

# 4

## CONDUCTING THE PREASSESSMENT VISIT

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

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

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

**Procedure 2:** Work Independently

**2A:** Select the Sample of Newly Enrolled Students

**2B:** Identify Withdrawn, Ineligible, and Students Not Enrolled

**2C:** Update Missing or Incorrect Student Demographic Data

**2D:** Update SD and ELL Classifications

**2E:** Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet

**2F:** Review Logistics Questionnaire

**2G:** Prepare to Conduct Visit

**Procedure 3:** Conduct Visit

**3A:** Confirm Results of the New Enrollee Selection

**3B:** Confirm Withdrawn, Ineligible, and Students Not Enrolled

**3C:** Confirm Missing or Incorrect Student Demographic Data and Review Student Sampling Summary Report, If Applicable

**3D:** Confirm SD and ELL Classifications

**3E:** Review the Inclusion Worksheet and Discuss Accommodations

**3F:** Grades 4 and 8: Distribute and Discuss School and Teacher Questionnaires

**3G:** Verify Parent/Guardian Notification

**3H:** Grades 4 and 8: Discuss NIES, If Applicable

**3I:** Make Assessment Arrangements

**3J:** Discuss Logistics Questionnaire

**Procedure 4:** Complete Additional Tasks Before Leaving the School

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

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

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

<b>1-1.</b>	<ul style="list-style-type: none"> <li>▪ Introduce yourself (and AA) to the school coordinator.</li> </ul>	
<hr/>		
<b>1-2.</b>	Do you have the following materials?	
	YES	NO
<b>Updated Student Information Report</b>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Missing demographic information entered.</li> <li><input type="checkbox"/> Reviewed student demographic data for accuracy.</li> <li><input type="checkbox"/> Determined if there have been changes in students identified as SD and/or ELL.</li> <li><input type="checkbox"/> Identify which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed.</li> </ul>		
<b>Completed SD/ELL Questionnaires</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Current list of students in the selected grade</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> List contains birth dates (and any other demographic information, if available)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Logistics Questionnaire (optional)</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>1-3.</b>	<p><b>IF ONE OR MORE ITEMS IS NOT COMPLETE:</b> Could you please complete (<i>insert item</i>) and bring it to the room where I'll be working? Anything you can complete before our scheduled appointment will make the visit much faster.</p>
	<ul style="list-style-type: none"> <li>▪ If items cannot be completed before visit, check the missing items in Procedure 3 on page 2.12. You will request these missing items at the start of your scheduled appointment.</li> </ul>

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

---

## Procedure 2. Work Independently

---

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

**Procedure 2** is divided into seven subprocedures.

**Procedure 2:** Work Independently

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

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

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

### Procedure 2A. Select the Sample of Newly Enrolled Students

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

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

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

- 2A-1.**
- Compare the current list of students to the original list of students submitted for sampling. Highlight the names of students on the current list that are **not** on the original list submitted for sampling.<sup>1</sup>
  - On the New Enrollee Listing Form, record the highlighted names and demographic information, if available.

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

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

<input type="checkbox"/>	No students.		• Go to <b>2B</b> .
<input type="checkbox"/>	There are students listed on the New Enrollee Listing Form.	▪ Record number of students identified as new enrollees	 _____ (must be greater than 0)

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

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

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

 \_\_\_\_\_

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

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

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

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

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

**NAEP 2007  
NEW ENROLLEE LISTING FORM**

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

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

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

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

AC Line	Student Name	Grade	DOB	Sex	Race	Eth	NSLP	SD	ELL	Accommodation	Admin Code	Administration Codes	
16	McCall, Karen	252	F	9	9	2	2	1	1	2	2	029 000232 9	
17	Mendoza, Roberto	252	M	5	9	2	1	3	3	2	2	115 000233 2	
18	Operez-Echeverri	252	W	0	2	9	3	1	5	1	1	227 000234 5	
19	Owens, Paige	252	F	1	1	9	2	2	1	1	2	030 001362 7	
20	Ponado, Elena	252	F	1	0	9	2	2	3	2	2	116 100142 4	
21	Peters, Daniel	252	W	1	2	9	2	1	1	3	1	228 233000 2	
22	Qualls, Chris	778	R	0	6	9	2	1	5	1	2	031 025007 7	
23	Ratcliff, Tony	178	M	0	9	9	2	1	1	3	2	117 080601 9	
24	Roades, James	178	W	1	1	9	2	1	1	1	2	229 000761 1	
25	Flyder-Dixon	178	R	0	3	9	3	1	2	1	2	032 369004 3	
26	Saleem, Aamir	778	M	0	7	9	2	1	1	2	2	118 400002 8	
27	Schoer, Karol	178	W	0	4	9	3	2	1	1	2	230 098008 6	
28	Thomas, Jan	1220	R	0	1	9	3	2	5	1	2	033 340215 2	
29	Adams, Shamika	101	M	0	3	9	3	2	2	1	2	119 542300 5	
30	Daniels, Thomas	232	W	1	2	9	2	1	1	1	2	231 076100 7	
31	Silva, Adriana	178	F	0	4	9	2	2	3	2	2	034 000009 4	
32	Williams, Amy	220	M	1	0	9	2	2	1	1	2	120 685008 1	

122-122-1  
RS0801 p2  
00509-6

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

**2A-4.**



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

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

**2A-5.**

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

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

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

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

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

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

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

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

<input type="checkbox"/> _____ (number) Students are designated as "Withdrawn / Graduated" on the Student Information Report.	<ul style="list-style-type: none"> <li>▪ Enter Code <b>51</b> for withdrawn or graduated students in column <b>P</b> on Administration Schedule(s).</li> <li>▪ Draw a line through each withdrawn student's name up to the perforation on Administration Schedule(s).</li> <li>▪ If any of these students were classified as SD/ELL, cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.</li> </ul>
<input type="checkbox"/> _____ (number) Students are designated as "Ineligible, Never Attends Campus" on the Student Information Report.	<ul style="list-style-type: none"> <li>▪ Enter Code <b>54</b> for ineligible students who never attend campus in column <b>P</b> on Administration Schedule(s).</li> <li>▪ Draw a line through each ineligible student's name up to the perforation on Administration Schedule(s).</li> <li>▪ If any of these students were classified as SD/ELL, cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.</li> </ul>
<input type="checkbox"/> _____ (number) Students are designated as "Ineligible, Other" on the Student Information Report.	<ul style="list-style-type: none"> <li>▪ Enter Code <b>55</b> for "ineligible, other" students in column <b>P</b> on Administration Schedule(s).</li> <li>▪ Draw a line through each "ineligible, other" student's name up to the perforation on Administration Schedule(s).</li> <li>▪ If any of these students were classified as SD/ELL, cross out the student's name on the SD/ELL Roster and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.</li> </ul>

On the top line of **item 2B-1**, enter the total number of students who the school coordinator marked as withdrawn on the Student Information Report(s). These are students who are no longer enrolled in the school because they have withdrawn or graduated, or are expelled. Next, enter Administration Code **51** in column **P** on the Administration Schedule(s).

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

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



---

## Procedure 2C. Update Missing or Incorrect Student Demographic Data

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

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

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

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

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

<input type="checkbox"/>	There is no missing demographic data	<ul style="list-style-type: none"><li>• Continue with <b>2C-2</b></li></ul>
<input type="checkbox"/>	Missing demographic information has been filled in by the school coordinator on the Student Information Report(s).	<ul style="list-style-type: none"><li>• Transfer the missing information to the Administration Schedule(s).</li></ul>

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

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

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

<b>2C-2.</b> Check to see if the school coordinator made any corrections to information on the Student Information Report(s).*		
<input type="checkbox"/>	There are no corrections on the Student Information Report(s).	<ul style="list-style-type: none"> <li>Continue with <b>2C-3</b></li> </ul>
<input type="checkbox"/>	Corrections have been made on the Student Information Report(s) by the school coordinator.	<ul style="list-style-type: none"> <li>Transfer the corrections from the Student Information Report(s) to the Administration Schedule(s).</li> </ul>

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

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

**2C-3.**  **NIES ALERT:** Any revisions to Code “5” (American Indian/Alaska Native) in column **G** on the Administration Schedule(s) must be copied to the NIES Linking Form.

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

**Procedure 2D. Update SD and ELL Classifications**

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

- In order to complete this task, you'll need:
- ✓ the Student Information Report(s) with updates or revisions to SD and ELL columns
  - ✓ the Administration Schedule(s)
  - ✓ SD/ELL Roster of Questionnaires
  - ✓ Inclusion Worksheet
  - ✓ Extra SD and/or ELL Questionnaires

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

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

- |  |                               |
|--|-------------------------------|
| <input type="checkbox"/> There are changes to the SD and ELL codes.    | • Continue with <b>2D-2</b> . |
| <input type="checkbox"/> There are no changes to the SD and ELL codes. | • Go to <b>2E</b> .           |

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

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

This form must be completed in No. 2 pencil.

**Hispanic/Latino**

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 "C"**

**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" & for "J"**

**New Enrollee**

1 = Yes  
2 = No  
9 = Information Unavailable

**For Use in Column "M"**

Bundle #'s  
1001 1002

**Session Number**  
RS0801

**NAEP 2007 Administration Schedule**

**NAEP National Assessment of Educational Progress**

School #: 122-122-1      Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

# Original Sample: 28

# Selected New Enrollees: 4

Total in Sample: 32

# Excluded (Admin. Codes 01, 04 & 99): 2

# Included (Admin. Codes 00-03): 1

TO BE ASSESSED: 29

Original session as Day/Date: Monday

Time: 8:35

Location: Cafe

"A" Admin. (L / A)	"B" Student Name	"C" Hispanic/Latino or Other Leaver	"D" Line of Subject	"E" Birth Date		"F" Sex (M/F)	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" Coded 1/2/3	"N" Original Booklet ID #
				Month	Year									
01	Abate, Mark	101	01 R	04	93	1	1	1	2		2		2	024 000293 4
02	Alto, Susan	101	02 M	02	93	2	3	1	1		2		2	110 054006 9
03	Bates, Tim	101	03 W	06	92	1	1	2	2		2		2	222 005241 1
04	Bostwick, Carol	101	04 R	10	92	2	1	1	2		2		2	025 000043 8
05	Burns, Kimberly	101	05 M	11	92	2	2	1	1		2		2	111 006922 1
06	Coleman, April	232	06 W	09	92	2	5	1	2		2		2	223 000841 2
07	Cruz, Marisol	232	07 R	01	93	2	3	3	2		1	2	2	026 043569 2
08	Davis, Tyrone	232	08 M	05	92	1	2	1	2		2		2	112 005301 1
09	Dempsey, Julia	232	09 W	07	92	2	2	1	2		2		2	224 210021 3
10	Fairchild, Michael	110	10 R	09	92	1	1	1	1	2	2		2	027 210001 6
11	Guzman, Pedro	110	11 M	12	92	1	3	2	2		1		2	113 073201 2
12	Kwon, Sang	110	12 W	10	92	1	4	1	2		1	2	2	225 002407 7
13	Lipsky, David		13 R	06									2	028 000031 9

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

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

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

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

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

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

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

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

In **Procedure 2E**, you will transcribe information found in the SD and ELL Questionnaires onto the Inclusion Worksheet. The procedure begins with a list of materials you will need to complete the task:

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

- ✓ The preprinted Inclusion Worksheet that identifies all the students listed as SD and/or ELL, including those newly classified
- ✓ Completed SD and ELL Questionnaires

The *Instructions for the School Coordinator* brochure instructs the school coordinator to distribute and collect the completed SD and/or ELL Questionnaires. In this part of the work, you will only transcribe the SD and ELL Questionnaire data onto the Inclusion Worksheet.

You will review this information with the school coordinator during the scheduled visit. You may have your assisting AA complete this work; however, be sure to perform a quality control check for accuracy.

<b>2E-1.</b>	<input type="checkbox"/>	All SD and ELL Questionnaires returned.	• Continue with <b>2E-2</b> .
	<input type="checkbox"/>	SD and ELL Questionnaires not returned. (including any for newly classified students)	• ____ Missing — Highlight the names of the missing students on the Inclusion Worksheet
	<input type="checkbox"/>	There are no SD and/or ELL students in this school.	• Go to <b>2F</b> .

**Procedure 2E** begins by asking you to check the appropriate box in **item 2E-1**. If the school coordinator returned some or all of the SD and ELL Questionnaires, you will indicate as such and continue with **item 2E-2**.

If there are missing SD or ELL Questionnaires or if there are questionnaires for newly classified students or new enrollees classified as SD or ELL that have not yet been completed, enter the number of incomplete or missing questionnaires in **item 2E-1** and highlight the names of the students on the Inclusion Worksheet. Continue to **item 2E-2** for the completed questionnaires you have received.

If there are no SD and/or ELL Questionnaires in the school, indicate this and continue to **Procedure 2F**.

<b>2E-2.</b>	Using the completed SD and ELL Questionnaires and the Inclusion Worksheet, follow these instructions: <sup>1</sup>
	<ul style="list-style-type: none"> <li>▪ Go to page 5 in the questionnaire and transcribe the accommodations shaded in the questionnaire onto the Inclusion Worksheet.</li> <li>▪ Look at the answer to Question 2. If the question is answered “A,” place a check mark in the Inclusion Worksheet column titled “Include Without Accommodations.”</li> <li>▪ Look at the answers to Questions 5 and 6. If either question is answered “A” for “Yes,” place a checkmark in the Inclusion Worksheet column titled “Include With Only NAEP Permitted Accommodations.”</li> <li>▪ Look at the answers to Questions 5 and 6. If either question is answered “B” for “No,” place a checkmark in the Inclusion Worksheet column titled “Exclude.”</li> </ul>

<sup>1</sup> AA can do this task. Remember, the AA is to transcribe the information exactly at it appears in the questionnaire.

**Item 2E-2** requires you to transfer information from any completed SD and ELL Questionnaires to the Inclusion Worksheet. To do this, take the first SD or ELL questionnaire and open it to the question 3 on page 5. Then transcribe the accommodations bubbled in column **A** of the questionnaire chart onto the Inclusion Worksheet as shown in the following exhibit.

First, transcribe the required accommodations onto Inclusion Worksheet.

SD Questionnaire, Page 5

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

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

This Student	COLUMN A	COLUMN B			COLUMN C
	Accommodations student receives on this assessment in NAEP subject	Are these accommodations allowed on NAEP?			Is it based on NAEP, who provides accommodation?
		Reading	Math	Writing	
<b>Presentation Format</b>					
Has directions read aloud (printed in English or received access to one in understood direction)	<input type="radio"/>	Standard NAEP practice			NAEP provides
Has directions only signed	<input type="radio"/>	Y	Y	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y	School/NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y	School provides
<b>Response Format</b>					
Records in sign language	<input type="radio"/>	Y	Y	N	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	N	School provides
Tape records answers	<input type="radio"/>	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice			NA
<b>Setting Format</b>					
Takes the test in a small group (prior level)	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	School provides
Runs on professional reading, quiet lighting, or furniture	<input type="radio"/>	Y	Y	Y	School provides
Has test administered by teacher/parent	<input type="radio"/>	Y	Y	Y	School provides
<b>Timing Accommodations</b>					
Receives extended time	<input type="radio"/>	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Takes test section over several days	<input type="radio"/>	N	N	N	NA
<b>Other Accommodations</b>					
Use a calculator, including talking or Braille calculator	<input type="radio"/>	N	N	N	NA
Use software, software: Braille, graphing	<input type="radio"/>	N	N	N	NA
Use software, Braille, or special program scheduling	<input type="radio"/>	N	N	N	NA

INCLUSION WORKSHEET																																		
School Name <u>Dixon Middle School</u>										School ID # <u>122-122-1</u>					Page <u>1</u> of <u>1</u>																			
Student Information			Accommodations Permitted in NAEP												Notes																			
Group #	Student Name	Session# Line#	Subject Instructional Setting	SD	ELL	71-EB Test items read aloud in native language (R, W)	73-21H Bilingual dictionary/word definitions (R, W)	73-21I Directions read aloud in native language (R, W)	73-21J Directions signed (R, W)	73-21K Test items signed (R, W)	73-21L Read aloud occasional (R, W)	73-21M Read aloud most or all (R, W)	73-21N Braille test provided by school (R, W)	73-21O Large print (R, W)	73-21P Magnification (R, W)	73-21Q Respond in sign language (R, W)	73-21R Respond with Braille typewriter (R, W)	73-21S Respond orally to scribe (R, W)	73-21T Respond by computer (R, W)	73-21U Uses template to respond (R, W)	73-21V Uses special writing tool (R, W)	73-21W Small group (R, W)	73-21X One-on-one (R, W)	73-21Y Study carrel (R, W)	73-21Z Professional reading, furniture (R, W)	82-SSA School staff assignment (R, W)	74-EAT Extended time (R, W)	81-EBK Breaks during test (R, W)	73-21H Other	Include/Exclude/Permitted Accommodations	Notes			
	Alto, Susan	BS0801 2	M	SD																														
	Burns, Kimberly	BS0801 5	M	SD																														
	Cruz, Mansol	BS0801 7	R	ELL																														No longer ELL
	Fairchild, Michael	BS0801 10	R	SD																														No longer SD
	Guzman, Pedro	BS0801 11	M	ELL																														
	Kwon, Sang	BS0801 12	W	ELL																														No longer ELL
	Lundy, Christina	BS0801 14	M	SD																														
	Ojomo, Edwin	BS0801 18	W	SD																														
	Peters, Daniel	BS0801 21	W	SD																														







## Procedure 2F. Review the Logistics Questionnaire

In **Procedure 2F**, you will review the information provided by the school coordinator on the Logistics Questionnaire. The procedure begins with a list of materials you will need to complete the task:

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

- ✓ The Logistics Questionnaire

The Logistics Questionnaire (shown on page 4.47) contains the information you will be transcribing to the Assessment Information Form; however, do not do that now. Simply review the information provided on the Logistics Questionnaire to ensure you understand the information completely.

- 2F-1.**
- Review the Logistics Questionnaire and determine if you need to discuss anything with the school coordinator.
  - Answer item 3J-1 "Review of Logistics Questionnaire needed" if the Logistics Questionnaire has not been completed by the school coordinator.
  - Answer item 3J-1 "No review of the Logistics Questionnaire necessary" if the Logistics Questionnaire is complete and you do not require any further information or explanation.

If you determine that further clarification of the Logistics Questionnaire is required, or if the school coordinator did not complete this questionnaire, indicate as such in **item 3J-1**. You will clarify information or complete the questionnaire with the school coordinator during the scheduled visit.

## Procedure 2G. Prepare to Conduct Visit

In **Procedure 2G**, you will prepare to conduct the preassessment visit with the school coordinator. Following this procedure, you will meet with the school coordinator to finish the remaining preassessment tasks in **Procedures 3** and **4**.

In order to make the visit with the school coordinator go smoothly, enter the following data into the blank spaces in Procedure 3.	
<i>Enter this data</i>	<i>In this location</i>
Status of materials (complete or missing) from item 1-2 on page 2.2.	<input type="checkbox"/> Item 3-1 on page 2.12
Check the outstanding materials from item 1-2 on page 2.2.	<input type="checkbox"/> Item 3-2 on page 2.12
Number of missing SD and/or ELL Questionnaires from item 2E-1 on page 2.8.	<input type="checkbox"/> Item 3-2 on page 2.12
Number of New Enrollees added to the sample from item 2A-3 on page 2.4.	<input type="checkbox"/> Item 3A-1 on page 2.13
Number of students who were withdrawn, ineligible, or not enrolled from item 2B-1 on page 2.5.	<input type="checkbox"/> Item 3B-1 on page 2.14
If NIES: Number of students on NIES Linking Form.	<input type="checkbox"/> Item 3H-3 on page 2.26
If "Take-All" on QCB Label: Check box.	<input type="checkbox"/> Item 3I-1 on page 2.28
If ESBQ on QCB Label: Check box.	<input type="checkbox"/> Item 3I-4 on page 2.29
Fill in the blanks and circle or highlight text in parentheses in Procedure 3.	
Cross out sections in Procedure 3 that will not be reviewed.	
Prefill any items in Procedure 3 that you are able to at this time.	
Review completed Inclusion Worksheet and plan for its review with the school coordinator.	

To prepare for your appointment, first complete each of the items listed above. This procedure walks you through transcribing the work you did in **Procedure 2** to **Procedure 3**. This step is important so you will not have to flip back and forth in the QCB while meeting with the school coordinator.

- Have the following materials in the School Folder easily accessible:
  - Administration Schedule(s)
  - Student Sampling Summary Report, if applicable
  - Inclusion Worksheet
  - Copy of Parent Notification Letter that was sent in the Preassessment Packet
  - IF NIES:** NIES Linking Form
  - IF GRADE 12:** Grade 12 School Visit Summary Report
  
- Have the following materials completed by the school coordinator together to reference when needed:
  - Student Information Report(s)
  - Completed SD and ELL Questionnaires
  - Logistics Questionnaire (if applicable)
  
- Have the NAEP Questionnaires ready to distribute:
  - Prepared NAEP School Questionnaire (Grades 4 and 8)
  - Prepared NAEP Teacher Questionnaires (Grades 4 and 8)
  - Prepared SD/ELL Roster (Grades 4 and 8)
  - Prepared SD or ELL Questionnaires for any newly classified or newly enrolled SD or ELL students
  - IF NIES,** prepared NIES School Questionnaire
  - IF NIES,** NIES Teacher Questionnaires
  
- Have the following NAEP information material ready to distribute:
  - Teacher Guides (one per Teacher Questionnaire)
  - Teacher Notification Letter
  - IF GRADE 8 or 12:** Student Appreciation Certificates
  - IF GRADE 12:** Student Poster, Volunteer Certificates and Student Letter (if applicable)
  - IF REQUIRED:** NAEP Sample Questions Booklet, Frameworks
  - IF REQUIRED:** Teacher Poster, Measure Up Newsletter, Teacher Video
  - IF NIES:** NIES Sample Questions Booklet
  - IF ESBQ:** ESBQ Sample Questions Booklet

Next, gather the information you will need to refer to during the visit. The list is in chronological order, so organize the materials according to the above list to avoid searching for necessary documents while in front of the school coordinator.