

- white preprinted name labels for use on the Student Appreciation Certificates;
- the NAEP Student Appreciation Certificates;
- the Teacher Notification Letter;
- the state-specific Parent/Guardian Notification Letter **or** the NAEP generic Sample Parent/Guardian Notification Letter (for public schools that don't have a state-specific letter and private schools);
- *Arts Sample Questions Booklet*, if required;
- *Arts Framework*, if required;
- middle school *Measure Up* flyer, if required;
- *Teacher's Guide to NAEP* (three per school);
- extra U.S. Department of Agriculture Letters;
- extra School, SD and/or ELL Questionnaires;
- your calendar;
- the QCB;
- directions to the school; and
- basic office supplies.

3. Activities to Complete During the Preassessment Visit

Procedure 8. Conduct 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. 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 **Procedure 8** in Part 1 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 **Procedure 8** in Part 1 of the QCB.

The visit is divided into four parts, as shown on the checklist in Exhibit 7-6.

- Procedure 8-1: Gather Materials From School Coordinator
- Procedure 8-2: Work Independently
- Procedure 8-3: Meet With School Coordinator
- Procedure 8-4: Complete Additional Tasks Before Leaving the School

Exhibit 7-6. Preassessment Visit Checklist from QCB

CONDUCT PREASSESSMENT VISIT	Part 1
PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT (continued)	
Checklist (continued)	
<u>Procedure 8-1: Complete Additional Tasks Before Leaving School</u>	
<input type="checkbox"/> Prepare the Student Appreciation Certificates* <input type="checkbox"/> Update column P on the Administration Schedule with the appropriate Accom. Code <input type="checkbox"/> Update column Q on the Administration Schedule for excluded students <input type="checkbox"/> If SD/ELL students identified during the visits, prepare SD and/or ELL Questionnaires <input type="checkbox"/> Prepare NAEP Storage Envelope by: <ul style="list-style-type: none"> • making photocopies of the following documents (keeping the original documents in the School Folder): <ul style="list-style-type: none"> - Completed Administration Schedules - Updated SD/ELL Roster of Questionnaires - Completed Inclusion Worksheet • placing the following items in the NAEP Storage Envelope: <ul style="list-style-type: none"> - Student Information Report - E-File Rosters 	
<input type="checkbox"/> Give the following documents to the school coordinator: <ul style="list-style-type: none"> • Prepared NAEP Storage Envelope • Prepared Student Appreciation Certificates • Prepared SD and/or ELL Questionnaires 	

*AA can assist with/conduct this task.

CONDUCT PREASSESSMENT VISIT	Part 1
PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT	
Checklist	
Procedure 8: Conduct the Preassessment Visit	
<u>Procedure 8-1: Gather Materials from School Coordinator</u>	
<input type="checkbox"/> Updated Student Information Reports with <ul style="list-style-type: none"> • Missing student demographic information updated • Incorrect student demographic information updated • Changes in SD and/or ELL status updated • Withdrawn and ineligible students identified <input type="checkbox"/> Completed School Questionnaire <input type="checkbox"/> Completed SD and/or ELL Questionnaires <input type="checkbox"/> Current list of grade 8 students with birth date <input type="checkbox"/> Logistics Questionnaire (optional)	
<u>Procedure 8-2: Work Independently</u>	
<input type="checkbox"/> Select the sample of newly enrolled students* <input type="checkbox"/> Identify withdrawn and ineligible students <input type="checkbox"/> Update missing or incorrect student demographic data (not SD or ELL) <input type="checkbox"/> Update SD and/or ELL classifications <input type="checkbox"/> Transcribe SD and/or ELL Questionnaire data onto Inclusion Worksheet* <input type="checkbox"/> Review Logistics Questionnaire <input type="checkbox"/> Prepare to meet with school coordinator	
<u>Procedure 8-3: Meet with School Coordinator</u>	
<input type="checkbox"/> Collect missing items from school coordinator <ul style="list-style-type: none"> • Updated Student Information Reports • SD and/or ELL Questionnaires • Current list of Grade 8 students <input type="checkbox"/> Confirm results of new enrollee selection <input type="checkbox"/> Confirm withdrawn and ineligible students <input type="checkbox"/> Confirm incorrect and collect missing student demographic data and review Student Sampling Summary Report, if applicable <input type="checkbox"/> Confirm SD and/or ELL classifications <input type="checkbox"/> Review Inclusion Worksheet and discuss accommodations <input type="checkbox"/> Verify parent/guardian notification <input type="checkbox"/> Make assessment arrangements <input type="checkbox"/> Discuss Logistics Questionnaire <input type="checkbox"/> Wrap up school coordinator meeting <ul style="list-style-type: none"> • Confirm appointments to call the school coordinator to obtain any outstanding information: <ul style="list-style-type: none"> - Collection of any missing demographic data - Results of completed SD and/or ELL Questionnaires/discuss accommodation sessions - Confirmation of parent notification 	

*AA can assist with/conduct this task.

Procedure 8-1: Gather Materials From School Coordinator

The preassessment visit begins with a brief meeting with the school coordinator.

Procedure 8-1 will walk you through the process of gathering materials from the school coordinator that you will need to complete **Procedures 8-2A** through **8-2G** (Work Independently).

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),
- completed School Questionnaire (if available);
- completed SD and/or ELL Questionnaires,
- current list of grade 8 students with birth dates (and any other demographic information, if available), and
- Logistics Questionnaire (optional).

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.

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 at the beginning of **Procedure 8-3** when you meet with the school coordinator.

Procedure 8-2: Work Independently

Procedure 8-2 involves all the independent work you will be completing before your meeting with 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 meeting with the school coordinator.

Procedure 8-2 contains seven sub-procedures:

- 8-2A. Select the sample of newly enrolled students
- 8-2B. Identify withdrawn and ineligible students
- 8-2C. Update missing or incorrect student demographic data
- 8-2D. Update SD and/or ELL classifications
- 8-2E. Transcribe SD and/or ELL Questionnaire data onto Inclusion Worksheet
- 8-2F. Review Logistics Questionnaire
- 8-2G. Prepare to meet with school coordinator

An AA will help you complete some of these sub-procedures. 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 sub-procedure 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.

8-2A. Select the Sample of Newly Enrolled Students.

In **Procedure 8-2A**, you will be selecting the sample of newly enrolled students. The *Instructions for the School Coordinator* brochure requested the school coordinator print out a current list of grade 8 students. 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.

To complete **item 8-2A-1**, compare the current list of students with the original student list submitted for sampling. For schools that E-Filed, the E-File Roster (the original list of students submitted for sampling) 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 any available demographic information on the New Enrollee Listing Form.

<p>8-2A-1.</p> <ul style="list-style-type: none">▪ Compare the current list of students to the original list of students submitted for sampling. Highlight the names of students <u>on the current list</u> that are not on the original list submitted for sampling.*▪ On the New Enrollee Listing Form, record the highlighted names and demographic information, if available.
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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 8-2A-2** and go to **Procedure 8-2B**. 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 SCS after the preassessment visit. Continue to **item 8-2A-3**, in which you will select the sample of newly enrolled students.

8-2A-2. How many grade 8 students are recorded on the New Enrollee Listing Form?

<input type="checkbox"/>	No students.		<ul style="list-style-type: none"> Go to Procedure 8-2B.
<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) <ul style="list-style-type: none"> Continue with 8-2A-3.

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 “M” 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 for students selected for the music session. Place a “V” 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 for students selected for the visual arts session. The students with an “M” or a “V” are the sample of new enrollees.

Once the sample has been drawn, record the number of newly sampled students in the space provided in **item 8-2A-3**. This number will be entered into the SCS after the preassessment visit.

8-2A-3. Conduct sampling of new enrollees by doing the following:

<ul style="list-style-type: none"> 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, or if the school is a take-all, add them to the Administration Schedule for their homeroom. If demographic data was included, record that information into columns E through L on the Administration Schedule. Otherwise, you will collect it during the visit. Record a “1” in column M, indicating the student is a new enrollee. Record the total number of newly sampled students added to the Administration Schedule(s). → 	 _____
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Add the sampled students to the correct music (M) or visual arts (V) Administration Schedule as shown in Exhibit 7-7. Record any demographic information that you have for the student. You will collect any missing demographic information during the meeting with the school coordinator. 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.

Item 8-2A-4 instructs you to prepare a SD and/or ELL Questionnaire for each sampled new enrollee classified as SD and/or ELL. You should also add these students to the Roster of Questionnaires and the Inclusion Worksheet. If you do not know if any of the sampled new enrollees are SD and/or ELL, you will collect this information from the school coordinator during the meeting and prepare the SD and/or ELL Questionnaires before you leave the school.

8-2A-4. SD/ELL ALERT: If any sampled newly enrolled students are SD and/or ELL, prepare a SD and/or ELL Questionnaire, and add the information to the Roster of Questionnaires and the Inclusion Worksheet.

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 assign booklets from your bulk supplies or request booklets from Pearson.

8-2B. Identify Withdrawn and Ineligible Students.

In **Procedure 8-2B**, you will identify the withdrawn and ineligible students and code the Administration Schedule(s) accordingly. 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.

On the top line of **item 8-2B-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, graduated, or are expelled. Next, enter Administration Code **51** in column **Q** on the Administration Schedule(s) for these students.

8-2B-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">▪ Enter Code 51 for withdrawn or graduated students in column Q on Administration Schedule(s).▪ Draw a line through each withdrawn student's name up to the perforation on Administration Schedule(s).▪ If any of these students were classified as SD and/or ELL, cross out the student's name on the SD/ELL Roster of Questionnaires and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.

In the middle line of **item 8-2B-1**, enter the total number of students that 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 **Q** on the Administration Schedule(s).

<input type="checkbox"/> _____ (number) Students are designated as "Ineligible, Never Attends Campus" on the Student Information Report.	<ul style="list-style-type: none">▪ Enter Code 54 for ineligible students who never attend campus in column Q on Administration Schedule(s).▪ Draw a line through each ineligible student's name up to the perforation on Administration Schedule(s).▪ If any of these students were classified as SD and/or ELL, cross out the student's name on the SD/ELL Roster of Questionnaires and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.
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On the bottom line of **item 8-2B-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, but does not include students who are excluded because of SD and/or ELL status. Give these students an Administration Code of **55** in column **Q** on the Administration Schedule(s).

<input type="checkbox"/>	_____ (number) Students are designated as "Ineligible, Other" on the Student Information Report.	<ul style="list-style-type: none"> ▪ Enter Code 55 for "ineligible, other" students in column Q on Administration Schedule(s). ▪ Draw a line through each "ineligible, other" student's name up to the perforation on Administration Schedule(s). ▪ If any of these students were classified as SD and/or ELL, cross out the student's name on the SD/ELL Roster of Questionnaires and fill in the "not needed" bubble in the Returned column. Line through their information on the Inclusion Worksheet.
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For each student with an Administration Code of **51**, **54**, or **55**, draw a line through the student's name up to the perforation on the Administration Schedule(s). Do not line through any information for a student beyond the perforation. No other information needs to be completed for those students identified as withdrawn or ineligible.

If any of these students were classified as SD and/or ELL, be sure to cross out the student's name on the Roster of Questionnaires and fill in the "Not Needed" bubble in the Returned column. Also, line through the student's information on the Inclusion Worksheet.

8-2C. Update Missing or Incorrect Student Demographic Data.

In **Procedure 8-2C**, you will update student demographic data on the Administration Schedule(s). The *Instructions for the School Coordinator* brochure instructed the school coordinator to 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 meeting.

To complete **item 8-2C-1**, look at columns **E** through **H** on the Administration Schedule(s) to determine if there is any missing information (you will review the SD and/or ELL codes in **Procedure 8-2D**). If columns **E** through **H** are complete, check the "There is no missing demographic data" box and go to **item 8-2C-2**. If the school coordinator provided missing demographic data on the Student Information Report(s), check this box. If there is still demographic data missing, check the third box and record the number of missing demographic data items on the line provided.

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.

8-2C-1. Check to see if the school coordinator entered missing demographic information on the Student Information Report(s).*

<input type="checkbox"/>	There is no missing demographic data.	<ul style="list-style-type: none"> Continue with 8-2C-2.
<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"> Transfer the missing information to the Administration Schedule(s). Continue with 8-2C-2.
<input type="checkbox"/>	There is still missing demographic data. Record number of missing data items _____.	<ul style="list-style-type: none"> Continue with 8-2C-2.

To complete **item 8-2C-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 **Procedure 8-2D**.

8-2C-2. 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"> Continue with Procedure 8-2D.
<input type="checkbox"/>	Corrections have been made on the Student Information Report(s) by the school coordinator.	<ul style="list-style-type: none"> Transfer the corrections from the Student Information Report(s) to the Administration Schedule(s).

8-2D. Update SD and/or ELL Classifications.

In **Procedure 8-2D**, you will update SD and/or ELL classifications. The *Instructions for the School Coordinator* brochure instructed the school coordinator to record any change in SD and/or ELL classifications directly on the Student Information Report(s). Make any noted revisions to the Administration Schedule(s) in the “Final SD Code” and/or “Final ELL Code” columns. Changes will be verified with the school coordinator during the meeting.

First, indicate in **item 8-2D-1** if there have been changes to the SD and ELL codes on the Student Information Report. If so, continue on to **item 8-2D-2**. If there have not been any changes to SD and/or ELL codes, go to **Procedure 8-2E**.

8-2D-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.	<ul style="list-style-type: none"> Continue with 8-2D-2.
<input type="checkbox"/> There are no changes to the SD and ELL codes.	<ul style="list-style-type: none"> Go to Procedure 8-2E.

At item 8-2D-2, you are looking for students who are newly classified as SD or ELL. If any students who were coded “4” for “No” in the SD columns or “2” for “No” in the ELL columns are now classified as SD and/or ELL, you will enter the appropriate SD code “1,” “2,” or “3” for “Yes” in column J labeled “Final SD Code,” or code “1” for “Yes” in column L labeled “Final ELL Code” on the Administration Schedule as shown in Exhibit 7-8.

8-2D-2. If there are students who are now classified as a “1,” “2,” or “3” or YES for SD or as a “1” or YES for ELL, complete the following:

- On the Administration Schedule, record a “1,” “2,” or “3” in the Final SD column or “1” in the Final ELL Column for the newly classified students.
- On the Inclusion Worksheet, record the student’s name, Session/Line #, subject, and SD/ELL status.
- Prepare SD and/or ELL Questionnaires for newly classified students.
- Add these students to the SD/ELL Roster of Questionnaires.
- Give the SD and/or ELL Questionnaires to the school coordinator during the visit.

Exhibit 7-8. Update SD and ELL Classifications

This form must be completed in No. 2 pencil.

Race/Ethnicity

1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other

Information Unavailable
For Use in Column “R”

7 = Information unavailable

National School Lunch Program

1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
6 = Information unavailable

Students with Disabilities (SD)

1 = Yes, SD
2 = Yes, DD
3 = Yes, IEP/504 plan in process
4 = No, not SD
9 = Information unavailable

For Use in Column “T”

Person Use Only

English Language Learner (ELL)

1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)

8 = Information unavailable

For Use in Column “U”

Accommodation Code

1 = Assess without accommodation
2 = Accommodation offered in regular session
3 = Accommodation offered in separate session
4 = Not applicable

For Use in Column “V”

Session Number

M10801

NAEP

NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

2008 Arts
Administration Schedule

School #: 122-122-1 Grade: 8

School Name: Apex Middle School

Administrator's Name: Silvia Thomas

Original Sample: 22 # Withdrawn & Ineligible (Admin. Codes 01, 04 & 06)

Selected New Students: # Excluded (Admin. Codes 02-03)

Total in Sample

"A" Admin. (V/A)	"B" Student Name	"C" Session/ Line #	"D" Line # Subject	"E" Birth Date			"F" Sex (M/F)	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final Code	"K" ELL	"L" Final Code	"M" Final Code	"N" Original Book
				Month	Year	Year									
01	Abate, Mark	101	01	M	0	4	9	3	1	1	1	4		2	741 000
02	Aito, Susan	101	02	M	0	2	9	3	2	3	1	1	2	1	741 054
03	Bates, Tim	101	03	M	0	6	9	4	1	1	2	4	2	2	741 005
04	Bostwick, Carol	101	04	M	1	0	9	4	2	1	1	4	2	2	741 000
05	Burns, Kimberly	101	05	M	1	1	9	4	2	2	1	1	2	2	741 006
06	Coleman, April	232	06	M	0	9	9	4	2	5	1	4	1	2	741 004
07	Cruz, Marisol	232	07	M	0	1	9	3	2	3	3	4	1	2	741 043
08	Davis, Tyrone	232	08	M	0	5	9	4	1	2	1	4	2	2	741 005
09	Dempsey, Julia	232	09	M	0	7	9	4	2	2	1	4	2	2	741 210
10	Fairchild, Michael	110	10	M	0	9	9	4	1	1	1	3	2	2	741 210

Prepare the appropriate SD and/or ELL Questionnaires for these newly classified students, and add them to the Roster of Questionnaires. You will also add newly classified SD and/or ELL students to the Inclusion Worksheet by recording the student's name, Session/line numbers, subject, and SD/ELL status. You will give the questionnaires to the school coordinator during the scheduled visit.

At **item 8-2D-3** you are looking for students who are no longer classified as SD and/or ELL. If any students who were coded "1," "2," or "3" in the SD columns or coded "1" in the ELL columns are now no longer classified as SD or ELL, you will enter a "4" for "No" in column **J** labeled "Final SD Code" or a "2" for "No" in 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 field manager if you have any questions about using this code.

<p>8-2D-3. If there are SD and/or ELL students who are now classified as a "4" or NO for SD or as a "2" or NO for ELL or "3" for FORMERLY ELL, complete the following:</p> <ul style="list-style-type: none">▪ On the Administration Schedule, record a "4" 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 of Questionnaires, 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, shade the oval "This student confirmed no longer SD/ELL" on the questionnaire cover and set aside.
--

Place a line through the student's name on the Roster of Questionnaires if the student is no longer classified as SD and/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, shade the oval "This student confirmed no longer SD/ELL" on the front cover and set it aside.

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

8-2E. Transcribe SD and/or ELL Questionnaire Data Onto Inclusion Worksheet.

In **Procedure 8-2E**, you will transcribe information found in the SD and/or ELL Questionnaires onto the Inclusion Worksheet. The *Instructions for the School Coordinator* brochure instructs the school coordinator to distribute and collect the completed SD and/or ELL Questionnaires. You will review this information with the school coordinator during the scheduled meeting. You may have your assisting AA complete this work; however, be sure to perform a quality control check for accuracy.

If there are no SD and/or ELL Questionnaires for the school, indicate this in **item 8-2E-1** and continue to **Procedure 8-2F**.

Procedure 8-2E begins by asking you to check the appropriate box in **item 8-2E-1**. If the school coordinator returned some or all of the SD and/or ELL Questionnaires, you will indicate such and continue with **item 8-2E-2**.

If there are missing SD and/or ELL Questionnaires or if there are questionnaires for newly classified students or new enrollees classified as SD and/or ELL that have not yet been completed, enter the number of incomplete or missing questionnaires in **item 8-2E-1** and highlight the names of the students on the Inclusion Worksheet. Continue to **item 8-2E-2** for the completed questionnaires you have received.

8-2E-1.	<input type="checkbox"/> All SD and/or ELL Questionnaires returned.	• Continue with 8-2E-2.
	<input type="checkbox"/> SD and/or 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 Procedure 8-2F .

Item 8-2E-2 instructs you to record the status of each SD and/or ELL Questionnaire on the original Roster of Questionnaires in the School Folder. Under the “Returned” column, shade the “Yes” oval for all questionnaires that are completed and returned. Shade the “Not Needed” oval for any questionnaires that are assigned to students who are no longer classified as SD and/or ELL. You will confirm these students’ new classification during your meeting with the school coordinator. Do not shade the “No” oval for any questionnaires you do not have. You will try to collect these questionnaires during the meeting with the school coordinator.

8-2E-2.	Record the status of each SD and/or ELL Questionnaire in the Roster of Questionnaires. Under the “Returned” column:
	<ul style="list-style-type: none"> ▪ Shade the “Yes” oval for all questionnaires that have been completed and returned. ▪ Shade the “Not Needed” oval for any questionnaires that were assigned to students who are no longer classified as SD and/or ELL. ▪ Do not shade the “No” oval for any questionnaires you do not have. You will try to collect these questionnaires during the meeting with the school coordinator.

Item 8-2E-3 instructs you to record each student’s SD and/or ELL status on the covers of the questionnaire you have collected. If the student’s SD and/or ELL status has not changed, shade the oval “This student confirmed SD/ELL” on the front cover of the questionnaire. As described above, if the student is no longer classified as SD and/or ELL, you should shade the oval “This student confirmed no longer SD/ELL” on the front cover of the questionnaire.

8-2E-3. Record the SD and/or ELL status on each student's SD and/or ELL Questionnaire.

- If the student's SD and/or ELL status has not changed, shade the oval "This student confirmed SD/ELL" on the front cover of the questionnaire.
- If the student is no longer classified as SD and/or ELL, shade the oval "This student is confirmed no longer SD/ELL" on the front cover of the questionnaire.

Item 8-2E-4 requires you to transfer information from any completed SD and/or ELL Questionnaires to the Inclusion Worksheet.

8-2E-4. Using the completed SD and/or ELL Questionnaires and the Inclusion Worksheet, follow these instructions:*

- Go to page 6 in the questionnaire and transcribe the accommodations shaded in the questionnaire onto the Inclusion Worksheet.
- 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."
- Look at the answers to Questions 5 and 6. If either question is answered "A" for "Yes," place a check mark in the Inclusion Worksheet column titled "Include With Only NAEP Permitted Accommodations."
- Look at the answers to Questions 5 and 6. If either question is answered "B" for "No," place a check mark in the Inclusion Worksheet column titled "Exclude."

Exhibits 7-9 through 7-12 illustrates the transcription process.