

Next, 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.”

Exhibit 7-11. Transcribe “Include With Only NAEP Permitted Accommodations”

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 6.

4. Are all of the accommodations this student receives on regular classroom assessments or during classroom instruction as recorded in Column A allowed on NAEP (Column B)? (Fill in one oval.)

A Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

B No. → Answer question 5 below.

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in one oval.)

A Yes. This student should be assessed with only the accommodations allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

B No. This student should not be assessed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

6. Could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in one oval.)

A Yes. List the accommodations allowed on NAEP and include the student in NAEP.

→ Go to page 8 and answer questions 7, 8, and 9.

B No. This student should not be assessed on NAEP.

→ Go to page 8 and answer questions 7, 8, and 9.

Student Information		Accommodations Permitted in NAEP																												Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated. Include Without Accommodations = Question 2 - response "X" Include With Only NAEP Permitted Accommodations = Question 5 - response "YES" -OR- = Question 6 - response "YES" Exclude (Record reason in NOTES column) = Question 6 response "NO" = Question 6 response "N/A" NOTES		
Accommodation Code Group B	Student Name	Student ID	Subject	SV	ELL	BID	OTH	OTH	OTH	REA	REA	OTH	URB	MAG	OTH	OTH	CR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SA	EXT	BRK	OTH	Include With Only NAEP Permitted Accommodations		Exclude (Record reason in NOTES column)	
	Alto, Susan	M108012	M	SD																												
	Burns, Kimberly	M108015	M	SD																												
	Cruz, Marisol	M108017	M	ELL																												No longer ELL
	Fairechild, Michael	M1080110	M	SD																												No longer SD
	Guzman, Pedro	M1080111	M	ELL																												No longer ELL
	Kwon, Sang	M1080112	M	ELL																												No longer ELL
	Lundy, Christina	M1080114	M	SD																												
	Ojomo, Edwin	M1080115	M	SD																												Requires bilingual booklet - not permitted
	Peters, Daniel	M1080121	M	SD																												

If the answers to either Question 5 or 6 is “B” for “No,” place a checkmark in the Inclusion Worksheet column titled “Exclude.”

Exhibit 7-12. Transcribe “Exclude”

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 6.

4. Are all of the accommodations this student receives on regular classroom assessments or during classroom instruction as recorded in Column A allowed on NAEP (Column B)? (Fill in one oval.)

A Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

B No. → Answer question 5 below.

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in one oval.)

A Yes. This student should be assessed with only the accommodations allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

B No. This student should not be assessed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

6. Could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in one oval.)

A Yes. List the accommodations allowed on NAEP and include the student in NAEP.

→ Go to page 8 and answer questions 7, 8, and 9.

B No. This student should not be assessed on NAEP.

→ Go to page 8 and answer questions 7, 8, and 9.

Accommodation Code Group #		Student Information		Accommodations Permitted in NAEP		Booklet Cover Codes		Place a check mark in the following columns only if the responses to the specific questions noted below are as indicated.																			
Student Name	Session#	Subject	SD/ELL	BD	OTH	RE	REA	RECA	OTH	LRD	MAG	OTH	OTH	OCR	SCR	OTH	OTH	ONE	OTH	SA	ECT	BRK	OTH	Other (Record reason in NOTES column)	Exclude Without Accommodations	Exclude (Record reason in NOTES column)	NOTES
Alto, Susan	M10801 2	M	SD																								
Burns, Kimberly	M10801 5	M	SD																								
Cruz, Marisol	M10801 7	M	ELL																								No longer ELL
Fairehild, Michael	M10801 10	M	SD																								No longer SD
Guzman, Pedro	M10801 11	M	ELL																								No longer ELL
Kwon, Sang	M10801 12	M	ELL																								No longer ELL
Lundy, Christina	M10801 14	M	SD																								
Ojomo, Edwin	M10801 18	M	SD																								Requires bilingual booklet - not permitted
Peters, Daniel	M10801 21	M	SD																								

Remind the AA that he/she should transcribe the information exactly as it appears in the questionnaire.

-
- check-in procedures that the team needs to follow upon arriving at the school,
 - where the team can work before the assessment sessions begin,
 - how to handle students who arrive too late to be assessed,
 - how to contact the office from the assessment locations,
 - how to dismiss students when the sessions are completed,
 - if the school, students, or community have experienced any traumatic events in the past year,
 - if there are any scheduled events that may interrupt the assessment sessions, and
 - if there is anything else the school coordinator thinks the assessment team should know about the school or students.

If the Logistics Questionnaire is complete and requires no additional review, insert the copy that the school coordinator completed in the QCB.

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 8-3H-1 in Procedure 8-3**. You will clarify information or complete the questionnaire with the school coordinator during the scheduled meeting.

8-2G. Prepare to Meet With the School Coordinator.

In **Procedure 8-2G**, you will prepare to meet with the school coordinator to finish the remaining preassessment tasks in **Procedures 8-3** and **8-4**. **Item 8-2G-1** walks you through transcribing the work you did in **Procedure 8-2** to **Procedure 8-3**. This step is important so you will not have to flip back and forth in the QCB while meeting with the school coordinator.

Next, gather the information you will need to refer to during the visit. The lists in items **8-2G-2** through **8-2G-5** are in chronological order, so organize the materials according to those lists to avoid searching for necessary documents while in front of the school coordinator. You should also review **Procedure 8-3** and make any notes or preparations to the sub-procedures to ensure that the meeting goes smoothly and efficiently.

You should have the following materials easily accessible in the School Folder:

- Administration Schedule(s),
- Student Sampling Summary Report, if applicable,
- Prepared Inclusion Worksheet, and
- Copy of Parent/Guardian Notification Letter that was sent in the Preassessment Packet.

You should have the following materials together that were completed by the school coordinator to reference when needed:

- Student Information Report(s),
- Completed SD and/or ELL Questionnaires, and
- Logistics Questionnaire, if applicable.

In addition, you should have the following materials ready to distribute:

- Prepared SD and/or ELL Questionnaires for any newly classified or newly enrolled SD and/or ELL students,
- *Teacher's Guide to NAEP* (three per school),
- Teacher Notification Letter, and

If the NAEP State Coordinator has not already distributed:

- *Arts Sample Questions Booklet*,
- *Arts Framework*, and
- Middle school *Measure Up* flyer.

Procedure 8-3: Meet With School Coordinator

Procedure 8-3 contains the script you must use to conduct this meeting with the school coordinator. The script is set up in the questionnaire format, and you are required to record the appropriate responses in the relevant sections in the QCB.

Procedure 8-3 contains nine sub-procedures:

- 8-3A. Confirm results of new enrollee selection
- 8-3B. Confirm withdrawn and ineligible students
- 8-3C. Confirm incorrect and collect missing student demographic data and review Student Sampling Summary Report, if applicable
- 8-3D. Confirm SD and/or ELL classifications
- 8-3E. Review Inclusion Worksheet and discuss accommodations
- 8-3F. Verify parent/guardian notification
- 8-3G. Make assessment arrangements
- 8-3H. Discuss Logistics Questionnaire
- 8-3I. Wrap up school coordinator meeting

The meeting begins with an introduction at **item 8-3-1**. If the school coordinator provided all the necessary materials before your scheduled appointment, begin at **Procedure 8-3A**.

During your independent work, your objective is to complete as many tasks as possible before meeting with the school coordinator. It is possible that the school coordinator brought you additional materials while you were working independently. If materials are still outstanding at the time of your scheduled meeting, **item 8-3-2** instructs you to review the outstanding materials with the school coordinator and gather those documents now.

If any SD and/or ELL Questionnaires are still outstanding and cannot be collected while you are at the school, you will schedule a telephone call later in the meeting to gather the questionnaire information at another time.

If the School Questionnaire is still outstanding, you will ask the school coordinator to have it completed and ready for collection on assessment day.

8-3A. Confirm Results of New Enrollee Selection.

In **Procedure 8-3A**, you will be confirming the sample of newly enrolled students. You should have recorded the number of newly enrolled students who were added to the sample in **item 8-3A-1** when you prepared to conduct the visit (**Procedure 8-2G**).

Begin this procedure by telling the school coordinator how many students were added to the assessment sample. Then, read from the Administration Schedule the names of the newly enrolled students who were added to the sample. **Do not record these names in the QCB as this will violate our pledge of confidentiality.**

If any new enrollees have missing demographic data, you will collect it now from the school coordinator and record it on the Administration Schedule.

If any new enrollees are classified as SD and/or ELL, remember to prepare the necessary SD and/or ELL Questionnaires and add the students to the Roster of Questionnaires and the Inclusion Worksheet. You can do this task after the meeting, but it must be done before you leave the school.

8-3B. Confirm Withdrawn and Ineligible Students.

In **Procedure 8-3B**, confirm you have the correct designations for the withdrawn and ineligible students. You should have recorded the total number of withdrawn and ineligible students in **item 8-3B-1** when you prepared to conduct the visit (**Procedure 8-2G**).

To confirm the withdrawn and ineligible students have been properly identified, read the names of the students in each classification to the school coordinator. Have the school coordinator verify each student has been coded properly. Again, do not record these names in the QCB.

Record the total number of students assigned Administration Codes of **51**, **54**, and **55** on the blank lines provided in the chart in **item 8-3B-1**. Make any necessary revisions the school coordinator indicates during this review.

8-3C. Confirm Incorrect and Collect Missing Student Demographic Data and Review Student Sampling Summary Report, If Applicable.

In **Procedure 8-3C**, confirm that the revisions you made to the demographic data on the Administration Schedule(s) based on the changes that the school coordinator recorded on the Student Information Report(s) are correct. You will also review any issues included on the school's Student Sampling Summary Report, if applicable.

Item 8-3C-1 requires you to review the demographic data that the school coordinator reviewed on the Student Information Report(s).

If no corrections or updates were made by the school coordinator on the Student Information Report(s), you must verify that the demographic data is correct as-is. If the school coordinator confirms that all the student demographic data is correct, you will continue with the next item. If the school coordinator does make some corrections, review them with the school coordinator and then enter the total number of corrections on the line provided.

If the school coordinator made some corrections or updates on the Student Information Report(s) before the visit, which you then transcribed onto the Administration Schedule(s) during your independent work, review those corrections and record the total number of accurate corrections on the line provided.

It is important that the school coordinator reviews each correction and confirms the demographic data are accurate.

Next, in **item 8-3C-2**, you should have recorded the number of missing pieces of demographic data when you prepared to conduct the visit (**Procedure 8-2G**). Collect any missing demographic data from the school coordinator, review the revisions with him/her, and record the total number of missing data collected on the line provided. If no demographic data is missing, you will skip this item.

If the school has a Student Sampling Summary Report, it will be noted on the QCB label and included in the School Folder. At **item 8-3C-3**, you will review the report with the school coordinator.

In the fall, a series of statistical checks were run on all the lists of students submitted to NAEP for sampling. Any checks that resulted in a warning message were printed on a Student Sampling Summary Report. Each unresolved issue on the Student Sampling Summary Report will need to be addressed with the school coordinator. Make any corrections necessary on the Administration Schedule(s) and mark those items as "Corrected on Admin Schedule" on the Student Sampling Summary Report. For those items on the summary report that were verified as correct, simply mark "Verified as Correct." After your review, place the completed Student Sampling Summary Report back into the School Folder. This information will need to be entered into the SCS after the preassessment visit. For descriptions of the error messages, see Appendix D.

8-3D. Confirm SD and/or ELL Classifications.

In **Procedure 8-3D**, confirm the accuracy of the changes made to SD and ELL classifications.

Following the script in **item 8-3D-1**, you will begin by reviewing the students who are newly classified as SD or ELL with the school coordinator. Record the total number of students newly classified as SD and/or ELL on the line provided. These students require SD and/or ELL Questionnaires. You should have prepared these questionnaires and added the students to the Roster of Questionnaires and the Inclusion Worksheet during **Procedure 8-2D** (Work Independently – Update SD and/or ELL Classifications).

Next, in **item 8-3D-1**, you will review the status of each student no longer classified as SD or ELL. Again, the school coordinator must verify the revised status of each student. Record the total number of students no longer classified as SD and/or ELL on the line provided. SD and/or ELL Questionnaires are no longer required for these students, which should be indicated on the Roster of Questionnaires by shading the “Not needed” oval. These students should also have been crossed off the Inclusion Worksheet.

In **item 8-3D-2**, you will give the SD and/or ELL Questionnaires of the new enrollees and the newly classified SD and/or ELL students to the school coordinator. Ask if they can be completed and returned to you before you leave the school that day. If it is not possible to have the questionnaires returned to you at the preassessment visit, schedule a callback to collect the necessary information.

8-3E. Review Inclusion Worksheet and Discuss Accommodations.

In **Procedure 8-3E**, you will confirm the information that was transcribed to the Inclusion Worksheet and then plan accommodations accordingly.

For each student listed on the Inclusion Worksheet, point out the subject being assessed and the accommodations the student routinely uses for testing in the classroom or when receiving classroom instruction indicated in the SD and/or ELL Questionnaires completed for that student. Then, tell the school coordinator whether these accommodations are permitted in NAEP. You will need to refer to the “Accommodation(s) for NAEP” chart in chapter 6 to determine if the accommodations checked are permitted.

If all of the accommodations the student receives are permitted in NAEP, plan the details for providing the accommodations with the school coordinator. Again, you will use the “Accommodations for NAEP” chart for the planning process. Refer to the completed questionnaires if questions arise.

If any of the accommodations a student routinely uses for testing in the classroom or when receiving classroom instruction are not permitted in NAEP, the student can still be assessed if the “Include With Only NAEP Accommodations” column is checked for the student. This means the student will be assessed with only the NAEP-permitted accommodations. Again,



Voice of Experience:

For schools with large SD and/or ELL populations another way to discuss accommodations is to do the following:

1. List all students on the Inclusion Worksheet in the same manner as for schools with small populations of SD and/or ELL students.
2. Group questionnaires with the same accommodations together in a bundle.
3. When you meet with the school coordinator, begin the discussion by accommodations type rather than by student.
4. Give the stacks to the school coordinator one at a time. Explain the accommodation recommended on the questionnaire and agree on what NAEP offers and the school offers. For large groups that can be assessed in the regular session, you have completed the conversation on those students.
5. Continue with stacks allowing the school coordinator to look at the names on the booklets for any that might be incorrectly coded. When you get to students who have an accommodation of "one on one" or will need school staff to help administer the session, be sure to discuss those students on an individual basis. For students who need a bilingual booklet, explain that we do not offer this accommodation for the Arts Assessment. Be sure to discuss if the other students might be able to take the assessment in English.
6. Return to the workroom and code all students on the Inclusion Worksheet with the correct code as determined by your discussion of their group. You might want to highlight those students who will need accommodations outside of the regular session. Determine how many accommodation sessions will be required and then speak to the school coordinator again to arrange for the accommodation sessions.
7. Put the questionnaires back into the Roster of Questionnaires order.

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.

Next, count the number of excluded SD, ELL, and SD/ELL students by subject and record that information in **item 8-3E-3**. You will enter this information in the SCS after the preassessment visit.

8-3F. Verify Parent/Guardian Notification.

Procedure 8-3F secures a copy of the dated Parent/Guardian Notification Letter for NAEP's files. This procedure also obtains details as to when, to whom, and how the notification was sent. All of the information obtained in this procedure will be entered into the SCS after the visit.

The No Child Left Behind legislation requires that the parents of students selected for NAEP be notified *in writing* that their child has been selected for NAEP and that student participation is voluntary. NAEP must have a copy of the dated Parent/Guardian Notification Letter in order to proceed with the assessment. If this notification has not been sent before the assessment date, the assessment will need to be rescheduled until after the Parent/Guardian Notification Letter has been sent.

In **item 8-3F-1**, you will verify that parents or guardians of the sampled students have been notified about the assessment. You provided a copy of the appropriate notification in the Preassessment Packet. For public schools, you provided either the state-specific letter that the NAEP State Coordinator has instructed the schools to use, or the generic letter that NAEP provides. As described in **Procedure 2** (Prepare the Preassessment Packet), you will download the correct letter from Step 2 on the MySchool website. For private schools, you provided the generic Parent/Guardian Notification Letter from your bulk supplies.

You will ask the school coordinator if the Parent/Guardian Notification Letter has been sent to the parents and if not, you will arrange a day and time to call back before the assessment date and verify that the letter has been sent. You will remind the school coordinator that you will need to collect a dated copy of the letter either before or on assessment day or the assessments will need to be rescheduled.

If the notification has been sent, you will proceed with **items 8-3F-2** or **8-3F-3** through **8-3F-7**. If necessary, determine if parents of sampled new enrollees have been notified. If the parents of sampled new enrollees have been notified, simply check the "Yes" box in **item 8-3F-2** and continue with **item 8-3F-3**. If the parents of sampled new enrollees have not been notified, check the "No" box and urge the school coordinator to notify these parents as soon as possible. Remind the school coordinator that if parents of these newly selected students are not notified prior to assessment day, the assessment for these students will have to be rescheduled. You will need to arrange a callback to verify that the notification has been sent. **Items 8-3F-3** through **8-3F-7** are designed to collect information that you will need to enter in the SCS, so be sure to record the appropriate response for each of the questions.

If the notification has not been sent, you will remind the school coordinator that you will need to collect a dated copy of the letter either before or on assessment day or assessments will need to be rescheduled. You will also set a date and time to call back to confirm that the notification has been sent. Continue this process until you receive that confirmation.

8-3G. Make Assessment Arrangements.

In **Procedure 8-3G** you will schedule both the regular and accommodation sessions, as well as cover a number of other topics with the school coordinator.

First, in **item 8-3G-1**, you will verify the assessment date and set the specific time and location for each regular session. In setting the location consider:

1. The need for a quiet space for each session where the music and visual arts CD presentations can be clearly heard without disturbing background noise. The space for each session should be separate so that the CD presentations do not interfere with the one another.
2. The need for electrical outlets within reach of a 25-foot extension cord.
3. The need for flat (36") work surfaces for the visual arts session.

In **item 8-3G-2**, you will set the specific time and location for each accommodation session.

You will record the start time and location for each regular and accommodation session on the front of the QCB and on the Teacher Notification Letter (**item 8-3G-3**).

Next, in **item 8-3G-4**, you will discuss the importance of teacher support for NAEP and ask the school coordinator to give each teacher of the sampled students the prepared Teacher Notification Letter and a list of the sampled students. Remind the school coordinator to distribute the names of the students only, since the demographic data is considered to be confidential. You will also provide three copies of the *Teacher's Guide to NAEP* to the school coordinator.

During **Procedure 7** (Prepare for the Preassessment Visit), you should have marked the responses for **items 8-3G-5, 8-3G-6, and 8-3G-7**. If the NAEP State Coordinator has not already done so, you will give the school coordinator the following materials:

- the *Arts Sample Questions Booklet*, which provides samples of the Arts assessment questions and the student background questions and rationales to share with parents and other interested parties,
- the *Arts Framework*, and
- the middle school version of the *Measure Up* flyer to share with teachers and other interested parties.

In **item 8-3G-8** you will show the school coordinator a sample of the Student Appreciation Certificates and explain that these certificates may be used to inform selected students of the time and location of the assessment and to thank them in advance for their participation. The school is not required to use them. If the school does elect to use them, you or the assisting AA will prepare them and give them to the school coordinator before you leave the school. If the school decides not to use the certificates, record how the school will notify the

students about the assessment. If the school elects not to use the certificates, AAs should distribute these after the assessment.

Item 8-3G-9 explains to the school coordinator that students respond more positively to the assessment when they know it has the backing of the school administration. Ask if it is possible to include an announcement to encourage students to do their best or to possibly have a staff member introduce the assessment at the beginning of the sessions. Record the school coordinator's response and any details about what the school is willing to do.

Item 8-3G-10 explains to the school coordinator that a makeup session must be scheduled if less than 90 percent of the students take the assessment. If possible, discuss various dates that a potential makeup session could be held.

In **item 8-3G-11**, you will show the school coordinator the NAEP Storage Envelope and ask him/her where it will be located when you arrive on the day of the assessment and who might be able to retrieve it for you.

Finally, in **item 8-3G-12**, you will ask where you will be able to locate the school coordinator when the assessment sessions are complete to conduct a debriefing interview.

8-3H. Discuss Logistics Questionnaire.

In **Procedure 8-3H**, you will review and gather logistical information for the assessment. While you worked independently, you were instructed to review the Logistics Questionnaire and note the status of it in **item 8-3H-1**. If the Logistics Questionnaire was not completed, you will have to go over it. If the Logistics Questionnaire was completed, you should insert the completed copy in the QCB.

8-3I. Wrap Up School Coordinator Meeting.

In **item 8-3I-1**, you will confirm any callback dates and times to collect outstanding information for:

- SD and/or ELL Questionnaires (**Procedure 8-3D**)
- Parent Notification (Original Sample) (**Procedure 8-3F**)
- Parent Notification (New Enrollee Sample) (**Procedure 8-3F**)

Confirm any required callbacks you have scheduled with the school coordinator. Mark in your calendar to send a reminder e-mail to the school coordinator prior to the scheduled callback.

To complete **Procedure 8-3I**, answer any questions the school coordinator may have. The preassessment visit with the school coordinator is now complete. Excuse yourself to return to your work area to complete a few additional tasks before leaving the school.

Procedure 8-4: Complete Additional Tasks Before Leaving the School

In **Procedure 8-4**, you will return to your independent work area to complete the final preassessment visit tasks before you leave the school. **Item 8-4A** provides a checklist of these tasks.

First, you or the AA should prepare a Student Appreciation Certificate for each sampled student to be assessed by recording the time and location of the student's assigned session on the front and applying a white student ID label to the back. If Pearson did not send the student ID labels and the school was sampled in the SDS after November 25, 2007, these labels can be printed from the SDS.

Next, you will assign one of the following Accommodation Codes (Accomm. Code) for all booklets listed in column **P** of the Administration Schedule(s):

- 1 = Assess without accommodations,
- 2 = Accommodation offered in regular session,
- 3 = Accommodation offered in separate session, or
- 4 = Not applicable.

Accommodation Code 1 should be assigned to students listed on the Administration Schedule(s) who are expected to be assessed **without accommodations**.

Accommodation Code 2 should be assigned to students listed on the Administration Schedule(s) who are expected to be assessed **with accommodations in the regular session**.

Accommodation Code 3 should be assigned to students listed on the Administration Schedule(s) who are expected to be assessed **with accommodations in a separate session**.

Accommodation Code 4 should be assigned to students listed on the Administration Schedule(s) who are **withdrawn** or **ineligible** (Admin. Codes **51**, **54**, or **55**) or **excluded** (Admin. Codes **60-65** or **67-69**). Accommodation Code 4 should also be assigned to all **unused** booklets (Admin. Code **52**).

Students who are **excluded but assessed** (Admin. Code **66**) or **not in sample** (Admin. Code **56**) should be assigned the appropriate Accommodation Code **1-3**.

If the school staff determined that a student identified as SD and/or ELL cannot be assessed and therefore will be excluded from the assessment, enter one of the REASONS FOR EXCLUSION codes (**60-65** or **67-69**) in column **Q** of the Administration Schedule. After entering one of the REASONS FOR EXCLUSION codes, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation.

The Administration Codes for accommodated and excluded students are defined on pages 8.22 through 8.24 and are also printed in column **R** of the Administration Schedule.

Next, record the status of the SD and/or ELL Questionnaires that have been completed and returned to you during the meeting with the school coordinator by shading the “Yes” oval in the “Returned” column on the Roster of Questionnaires.

Next, if you collected the completed School Questionnaire or if the school coordinator informed you that the questionnaire has been completed online, shade in the “Yes” or “Online” oval in the “Returned” column on the Roster of Questionnaires.

If the School, SD and/or ELL Questionnaires are still outstanding, do not shade in the “No” oval—you may still collect these questionnaires on assessment day.

If any SD and/or ELL students were identified during the meeting with the school coordinator (e.g., new enrollees), you will prepare the appropriate questionnaires, and add the students to the Roster of Questionnaires and the Inclusion Worksheet.

Next, prepare the NAEP Storage Envelope by including photocopies of the:

- Administration Schedule(s),
- Roster of Questionnaires, and
- Inclusion Worksheet.

You should also place the Student Information Report(s) and E-File Roster in the NAEP Storage Envelope.

Then, give the completed NAEP Storage Envelope, the prepared Student Appreciation Certificates, and any prepared SD and/or ELL Questionnaires to the school coordinator before leaving the school.

Westat is interested in obtaining feedback from you about the preassessment visit to help improve the process in future years of NAEP. Your answers to **items 8-4A-2** through **8-4A-5** will provide summary information about how the visits go this year and what changes may be needed.

Finally, in **item 8-4A-6**, you will ensure that you have all the necessary information from:

- **Procedure 8-2A** (Select the Sample of Newly Enrolled Students),
- **Procedure 8-3C** (Student Sampling Summary Report), if necessary,
- **Procedure 8-3E** (Complete Inclusion Worksheet and Discuss Accommodations/Number of Excluded Students), and
- **Procedure 8-3F** (Discuss Parent/Guardian Notification).

The preassessment visit is now finished.