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

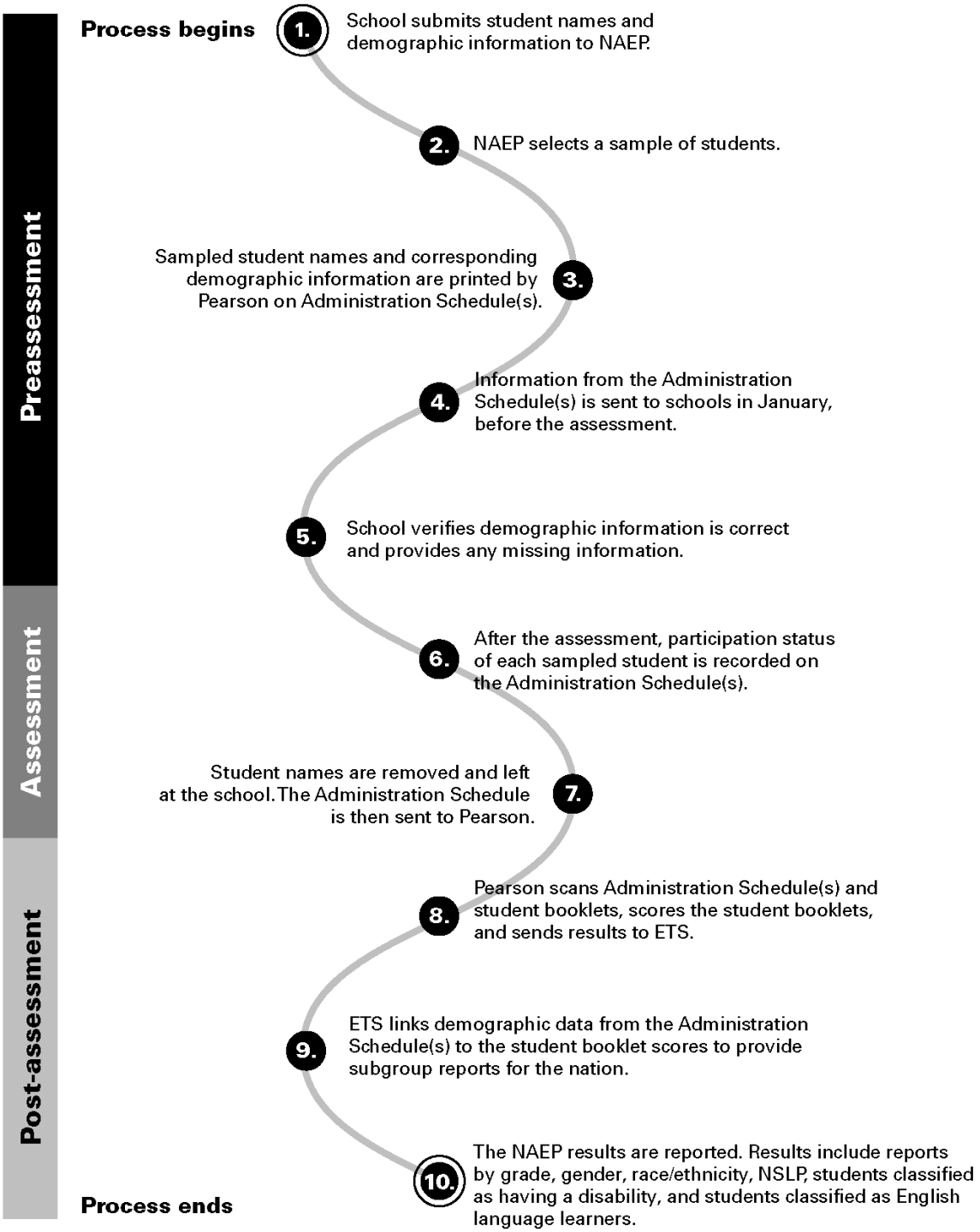
In 2005, female students scored higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	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



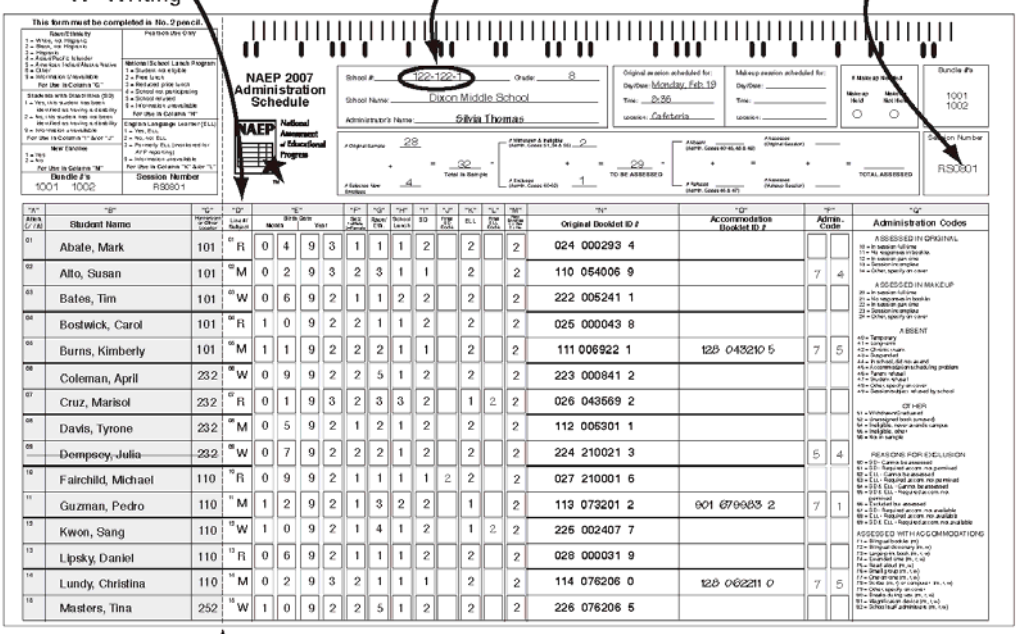
B. A Closer Look At the Administration Schedule

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.

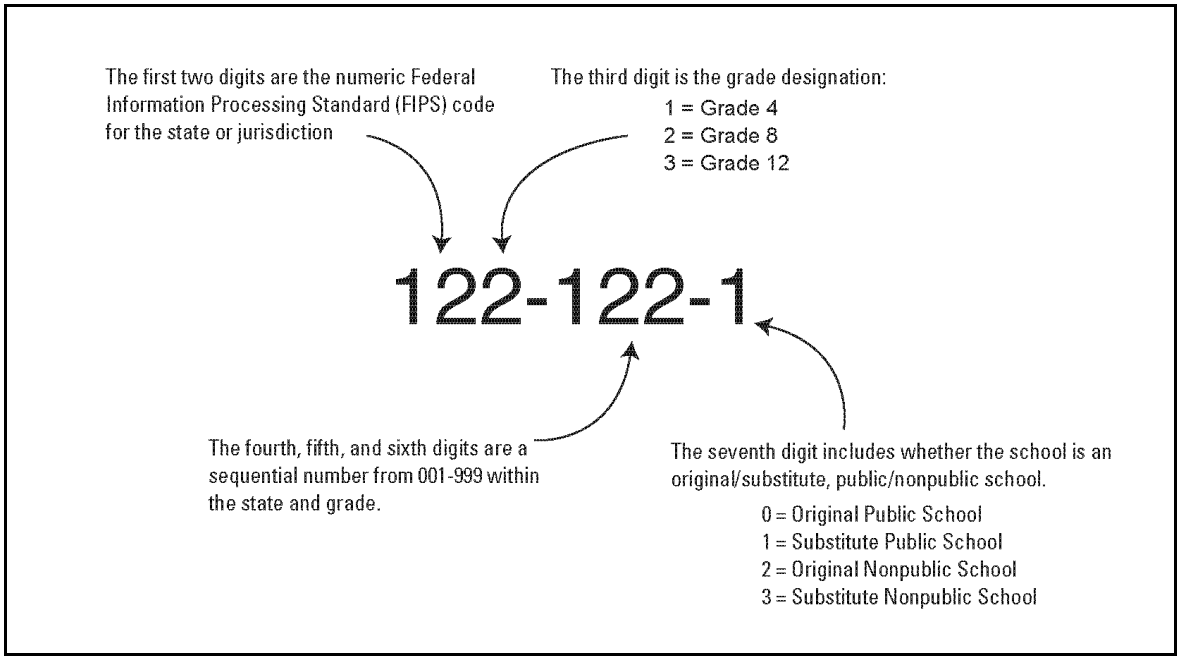
Each session in a school is assigned a Session Number. There may be more than one session in a school. You will find more information about this on the next page.



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

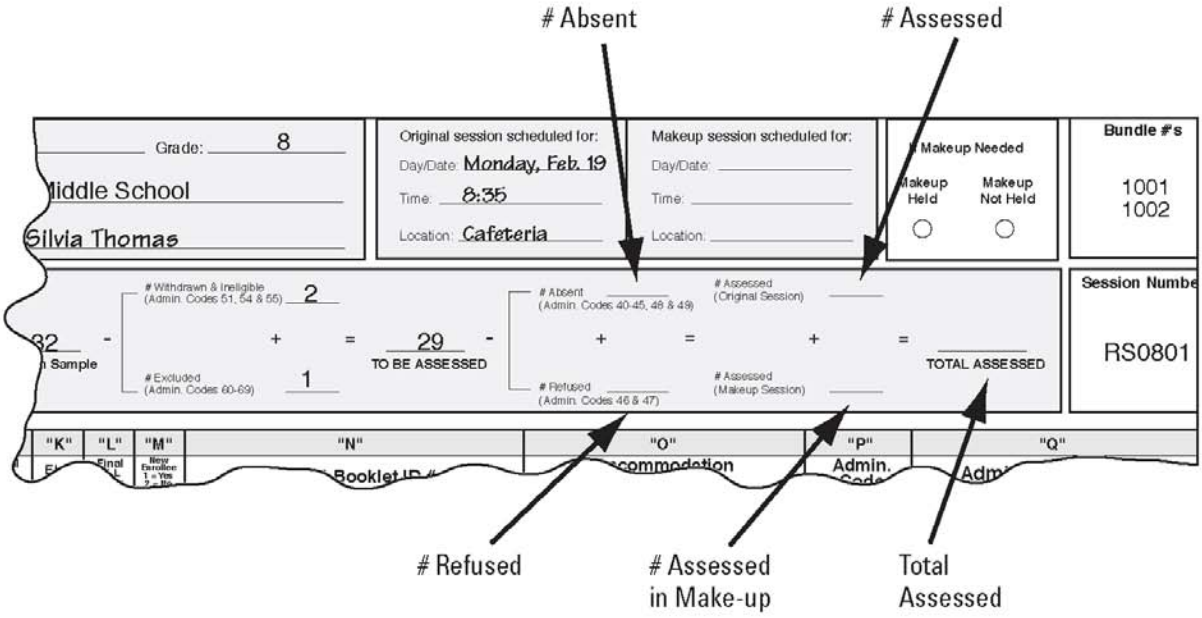
OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, never attends campus
55 = Ineligible, other
56 = Not in sample

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.



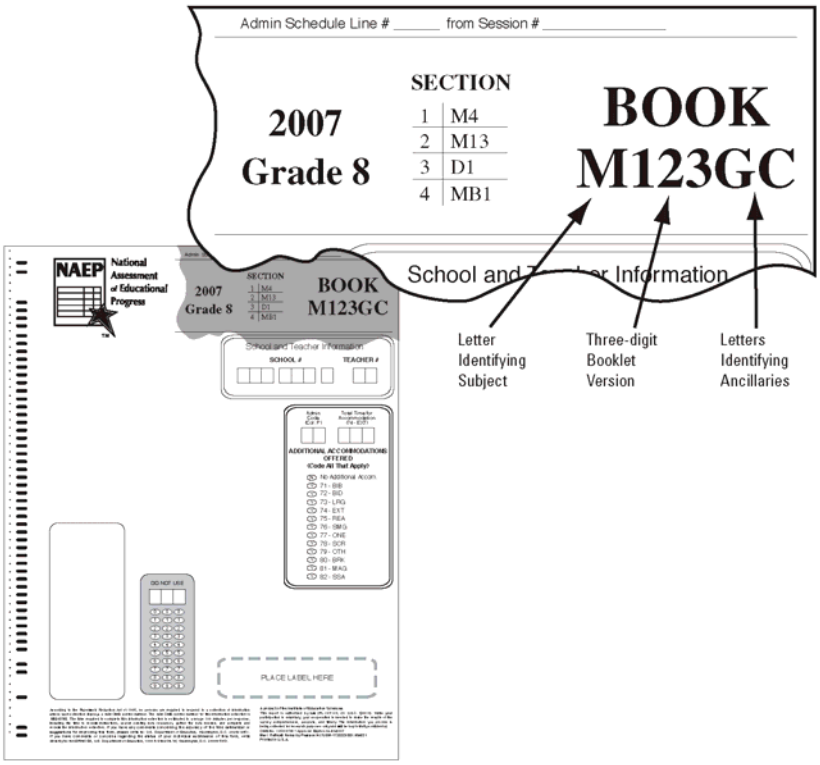
3. Assessment Booklets and Ancillary Materials

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:

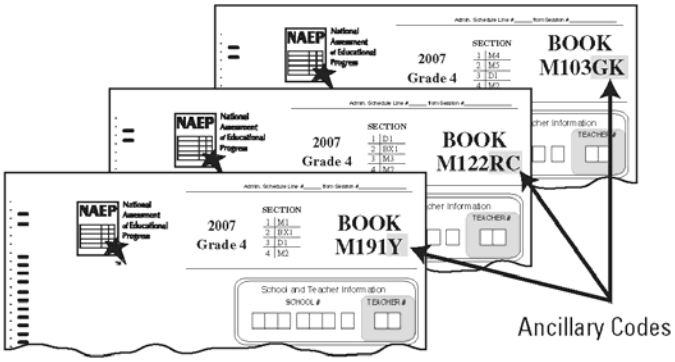
- a letter identifying the subject;
- a three-digit booklet version number; and
- a letter or letters identifying any additional materials, often called “ancillary materials,” the booklet requires. Only certain assessment booklets require the use of ancillary materials. The materials will vary depending 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.

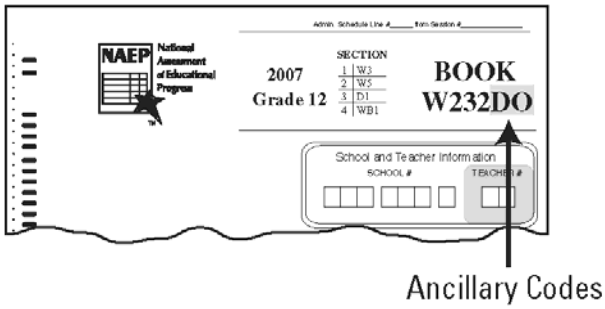


Grade 4 Booklet Covers and Ancillary Materials



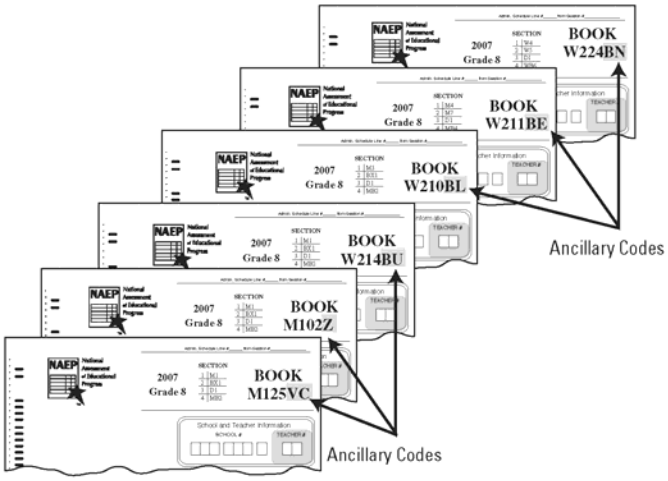
Grade 4	
Subject	**Ancillary Materials**
Mathematics	**C** = Calculator TI-108 **G** = Manipulative Set "G" (prepunched) **R** = Ruler **K** = Manipulative Set "K" – Foam Shapes **Y** = Manipulative Set "Y" – Fraction Strips

Grade 12 Booklet Covers and Ancillary Materials



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

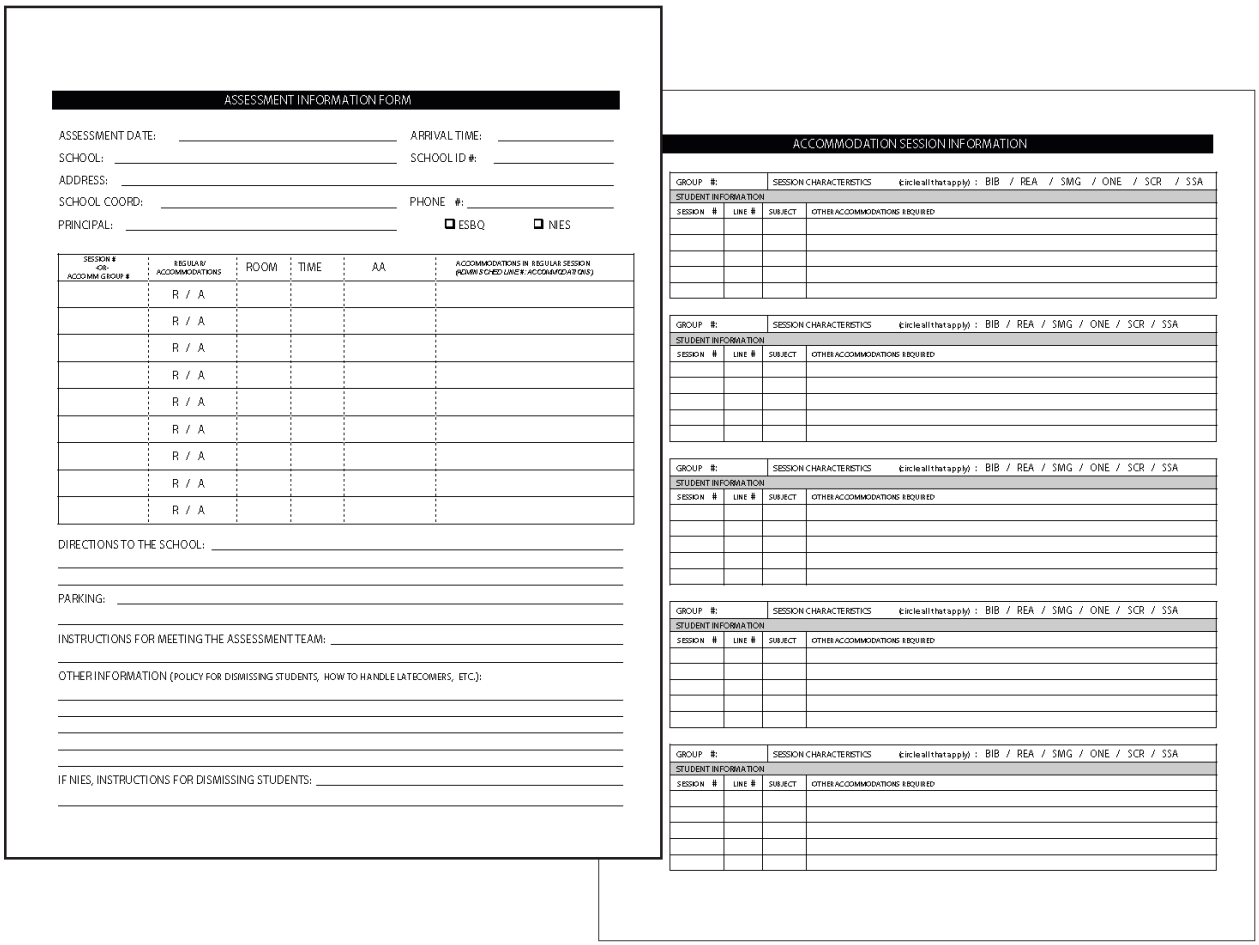
Grade 8 Booklet Covers and Ancillary Materials



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

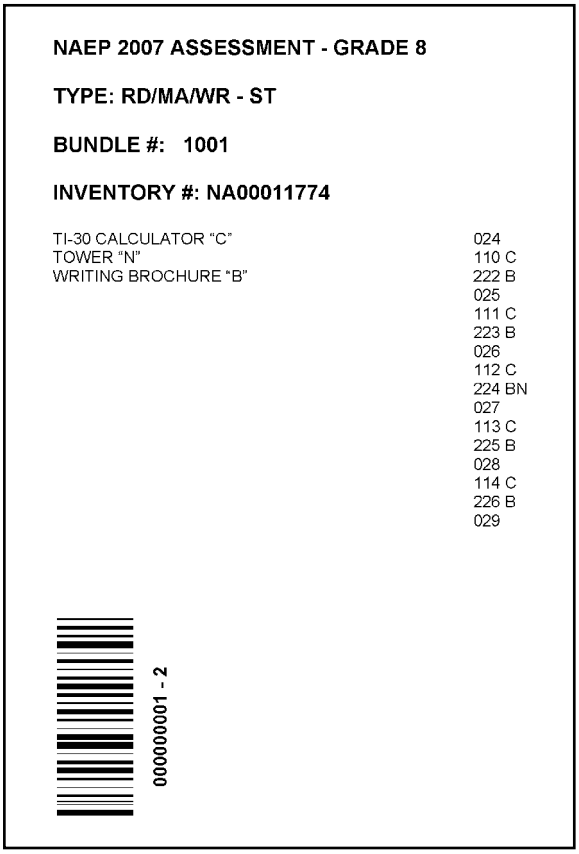
Grade	Session type	Bundle size
4	RM	14 booklets
8	RS	16 booklets
8	RN	16 booklets
8	RE	6 booklets
12	RW	16 booklets
12	WT	16 booklets

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

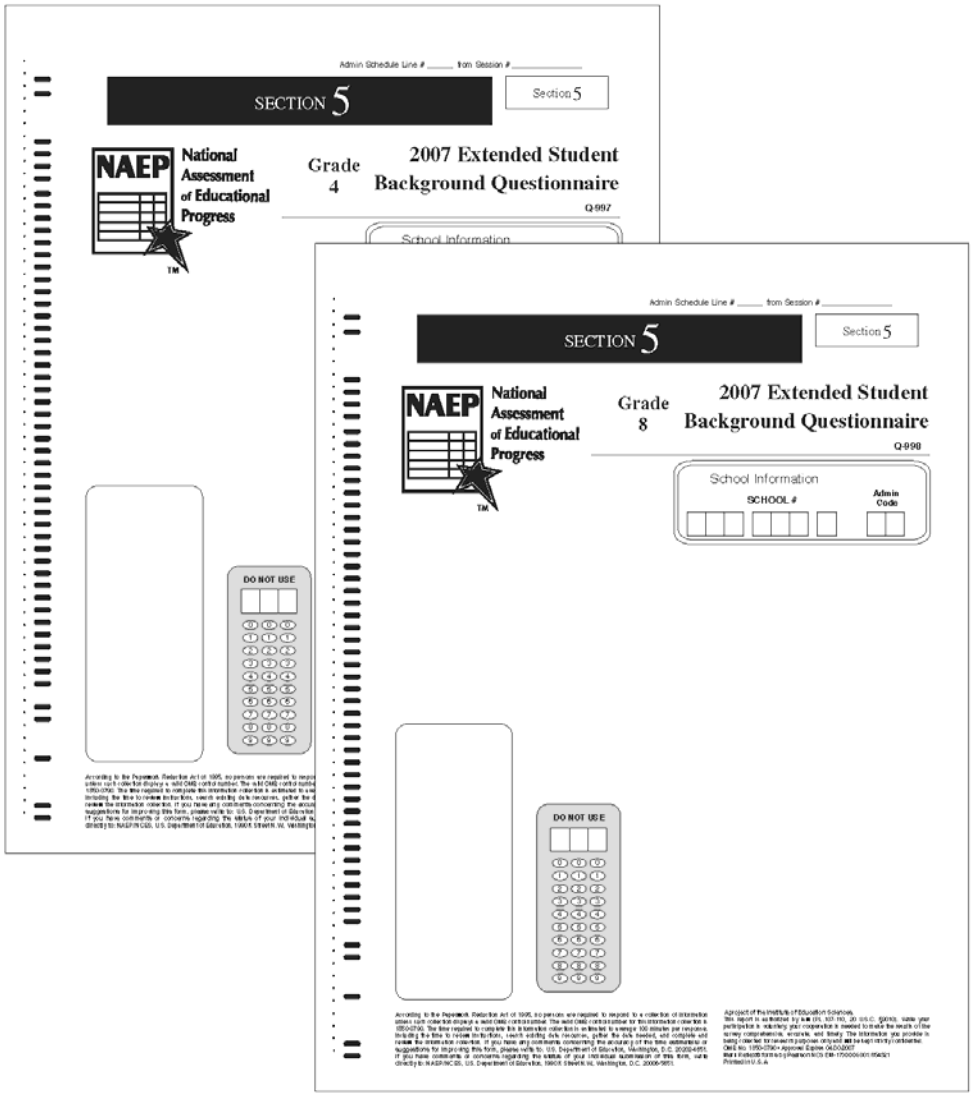
NAEP National Assessment of Educational Progress ™

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 | | | | Accommodations Permitted in NAEP | | | |