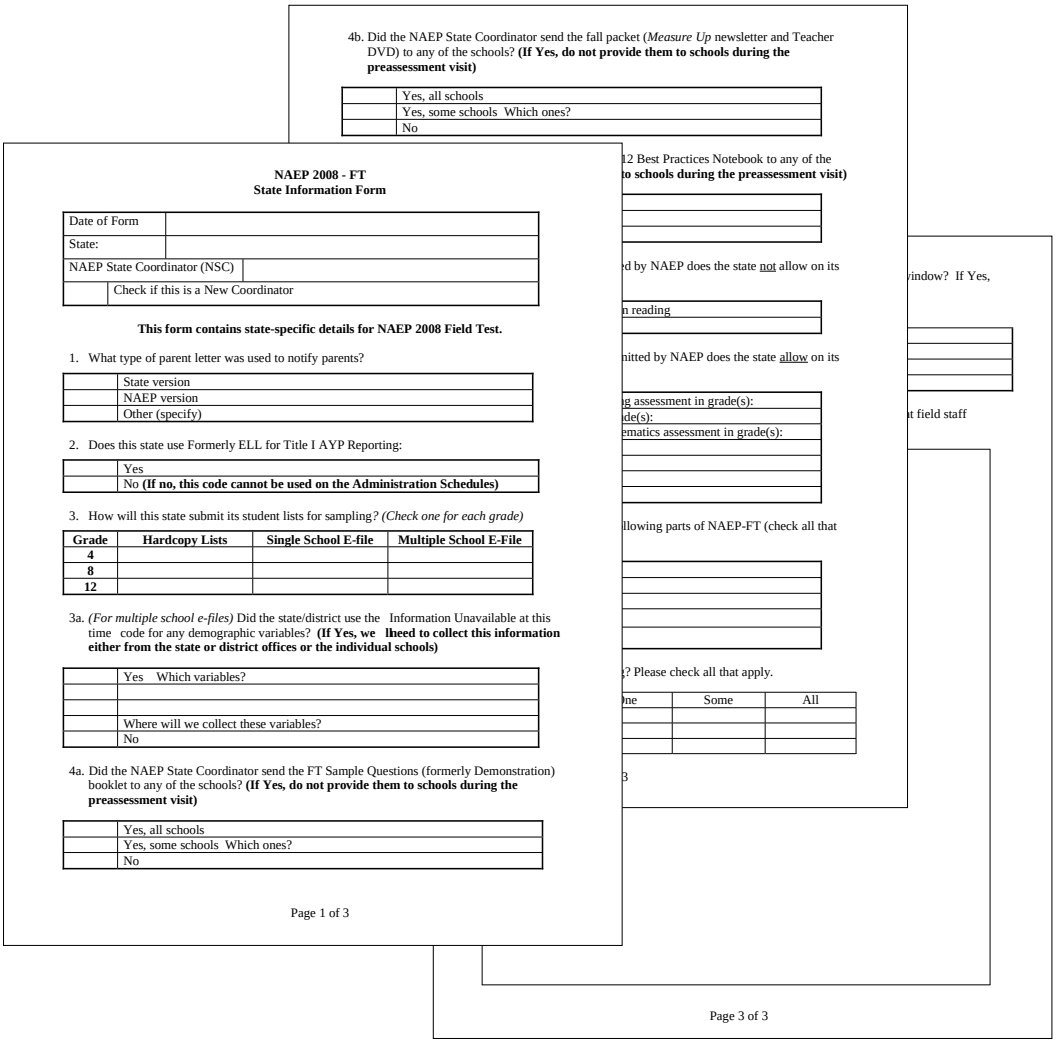
4. Other Preassessment Materials

A. State Information Form

Your field manager has developed a State Information Form for the state in which you work. An example is shown below. The purpose of the form is to notify you about state-specific 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 Notification 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 Supervisor Training and will also keep you up to date on any changes during the assessment period.



NAEP 2008 - FT
State Information Form

Date of Form	
State:	
NAEP State Coordinator (NSC)	
	Check if this is a New Coordinator

This form contains state-specific details for NAEP 2008 Field Test.

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

	State version
	NAEP version
	Other (specify)

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

	Yes
	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 grade)*

Grade	Hardcopy Lists	Single School E-file	Multiple School E-File
4			
8			
12			

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 lneed to collect this information either from the state or district offices or the individual schools)**

	Yes Which variables?
	Where will we collect these variables?
	No

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

	Yes, all schools
	Yes, some schools Which ones?
	No

Page 1 of 3

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

	Yes, all schools
	Yes, some schools Which ones?
	No

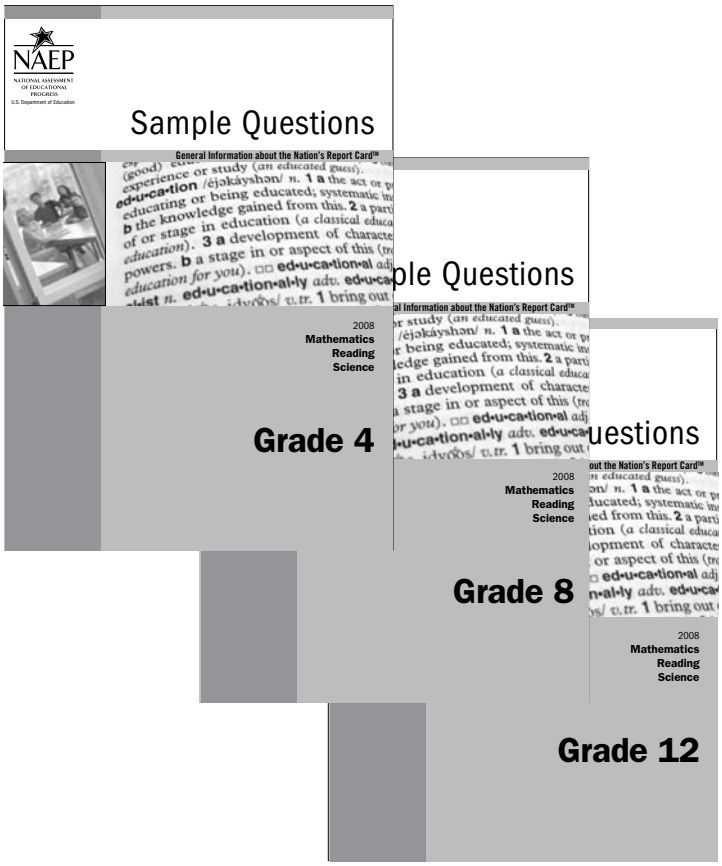
Page 3 of 3

B. NAEP Publications

There are a number of NAEP publications that you will use or provide to the schools as needed during your NAEP assignment. These publications come in many formats, from one-page color brochures to small booklets. Below is a list and short descriptions of the most common NAEP publications you will use. You will be provided with a small quantity of these documents in your bulk supplies.

Frameworks
These small booklets describe the test design and content of the assessments. There is one framework for each NAEP subject. NAEP State Coordinators may choose to send the Frameworks to public schools in the late fall. You will be responsible for giving these to private schools or public schools in states that did not distribute them.

Sample Questions Booklets
NAEP Sample Questions Booklets contain actual student background questions as well as examples of the types of cognitive questions in the assessment booklets. Since the cognitive questions in the assessment booklets need to remain secure and are not released to the public, Sample Questions Booklets have been developed for school staff, parents, and other persons interested in the types of questions asked on the NAEP assessment. There is one Sample Questions Booklet for each grade. For schools selected for the SICT or Science HOTs, there will be an information sheet.



Teacher's Guide to NAEP

This color brochure provides teachers with facts about NAEP, including why their participation is important and information on how to encourage their students to participate and do their best on NAEP. You will include one of these brochures with each Teacher Questionnaire you distribute at the school.

A Resource Highlighting the 2008 National Assessment of Educational Progress

Introduction

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card™, is the only ongoing, nationally representative measure of student achievement. Since 1969, NAEP has measured the academic progress of students nationwide in a number of key subjects and has reported the results to the American public.

NAEP plays an important role in American education. The U.S. Department of Education administers NAEP based on the authorization from Congress. Congress uses NAEP data in the development of educational policy. State leaders and state educators use NAEP for information on student achievement in their states and other states. Valid comparisons can be made using NAEP since all students take the same assessment and are measured in the same manner, as opposed to state assessments which differ widely from state to state.

As a teacher…

You play a vital role. You can make an important contribution to this effort by encouraging your students to participate and to do their best. Each student represents a much larger group of students nationwide. Participation by every student selected is essential to ensure that national performance is accurately reflected.

You help improve our understanding of what influences student learning. You may be asked to complete a short survey focusing on your teaching experience and instructional environment. Surveys can be completed online or by hand. NAEP will use the information to report on current instructional activities in America's classrooms.

You can use NAEP as a resource in the classroom. After each assessment, some test questions, their answers, and how students performed on each are released to the public. Previously released questions, scoring guides, and samples of student responses are available on the NAEP website (http://nces.ed.gov/nationsreportcard). From that site, you can print questions that can be used in the classroom. You can also contact your school's NAEP School Coordinator for the Sample Questions booklet, which provides more detailed information regarding the upcoming assessments in the arts (grade 8); field tests in mathematics, reading, and science; and long-term trend assessments in mathematics and reading.

C. Teacher Notification Letter

The Teacher Notification Letter is provided for the school coordinator to use to inform the teachers of students selected for the assessment. You will provide the school coordinator with a copy of this letter during the preassessment visit. School officials can copy or modify this letter as they wish for distribution to all teachers of students who will be participating in the assessment.

NAEP 2008 TEACHER NOTIFICATION LETTER

Date: _____

TO: Grade _____Teachers

FROM: _____, NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2008 administration of the National Assessment of Educational Progress (NAEP).

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

Each NAEP assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION #	DATE	TIME	LOCATION

It is very important to the results of the study that all students selected for NAEP attend the correct session. The attached list of students indicates the session each student must attend. Please assist us by seeing that students attend the sessions on time.

Please contact your school's NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP website at http://nces.ed.gov/nationsreportcard. We look forward to working with you, and we thank you for helping us to show the world the achievement of American students.

D. Assessment Information Form

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form is a two-page document developed for you to communicate specific information to the AAs about their assignment and about the accommodation sessions that will be conducted at the school. You can either mail your prepared Assessment Information Forms to your AAs or give the forms to them in person 1-2 weeks before each assessment. Detailed information on how to complete this form is provided in chapter 8.

SV: _____ PHONE #: _____ REGION/AREA: _____

NAEP 2008 FIELD TEST
ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____
SCHOOL: _____ SCHOOL ID #: _____
ADDRESS: _____
SCHOOL COORD: _____ PHONE #: _____
PRINCIPAL: _____

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION *(ADMIN SCHED LINE #: ACCOMMODATIONS)*
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: _____

PARKING: _____

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):

ACCOMMODATION SESSION

GROUP #:	**SESSION CHARACTERISTICS** *(circle all that apply)*		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	**SESSION CHARACTERISTICS** *(circle all that apply)*		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	**SESSION CHARACTERISTICS** *(circle all that apply)*		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	**SESSION CHARACTERISTICS** *(circle all that apply)*		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	**SESSION CHARACTERISTICS** *(circle all that apply)*: BIB / REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

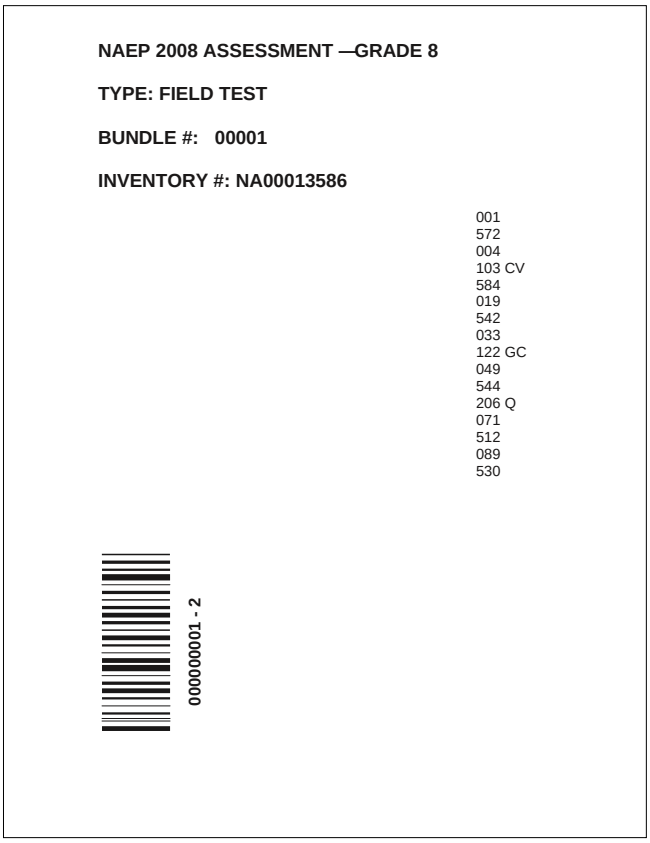
E. Bundle Slip

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and the session type. The bundle sizes are listed in the table below.

Bundle Sizes
A numbered Bundle Slip will be shrink wrapped with each bundle of booklets. The **Bundle #** on the slip should match the number printed in the Bundle # box in the upper-right section of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule. The slip will also show the types of additional materials needed for booklets in the bundle.

Session	Subjects	Grade	# Booklets in a bundle
FT	Reading/mathematics/science	4	15 booklets (319 Bundles)
FT	Reading/mathematics/science	8	16 booklets (213 Bundles)
FT	Reading/mathematics/science	12	16 booklets (29 Bundles)
SH	Science HOTs	4,8,12	13 booklets (4 Bundles)
IC	SICT	4,8,12	13 booklets (4 Bundles)
C1 and C2	SICT and Science HOTs	4,8,12	13 booklets (1 Bundle)



F. The Bulk Security Checklist

The Bulk Security Checklist is used to keep track of the booklets included in your bulk supplies. You are required to fill out this checklist even though you do not return it to Pearson.

NAEP 2008
Bulk Security Checklist

Supervisor: Mr. Smith Seq. # 001

Region#: IA01

Bundle # / Book ID's	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
1					
0010000091					
5720400002					
0040000001					
1030000060					
5840450680					
0197534689					
5421123794					
0331234567					
1220005594					
0490023364					
5440078532					
2060000666					
0710011189					
5123333365					
0894444835					
5300452189					
2					
2020000091					
0020000000					
1910000001					
2050000060					
0910450680					
1167534689					
0101123794					
2181234567					
1350005594					
0360023364					
2010078532					
1300000666					
0170011189					
2043333365					
0214444835					
1370452189					

Instructions: This form is for your use only. Do not return to Pearson.
Each time you use a booklet from this bundle, you must record the date used, the name and ID of the school, the session and line number it was assigned to and the tracking number of the package in which it was returned to Pearson. All unused booklets from these bundle(s) must have the tracking number of the package in which it was returned to Pearson. This completed form must be returned to your field manager at the end of the assessment period.

5. Assessment Materials

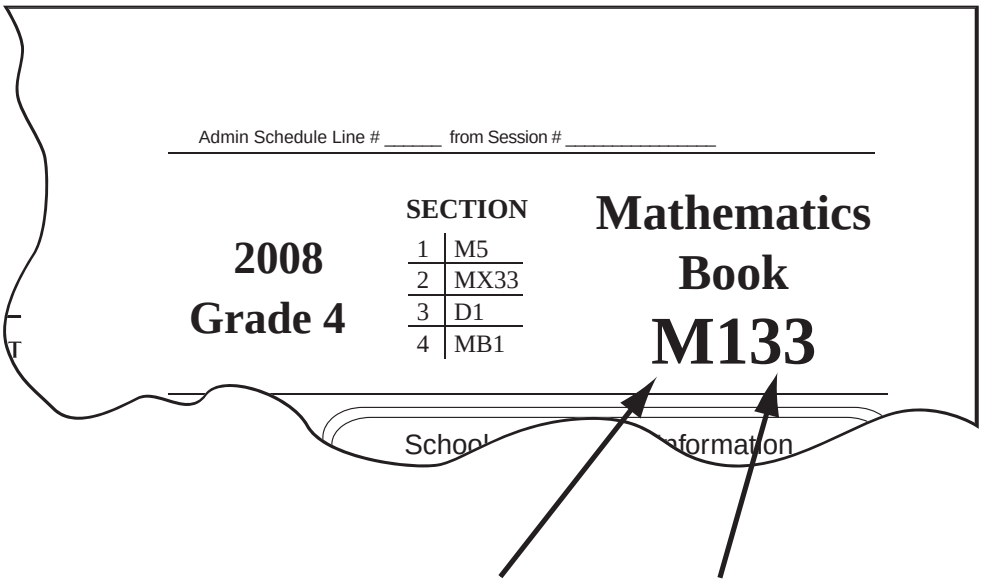
A. Assessment Booklets and Ancillary Materials

The assessment booklets are used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the school ID number. Some booklets will also have space to write a teacher number. Each booklet cover also has a code in the upper-right corner (see examples on page 2.51). This code is made up of the following three components:

- a letter identifying the subject;
- a three-digit booklet version number; and
- a letter or letters identifying any additional materials, often called “ancillary materials,” the booklet requires. Only certain assessment booklets require the use of ancillary materials. The materials will vary depending on the subject and the grade being assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. A description of these materials can be found in chapter 8.

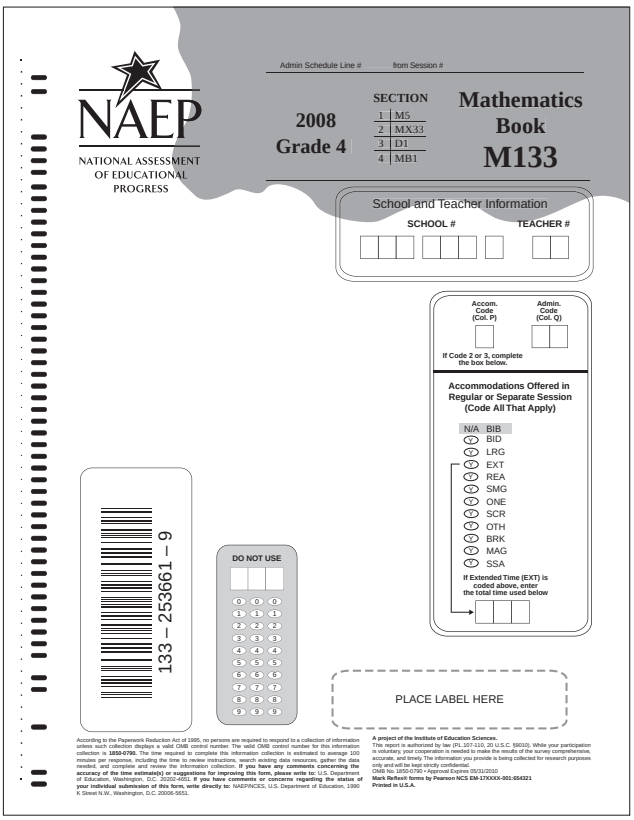
You should be able to recognize the booklet codes to ensure you are distributing the correct booklets and materials for each session.

To help further distinguish the correct booklets for a session, the covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in charcoal ink. SICT and Science HOTs booklets will follow the same color scheme.



Letter Identifying Subject

Three-digit Booklet Version



B. Session Scripts and Question-by-Question Specifications

1. Session Scripts

Regular Session Scripts
Session scripts are used to administer the assessment. There are 12 different versions of the session scripts:

- Grade 4 Session Script;
- Grade 8 Session Script;
- Grade 12 Session Script;
- Grade 4 Science HOTs Session Script;
- Grade 8 Science HOTs Session Script;
- Grade 12 Science HOTs Session Script;
- Grade 4 Science HOTs/SICT Session Script;
- Grade 8 Science HOTs/SICT Session Script;
- Grade 12 Science HOTs/SICT Session Script;
- Grade 4 SICT/Science HOTs Session Script;
- Grade 8 SICT/Science HOTs Session Script; and
- Grade 12 SICT/Science HOTs Session Script.

NOTE: The SICT scripts will be built into the student's computer program.

There are differences between scripts in wording, procedures, and required materials. The session scripts are provided in the back of the *AA Manual*.

12th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FT12 SESSION SCRIPT: GRADE 12

8th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FT08 SESSION SCRIPT: GRADE 8

4th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FT04 SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will be answering questions in reading, math, or science. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials (Choose A or B)

A: Booklets and Materials Not Previously Distributed
(30 students or less)

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

12th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST HOTs/HOTs
SH12 SESSION SCRIPT: GRADE 12

8th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST HOTs/HOTs
SH08 SESSION SCRIPT: GRADE 8

4th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST HOTs/HOTs
SH04 SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes in which you will complete two science experiments. Not everyone will complete the same experiment. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

12th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST HOTs/SICT
C112 SESSION SCRIPT: GRADE 12

8th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST HOTs/SICT
C108 SESSION SCRIPT: GRADE 8

4th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST HOTs/SICT
C104 SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test. The test consists of four sections. In the first section, you will be completing a science experiment in this room. In the second section, you will be completing a science task in the computer lab. In the third and fourth sections, you will be answering some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

12th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST SICT/HOTs
C212 SESSION SCRIPT: GRADE 12

8th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST SICT/HOTs
C208 SESSION SCRIPT: GRADE 8

4th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST SICT/HOTs
C204 SESSION SCRIPT: GRADE 4

- Students have completed the SICT assessment and are now ready for the Science HOTs.
- Once students have taken their seats you may start.

Introduction

We are now ready to continue with the test. In this section you will complete a science experiment. Not everyone will complete the same experiment. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

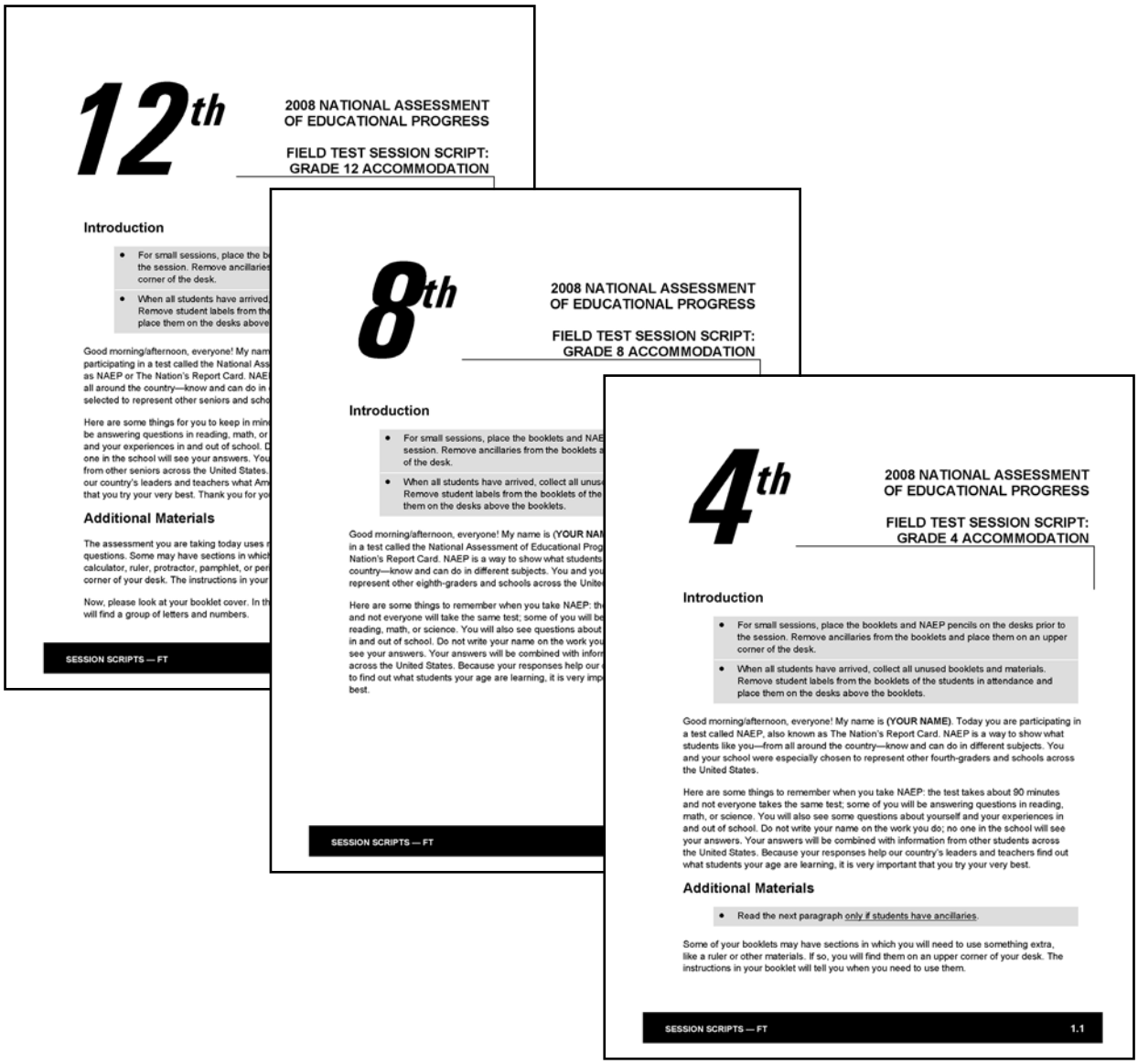
SESSION SCRIPTS — FT 1.1

Accommodation Session Scripts

Accommodation scripts should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. Each accommodation script is listed below.

- Grade 4 Accommodation Session Script;
- Grade 8 Accommodation Session Script; and
- Grade 12 Accommodation Session Script.

These scripts are also provided in the back of the *AA Manual*.



12th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST SESSION SCRIPT: GRADE 12 ACCOMMODATION

Introduction

Additional Materials

SESSION SCRIPTS — FT

8th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST SESSION SCRIPT: GRADE 8 ACCOMMODATION

Introduction

SESSION SCRIPTS — FT

4th

2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FIELD TEST SESSION SCRIPT: GRADE 4 ACCOMMODATION

Introduction

- For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will be answering questions in reading, math, or science. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Additional Materials

- Read the next paragraph only if students have ancillaries.

Some of your booklets may have sections in which you will need to use something extra, like a ruler or other materials. If so, you will find them on an upper corner of your desk. The instructions in your booklet will tell you when you need to use them.

SESSION SCRIPTS — FT 1.1

2. Question-by-Question Specifications

Question-by-Question Specifications, also referred to as “QxQs” for short, are brief explanations of the intent of each question in the student background questionnaire sections of the assessment booklet and instructions on how AAs (and any other session administrators) are required to answer certain questions from students about each questionnaire item.

General Background QxQs
QxQs for the general student background sections of the assessment are provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the background sections.

Subject-Area Background QxQs
QxQs for the subject-area background sections of the assessment are also provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the reading, mathematics, or science subject-area background sections.

C. Teacher Observer Letter

NAEP encourages the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. NAEP has developed a Teacher Observer Letter printed on two-part paper that provides instructions to school staff observers on their role during the assessment.

Since the staff members observing the assessment sessions have access to the assessment booklets and data, there is a nondisclosure statement located at the bottom of the letter for school staff to sign. You will provide this letter to school staff observers and collect the signed letter just prior to the assessment.

The school computer administrator may remain in the assessment lab, but they will also need to sign a teacher observer letter. While the computer technician can assist with technical computer problems (the machine crashes, etc.) they cannot assist students with answering questions.

NAEP 2008 Field Test
TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the "Nation's Report Card." NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize to the students the importance of their taking their tests seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

While participating in NAEP, we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

1. **Please do not answer any questions that any of the students may ask you about his/her test.**

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script they must read to the students verbatim to maintain the consistency of the instructions to students across the nation. The NAEP staff has been directed not to answer any questions the students may ask about their test questions but to encourage the students to do the best they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

2. **Please do not talk to anyone during the assessment, even the NAEP staff member.**

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on the test.

3. **Please do not look at the students' test booklets.**

The security of the test items is a very important part of NAEP. No one other than the student who is assigned a particular booklet is to read the questions. You are welcome to look over the Sample Questions Booklet which provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____
(Job Title) _____
(Date) _____

(The penalty for unlawful disclosure is a fine of not more than $250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word "swear" should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

D. Accommodation Teacher Letter

NAEP has developed an Accommodation Teacher Letter that school staff who assist or administer and accommodation session must sign. This letter provides instructions to school staff on their role during the assessment.

Since these staff members have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. The letter is printed on two-part paper. On the assessment day, you will provide this letter to school staff administering or assisting in an accommodation session and collect the signed copies just prior to the assessment.

NAEP 2008 FIELD TEST
ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

By conducting or assisting with the assessment, you will help emphasize to the students the importance of their taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school.

While participating in NAEP, we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session, you <u>may</u>:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

You <u>may not</u>:

- provide assistance on assessment items. (Students may seek validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability.) Or,
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

<u>AFFIDAVIT OF NONDISCLOSURE</u>

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others including secure assessment booklets or items, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

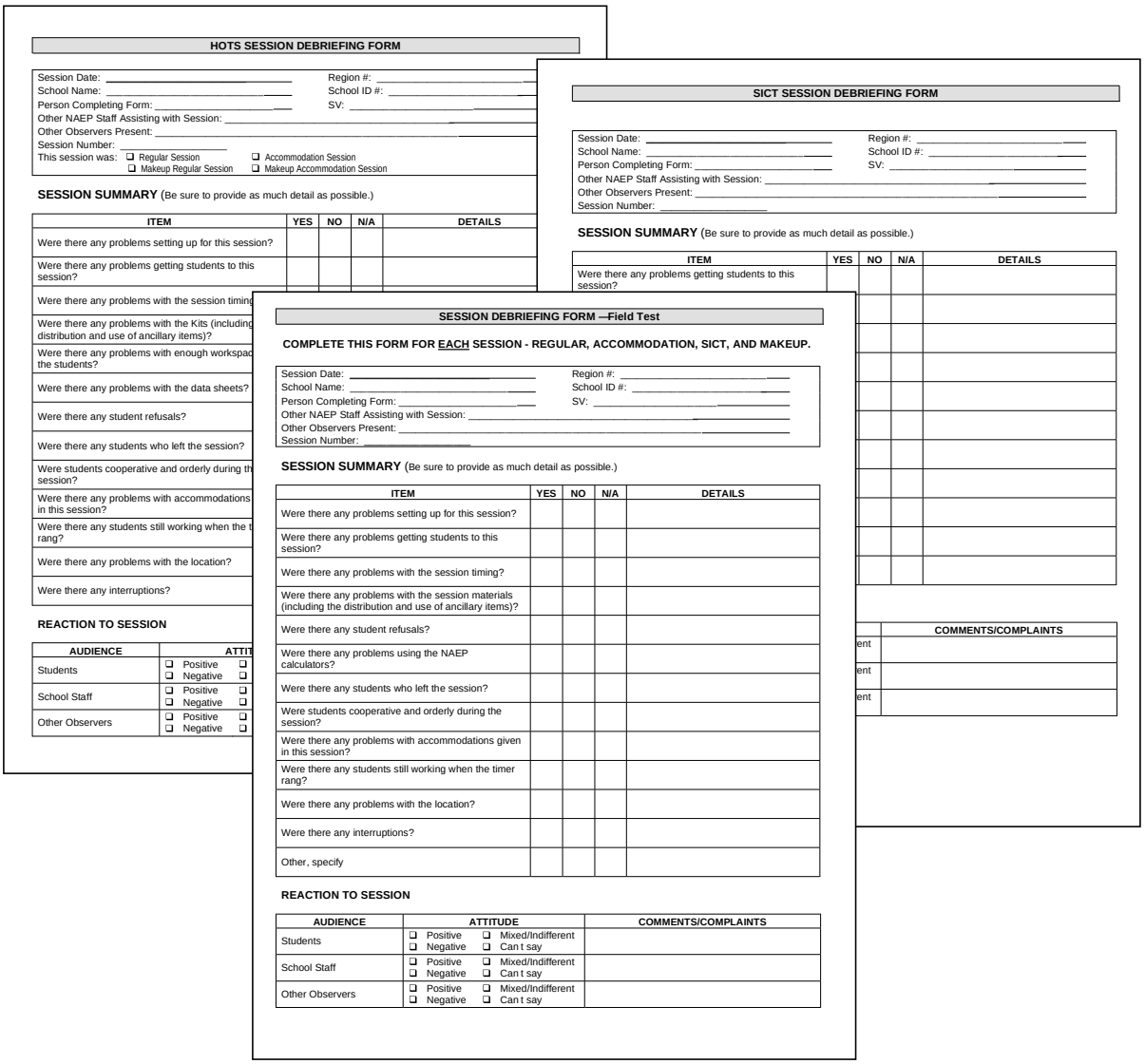
(Signature) _____
(Job Title) _____
(Date) _____

(The penalty for unlawful disclosure is a fine of not more than $250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word "swear" should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

E. Session Debriefing Form

The Session Debriefing Form has been developed to gather information about the assessments. By accurately completing this two-page form, AAs will provide NAEP with documentation that the session was completed and a record of any problems that may have been encountered regarding the session. If problems arose during the session, AAs must use this form to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

There are three separate Session Debriefing Forms. For FT, accommodations, and makeup sessions, you will complete the one titled “Field Test.” You will also complete either a HOTs or SICT Session Debriefing Form if you conduct one or a combination of these sessions. Instructions for completing the form are located in the *AA Manual*.



HOTS SESSION DEBRIEFING FORM

Session Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ SV: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____
This session was: ❑ Regular Session ❑ Accommodation Session ❑ Makeup Regular Session ❑ Makeup Accommodation Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems setting up for this session?				
Were there any problems getting students to this session?				
Were there any problems with the session timing				
Were there any problems with the Kits (including distribution and use of ancillary items)?				
Were there any problems with enough workspac the students?				
Were there any problems with the data sheets?				
Were there any student refusals?				
Were there any students who left the session?				
Were students cooperative and orderly during th session?				
Were there any problems with accommodations in this session?				
Were there any students still working when the t rang?				
Were there any problems with the location?				
Were there any interruptions?				

REACTION TO SESSION

AUDIENCE	ATTIT
Students	❑ Positive ❑ Negative ❑
School Staff	❑ Positive ❑ Negative ❑
Other Observers	❑ Positive ❑ Negative ❑

SICT SESSION DEBRIEFING FORM

Session Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ SV: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems getting students to this session?				

	COMMENTS/COMPLAINTS
ent	
ent	
ent	

SESSION DEBRIEFING FORM —Field Test

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, SICT, AND MAKEUP.

Session Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ SV: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems setting up for this session?				
Were there any problems getting students to this session?				
Were there any problems with the session timing?				
Were there any problems with the session materials (including the distribution and use of ancillary items)?				
Were there any student refusals?				
Were there any problems using the NAEP calculators?				
Were there any students who left the session?				
Were students cooperative and orderly during the session?				
Were there any problems with accommodations given in this session?				
Were there any students still working when the timer rang?				
Were there any problems with the location?				
Were there any interruptions?				
Other, specify				

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can t say	
School Staff	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can t say	
Other Observers	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can t say	

6. Guidelines for Completing Scannable Documents

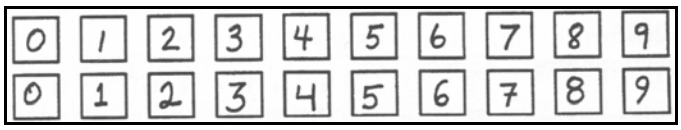
The data you enter on many of the forms discussed in this chapter are machine scannable. Below are the guidelines for completing scannable documents.

When entering pertinent information onto the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

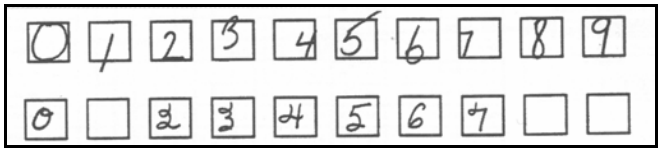
- use only No. 2 pencils;
- print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes. Avoid extraneous loops;
- right justify all numerals entered in multiblock columns;
- erase completely and clearly to correct handwritten entries; and
- to correct computer-printed entries, strike through the error and write the correction in the white space.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents.

The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:



Impacts Statistical Validity

Care must always be taken when entering information on scannable documents. Remember to enter information carefully and check your entries to verify you have entered the correct information.

7. Working With Twelfth-Grade Schools

NAEP's focus on twelfth-grade participation rates for 2008 involves new procedures and new materials for the schools. Supervisors will meet with school coordinators in late November 2007 to discuss options for increasing publicity about NAEP in their schools, encouraging support from school administrators and faculty, and providing student incentives.

Maximizing student attendance is a primary goal. In the past, some high schools have been surprised by low participation rates; we hope to avoid that by exercising thorough planning and creative incentives.

Some of the strategies you'll recommend to school coordinators emerged from a group of secondary school principals convened by NCES in the fall of 2005 to address these issues. Their recommendations led to the creation of the *Best Practices for Improving Twelfth-Grade NAEP Participation* binder, which will be given to every high school in the NAEP 2008 sample. The binder provides background facts about the issues related to twelfth-grade participation, and suggests ways to promote NAEP awareness and increase the level and quality of student participation. It also includes sample student letters, morning announcements, newsletter articles, and CDs for faculty and students. NAEP is hopeful that increased support from school administration and faculty, combined with incentives for students, can reverse the current downward trends.

In most instances, your visit to the school coordinator will follow the NAEP State Coordinator's visit to the school principal. Whatever agreements were reached at that meeting will be relayed to you. Your visit is the "middle layer"—you will present the broad picture to the school coordinator, link the meeting between the principal and the State Coordinator to the school coordinator.

Before your first school visit, review pages 10 and 11 of the *Overview* magazine to refresh your memory about the issues and the strategies NAEP hopes to implement.

Procedure 1. Plan Your Visit

Determine the number and location of the schools in your region. Work with your field manager to set a reasonable schedule for visiting the schools. Call the school coordinator listed in the School Control System (SCS) and arrange a visit. The meeting should take about 1 hour to cover everything. You can conduct two visits in 1 day if they are close to one another. Be flexible with the starting time and try to accommodate the school coordinator's schedule. A typical telephone call to schedule the visit might go something like this:

> Good morning/afternoon, this is _____ with NAEP. I see that you will be the school coordinator for NAEP this year. I know that February (January/March) seems far away right now, but I would like to meet with you this Fall to make sure we will have a successful assessment at your school. When we meet I will go over some strategies for making sure student participation and motivation are at the highest levels possible. I know your time is valuable so I will not take more than an hour of your time. Would _____ be convenient for you?

1A. Prepare to Meet With the Right Resources on Hand.

Make sure you have all necessary materials for your meeting:

- samples of the student letter,
- newsletter articles,
- the Grade 12 *Measure Up newsletter*,
- the NAEP appointment card,
- sample announcements, and
- the Certificate of Volunteer service.

Bring a copy of *Best Practices* to review during the visit. If the school has not been visited by the NAEP State Coordinator, be sure you are familiar with the CDs and how to run them on your laptop or the school computer.

1B. Determine If the NAEP State Coordinator Has Visited the School.

To the extent possible, NAEP State Coordinators visited principals at participating high schools during the summer 2006. At that time, the NAEP State Coordinator gave the principal the *Best Practices* notebook and discussed, in a general way, ideas for increasing grade 12 participation. An e-mail from the NAEP State Coordinator to the field manager, with a copy to the field director, describes that visit and any specific ideas or activities the principal agreed to implement. Your field manager will pass along a copy of that e-mail or will otherwise report to you the details of that visit.

At a minimum, the report regarding a school visit should contain the following information:

- date of the visit and attendees,
- name of the school coordinator,
- is this school open to ideas to promote NAEP?
- what strategies were agreed to?
- additional notes or specific details for increasing student participation

The NAEP State Service Center will maintain a list of school visits that have been completed.

In some instances, the NAEP State Coordinator will not have visited the school. This is especially true in states where the large number of grade 12 schools makes this impractical. In those cases, you will want to meet with both the principal and the school coordinator whenever possible. It's important that a general discussion of the issues related to twelfth-grade participation and NAEP's goal of reaching out to publicize the assessment, promote flexibility in planning, and motivate students take place with the principal of every school.

If the NAEP State Coordinator has not visited the school, review the contents of the *Best Practices* binder with the principal and/or school coordinator during your meeting, answering questions as appropriate.

Also, check with your field manager to see what arrangements have been made with the NAEP State Coordinator to ensure that the school received its copy of the binder.

Procedure 2. Meet With the School Coordinator

2A. Recognize Each Encounter With a School Coordinator Will Be Unique.

Expect to encounter a variety of situations as you meet with school coordinators. In some schools, the school coordinator will have discussed the grade 12 participation issue with the principal, reviewed the *Best Practices* binder, and will be ready to implement some of the suggested steps. In other schools, the school coordinator may not have seen the binder or may not be aware of discussions the principal had earlier with the NAEP State Coordinator (if applicable). Using your notes, convey to the school coordinator any strategies the principal has agreed to implement.

2B. Set the Right Tone.

Tone is important. Keep the conversation open and friendly, rather than demanding. Ask questions about what has worked in that school regarding motivating students for testing, how announcements and other communication are handled in that school, and how NAEP can be responsive to their particular situation regarding space for testing, daily schedules, etc. Use phrases such as “We’ve found this to be helpful in some of the other schools, would it be all right if we tried that here?”

2C. Document Your Visit While Visiting the School.

During your visit with the school coordinator, make careful notes on the Grade 12 School Visit Report form. This form is designed as a worksheet and agenda for your visit and should include any notes that will be helpful to you for the preassessment visit.

Don’t use this meeting to determine specific details such as the number and location of rooms that will be used or what time to schedule the sessions. However, do record information that will be helpful in determining those arrangements, such as noting that students with AP classes might be assessed in the afternoon.

Several places on the Grade 12 School Visit Report form suggest a script (shown in italics) for your convenience. Don’t feel limited by this script—it’s given to you for guidance only. Be prepared to change your approach if you run into unexpected situations.

Beginning on the next page is the Grade 12 School Visit Report Form you will use when visiting grade 12 schools.

2D. Follow the Suggested Guidelines for Conducting Your Visit.

Fill in the school information *before* you arrive at the school.

Date of Visit_____

Name of school _____ NAEP ID_____

School Telephone Number _____

Name of Principal_____

Name of School Coordinator _____

School Coordinator E-mail _____

Name of State Coordinator _____

Name of Supervisor_____ Territory/region/area_____

Introduce yourself and explain the issues associated with twelfth-graders' participation.

A clear statement of goals and strategies coupled with enthusiasm can help make NAEP a priority for this school.

I'm here today to work with you on setting up for the NAEP assessment that will be given in your school on _____. The reason I've come in November is because the NAEP results in the past few years have been stagnant at the twelfth-grade level. Low participation rates and low motivation could undermine the validity and credibility of NAEP results for high school students.

By working with schools early, we hope to promote NAEP awareness and participation. NAEP worked with a group of high school principals to identify strategies to increase success at the twelfth-grade level. I'd like to discuss those strategies with you now to see which could be implemented in your school. Our goal is to assess 90% of the selected students and with your help I am sure we will be able to meet that goal.

Discuss strategies for making students and teachers aware of NAEP.

Check off or make notes about any strategy the school coordinator agrees to use for notifying the school community prior to assessment day.

I'd like to begin by talking about how to get the word out to your students, your staff and faculty, and parents that NAEP is coming to your school. The more students and teachers understand about NAEP, the more likely they are to participate and put forth their best effort. NAEP provides short videos, PowerPoint presentations, and written materials for your use.

NAEP has found the following publicity methods to be effective. Which of these would we be able to use at your school?

- ☐ add NAEP to your school calendar to promote awareness and avoid scheduling conflicts by twelfth-grade teachers
- ☐ send the student letter to students selected for NAEP before assessment day (would this be more effective if distributed at school or mailed to students' homes?)
- ☐ provide references to the MyNAEP and NCES websites
- ☐ place *Measure Up*, a flyer that highlights grade 12 NAEP results, in the faculty lounge with a note about the date NAEP will be at your school
- ☐ hang a poster about NAEP in the faculty lounge (available on MySchool)
- ☐ have an announcement read or show a 5-minute video or PowerPoint presentation at a meeting of your senior class or to only those seniors who will participate
- ☐ put an announcement or show a PowerPoint presentation on your school website
- ☐ publish an article about NAEP in your school newspaper
- ☐ have an announcement made at a school faculty meeting or arrange to show a 2-minute video that explains NAEP
- ☐ put an announcement in the school bulletin the week before the assessment
- ☐ have the senior class president make an announcement about NAEP at a class meeting
- ☐ announce the date to the PTA or parent advisory committee
- ☐ have the senior class advisor urge students to participate
- ☐ encourage the school coordinator to meet with students selected for NAEP in small groups before the assessment

Notes on how this school will be preparing and any follow-up tasks that we need to do

_____

_____

List materials (such as sample announcements, flyers) that NAEP will supply to the school.

_____

_____

Discuss how logistics could maximize seniors' participation.

Next let's talk about how your school handles testing in general and how we can follow that model when we come on _____. NAEP has found that scheduling sessions to begin at various times throughout the day increases student attendance. We'll be as flexible as possible when determining the number of sessions to schedule and when they should start. I don't need to make specific arrangements now, but would like to get a general idea about your school situation for planning purposes. A NAEP assessment coordinator will meet with you for a preassessment visit to plan all the specific details.

How do you notify students of daily events? _____
_____

Are some seniors off campus part of the day? _____
_____

Do some of your seniors not have a 1st period class? _____
_____

Do teachers sometimes not release seniors from their classes because they don't want students to miss what's going on in class? If so, what schedule(s) would accommodate the most students? _____
_____

Since NAEP is not given to all seniors, I'd like to talk to you about ways we can motivate the selected students and be sure they come on assessment day. These strategies have proven to be effective in other schools. Which could we use here?

- ☐ Put an announcement in the school bulletin on assessment day
- ☐ Announce the sessions over the public address system five minutes before sessions begin so that teachers and students are aware of them
- ☐ Have the principal greet students who participate at the sessions
- ☐ Use the NAEP Appointment Card for sampled students to increase their attendance at the assessment sessions, perhaps with a personal note from the principal or school coordinator to increase motivation
- ☐ Give all teachers a master list of selected students and the scheduled assessment time for each
- ☐ Give each teacher a teacher-specific list of those students he/she is to send to the testing location at the appointed time
- ☐ Have a master list of where the students are at the beginning of the session so we may contact them if they are not at the assessment
- ☐ Conduct "mini" sessions later in the day for students who don't report to their regularly-scheduled session
- ☐ Plan on staggered starting times to accommodate student schedules
- ☐ Plan to work around the schedules of students in AP classes

Notes on how this school will inform students and teachers and plan for contacting those that do not attend the first sitting
_____
_____
_____

Discuss incentives to motivate seniors to give the assessment their best effort.

Participation is only part of the picture. Motivating seniors to put forth their best effort is another concern. Many educators who have analyzed past assessment results are convinced that they under-represent student achievement for twelfth-graders. NAEP would like your ideas on how to motive students to do their best on the assessment.

What do you think is the best way to motivate the seniors who have been selected for the assessment? _____
_____

What could teachers do to motivate students to participate and do their best on NAEP? Would they be willing to do this?
_____

Will you, the principal, and/or your teachers lend their support by attending the sessions and perhaps give a few words of introduction about the importance of NAEP?
_____

What incentives or rewards does your school usually provide to students for special efforts?
_____
_____

Do you think any of the following incentives would be meaningful in encouraging student participation and is there a way to provide them?
Certificates of Volunteer Service (provided by NAEP) _____
Free tickets to a school event (provided by school) _____
Recognition for student participation at a school or awards assembly
A lottery for a yearbook or prom tickets (provided by school)_____
Lunch or hall passes (provided by school) _____
Preferential parking passes (provided by school) _____
A pizza party (provided by school)_____
Other (provided by school) _____

Note that NAEP does NOT bear the expenses for the incentives that say "provided by school."

Notes regarding incentives that will be offered and whether/how our team will be involved in delivering the incentives to the students
_____
_____

Wrap up the meeting.

Before ending the meeting, recap any agreements made, verify which materials NAEP will provide to the school, and ask the school coordinator if he/she has any questions.

The list of students selected to participate in NAEP at your school will be sent to you right after winter break. A NAEP assessment coordinator will visit your school in January to make arrangements. He/she will work with you to identify any students who may need accommodations. NAEP strives to include as many students as possible in the assessment and offers most widely-used accommodations. Our team will work with you all day on the day of the assessment to provide the most flexibility and maximum opportunity for your students to participate.

Do you have any other ideas on how we can work together to guarantee high participation rates? _____

Other notes and Supervisor's evaluation of the school's willingness to participate

_____

Additional notes to AA

_____
_____
_____
_____

Procedure 3. Communicate Your Findings to the Assessment Administrator

After the meeting, complete the Grade 12 School Visit Report form. If you have promised any materials or follow-up activities, be sure to note the date you completed these tasks on that form. Then make two copies of the form; send one to your field manager and keep one for to be placed in the School Folder.

GRADE 12 SCHOOL VISIT REPORT

Based on your conversation with the school coordinator please summarize the details for each topic.

	SUMMARY OF MEETING OUTCOME	SCHEDULING STRAGEGIES
☐	**PREPARATION ACTIVITES** ✓ Senior Meeting ✓ School web site/newspaper ✓ Faculty meeting ✓ Other	DETAILS:
☐	**FLEXIBILITY IN SCHEDULING** ✓ Start time ✓ Multiple start times ✓ Certain day of the week ✓ Other	DETAILS:
☐	**STUDENT NOTIFICATION** ✓ Student Letter ✓ Announcement ✓ NAEP Student Video ✓ Other	DETAILS:
☐	**INCENTIVES** ✓ NAEP Certificate of Volunteer Service ✓ School Incentives (pizza party, prizes) ✓ Other	DETAILS:

GRADE 12 SCHOOL VISIT REPORT (continued)

Based on your conversation with the school coordinator, place a ✓ next to each strategy the school *may* use.

☐	Be flexible when scheduling twelfth-grade sessions so as many students as possible can attend.
☐	Notify students of their selection to participate in the assessment by sending out a student letter.
☐	Use NAEP Appointment Cards for sampled students to attend the assessment sessions.
☐	Invite teachers to attend assessment sessions.
☐	Provide Certificate of Volunteer Service for participating students.
☐	Provide an incentive to thank students for their participation.

8. NAEP Guidelines for Viewing Assessment Materials

You may receive requests to view NAEP materials at any time during the assessment process, from your initial telephone calls to the schools before the preassessment visit through assessment day. To help you respond appropriately to such requests, below are guidelines set forth by NAEP.

A. Requests From School Staff, Parents, and the General Public

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect noncognitive data related to achievement on students, teachers, and schools. Page 1.14 provides details about handling any requests.

Chapter 2 Summary

Upon completing this chapter, you should be able to:

- describe various NAEP materials;
- describe when and how each material is used during NAEP;
- understand the guidelines for completing scannable documents; and
- complete the Grade 12 School Visit Report form.