

3

UNDERSTANDING NAEP MATERIALS

The forms and materials described in this chapter are presented in order of when the item is used: during either the preassessment or assessment period. For easy reference, we have included a chart below showing each item in alphabetical order with item letter and page numbers. The information provided here about each item is introductory—most of the materials are discussed in greater detail later in the manual.

List of NAEP Materials in Alphabetical Order

Item	Chapter Item Letter	Page #
Accommodation Teacher Letter	2D	3.54
Administration Schedule	1K	3.19
Assessment Booklets	2A	3.47
Assessment Information Form	1U	3.44
Bulk Security Checklist	1W	3.46
Bundle Slip	1V	3.45
Certificates of Appreciation (School and Student)	1Q	3.35
E-File Roster	1N	3.32
Field Sampling Line Numbers	1O	3.33
Inclusion Worksheet	1L	3.29
<i>Instructions for the School Coordinator Brochure</i>	1B	3.4
Logistics Questionnaire	1G	3.12
NAEP 2007-2008 Publications		
• <i>Sample Questions Booklet</i>	1T	3.41
• <i>Teacher's Guide to NAEP</i>	1T	3.42
• <i>Measure Up flyer</i>	1T	3.43

Item	Chapter Item Letter	Page #
NAEP Storage Envelope and “Destroy By” Postcard	1H	3.13
New Enrollee Listing Form and Instructions for Sampling New Enrollees	1M	3.30
Parent/Guardian Notification Letter	1F	3.11
Private School Recruitment Documents	1R	3.37
Quality Control Booklet (QCB)	1J	3.17
Questionnaires and Roster of Questionnaires	1D	3.6
School Folder (and School Folder Transmittal Form)	1I	3.15
Session Debriefing Form	2E	3.55
Session Scripts and Question-by-Question Specifications	2B	3.48
State Information Form	1A	3.2
Student Information Report	1C	3.5
Student Sampling Summary Report	1P	3.34
Teacher Notification Letter	1S	3.40
Teacher Observer Letter	2C	3.53
U.S. Department of Agriculture Letter and Confidentiality Agreement	1E	3.9

1. Preassessment Forms and Materials

The materials described in this section are used primarily during the preassessment period. Some of the materials are for general use, while others are included in the Preassessment Packet that you prepare for schools or are included in the School Folder, which you use to keep all materials related to the school.

A. State Information Form

Your field manager has developed a State Information Form for the state in which you work. An example is shown on the following page. The purpose of the form is to notify you about specific state issues or requirements that you need to know to properly conduct assessments, collect questionnaires, and otherwise deal with schools. It will include agreements or requirements that the states expect NAEP to observe when in schools. It will also include information about whether the state- or NAEP-provided parent/guardian letter is used; the demographic variables used during E-Filing (for example, the “information unavailable at this time” [shown as blanks], which will require you to collect the missing data at the preassessment or assessment visit); or the “formerly ELL” code (only used in specific states); as well as information about specific accommodations that are or are not permitted by the states.

Your field manager will review this form with you during training and will also keep you up to date on any changes during the assessment period.

State Information Form

9. Has the state been approved by NCES to modify the 2008 NAEP Arts assessment window?

Yes	Check	Field Period
		Enter new field period:
No		Field Period is : 1/28/08 3/07/08

10. Use the rest of the form to describe any special state-specific requirements that field staff need to know to conduct assessments in schools.

4a. Did the NAEP State Coordinator send the Arts Frameworks to any of the schools? (If Yes, do not provide them to schools during the preassessment visit)

<input type="checkbox"/>	Yes, all schools
<input type="checkbox"/>	Yes, some schools. Which ones?
<input type="checkbox"/>	No

4c. Did the NAEP State Coordinator send the *Measure Up* newsletter to any of the schools? (If Yes, do not provide them to schools during the preassessment visit)

<input type="checkbox"/>	Yes, all schools
<input type="checkbox"/>	Yes, some schools. Which ones?
<input type="checkbox"/>	No

5. Are there any accommodations permitted by NAEP/Arts that the state does not allow on its state tests for grade 8 students (check all that apply)?

<input type="checkbox"/>	Bilingual booklets for subjects other than reading
<input type="checkbox"/>	Other (specify)

6. Which of the following accommodations not permitted by NAEP/Arts does the state allow on its state tests for grade 8 students (check all that apply)?

<input type="checkbox"/>	Translated to English
<input type="checkbox"/>	_____ days:

any of the following parts of NAEP-Arts (check all that apply)

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

be attending? Please check all that apply.

	One	Some	All
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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NAEP 2008 – Arts Assessment State Information Form

Date of Form	
State:	
NAEP State Coordinator (NSC)	
<input type="checkbox"/>	Check if this is a New Coordinator

This form contains state-specific details for NAEP 2008 Arts Assessment.

1. What type of parent letter was used to notify parents?

<input type="checkbox"/>	State version
<input type="checkbox"/>	NAEP version
<input type="checkbox"/>	Other (specify)

2. Does this state use Formerly E.L.I. for Title I AYP Reporting:

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No (If no, this code cannot be used on the Administration Schedules)

3. How will this state submit its student lists for sampling? (Check one for each age)

Grade	Hardcopy Lists	Single School E-file	Multiple School E-File
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a. (For multiple school e-files) Did the state/district use the "Information Unavailable at this time" code for any demographic variables? (If Yes, we'll need to collect this information either from the state or district offices or the individual schools)

<input type="checkbox"/>	Yes Which variables?
<input type="checkbox"/>	_____
<input type="checkbox"/>	Where will we collect these variables?
<input type="checkbox"/>	No

4a. Did the NAEP State Coordinator send the Arts Sample Questions (formerly Demonstration) booklet to any of the schools? (If Yes, do not provide them to schools during the preassessment visit)

<input type="checkbox"/>	Yes, all schools
<input type="checkbox"/>	Yes, some schools. Which ones?
<input type="checkbox"/>	No

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B. Instructions for the School Coordinator Brochure

This bi-fold, two-sided brochure is included in the Preassessment Packet and provides the school coordinator with the list of items included in the packet and instructions for what needs to be done with them prior to the preassessment visit.

The brochure also provides a space for the school coordinator to record the date and time of the preassessment visit once you have arranged for the visit during your Scheduling Telephone Call, which is described in chapter 7.



C. Student Information Report

The Student Information Report is a session-level document designed to replicate the Administration Schedule. The Student Information Report contains the sampled student names and all of the demographic information that the Administration Schedule contains. An example of the Student Information Report is shown below.

You will include a Student Information Report for each session in each school's Preassessment Packet. The Student Information Report will take the place of the school copy of the Administration Schedule, which has been sent to the schools in past cycles of NAEP. Instructions for reviewing this document with the school coordinator during the preassessment visit are presented in chapter 8.

Student Information Report

NAEP-2008/ARTS STUDENT INFORMATION REPORT										
						October 08, 2007				
West Junior High School 9920161						Session # M20801				
-D-	-B-	-C-	-E-	-F-	-G-	-H-	-I-	-K-		
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	RACE/ETHNICITY	NSLP	SD	ELL	
1	ANDERSON, RICHARD ALEXAN	101	7							
2	BOSTWICK, CAROL	101	10							
3	COBLE, ASHLEY CHRISTI	323	7							
4	DANIELS, THOMAS	232	12							
5	DWIGGINS, JONATHAN FRANK	252	1							
6	GAITHER, DEVIN	178	4							
7	GUZMAN, PEDRO	232	12							
8	HORN, JOSHUA LOGAN	101	3							
9	KIPKSY, DANIEL	101	6							
10	MARRS, BAILEY	232	11							
11	MORGAN, JUSTIN NOAH	232	9							
12	OVERTON, CANDACE RENEE	101	8							
13	OUALLS, CHRIS	178	6							
14	ROTE, NICOLE ELLIN	150	10							
15	SIFFORD, KELLI DIANNE	232	2							
16	STEVENSON, GLENDA	101	12							
17	VOGLER, ZACHARY WHITLO	150	1							

NAEP-2008/ARTS STUDENT INFORMATION REPORT										
						October 08, 2007				
West Junior High School 9920161						Session # V20801				
-D-	-B-	-C-	-E-	-F-	-G-	-H-	-I-	-K-		
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	RACE/ETHNICITY	NSLP	SD	ELL	
1	ABATE, MARK	101	4	1994	1	1	1	1	2	
2	BARKER, NICOLE MARIE	150	12	1995	2	2	1	1	2	
3	BURNS, KIMBERLY	101	11	1993	2	2	1	1	2	
4	COWDEN, AMANDA LYNN	150	6	1994	2	1	1	1	2	
5	DOSS, TIFFANY DAWN	252	11	1994	2	1	1	1	2	
6	FIELDS, JOSHUA GORDON	252	2	1994	1	1	1	1	2	
7	GRANT, BIANCA NICOLE	220	2	1994	2	2	1	1	2	
8	HENDRIX, JOSHUA RYAN	252	5	1994	1	1	1	1	2	
9	JONES, DOUGLAS	101	6	1994	1	2	1	1	2	
10	LOPEZ, YURINDA GARCIA	232	6	1994	2	3	1	1	1	
11	MCDANIELS, JOSEPH BRANDON	101	6	1994	1	1	1	1	2	
12	NORMAN, CASEY M	150	11	1994	2	1	1	1	2	
13	PEEBLES, ELISHA YVONNE	150	10	1994	2	2	1	1	2	
14	RICE, MICHAEL B	101	4	1994	1	1	1	1	2	
15	SEAMON, JANNA	150	8	1994	2	1	1	1	2	
16	SMITH, KIMBERLY SLOAN	101	6	1994	2	1	1	1	2	
17	TUCKER, EVONY DIANNE	150	7	1994	2	2	1	1	2	
18	WHITAKER, CANDIE	150	9	1994	2	1	1	1	2	

STUDENT DEMOGRAPHIC CODES			
Sex: 1=Male; 2=Female	SD: 1=Yes, IEP; 2=Yes, 504; 3=Yes, IEP/504 plan in process; 4=No, not SD; 9= Information unavailable		
Race/Ethnicity 1=White, not Hispanic 2=Black, not Hispanic 3=Hispanic 4=Asian/Pacific Islander	5=American Indian/Alaska Native 6=Other 7=School does not collect this information 9=Information unavailable	National 1=Student 2=Free 3=Redu	

STUDENT DEMOGRAPHIC CODES			
Sex: 1=Male; 2=Female	SD: 1=Yes, IEP; 2=Yes, 504; 3=Yes, IEP/504 plan in process; 4=No, not SD; 9= Information unavailable	ELL: 1=Yes; 2=No; 3=Formerly ELL; 9=Information unavailable	
Race/Ethnicity 1=White, not Hispanic 2=Black, not Hispanic 3=Hispanic 4=Asian/Pacific Islander	5=American Indian/Alaska Native 6=Other 7=School does not collect this information 9=Information unavailable	National School Lunch Program (NSLP) 1=Student not eligible 2=Free lunch 3=Reduced price lunch	4=School not participating 9=Information unavailable

D. Questionnaires and Roster of Questionnaires

For the Arts, there are three types of questionnaires for school staff members:

- School Questionnaire for the principal to complete;
- SD Questionnaires about students with disabilities (SD); and
- ELL Questionnaires about students identified as English language learners (ELL).

These questionnaires will be used to collect additional information for NAEP. **SD and ELL Questionnaires must be completed in the hard copy version.** The instructions to the school coordinator for distributing and collecting the SD and ELL Questionnaires are printed on the right-hand side of the Rosters of Questionnaires.

1. School Questionnaire

You will prepare a School Questionnaire and include it with a photocopy of the preprinted Roster of Questionnaires in the Preassessment Packet you send to the school. The principal will be asked to complete the questionnaire online or in the hard copy.

The School Questionnaire collects information about school characteristics, policies, and programs.

2. SD and ELL Questionnaires

You will prepare the SD and ELL Questionnaires and include them with a photocopy of the preprinted Roster of Questionnaires in the Preassessment Packet for the school.

The SD and ELL Questionnaires have been designed to help school staff make decisions regarding student participation in NAEP. A questionnaire must be completed for each student identified as SD and/or ELL on the Administration Schedule, regardless of whether or not that student will be assessed. The school staff member most knowledgeable about how each SD and/or ELL student is tested in the state assessment should complete this questionnaire.

You will use the completed questionnaires to fill out the Inclusion Worksheet during the preassessment visit. During the visit, you will review the Inclusion Worksheet with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or cannot be assessed at all.

More information on working with the SD and ELL Questionnaires and Inclusion Worksheet during the preassessment visit is provided in chapter 7 and in the QCB.

