

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?

<input type="checkbox"/> Read survey aloud	• Note on cover of QCB
<input type="checkbox"/> 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.

<input type="checkbox"/> School is a "Take All" school.	• Continue with 3I-2.
<input type="checkbox"/> 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.

<input type="checkbox"/> Homeroom	
<input type="checkbox"/> 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.

<input type="checkbox"/> Column C is blank on Administration Schedule(s).	▪ Record locator for each student.
<input type="checkbox"/> 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 than 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 than 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.)**

<p>Participation status:</p> <p><input type="checkbox"/> Cooperating</p> <p><input type="checkbox"/> Refusal</p>	 <p>Click on the “SPECIAL STUDIES” tab in the SCS to enter the ESBQ participation status after the visit.</p>	<ul style="list-style-type: none"> • Continue with 3I-5.
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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**.

31-5. 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.

<ul style="list-style-type: none"> ▪ 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. 	
<input type="checkbox"/> <p>PREPARATION ACTIVITIES</p> <ul style="list-style-type: none"> ✓ Senior meeting ✓ School website/newspaper ✓ Faculty meeting ✓ Other 	DETAILS:
<input type="checkbox"/> <p>FLEXIBILITY IN SCHEDULING</p> <ul style="list-style-type: none"> ✓ Start time ✓ Multiple start times ✓ Certain day of the week ✓ Other 	DETAILS:
<input type="checkbox"/> <p>STUDENT NOTIFICATION</p> <ul style="list-style-type: none"> ✓ Student letter ✓ Announcement ✓ NAEP Student Video ✓ Other 	DETAILS:
<input type="checkbox"/> <p>INCENTIVES</p> <ul style="list-style-type: none"> ✓ NAEP Certificate of Volunteer Service ✓ School incentives (pizza party, prizes) ✓ Other 	DETAILS:

Item 31-5 of Procedure 31 is specific to grade 12 public schools. To encourage 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 31-5** 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 after 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 than 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.	<input type="checkbox"/>	Frameworks and/or Sample Question Booklets and/or fall packet were distributed by the NAEP State Coordinator.	<ul style="list-style-type: none"> Go to 3I-12.
	<input type="checkbox"/>	No Frameworks and/or Sample Question Booklets and/or fall packet have been distributed.	<ul style="list-style-type: none"> 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 Measure 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.	<input type="checkbox"/> Follow the directions associated with the box you checked while working independently.	
	<input type="checkbox"/> Logistics Questionnaire not completed.	<ul style="list-style-type: none">• Start with 3J-2.
	<input type="checkbox"/> Logistics Questionnaire completed but needs review.	<ul style="list-style-type: none">• Review questions you have with the school coordinator. Go to 3J-3.
	<input type="checkbox"/> Logistics Questionnaire completed. No further review necessary.	<ul style="list-style-type: none">• 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
- No

- Respond to questions, as necessary.

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.	<input type="checkbox"/> Return to your independent work area to complete the remaining preassessment visit tasks.	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)
	<input type="checkbox"/> IF NIES SCHOOL: Prepare Teacher Questionnaires. Copy updated NIES Linking Form and place in NAEP Storage Envelope. <ul style="list-style-type: none"> ▪ 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. 	
	<input type="checkbox"/> Enter an Admin Code in Column P of the Administration Schedule for each student who will be assessed with an accommodation.	
	<input type="checkbox"/> 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	
	<input type="checkbox"/> If SD and/or ELL students identified during the visit, prepare questionnaires.	
	<input type="checkbox"/> If Grade 8 or 12: Prepare the front and back of the Student Appreciation Certificates.	
	<input type="checkbox"/> Prepare NAEP Storage Envelope by making photocopies of the following documents (keeping the original in the School Folder): <ul style="list-style-type: none"> ▪ 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.	
	<input type="checkbox"/> Give completed NAEP Storage Envelope and other items (questionnaires, certificates, etc.) to school coordinator.	

Item 4A-1 provides a checklist of tasks to complete before leaving the school.

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 "PREASSTMT" 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).

<p>ENTER THIS DATA UNDER THE "SPECIAL STUDIES" TAB IN THE SCS</p>	<p>Discuss NIES, if applicable (Procedure 3H, page 2.23)</p> <p><input type="checkbox"/> NIES Survey Status: (You will enter one of these codes.)</p> <p style="padding-left: 40px;">___ <i>Cooperating</i> — <i>The school will participate in the survey.</i></p> <p style="padding-left: 40px;">___ <i>School Refusal</i> — <i>The school has said that they will not participate in the survey.</i></p> <p style="padding-left: 40px;">___ <i>Has Sampled Grade, but No Eligible Students</i> — <i>Use this code if the school was identified as NIES, but it was determined after the visit that there are no AI/AN students.</i></p> <p><input type="checkbox"/> AI/AN Grade Enrollment (Actual): _____</p> <p><input type="checkbox"/> Scheduled Survey Date: _____</p> <p><input type="checkbox"/> Scheduled Survey Time: _____</p> <p>Discuss ESBQ, if applicable (Procedure 3I-4, page 2.26).</p> <p><input type="checkbox"/> ESBQ Participation Status: (You will enter one of these codes.)</p> <p style="padding-left: 40px;">___ <i>Cooperating</i> — <i>The school will participate in the survey.</i></p> <p style="padding-left: 40px;">___ <i>School Refusal</i> — <i>The school has said that they will not participate in the survey.</i></p>
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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 Hierarchy, 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