

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.

<input type="checkbox"/> All materials received.	• Go to 3A.
<input type="checkbox"/> 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.

<input type="checkbox"/> Distribute and collect the SD and/or ELL Questionnaires. _____ # of missing questionnaires	<p>Ask the school coordinator to collect them so you can discuss accommodations.</p> <p><i>If questionnaires are collected:</i> Ask the AA to transcribe the questionnaire data onto the Inclusion Worksheet before completing Procedure 3E with the school coordinator.</p> <p><i>If questionnaires cannot be collected:</i> In Procedure 3E you will schedule a telephone call to discuss the outstanding questionnaires to determine how those students should be accommodated.</p>
<input type="checkbox"/> Review and update the Student Information Report.	<p>Ask the school coordinator to do the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect any missing demographic information. <input type="checkbox"/> Review student demographic data for accuracy. <input type="checkbox"/> Determine if there has been any change in students identified as SD and/or ELL. <input type="checkbox"/> Identify which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed. <p>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.</p>
<input type="checkbox"/> Print out a current list of students in the selected grade.	<p>Ask the school coordinator to print a current list of students.</p> <p>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.</p>

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.
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 - 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?

<ul style="list-style-type: none"> ▪ Read the names of the students and their updated status. 		
<input type="checkbox"/>	<hr style="width: 50%; margin: 0 auto;"/> <i>Number</i>	<ul style="list-style-type: none"> ▪ Review the students coded 51 on the Administration Schedule. ▪ School coordinator confirmed the <u>withdrawn/graduated</u> students are accurate.
<input type="checkbox"/>	<hr style="width: 50%; margin: 0 auto;"/> <i>Number</i>	<ul style="list-style-type: none"> ▪ Review the students coded 54 on the Administration Schedule. ▪ School coordinator confirmed the <u>ineligible, never attends campus</u> students are accurate.
<input type="checkbox"/>	<hr style="width: 50%; margin: 0 auto;"/> <i>Number</i>	<ul style="list-style-type: none"> ▪ Review the students coded 55 on the Administration Schedule. ▪ School coordinator confirmed the <u>ineligible, other</u> 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?

<input type="checkbox"/>	Yes	<ul style="list-style-type: none"> ▪ School coordinator confirmed the demographic data on the Administration Schedule(s) are accurate.
<input type="checkbox"/>	No	<ul style="list-style-type: none"> ▪ 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.
	<hr style="width: 50%; margin: 0 auto;"/> <i>Total # of corrections</i>	

IF SOME CORRECTIONS MADE: Let's review the corrections now to be sure the data I have is correct.

<input type="checkbox"/>		<ul style="list-style-type: none"> ▪ 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.
	<hr style="width: 50%; margin: 0 auto;"/> <i>Total # of corrections</i>	

* 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.

<input type="checkbox"/>	<u> </u> <i>Total # of missing data</i>	<ul style="list-style-type: none">▪ 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.
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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.)

<input type="checkbox"/>	_____ <i>Total # of students <u>newly classified</u> as SD and/or ELL</i>	<ul style="list-style-type: none"> ▪ Review the <u>newly classified</u> SD or ELL students on each Administration Schedule. <ul style="list-style-type: none"> • School coordinator confirmed the <u>newly classified</u> 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. ▪ Review the <u>no longer classified</u> SD or ELL students on each Administration Schedule. <ul style="list-style-type: none"> • School coordinator confirmed the <u>no longer classified</u> 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.
<input type="checkbox"/>	_____ <i>Total # of students <u>no longer classified</u> as SD and/or ELL</i>	<ul style="list-style-type: none"> ▪ Review the <u>no longer classified</u> SD or ELL students on each Administration Schedule. <ul style="list-style-type: none"> • School coordinator confirmed the <u>no longer classified</u> 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?

<input type="checkbox"/>	Yes	<ul style="list-style-type: none"> ▪ Once completed, enter data on Inclusion Worksheet
<input type="checkbox"/>	No	<ul style="list-style-type: none"> ▪ Schedule callback date and time. _____

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.

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.													
Group#	Student Name	Session# Line#	SD/ ELL	71-68B Bilingual mathematics booklet (m)	72-6D Bilingual dictionary without definitions (m, w)	73-6D Directions read aloud in native language (m)	74-6D Directions signed (f, m, w)	75-6D Test items signed (m, w)	76-6D Read aloud occasional (m, w)	77-6D Read aloud most or all (m, w)	78-6D Braille test (provided by school) (f, m, w)	79-6D Large print (f, m, w)	80-6D Magnification (f, m, w)	81-6D Responds in sign language (f, m)	82-6D Responds with Braille (f, m, w)	83-6D Responds orally to scribe (f, m)	84-6D Responds by computer (f, m, w)	85-6D Uses template to respond (f, m, w)	86-6D Uses special writing tool (f, m, w)	87-6D Small group (f, m, w)	88-6D One-on-one (f, m, w)	89-6D Study carrel (f, m, w)		90-6D Preferential seat, light, furniture (f, m, w)	91-6D School staff administrators (f, m, w)	92-6D Extended time (f, m, w)	93-6D Breaks during test (f, m, w)	94-6D Other	95-6D Include Without Accommodations	96-6D Include With Only NAEP Permitted Accommodations	97-6D Exclude (Record reason in NOTES column)	NOTES				
	Alto, Susan	RS0801 2	M	SD																															Regular session	
1	Burns, Kimberly	RS0801 5	M	SD																																
	Cruz, Mansul	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																																
	Ojama, Edwin	RS0801 16	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?

<input type="checkbox"/>	Yes	<ul style="list-style-type: none">Ask the school coordinator for a copy of the dated parent notification.Store the copy of the notification in the School Folder.	<ul style="list-style-type: none">Continue with 3G-2.
<input type="checkbox"/>	No	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Schedule a callback date and time <hr/> <ul style="list-style-type: none">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?

<input type="checkbox"/>	Yes	<ul style="list-style-type: none">Continue with 3G-3.
<input type="checkbox"/>	No	<ul style="list-style-type: none">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. <hr/>

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?



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 ...



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?



- 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.

<p>Participation status:</p> <input type="checkbox"/> Cooperating <input type="checkbox"/> Refusal <input type="checkbox"/> Ineligible-no eligible AI/AN students	 <p>Click on the “SPECIAL STUDIES” tab in the SCS to enter the NIES participation status after the visit.</p>	<ul style="list-style-type: none"> • Go to 3H-4.
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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.

<p>Participation status:</p> <input type="checkbox"/> Cooperating <input type="checkbox"/> Refusal <input type="checkbox"/> Ineligible-no eligible AI/AN students	 <p>Click on the “SPECIAL STUDIES” tab in the SCS to enter the NIES participation status after the visit.</p>	<ul style="list-style-type: none"> • Continue with 3H-4.
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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.

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, FL

I. NAEP School Questionnaire		I. NAEP School Questionnaire ID# (Barcode ID # on Cover)		Returned	
School Name: Mrs. Bernard		964-100032-1		Yes	No
I. NIES School Questionnaire		I. NIES School Questionnaire ID# (Barcode ID # on Cover)		Yes	No
		996-025089-4		Yes	No

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Returned		II. NIES Teacher Questionnaire		Returned	
Teacher's Name	Mathematics Teacher Questionnaire ID #	Yes	No	Other	If NIES Subject?	NIES Teacher Questionnaire ID #	Yes	No	Other
01 Mr. Randall	01 98 3-5 9 6 0 2 4-1					01 995-			
02 Mrs. Howard	02 98 3-4 4 0 0 3 1-2					02 995-	0	3	5 0 0 8-6
03 Mrs. Mathis	03 98 3-7 5 9 2 6 0-1					03 995-	8	6	0 4 0 7-1
04	04 98					04 995-			
05	05 98					05 995-			
06	06 98					06 995-			

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: Feb 19 Time: 1:00 Location: Library

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

"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"
NAEP Booklet ID (from column F of the Admin. Schedule)	L.A. NAEP Teacher #	M.A. NAEP Teacher #	NIES Admin. Code	NIES Admin. Codes			
223 000841 2	15	03		SURVEYED IN ORIGINAL 10 = In session full case 11 = No responses to booklet 12 = In session part case 13 = Session incomplete 14 = Other, specify on cover			
226 076206 5	15	03		SURVEYED IN MAKEUP 20 = In session full case 21 = No responses to booklet 22 = In session part case 23 = Session incomplete 24 = Other, specify on cover			
227 000234 5	17	02		ABSENT 40 = Temporary 41 = Long-Term 42 = Chronic illness 43 = Suspended or expelled 44 = In school, but not assessed 45 = Change in administrator 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover 49 = Session refused			
031 025007 7	15	02		OTHER 31 = Withdrawn/Graduated 32 = Unassigned booklet (unused) 33 = Ineligible, ex A/B/C/H 34 = Ineligible, I/A/E/Other 35 = Not in sample			
033 340215 2	17	03		REASONS FOR EXCLUSION 60 = SD - Cannot be surveyed 62 = ELL - Cannot be surveyed 64 = SD and ELL, Cannot be surveyed			

As recorded on the NAEP Roster of Questionnaires