

Accommodation	How to Administer	How to Plan
<p><b>Study carrel</b></p> <p><b>What Is It?</b> This is a portable screen provided by the school used to limit distractions for a student.</p> <p><b>Subjects</b> Reading, Math &amp; Writing</p> <p><b>Admin. Code</b> 79-OTH</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location.</li> <li>• A screen is placed on the student's desk to limit distractions for the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
<p><b>Preferential seating, light, furniture</b></p> <p><b>What Is It?</b> This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.</p> <p><b>Subjects</b> Reading, Math &amp; Writing</p> <p><b>Admin. Code</b> 79-OTH</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>

	Accommodation	How to Administer	How to Plan
Setting Format	<b>School staff administers</b>	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The school staff member will administer the session by reading the grade-appropriate accommodation session script.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
	<b>What Is It?</b> This accommodation requires that a school staff member familiar to the student administer the session.		
	<b>Subjects</b> Reading, Math & Writing		
	<b>Admin. Code</b> 82-SSA		
Timing Accommodations	<b>Extended time</b>	<ul style="list-style-type: none"> <li>• In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working.</li> <li>• In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time.</li> <li>• The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet.</li> <li>• During the extended time, the AA must remain in the testing location until students have finished the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> </ul>
	<b>What Is It?</b> This accommodation requires that students be given extra time to complete the assessment.		
	<b>Subjects</b> Reading, Math & Writing		
	<b>Admin. Code</b> 74-EXT		

Timing Accommodations

Accommodation	How to Administer	How to Plan
<p data-bbox="248 306 461 338"><b>Breaks during test</b></p> <p data-bbox="399 363 513 394"><b>What Is It?</b> This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.</p> <p data-bbox="418 758 513 789"><b>Subjects</b> Reading, Math &amp; Writing</p> <p data-bbox="380 846 513 909"><b>Admin. Code</b> 80-BRK</p> <p data-bbox="326 936 513 1052"><b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT</p>	<ul data-bbox="545 306 967 590" style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.</li> </ul>	<ul data-bbox="1003 306 1425 527" style="list-style-type: none"> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• If a school staff member assists during the session, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>

Accommodation	How to Administer	How to Plan
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Other Accommodations</b></p> <p><b>Other</b></p> <p><b>What Is It?</b>                      This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone.  <i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i></p> <p><b>Subjects</b>                      Reading, Math &amp; Writing</p> <p><b>Admin. Code</b>                      79-OTH</p>		<ul style="list-style-type: none"> <li>If a student requires an accommodation not mentioned here and you are not sure whether to allow it, call your supervisor for guidance.</li> </ul>

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### 3. Accommodations NOT Allowed by NAEP

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

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

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

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

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

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## 4. The NAEP Accommodation Hierarchy

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

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

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

### NAEP Accommodation Hierarchy

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



# Test Your Knowledge



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

- \_\_\_\_\_ 1. Use of spelling- and/or grammar-checking software on a computer
- \_\_\_\_\_ 2. Large print version of the test
- \_\_\_\_\_ 3. May take breaks during the assessment
- \_\_\_\_\_ 4. Uses template to respond
- \_\_\_\_\_ 5. Take test over several days
- \_\_\_\_\_ 6. Responds in sign language
- \_\_\_\_\_ 7. Tape records answers
- \_\_\_\_\_ 8. Has most or all of the assessment booklet read aloud
- \_\_\_\_\_ 9. Use of a bilingual dictionary with definitions
- \_\_\_\_\_ 10. Test administered by someone familiar to the student

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

# 3

## COMPLETING ACTIVITIES BEFORE THE PREASSESSMENT VISIT

### 1. Preliminary Activities to Complete

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

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

#### **Procedure 1. Assist With Sampling Activities, If Necessary**

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

These activities will require you to

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

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



#### **Impacts Statistical Validity**

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

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

## Procedure 2. Prepare Preassessment Packets With Your Supervisor

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

**Preparing the Preassessment Packets with your supervisor gives you an opportunity to become familiar with the materials you will be using to communicate with the schools.**

Throughout December 2006, you and your supervisor will assemble the Preassessment Packets that are mailed to participating schools. The Preassessment Packets contain important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

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

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

### Contents of the Preassessment Packet

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

### Procedure 3. Receive the School Folders From Your Supervisor

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

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

**The School Folder contains the most critical set of documents in the assessment process.**

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

**School Folder Transmittal Form**

School Name: \_\_\_\_\_ ID #: \_\_\_\_\_

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

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

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

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

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

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

## Procedure 5. Receive and Secure Assessment Materials From Pearson

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

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

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

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

**You are required to sign for each box of assessment materials delivered to you.**

### Shipping Date Schedule

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

$$((\# \text{ of schools}) \times (3 \text{ Session Boxes})) + (6 \text{ bulk supply boxes}) = \text{TOTAL \# of BOXES}$$

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

As soon as you receive all of the boxes:

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

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



Next, in the Materials Tracking System (MTS) note

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

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

### Procedure 6. Participate in AA Training

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

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

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## Procedure 7. Communicate Weekly With Your Supervisor

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**It is critical that you and your supervisor stay in close contact during the pre-assessment period.**

Your role in this task is to prepare your questions and materials to ensure a productive weekly report call with your supervisor. Your supervisor will plan this activity with you during the AC training. The first call will be scheduled for the week after training.

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

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

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

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

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

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

## 2. Overview of Preassessment Activities

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

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

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

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

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

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

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|---------------------|-------------------------------------|
| <b>Procedure 1:</b> | Prepare for the Scheduling Call     |
| <b>Procedure 2:</b> | Conduct the Scheduling Call         |
| <b>Procedure 3:</b> | Prepare for the Confirmation Call   |
| <b>Procedure 4:</b> | Conduct the Confirmation Call       |
| <b>Procedure 5:</b> | Prepare for the Preassessment Visit |

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## Procedure 1. Prepare for the Scheduling Call

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

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

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

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

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

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

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

The label contains:

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

The label indicates whether the school

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

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

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

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

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## Procedure 2. Conduct the Scheduling Call

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

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

Hello, \_\_\_\_\_ (*name of school coordinator*). My name is \_\_\_\_\_ and I represent the National Assessment of Educational Progress or NAEP.

As you know, NAEP will be assessing your (*4<sup>th</sup> / 8<sup>th</sup> / 12<sup>th</sup>*) grade students on \_\_\_\_\_ (*assessment date*). I'm calling to schedule a date and time for our preassessment visit.

On January 2<sup>nd</sup>, you'll receive a packet of important materials from NAEP. As soon as you receive the packet, please open it and read the instructions brochure that outlines the activities you'll need to complete right away. On the day of our scheduled visit, I'll arrive at the school about an hour before our appointment time to gather some materials from you and then work in a designated space until our meeting.

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

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

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

Continue suggesting dates/times until a mutually convenient schedule is established.

Preassessment visit date: \_\_\_\_\_

Preassessment visit time: \_\_\_\_\_  
(*This is the appointment time with the school coordinator.*)

Preassessment visit arrival time: \_\_\_\_\_  
(*This is the time you will arrive at the school to gather the materials and work independently until your appointment.*)



Click on the "PREASSM'T" tab in the SCS to enter this information after the call.

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

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

Work space: \_\_\_\_\_

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

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

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

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

School Coordinator Direct Telephone Number: \_\_\_\_\_

School Coordinator E-mail Address: \_\_\_\_\_

- Prompt for spelling and repeat to confirm accuracy.

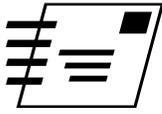


Click on the "GENERAL" tab in the SCS to enter this information after the call.

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

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

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



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

Dear (school coordinator),

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

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

Thank you,

(Your name)  
NAEP Assessment Coordinator  
(Telephone number)

### **Maintaining rapport is important to NAEP!**

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



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

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

### Procedure 3. Prepare for the Confirmation Call

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

<input type="checkbox"/> Verify delivery of the Preassessment Packet. <ul style="list-style-type: none"> <li> <input type="checkbox"/> Locate the FedEx Airbill for the Preassessment Packet in the School Folder. Using the tracking number at the top, track the package online at fedex.com or by calling 1-800-GO FEDEX or 1-800-463-3339.                     </li> </ul> <hr/>
<input type="checkbox"/> Review the SCS for the number of teachers recorded. <ul style="list-style-type: none"> <li> <input type="checkbox"/> Fill in the chart in Procedure 4-2.                     </li> </ul> <hr/>
 <input type="checkbox"/> Review the QCB label to determine if students will participate in the National Indian Education Study (NIES) survey. If so, fill in the blanks and circle or highlight the appropriate text in Procedure 4-3. Have the NIES Linking Form ready. <hr/>
<input type="checkbox"/> If Grade 4 or 8, have the School and Teacher Roster of Questionnaires ready. <hr/>
<input type="checkbox"/> Have the <i>Instructions for the School Coordinator</i> brochure ready. <hr/>
<input type="checkbox"/> Fill in the blanks and circle or highlight the appropriate text where options are listed in parentheses in Procedure 4. <hr/>
<input type="checkbox"/> Review a map or directions obtained from the Internet to determine if you need to ask the school coordinator for more detailed directions. <hr/>
<input type="checkbox"/> Have your calendar open and ready for the call. <hr/>

---

## Procedure 4. Conduct the Confirmation Call

---

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

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

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

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

- |                              |   |
|------------------------------|---|
| <input type="checkbox"/> Yes | • Continue.   |
| <input type="checkbox"/> No  | • Describe the packet and tracking information you received from FedEx. |

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

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

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

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

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

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

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

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

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

---

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

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

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



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

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

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

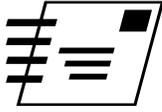


If NIES school: Review contents of NIES Packet. If the school coordinator begins to discuss race code revisions, ask him/her to make updates to the race of these students on the School Information Report and then you will discuss these revisions during your visit.

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



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



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

Dear (school coordinator),

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

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

Thank you,

(Your name)  
NAEP Assessment Coordinator  
(Telephone number)

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## Procedure 5. Prepare for the Preassessment Visit

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

- If grade 4 or 8, prepare the School and Teacher Questionnaire covers and the Roster of Questionnaires (see chapter 4 of the AC Manual for detailed instructions).



- If NIES: Prepare the NIES School Questionnaire.

- If grade 8 or 12, ensure you have the Student Certificates of Appreciation with the white name labels that were provided in the School Folder. If you prefer, the AA can do this task during the visit.

- Prepare the Teacher Notification Letter by filling in the blanks. If you prefer, the AA can do this task during the visit.

- Review the QCB label to determine if:

- The school is identified as a "Take All" school. If so, review the Take All Appendix in your manual.
- There is a Student Sampling Summary Report, which must be reviewed with the school coordinator. Make sure the report is in the School Folder.
- The Extended Student Background Questionnaire (ESBQ) will be conducted at the school. If so, bring the ESBQ Sample Questions Booklet.

- Verify that the Instructions for Sampling New Enrollees and New Enrollee Listing Form are in the School Folder.

- If grade 12, locate the Grade 12 School Visit Report from the School Folder to determine what participation strategies were discussed between the supervisor and principal in the fall. Review whether student letter or Volunteer Certificates are required. If so, gather the correct amount.

- Complete any blanks and circle or highlight the appropriate text in parentheses in Part 2 of the QCB.

- Review the State Information Form to determine if you will need to bring a supply of Frameworks or NAEP Sample Questions Booklets or the fall packet materials to the school. Record results in item 3I-11 in Part 2.

- Bring an NIES Packet in case school is not identified as participating in NIES, but students are identified as AI/AN during visit.

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

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

### 5A.1 NAEP School Questionnaire

To prepare the School Questionnaire cover, you will:

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

**NAEP National**

Mrs. Bernard

**2007**

**School Questionnaire**  
(School Characteristics and Policies)

Q-964

Please complete the questionnaire by: 2/16.  
Indicate how you complete this questionnaire.

Complete the questionnaire online (preferred) at the MySchool website or go to <http://www.naepq.com>. At the login screen, begin by keying in this information:  
Your 7-digit School ID Number → 1 2 2 1 2 2 1  
Your 10-digit Booklet ID #

-OR-

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

964-100032-1

**DO NOT USE**

**ADMIN USE ONLY**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4020. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NASPACES, U.S. Department of Education, 1900 K Street, N.W., Washington, D.C. 20005-0051.

A project of the Institute of Education Sciences. This report is authorized by law (E.O. 13526, 50 U.S.C. 55010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to an identifiable characteristic of teachers or schools may be used only for statistical purposes and may not be disclosed or used in identifiable form by any other people unless otherwise completed by law (OMB No. 1850-0750, Approval Expires 04/30/2007). Mark Return Form by Pearson NCS EM-17XXXX-001-654321 Printed in U.S.A.

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## 5A.2 NAEP Teacher Questionnaires

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

To prepare the Teacher Questionnaire covers:

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

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

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

I. NAEP School Questionnaire		I. NAEP School Questionnaire ID#		Returned			SCHOOL CITY
Distributed to: Mrs. Bernard		(Barcode ID # on Cover) 964-100032-1		Yes	No	Online	
I. NIES School Questionnaire		I. NIES School Questionnaire ID#		Yes	No	Online	SCHOOL CITY
(Distribute to Schools Administering the NIES Survey)		(Barcode ID # on Cover) 996- [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]		Yes	No	Online	
II. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Returned			II. NIES Teacher Questionnaire
Teacher #	Teacher's Name	Teacher #	Mathematics Teacher Questionnaire ID #	Yes	No	Online	
01	Mr. Randall	01	980-596024-1	○	○	○	○
02	Mrs. Howard	02	980-596024-2	○	○	○	○
03	M	03					



## 2007 Grade 8 Mathematics Teacher Questionnaire

Q-980

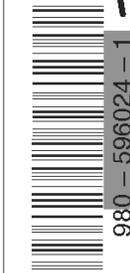
**Mr. Randall**

Please complete the questionnaire by: 2/18.  
Indicate how you complete this questionnaire.

Complete the questionnaire online (preferred) at the MySchool web site or go to <http://www.naepq.com>. At the login screen, begin by keying in this information:

Your 7-digit School ID Number: 1 2 2 1 2 2 1 (SCHOOL #)  
 Your Teacher ID Number: 0 1 (TEACHER #)  
 Your 10-digit Booklet ID #: 9 8 0 - 5 9 6 0 2 4 - 1

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



980 - 596024 - 1

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 15 minutes per respondent, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4051. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 190 K Street, N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (E.O. 12116, 28 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 - Approval Expires 04/30/2007. Mark Paffendorf forms by Pearson NCS EM-170200001 65421 Printed in U.S.A.

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### 5A.3 Complete the Roster of Questionnaires

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

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



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

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

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

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

As described in chapter 1, the Student Appreciation Certificates are distributed to students to express appreciation for their participation in NAEP. Schools may use these certificates as an appointment card to remind grade 8 and 12 students of the assessment date and location. You will pass out the certificates to the grade 4 students at the end of the assessment session as a “Thank You,” so these do not need to be prepared.

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

### 5D. Prepare the Teacher Notification Letter

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

Prepare the letter by filling in:

- the date,
- the grade in the “TO:” line,
- your name in the “FROM:” line, and
- the Session Numbers for each session scheduled at the school. (You will fill in the time and location for regular and accommodation sessions during the preassessment visit. If the school is participating in the NIES, you will fill in the date, time, and location for the NIES survey session(s) during the preassessment visit as well.)

**NAEP 2007 TEACHER NOTIFICATION LETTER**

Date: 1/15/07

TO: Grade 8 Teachers

FROM: Sally Richardson, NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2007 administration of the National Assessment of Educational Progress (NAEP).

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

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

SESSION #	DATE	TIME	LOCATION
<u>R50801</u>	_____	_____	_____
<u>R50802</u>	_____	_____	_____
<u>R50803</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

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

DATE	TIME	LOCATION
_____	_____	_____

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

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

Please contact your school’s NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP website at <http://nationsreportcard.gov>.

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

07-G-G-0-207

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### **5E. Review the QCB label to determine if the school is a “Take All” school**

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

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

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

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

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

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

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

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

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

### **5J. Review Part 2 of the QCB**

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

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

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

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

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

## 5M. Gather and organize materials for the visit

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

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

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

## Test Your Knowledge



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

- \_\_\_\_\_ 1. You will work with your supervisor in December 2006 and January 2007 to develop a tentative schedule of assignments for your AAs and will give each AA a copy of his/her schedule at the AA In-Person Training.
- \_\_\_\_\_ 2. To calculate the number of boxes of NAEP materials you should receive from Pearson, use this equation:  
$$(\# \text{ of schools}) \times (3 \text{ Session Boxes}) + (4 \text{ bulk supply boxes}).$$
- \_\_\_\_\_ 3. Plan for the Scheduling Call to take no longer than about 10 minutes per school.
- \_\_\_\_\_ 4. The school's Preassessment Packet should arrive at the school on January 2, 2007.
- \_\_\_\_\_ 5. Call UPS to find the tracking number and delivery information if a school informs you that they have not received their Preassessment Packet.
- \_\_\_\_\_ 6. You need to complete the information on the front of the School and Teacher Questionnaire *before* the preassessment visit, using the school staff names you received during the confirmation telephone call.
- \_\_\_\_\_ 7. If the school is not identified as NIES, it is not necessary to bring the NIES Packet of Materials to the preassessment visit.

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