

# A

## APPENDIX A. FREQUENTLY ASKED QUESTIONS

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### **What is NAEP?**

NAEP is the only national assessment that shows what students across the country know and can do in subjects such as reading and mathematics. NAEP has two major goals: (1) to compare student achievement in states and other regions, and (2) to track changes in achievement of fourth-, eighth-, and twelfth-graders over time in mathematics, reading, writing, science, history, and other content areas. Not every subject is assessed every year. NAEP assesses students in grades 4, 8, and 12 in reading and mathematics every 2 years, and other subjects in alternating years. The results of NAEP are used regularly in making education policy decisions.

### **What is the Arts assessment?**

NAEP will conduct an arts assessment from January through March 2008 in grade 8. The inclusion of the arts in the 2008 NAEP will mark the fourth time the disciplines of music and visual arts have been assessed nationally. Music was first assessed in 1972; visual arts in 1975. They were both most recently assessed in 1997 along with theatre and dance. The information gleaned from an assessment of the arts on a national scale will broaden our scope of the extent of what American students know and can do in two of the major arts disciplines.

### **Will our school receive the results from the assessments taken by our students?**

No. NAEP does not collect data or provide results at the student or the school level. NAEP provides data for large groups of students only. Typically, state, regional, and national results are reported.

## **What are the responsibilities of the school staff? What do they have to do for the assessment?**

School coordinators receive a packet of materials with instructions. A NAEP representative is available to provide assistance with any questions. School coordinators schedule assessment dates and times; make arrangements for the assessments to be conducted at their schools; send letters to notify the parents/guardians of the selected students; distribute and collect questionnaires; and gather any missing information needed for the assessments. School principals sign the Parent/Guardian Notification Letters and support classroom teachers with assessment logistics. Classroom teachers work with students to motivate them and answer any questions they have about the assessment. Teachers also assist in making sure that students in the selected sample are present at the assessment site.

## **Is participation in NAEP voluntary?**

The participation of individual students in NAEP is, and always has been, voluntary. At the school level, the recent No Child Left Behind legislation (signed into law by President Bush in January 2002) mandates that public schools that receive federal money under Title I must participate in NAEP in order to receive those funds. Schools that do not receive federal funds participate in NAEP on a voluntary basis, if they are selected for the sample.

## **Why should students participate in NAEP?**

The participation of each student selected is important to the success of NAEP because a representative sample is needed to ensure that the assessment provides fair, accurate, and useful information about student achievement. Each student that is selected to participate represents hundreds of students across the nation.

## **If the selection of schools is random, why is our school always selected?**

In some geographic areas where school populations are less dense, the same schools participate regularly in the assessments. Only a sample of the students in each school participates, however. When the potential number of participants in an area is lower, the chances of a given school participating increases.

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## **Why are personal questions (for example, questions about race or ethnicity, school attendance, homework habits, and reading materials that are available in the home) asked as part of the assessment?**

NAEP collects information about student and school characteristics and factors that are believed to influence academic performance so that the data provided can be used to strengthen our schools and the educational process. NAEP ensures that these questions do not infringe on a student's privacy, and that each question asked has been shown by research to be relevant to educational success. Questions about personal beliefs or attitudes are not asked, and students may decline to answer any question in the assessment book that they do not wish to answer. All responses are confidential, and neither individual nor school results are reported.

## **What should I do if a parent asks to see the assessment booklet?**

NAEP has Sample Questions Booklets available that may be copied and given to parents who request them. These booklets contain all of the background questions that appear on the assessment, as well as a representative sample of the subject area questions. Requests to see the actual assessment booklets should be directed to your NAEP State Coordinator. Westat staff (home office, field directors, field managers, supervisors, and AAs) are not authorized to show actual assessment booklets to anyone.

## **What should I do if a reporter shows up at the school on the day of the assessment and wants to do a video story about the school's participation in NAEP?**

In keeping with NAEP's pledge of confidentiality for schools and individual students, NAEP does NOT permit videotaping or photographing of ANY part of an actual assessment. The National Center for Education Statistics can provide videotape and/or photographs of a simulated assessment to the news media upon request. Unauthorized persons, including reporters, are NOT permitted in the testing areas to observe sessions.

## **Where can I obtain additional information about NAEP?**

Additional information can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard>. The website provides an overview and history of NAEP, a description of the assessments, and specific answers about student participation and other questions. Highlights of recent assessments may be downloaded from the website.

# B

## APPENDIX B. GLOSSARY

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- Arts Terms
- NAEP Terms

## Arts Terms

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# B

## APPENDIX B. GLOSSARY OF ART TERMS

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Term	Definition
<b>Bearden, Romare</b>	Romare Bearden, (1911-1988), born in Charlotte, North Carolina, was a prominent African-American artist, musician, and writer. Although he created in many styles (see Cubism) and media, he worked more often in collage later in his career. His collage creations are generally considered his best works.
<b>Byzantine</b>	The Roman Empire from the 5th century until 1453 (Fall of Constantinople) is known as the Byzantine Empire. Artists were usually anonymous and paintings (see Icons) are mostly religious and reflect the somber tone of the Orthodox Church. Icon paintings and mosaics (images or designs made from small pieces of glass, stone, or ceramic) display flat, one-dimensional forms. Figures are shown in a frontal view without shadowing, giving them an unreal appearance. Faces are elongated with prominent eyes and serious expressions.
<b>Charcoal Pencil</b>	Charcoal has been used as an art medium since prehistoric times. It comes in degrees of hardness and forms. Today, it is usually wrapped in paper to form a pencil. Charcoal is often used in drawings because it can create very subtle shades of light and dark. A disadvantage is that surfaces require a protective sealer to prevent smudging.
<b>Collage</b>	Collage (from the French <i>coller</i> , “to stick or glue”) is a work of visual arts made from an assemblage of different forms and materials such as newspapers, ribbons, hand-made papers, portions of other artwork, photographs, and such, glued to a piece of paper, canvas, or other surface.
<b>Cowper Madonna</b>	See Raphael.
<b>Cray-Pas™</b>	A special art medium™ created by the Japanese in the 1920s. The name is a combination of cray(on) and pas(tel). (See crayon and pastel.) Cray-Pas™ are widely used in schools and by professional artists

Term	Definition
	because of their range of colors and ability to blend well.
<b>Crayon</b>	A crayon (from the French <i>craie</i> , “chalk”) is a stick of colored wax, charcoal, chalk, or other materials used for writing and drawing. A crayon made of oiled chalk is called an oil pastel; when made of pigment with a dry binder, it is simply a pastel (see pastels).
<b>Cubism</b>	Cubism was an influential early 20th century art style. In cubist artworks, objects are broken up and re-assembled in an abstracted form—instead of depicting objects from one viewpoint, the artist shows the subject from a multitude of viewpoints to represent the subject in a broader context. Picasso was an early proponent of Cubism.
<b>Guernica</b>	Guernica (approximately pronounced “gair NEE kah” and often as “GWAIR nee kah”) is a large, black and white oil painting by Pablo Picasso depicting the Nazi bombing of Guernica, Spain. It has become an iconic portrayal of the horrors of war with its depiction of death, brutality, and suffering.
<b>Icons</b>	An icon (from the Greek <i>eikon</i> , “image”) is a picture or representation that symbolizes an object or person. In Eastern Christianity and other icon-painting traditions, it is generally a flat panel painting depicting a holy being or object.
<b>Impressionism</b>	Impressionism was a 19th century art movement that began in Paris. The name is derived from the title of a Claude Monet work <i>Impression, Sunrise</i> , which was not well received by one Paris art critic who derogatorily branded the style “impressionistic.” Characteristics of Impressionist painting include visible brushstrokes; emphasis on light in its changing qualities (often accentuating the effects of the passage of time); ordinary subjects (as opposed to mythological themes); the inclusion of movement as a crucial element of human experience; and unusual visual angles.
<b>Kendall, William Sergeant</b>	William Sergeant Kendall (1869-1938) was born outside New York City. He is best known for paintings of his wife and daughters (Elisabeth, Beatrice, and Alison), often posing them by a mirror. Kendall studied in the United States and in France (like most artists of his time), but his work was little influenced by Impressionism (see Impressionism), reflecting rather a more classical, realistic style.
<b>Kollwitz, Käthe</b>	Käthe Schmidt Kollwitz (1867-1945) (pronounced approximately “KATE-ah COAL-vitz”) was a German painter, printmaker, and sculptor whose work offered an eloquent and often searing account of the human condition: illness, poverty, war. Her early work was grounded in Naturalism (the depiction of realistic objects in a natural setting and its view of the futility of humans against the forces of nature), but later her works took on Expressionistic (see Egon Schiele) qualities.

Term	Definition
<b>Miró, Joan</b>	Joan Miró i Ferrà (1893-1983) (pronounced approximately (“zhon mee-ROH”) was a Catalan painter, sculptor, and ceramist born in Barcelona, Spain. His work has been interpreted as surrealistic (exploring dreams and the subconscious mind). He expressed distain for conventional means of expression and sought a recreation of the childlike in his work.
<b>Pastels</b>	Pastel sticks or crayons consist of powdered pigment combined with a binder. Two types of pastels are dry and oil. Chalk, among other compounds, may be used as a binder in dry pastels. They come in varying degrees of hardness and muted colors. Oil pastels have a soft, buttery consistency and intense colors. They are slightly more difficult to blend than soft pastels, but do not require a fixative to preserve the surface of the artwork.
<b>Raphael</b>	Raphael Sanzio or Raffaello (1483-1520) was an Italian master painter and architect of the Renaissance (see Renaissance). Noted for the perfection, grace, and beauty of his paintings, his works were influenced by both Michelangelo and Leonardo DaVinci, who were his contemporaries. An example of a painting influenced by DaVinci is the <i>Small Cowper* Madonna</i> , painted circa 1505 (oil on panel, 23 3/8” x 17 3/8,” National Gallery of Art).
<b>Renaissance</b>	The Renaissance (from French renaissance, “rebirth”) was one of the most important periods in Western art history and spanned the 14th to the 17th centuries. The paintings and sculptures of this period, particularly those of the Italian Renaissance, are among the most famous works ever created: DaVinci’s <i>Mona Lisa</i> and Michelangelo’s <i>David</i> , for example. Art of this period used perspective, balance, proportion, and realistic depictions of the human body along with bright, airy colors.
<b>Schiele, Egon</b>	Egon Schiele (1890–1918) (pronounced approximately “egg-ON SHEE-lah”) was born in Austria and is considered a major figurative painter of the early 20th century. Schiele's pieces—often nudes and self-portraits—are noted for their intensity. He is a notable exponent of Expressionism (works that distort reality to produce an intense emotional effect). Due to the highly charged nature of his art, his turbulent life, and his premature death, Schiele has come to epitomize the popular image of the tortured artist. His work (and all Expressionist art) was branded as “decadent” by Nazi Germany.

\* Pronounced “Cooper”—an art collector who once owned the painting along with the *Large Cowper Madonna* also at the National Gallery of Art.

## NAEP Terms

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## APPENDIX B. GLOSSARY OF NAEP TERMS

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### Glossary for Assessment Administrators

**AA (Assessment Administrator)**

Westat field staff member hired and trained to administer the assessment and to assist the supervisor with other NAEP activities in the school.

**Accommodation Code**

Code entered on the Administration Schedule for each selected student. This code is used to indicate whether a student will be assessed with or without accommodations, in a regular session, or in a separate accommodation session.

**Accommodations**

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or English language learners (ELL), as specified in the student's Individualized Education Program (IEP).

**Administration Code**

Participation status code entered on the Administration Schedule for each selected student. This code is used to identify if and how students participated in NAEP.

**Administration Schedule**

The central document used to list the students in a given school selected to participate in NAEP. It links the student demographic and performance data to produce aggregate reports.

**Arts**

An assessment in music and visual arts that will mark the fourth time these two subjects have been assessed nationally for NAEP.

**Assessment Booklets**

Developed to assess the selected students in grade 8 in the two subject areas specified for the 2008 Arts Assessment—Music and Visual Arts. Assessment booklets consist of four parts: two cognitive blocks and two background question blocks.

**Assessment Information Form (AIF)**

Form used and completed by the supervisor to communicate specific information to an AA about an assignment.

**Assessment Session**

The period of time during which test booklets are administered to a group of students.

**Bundle Slip**

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

**ELL (English language learner)**

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term “limited English proficiency” or “LEP.”

**ELL Questionnaire**

NAEP questionnaire completed for each selected student identified as ELL by the school staff member most knowledgeable about the student.

**ETS (Educational Testing Service)**

Contractor responsible for the design, analysis, and reporting of NAEP data.

**Field Manager**

Westat field staff member hired to coordinate all NAEP field activities with the state departments of education and the Westat home office staff.

**Field Test (FT)**

The second stage of pretesting NAEP assessments after pilot testing. Field tests are administered to a nationally representative sample of students 1 year before the operational assessment. Field test subjects for 2008 are reading, mathematics, and science.

**Framework**

Under the Governing Board’s direction, the objectives for each assessment are described in a framework document that delineates the important content and process area to be measured for a given subject areas as well as the types of questions to be included on the assessment. The framework development process is congressionally mandated and involves widespread participation and review by policymakers, educators, and members of the general public.

**Fulcrum IT**

Contractor responsible for the NAEP web operations and web maintenance.

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**HumRRO (Human Resources Research Organization)**

Contacting responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

**IEP (Individualized Education Program)**

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

**Long-Term Trend (LTT)**

An assessment designed to give information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and 1973 for mathematics.

**MySchool**

The website that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

**NAEP (National Assessment of Educational Progress)**

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called "the Nation's Report Card."

**NAEP Code of Ethics**

The Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

**NAEP in Your School**

Officially titled "NAEP in Your Schools," this document provides an overview of NAEP. It is included in the recruitment materials sent to sampled schools.

**NAEP School ID Number**

Unique ID number for each participating school used on all NAEP materials.

**NAEP State Coordinator**

Staff member at the state department of education who works with the Westat field manager to coordinate all NAEP activities in the state.

**NAEP Storage Envelope**

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

**NAGB (National Assessment Governing Board)**

Also known as "the Governing Board," this independent organization is appointed by the U.S. Secretary of Education and develops the content "frameworks" or test blueprints. The Governing Board sets policy for NAEP and selects the subject areas to be assessed and develops guidelines for reporting.

**NCES (National Center for Education Statistics)**

NAEP is directed by NCES of the U.S. Department of Education.

**NSLP (National School Lunch Program)**

A federally assisted meal program that provides low-cost or free lunches to eligible students.

**Pearson (Pearson Educational Measurement)**

Contractor responsible for NAEP materials distribution and processing. It is also responsible for scoring the student responses to the test questions. Formerly known as NCS Pearson.

**Preassessment Packet**

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

**Quality Control Booklet (QCB)**

Document used by the NAEP supervisor to track the work with the school throughout the entire process of planning and supervising assessment activities. The QCB is organized into three parts. Part 1, Preassessment Activities; Part 2, Assessment Day Activities; and Part 3, Post-Assessment Activities.

**Sample**

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but it selects a representative sample from the population to participate in the assessment.

**Sample Parent Notification Letter**

A No Child Left Behind requirement, the letter explains the assessment and its importance to parents of students selected for the assessment. It may be modified to satisfy any parental notification requirements of the district and/or school.

**Sample Questions Booklet**

Contains NAEP 2008 background questionnaires accompanied by explanations, rationales, and sample assessment items.

**School Coordinator**

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

**School Folder**

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

**School Questionnaire**

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

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### **Science Interactive Computer Tasks (SICT)**

A pre-pilot of test items and procedures that will be piloted during the 2008 Field Test.

### **SD (Student with a Disability)**

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

### **SD and/or ELL Roster of Questionnaires**

Form used to keep track of the SD and ELL Questionnaires distributed to school staff members.

### **SD Questionnaire**

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

### **Session Debriefing Form**

Form used by AAs to document certain details about an assessment session.

### **Session Number**

The Session Number consists of two letters and four numbers. The two letters indicate that it is a Long-Term Trend assessment. The first two numbers indicate the age of the students being assessed and the last two numbers uniquely identify the session from the other sessions that may be conducted at the school.

### **Session Scripts**

Script and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

### **Statistical Validity**

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the nation.

### **Supervisor**

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to oversee all NAEP activities in the schools.

### **Title I**

A federally funded assistance program for economically and educationally disadvantaged students.

### **Westat**

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

# C

## APPENDIX C. QUALITY CONTROL BOOKLET (QCB)

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# D

## APPENDIX D. SSSR ERROR MESSAGES

Check #	Variable	Error Message Text
1	Age	___% of your students have birth years outside the expected range.
2	Sex	<p>___% of the students are female and ___% are male. / 100% of the students are female/male.</p> <p><input type="checkbox"/> Data on file for this school shows ___% female and ___% male.</p> <p><input type="checkbox"/> Data for this school filed in a previous year shows ___% female and ___% male.</p> <p><input type="checkbox"/> The first names of the students classified as (male/female) are name commonly given to (males/females).</p>
3	Students with Disabilities (SD)	<p>___% of the students are shown as Students with Disabilities. / 100% of the students are shown as Students with Disabilities.</p> <p><input type="checkbox"/> Data for this school filed in a previous year shows ___% Students with Disabilities.</p>
4	English language learners (ELL)	<p>___% of the students are shown as English language learners. / 100% of the students are shown as English language learners.</p> <p><input type="checkbox"/> Data for this school filed in a previous year shows ___% English language learners.</p>
5	National School Lunch Program (NSLP)	<p><input type="checkbox"/> Data for this school filed in a previous year shows ___% eligible for free or reduced price lunch.</p> <p><input type="checkbox"/> The number of students receiving reduced-price lunch is greater than the number of students receiving free lunch.</p>
6	Race	<p><input type="checkbox"/> The race/ethnicity data composition of the students in grade 8 differs substantially from the data on file for this school/data for this school filed in a previous year.</p> <p><input type="checkbox"/> All of your students are identified as a single race. This differs from the data on file for this school/data for this school filed in a previous year.</p>
7	Race/Name	As a quality control check, please review the race/ethnicity for all students.
8	Enrollment	The number of students on the file you submitted differs substantially from the data on file for this school.

# E

## APPENDIX E. STUDENT DATA SYSTEM (SDS) USER'S GUIDE

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5/13/2008

**2008 NATIONAL ASSESSMENT  
OF  
EDUCATIONAL PROGRESS**

Field Test and Arts Assessments

Student Data System (SDS)  
User Guide

November 2007

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## INTRODUCTION

The main function of the Student Data System (SDS) is to select the student sample for schools that do not submit their lists to NAEP electronically via E-Filing. In addition, the SDS is used to produce:

- Lists of sampled students for schools, including the Student Information Report;
- E-File Student Rosters used in the process of selecting samples of new enrollees;
- Labels and reports for SD and ELL questionnaire preparation; and
- The Inclusion Worksheets.

While the screen shots used throughout this document show screens from the SDS for the Field Test, they also apply to the Arts assessment. Where functions of the SDS have not changed for a few years, the screens may reflect previous versions of the SDS.

To launch the application, double click on the SDS icon on your laptop.



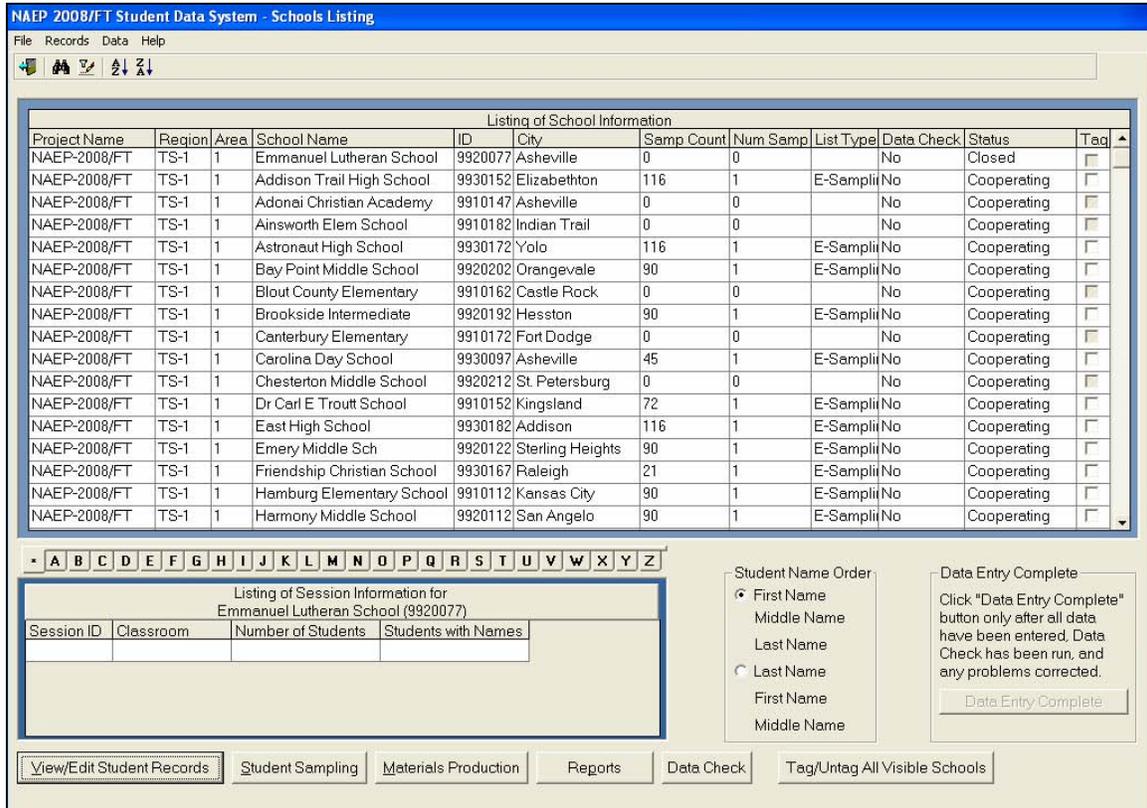
To ensure that the data cannot be accessed by someone other than those who should have access to the data, your NAEP user name and password are required to open the SDS.



The **Change Password** button should only be used if you are directed to do so by the NAEP help desk. This would only happen in the unlikely chance that you experience a problem accessing the system and called the help desk for assistance.

## 2. OVERVIEW OF THE SDS

Give the system a few seconds and you will see the main view.



### SDS MAIN VIEW

#### 2.1 Menu Items and Icons

As you click on the menu item a drop down list will be presented. Many of the functions that are available with the drop down options are also available with the icons below the menu bar. The menu options are shown below.

File	Records	Data	Help
Export > Export to Excel format Export to SDS format <u>Import from SDS and Excel Formats</u> Change Database > Main Database Test Database Exit Student Data System	Find <u>Filter</u> Sort records by column > Sort Ascending Sort Descending	Transmit and Close Sort	About NAEP 2008 SDS

### 2.1.1 File

The “export” and “import” options are available if someone is helping you with data entry. This option is further explained in section 10.

When you open the SDS, the default will be to display your “production” data or real schools. The test data (or training data) are made-up schools that are available for training and practicing with the SDS. These schools are accessed clicking on Change Database and selecting Test Database.

When you have completed your work in the SDS, click on File, Exit Student Data System to close the SDS. A confirmation box will be displayed in case you have selected this option by mistake.

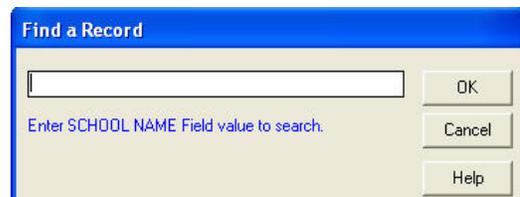
Also, you can click on the “open door” icon (first on the left) to close the application. 

Windows applications usually have a button in the upper right with a red X in them allowing you to close the application. This has been eliminated from the SDS to ensure that data you have entered, updated, and/or corrected in the SDS are properly saved when you exit the system.

### 2.1.2 Records

The options in the Records dropdown list give you several ways to locate a school, as do the icons under the menu bar.

**Find.** Clicking on this menu option or on the binoculars icon will open the Find a Record dialog box. The default is to search for school name. To find a school by its ID, click on any school’s ID in the list of schools to put the focus of the system on that field. Then, click on Find or the binoculars icon (second from left).



**Filter.** Clicking on this menu option or the third icon will open the Filter dialog box. In this example, the focus of the system was on the NAEP ID field, so it will filter IDs. For example, if you enter 983 and click on the *OK* button, the list of schools will be “filtered” to display only those beginning with 983.

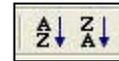


When you change the order of the schools in the main view using the Filter option, a Refresh Records button will appear at the top right of the main view. To restore the list to display all schools alphabetically by school name, click on this *Refresh Records* button.



Suggestions for using the filter include selecting all of the schools from one city or all cooperating schools. If the filter option is used for the School Name field, the information entered in the filter field must match the first word of school names.

**Sort Records by Column – Ascending or Descending.** When you click on this menu item or on one of the two sort icons, the list of schools will be sorted in ascending or descending order. The default is to sort on school name. To sort by another field, click on an entry in that column before selecting this option. Click on the *Refresh Records* button to show all schools in their original order, alphabetically by school name.



### 2.1.3 Data

This new menu option presents two new features: initiating the transmission process from within the SDS and multiple-level sorting the list of schools.

#### 2.1.3.1 Transmit and Close

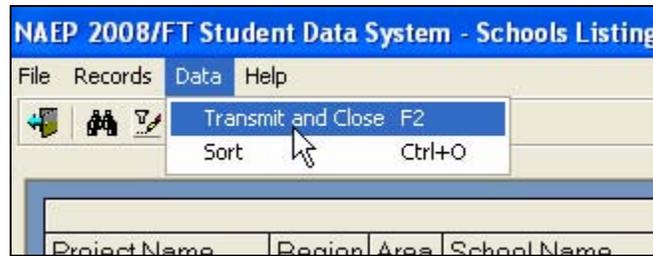
After you have completed work in the SDS for the day, it is now possible to initiate the transmission of data from within the SDS. The transmission procedure has been added to facilitate your transmissions and to encourage you to transmit as often as possible. Section 9 describes the transmission procedure that can be initiated with the SDS closed.

With the SDS open, follow the steps below<sup>1</sup> to transmit your data being sure that your computer is connected to the telephone.

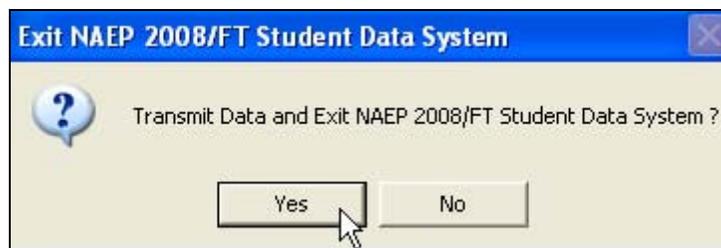
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<sup>1</sup> The screen shots in this section were made using the SDS for LTT. However, the screens will look exactly the same for the FT and Arts SDS for NAEP 2008.

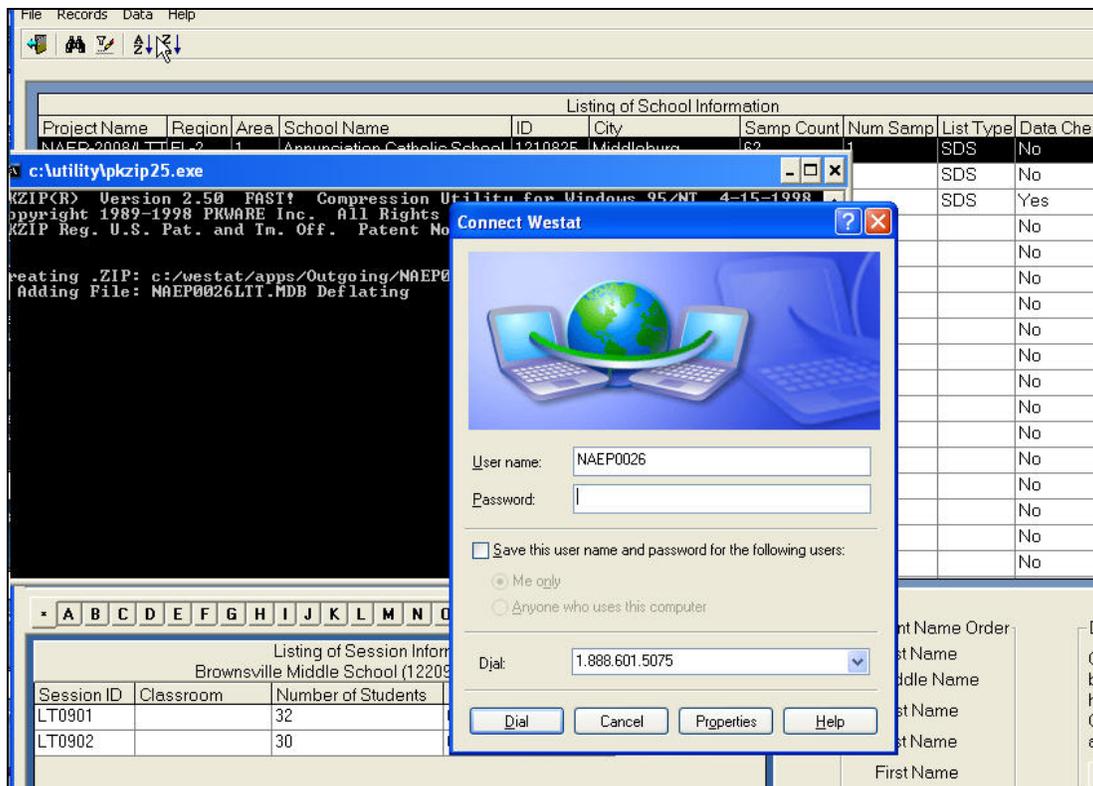
**Step 1.** At the top of the main SDS screen, select Data, Transmit or press the F2 key.



A transmit confirmation popup will appear. Click OK.

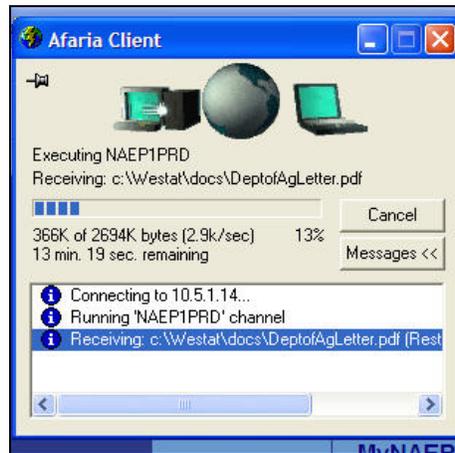


Another popup window will appear as the system gets the data ready to transmit and the dialup connection window opens.



**Step 2.** Enter your password and click the Connect button. Notice that the system opens the Westat dialup connection with no prefix. If you need to use a prefix, such as the 9 if you are in a hotel, you can enter it temporarily for this call. Click in the box displaying the phone number and type the 9 before the 1.

The system takes over, closes the SDS, and launches your browser when you are connected to Westat. The small Afaria Client window opens in the upper left and the transmission begins.



When the transmission is complete (sending files down to your computer as well as sending SDS data files to Westat), the Close button appears in the Afaria window.

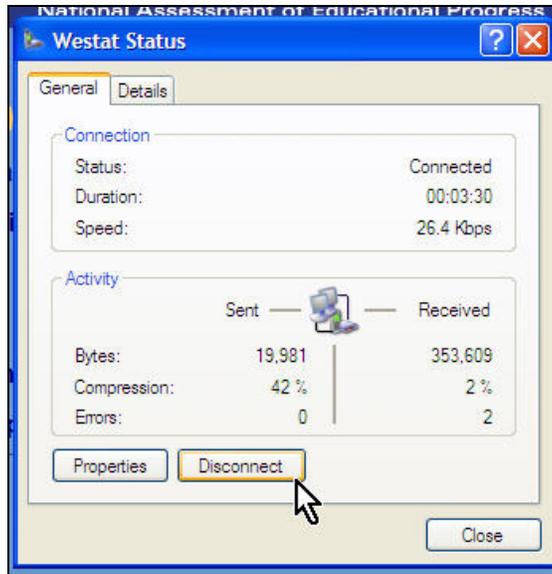
**Step 3.** Click the Afaria close button.

**Step 4.** Locate the internet connection icon on the task bar next to the time. It looks like two computer screens.



Internet connection icon.

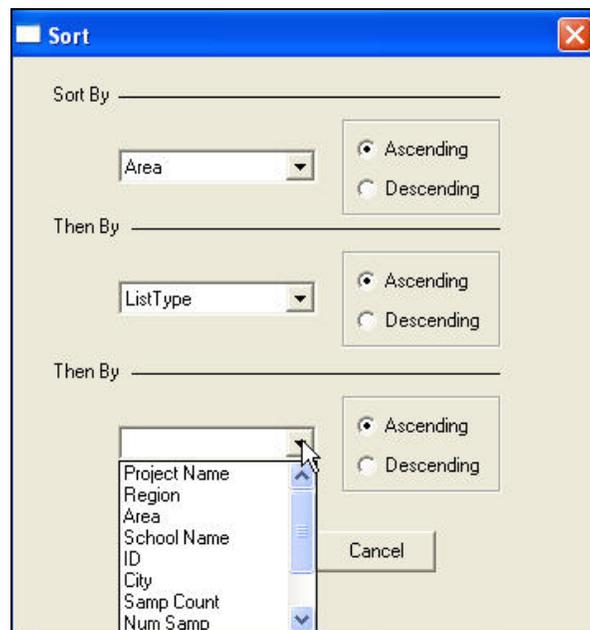
Double click on it to open the connection status window.



**Step 5.** Click the Disconnect button to close your telephone connection to the internet.

### 2.1.3.2 Sort

The sort function allows multi-level sorts of the list of schools similar to sorting within Excel files. When you click on Data, Sort (or Ctrl + O), the following pop up window opens.



Data Sort Options

Up to three levels of sorting are available. Click on the down arrow to reveal the list of fields which reflects the columns in the list of schools in the main view. In the example above, Area was selected as the main sort followed by List Type. Ascending or descending order can be selected.

After making your selection, click the OK button (hidden in this screen shot by the list of fields). The screen below shows the results of sorting by Area and List Type.

NAEP 2008/FT Student Data System - Schools Listing

File Records Data Help

Refresh Records

Listing of School Information											
Project Name	Region	Area	School Name	ID	City	Samp Count	Num Samp	List Type	Data Check	Status	Tag
NAEP-2008/FT	TS-1	1	Adonai Christian Academy	9910147	Asheville	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Ainsworth Elem School	9910182	Indian Trail	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Blount County Elementary	9910162	Castle Rock	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Canterbury Elementary	9910172	Fort Dodge	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Chesterton Middle School	9920212	St. Petersburg	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Emmanuel Lutheran School	9920077	Asheville	0	0		No	Closed	
NAEP-2008/FT	TS-1	1	Grace Christian School	9920177	Raleigh	0	0		No	School Refusal	
NAEP-2008/FT	TS-1	1	Hope Christian School	9925177	Durham	0	0		No	Pending	
NAEP-2008/FT	TS-1	1	Melba High School	9930192	Meriden	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Monroe County Middle School	9920222	San Antonio	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	New Hope Christian School	9910087	Candler	0	0		No	Pending	
NAEP-2008/FT	TS-1	1	Oregon Trail Jr High	9920142	Gainesville	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Richardson Middle School	9920132	Wilmington	0	0		No	Cooperating	
NAEP-2008/FT	TS-1	1	Walter S Grove Christian Academy	9930107	Lexington	0	0		No	Has sampled gr	
NAEP-2008/FT	TS-1	1	Addison Trail High School	9930152	Elizabethton	116	1	E-Sampling	No	Cooperating	
NAEP-2008/FT	TS-1	1	Astronaut High School	9930172	Yolo	116	1	E-Sampling	No	Cooperating	
NAEP-2008/FT	TS-1	1	Bay Point Middle School	9920202	Orangevale	90	1	E-Sampling	No	Cooperating	

Listing of Session Information for Adonai Christian Academy (9910147)

Session ID	Classroom	Number of Students	Students with Names

Student Name Order:  
 First Name  
 Middle Name  
 Last Name  
 Last Name  
 First Name  
 Middle Name

Data Entry Complete  
 Click "Data Entry Complete" button only after all data have been entered, Data Check has been run, and any problems corrected.  
 Data Entry Complete

View/Edit Student Records Student Sampling Materials Production Reports Data Check Tag/Untag All Visible Schools

### List Sorted by Area and ListType

If the list had been sorted in descending order, the SDS-sampled schools would appear at the top of this list.

To return the list to its original order, click the Refresh Records button that appears above the list whenever the list is sorted.

## 2.1.4 Help

The version number and system information are available under About NAEP 2008 SDS. If it is necessary to update the SDS on your laptop, you will be sent an e-mail message telling you to transmit. The message will also tell you the version number of the SDS that you should have after you have transmitted. To ensure that you have received the new version of the SDS, you will check here.

## 2.2 School Information

Your schools are listed in the top matrix of the main screen of the SDS. The order is alphabetical by school name within area. The school status codes will be updated when you transmit if they have been changed in the SCS. This will help you to keep track of the schools for which sampling will not be required (refusals, out of scope, etc.) as well as those for which you will need to sample.

The column headed *Samp Count* displays the number of times the student sample has been selected for a school in the SDS. This is important information for the statisticians and all previous sampling information is saved for future reference, though only the most recent sample results will be displayed for you to see.

The number sampled column *Num Samp* displays the number of sampled students. This will help you to keep track of those schools for which the sampling has been done and its results.

*List Type* refers to how the student sample was selected. Those schools submitting their lists through E-Filing will be noted as E-Filing. You must not sample these schools. The schools that are sampled in the field with the SDS will say SDS.

The *Data Check* column will show whether you have run the checks on the data you have entered in the SDS. See section 8 for more information on running this report.

The *Status* column will note the disposition status of each school when the data are loaded on your laptop. As the field period proceeds, these status codes should continue to reflect the status codes noted in the SCS if you transmit regularly.

Schools can be tagged or selected by clicking in the *Tag* column which will put a check mark in the box. No Tag check boxes will be displayed when you scroll down the list until you have clicked on one of the schools in the view. That will place the focus of the system on that view of 17 schools. This function is explained in section 3.

The bottom of the screen shows session information for the school you have selected in the list of schools. The default is to display the session information for the first school in the list.

Scroll down the list of schools by using the scroll bar on the right.

Select an alpha tab to see only the schools beginning with that letter. Return to the full list by clicking on the first tab with the asterisk.

### 2.3 Session Information Matrix

Sessions are assigned to schools when the student sample is drawn. Thus, if the student sample has not been selected, the session information matrix will not show any session information.

Listing of Session Information for Blout County Elementary (9910162)			
Session ID	Classroom	Number of Students	Students with Names

Session matrix before sample is drawn

After the sample is selected, the matrix will show the allocation of sessions as shown in the example below.

Listing of Session Information for Astronaut High School (9930172) Session FT1201			
Session ID	Classroom	Number of Students	Students with Names
FT1201		32	32
FT1202		32	32
FT1203		32	32
FT1204		1	1

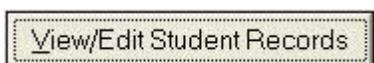
Session matrix after sample is drawn

After the sample has been drawn, the information in this matrix shows:

- The sessions assigned to the school (one session per line with its assigned session ID),
- Classroom information (if recorded during the sampling),
- The number of students sampled for each session, and
- The number of students for which you have entered names.

## 2.4 Main View Buttons

You will use the buttons at the bottom of the main view for the various options available in the SDS. Their functions are briefly described below. Before clicking on any of these buttons, be sure that the school on which you want to work is highlighted by clicking on the school name or ID first.



Click on the *View/Edit Student Records* button to see or to edit the student demographic data for a session in a selected school. Since this is session-level information, be sure that you have indicated which session in the school you want to view or edit by clicking on the session ID before clicking on the *View/Edit Student Records* button. After you sample the students, you (or an assistant) will click on this button to access the screen where you will enter the sampled students' demographic information in the SDS. (See Section 5.)



Click on the *Student Sampling* button to begin the process of selecting the primary sample and printing out the sampled line numbers.

You will also use this button if you want to print out a second copy of the sampled line numbers for a school. (See Section 4 for more details on sampling.)

When necessary, you can resample the school (deleting the original sample and all student data) through this option.

Materials Production

Click on the *Materials Production* button access a menu of reports and labels that can be printed with student data. See Section 6 for more on this part of the system and the new functionality available that allows you to print forms for several schools at the same time.

Reports

When you select this menu option, the system launches the Reports set up screen. Using this option you can create a specialized Student Data Report allowing you to specify which fields to include and how you want the list sorted.

The reports option also includes a Sampling Progress Report. This report lists the schools and, for each, indicates the sampling method, the number of eligible students (“Number on SLF”), the number sampled, and the next sampling step for the school.

The reports are discussed in more detail in section 7.

Data Check

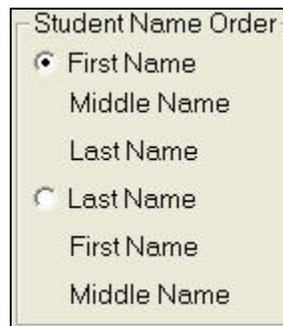
After the student names and demographic data have been entered, the data must be double checked against the original list from the school. When the data are confirmed, you will run the Data Check Report which will produce a report on the data as another check on the data entry. See section 8 for further information on this report.

Tag/Untag All Visible Schools

Schools may be tagged or selected individually or by clicking on this button. Clicking the Tag/Untag button results in check marks being displayed in the Tag boxes of all sampled schools in the current view of 17 schools. See section 3 for more information on using the Tag function.

## 2.5 Student Name Order

Some of your schools will provide lists of student with the first name first (Judy Smith, for example) and some of your schools will have the student names with the last names first (Smith, Judy, for example). To facilitate data entry, at the bottom of the main screen you can select the order that matches the list you are working from.



The default is for the name fields to be displayed for data entry and viewing first, middle, and last. However, the can be changed at any time to last, first, and middle by clicking in the circle before “last name.”

## 2.6 Data Entry Complete

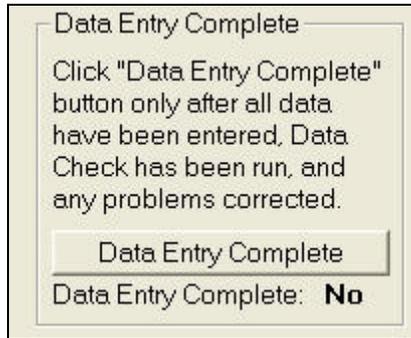
After all student data have been entered and double checked (including running the Data Check Report), you will click on the “Data Entry Complete” button in the lower right of the main view.

Before running the Data Check Report, this button will be grayed out, not available.



### “Data Entry Complete” Before Running Data Check

After you run the Data Check Report and made any necessary corrections, the button will be available.



### “Data Entry Complete” After Running Data Check

When you click the “Data Entry Complete” button and confirm your choice, the “No” will be changed to “Yes” and when you transmit, the complete data analysis can be run on the student demographic data.

If you make any changes to the student data after clicking on the “Data Entry Complete” button, it will be reset to inactive and you will need to run the Data Check again. Then, click the “Data Entry Complete” after making sure that any issues noted on the Data Check Report have been addressed.

If you do not click on this button, the reports generated in the home office will show that you have not completed your sampling work in this school and you will be contacted to explain why you have not completed your work.