEP may be different than what you are used to if you use a web-based e-mail account (such as yahoomail or googlemail).

You can create messages or replies at any time, but these will not be sent until you click on *Send/Receive*. This is because messages you have composed and saved on your laptop are automatically sent and messages waiting for you at Westat are automatically copied onto your laptop when you click on *Send/Receive* and connect to Westat.

BASIC STEPS

1. Open OE
2. Create (compose) new messages and/or create responses to messages you have received
3. Click on *Send/Receive* (this will connect you to the Westat e-mail server, send messages in your Outbox, receive messages waiting for you on Westat's e-mail server and then disconnect you from Westat)
4. Read new messages
5. Repeat steps 2 and 3 if you wish to create replies to messages received or if done, close OE.

This guide will describe the basic features of OE that you will be using. Also included at the end are a few advanced topics for those interested.

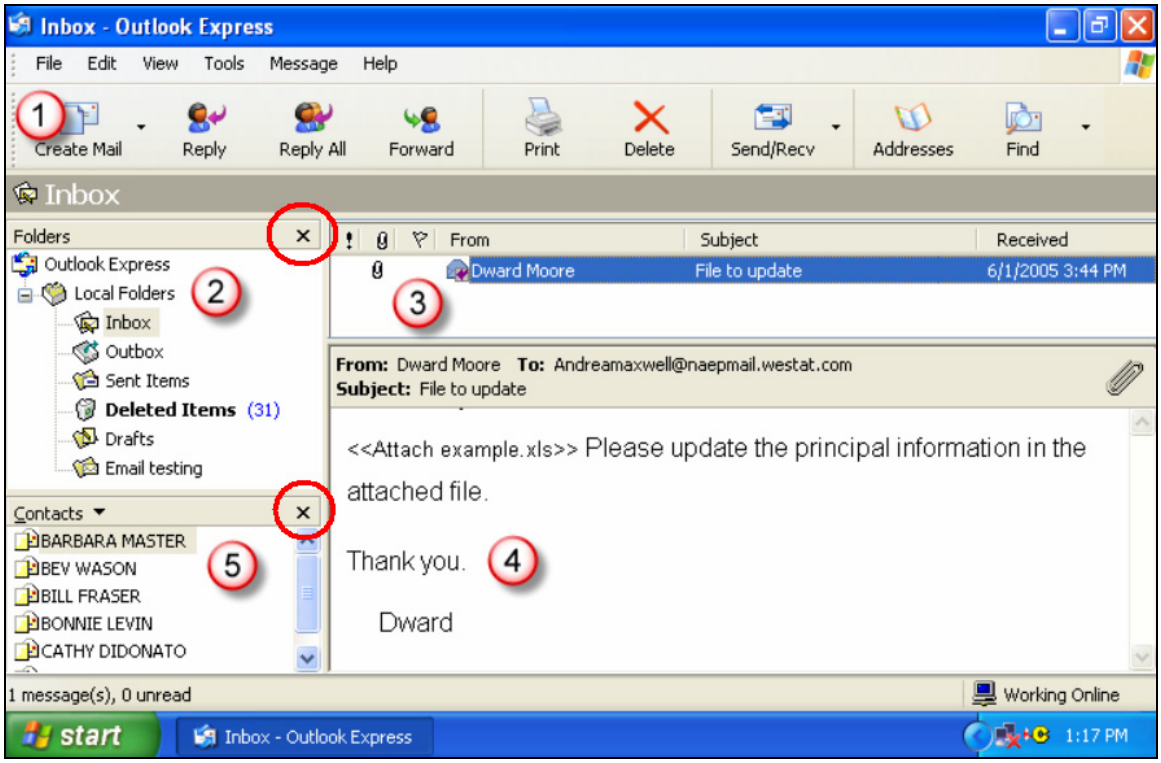
1.1 Opening Outlook Express

To open OE, double-click on the Outlook Express icon on the desktop.

1.2 Main View

The main screen of OE is divided into a menu/icon bar and four panels:

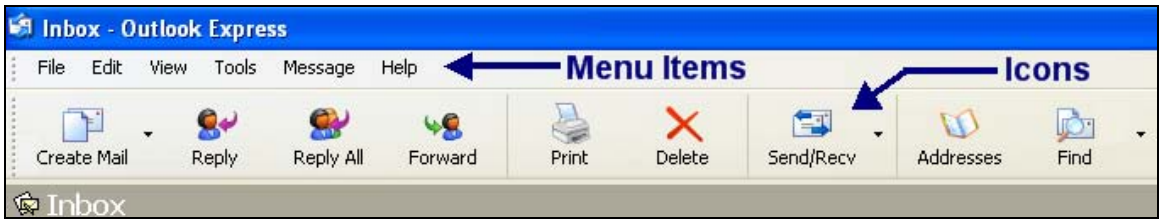
1. Menu/Icon Bar (section 1.2.1)
2. Folders (section 1.2.2)
3. Messages (section 1.2.3)
4. Preview Pane (section 1.2.4)
5. Contacts (section 1.2.5)



NOTE You can accidentally close the 'Folders' and 'Contacts' panes by clicking on the '**X**'s that are circled. If this happens see section 3.8.1.1 on how to bring that pane back.

1.2.1 Menu/Icon Bar

The menu items and icons are located at the top of the screen.



When you click on a menu item, a drop down list of options is presented. Most of the options that you will use from these menu items also are available as icons.

The icons change when performing different functions, such as creating a new message. The icons shown above are the standard email functions you will need:

- **Create Mail** : Click on this to begin creating new message;
- **Reply/Reply All** : Reply to the author(s) of a message;
- **Forward** : Share a message you received with someone else;
- **Print** : If you have a printer connected to your computer;
- **Delete** : Send a message to the Deleted Items folder;
- **Send/Recv** : Connect to Westat and send and receive messages;
- **Addresses** : Takes you to your address book; and
- **Find** : Allows you to search for text within messages.

1.2.2 Folders

All electronic email messages are stored in folders. On your laptop, these are referred to as “local” folders since these folders (and all stored messages) are located on your laptop’s hard disk. Folders include:

- **Inbox (default)**
  When you receive new messages, they go to your Inbox where they will stay unless you move them to another folder;
- **Outbox**
  Messages you create are stored here until you connect to Westat and send and receive messages;
- **Sent Items**
  Copies of each message you create and send are stored here for future reference;
- **Deleted Items**
  If you delete a message, it is sent to this folder;
- **Drafts**
  Messages that you have started, but have not completed are saved here; and

- **User Created Folders**
  Folders that the user creates will be listed in this section as well.

The number shown in parentheses next to a folder name indicates the number of ***unread*** messages in that folder. In this example there are 31 deleted ***unread*** messages but there could be many more messages that were read and then deleted. This is NOT the total number of messages in the folder.

1.2.3 Messages

The 'Messages' pane shows you all of the messages in your current folder (the Inbox or whichever folder you have selected). Unread messages will be bolded, messages you have read will be in regular font.

If you click once on a message the message will appear in the preview pane. If you double-click on a message that message will open in a new window.

The 'Message' pane also provides information on the message and allows you to sort by these features:

If someone sends a message to you and thinks it is very important you may see a red exclaimation mark next to the message in this column.

If the message sender has attached a file or files you will see a paperclip image in this column.

This is the 'Flag' field. This field is unused in 99.9%+ of all messages, though very advanced users may use this feature.

The name of the sender is listed in this field.

The title of the e-mail is listed in this field.

The date the e-mail was received is listed in this field.

NOTE You can sort by these fields as well. Clicking once on the icons or text you see above will all the messages in that folder, in decscending order (Z-A, new-old), by that field. If you click on that field again you will sort the messages in that folder in ascending order (A-Z, old-new).

1.2.4 Preview Pane

When you select a message in the 'Message' pane (by clicking on it once) the body of the message is displayed in the preview pane.

This is an alternative to double clicking on a message, which opens the message in a brand new window.

1.2.5 Contacts

The 'Contacts' pane allows you to quickly select someone from your address book to send a message to and allows you to quickly add a new person to your address book.

Quick Compose

Quick Create

To quickly compose a new message to a person already in your contact list simply double click on the person's name. So in the example above, if you double click on Barbara Master's name a new message window will open with Barbara Master in the 'TO:' field.

To quickly create a new contact, click on the down arrow next to contacts and then click on 'New Contact…' This will open a 'Add New Contact' window which is described in detail in section 3.4.

2 Creating, Replying to, Sending, and Receiving Mail

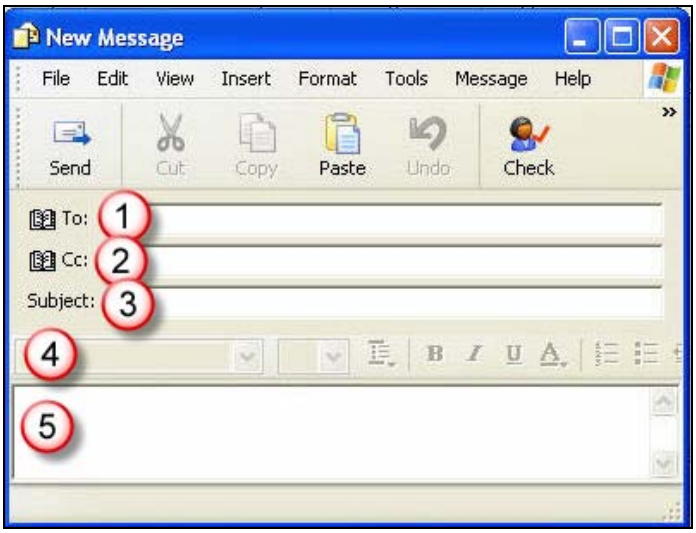
2.1 Creating Messages

The **Create Mail** icon is used to create a new message. When you are ready to compose your message, click once on **Create Mail** and a **New Message** window will appear.

When you are creating a message (including when you reply to a message), icons are available as a shortcut to several common e-mail functions.

- **Send**
  Send message to Outbox (message is not actually sent until you connect to Westat);
- **Cut, Copy, Paste**
  Used to cut, copy, or paste highlighted text (these don't activate until after you type text into the message and highlight it);
- **Undo**
  Use this to "undo" (get back) the previous text deletion;
- **Check**
  Use this to verify the correct spelling of mail addresses (in "To:" or "Cc:") against your address book (Contacts);
- **Spelling**
  Check the message for misspellings; and
- **Attach**
  Used to attach files (Word or Excel files) to the e-mail. More detailed information is found in section 3.3 - Attachments.
- **Priority**
  Alerts the recipient that the message is more urgent than a 'normal' message. However marking a message as 'high' priority will not cause the message to be delivered more quickly, it simply alerts the recipient to the fact that the message is higher priority than a 'normal' message.

2.1.1 The Parts of a Message



(1) **The 'TO:' field:** The 'TO:' field should contain the main targets of the e-mail. For example if you were sending a message to a school about a important visit then the school coordinator's e-mail address would go in the 'TO:' field. There are two parts to the 'TO:' field. The button you can click (To:) to select the names of people you already have contact information for or your can type the complete e-mail address in the space to the right (an example is *john.doe@school.edu*).

(2) **The 'CC:' field:** The 'CC:' (also called the carbon-copy) field should contain those people who are not the intended targets but should be kept informed. For example if you were sending a message to a school about a important visit then your supervisor's e-mail address would go in the 'CC:' field. There are two parts to the 'CC:' field. There is the button you can click (Cc:) to select the names of people you already have contact information for or your can type the complete e-mail address in the space to the right.

(3) **Subject Field:** The subject field should contain a brief description of the message, such as 'A question regarding John Doe High School's enrollment'. In order to help you keep track of your contact with others (especially with schools) it is a good idea to include the School ID in parenthesis at the end of each message.

(4) **Format Bar:** This bar is used to apply formatting (such as changing font size or adding color to text) to the message. More information is found in section 2.1.3 'Adding Formatting to a Message'. It is important to note that not all recipients can receive formatting and adding formatting can distort the message you are sending. It is usually best to keep the use of formatting in an e-mail message to a minimum.

(5) **E-Mail Body:** This is where you enter your message or the response to a message.

You can either click in a field or use the **TAB** key to advance from one field to another.

2.1.2 'BCC:' Recipients

As mentioned above, proper e-mail etiquette is to enter anyone directly responsible for the information in the e-mail or replying to the information in the e-mail as the 'TO:' recipients. Anyone who you included as an FYI should be added as a 'CC:' recipient.

There is a third type of recipient. These are 'BCC:' recipient, or *Blind Carbon Copy*. Anyone added as a BCC recipient will not be visible to anyone else. So if you add Jane in the 'TO:' field, John in the 'CC:' field and Martha in the 'BCC:' field, only Jane and John's names will show up, even to Martha.

'BCC:' is a useful tool for cases when you are sending a message to a very large number of people and you don't want the top of your message to be cluttered with a dozen or more e-mail addresses. This is why you may sometimes receive an e-mail message even though you do not see your e-mail address. You were likely added as a 'BCC:' recipient.

NOTE 'BCC:' recipients will not be included in any reply, even if 'Reply to All' is selected.

To add someone as a 'BCC:' recipient you need to click on the 'TO:' or 'CC:' buttons then:

1. Select the person(s) name you wish to include in the BCC list by clicking once on the name(s); then
2. Click on the 'BCC: ->' button
3. Click on OK

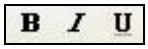
That person will now receive a *blind carbon copy* of the e-mail.

2.1.3 Adding Formatting to a Message

Using the formatting bar you can change the appearance of the text in your message. You can change font size or type, justify the text or even change the color of the text.

A brief listing of the most common formatting options are:

-

Font Type and Font Size – You can change the style of the font or its size with these options;
- 
You can **bold**, *italicize*, or <u>underline</u> your text with these options;
-
Font Color – This button (just to the right of the underline button) allows you to change the color of your text;
-
Justification – These buttons allow you have your text line on the left side of the screen, centered in the middle of the screen, or lined up on the right side of the screen.

2.2 Replying to Messages

There are several ways to reply to a message:

-

To reply to only the original click on the 'Reply' icon.
-

To reply to all the original recipients click on the 'Reply All' icon.
-

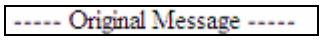
To send the message to someone who wasn't originally on the list, 'Forward' the message by clicking on the 'Forward' icon.

You can also print

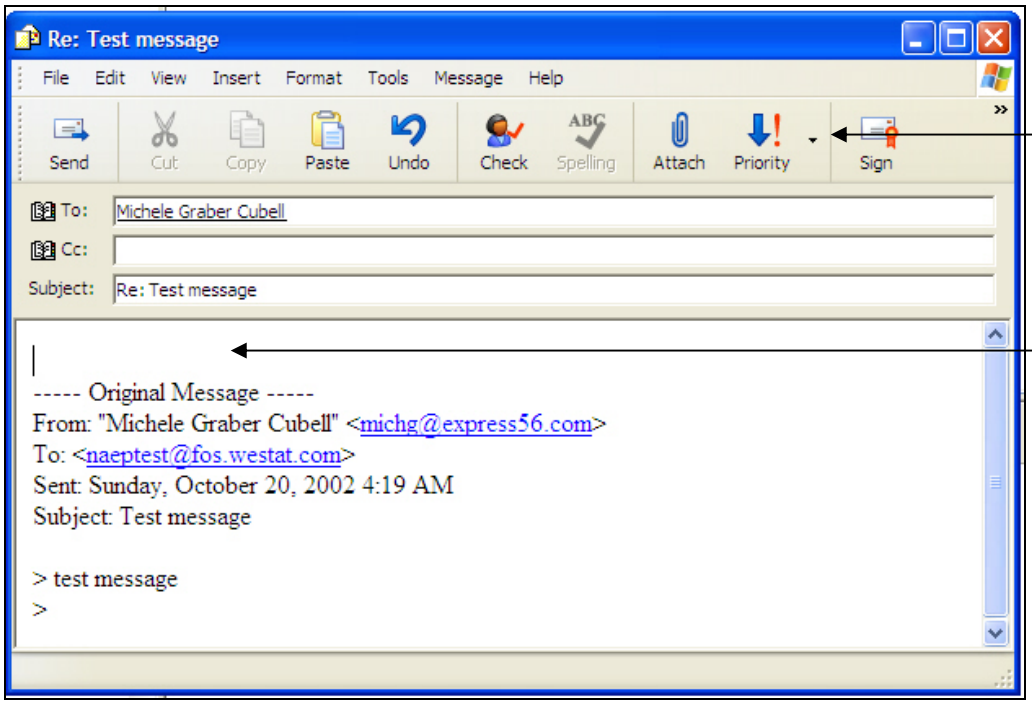
or delete

the message from within the message window.

Once you select "reply" or "forward," Outlook Express will open a new message window. In the new message window the text from the message you are responding to will be placed at the bottom of the message box. Enter your message above this text:



This screenshot shows an example of what the screen looks like when you select "Reply."



New icons. Grayed out icons can only be used after you've typed text.

This is where you will enter your reply or other text. Please note, the "Original Message" is the one sent to you.

When you have completed your reply or forward message click on 'Send' to send the message to the Outbox. The message will automatically be sent to Westat's server the next time you click on the Send/Receive icon and successfully connect. The original message you replied to will remain in your Inbox and a copy of the message you sent will be saved in the 'Sent Items' folder.

2.3 Sending Messages

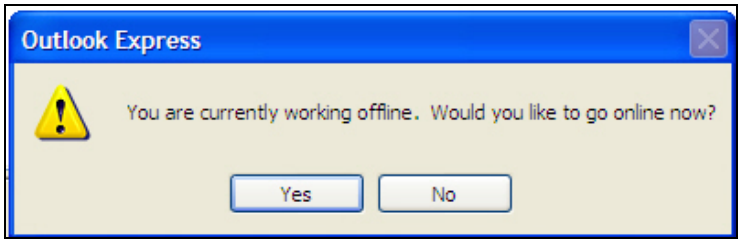
When the message is complete, click on the **Send** icon which will put it in the queue of messages to be sent the next time you click on 'Send/Recv' (these messages are saved in the Outbox until then).

When you connect using the 'Send/Recv' button in OE you are connected to Westat's e-mail server. All of the messages waiting to be sent in your Outbox will be uploaded and all your messages waiting on Westat's e-mail server will be downloaded.

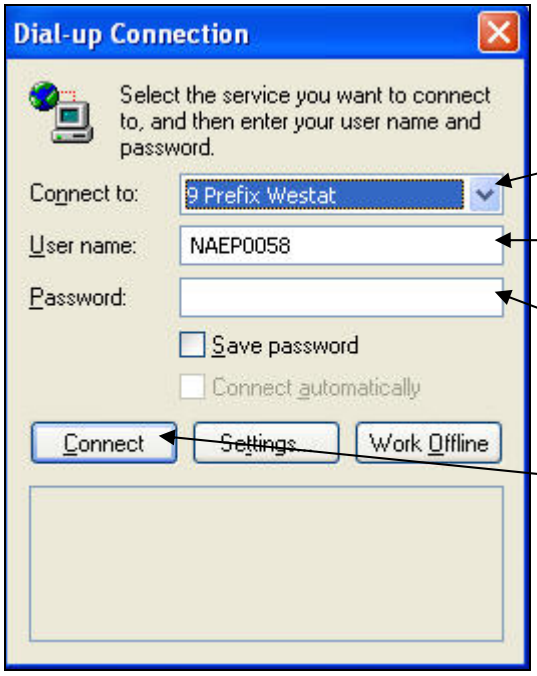
Copies of all messages you send are kept in the "Sent Items" folder.

2.4 Connecting (usually by clicking on 'Send/Recv')

When it's time to send and receive messages, attach the phone cable to the modem, then to the wall jack. Click on the **Send/Recv** icon to initiate the dial-up connection. The following screen appears:



Choose **Yes** and the following screen appears.



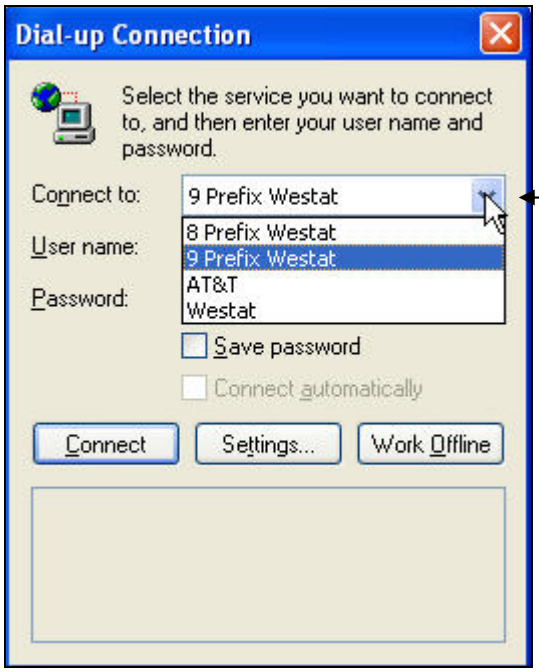
Make sure you have the right connection (Westat, 9/8 Prefix Westat) selected

Your NAEP ID should already appear in the fields (if not, type it in manually).

Tab to the next field and enter your password.

Click on Connect to dial out.

Hotels almost always require you to use dial either an 8 or a 9 to make a long distance call from the hotel. Check the information on your telephone or ask at the desk what the prefix needs to be. Use either the '8 Prefix Westat' or '9 Prefix Westat' (depending on what the hotel requires) to check your e-mail from a hotel.



To add the proper prefix, change the "Connect to:" option by clicking on the down arrow button.

Click on the down arrow and move the pointer down the list until the prefix needed is highlighted. Click on the prefix or press the Enter key. If your user name and password do not appear, type them in. Then, click on the Connect button.

Once you are connected, OE will automatically send all mail waiting to be sent and receive all mail waiting to be delivered. A status bar indicates the progress of the transmission. Once all messages are sent and received, you will be notified how many new messages were downloaded to your laptop and you will be disconnected. There may be a delay in closing the dialog box when you are disconnecting from Outlook Express. New messages will appear bolded in your Inbox.

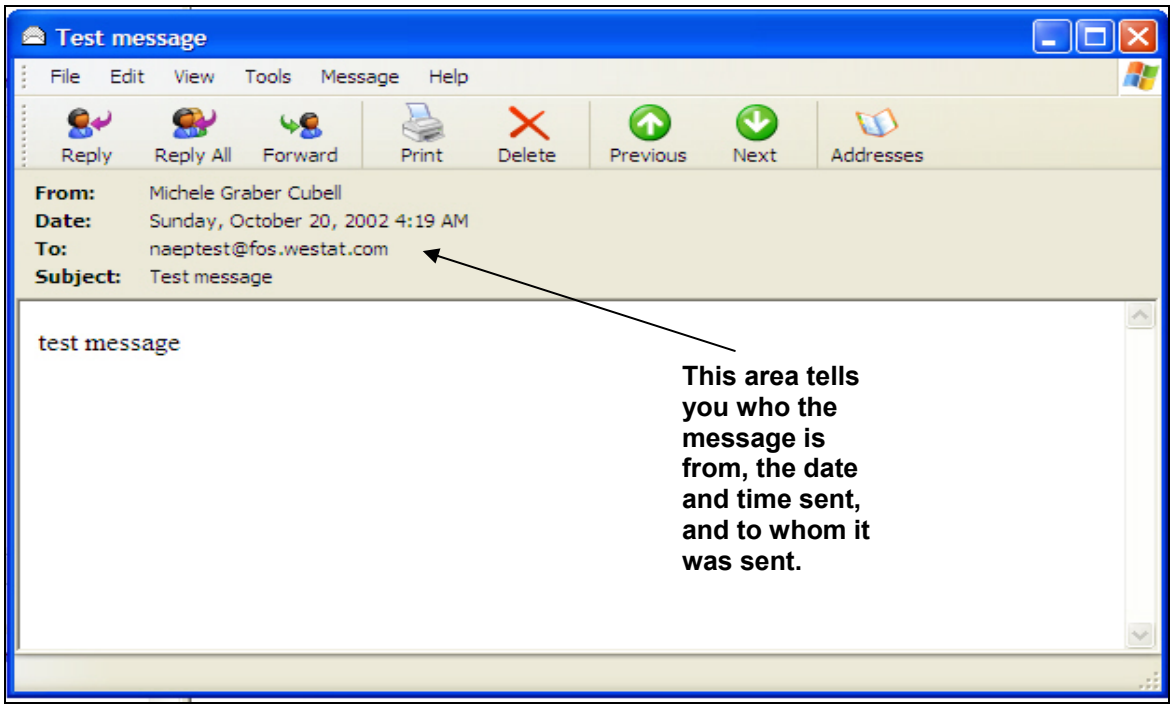
2.5 Receiving Messages

Once you have connected to Westat through Outlook Express (using the Send/Recv button) your laptop will download all messages that are waiting to be delivered to you onto your laptop. This way you can access them from your laptop even when you are off line.

Once the download is complete you are free to compose replies, move messages between folders or delete messages.

2.6 Reading Messages

To read a message, double click on it. The message window will come up:

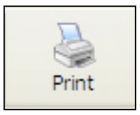


You can use the green 'Previous' and 'Next' buttons to advance to the next message or go to the previous message.

You won't be able to make changes to the message until you click on 'Reply', 'Reply All', or 'Forward'.

3 Managing Outlook Express

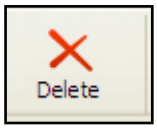
3.1 Printing Messages



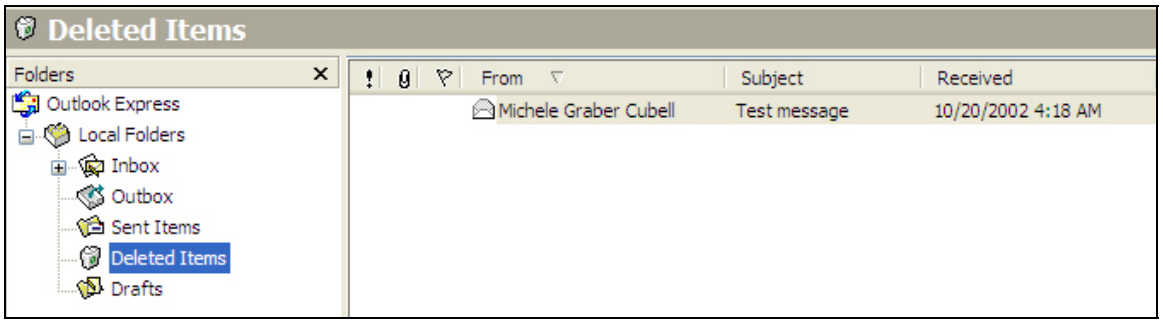
If you have a printer attached to your laptop, you can print any message by clicking on it once in the folder list highlighting the message and then clicking on the 'Print' icon. You can also print by choosing **F**ile **P**rint from the menu.

To print an attachment, double-click on the attachment file name to open it, then print the document from within the appropriate file software application (e.g., Excel or Excel viewer to print an Excel spreadsheet).

3.2 Deleting Messages



You can delete messages from any folder other than the Deleted Items folder by clicking once on the message (highlighting it) and then clicking on the Delete icon. The message will automatically be moved into the Deleted Items folder. You can also drag and drop a message to Deleted Items as you would from any folder to another.



Multiple messages may be deleted at one time by clicking on the first message, then holding down 'Shift' or 'Ctrl' before clicking on another message. 'Shift' allows you to mark a continuous block of messages, and 'Ctrl' allows you to mark one message at a time. Once all messages are highlighted, click on 'Delete' to move them into Deleted Items.

Messages are retained in Deleted Items until you until you choose "*Empty 'Deleted Items' Folder*" from the Edit menu. You can also change a default setting under "Options" on the Tools menu to automatically empty the Deleted Items folder when you exit from OE.

If you move a message into Deleted Items and change your mind, you can drag and drop it back into its original folder. However once you choose "Empty Deleted Items," it is not possible to retrieve a message.

3.3 Attachments

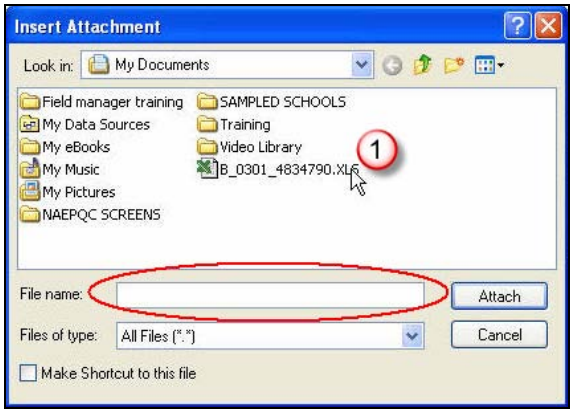
Attachments are files (such as Word documents or Excel spreadsheets) that you literally attach to your e-mail message. Attached files are sent to the recipient with the e-mail message and are available for the recipient to open when they receive the message.

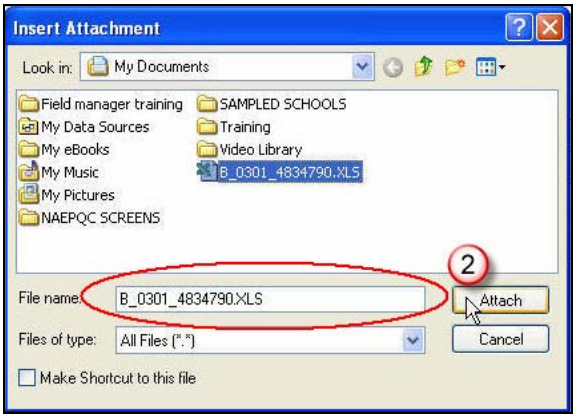
3.3.1 Adding Attachments

To add an attachment you click on the 'Attach' icon (blue paperclip)

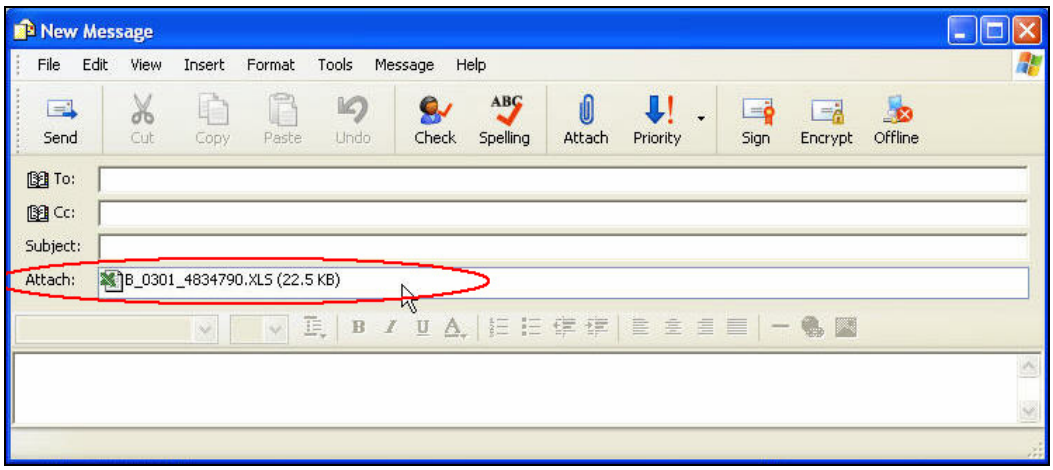
A box will open asking you to locate the file you want. Once you locate the file you want to attach:

1. Click once on the file you want and then click 'attach'. When the file is selected the area behind the file name will turn blue and the name of the file will appear in the 'File name:' field (circled in the pictures).
2. Then click on the 'Attach' button.





After you click on the 'Attach' button you will be returned to the message you are creating/replying to. There will be a new filed called 'Attach:' which will show the file you attached (circled)



If you want to attach more files, click on the attach icon or go to Insert and select 'File Attachment' and then repeat the steps for attaching a file. You can attach as many files as you would like, however if attach too many files or files that are very large it will take a long time to upload those files and you could time out. Additionally some mail servers limit the total size of any e-mail (which includes the size of the attachment(s)) which could cause the e-mail to be returned without being delivered.

Usually (although not always) Microsoft Word and Excel files are small enough that there should be no problems. PDF files (the ones opened in Adobe Acrobat Reader) are usually larger and could create problems if you attach a long PDF file or multiple PDF files.

3.3.2 Saving Attachments

NOTE While you can save any attachment, you cannot open or view the contents of that attachment unless you have the correct software to open or view the attachment.

There are two ways you can look at e-mail messages. You can either:

- Click on the message once to read it in the 'Preview' pane; or
- Double-click the message to open the message in a new window.

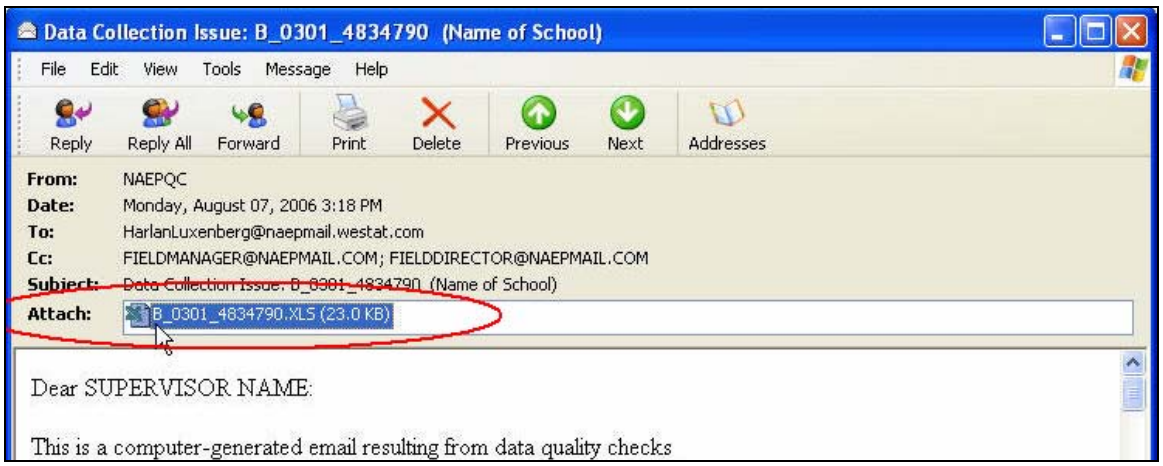
Each has a slightly different process for saving attachments to your laptop.

3.3.2.1 Saving Attachments from the 'Preview' Pane

To save attachments from the 'Preview' pane, click on the yellow paper clip once. This will bring up the 'Open Attachment Warning'. Move to section 3.3.2.3 to see how to proceed.

3.3.2.2 Saving Attachments when Messages Opened in a New Window

If you opened the message in a new window you will see a field called 'Attach:' (circled in the screenshot). Double click on the filename in this field and the 'Open Attachment Warning' box will appear. Move to section 3.3.2.3. to see how to proceed.

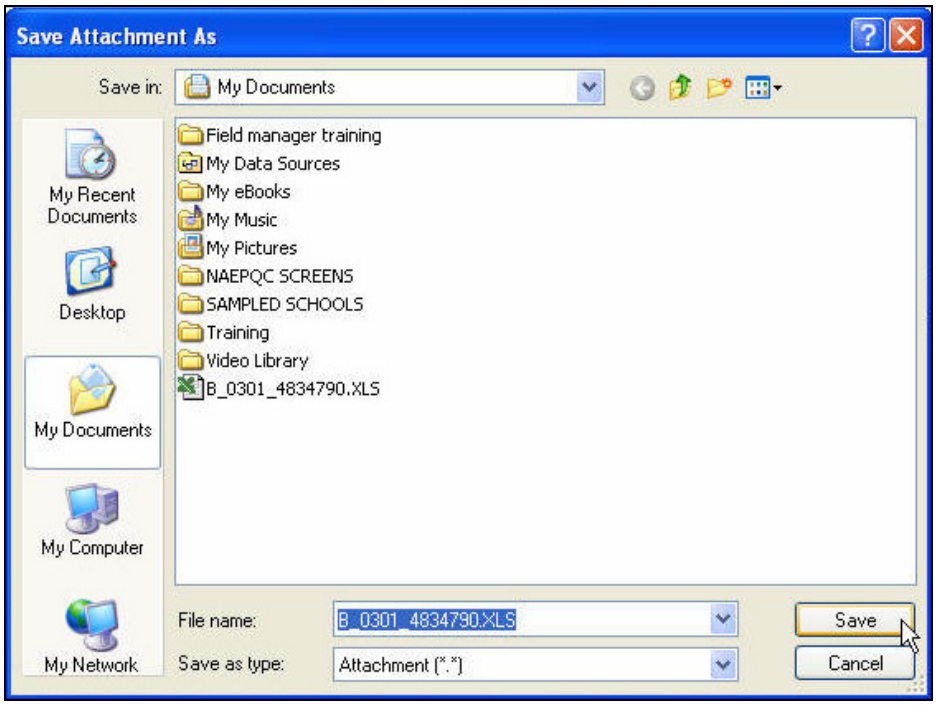


3.3.2.3 Saving Attachments from the 'Save Attachment As' Box

Saving attachments from both the 'Preview' pane and new message windows will cause a box to open up called 'Open Attachment Warning'. This is the same box that you open when you want to see a file before saving it. However this time you want to make sure the radio button next to 'Save it to disk' is filled.

Then click 'OK' to save the file. A new box ('Save Attachment As') will open asking you where to save the file.

The default is 'My Documents'. Select the location you wish to save the file and then click 'Save'.



You have now saved that single attachment.

NOTE If there are multiple attachments you must repeat this process for each additional attachment.

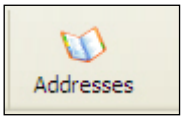
3.3.3 Opening Attachments

Opening an attachment (without saving it first) is very similar to the process for saving a file. However to open an attachment you need make sure 'Open it' is the selected choice.

Click on 'OK' to finish opening the attachment.

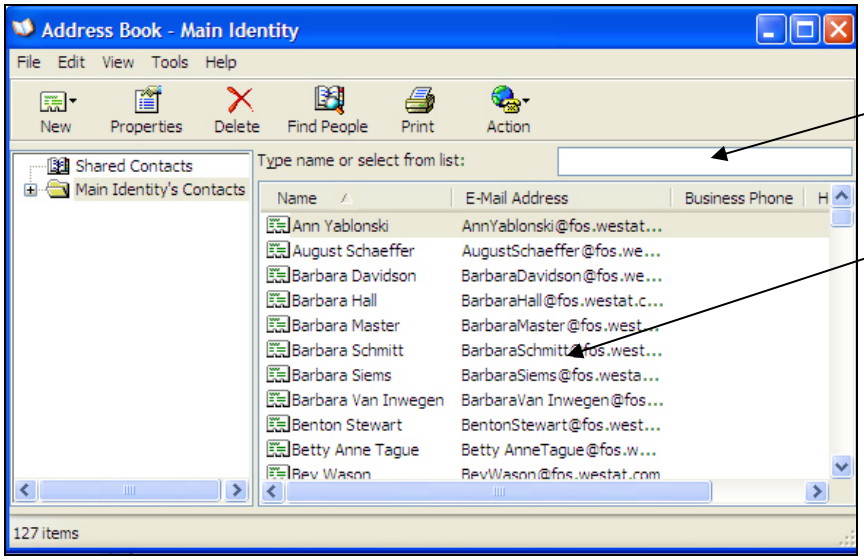
Note You cannot open a file unless the software the file was created in is installed on your computer. For example, you will not be able to open an Excel spreadsheet unless you have Microsoft Excel or Excel reader installed on your laptop.

3.4 Address Book – Adding Contacts and Using Contacts



Outlook Express is set up with the address book already containing NAEP field staff and home office staff names. As previously described, you can use the "To:" or "Cc:" buttons to access the address book and insert recipients into a new, forwarded or reply message.

At times you may want to go directly to the address book to add or delete names, or to update information for existing names. To do so, click on the 'Addresses' icon and a screen similar to the following will appear (your list will be shorter or longer, depending on how many Westat staff you interact with using email).



One of the nice features of OE is that you can add a large amount of business and personal information such as phone number, home/work addresses, fax number, and other relevant data to each basic address book entry (name and email address). This allows your address book to also function as a "contacts" list, which can be used as a quick reference for a phone number or other information.

- To add someone to the address book list, click on the **New** icon and select **New Contact**. OE will then prompt you to fill in the appropriate information.
- To delete an entry you click once on the name (highlighting it) and then click on the Delete icon.
- To view or update information for an entry you click once on a person's name (highlighting the name) and then click on the **Properties** icon.

OE allows you to enter a new address recipient (contact) in several places:

In the OE window

- Select **File**, **New**, then **Contact**; OR
- Choose **Tools**, **Address Book**, then **New,** then **New Contact**; OR
- Click on the **Addresses** icon, then select **New,** then **New Contact**.

Within the Message window

- Select **Tools**, **Address Book**, then **New**, then **New Contact**.

Within the Address Book window

- Select **New**, then **New Contact**.

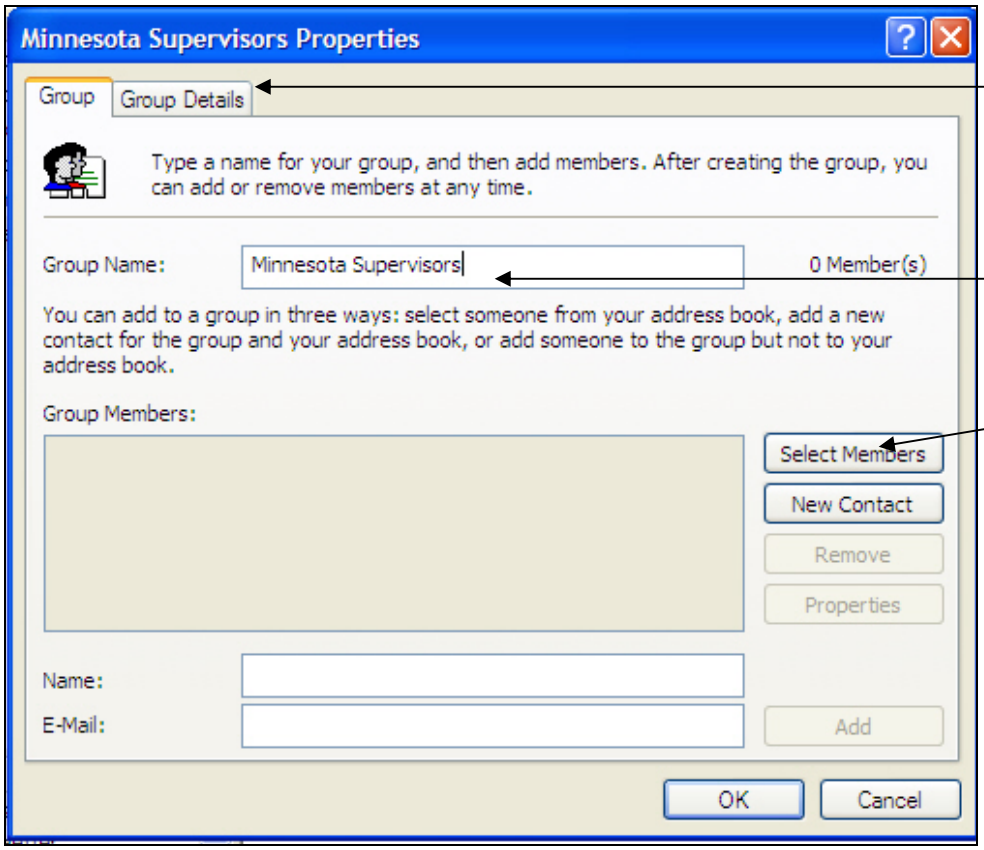
Please note that the format of the names and email addresses that you see in your computer may not be exactly the same as the examples in this document.

3.5 Address Book – Adding Groups and Using Groups

You can create personal groups of addresses from your address book by:

- Clicking on the 'Tools' menu, 'Address Book' and choosing 'New', then 'New Group'.
- Clicking directly on the 'Addresses' icon, then select 'File', 'New Group'
- Clicking directly on the 'Addresses' icon, then click on the 'New' icon, then select 'New Group'.

The following Properties screen will appear:



This tab allows you to enter optional address, phone, fax and comments information.

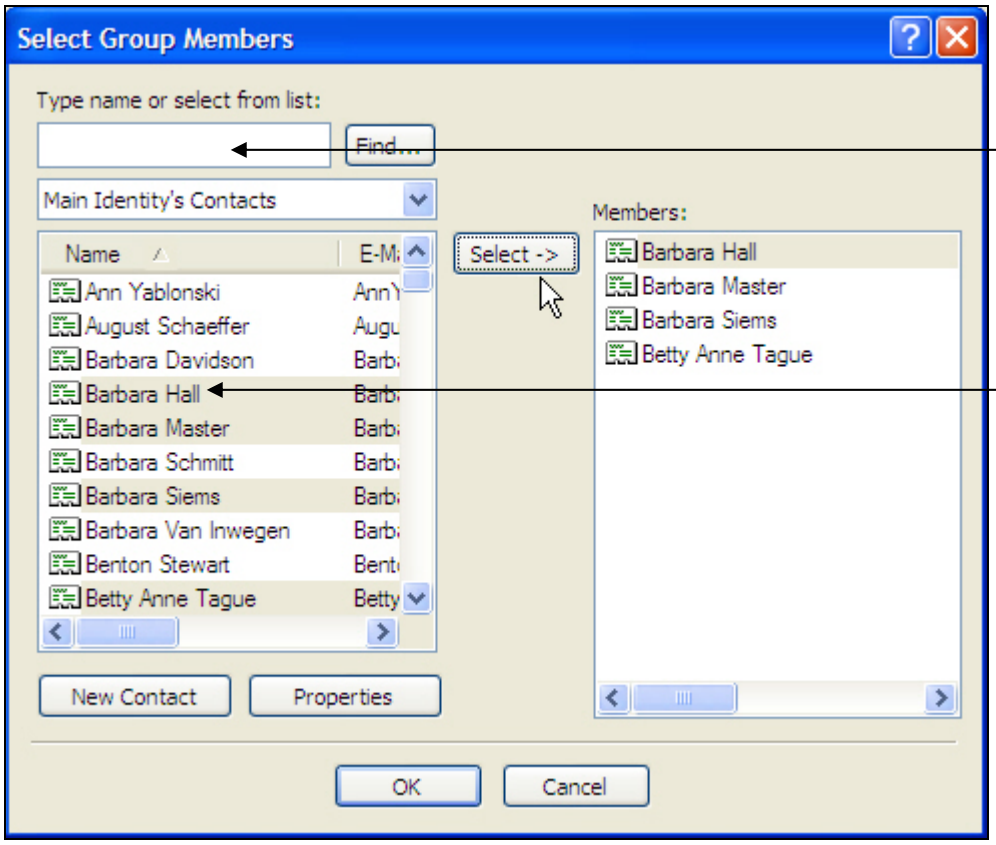
Type the group name of your choice here.

Click here to select members from your address book. You can also add a new address listing (contact) by clicking new contact.

When you click on the 'Select Members' button, the Select Group Members screen will appear (see next page). Click on the member's name, then on 'Select' to add one name at a time to the group list. You can also double-click on the name or use the Windows 'Shift' or 'Ctrl' keys to make multiple selections at one time.

When finished, click on 'OK' to accept. You can create as many group lists as desired.

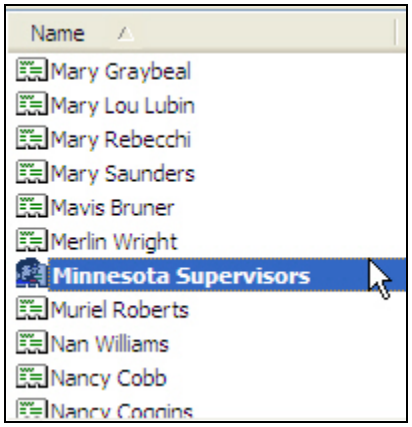
If you ever change your mind, you can delete a name from the Members list by highlighting the name and pressing 'Delete'. You can also delete a name from the list while in the "Group" screen by clicking on the name and then clicking on 'Remove'. Click 'OK' when the list is complete.



You can search for a name (first name then last name) by typing it here.

Select names then click on "Select" to move them to the list.

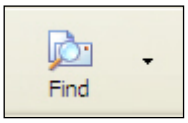
You can modify a group list at any time by returning to the Address book and double-clicking on the group name.



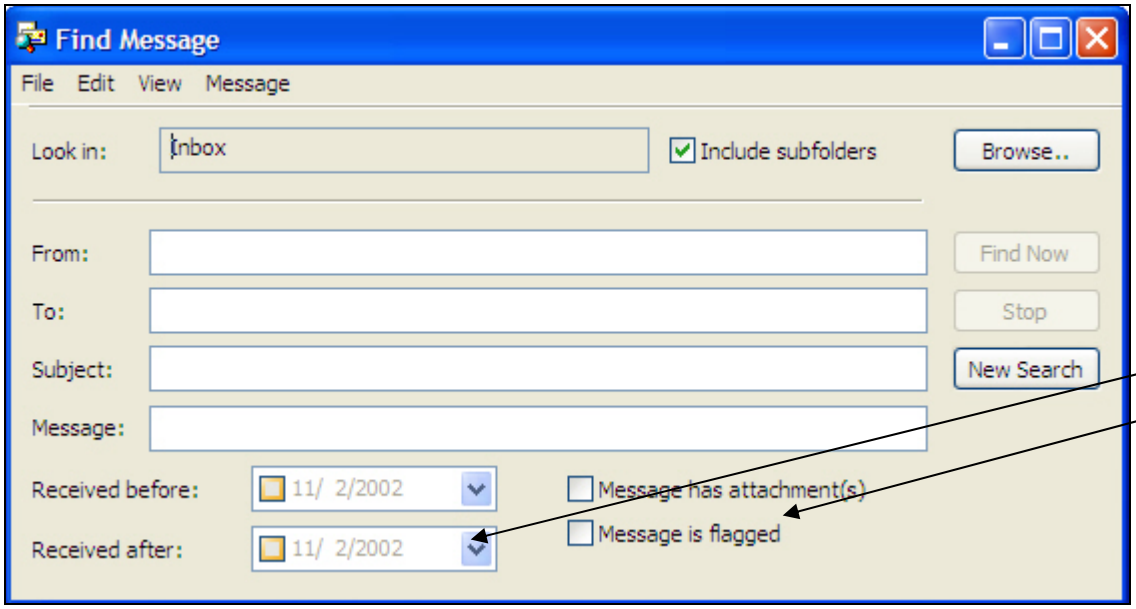
3.5.1 Using Group Addresses to Save Time

Group Addresses save time if you find yourself constantly sending messages to a group of people. For example, if a Supervisor sends a report to all the ACs in the region three times a week, creating an Address Group of ACs for that region means the Supervisor only needs to select 1 e-mail address instead of five or six.

3.6 Searching for Specific Messages



If you are trying to find a specific message or messages about a specific topic then using the 'Find' feature will save you a good deal of time over searching each message. You can also search specific folders, who sent it, words in the subject or words in the message itself, for messages received before or after a certain date, by flag, and by whether the message has an attachment.



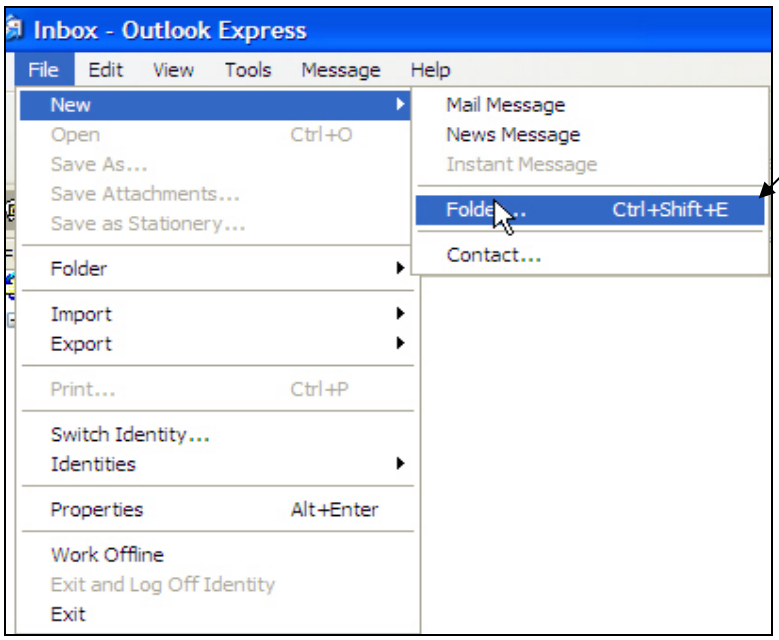
You can combine any of these selections with your search criteria.

Click on "Find Now" and OE will search for all messages meeting your criteria, then list them below the Find Message window. To view a message, simply double-click on it.

3.7 Creating Folders

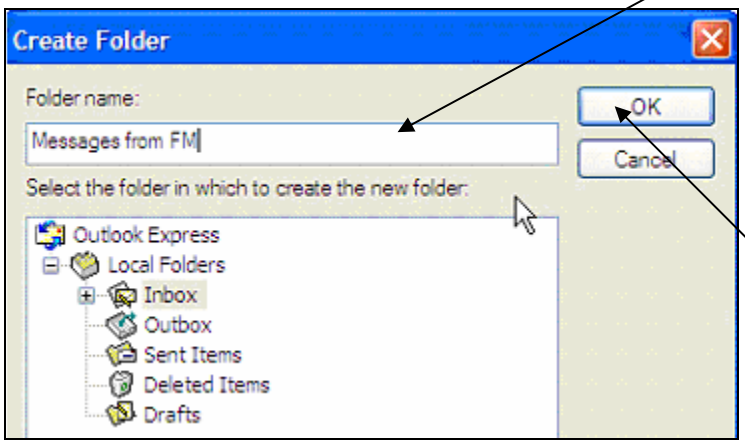
Creating your own folders allows you to organize your email messages. You can **add a new folder** at any time by clicking on the folder under which you want the new folder (a subfolder) to be shown. Messages can be moved from one folder to another by dragging and dropping with the mouse.

As an illustration, we will create a folder called "Messages from FM". Since we want it to be under the Inbox folder, we begin by clicking on the Inbox folder. Then, choose **File** (menu item), **New**, and **Folder**, as shown below.

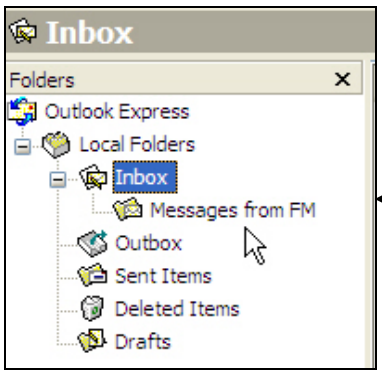


Click on File, New, Folder to begin the process.

Type name of new folder here. You may use spaces and upper/lower case letters.



When done naming the folder click on "OK" to create the folder.



The new folder appears in the list under Inbox.

3.7.1 Viewing Folders Besides the Inbox

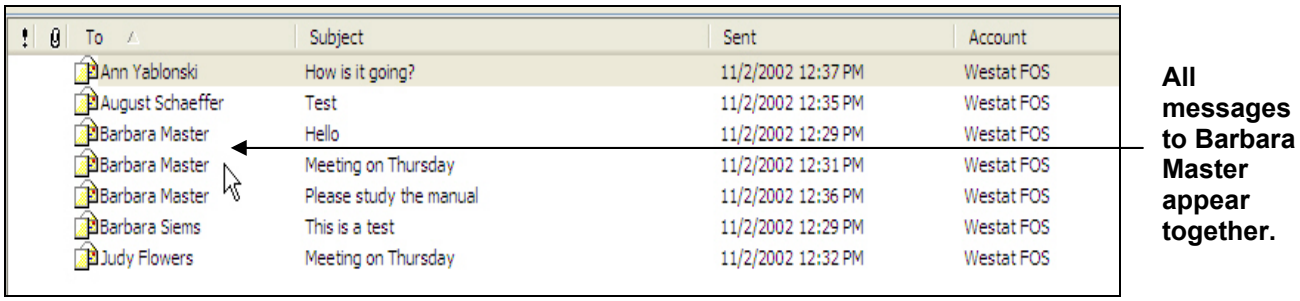
Click once on the folder name to change to the folder and see a list of messages in it. If a folder has a '**+**' sign next to it means there are sub folders. Click on the plus sign to show the subfolders. When a folder is expanded to show subfolders it will have a '**-**' sign next to it. Click on the minus sign to hide the subfolders.

3.7.2 Moving Messages Between Folders

You can move a message from one folder to another by clicking on the message and dragging it to the new location.

3.7.3 Sorting Messages in a Folder

In any of the folders – **Inbox, Outbox, Sent Items, Deleted Items** and **Drafts** - you can sort the messages to appear in an order you would like. The default it that the newest message always appears on the top. As an illustration, suppose you want to see all messages you sent to Barbara Master. Click on **Sent Items** (to highlight it) then click on '**To**' in order to sort the messages by recipient.



The messages will appear alphabetically by sender. If you want to reverse the order click on **To** again. You can now scroll down to view the messages you sent to a particular person, which will now all be grouped together. The field by which messages have been sorted contains an arrow pointing up or down to indicate the direction of the sort order.

You can sort your messages by any of the fields from the list of messages displayed. For example, in the **Inbox**, you can sort by the **!** field, which sorts according to priority that the message was sent, the **Paper Clip** sign field if you want to easily find messages that had attachments, the **Flag** sign field, which sorts by whether the messages have been flagged, the **From** field which sorts by the senders' names, the **Subject** field, which sorts alphabetically by subject title, and the **Received** field which sorts by date the messages were received (default).

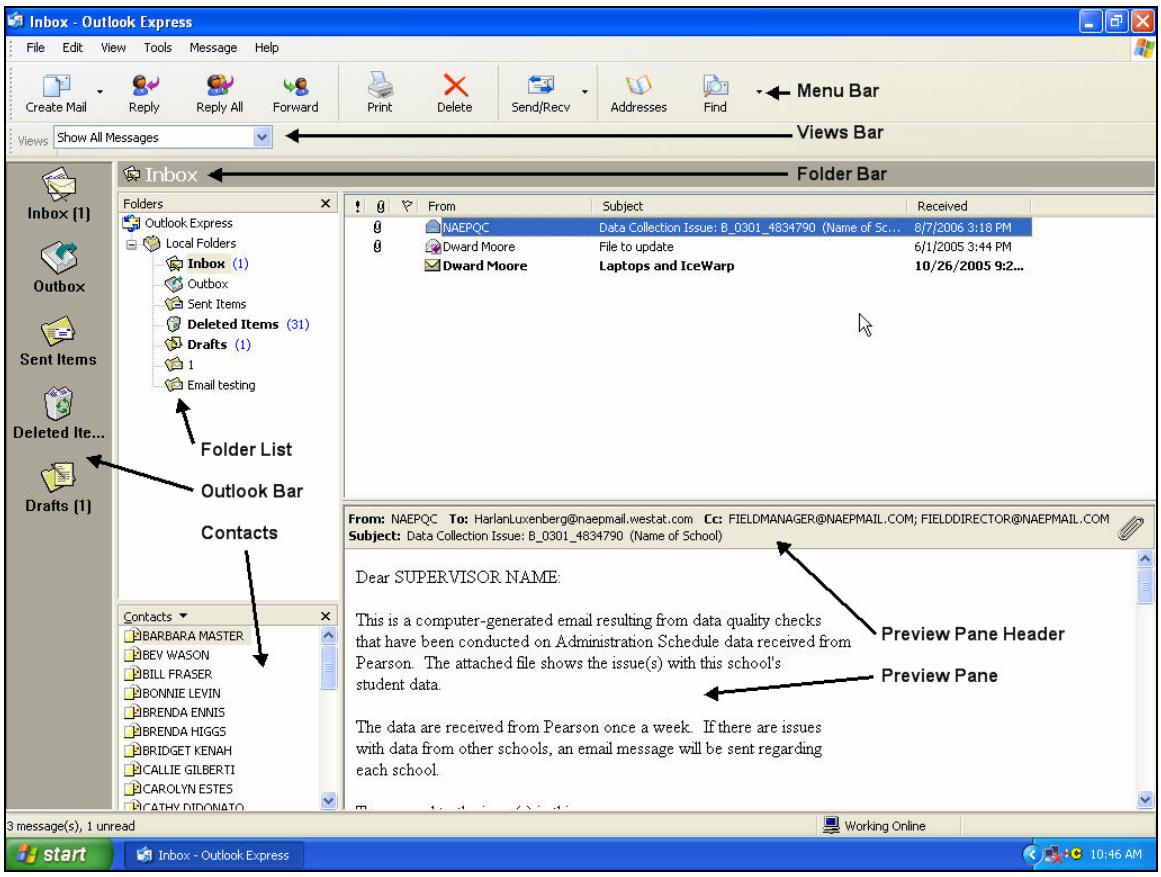
3.8 Goodies

Outlook Express has many features that you may find useful. This section addresses two of them. Customizing the layout 'Main' Outlook Express view (including adding back accidently removed pieces) and creating an auto-signature.

3.8.1 Customizing Main View

With so many different ways to set up the 'Main View' of Outlook Express it is quite possible that you would prefer the layout be different. This section will explain how to change the layout of Outlook Express' 'Main View'.

First, what are the options? The different elements of the 'Main View' that you can have shown or hidden are:



IMPORTANT When you open up Outlook Express for the first time the Outlook Bar and Views Bar will NOT be visible. They are visible in this image to show you what each option is.

If you wish to customize the layout of the 'Main View' then you need to:

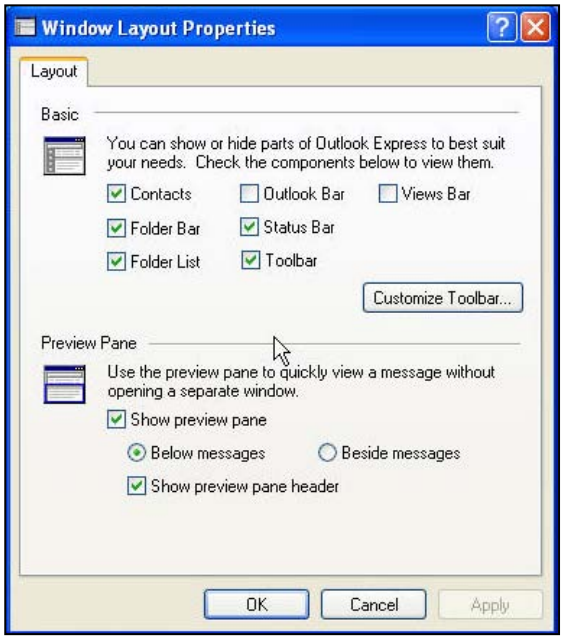
Step 1

Click on the 'View' tab, scroll down and click on 'Layout'

Step 2

Select which of the elements you wish to remove or add.

When you have finished making your selection click on 'OK'. The box will close and the 'Main View' will refresh to reflect the changes you decided upon.



3.8.1.1 Where did my Folders/Contact Pane Go?!?!

If you found you have accidentally removed the 'Contacts' or 'Folder List' from the 'Main View' you can add them back by following the steps in section 3.8.1. Just makes sure that in Step 2 that there is checkmark in the box next to 'Contacts' and 'Folder List' (not 'Folder Bar' that is a different feature).

3.8.2 Creating and Using an Auto-Signature

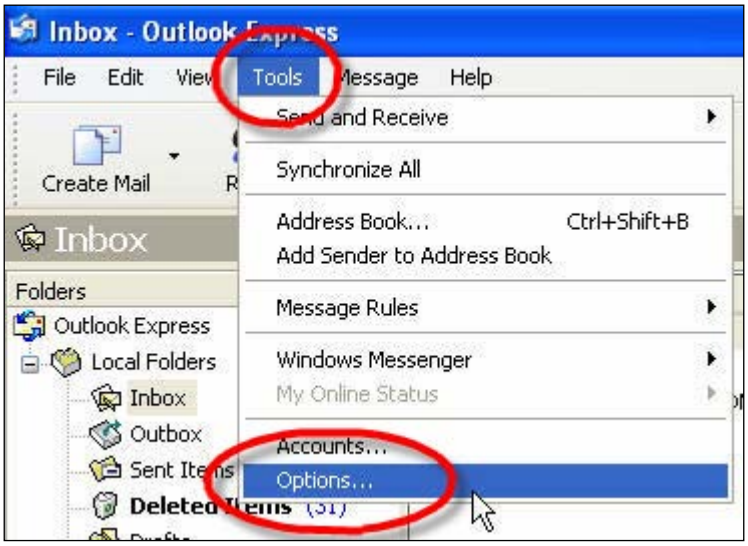
Adding a signature (name and contact information) to e-mails you send is a useful tool for providing people with your contact information, especially if they are away from their computer and only have a print out of your e-mail.

Additionally, a well designed auto-signature helps project the professional demeanor associated with the NAEP assessment.

Creating an auto-signature is a very quick process. The steps are:

Step 1

In the Main OE View click on 'Tools' in the menu bar at the top. Scroll down and click on 'Options'.

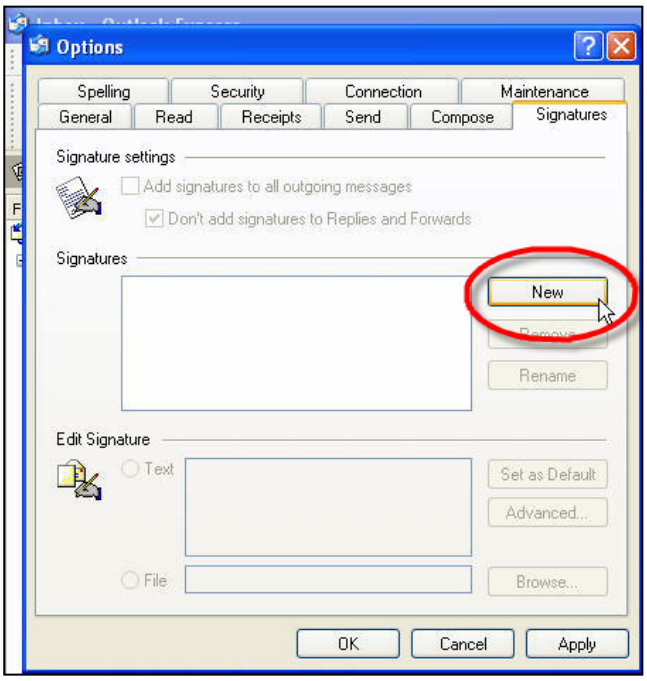


Step 2

In the 'Options' window that opens, click on the 'Signatures' tab.

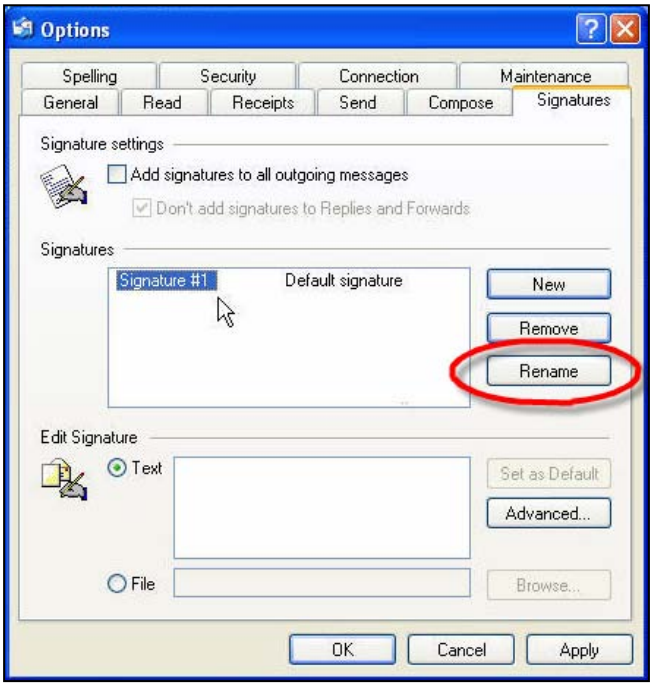
Step 3

In the signatures tab, click on the 'New' button



Step 4

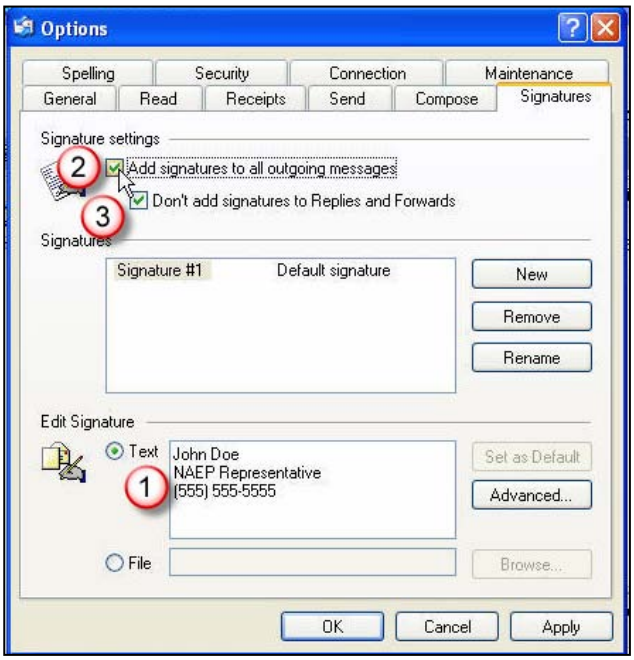
A new, blank, signature is created with the defaulted name of 'Signature #1'. If you would like to change this click on the rename button (circled), though you do not need to rename it.



Step 5

Enter your signature (1) and select if you want to have the signature automatically added to all new messages (2).

Additionally you can decide if you want your signature added to all the messages you reply to as well. It is recommended, at least at first, that you do not attach signatures to your replies to messages as well (make sure the box next to (3) is checked). You can always enable this feature in the future.



That's it. Your auto-signature will now be automatically attached to every new message you send out.

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Outlook Express Quick Guide

OVERVIEW

1. Open Outlook Express (OE) by double-clicking on the icon.
2. Draft all messages.
3. *Send* all drafted messages and simultaneously *receive* all incoming mail.
4. System disconnects.
5. Read all messages and, if necessary, generate replies.
6. Repeat steps 2 and 3, if necessary.
7. Close OE.

To create a message:

C1. Click *Create Mail* icon.

C2. Address the message:
- If addressee is in your address list, begin typing name of person in the field labeled "To:" and the system will display names that match. Stop typing when his/her name is displayed.
- If addressee is NOT in your address list, type his/her complete e-mail address in the field labeled "To:"

C3. Press Tab key to move to CC field.

C4. If you want to send a copy of this message to someone in addition to the addressee, follow steps in C2. Otherwise, press Tab key to move to the Subject field.

C5. Give the message a subject.

C6. Press Tab key to move to message area.

C7. Type your message including your name at the end ("sign" the message).

C8. Proofread your message for spelling and grammar.

C9. Click the *Send* icon to send the message to your Outbox.
- Spell check will run. If a word is identified as not being in the dictionary, you will be given an opportunity to add it to the dictionary or ignore it.
- Go to S1.

To create additional messages, go through Steps C1 – C9 for each additional message.

Sending messages:

S1. Click the *Send/Recv* icon.

S2. Select the "service" you want to connect to:
- If you are at home, you can accept the default "Connect to" setting of "1) Westat."
- If you are in a hotel/motel, click on the down arrow button and click on the 8 or 9 prefix option, whichever prefix is needed for outgoing calls at the hotel/motel you are staying in.

S3. Press the Tab key to move to the User Name field.

S4. If your User name (NAEPXXXX) is not displayed, type it in.

S5. Press the Tab key to move to the Password field.

S6. Type your password very carefully as it is case-sensitive (it must be typed exactly as it was given to you).

S7. Make sure that the telephone line is plugged into the computer.

S8. Click on the *Connect* button.

To read messages:
- Double-click on the message information (under From, Subject, Received) in the list of messages.
- Read the message.
- To close the message, click once on the red "X" in the upper-right corner.

To reply to a message:
- Open the message by double-clicking on it.
- Click on the *Reply* icon.
- Type your reply and sign the message.
- Click the *Send* icon.

Close Outlook Express by clicking on the red "X" in the upper-right corner.

Pearson SchoolHouse Materials Ordering System and Materials Tracking System User's Guide

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PEARSON SCHOOLHOUSE MOS AND MTS USER'S GUIDE

1. Introduction

The Pearson SchoolHouse Materials Ordering System (MOS) for NAEP's testing programs allows you to order additional materials, change the shipping address for a single shipment, and access the Materials Tracking System for the upcoming test administration.

1.1 About the Pearson Systems

This User's Guide uses a task-oriented approach. That is, it provides step-by-step, illustrated instructions for completing distinct tasks within SchoolHouse MOS.

Please note the following caveats:

- The screens displayed in this user guide are ***samples*** and may not reflect exactly what you see on your screen. ***Always*** follow the instructions on your computer monitor.
- Do not use your browser's Back or Forward arrows. The results may be unpredictable because they are outside control of the SchoolHouse MOS software program.

1.2 Getting Help

Help for SchoolHouse MOS is available by calling technical support (section 1.2.1) or the NAEP Distribution Center for shipping questions (section 1.2.2). Remember for any NAEP Assessment related question, you should contact the NAEP Help Desk at 800-283-6237.

1.2.1 Technical Support (Having problems with the website)

For technical questions regarding the use of this site, contact:

- NAEP Distribution Center
  (888) 627-6237
  Monday through Friday
  7:00 a.m. to 4:30 p.m. CT
  (8:00 a.m. to 5:30 p.m. ET)
  E-mail: NAEP@pearson.com

1.2.2 General Program Information (Shipping Questions)

For questions regarding shipping materials contact:

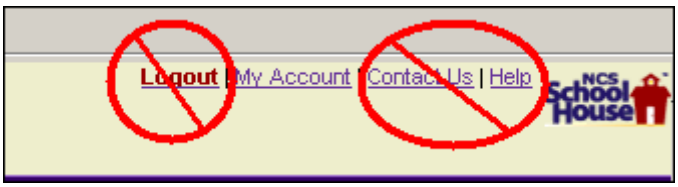
- NAEP Distribution Center
  (888) 627-6237
  Monday through Friday
  7:00 a.m. to 4:30 p.m. CT
  (8:00 a.m. to 5:30 p.m. ET)
  E-mail: NAEP@pearson.com

1.3 Do Not Use

Certain features on the website are not functional (see Figure 1-1). These include the:

- Logout link at the top of the screen;
- Contact Us link at the top of the screen; and
- Help link at the top of the screen.

Figure 1-1. Do Not Use Links

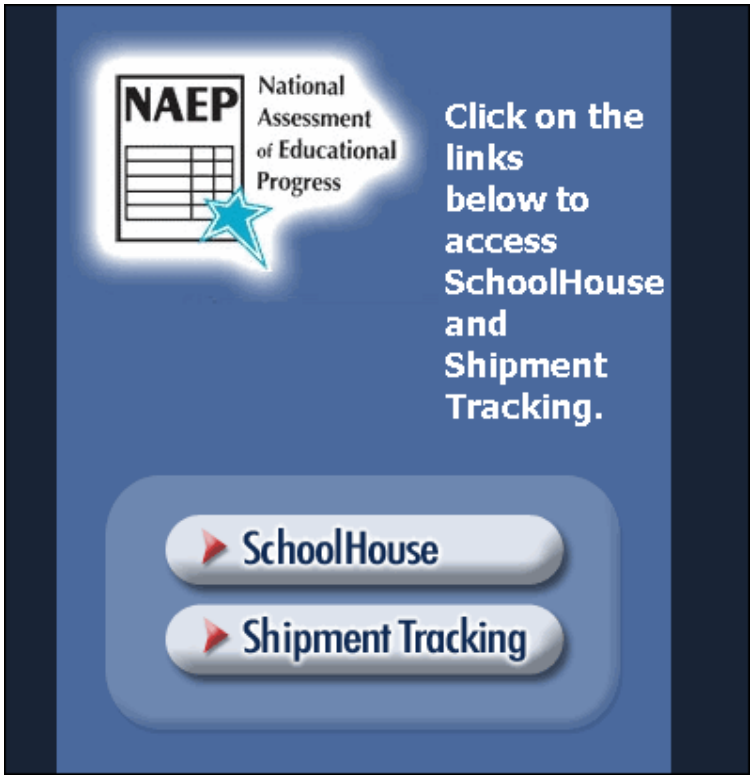


2. Log In

You must select one of the links below to work in the NAEP SchoolHouse Materials Ordering or the Materials Tracking page.

1. Click on the **SchoolHouse** button (see Figure 2-1) to go to the SchoolHouse Material Ordering System.
2. Click on the on the **Shipment Tracking** button, to go to the Materials Tracking System.

Figure 2-1. NAEP Landing Pad



3. Fill in your **NAEP User ID** and **Password** (see Figure 2-2) in the **Basic Login** screen.
4. Click the **Go** button.

This is a **one time** entry. You will not have to re-enter your user ID and password to access the other Pearson site.

Figure 2-2. Login Screen

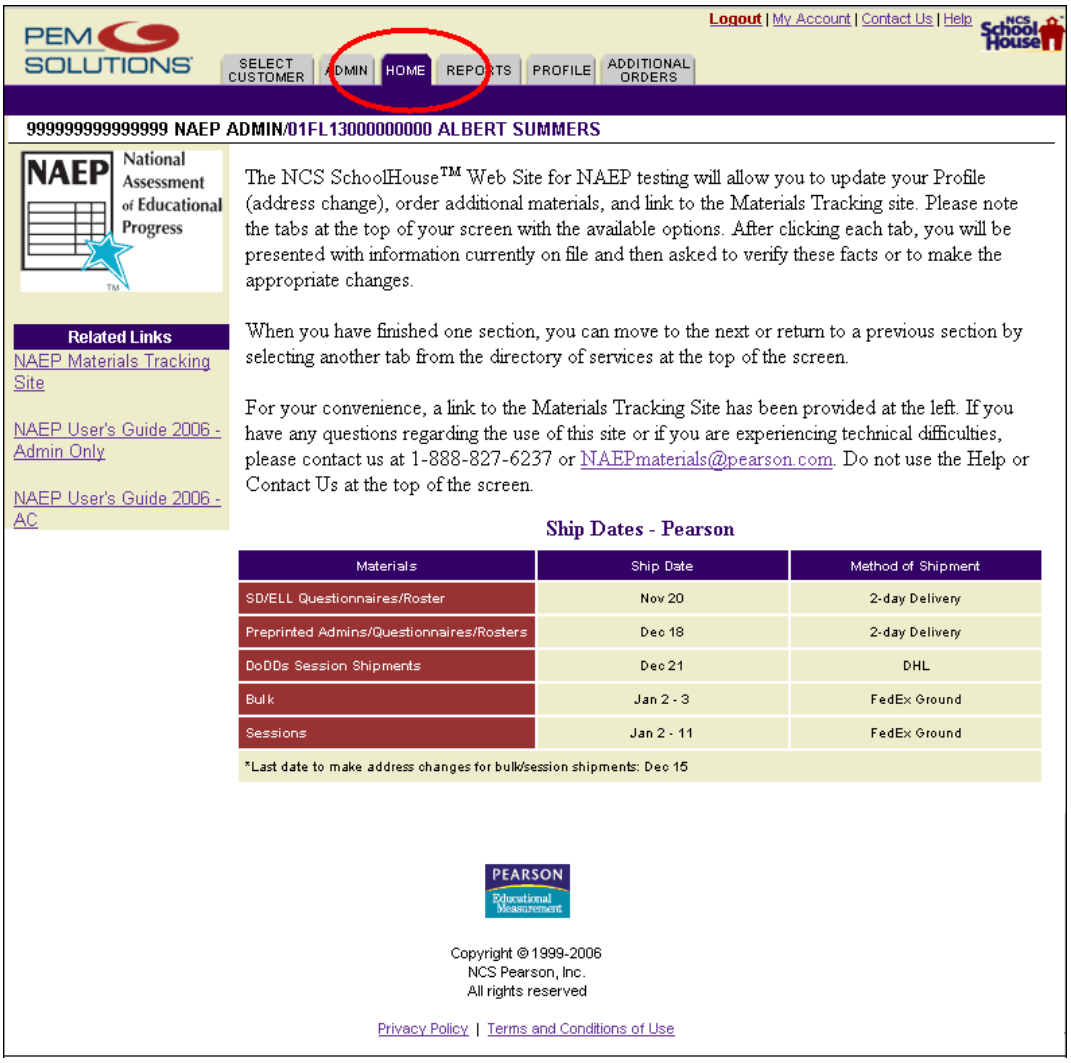
Input your NAEP ID and password as you normally would.

Pearson MOS or MTS sessions automatically times out after 30 minutes of inactivity.

3. SchoolHouse Material Ordering System (MOS)

The Pearson **SchoolHouse MOS** page provides an introduction to the SchoolHouse MOS, instructions, related links, and other useful information, such as shipping schedules (see Figure 3-1).

Figure 3-1. Home Page



The tabs located at the top of the SchoolHouse MOS page are based on your permission level.

You will have access and only see the following tabs on this page:

- **Profile tab** – to view or update your address information on file at Pearson.
- **Additional Orders tab** – to order additional materials and view your order history. A link to the Materials Tracking System is also available.

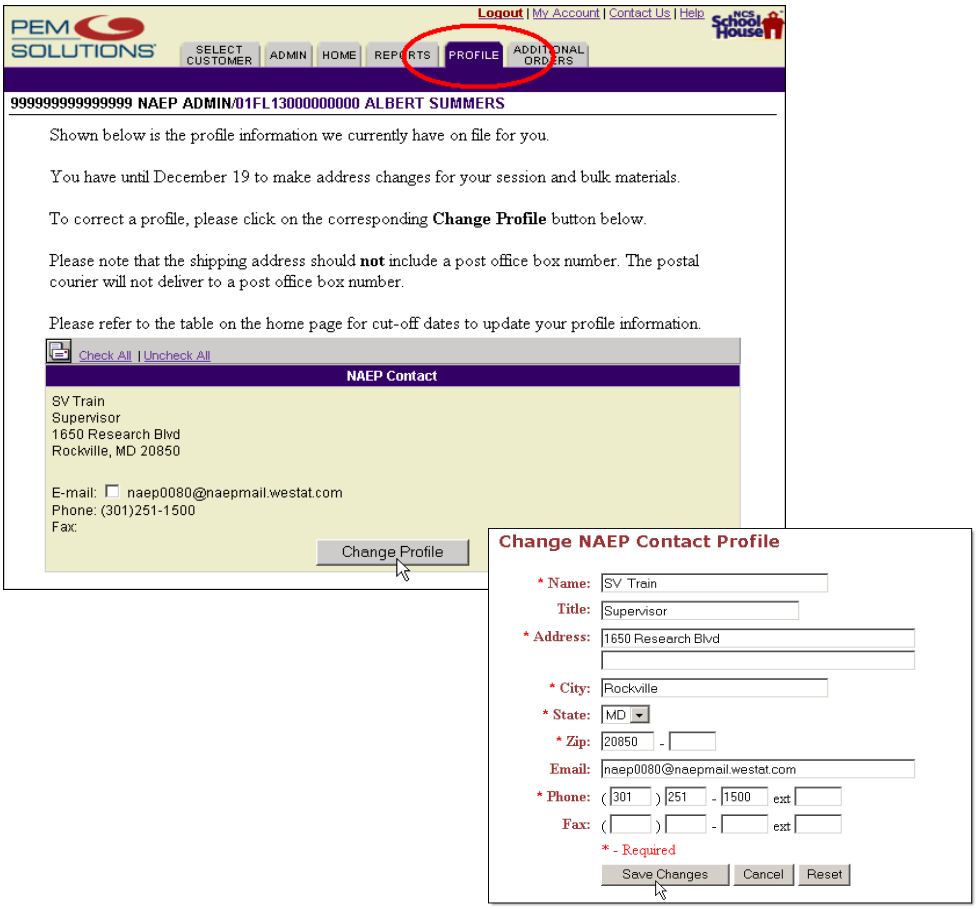
3.1 Profile

Click on the **Profile** tab to view current contact information (see Figure 3-2).

To edit the profile:

1. Click on the Profile tab.
2. Click on the Change Profile button beneath the contact information.
3. Make changes to the profile.
   - Fields marked with an asterisk are required.
   - The shipping address must contain a street address. Materials will not be delivered to a post office box number.
   - Refer to the table on the home page (see Figure 3-1, page A.3.7) for cut-off dates to update your profile for your bulk and session shipments.
4. Click on the **Save Changes** button after making edits.

Figure 3-2. Profile Screen



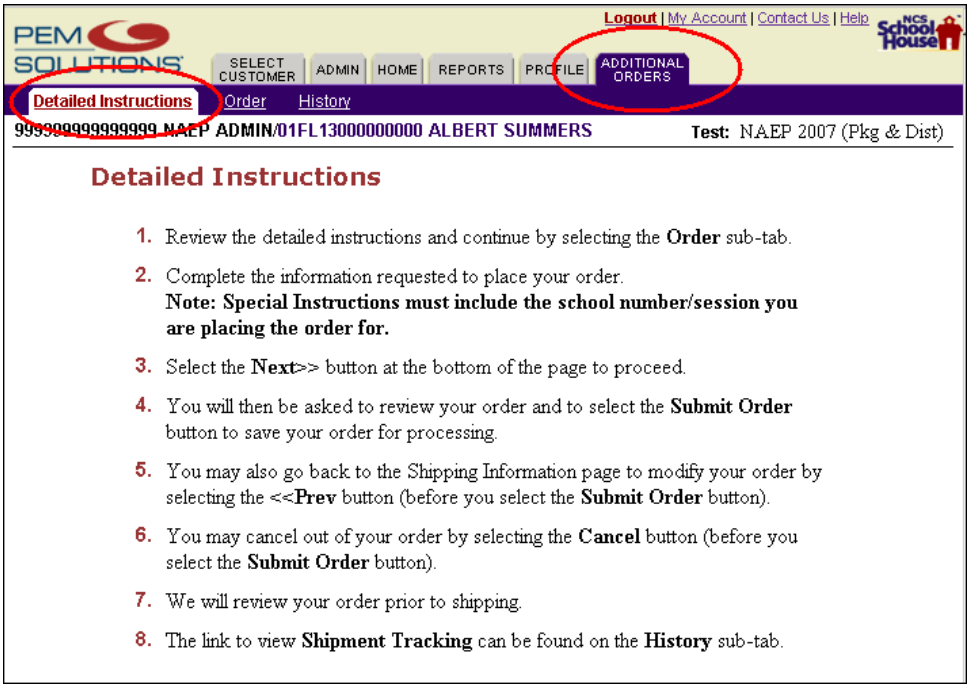
3.2 Additional Orders

Additional Orders or Short Shipments can be ordered through SchoolHouse MOS. See Figure 3-5 to view the Orders screen.

To order additional materials:

1. Click on the Additional Orders tab.
2. Read the Detailed Instructions screen (see Figure 3-3) carefully before proceeding.

Figure 3-3. Detailed Instructions Screen



3. Click on the **Order** sub-tab (see Figure 3-4) to continue.

Figure 3-4. Order Sub-Tab

4. Fill in the required fields.
5. Include school number and session number in the **Special Instructions** field (see Figure 3-5).

Figure 3-5. Order Additional Materials Screen

PEM SOLUTIONS

Logout | My Account | Contact Us | Help

SELECT CUSTOMER | ADMIN | HOME | REPORTS | PROFILE | ADDITIONAL ORDERS

Detailed Instructions | Order | History

999999999999999 NAEP ADMIN/01PL13000000000 ALBERT SUMMERS — Test: NAEP 2007 (Pkg & Dist)

Order

Order Additional Materials

* - Required Fields

Shipping Information

* Need By Date: 12 / 12 / 2007 (MM/DD/YYYY)

* Delivery Method: DHL 2-Day

Shipment Reason: Other:

Special Instructions:
include School Number
include Session Number

Ship To:
* Name: SV Train
* Address Line 1: 1650 Research Blvd
Address Line 2:
* City: Rockville
* State: MD
* Zip: 20850 -
Email: naep0080@naepmail.westat.com
* Phone: (301) 251 - 1500 ext.
Fax: ( ) - ext.

The **Ship To** information will default to the information stored in your Profile. If you change the shipping information on this screen, it will NOT change the shipping information stored in the Profile.

* - Required Fields

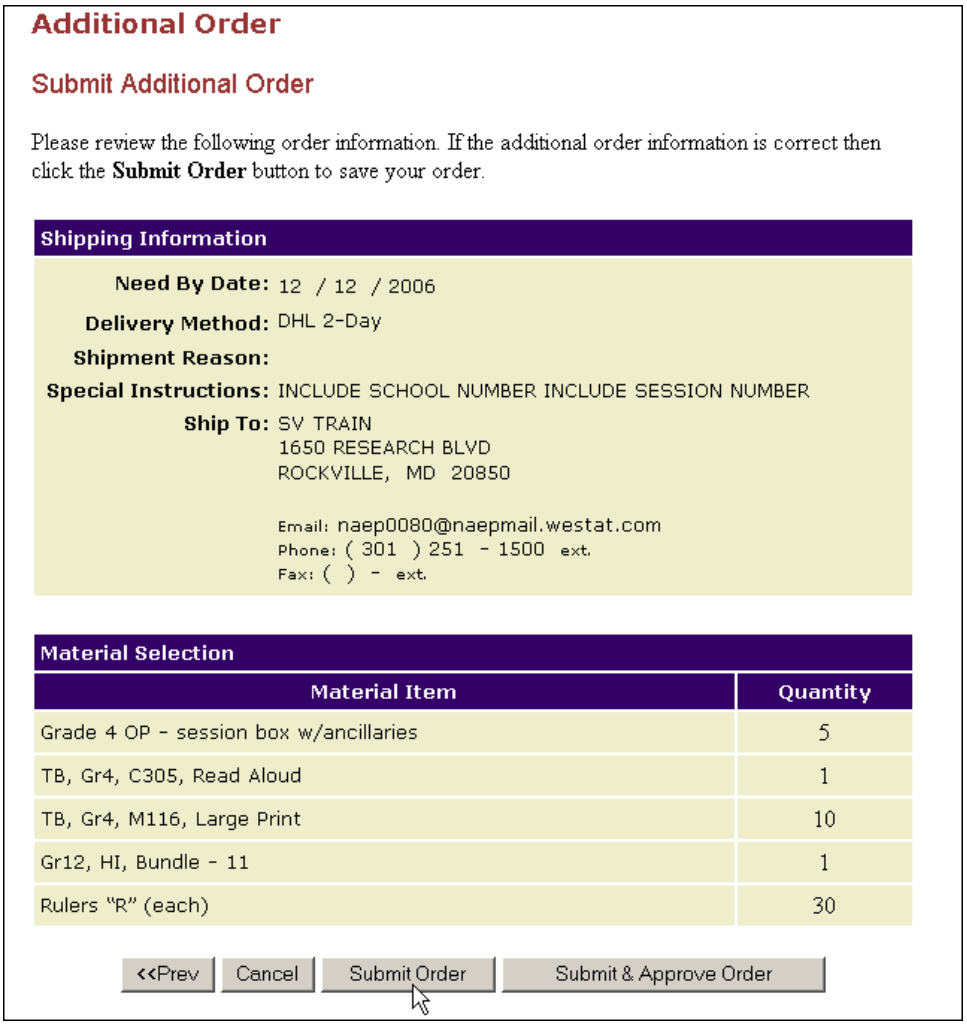
Material Selection

Material Item	Quantity
-- Sessions - Added -- (ordering unit is by box)	
Grade 4 OP - session box w/ancillaries	5
Grade 4 HI - session box w/ancillaries	
-- Accommodations Books -- (ordering unit is by each)	
-- Grade 4 OP --	
TB, Gr4, C301, Read Aloud	
TB, Gr4, C305, Read Aloud	1
TB, Gr4, M116, Large Print	10
-- Bulk Materials -- (notice size of unit to order)	
Gr4, OP, Bundle - 16	
Gr12, HI, Bundle - 11	1
Rulers "R" (each)	30

Next >>

6. Enter the additional order quantities you need.
   - The Materials Item section headings (see Figure 3-5) indicate how items are packaged.
7. Click the **Next** button.
   - The next screen (see Figure 3-6) displays the additional order information.
8. Review the shipping information and materials ordered for accuracy.
9. If the information is correct, click the **Submit Order** button.
10. If it is incorrect, click the **Prev** (Previous) button to go back and edit the information.

Figure 3-6. Submit Additional Orders Screen



Additional Order

Submit Additional Order

Please review the following order information. If the additional order information is correct then click the **Submit Order** button to save your order.

Shipping Information

Need By Date: 12 / 12 / 2006
Delivery Method: DHL 2-Day
Shipment Reason:
Special Instructions: INCLUDE SCHOOL NUMBER INCLUDE SESSION NUMBER
Ship To: SV TRAIN
1650 RESEARCH BLVD
ROCKVILLE, MD 20850

Email: naep0080@naepmail.westat.com
Phone: (301) 251 - 1500 ext.
Fax: ( ) - ext.

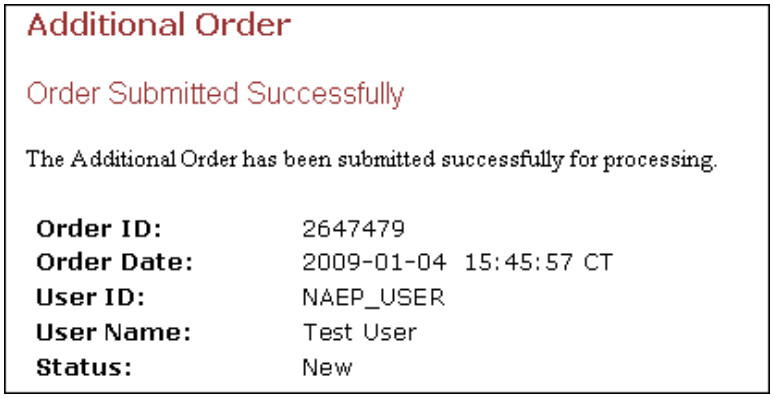
Material Selection

Material Item	Quantity
Grade 4 OP - session box w/ancillaries	5
TB, Gr4, C305, Read Aloud	1
TB, Gr4, M116, Large Print	10
Gr12, HI, Bundle - 11	1
Rulers "R" (each)	30

<<Prev | Cancel | Submit Order | Submit & Approve Order

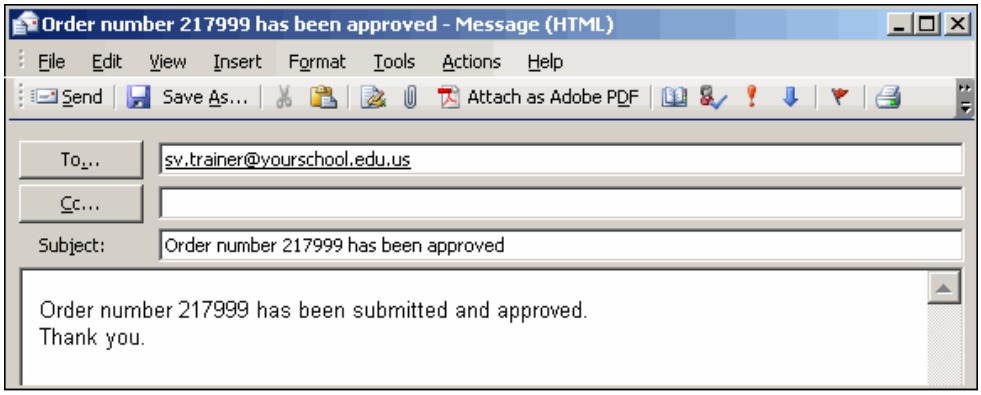
11. The “Order Submitted Successfully” message (see Figure 3-7) will be displayed after clicking on the **Submit Order** button.
    - The Order Date on this screen is always displayed in Central Time.
    - “Status” indicates a new order has been placed.

Figure 3-7. Order Submitted Successfully Message



After the order is approved by Pearson, an e-mail (see Figure 3-8) will be automatically sent to the recipient – the contact person listed in the Profile section.

Figure 3-8. Sample E-Mail Message



3.2.1 Order History

You can view a history of all the additional orders requested. The Shipment Tracking link will direct you to the Materials Tracking System to view your shipment boxes.

1. To view your additional order history, click on the **History** sub-tab (see Figure 3-10). Recent orders are listed first.
    - The **Order Date** column allows you to view details of your additional order.
    - Click on the underlined **Order Date** to view details (see Figure 3-9) about an order.

Figure 3-9. Order Details Screen

History

View Additional Order

Order ID: 2790567
Order Date: 2009-08-27 15:45:57 CT
User ID: NAEP_USER
User Name: Test User
Status: New

Shipping Information

Need By Date: 12 / 12 / 2006
Delivery Method: DHL 2-Day
Shipment Reason:
Special Instructions: INCLUDE SCHOOL NUMBER INCLUDE SESSION NUMBER
Ship To: SV TRAIN
1650 RESEARCH BLVD
ROCKVILLE, MD 20850

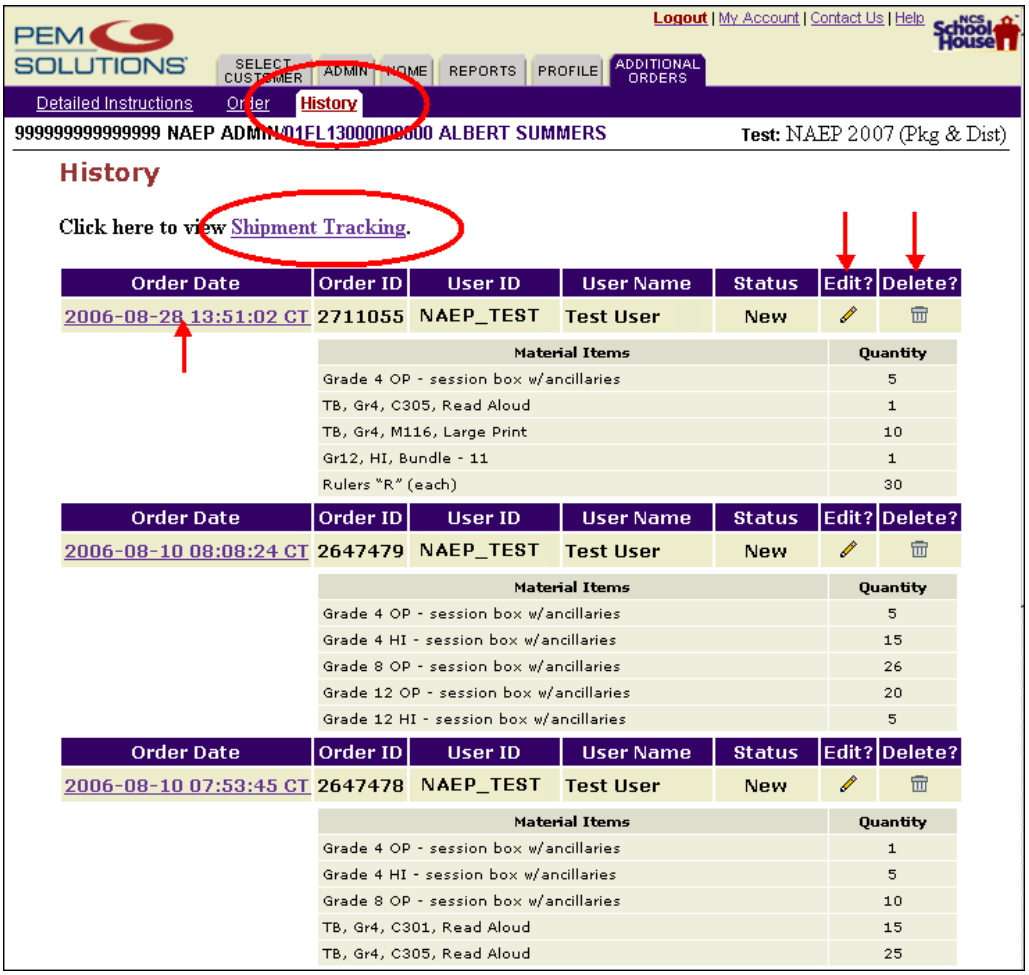
Email: naep0080@naepmail.westat.com
Phone: (301) 251 - 1500 ext.
Fax: ( ) - ext.

Material Selection

Material Item	Quantity
Grade 4 OP - session box w/ancillaries	5
TB, Gr4, C305, Read Aloud	1
TB, Gr4, M116, Large Print	10
Gr12, HI, Bundle - 11	1
Rulers "R" (each)	30

- The **Status** column indicates whether the order has been approved by Pearson.
  - A "New" status indicates a new order has been placed.
  - An "Approved" status indicates Pearson has seen and submitted the order to their Shipment department.
- The **Edit** column allows you to go back in and change your order.
  - Click on the pencil icon in the **Edit?** column.
  - The edit function is only available if the status is NOT approved. Otherwise it will be grayed out.
- The **Delete** column allows you to delete your order.
  - Click on the trash can icon in the **Delete?** column.
  - The delete function is only available if the status is NOT approved. Otherwise it will be grayed out.

Figure 3-10. History Screen



2. Click on the **History** sub-tab to return to the **History** screen.
3. Click on the **Shipment Tracking** link (see Figure 3-10) to continue to the Materials Tracking System pages.

If you accessed the Pearson systems through the MyNAEP Options page you can return to **MyNAEP Options** page by:

1. Closing your current window by clicking on the "**X**" in the upper right hand corner of the browser window. This will return you to the NAEP landing pad (Figure 2-1).
2. Close the NAEP Landing page by clicking on the "**X**" in the upper right hand corner of the browser window to return to the www.mynaep.com options page.

Be aware that if you have been on the Pearson site for more than 20 minutes you will be timed out of your MyNAEP session.

As it was mentioned in section 1.3, you should not use the "**Logout**" link in the top right corner of the screen.

4. Materials Tracking System

The Materials Tracking System allows you to:

- See when materials have been shipped from Pearson (Shipping section, From Pearson sub-section).
- Enter in receipt and ship dates *from* and *to* Pearson (Shipping section, From Pearson and To Pearson sub-sections).
- Track information for inbound and outbound shipments of materials through the delivery carrier and DHL (DoDDS shipments only) (Shipping section, From Pearson and To Pearson sub-sections).
- Run detailed reports on your shipments (Reports Page section).

You can access the Materials Tracking System from the MyNAEP Options page or by entering the URL (Universal Resource Locator, or the Internet address) into the browser address field. The URL is:

- https://naep.ncsschoolhouse.com/

The first page you see is called the NAEP Landing Pad (see Figure 2-1, page A.3.5).

From the SchoolHouse MOS you can access the Materials Tracking System by:

- Clicking on the **NAEP Materials Tracking Site** link on the home page (see Figure 3-1, page A.3.7) or
- Clicking on the **Shipment Tracking** link on the Additional Orders History page (see Figure 3-10, page A.3.14).

The Materials Tracking System is described in the following three sections:

- Summary Page Section 4.1 (default page)
- Shipping Information Section 4.2
- Reports Page Section 4.3

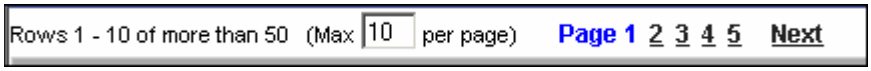
4.1 Summary Page

In the Summary screen (see Figure 4-2) you can display shipment information in various ways using the search and filter options. You will enter your receipt date for boxes shipped from Pearson and your shipment date for sending materials back to Pearson.

You can view information by page or all at once (see Figure 4-1). For example: The “50” indicates how many line items there are.

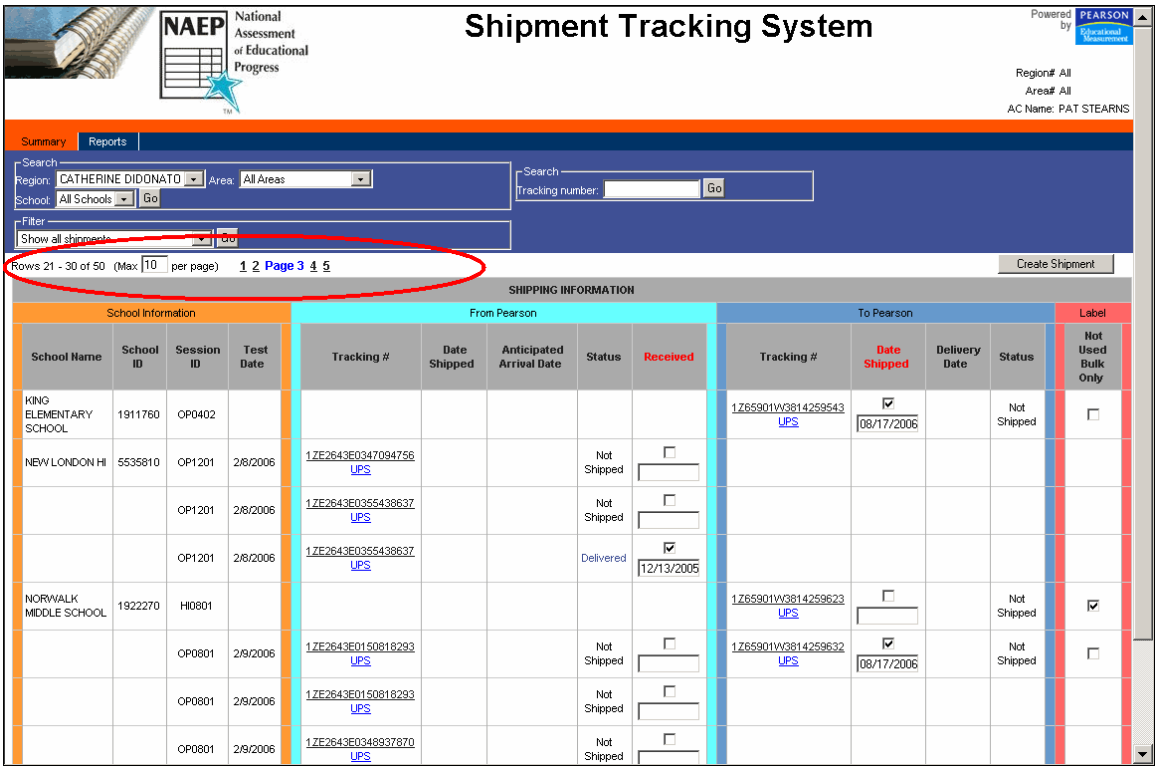
If you don't want to view by page, enter the number in the box before "per page" (to a maximum of 999, however 50 should be sufficient).

Figure 4-1. Rows and Page Numbers



If you are using a dial-up connection, it is best not to try to load all rows at once.

Figure 4-2. Summary Page



Search

Your Supervisor's name should be listed under the **Region** field and your name listed under the **Area** field. Your region/area numbers should be listed in the upper right-hand corner of the screen. If they are not, contact Pearson at 1-888-627-6237.

1. By school (see Figure 4-3)
   - Click on the drop-down box next to the **School** field.
   - Select the school you want to display.
   - Click the **Go** button.

Figure 4-3. Search by School

2. By tracking number (see Figure 4-4)
   - Enter the tracking number into the **Tracking Number** field.
   - Click the **Go** button.

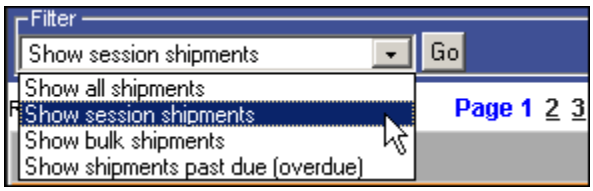
Figure 4-4. Search by Tracking Number

To use the Filter

There are different ways to access shipping information. One is by using the tracking number as indicated above. Another is by using the filter section to show: all shipments, bulk shipments, session shipments, and boxes past due. Select one of these four options (see Figure 4-5):

- **Show all shipments** – This is the default. It shows all shipments sent to you-bulk and session.
- **Show bulk shipments** – Lists all of your bulk boxes and short shipment requests.
- **Show session shipments** – Lists all of your session shipments. These include any session materials sent out via short shipment.
- **Show shipment past due** – Lists any bulk or session boxes not indicated as received by you or, if returned, not received at Pearson.

Figure 4-5. Using the Filter



4.2 Shipping Information

The Shipping Information section is divided into four areas: School Information, From Pearson, To Pearson, and Label Not Used (see Figure 4-6).

Figure 4-6. Shipping Information

Rows 1 - 10 of more than 50 (Max 10 per page) Page 1 2 3 4 5 Next

SHIPPING INFORMATION

School Information				From Pearson					To Pearson				Label
School Name	School ID	Session ID	Test Date	Tracking #	Date Shipped	Anticipated Arrival Date	Status	Received	Tracking #	Date Shipped	Delivery Date	Status	Not Used Bulk Only
CLINTONVILLE HIGH SCHOOL	5535840	HI1201	2/16/2006	1ZE2643E0348253975 UPS			Delivered	☑ 07/27/2006					
		HI1201	2/16/2006	1ZE2643E0357258480 UPS			Not Shipped	☐					
		HI1201	2/16/2006	1ZE2643E0357258480 UPS			Not Shipped	☐					

School Information Section

The section of the screen outlined in orange describes information given to Pearson by Westat (from the SCS) (see Figure 4-7).

- **School Name** – Shows the school name or your name. Your name indicates it was a bulk box or short shipment box.
- **School ID** – Shows the school's NAEP ID or 0000000 to indicate it is a bulk or short shipment box.
- **Session ID** – Shows all of your session IDs.
- **Test Date** – The assessment date recorded in the SCS.

Figure 4-7. School Information

School Information

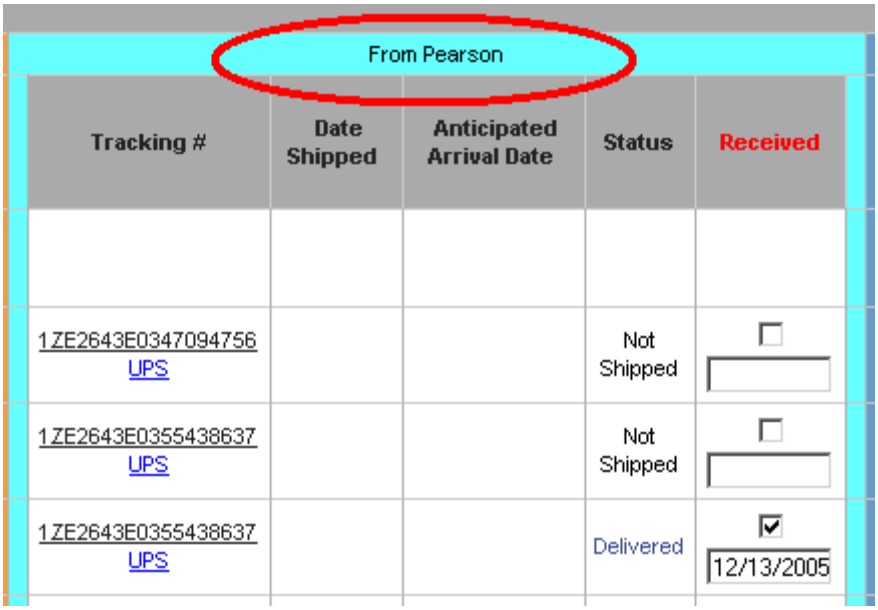
School Name	School ID	Session ID	Test Date
KING ELEMENTARY SCHOOL	1911760	OP0402	
NEW LONDON HI	5535810	OP1201	2/8/2006
		OP1201	2/8/2006
		OP1201	2/8/2006

From Pearson Section

This section of the screen outlined in teal is where you record your receipt date for the materials you receive from Pearson (see Figure 4-8).

- **Tracking # Column** – Each box will have its' own tracking number. Click on the carrier link next to the tracking number. The carrier's tracking site will display (see Figure 4-10).
- **Date Shipped Column** – The date the shipment left Pearson.
- **Anticipated Arrival Date Column** – The date the boxes are expected to arrive at your mailing address.
- **Status Column** – This information comes from the carrier. There are three status types:
  - **Not Shipped:** There is no activity on the tracking number assigned.
  - **In Transit:** The box has left Pearson and is on the way to Westat.
  - **Delivered:** The carrier has indicated that the box was delivered and signed for by you.
- **Received Column** – The field name "Received" is in red. Enter the date you received your box(es) from Pearson. There are two ways to do this.
  - **Check Box:** Use your mouse to click in the box and today's date will automatically populate the box below it.
  - **Date Box:** Use your mouse to click in the box and enter the date you actually received the box.

Figure 4-8. From Pearson



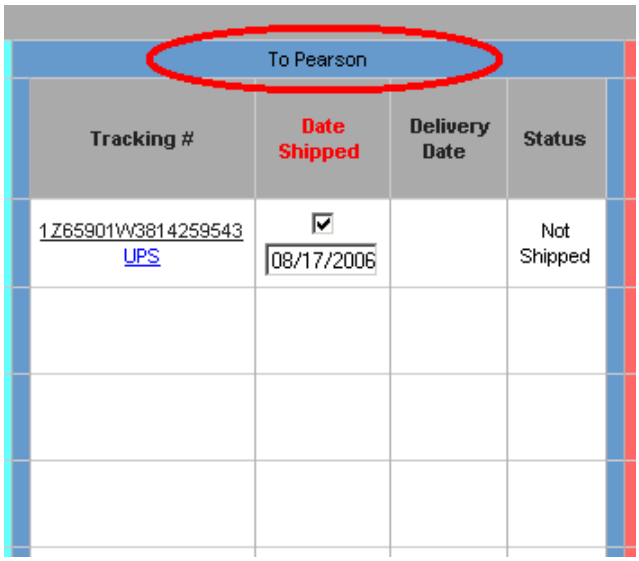
From Pearson

Tracking #	Date Shipped	Anticipated Arrival Date	Status	Received
1ZE2643E0347094756 UPS			Not Shipped	☐
1ZE2643E0355438637 UPS			Not Shipped	☐
1ZE2643E0355438637 UPS			Delivered	☑ 12/13/2005

To Pearson Section

The section outlined in blue shows boxes sent by you back to Pearson (see Figure 4-9). In the Date Shipped column you will enter the date the carrier picked up the box(es).

Figure 4-9. To Pearson

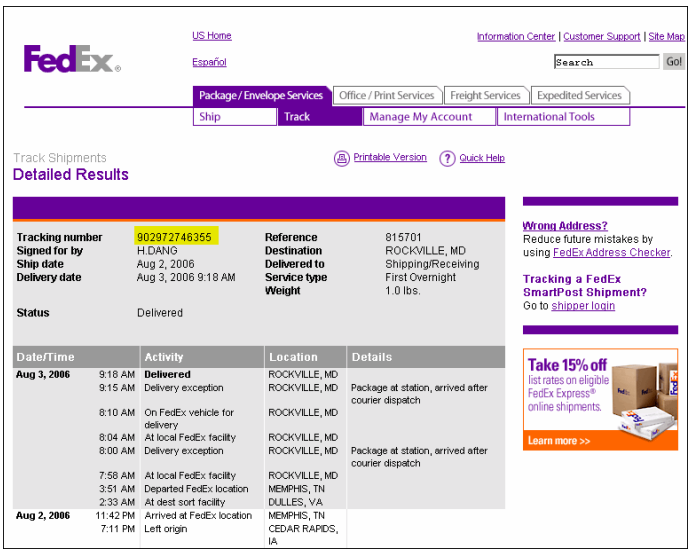


To Pearson

Tracking #	Date Shipped	Delivery Date	Status
1Z65901W3814259543 UPS	☑ 08/17/2006		Not Shipped

- **Tracking # Column** – The number assigned to this particular session or bulk box. If the tracking number on the label in the session box does not match the number listed, contact your supervisor.
  - Click on the carrier link next to the tracking number, you will go to their tracking site (see Figure 4-10).

Figure 4-10. Carrier Site



FedEx

US Home | Español | Information Center | Customer Support | Site Map | Search | Go!

Package/Envelope Services | Office/Print Services | Freight Services | Expedited Services

Ship | Track | Manage My Account | International Tools

Track Shipments
Detailed Results

Printable Version | Quick Help

Tracking number	902972746355	Reference	815701
Signed for by	H.DANG	Destination	ROCKVILLE, MD
Ship date	Aug 2, 2006	Delivered to	Shipping/Receiving
Delivery date	Aug 3, 2006 9:18 AM	Service type	First Overnight
		Weight	1.0 lbs.
Status	Delivered		

Date/Time		Activity	Location	Details
Aug 3, 2006	9:18 AM	Delivered	ROCKVILLE, MD	
	9:15 AM	Delivery exception	ROCKVILLE, MD	Package at station, arrived after courier dispatch
	8:10 AM	On FedEx vehicle for delivery	ROCKVILLE, MD	
	8:04 AM	At local FedEx facility	ROCKVILLE, MD	
	8:00 AM	Delivery exception	ROCKVILLE, MD	Package at station, arrived after courier dispatch
	7:58 AM	At local FedEx facility	ROCKVILLE, MD	
	3:51 AM	Departed FedEx location	MEMPHIS, TN	
	2:33 AM	At dest sort facility	DULLES, VA	
Aug 2, 2006	11:42 PM	Arrived at FedEx location	MEMPHIS, TN	
	7:11 PM	Left origin	CEDAR RAPIDS, IA	

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Tracking a FedEx SmartPost Shipment?
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Take 15% off list rates on eligible FedEx Express® online shipments.
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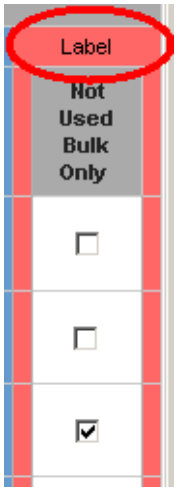
- **Date Shipped Column** – The field name “Date Shipped” is in red (see Figure 4-9). You can either click on the box or enter the date:
  - **Check Box:** Use your mouse to click in the box and today’s date will automatically populate the box below it.
  - **Date Box:** Use your mouse to click in the box and enter in the date.
- **Delivery Date Column** – The date the shipment arrived at Pearson.
- **Status Column** – This information comes from the carrier. There are three status types:
  - **Not Shipped:** No activity on the tracking number assigned.
  - **In Transit:** The box has left your shipping location and is on the way to Pearson.
  - **Delivered:** The carrier has indicated that the box was delivered and signed for by Pearson.

Label Not Used Section

This section is outlined in red (see Figure 4-11) and is used when all of the materials in a shipment are returned in other shipments. This means that the return label that was originally sent is not necessary. However the Materials Tracking System will want that label used to return items. To solve this, for any shipment that you received a return label for but sent all materials back in other shipments, check the box in this column.

Figure 4-11. Label Not Used



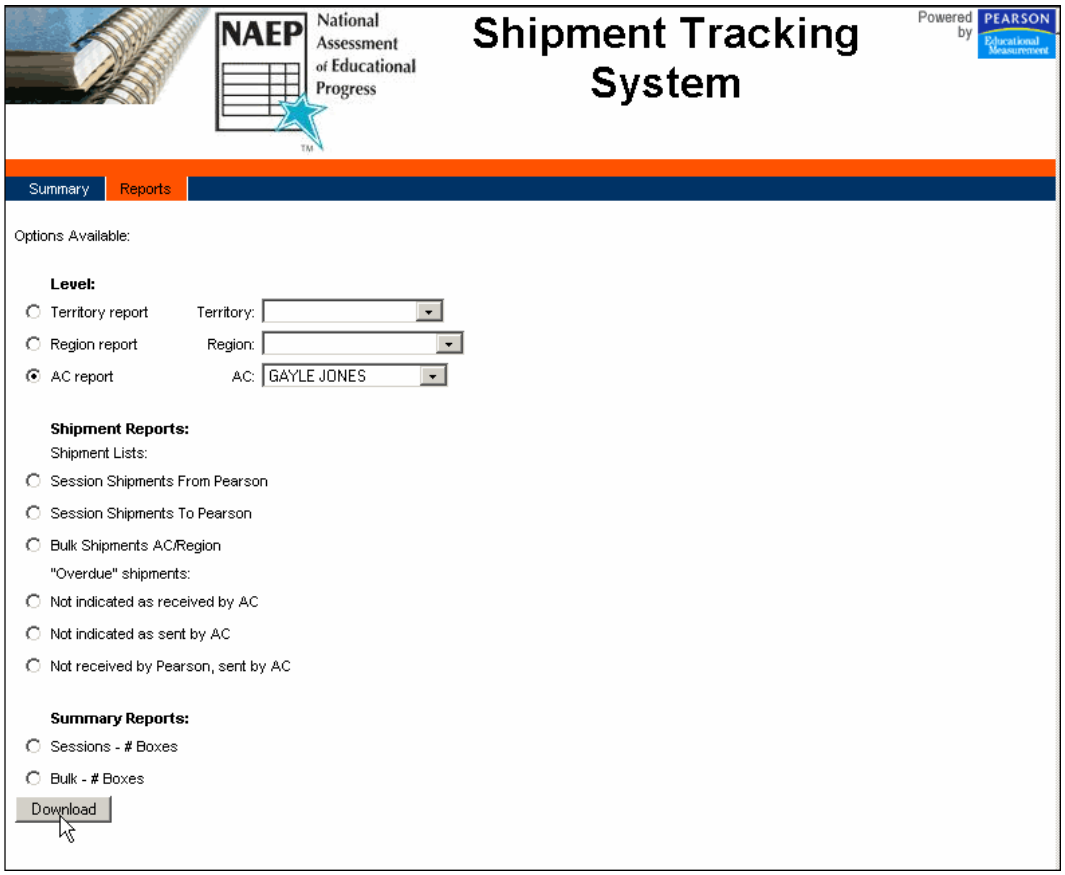
4.3 Reports Page

To access the Reports page, click the **Reports** link in the upper left hand corner of the Summary page (see Figure 4-12).

Figure 4-12. Reports Link

You will be able to view and download shipping reports (see Figure 4-13) based on the information in the Summary Page.

Figure 4-13. Reports Page

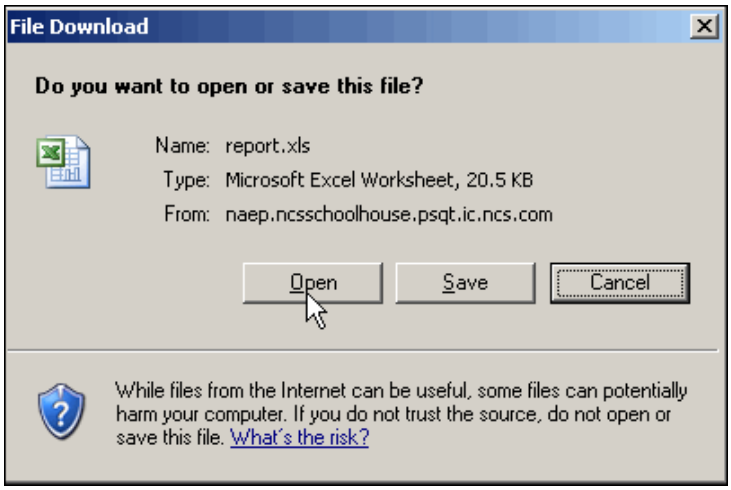


The **AC report** button should already be selected in the Level section area.

To view a report:

1. Select the type of report (check the options from the reports listed above) you want to see.
   - You can only view one report at a time.
   - You may need to use your vertical and horizontal scroll bars to see the end and bottom of the page.
2. Click the **Download** button.
3. The **Open** or **Save** message will display (see Figure 4-14).
   - Click the **Open** button to view the file.
   - Click the **Save** button to save the file under a directory and filename. By downloading the file to your computer you can save it for future reference.

Figure 4-14. View or Save Report

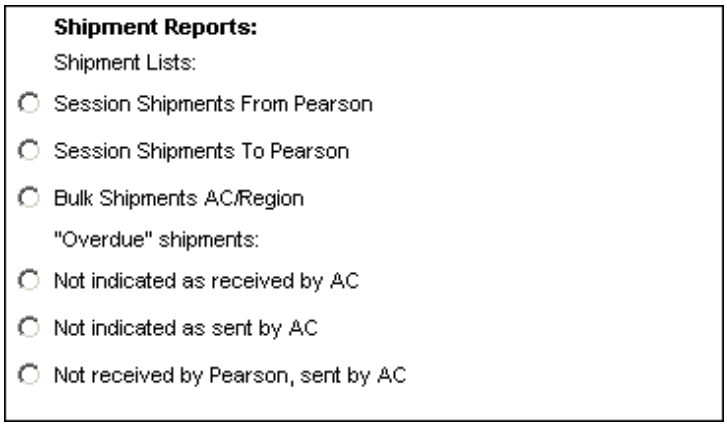


Shipment Reports – (see Figure 4-15)

- Shipment Lists
  - Session shipments from Pearson
  - Session shipments to Pearson.
  - Bulk shipments AC/Region to and from Pearson.

- Overdue Shipments
  - Not indicated as received by AC. They will show up on this report if you have not indicated the box as received.
  - Not indicated as sent by AC. They will show up on this report if you have not indicated the box as shipped to Pearson.
  - Not received by Pearson, sent by AC. You indicated it as being shipped by checking the “Date Shipped” though Pearson has not received it within 3-4 days.

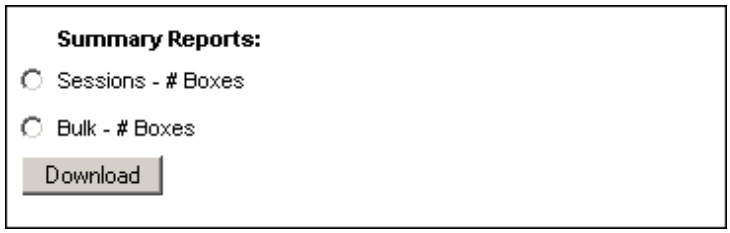
Figure 4-15. Shipment Reports



Summary Reports – (see Figure 4-16)

- Sessions - # Boxes – Lists the number of session boxes sent to you and the number you shipped back.
- Bulk - # Boxes – Lists the number of boxes received by your and those you indicated as being sent back.

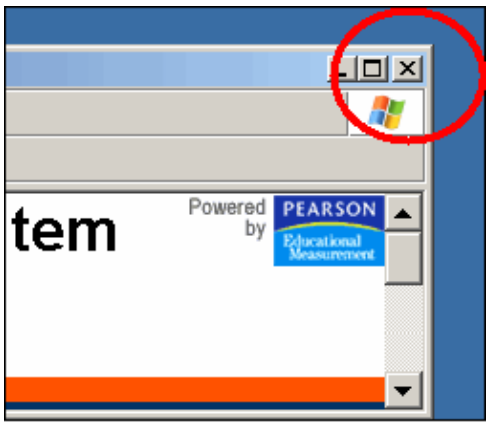
Figure 4-16. Summary Report



To return to **MyNAEP Options** page:

1. Close your current window by clicking on the "**X**" in the upper right hand corner of the browser window (see Figure 4-17).
2. The NAEP Landing page should appear. Close this page by clicking on the "**X**" in the upper right hand corner of the browser window to return to the MyNAEP options page.

Figure 4-17. Close Window



Sample Shipment Reports

Figure 4-18. Shipments Sent to AC

	A	B	C	D	E	F	G	H	I	J
1	***NAEP Session Shipments sent to AC (From Pearson/Ordered)***									August 22, 2006 10:52 A
2	**Region**	**Area**	**School Name**	**School ID**	**Session ID**	**Test Date**	**Shipped**	**Status**	**Received**	**Tracking Number**
3	IA01	00	CLINTONVILLE HIGH SCHOOL	02IA01005535840	HI1201	02/16/2006		Delivered	07/27/2006	1ZE2643E0348253975
4	IA01	00	CLINTONVILLE HIGH SCHOOL	02IA01005535840	HI1201	02/16/2006		Delivered	08/18/2006	1ZE2643E0357258480
5	IA01	00	CLINTONVILLE HIGH SCHOOL	02IA01005535840	HI1201	02/16/2006		Not Shipped		1ZE2643E0357258480
6	IA01	00	EMANUEL LUTHERAN SCHOOL	02IA01005521442	MLI152			Not Shipped		1ZE2643E0251615652
7	IA01	00	EMANUEL LUTHERAN SCHOOL	02IA01005521442	MLIMo1			Not Shipped		1ZE2643E0251615653
8	IA01	00	EMANUEL LUTHERAN SCHOOL	02IA01005521442	OP0801	03/10/2006		Not Shipped		1ZE2643E0251587717
9	IA01	00	EMANUEL LUTHERAN SCHOOL	02IA01005521442	OP0801	03/10/2006		Not Shipped		1ZE2643E0346720311
10	IA01	00	IOLA SCANDINAVIA HI	02IA01005523930	HI0801	02/21/2006		Not Shipped		1ZE2643E0348983534
11	IA01	00	IOLA SCANDINAVIA HI	02IA01005523930	HI0801	02/21/2006		Not Shipped		1ZE2643E0357031474
12	IA01	00	IOLA SCANDINAVIA HI	02IA01005523930	HI0801	02/21/2006		Not Shipped		1ZE2643E0357031474
13	IA01	00	KING ELEMENTARY SCHOOL	02IA01001911760	HI0401	02/01/2006		Not Shipped		1ZE2643E0147578148
14	IA01	00	KING ELEMENTARY SCHOOL	02IA01001911760	HI0401	02/01/2006		Not Shipped		1ZE2643E0147578148
15	IA01	00	KING ELEMENTARY SCHOOL	02IA01001911760	HI0401	02/01/2006		Not Shipped		1ZE2643E0348018658
16	IA01	00	NEW LONDON HI	02IA01005535810	OP1201	02/08/2006		Not Shipped		1ZE2643E0347094756
17	IA01	00	NEW LONDON HI	02IA01005535810	OP1201	02/08/2006		Delivered	12/13/2005	1ZE2643E0355438637
18	IA01	00	NEW LONDON HI	02IA01005535810	OP1201	02/08/2006		Not Shipped		1ZE2643E0355438637
19	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270	OP0801	02/09/2006		Not Shipped		1ZE2643E0150818293
20	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270	OP0801	02/09/2006		Not Shipped		1ZE2643E0150818293
21	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270	OP0801	02/09/2006		Not Shipped		1ZE2643E0348937870
22	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778273774
23	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778273870
24	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778286374
25	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778287575
26	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778287973
27	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778288474
28	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778289771
29	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778290670
30	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778291274
31	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778291370
32	IA01	00	NORWALK MIDDLE SCHOOL	02IA01001922270				Delivered		17778291871

shipments_sent

Figure 4-19. Overdue Shipments Not Received by AC

	A	B	C	D	E	F	G	H
1	***NAEP Overdue Shipments Not Received by AC (From Pearson/Ordered)***							August 22, 2006 10:
2	**Region**	**Area**	**School Name**	**School ID**	**Session ID**	**Status**	**Shipped**	**Tracking Number**
3	NJ01	00	NUMBER 3 PETERSTOWN SCHOOL	06NJ01003410270	OP0401	Overdue	08/04/2006	1ZE2643E0248420661
4	NJ01	00	NUMBER 3 PETERSTOWN SCHOOL	06NJ01003410270	OP0401	In Transit	08/15/2006	1ZE2643E0248241275
5	NJ01	00	NUMBER 3 PETERSTOWN SCHOOL	06NJ01003410270	OP0401	Overdue	08/15/2006	1ZE2643E0248673479
6	NJ01	00	NUMBER 3 PETERSTOWN SCHOOL	06NJ01003410270	OP0401	Overdue	08/04/2006	1ZE2643E0248420661
7	NJ01	00	NUMBER 3 PETERSTOWN SCHOOL	06NJ01003410270	OP0401	In Transit	08/15/2006	1ZE2643E0248241275
8	NJ01	00	NUMBER 3 PETERSTOWN SCHOOL	06NJ01003410270	OP0401	Overdue	08/15/2006	1ZE2643E0248673479
9								

overdue_not_received_by_ac

Figure 4-20. Summary Report

	A	B	C	D	E	F	G
1	***NAEP Session Summary - # of Boxes (From and To Pearson)***						
2	**Region**	**Area**	**Shipments**	**Shipments Received**	**Percent Received**	**Shipment Type**	
3	IA01	00	4	0	0.0%	To Pearson	
4	IA01	00	31	12	38.7%	From Pearson	
5	NJ01	00	8	2	25.0%	To Pearson	
6	NJ01	00	3	0	0.0%	From Pearson	
7	IA01	00	4	0	0.0%	To Pearson	
8	IA01	00	31	12	38.7%	From Pearson	
9							

summary_sessions

Westat Materials Ordering System User's Guide

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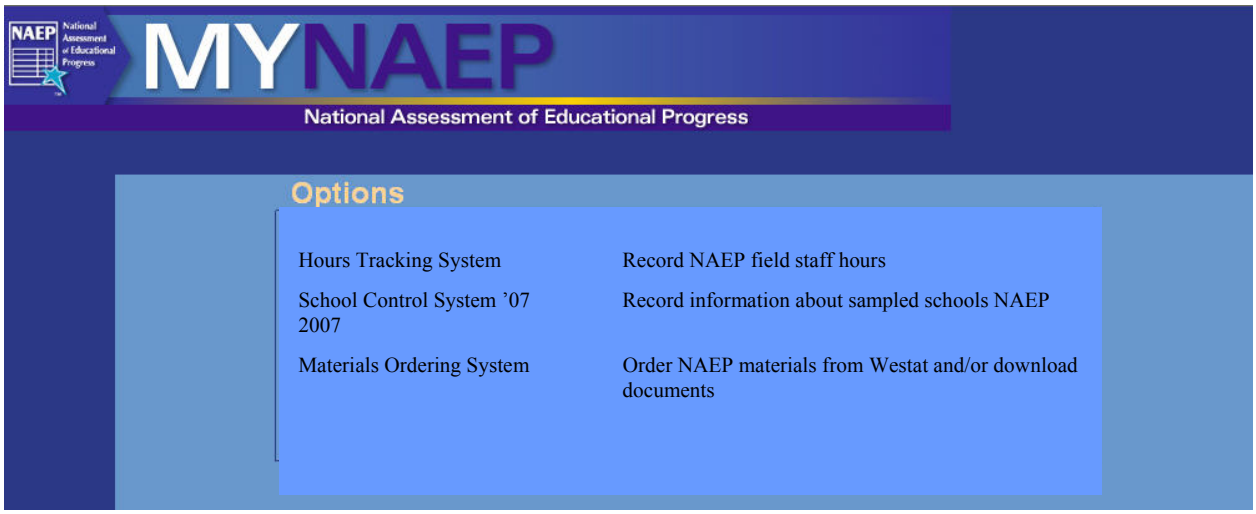
1. Introduction

The Westat Materials Ordering System (MOS) is used by NAEP field staff to order materials from Westat. This site is completely separate from Pearson's Schoolhouse Materials Ordering System, from which you order assessment-related items such as accommodation booklets and teacher questionnaires.

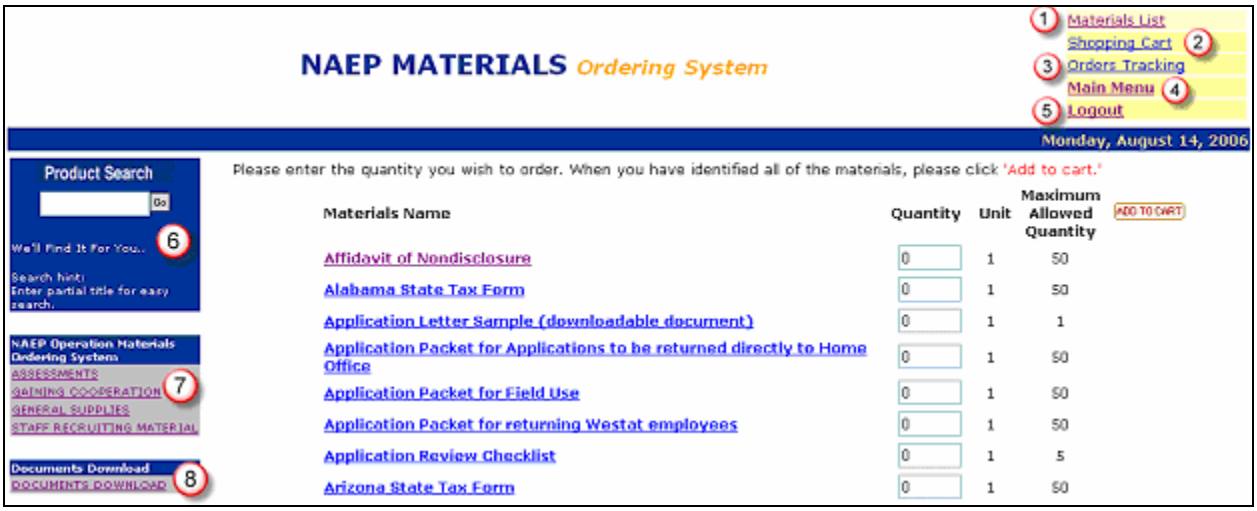
You will access the Westat MOS through a link on the MyNAEP Options page—the same place where you can select the link to the School Control System:



When you have placed an order, you will receive an e-mail message immediately to confirm that the order has been recorded and will be filled as soon as possible. When the order is shipped, another e-mail message will be sent to your NAEP e-mail address so that you will know it is on the way.

2. Using the MOS

This user guide focuses on using the MOS to order operations materials. The key elements of the main order screen are:



(1) Materials List: Takes you to the starting MOS page

(2) Shopping Cart: Takes you to the list of items in your cart

(3) Orders Tracking: Takes you to a list of all of your orders

(4) Main Menu: Takes you to the starting MOS page

(5) Logout: Takes you back to MyNAEP.com

(6) Product Search: Allows you to search for an item using key words

(7) Category Groupings: Lists only items in that category

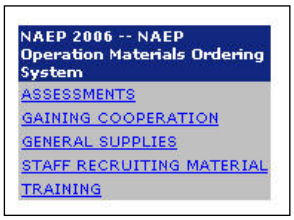
(8) Document Download: Lists files you can download from this site

Since this list is quite long, you will need to scroll down to see the entire list. Two other options are available for locating an item:

- A search field is located in the upper left-hand corner of the page.

Enter the item name (or partial name, such as "brochure") in the search field to see a list of only items with that name or word in the title.

- Links to category groupings (also referred to as *subsets*) are located directly below the 'Product Search' box.



Click on the category group you are interested in filtering.

NOTE: We recommend that you <u>not</u> enter NAEP or the year in the search field since the resulting list may be nearly as long as the total list.

Initially, some categories may not contain any materials. This is because items are added as they are received. If an item is not available, check back later and/or contact the NAEP Warehouse for an estimate of when that item will be available.

3. Placing an Order

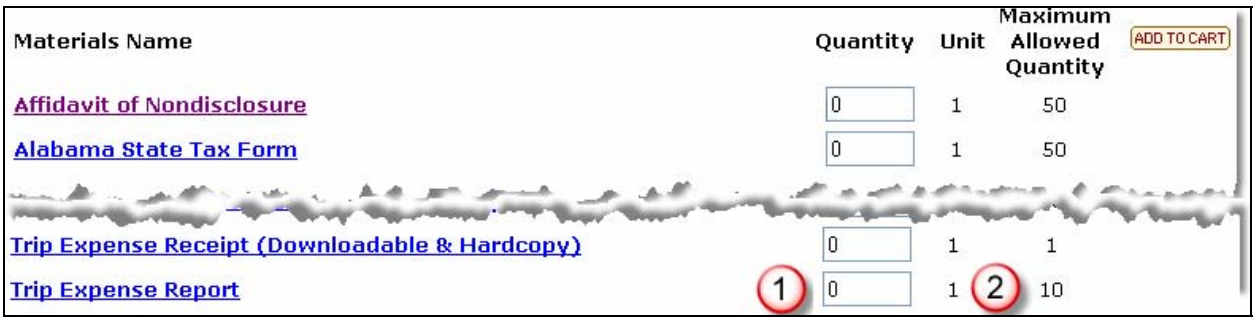
There are only a few steps involved in placing an order: first you locate the item, then you enter the quantity desired, and finally you check the shipping information before confirming the order.

<u>Step 1 – Locate the item on the list</u>

Find the 'Trip Expense Report'.

<u>Step 2 – Enter the quantity</u>

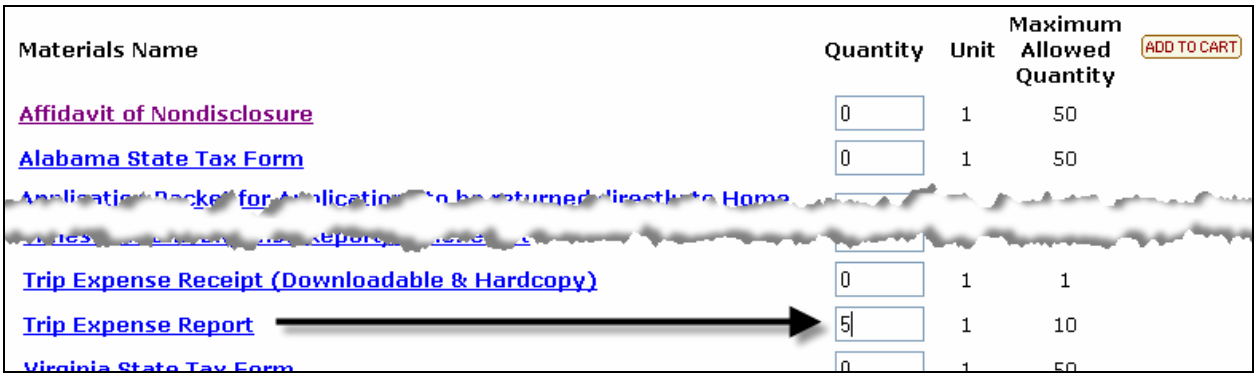
When you have located the item you need to order, enter the quantity in the 'Quantity' box (1).



Materials Name	Quantity	Unit	Maximum Allowed Quantity	ADD TO CART
Affidavit of Nondisclosure	0	1	50	
Alabama State Tax Form	0	1	50	
Trip Expense Receipt (Downloadable & Hardcopy)	0	1	1	
Trip Expense Report	0	1	10	

The Unit number (2) tells you how many items are packed in a single 'unit.' In rare cases, items are ordered by bundle rather than individually. If, for example, you wanted 25 of an item that had a unit size of 5, the quantity you order would be 5. This is because ordering 5 units of the item would mean 25 individual items are sent to you.

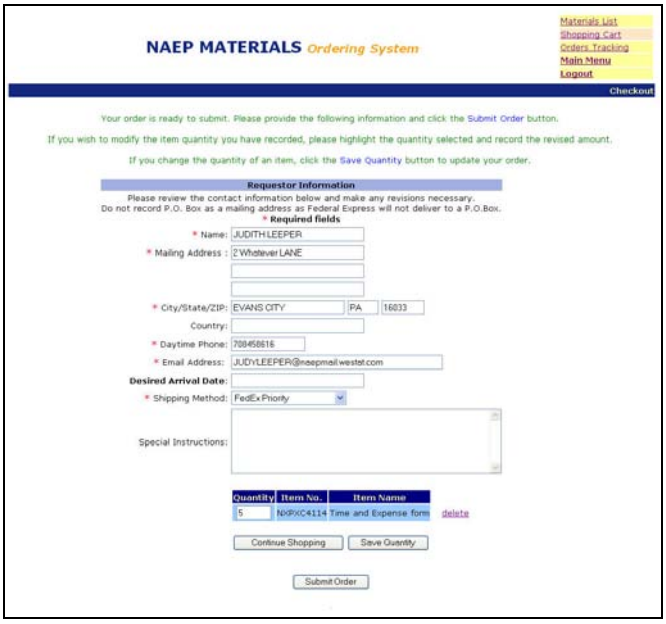
After entering the quantity you need for one or more items, click the **Add to Cart** button (ADD TO CART) at the very top or bottom of the list. For this example, we'll order 5 Trip Expense Reports.



Materials Name	Quantity	Unit	Maximum Allowed Quantity	ADD TO CART
Affidavit of Nondisclosure	0	1	50	
Alabama State Tax Form	0	1	50	
Trip Expense Receipt (Downloadable & Hardcopy)	0	1	1	
Trip Expense Report	5	1	10	

Step 3 – Check your shipping information

When you click on the **Add to Cart** button, you will go to the Shopping Cart page shown below.



The system reads your address information from the NAEP personnel records and displays it in the Shopping Cart page. If you are traveling or for some other reason need the items shipped to a different address, change the shipping address as appropriate. Changing the address will only change it for this order—it will not become the default address for you in the MOS.

Most orders received before 3:00 p.m. Eastern Time will be shipped FedEx 2–Day Ground and should arrive within two business days. If, in rare cases you need the materials sooner than 2 business days, you may select FedEx Standard or FedEx Priority. These options, however, should only be used when time is an issue. If you are

traveling and ordering ahead of time, you wouldn't want the materials to arrive before a certain date. In this case, if you want your order to arrive on a specific day, then enter desired arrival date in the bolded **Desired Arrival Date** field. For example, if you want your materials shipped to a hotel where you will be staying three days from today, enter the hotel address and the Desired Arrival Date of *(today + 3)*.

Options for the Shipping Method include:

FedEx (all shipments may be tracked via www.FedEx.com)

- **FedEx 2-Day (Default) –** shipment due to arrive within 2 business days of the date shipped (some locations may receive their shipments the day after it is shipped);
- **FedEx Priority** – shipment due to arrive next business morning;
- **FedEx Standard** – shipment due to arrive next business day;
- **FedEx Saturday** – shipment due to arrive Saturday, but *due to a significant fee, Saturday delivery is only to be used if it is Friday and the package must be delivered prior to 10:30 a.m. on Monday*; and
- **FedEx International** – for international shipments, including Puerto Rico.

United State Postal Service (USPS)

- **Express Mail** – shipment due to arrive in 1 to 3 business days (can be tracked via www.USPS.gov); and
- **U.S. Regular Mail** – due to arrive in 3 to 5 business days (tracking is not available).

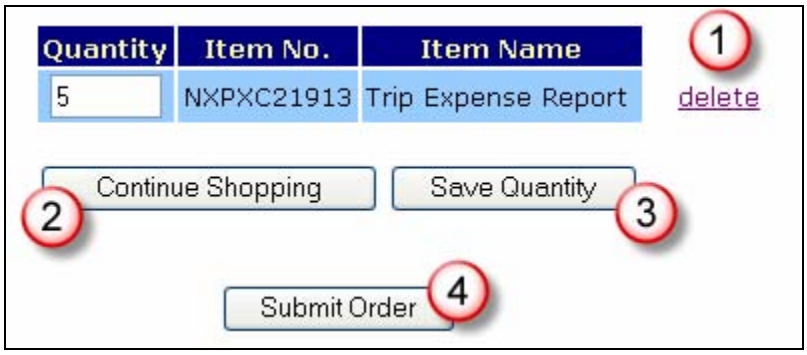
NOTE: There is a new policy in place for NAEP 2007 that changes the default shipping option from Priority Overnight to FedEx 2–Day. It is very important to plan further ahead when deciding which materials need to be ordered and when those materials need to be ordered.

When the order is shipped, an e-mail is sent to you that will include the item's tracking information, if applicable.

The Special Instructions section informs the NAEP Warehouse staff of any information they should be aware of when shipping the materials, and may include notes like:

- Pack materials in boxes no more than 10 lbs. each (can't lift big, heavy boxes); or
- Do NOT leave with neighbor – Requires Signature.

The item(s) that you ordered will be displayed at the bottom of the MyNAEP page.



Double-check this information before clicking on the **Submit Order** button. You have four options at this point:

(1) Delete: Delete the item from your order;

(2) Continue Shopping: Add the item with the quantity displayed to your shopping cart and return to the materials list to add more items to your shopping cart;

(3) Save Quantity: If you changed the number in the 'Quantity' box, then you want to click on **Save Quantity** before you decide whether you want to continue shopping or submit the order;

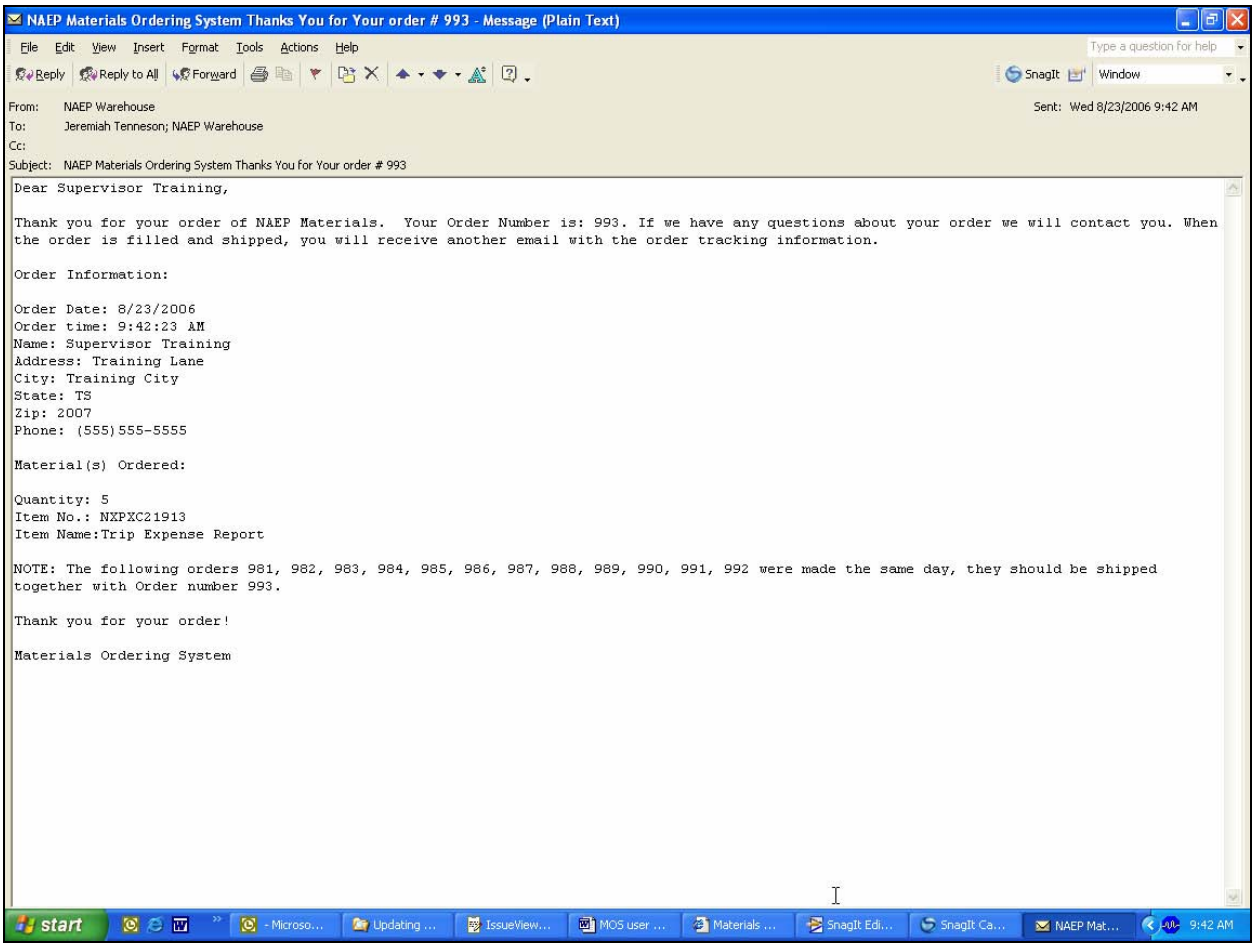
(4) Submit Order: If this is the last item you wish to add to your shopping cart, click on **Submit Order** and your order will be submitted to the NAEP Warehouse to be filled. See section 4 for what happens next.

4. Order Confirmations

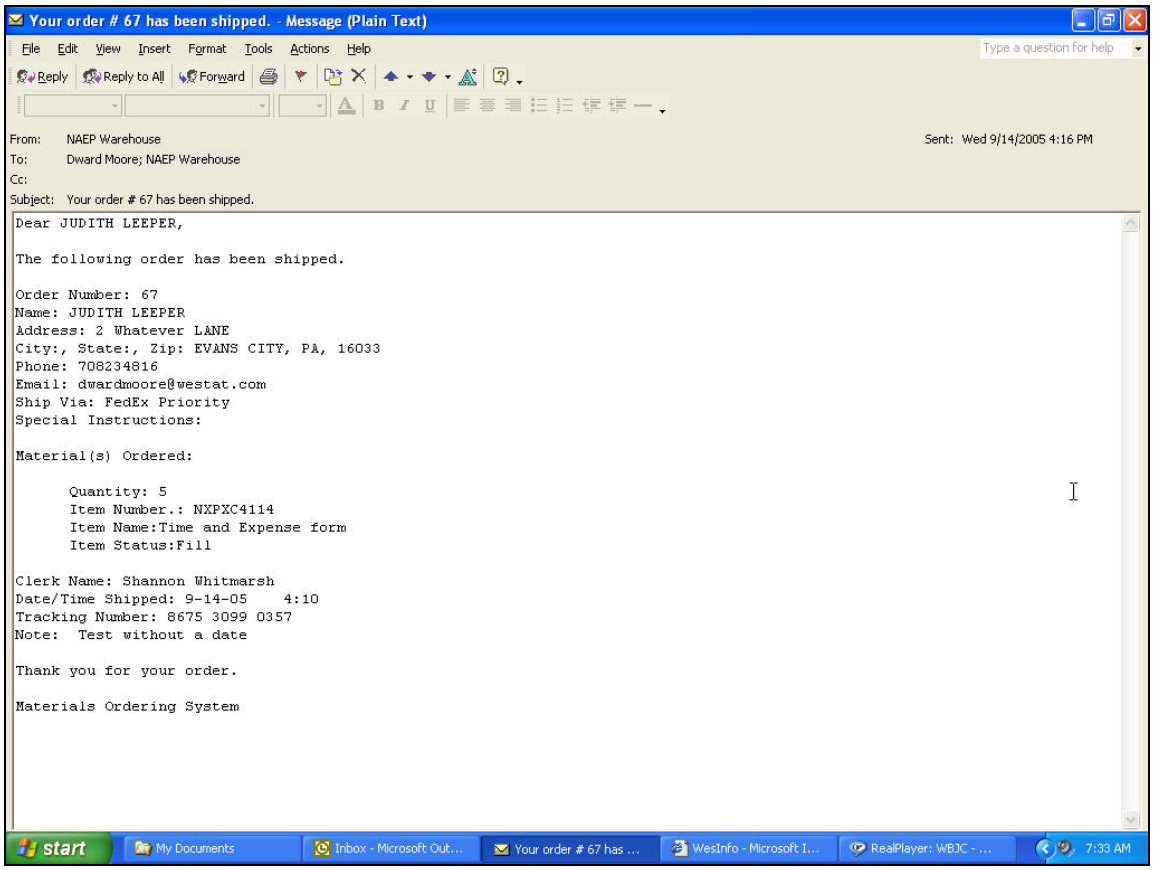
When you click on the **Submit Order** button, the order confirmation shows you the order number as well as the specifics of your order.

If you have a printer connected to your computer, you should print this page as a record of your order. Use the print icon at the top of your browser to print the page.

When you check your NAEP e-mail, you will find a confirmation e-mail message.

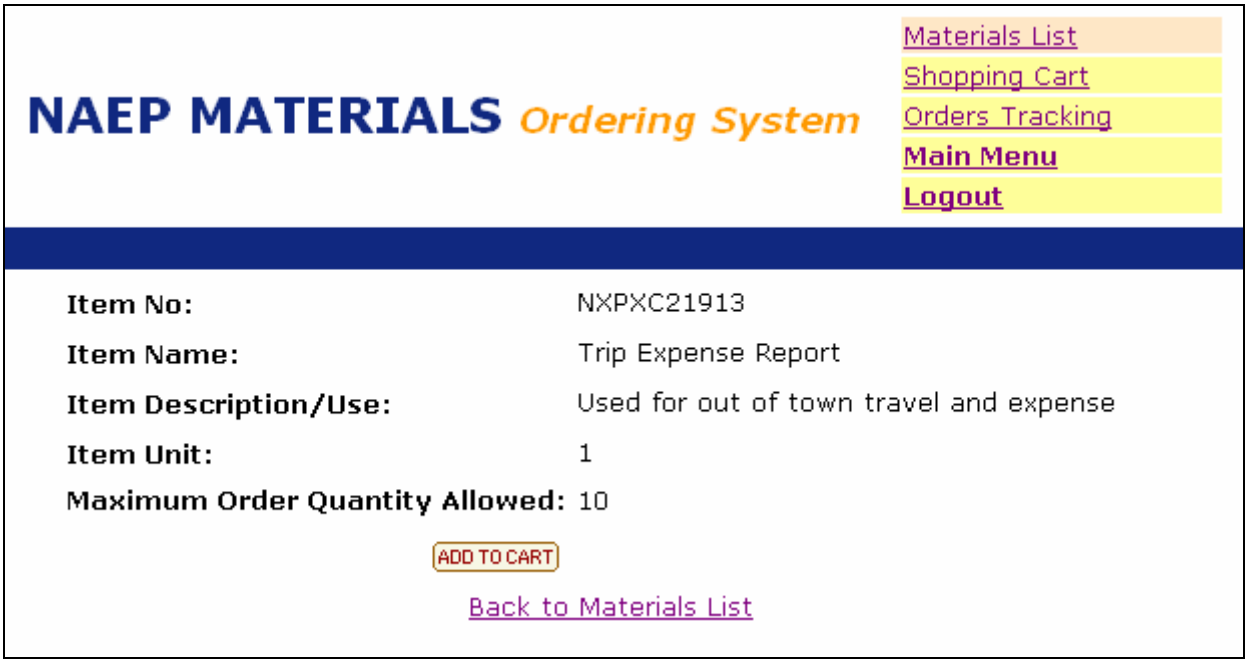


When the order has been shipped, you will receive another e-mail message to let you know your order is on the way.



5. Item Descriptions

With the large number of items used throughout the NAEP study, it might be necessary to check the description of an item to be sure it is what you want and need. If you click on the name of an item in the Materials List, you will see such a description.

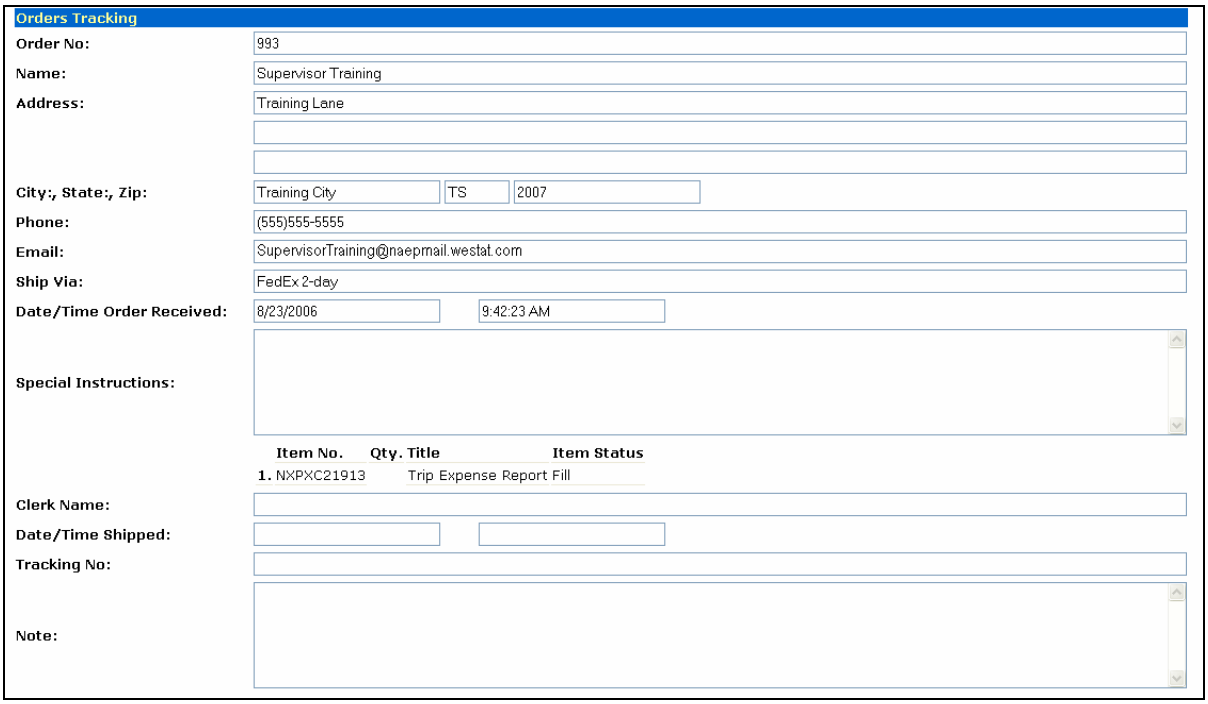


6. Checking Order Status

You can log on to the MOS at any time and check the status of your order by selecting "Orders Tracking" from the menu in the upper right-hand corner of the Materials screen.

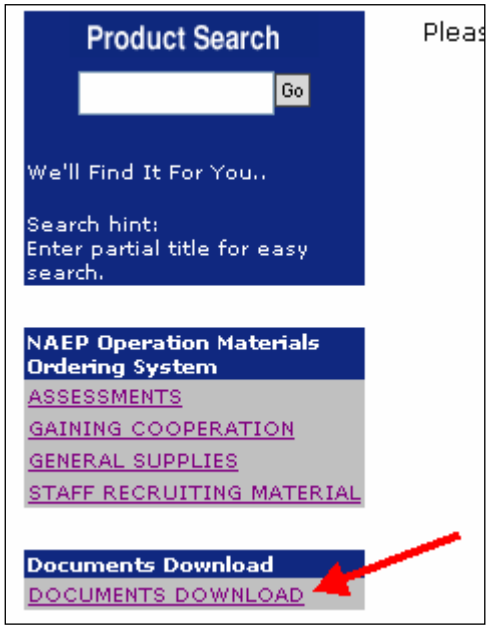
The Orders Tracking section of the MOS will list each of the orders you have placed, their order IDs, and (for shipped items) the date and time the item(s) was shipped and the tracking number. If the order has not been processed as yet, the status will show as Pending.

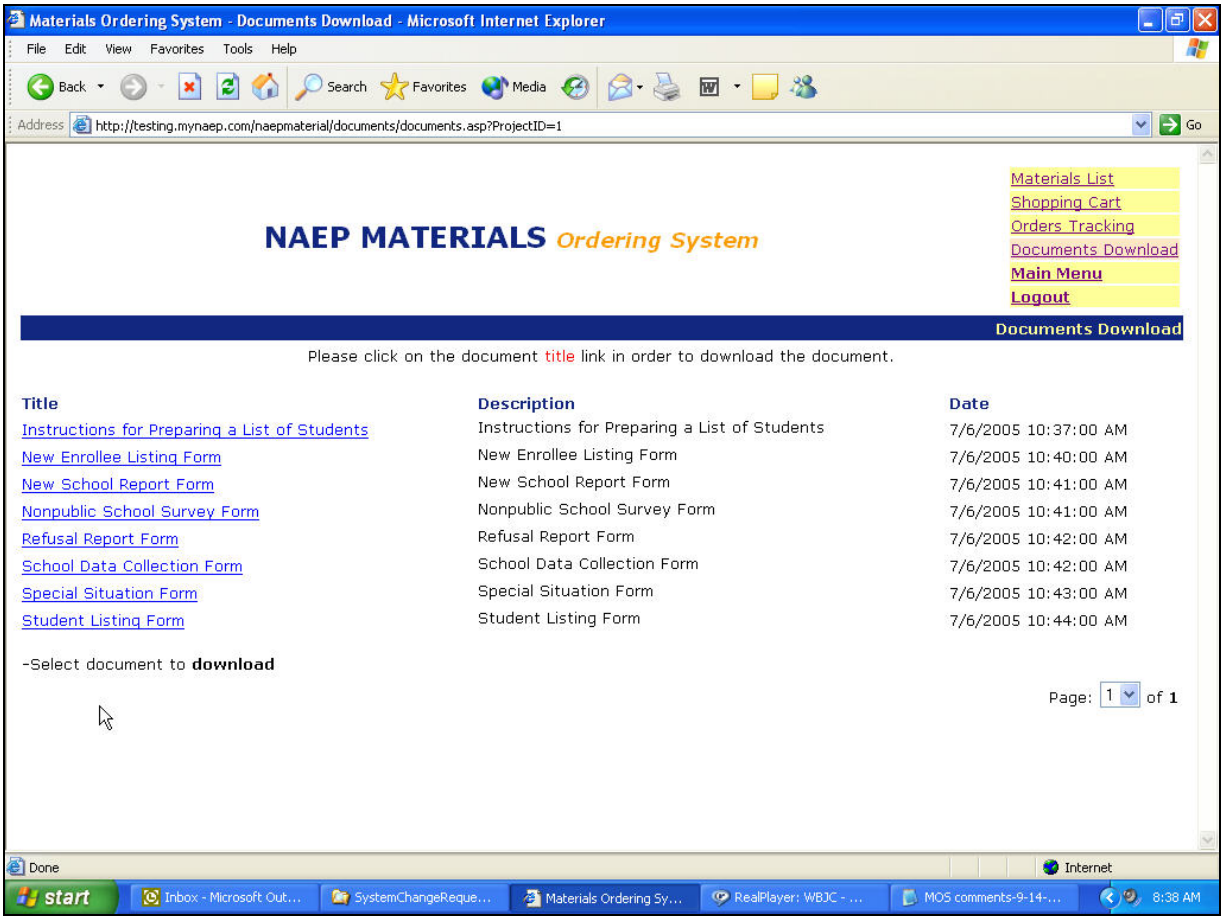
Clicking on the View Order link will show you the details of that order number. Below is an example of an order using order ID 993 in the list shown above.



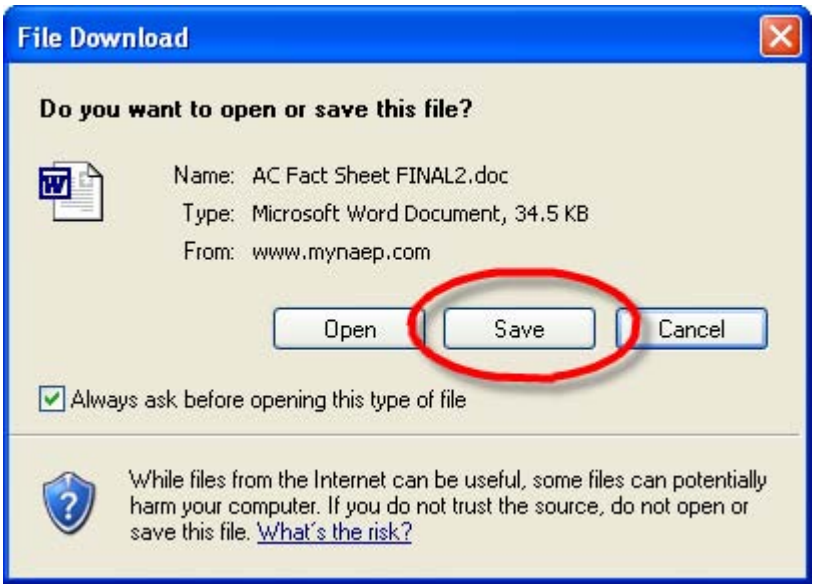
7. Document Download

Under the list of subset categories is the link to downloading documents. Click on the link to see the list of files available.

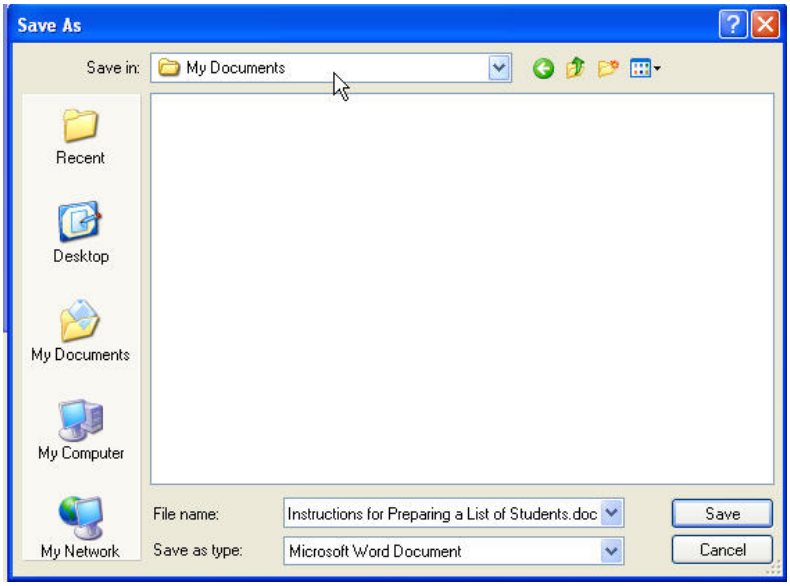




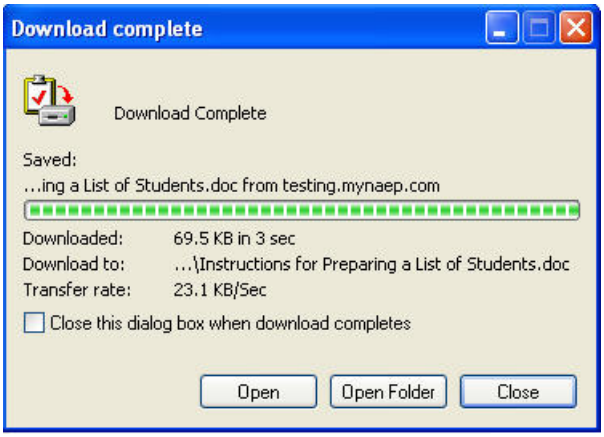
To download a document, click on the name of the document. In most cases, the system will ask you whether you want to open or save the file.



Click the **Save** button and tell the system where you want the file saved.



The default for Microsoft products is to save in 'My Documents'. Save there or wherever you want the file to be saved and click the **Save** button.



The system will tell you when the download is complete. At this point, you should close the 'Download Complete' window before opening the document, since you are still connected to the MOS and your Internet connection is still open.

8. Logging Out of the Materials Ordering System

Click on the **Logout** option in the upper right-hand corner when you have completed your order.

This takes you back to the MyNAEP Options page so that you can go to the SCS, the Pearson sites, or close MyNAEP and disconnect from the Internet.

Hours Tracking System
User's Guide

Overview

The Hours Tracking System (HTS) is a new system that is used by assessment coordinators (ACs) to record the number of hours and any overtime worked by the assessment administrators (AAs) in their area on a weekly basis.

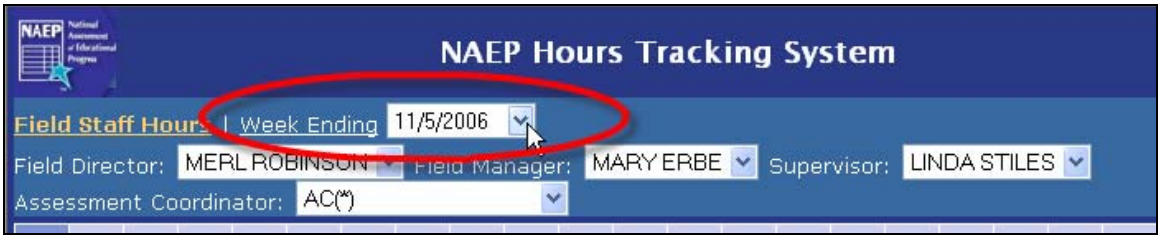
In previous NAEP assessment cycles, staff might accidentally submit a second timesheet for the same week or make other timesheet errors. In those previous cycles it was often impossible to find such errors until after the assessment period had ended. This lead to situations where Westat undertook the undesirable but necessary task of recovering overpaid wages, a situation Westat would greatly like to avoid in the future.

To limit these occurrences in the future, it is very important that supervisors and their ACs take seriously their responsibility to verify the data in the HTS.

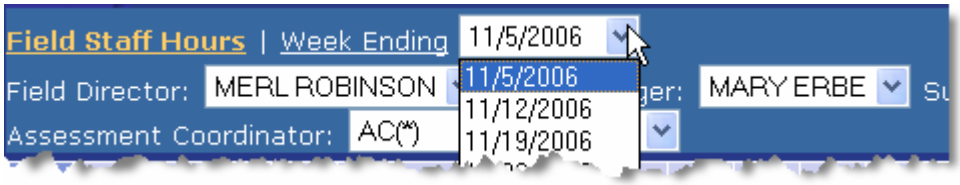
Accessing the HTS

Viewing the Correct Week

When logged in, it is important to make sure the week ending date displayed matches the week ending date on the timesheet. The date on which the week ends (Sunday) is listed in the 'Week Ending' box just below the title of the system.



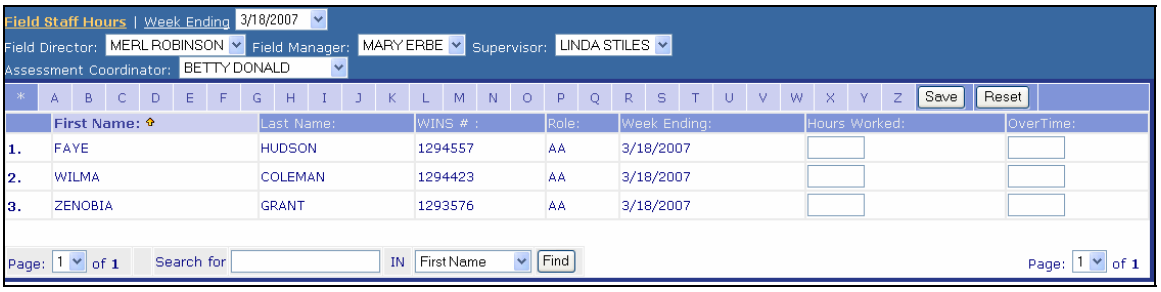
If the week ending date does not match the week ending date on the timesheet, then the correct week ending must be selected from the dropdown box.



The 'Week Ending' box contains the ending date for every week ACs are authorized to work on NAEP, from the week ending 11/05/2006 through the week ending 3/18/2007.

Entering AA Hours

After logging in, all of the AAs in your area will be listed.



Each name will be followed two boxes, one for the total hours worked (including overtime) and one for overtime hours worked. Both boxes should be filled in. If an AA did not work any overtime, then a '0' should be entered. It is important to enter the number of overtime hours, even if zero, for record-keeping purposes. After the hours are entered, the **Save** button needs to be clicked. If the **Save** button is not clicked, the data will not be saved into the system and will need to be re-entered at a later time.

B

APPENDIX B

Student Sampling Summary Report Error Messages

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 samples and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are E-Filed, they are run through a series of online data checks to verify the quality of the student data. If the data checks identify questions or issues, messages are sent to the E-Filers giving them an opportunity to correct or verify the submitted data.

NAEP has developed a Student Sampling Summary Report that summarizes the online data checks that each school received and the status of the data checks (resolved, verified, or ignored). If there is a report for the school, it will be included in the School Folder. Your supervisor will review each report with you. In some cases, you will not need to address the issues with the school coordinator, while in other cases, you will review the issues with the school coordinator during the preassessment visit and attempt to resolve them. Your supervisor will review the proper course of action with you.

Check #	Variable	Error Message Text
1	Year of Birth	____% of the students in grade (4/8/12) have birth years outside of the expected range.
2	Sex	____% of the students are female and ____% are male. / 100% of the students are female/male. ☐ Data on file for this school show _____% female and ____% male. ☐ Data for this school filed in a previous year show ____% female and ____% male. ☐ The first names of the students classified as (male/female) are names commonly given to (males/females).

Check #	Variable	Error Message Text
3	Students with Disabilities (SD)	____% of the students are shown as Students with Disabilities. / 100% of the students are shown as Students with Disabilities. ☐ Data for this school filed in a previous year show ____% Students with Disabilities.
4	English language learners (ELL)	____% of the students are shown as English language learners. / 100% of the students are shown as English language learners. ☐ Data for this school filed in a previous year show ____% English language learners.
5	National School Lunch Program (NSLP)	____% of the students are shown as eligible for free or reduced-price lunch. / 100% of the students are shown as eligible for free or reduced-price lunch. ☐ Data on file for this school show _____% eligible for free or reduced-price lunch. ☐ Data for this school filed in a previous year show ____% eligible for free or reduced-price lunch. ☐ The number of students receiving reduced-price lunch is greater than the number of student receiving free lunch.
6	Race	☐ The race/ethnicity data composition of the students in grade (4/8/12) differs substantially from the (data on file for this school/data for this school filed in a previous year). ☐ All of the students in grade (4/8/12) are identified as a single race. This differs from the (data on file for this school/data for this school filed in a previous year).
7	Race/Name	As a quality control check, please review the race/ethnicity for all students.
8	Enrollment	The number of students in grade (4/8/12) differs substantially from the (data on file for this school/data for this school filed in a previous year).

C

APPENDIX C

Procedures For “Take All” With No Homeroom Indicator

These procedures are for schools in which we are assessing all students and the homeroom indicator was not printed on the Administration Schedule. In most cases, these will be grade 4 schools and the students’ names will be printed on the Administration Schedule(s) in alphabetical order.

This is covered in Procedure 3I1-3I-3 of the QCB.

Once the school coordinator has identified the classroom in which each student should be assessed, the QCB instructs you to record that information in column **C** of the Administration Schedule. When you and your AAs are preparing the booklets for the week’s upcoming assessments, following these procedures:

- Make one copy of each Administration Schedule for each grade 4 classroom, plus one extra set. For example, if there are three (3) grade 4 classrooms, make four (4) copies of each Administration Schedule.
- Designate one set of each Administration Schedule copy for each classroom. The extra set is for you.
- On each set of Administration Schedule copies, the AAs will highlight each child who belongs in that classroom using a different highlighter color for each classroom. For example, if there are three (3) grade 4 classrooms use a blue highlighter to highlight those students on one set one of the Administration Schedules for Mrs. Smith’s classroom in Room 101. The AAs will use green highlighter on the second set of the Administration Schedules for those students in Mr. Jones’ classroom in Room 102 and use yellow highlighter on the third set of the Administration Schedules for students in Miss Clarke’s classroom in Room 103.
- The AAs will highlight each student on the extra set of Administration Schedules using the appropriate color highlighter for each student. This set of highlighted Administration Schedules is for you.

- Next, have the AAs prepare the booklets in original Administration Schedule order. Be sure to record the Session Number and line number from the original Administration Schedule onto the booklet covers.
- Sort the booklets into the three piles – one for Mrs. Smith (blue highlighter); a second pile for Mr. Jones (green highlighter); and a third pile for Miss Clarke (yellow highlighter).
- Pack the test booklets with the corresponding highlighted set of Administration Schedules in each Session Box for each classroom, making sure that there are enough pencils, calculators, etc. in each box.
- Mark each Session Box with a blue, green or yellow highlighter corresponding to the materials inside.

After the assessments are over, follow these procedures:

- Each AA should code the highlighted students on the set of highlighted Administration Schedules included in his/her Session Box.
- The AA should code the corresponding booklets covers of the students highlighted on the set of highlighted Administration Schedules included in his/her Session Box.
- The AA should sort the coded booklets into piles based on the originally assigned session and put each pile of booklets in line number order (based on the Session Number and line number recorded in the upper-right corner on each booklet).
- The sorted piles from each AA for each session should be combined and each session should be checked against the original Administration Schedule.
- Each Session Box should be packed according to procedure.

D

APPENDIX D

General Questionnaire Format Conventions and Interviewing Techniques

Introduction

Aspects of the school coordinator telephone follow-up interview resemble survey questionnaires and require techniques commonly used by survey interviewers. This section of the manual is a short review of those techniques as they apply to the Telephone Follow-up QCF. These techniques include the following:

- Using a questionnaire format;
- How questions are asked;
- How answers are recorded;
- Techniques you need to know to obtain concise and neutral responses; and
- "Probing" responses.

Using a Questionnaire Format

In its simplest form, a questionnaire contains a series of questions and an area for you to record the answers you receive.

1. **Instructions to You:** An important convention found in the NAEP forms is one that Westat generally observes for questionnaires: Words printed in all capital letters are instructions to you and should not be read aloud. For example:

   IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.

2. **Circling Answer Codes:** Most questions list the possible answers that the school coordinator is expected to give. Simply circle the answer code that corresponds best to what the school coordinator says in reply to the questions. An example of this type of question is Question 1 from the Telephone Follow-up QCF.

   1. Overall, how would you say the NAEP team handled the assessment at your school? Would you say very well, satisfactorily, or unsatisfactorily?

      VERY WELL 1 (Q2)
      SATISFACTORILY 2 (Q2)
      UNSATISFACTORILY 3 (Q1a)

3. **Words in Parentheses:** Questionnaires use other conventions to make the questionnaire more adaptable. If you find a word or words in parentheses within a question or statement, this means you need to substitute the word or phrase that makes the question appropriate to your situation. In the following example you would substitute the name of the AC for the word (AC).

   7. At the end of the session(s), did (AC) give you the NAEP Storage Envelope and tell you when the materials should be destroyed? (REVIEW IF NECESSARY).

      YES 1
      NO 2
      DON'T KNOW 8

If the words in parentheses are separated by a slash, this means you will need to select the most appropriate word or phrase based on the context in which the question is asked, as in the following example:

Hello, this is _____ from the National Assessment of Educational Progress. I (am/work with) the NAEP Supervisor for this area.

4. **Open-ended Questions:** Open-ended questions are used when we do not want to restrict a school coordinator's answer. For a question like the one below, you would write down the school coordinator's answer verbatim on the lines provided.

   10. Is there anything (else) you would like to say about the assessment team or any of its members?

   _____

   _____

   _____

   _____

General Rules for Asking Questions

The following are basic rules for administering the telephone follow-up QCF to the school coordinator.

- Always read the question as it is written.
- Ask the questions in the way they are ordered. If you discover that you have accidentally skipped one or more questions, you may go back to the omitted questions.
- Read questions in a natural conversational tone, following the punctuation in the question. Your reading of the questions should reflect your overall neutrality about the subject matter and encourage the school coordinator to talk freely about the issue. Only emphasize words that are underlined or appear in bold. When answer categories are to be read, put a brief pause between the options so the school coordinator knows what the choices are.
- Read the questions at a slow even pace.

General Rules for Recording Questions

- Record your answers neatly and legibly. This means that for coded questions you should carefully circle the number that corresponds to the response given by the school coordinator.
- When recording a response to open-ended questions, write legibly.
- If you make an error in recording a response, you may either erase or line through the incorrect answer. In either case, be sure the correct answer is legible.
- Feel free to write notes in the left-hand margin of the questionnaire to explain an answer or unusual circumstance. Do not write in the right-hand margin, however, because this area is used by data processing staff. Distinguish a note from an actual answer given by the school coordinator by placing it in parentheses.
- If the school coordinator does not know an answer and a “Don’t know” code has not been provided, record this as “DK” in the margin by the question.
- When recording responses to open-ended questions, keep the following in mind:
  - To the extent possible, record answers verbatim. If the answers are lengthy, you may paraphrase.
  - Use standard abbreviations, such as AA, SC, Admin. Schedule, etc. Be sure to review abbreviations you have recorded afterwards and spell out any that are not in common usage.
  - If necessary, ask the school coordinator to slow down so that you can capture everything that is said.

Techniques for Obtaining Complete and Neutral Response

When you administer the Telephone Follow-up QCF, keep the following interviewing techniques in mind:

- Listen carefully to the school coordinator's responses so that you know when the school coordinator has given a complete answer that is relevant to the question.
- Remain neutral. Do not give the school coordinator any indication of your feelings on the subject being discussed. Studies show that respondents to questionnaires may alter their answers if they think the interviewer expects them to answer in a certain way.
- Encourage the school coordinator to provide clear and concise answers by giving positive reinforcement in a neutral manner. You can do this with phrases like:
  - "I see."
  - "That's helpful."
  - "I understand."

Probing

Probing is a technique used by survey interviewers to refocus and redirect the respondent's attention to the question. It requires the interviewer to find a way to get the respondent to elaborate or reconsider an incomplete or irrelevant answer without influencing the content of the answer.

You will know when to probe by listening to the school coordinator's answer carefully and evaluating whether it is relevant, specific enough, and complete.

There are some examples of situations that require probing. Note that the probes used are neutral. This means they draw out the school coordinator without influencing the answer in any direction. They generally involve repeating parts of the question or the answer categories in a way that refocuses the school coordinator's attention on them. For example:

4. As far as you know, did (all of) the session(s) start on time?

YES 1 (Q5)
NO (SOME OR ALL WERE DELAYED)..... 2 (Q4a)
DON'T KNOW 8 (Q5)

4a. RECORD ANY DETAILS OFFERED ABOUT THE DELAY.
(PROBE: Could you tell me more about that?)

_____

_____

Here Are Some Techniques to Keep in Mind About Probing:

- Sometimes the most effective probe is an expectant pause. This is a cue to the school coordinator that you expect a more detailed or elaborate answer.
- When the school coordinator is giving you comments, probe for additional comments by using the phrase: **"What else?"**
- A common response to survey questions is "I don't know." As a general rule, if you receive a "don't know" response and the answer categories do not allow for it, try to get the school coordinator to elaborate by saying:
  "Take a minute to think about it." or **"Your best estimation would be fine."**
- If you have probed a response once and still do not have a satisfactory answer, you will need to use your judgment about whether you should probe again. For most questions in the Telephone Follow-up QCF, it is not necessary to probe more than once.
- If you think the school coordinator just didn't understand the question, the best probe is to simply read it again, perhaps more slowly and clearly.
- Do not make assumptions about what the school coordinator means. If it isn't clear, **PROBE** for clarification.

E

APPENDIX E

Procedures for Project Clean-Up

Once your assignment is complete, and no later than March 3, 2007, you must conduct a series of clean-up procedures to ensure all of your NAEP materials are returned to the proper organizations.

All Pearson bulk supplies must be returned to Pearson by using the Return Mailing Labels included in your bulk shipment. **Any unused Session Boxes, unused bulk assessment booklets, and unused accommodation booklets must be returned immediately.** If you do not have extra FedEx labels, contact Pearson at 1-888-627-6237. All Pearson materials identified below and must be sent via FedEx to the following address:

Pearson Educational Measurement
9200 Earhart Lane SW
Cedar Rapids, IA 52404

General Bulk Supplies	
• Tape Dispenser	Return
• Sealing Tape	Return any extras
• Digital Timer	Return
• AA Batteries	Return any extras
• Supplemental Shipping Envelope	Return any extras
• Sign Testing in Progress – Do Not Disturb	Return any extras
• Materials Request Form	Destroy
• Rubber Bands	Return any extras
• Bulk Security Checklist	Destroy
• Ziplock Bags	Return any extras
• Return Mailing Labels (for bulk materials only)	Destroy any extras
• No. 2 Pencils	Return any extras

Bulk Reading, Mathematics, and Writing Materials	
• Grade 4 Simple Calculators TI-108 “C” (Blue)	Return
• Grade 8/12 Scientific Calculators TI-30 “C” (Gray)	Return
• Grade 4 Ancillaries	Return
• Grade 8 Ancillaries	Return
• Grade 12 Ancillaries	Return

Other Bulk Supplies	
• Administration Schedules (blank)	Return
• Grade 4 Roster of Questionnaires (blank)	Return
• Grade 8 Roster of Questionnaires (blank)	Return
• Grade 12 Roster of Questionnaires (blank)	Return
• Grade 4 School Questionnaire	Return
• Grade 8 School Questionnaire	Return
• Grade 12 School Questionnaire	Return
• Grade 4 Teacher Questionnaire	Return
• Grade 8 Teacher Questionnaire	Return
• SD Questionnaires	Return
• ELL Questionnaires	Return
• NIES Questionnaires	Return
• Grade 4 Assessment Booklets	Return
• Grade 8 Assessment Booklets	Return

Westat Materials

The School Folders and Quality Control Booklets should have been shipped to your supervisor throughout the assessment period. You will receive instructions for shipping your laptops back to NAEP at the in-person training. All Westat supplies identified below must be sent via FedEx to the following address:

Westat
Attention: Shannon Whitmarsh
9274 Gaither Road
Gaithersburg, MD 20877
301-330-7079

Publications	
• Teacher's Guide to NAEP	Return any extras
• Sample Questions Booklets	Return any extras
• Mathematics, Reading, or Writing Frameworks	Return any extras

Forms	
• NAEP Storage Envelopes	Return any extras
• “Destroy by” Postcard	Return any extras
• Student ID Labels	Return any extras
• Student Appreciation Certificates	Return any extras
• Session Debriefing Forms	Destroy
• School Certificates of Appreciation	Return any extras
• Blank School Folders	Return any extras
• AA Identification Badges and Lanyards	Return
• AA Assessment Information Forms	Destroy
• Teacher Observer Letter	Destroy
• Accommodation Teacher Letter	Destroy

Administrative and Other Materials	
• Time and Expense Reports and Envelopes	Return any extras
• Trip Expense Reports	Return any extras

4th

2007 NATIONAL INDIAN EDUCATION STUDY

SURVEY SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a special survey for American Indian and Alaska Native students in the United States. This survey is part of a study called the National Indian Education Study. The survey collects information on the educational experiences of American Indian and Alaska Native students like you and the role of Indian culture in your education. To make sure that all students receive the same instructions, I will be reading them to you from this script.

In this survey, you will be asked questions about you, your family, and your school experiences. Do not write your name on your survey booklet. You will not get a grade on this work. When the study is over, your answers will be combined with information from other American Indian and Alaska Native students from all over the country. The results of this study will help government leaders work with states, schools, and Indian tribes to strengthen educational programs for American Indian and Alaska Native students across the country.

Distribute Materials (Choose A or B)

A: Booklets and Pencils Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in NIES Linking Form order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the NIES Linking Form.

B: Booklets and Pencils Previously Distributed

Each of you should have a booklet with your name on it and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and pencils.

Remove Label

Now remove the label with your name on it from the booklet and place it on an upper corner of your desk.

Booklet Directions

Now open your booklet to the directions on page 2. Read the directions to yourself as I read them out loud.

- Read the directions, examples, and answers on the next page to the students.
- Guidelines for reading matrix questions 8, 9, and 14:

  Start by reading the overall questions stem. Then read each sub question as though it were a separate question, including key information from the overall stem. Then read the answer choices and pause for the student(s) to select an answer before moving on to read the next sub-question. For example, Example 2 on the next page should be read as follows:

  "Question 2. How often do you do each of the following things? Fill in one oval on each line." (*short pause*)

  "2a. How often do you watch television? Never or hardly ever, once of twice a month, once or twice a week, or almost everyday?" (*pause for response*)

  "2b. How often do you play a game with friends? Never or hardly ever, once of twice a month, once or twice a week, or almost everyday?" (*pause for response*)

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

   Ⓐ Watching television

   Ⓑ Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice week	Almost every day
a. Watch television	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Play a game with friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

D12A1D

Student Questionnaire

Now turn to the next page. I am going to read the questions to you. Listen while I read each question. Then mark your answer in your booklet. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

- Read the directions, questions, and answer choices on the next six pages to the students.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

VC190315

1. How much do you know about your American Indian tribe or Alaska Native group?

   Ⓐ A lot

   Ⓑ Some

   Ⓒ Nothing or not very much

VC190316

2. How often do you go to American Indian or Alaska Native ceremonies and gatherings?

   Ⓐ Several times a year

   Ⓑ At least once a year

   Ⓒ Less than once a year

   Ⓓ Never

VC190317

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?

   Ⓐ Most of the time

   Ⓑ About half of the time

   Ⓒ Once in awhile

   Ⓓ Never

VC190318

4. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their culture and traditions?

   Ⓐ Yes

   Ⓑ No

VC190319

5. During 4th grade, has your class gone on field trips to museums, traditional villages, or other places to learn about American Indians or Alaska Natives?

   Ⓐ Yes

   Ⓑ No

VC190320

6. During 4th grade, have you checked out books or other materials about American Indians or Alaska Natives from the school library? Do not count things you checked out of the public library.

   Ⓐ Yes

   Ⓑ No

D1A1B

Page 3

GO ON TO THE NEXT PAGE

VC190321

7. How often do you read for fun on your own time?

Ⓐ Almost every day

Ⓑ Once or twice a week

Ⓒ Once or twice a month

Ⓓ Never or hardly ever

VC190322

8. Here are some sentences about reading stories. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.	
a. I enjoy reading long stories.	Ⓐ	Ⓑ	Ⓒ	VC190323
b. I make pictures in my mind when I read.	Ⓐ	Ⓑ	Ⓒ	VC190324
c. I read stories about make believe.	Ⓐ	Ⓑ	Ⓒ	VC190325
d. I read a lot of adventure stories.	Ⓐ	Ⓑ	Ⓒ	VC190326

D1A1B

Page 4

GO ON TO THE NEXT PAGE

VC190328

9. Here are some more sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.	
a. If the teacher talks about something interesting, I read more about it.	Ⓐ	Ⓑ	Ⓒ	VC190329
b. I enjoy reading about American Indians or Alaska Natives.	Ⓐ	Ⓑ	Ⓒ	VC190330
c. I enjoy reading about people who are different from me.	Ⓐ	Ⓑ	Ⓒ	VC190331
d. I like to read about new things.	Ⓐ	Ⓑ	Ⓒ	VC190332

GO ON TO THE NEXT PAGE

VC190333

10. What kind of grades do you get in **reading**?

Ⓐ Very good

Ⓑ Good

Ⓒ Fair

Ⓓ Poor

VC190334

11. What kind of grades do you get in **math**?

Ⓐ Very good

Ⓑ Good

Ⓒ Fair

Ⓓ Poor

VC190335

12. How much do you like **school**?

Ⓐ Very much

Ⓑ Somewhat

Ⓒ A little

Ⓓ Not at all

VC190336

13. How often do your parents, or someone else in your family, help you with your schoolwork? For example, they might help you study for a test, help you with a school project, or go over your homework with you.

Ⓐ Every day

Ⓑ Two or three times a week

Ⓒ About once a week

Ⓓ Once every few weeks

Ⓔ Never or hardly ever

D1A1B

Page 6

GO ON TO THE NEXT PAGE

VC190338

14. Do any of the following people help you with your schoolwork **before or after school**? Fill in **one** oval on each line.

	Yes	No	
a. A teacher or another adult from my school	Ⓐ	Ⓑ	VC190339
b. Another student	Ⓐ	Ⓑ	VC190340
c. Someone else who lives in my community or is a friend of my family	Ⓐ	Ⓑ	VC190341

VC190337

15. Do you know the name of your American Indian or Alaska Native group? (You may call your group a tribe, a nation, a village, a band, or a community.)

Ⓐ Yes

Ⓑ No

Ⓒ I'm not sure.

VC190342

16. If you know the name of your American Indian or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian or Alaska Native group, write the names of as many as you know.

_____

VC190343

17. What else would you like to say about yourself or about American Indians or Alaska Natives? Use these lines to write your ideas.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.

D1A1B

Page 8

STOP

Collect Materials

Please close your booklet. I will collect the booklets and the labels from your desk.

- Collect booklets and labels.
- Tear up the labels and throw them away.

Thank and Dismiss Students

Thank you very much for your work here today. You may keep your pencil as a thank you from the National Indian Education Study.

- Dismiss students according to school policy.

8th

2007 NATIONAL INDIAN EDUCATION STUDY

SURVEY SCRIPT: GRADE 8

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a special survey for American Indian and Alaska Native students in the United States. This survey is part of a study called the National Indian Education Study. The survey collects information on the educational experiences of American Indian and Alaska Native students like you and the role of Indian culture in your education. To make sure that all students receive the same instructions, I will be reading them to you from this script.

In this survey, you will be asked questions about you, your family, and your school experiences. Do not write your name on your survey booklet. You will not get a grade on this work. When the study is over, your answers will be combined with information from other American Indian and Alaska Native students from all over the country. The results of this study will help government leaders work with states, schools, and Indian tribes to strengthen educational programs for American Indian and Alaska Native students across the country.

Distribute Materials (Choose A or B)

A: Booklets and Pencils Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in NIES Linking Form order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the NIES Linking Form.

B: Booklets and Pencils Previously Distributed

Each of you should have a booklet with your name on it and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and pencils.

Remove Label

Please remove the label with your name on it from the booklet and place it on an upper corner of your desk.

Booklet Directions

Now open your booklet to the directions on page 2. Read the directions to yourself as I read them out loud.

- Read the directions, examples, and answers on the next page to the students.
- Guidelines for reading matrix questions 1, 2, 5, 7, 8, 12, and 14:

  Start by reading the overall questions stem. Then read each sub question as though it were a separate question, including key information from the overall stem. Then read the answer choices and pause for the student(s) to select an answer before moving on to read the next sub-question. For example, Example 2 on the next page should be read as follows:

  "Question 2. How often do you do each of the following things? Fill in one oval on each line." (*short pause*)

  "2a. How often do you watch television? Never or hardly ever, once of twice a month, once or twice a week, or almost everyday?" (*pause for response*)

  "2b. How often do you play a game with friends? Never or hardly ever, once of twice a month, once or twice a week, or almost everyday?" (*pause for response*)

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

   Ⓐ Watching television

   Ⓑ Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice week	Almost every day
a. Watch television	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Play a game with friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

Student Questionnaire

Now turn to page 3. Read the directions on this page to yourself as I read them out loud.

- Read the booklet directions below to the students.

> Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.
>
> If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

Non-read aloud

Read and answer the questions in your booklet on your own. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

Please begin.

Read aloud

I am going to read the questions to you. Listen while I read each question. Then mark your answer in your booklet. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

Let's begin.

- Read the questions and answer choices in the booklet to the students.

Collect Materials

- When all students have finished the survey, say:

Please close your booklet. I will collect the booklets and the labels from your desk.

- Collect booklets and labels.
- Tear up the labels and throw them away.

Thank and Dismiss Students

Thank you very much for your work here today. You may keep your pencil as a thank you from the National Indian Education Study.

- Dismiss students according to school policy.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 4

Questionnaire administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and it should be noted in the outside margin of the page that the student is living in a group home or orphanage.

Student Questionnaire: Grade 4

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

See the previous paragraph for an explanation of what is meant by "your family."

Emphasize that there are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

   A Watching television

   B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	**Once or twice a month**	**Once or twice a week**	**Almost every day**
a. Watch television	A	B	C	D
b. Play a game with friends	A	B	C	D

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

The two sample questions are included to acquaint students with question formats used in the questionnaire. Most of the questions at grade 4 follow the first format.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

These two paragraphs are included to orient students to the meaning of "American Indian/Alaska Native (AI/AN) group," as used in the questionnaire. The administrator can introduce other synonyms for group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few AI/AN students, may not feel identification with a specific AI/AN group. If these students are frustrated by an inability to relate to a specific group, remind them that "there are no wrong answers" to any of the questions and to answer as best they can.

1. How much do you know about your American Indian tribe or Alaska Native group?

   A A lot

   B Some

   C Nothing or not very much

This question asks about the student's familiarity with the history, crafts, traditions, and other characteristics of the group with which he/she identifies. It is not necessary for the student to be able to specifically name that group. Remind students who are unable to relate to any group that all of the answers are equally acceptable. (For example, response C is not a "wrong" answer.)

2. How often do you go to American Indian or Alaska Native ceremonies and gatherings?

   A Several times a year

   B At least once a year

   C Less than once a year

   D Never

This question refers to ceremonies and gatherings such as potlatches, powwows, and other events with an AI/AN focus. Attendance at intercultural gatherings may be included. Gatherings for occasions such as marriages or funerals may be included if they involve specific, culturally-related activities.

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?

   A Most of the time

   B About half of the time

   C Once in awhile

   D Never

This question asks if an AI/AN language is used by members of the student's family; it is not necessary that the student understands or speaks this language. Be sure that students understand that the question asks only about AI/AN languages, not other non-English languages such as Spanish.

4. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their culture and traditions?

   A Yes

   B No

This question asks whether or not, during 4th grade, AI/AN people have come to the student's school to talk about AI/AN culture and traditions. "During the 4th grade" should be interpreted as the current school year. Activities presented by the AI/AN visitors might include craft demonstrations, musical presentations, or anything else focused on AI/AN cultures.

5. During 4th grade, has your class gone on field trips to museums, traditional villages, or other places to learn about American Indians or Alaska Natives?

   A Yes

   B No

This question asks whether or not, during 4th grade, there have been school-sponsored opportunities to visit museums, traditional villages, and other places that feature AI/AN culture. Family trips or trips sponsored by organizations other than the student's school should not be included.

6. During 4th grade, have you checked out books or other materials about American Indians or Alaska Natives from the school library? Do not count things you checked out of the public library.

   A Yes

   B No

This question asks whether or not the student has checked out books or other materials about AI or AN culture from the school library during 4th grade. The materials may have been checked out for personal pleasure reading or for school projects and assignments. "Other materials" might include videos, DVDs, and visual arts materials that focus on AI/AN culture. We are interested only in whether or not the student has used resources provided by his/her school, not resources from other sources such as public libraries.

7. How often do you read for fun on your own time?

   A Almost every day

   B Once or twice a week

   C Once or twice a month

   D Never or hardly ever

This question refers to reading that is not done as part of assigned school work. Any reading a student does, whether at school or at home, in order to complete a class assignment (such a book report) should not be included even though the student may enjoy the assignment. If a student chooses to read during school time when other "free choice" activities are offered, however, this should be interpreted as "on your own time" and included in the response. Materials read for fun may include newspapers, magazines, and comics as well as books.

Since this item also appears as a NAEP Reading Background question, students may comment that they have already answered this question. They should be instructed to answer it again.

8. Here are some sentences about reading stories. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. I enjoy reading long stories.	A	B	C
b. I make pictures in my mind when I read.	A	B	C
c. I read stories about make believe.	A	B	C
d. I read a lot of adventure stories.	A	B	C

I enjoy reading long stories: *refers to stories divided into parts or chapters, or those that would take more than one reading session to finish.*

I read stories about make believe: *refers to realistic fiction as well as fantasy.*

I read a lot of adventure stories: *refers to stories in which something exciting or out of the ordinary happens (e.g., a journey into outer space, exploring a secret cave, getting lost on a camping trip, etc.)*

9. Here are some more sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. If the teacher talks about something interesting, I read more about it.	A	B	C
b. I enjoy reading about American Indians or Alaska Natives.	A	B	C
c. I enjoy reading about people who are different from me.	A	B	C
d. I like to read about new things.	A	B	C

If the teacher talks about something interesting, I read more about it: *refers to reading students do on their own initiative, not reading assigned to them by the teacher after an interesting topic has been introduced.*

I enjoy reading about people who are different from me: *refers to people whose way of living is markedly different from that of the student. It can include differences in culture, nationality, and other factors.*

I like to read about new things: *refers to any topic that the student has previously had little or no knowledge about.*

10. What kind of grades do you get in **reading**?

    A Very good

    B Good

    C Fair

    D Poor

11. What kind of grades do you get in **math**?

    A Very good

    B Good

    C Fair

    D Poor

The preceding two questions ask students to self-evaluate their achievement in reading and math. The term grades may not be meaningful in schools where grades are not given to assess progress. If this is the case, students may be asked to use the listed terms to describe how well they think they read. In schools where grades are given, and only if a student asks for help translating letter grades, you may indicate that "Very good" would be the equivalent of a letter grade of A; "Good" the equivalent of B; "Fair" the equivalent of C; and "Poor" the equivalent of grades below C.

12. How much do you like **school**?

    A Very much

    B Somewhat

    C A little

    D Not at all

This question asks the student's overall impression of school. Answers will probably reflect social adjustment as well as academic success.

13. How often do your parents, or someone else in your family, help you with your schoolwork? For example, they might help you study for a test, help you with a school project, or go over your homework with you.

    A Every day

    B Two or three times a week

    C About once a week

    D Once every few weeks

    E Never or hardly ever

This question asks how often the student gets assistance with school work from parents or other family members. See the introductory comments for an explanation of what is meant by "your family." If students attend boarding school, they may have fewer opportunities to obtain help from family members. It is appropriate for their answers to reflect this reality.

14. Do any of the following people help you with your schoolwork **before** or **after** school? Fill in **one** oval on each line.

		Yes	No
a.	A teacher or another adult from my school	A	B
b.	Another student	A	B
c.	Someone else who lives in my community or is a friend of my family	A	B

This question asks whether or not the student gets help with schoolwork outside of school hours from people other than family members.

Someone else who lives in my community or is a friend of my family: *refers to anyone helping the student who is not part of the student's family or associated with the student's school.*

15. Do you know the name of your American Indian or Alaska Native group? (You may call your group a tribe, a nation, a village, a band, or a community.)

    A Yes

    B No

    C I'm not sure.

This question asks students if they can (on their own) identify their AI/AN groups. Do not give assistance other than to offer or confirm locally appropriate synonyms for AI/AN group, such as mesa or colony. As with previous questions that probed cultural identification, emphasize that all responses have equal value. There are no "wrong" answers.

16. If you know the name of your American Indian or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian or Alaska Native group, write the names of as many as you know.

    _____

This question asks students who know the names of their AI/AN groups to print them on the line given. As with the previous question, do not give assistance. Emphasize that correct spelling is not important. Students who answered "No" to the previous question are not expected to complete this question. Students who answered "I'm not sure" should be encouraged to write what they think are the names of their groups.

17. What else would you like to say about yourself or about American Indians or Alaska Natives? Use these lines to write your ideas.

_____

_____

_____

_____

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_____

This question gives students the opportunity to add comments they would like to make about themselves and their background. It is an optional item, but students should be encouraged to write their ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 8

Questionnaire administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and it should be noted in the outside margin of the page that the student is living in a group home or orphanage.

Student Questionnaire: Grade 8

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

See the previous paragraph for an explanation of what is meant by "your family."

Emphasize that there are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

   A Watching television

   B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	**Once or twice a month**	**Once or twice a week**	**Almost every day**
a. Watch television	A	B	C	D
b. Play a game with friends	A	B	C	D

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

The two sample questions are included to acquaint students with question formats used in the questionnaire.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

These two paragraphs are included to orient students to the meaning of "American Indian/Alaska Native (AI/AN) group," as used in the questionnaire. The administrator can introduce other synonyms for group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few AI/AN students, may not feel identification with a specific AI/AN group. If these students are frustrated by an inability to relate to a specific group, remind them that "there are no wrong answers" to any of the questions and to answer as best they can.

1. How much do you know about each of the following? Fill in **one** oval on each line.

	A lot	**Some**	**Nothing or not very much**
a. Your American Indian or Alaska Native history	A	B	C
b. Your American Indian or Alaska Native traditions	A	B	C
c. Issues in the world today that are important to American Indians or Alaska Natives	A	B	C

For this question, it is appropriate to remind students that all responses have equal value. "Nothing or not very much" is not a "wrong answer."

Your American Indian or Alaska Native history *and* ***Your American Indian or Alaska Native traditions:*** *refers to the history and traditions of the particular AI/AN group(s) with which the student identifies.*

Issues in the world today that are important to American Indians or Alaska Natives: *may refer to a more inclusive community. Examples of "issues" might include land and water use, elections, and tribal sovereignty.*

2. How often have you participated in each of the following American Indian or Alaska Native activities? Fill in **one** oval on each line.

	Several times a year	At least once a year	Less than once a year	Never
a. Ceremonies and gatherings for people from **your** American Indian or Alaska Native group	A	B	C	D
b. Ceremonies and gatherings that bring together people from **many different** American Indian or Alaska Native groups	A	B	C	D
c. Other American Indian or Alaska Native activities	A	B	C	D

Ceremonies and gatherings for people from your American Indian or Alaska Native group: *refers to activities associated with the particular AI/AN group(s) with which the student identifies. Gatherings for occasions such as marriages or funerals may be included if they involve ceremonies specific to the student's group.*

Other American Indian or Alaska Native activities: *refers to activities such as teaching camps and lodges, hunting or whaling expeditions, or other activities with a specific AI/AN focus.*

3. How often do members of your family talk to each other in your American Indian or Alaskan Native language?

A Most of the time

B About half of the time

C Once in a while

D Never

This question asks if an AI/AN language is used by members of the student's family; it is not necessary that the student understands or speaks this language. Be sure that students understand that the question asks only about AI/AN languages, not other non-English languages such as Spanish.

4. Since you have been in 8th grade, how often have **any of your teachers** talked to you in class about culture, traditions, and other things that are important to American Indians or Alaska Natives?

   A Almost every day

   B Once or twice a week

   C Once or twice a month

   D Never or hardly ever

"Since you have been in 8th grade" should be interpreted as the current school year. "Talked to you in class" should be interpreted as referring to discussions occurring during regular instructional time. However, it may be appropriate to include discussions involving specific individuals or groups, as well as discussions involving the class as a whole, depending on the instructional setting.

5. Since you have been in 8th grade, has your school, or any of your teachers, provided you with any of the following resources? Fill in **one** oval on each line.

		Yes	No
a.	American Indian or Alaska Native **visitors** who talk about history, traditions, or issues that are important to native people today	A	B
b.	American Indian or Alaska Native **craft demonstrations**	A	B
c.	**Performances** of traditional American Indian or Alaska Native music and dance	A	B
d.	**Field trips** to museums, traditional villages, or other places that tell about American Indians or Alaska Natives	A	B
e.	**Books, videos, or computer software** about American Indian or Alaska Native history and traditions	A	B
f.	**Books, videos, or computer software** about issues in the world today that are important to American Indians or Alaska Natives	A	B

This question asks whether or not students have been exposed to culturally-relevant experiences and resources of various types in school settings during the current school year. Such experiences and resources may relate to a specific AI/AN culture or have a more general focus.

6. How often do you read for fun on your own time?

   A Almost every day

   B Once or twice a week

   C Once or twice a month

   D Never or hardly ever

This question refers to reading that is not done as part of assigned school work. Any reading a student does, whether at school or at home, in order to complete a class assignment (such a book report) should not be included even though the student may enjoy the assignment. If a student chooses to read during school time when other "free choice" activities are offered, however, this should be interpreted as "on your own time" and included in the response. Materials read for fun may include newspapers, magazines, and comics as well as books.

Since this item also appears as a NAEP Reading Background question, students may comment that they have already answered this question. They should be instructed to answer it again.

7. Here are some sentences about reading stories. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	**This is a little like me.**	**This is not like me.**
a. I enjoy reading long stories.	A	B	C
b. I make pictures in my mind when I read.	A	B	C
c. I read fiction books.	A	B	C
d. I read a lot of adventure stories.	A	B	C

I enjoy reading long stories: *refers to stories divided into parts or chapters, or those that would take more than one reading session to finish.*

I read a lot of adventure stories: *refers to stories in which something exciting or out of the ordinary happens (e.g., a journey into outer space, exploring a secret cave, getting lost on a camping trip, etc.).*

8. Here are some more sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. If the teacher talks about something interesting, I read more about it.	A	B	C
b. I enjoy reading about American Indians or Alaska Natives.	A	B	C
c. I enjoy reading about people who are different from me.	A	B	C
d. I like to read about new things.	A	B	C

If the teacher talks about something interesting, I read more about it: *refers to reading students do on their own initiative, not reading assigned to them by the teacher after an interesting topic has been introduced.*

I enjoy reading about people who are different from me: *refers to people whose way of living is markedly different from that of the student. It can include differences in culture, nationality, and other factors.*

I like to read about new things: *refers to any topic that the student has previously had little or no knowledge about.*

9. How do you rate yourself in each of the following areas? Fill in **one** oval on each line.

	Excellent	Good	Fair	Poor
a. Reading	A	B	C	D
b. Mathematics	A	B	C	D

This question asks students to self-rate their achievement in reading and mathematics. *Any criteria that the student selects as a basis for these ratings is appropriate.*

10. How much will the things you are learning in school prepare you for the life you want to lead?

    A Very much

    B A fair amount

    C Only a little

    D Not at all

This question attempts to gauge the relevance the student attaches to school work. "The life you want to lead" might be interpreted as meaning having a certain job or career, or the student might give the phrase a more general focus such as being able to live an independent and meaningful life.

11. Think about different kinds of schools that people go to. Fill in **one** oval for the sentence that describes you best.

    A I'll probably go to college.

    B I'll probably graduate from high school, but not go to college.

    C I probably won't graduate from high school.

    D I don't know.

This question asks students to reflect on their current educational plans. They should answer based on their most likely plans, even if they are not certain. However, the student may choose D ("I don't know") if for cultural or other reasons they are not comfortable making another choice.

12. Which of the following are you likely to do in your **first year** after high school? Fill in **one** oval on each line.

	Likely to do	Not likely to do
a. Go to college or trade school full time	A	B
b. Go to college or trade school part time	A	B
c. Join the military	A	B
d. Work full time	A	B
e. Work part time	A	B

This question gives students several options for what they might do immediately after high school and asks them to reflect on whether the option is something they are or are not likely to do. Students should be encouraged to give their best answers even though their expectations for the future may be relatively unformed.

Trade school: *refers to schools where a student learns a specific occupation such as computer repair, cosmetology, etc. and may receive a certificate but not a college degree.*

13. How often do your parents, or someone else in your family, help you with your schoolwork? For example, they might help you study for a test, help you with a school project, or go over your homework with you.

A Every day

B Two or three times a week

C About once a week

D Once every few weeks

E Never or hardly ever

This question asks how often the student gets assistance with school work from parents or other family members. See the introductory comments for an explanation of what is meant by "your family." If students attend boarding school, they may have fewer opportunities to obtain help from family members. It is appropriate for their answers to reflect this reality.

14. Do any of the following people help you with your schoolwork **before or after school**? Fill in **one** oval on each line.

		Yes	No
a.	A teacher or another adult from my school	A	B
b.	Another student	A	B
c.	Someone else who lives in my community or is a friend of my family	A	B

This question asks whether or not the student gets help with schoolwork outside of school hours from people other than family members.

Someone else who lives in my community or is a friend of my family: *refers to anyone helping the student who is not part of the student's family or associated with the student's school.*

15. Since you have been in 8th grade, how often have you talked with any of your teachers **outside of regular class periods**? This could be to get extra help with your assignments, to talk about personal issues, or just to visit.

A Almost every day

B Once or twice a week

C Once or twice a month

D Never or hardly ever

This question attempts to gauge the amount of personal interaction the student has had with any of his/her teachers during the current school year.

16. Since you have been in 8th grade, how many times have you talked to a teacher or a school counselor about the classes you should take in high school or about what you want to do after high school?

A Four or more times

B Two or three times

C One time

D Never

This question attempts to gauge the amount of guidance in making education or career choices the student has received from school personnel during the current school year.

17. Since you have been in 8th grade, how many times have you talked to someone else—someone who is not part of your school or your family— about the classes you should take in high school or about what you want to do after high school?

    A Four or more times

    B Two or three times

    C One time

    D Never

This question attempts to gauge the amount of guidance in making education or career choices the student has received from people other than school personnel during the current school year

18. Since you have been in 8th grade, have you played on a team or belonged to a drama, music, or other club at school?

    A Yes

    B No

This question asks the student whether or not the student has participated in any voluntary extracurricular activity at school during the current school year. Students should include participation in all types of activities such as varsity and intermural athletic teams, debate squads, chess clubs, musical organizations, service clubs, school newspaper, school senate, etc.

19. Do you know the name of your American Indian or Alaska Native group? (You may call your group a tribe, a nation, a village, a band, or a community.)

    A Yes

    B No

    C I'm not sure.

This question asks students if they can (on their own) identify their AI/AN groups. Do not give assistance other than to offer or confirm locally appropriate synonyms for AI/AN group, such as mesa or colony. As with previous questions that probed cultural identification, emphasize that all responses have equal value. There are no "wrong" answers.

20. If you know the name of your American Indian or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian or Alaska Native group, write the names of as many as you know.

_____

This question asks students who know the names of their AI/AN groups to print them on the line given. As with the previous question, do not give assistance. Emphasize that correct spelling is not important. Students who answered "No" to the previous question are not expected to complete this question. Students who answered "I'm not sure" should be encouraged to write what they think are the names of their groups.

21. What else would you like to say about yourself or about American Indians or Alaska Natives? Use these lines to write your ideas.

_____

_____

_____

_____

_____

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_____

This question gives students the opportunity to add comments they would like to make about themselves and their background. It is an optional item, but students should be encouraged to write their ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.