

SUPERVISE

a manual for Supervisors

2008



FIELD TEST

NAEP 2007–2008

SUPERVISOR MANUAL—FT

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1

OVERVIEW OF NAEP AND 2007-2008 ACTIVITIES

This chapter provides a brief introduction to the National Assessment of Educational Progress (NAEP) and reviews the Field Test (FT) program.

1. Background of NAEP

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES) branch of the U.S. Department of Education. The National Assessment Governing Board (the Governing Board) provides overall policy direction for the NAEP program, including selecting the academic subject areas to be assessed and developing content frameworks that specify assessment content. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Often called “The Nation’s Report Card,” NAEP is the only nationally representative, continuing assessment of what America’s students know and can do in various subject areas. Through 1988, NAEP reported only on the academic achievement of the nation as a whole. Beginning in 1990 with the Trial State Assessment, however, states participated in NAEP on a volunteer basis to receive state-level results. In 1996, the authorizing statute no longer considered the state component to be “trial.”

A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act, also referred to as the “No Child Left Behind Act of 2001” (NCLB) (Pub. L. 107-110). NCLB impacted state NAEP beginning in the 2002–2003 school year in the following areas:

- all states and districts are required to participate in NAEP assessments of reading and mathematics¹ at grades 4 and 8 biennially as a condition of receiving Title I funds;
- a federally funded full-time NAEP State Coordinator could be hired in each state; and

¹ State participation in science and writing remains voluntary.

- the NCES contractor staff administers the NAEP assessments, thereby greatly reducing the burden on school staff.

As a result of the NCLB legislation, NCES and the Governing Board implemented the following policies and procedures:

- parental notification is required for all NAEP assessments;
- there are procedures in place for interested parties wishing to view secure assessment items;
- there are procedures in place for those wishing to formally file a complaint; and
- the minimum participation level is raised to 85 percent of originally selected public schools in order for states to receive state-level results in reported subjects, including science and writing.

NAEP reports student performance nationally and for states. It does not report information on the performance of individual schools or individual students.

NAEP is

- an assessment at grades 4, 8, and 12 that allows student educational achievement to be compared across states and regions of the country;
- an assessment that identifies the percentage of students in the nation who meet standards for Advanced, Proficient, or Basic performance in a variety of subjects;
- a yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- the only reliable, ongoing measurement tool that members of Congress, the President, and other policymakers and researchers can use to review age 9, 13, and 17 student progress during the past 30 years at the national level; and
- a source of information that allows the public to assess the academic performance of students in their state and the nation as a whole.

NAEP provides

- state and national performance results in reading, mathematics, science, and writing;
- national student performance results in U.S. history, geography, civics, the arts, foreign language, world history, and economics;
- long-term trends in national student performance in reading and mathematics during the past 30 years at ages 9, 13, and 17; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and private schools, level of parental education, prior course-taking, and classroom/school conditions and practices.

Here are additional facts about NAEP:

An independent body decides what is tested.

The Governing Board selects the academic subject areas to be assessed and develops content “frameworks,” or test blueprints.

NAEP ensures confidentiality.

No information on individual students, families, or schools is included in NAEP data releases or reports. Likewise, no records are kept that connect students’ names with the answers they gave on the assessment. It is against federal law to identify any student participating in NAEP. The law specifies severe penalties for anyone revealing the identity of students taking NAEP.

Participation in NAEP is designed to cause minimal disruption of school activities.

Most students spend only 90 minutes of their time taking NAEP. No student preparation time is necessary. Assessments are conducted by NAEP staff and take place either in school classrooms or other locations in the school selected by school officials. School officials are always invited to observe the assessment.

NAEP encourages inclusion of special needs students.

The national and state NAEP assessment procedures encourage inclusion of students with disabilities (SD) and English language learners (ELL). To include the highest possible percentage of sampled students, NAEP permits most commonly offered testing accommodations for special needs students during the assessment.

NAEP uses a variety of assessment formats.

NAEP includes both multiple-choice and open-ended questions, which require students to write an answer that, depending on the question, can range from a few words to more than a page. Recent NAEP assessments have also used stimulus materials, including mathematics manipulatives and other materials, to augment the traditional multiple-choice format.

NAEP administers background information questionnaires to explore factors and practices that influence learning.

Students, teachers, and school administrators are surveyed to collect contextual background information regarding student and school characteristics, instructional practices, and curricula. NAEP asks only questions directly related to the appraisal of academic achievement. The input in the questionnaires is used only to analyze overall academic achievement. Individual performance is not evaluated.

NAEP is comprised of several different components, some of which are conducted at different times and with different populations.

National NAEP

National NAEP collects and reports statistical information about student performance and factors related to educational performance for the nation and for specific student groups in the population (e.g. race/ethnicity, gender). It includes students drawn from both public and private schools and reports results for student achievement at grades 4, 8, and 12.

State NAEP

Since 1990, NAEP assessments have also been conducted to give results for participating states. Under the No Child Left Behind legislation, states are required to conduct NAEP in reading and mathematics in grades 4 and 8 every other year. Each state receives assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples are not designed to support the reporting of accurate and representative state-level results, separate representative samples of students are selected for each state.

NAEP Trial Urban District Assessment (TUDA)

In 2001, the Governing Board and the Council of the Great City Schools successfully petitioned Congress to fund a NAEP urban school district assessment feasibility study. The first TUDA was conducted in 2002 in five urban districts and the District of Columbia. In 2003, the TUDA included four additional urban districts.

In the NAEP 2005 TUDA, 10 urban districts participated: Atlanta City, Austin Independent School District, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, District of Columbia Public Schools, Houston Independent School District, Los Angeles Unified School District, New York City Public Schools, and San Diego City Unified School District. All of these districts also participated in the NAEP 2007 TUDA.

These urban school districts are in high minority and high-density communities. Five are very large school districts, with 100,000 to more than 1 million students, while the other six districts have between 50,000 and 100,000 students. Additional criteria used for district selection include socioeconomic status, the percent of minority students, and the number of schools within the district.

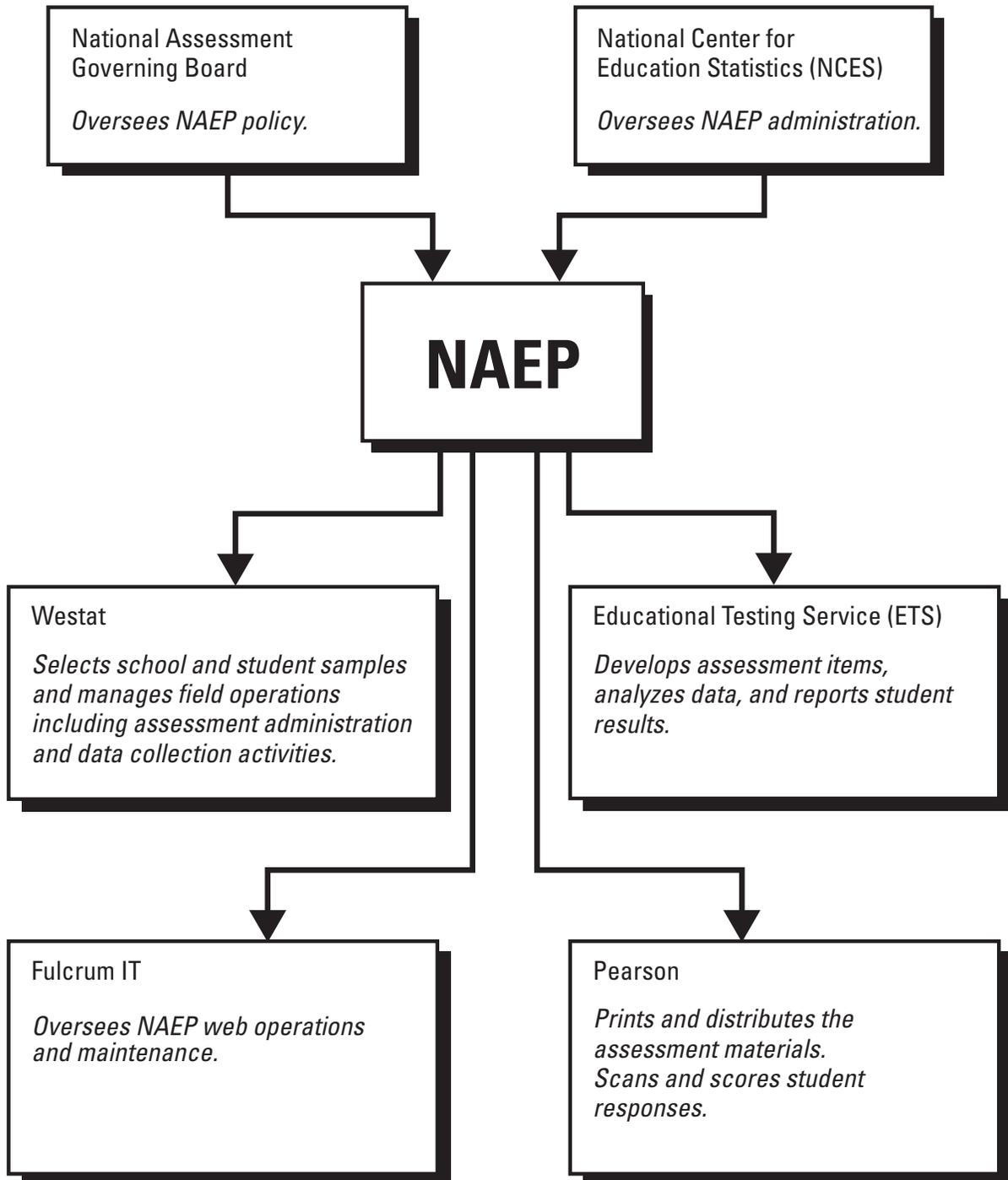
2. NAEP Organizational Structure

The chart on the next page shows the current organizational structure of NAEP². The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical quality control.

The Governing Board, appointed by the Secretary of Education but independent of the U.S. Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. The Governing Board selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, the Governing Board often works with several other organizations. For example, the Governing Board has contracted with the Council of Chief State School Officers (CCSSO) to ensure content is planned through a national process and with ACT, Inc. to identify achievement standards for the subjects and grades tested.

² Also included in this alliance is Human Resources Research Organization (HumRRO), NAEP Education Statistics Services Institute (NESSI), and Hager Sharp.

NAEP Organizational Structure



NCES contracts with private companies for test development and administration services. Educational Testing Service (ETS) is responsible for developing the assessment instruments, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including training, assessment administration, and data collection activities). Pearson is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. Fulcrum IT is responsible for NAEP web operations and maintenance.

3. The NAEP Program for 2007-2008

The NAEP program for 2007-2008 consists of the following components:

- Long-Term Trend (LTT) assessments of reading and mathematics at ages 9, 13, and 17;
- Science Hands-on Tasks (Science HOTs) at grades 4, 8, and 12;
- Science Interactive Computer Tasks (SICT) pre-pilot and field test at grades 4, 8, and 12;
- Arts assessments at grade 8;
- FT studies in reading, science, and mathematics at grades 4, 8, and 12; and
- One special study: Grade 12 Motivation Study.

Each of these components is described in more detail in the following subsections.

A. LTT Assessment

From October 8, 2007 through May 23, 2008, NAEP will be conducting the LTT assessment in reading and mathematics among 9-, 13-, and 17-year-old students. The LTT assessments are designed to provide information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and in 1973 for mathematics. The Governing Board schedules LTT assessments every 4 years. The last LTT assessment took place in 2003-2004.

B. SICT Pre-pilot

The new NAEP Science Framework for the 2009 science assessment calls for a series of interactive computer tasks, during which students will demonstrate their science knowledge and skills, especially their inquiry skills, using online tools. Students' actions, as well as their responses to items, will be captured by the computer for later evaluation. In preparation for the 2009 assessments, NAEP will be field testing the interactive computer tasks in 2008 at grades 4, 8, and 12. Prior to the FT, NAEP will be pre-piloting the operational procedures for assessing students using the computer-delivery system.

C. Arts Assessment

NAEP will conduct the arts assessment from January 28 through March 7, 2008 at grade 8. NAEP last conducted the arts assessment in 1997. There will be two session types, as follows:

- **Visual Arts.** The visual arts paper-and-pencil assessment will include various prompts that direct students to answer questions or to create a product based on presented works of art.
- **Music.** The music paper-and-pencil assessment will direct students to answer questions about presented excerpts of audiotaped musical selections.

In most sampled schools, one session of each type will be conducted. In small schools, only one session type will be conducted. Due to the nature of the sessions, such as the noise level of the audiotaped music selections that could distract other students, students sampled for each type must be assessed in separate rooms.

Principals will be asked to complete a School Questionnaire and there will be SD and/or ELL Questionnaires for students classified as SD and/or ELL. **No Teacher Questionnaires will be used for the arts assessment.**

D. FT Studies in Reading, Mathematics, and Science

NAEP will conduct a FT from January 28 through March 7, 2008 in reading, mathematics, and science at grades 4, 8, and 12. The purpose of the FT is to try out new assessment items, materials, and procedures in preparation for the 2009 assessment. There will be four session types for the FT, as follows:

- **Reading, Mathematics, and Science Paper-and-Pencil.** Students will be assessed in one subject only, but the booklets will be spiraled and bundled together so all subjects can be assessed in one room. Most schools will have these “FT” sessions, with session numbers ranging from 1-4.
- **Science Hands-on Tasks (Science HOTS).** Students will be assessed using science kits. Students sampled for Science HOTS sessions can be assessed in one room, but must be assessed separately from the paper-and-pencil sessions. One-third of schools will have these “SH” sessions. These sessions will have 12-24 students with the average number being 14.
- **SICT.** Students will be assessed using computer-delivered technology. Students sampled for SICT sessions can be assessed in one room, but must be assessed separately from the Science HOTS and paper-and-pencil sessions. One-third of schools will have these “IC” sessions. These sessions will have 12-24 students with the average number being 14.

- **Combination of Science HOTS and SICT.** Students will be assessed using both science kits and computer-delivered technology. Students sampled for these combination sessions will move from one type of task to the other. Each type of task will be assessed in a separate room. One-third of schools will have both a “C1” and “C2” session with a maximum of 12 students per session. The “C1” session will have computers in the first position, followed by kits and the “C2” session will have kits first followed by computers in the second position.

The scope of the 2008 FT assessment includes testing new question items and piloting science in order to prepare for the 2009 assessments.

Other features of the FT include:

- an alternative booklet for excluded students in reading and mathematics;
- new rules for assigning SD codes;
- online SD and ELL Questionnaires; and
- removal of accommodation codes from the Administration Schedule and a new column for “Accommodation Status” added.

Regarding excluded students, in some of the grade 4 mathematics and reading books there will be an alternative version of the questions spiraled in with the regular mathematics and reading books called “Alternative Books.” When the school coordinator determines that a student is excluded in reading or mathematics, you will ask the school coordinator if they think the student could participate with the easy version of the booklet. There will be an extra supply of one of each subject (mathematics or reading) to offer as an accommodation for students that are excluded from reading or mathematics.

In grades 4, 8, and 12, about one-third of the schools will be selected for Science HOTS, SICT, or both.

On the topic of questionnaires, principals at grades 4, 8, and 12 will be asked to complete a School Questionnaire. Teachers who teach reading, mathematics, and science to students in grades 4 and 8 will be asked to complete a Teacher Questionnaire. There will be SD and/or ELL Questionnaires for students classified as SD and/or ELL. The questionnaire breakdown is provided in detail in chapter 2 (section 1C) and chapter 6 (section 6A).

E. Grade 12 Motivation Study

This NAEP special study will be conducted from October 8 through November 16, 2007 and will assess grade 12 students in reading to evaluate issues of student motivation. Randomly selected students will be assigned to one of three sessions that must be conducted separately and simultaneously. Each test will assess a different incentive condition. Principals will be asked to complete a School Questionnaire. **There are neither Teacher nor SD and/or ELL Questionnaires.** Accommodations will not be offered.

4. Overview of Supervisor Roles and Responsibilities

Your job as a NAEP assessment supervisor involves a number of tasks and responsibilities at each stage of the project. The tasks are outlined under the following categories:

- obtaining information about private schools from the gaining cooperation supervisor (GCSV),
- hiring, training, and supervising assessment administrators (AAs) who will assist you with administering the assessments,
- scheduling and conducting preassessment visits and facilitating requests for changes to assessment dates,
- selecting the student sample,
- receiving, inventorying, and maintaining security of session materials for each school in your assignment,
- preparing for assessments,
- conducting assessments,
- completing post-assessment activities,
- maintaining the School Control System (SCS), and
- reporting your progress to your field manager.

The various chapters of this manual are organized to give you step-by-step instructions for completing the tasks involved in all phases of data collection.

A. Obtaining Information About Private Schools From GCSVs

In most states, NAEP State Coordinators are responsible for informing and securing the cooperation of the public school sample in their states and updating the schools' participation status in the SCS. GCSVs are responsible for gaining the cooperation of the dioceses and private schools in their assignment and for documenting the schools' participation status in the SCS and the School Folder. For more information about the purpose of the School Folder and other forms mentioned in section 4, see chapter 2, "Understanding NAEP Materials."

GCSVs, brought on in May or June, have been working diligently to recruit the sampled private schools for the FT. Since private schools are not required to participate in NAEP, the GCSVs used a variety of techniques to secure the schools' agreement to participate.

Before you contact any cooperating private schools in your assignment, it's imperative that you understand the negotiations that have occurred to recruit the schools. You should review the private school recruiting documents in the School Folder and discuss each

school with the GCSV. The GCSV may have made special arrangements with the school that must be honored in order to retain the school's cooperation. You must be familiar with all these items before you contact the schools. The GCSV will introduce you (by telephone, e-mail, or letter) to the school coordinator so that he or she knows that a different person from NAEP will be handling their school.

B. Hiring, Training, and Supervising AAs

You will hire AAs locally in each of your primary sampling units (PSUs) so that overnight travel is avoided. There may be special circumstances for exceptions to these travel restrictions which you should discuss with your field manager. The AA trainings will be held in December. Work with your field manager to obtain a list of candidates.

You will train your AAs using the *AA Manual*, training presentation, and exercises. You should send each of your AAs the *AA Manual* to read and have study exercises to complete before they attend the AA Training. The AA Training presentation is set-up to run on your laptop. You should schedule your AA Training(s) so that the maximum number of AAs can attend at one time. However, we are not anticipating any overnight travel for AAs. If you foresee a situation where an AA needs to be on travel status to attend training, you must obtain permission from your field manager.

C. Setting and Maintaining a Schedule

Your field director preplanned the dates for the private schools in your assignment to fit into the calendar with the preplanned public school dates. GCSVs contacted the nonpublic schools in their assignment to confirm assessment dates and facilitate requests for date changes in such a way that the calendar remains workable and cost efficient. All preplanned dates for the public and private schools in each region have been loaded into the SCS and can be viewed on an online assessment calendar accessible by the supervisor assigned to the region. NAEP State Coordinators have access to the calendar for public school assessments in their state. An assessment calendar link allows you to select from a list of variables and view and print updated versions of the assessment calendar. The *SCS User's Guide* (Appendix A) provides more detail about using the SCS and a calendar for monitoring your schedule.

You are responsible for creating the schedule for preassessment visits to schools in your region. Chapter 6 contains more information about scheduling preassessment visits.

D. Selecting the Student Samples

For each grade selected to participate in the NAEP 2008 assessment, schools or states will prepare and submit a separate list of all students enrolled in the sampled grade during the 2007-2008 school year using the most current enrollment data available.

Schools are given the option to E-File their electronic files of student information directly to Westat. The Westat statisticians will sample these schools and transmit data directly to

Pearson and to the Student Data System (SDS) on your laptop. You are responsible for selecting the student sample for the remaining cooperating schools in your assignment.

Detailed step-by-step instructions for selecting the student sampling are provided in chapter 3 of this manual.

E. Preparing for the Assessments

Before each assessment period, you'll begin preparing the Preassessment Packets that you'll send to schools and the School Folders that you'll use to track all activities for each school. You should call all the schools in your assignment and schedule the preassessment visit with school coordinators. You will provide the Preassessment Packet to the school. Chapter 6 contains more information about these activities for each assessment period.

You will visit the school to prepare for assessment day. During this preassessment visit, you will use the Quality Control Booklet (QCB) to guide and record the results of the preassessment visit activities. These activities will include the following:

- reviewing and updating the Administration Schedule, the primary control document used to track information about the assessment;
- reviewing the completed SD and/or ELL Questionnaires to determine if and how students classified as SD and/or ELL will be assessed;
- establishing the procedures for notifying teachers and students;
- making SICT session arrangements; and
- finalizing logistical arrangements for the assessments.

Once the preassessment visit has been completed, you will enter all required information in the SCS; prepare an Assessment Information Form for the AAs whom you will assign to administer sessions; and assemble and prepare the materials that you will take to the school on the day of the assessment. All preassessment tasks are detailed in chapter 7.

F. Conducting the Assessments

Chapter 11 outlines how to conduct assessments from your arrival at the school until students are dismissed from the assessment session. Under your supervision, AAs will quality control (QC) check the assessment booklets, prepare the rooms, and administer sessions using a script specific to the grade level and session type.

As the supervisor, you are responsible for ensuring that AAs have been assigned to conduct all sessions, and that AAs report to the school in time to complete all pre-session activities: QC checking the booklets and preparing the room. You will circulate among the sessions to monitor the AAs and verify they are using the script and timer to correctly administer sessions, troubleshoot any problems that may arise, and assist with getting students to and from the sessions. You will record your observations about the sessions in the QCB.

G. Completing Post-Assessment Activities

After sessions have concluded, you are responsible for accounting for all assessment materials taken into the school. You will complete the Administration Schedule(s) and determine whether a makeup session is required; oversee AAs as they code booklet covers; edit and prepare materials for shipping; and perform routine edits of their work. Each AA is responsible for completing a Session Debriefing Form, which you will collect and review before using the School Coordinator Debriefing Interview section of the QCB to conduct a short debriefing interview with the school coordinator.

As soon as possible after leaving the school, you will ship the school Session Boxes to Pearson and update the SCS with summary information from the Administration Schedule(s).

Chapters 12 and 13 discuss post-assessment activities in detail.

H. Maintaining the SCS

The SCS has been designed to provide immediate, up-to-date information on the progress of recruiting, scheduling, and assessing schools that have been selected to participate in NAEP. The SDS will be used to draw student samples and enter student information. During the assessment window, the SCS will be used to track progress, measure assessment results, and monitor the shipment and receipt of assessment materials.

Supervisors can use the SCS Data Selection and Report features to run reports for tracking progress and as QC checks to verify that critical information has been entered into the SCS. The calendar feature allows you to print out a current calendar whenever changes to preassessment visit and/or assessment dates have been entered into the system.

It is critical that you make entries to the SCS promptly and regularly so that you have up-to-date information on your progress and the project can produce current and reliable reports about field activities. Detailed instructions for using the SCS are provided in Appendix A of this manual.

5. Your Assignment of Schools and Materials Receipt Schedule

A. Your Assignment of Schools

A typical supervisor region will consist of approximately 20-30 eligible and cooperating schools for the field period. Schools are clustered in geographical PSUs of varying sizes. The field director assigned the schools from one or more PSUs to a supervisor region.

Your field manager will work with you to create a Log of Schools using the Data Selection feature in the SCS. You will use this Log of Schools to track and report on your activities during report calls with your field manager.

B. Overview of Materials and Schedule of Receipt

Assessment materials are shipped to supervisors from both Pearson and Westat. Pearson will ship all test booklets and other required session and bulk materials. Westat will ship general supplies and publications. See the table below for the estimated arrival date of key materials.

From	Items	Arrival date
Pearson	SD/ELL Rosters SD Questionnaires ELL Questionnaires School/Teacher Questionnaires Roster of Questionnaires Administration Schedules	December 18, 2007
Pearson	Session materials and ancillaries	January 10-14, 2008
Westat	Bulk supplies	November 12, 2007
Westat	Student Information Reports from the SDS	December 11, 2007

C. Accounting for Booklets and Other NAEP Materials

Immediately following the assessment(s) in a school, you are responsible for returning all NAEP session materials. Each assessment booklet, whether completed by a student or blank, must be accounted for and returned to Pearson; none will be left in the school or thrown away.

Because some students will be assessed in Science HOTs, there will be more ancillary materials to keep track of and to return to Pearson. Throughout this manual, there are detailed instructions for how to either handle or dispose left-over science materials.

You are expected to use all the materials properly and return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability and ensure confidentiality.

When you receive the session materials from Pearson, you will access the Pearson Materials Tracking Site (Pearson MTS) from the MyNAEP website and record the date you received the boxes. Similarly, when you return completed Session Boxes after the assessments have been completed in a school, and return the Pearson bulk supply boxes at the end of the field period, you will access the Pearson MTS and record the date you shipped the boxes. When the boxes are received at Pearson, they will record the date received. It is your responsibility to make sure that all Session Boxes you've shipped are received at Pearson.

6. The Security of Assessment Materials and Confidentiality Issues

NAEP student data are strictly confidential. To ensure confidentiality, students' names are removed at the school from all completed assessment materials before they are shipped to Pearson for processing. NCES enforces strict confidentiality standards to ensure no personally identifiable information is ever released to third parties. To protect the confidentiality of **all** NAEP materials, you must strictly observe NAEP rules and guidelines at all times.

A. Guidelines for Viewing Assessment Materials

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 collecting noncognitive data related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107 -110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of NAEP with two important exceptions:

1. "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and
2. Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the Governing Board adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student's assessment booklets, you must provide copies of the NAEP Sample Questions Booklet.

The Sample Questions Booklets contain the NAEP background questionnaires. You will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.

Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent to the NAEP State Coordinator or the field manager, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP website. You should encourage any interested party to view the previously released NAEP test questions on the NAEP website at <http://nces.ed.gov/nationsreportcard.gov>.

B. Requests From News Media

Representatives of local news media may ask you for information about the state or national assessment and the local school's involvement. **All such inquiries should be referred to school officials who are responsible for handling requests from the press.** There is a press release available for school coordinators if they are faced with media inquiries. Public schools should request copies of the press release from the NAEP State Coordinator. You may provide the press release to private schools.

UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.

This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION. Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. Under no circumstances will NAEP permit videotaping or photographs to be taken of any part of an actual assessment. Newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. To accommodate the needs of the media without disrupting the assessment, a videotape and photographs simulating the assessment are available upon request. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school. Reporters requesting more information should be referred to Sherran Osborne at NCES (202-502-7420).

C. The NAEP Code of Ethics

The NAEP assessment teams are critical to NAEP's success. You conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she knows and can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but the 30-plus-year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

As a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Assessment Administration and Data Collection. This 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.

If you have not previously done so during any past employment on NAEP, at the end of the in-person training, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code:

"I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter."

NAEP Code of Ethics

NAEP is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are accuracy, integrity, and respect.

ACCURACY

Accuracy ensures that NAEP results precisely reflect student achievement across the nation.

- Sampled schools and sampled students who are eligible for the assessment are

to be included in the assessment to the greatest extent possible.

- Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.

- The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.

INTEGRITY

Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.

- Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.

- Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.
- NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.

- Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.

RESPECT

Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.

- Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.

- Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.
- Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school administering NAEP.

- NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.
- Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES or its designee.

D. Accountability

NAEP brings the precision of data collection into the school setting. Your role in the schools as a supervisor is first and foremost as a data collector.

The materials and training you'll receive throughout your NAEP 2007-2008 orientation will provide you with the knowledge of procedures you'll need to conduct the assessments locally, in accordance with strict standards that are observed nationally.

NAEP is no small undertaking. Think of the vast number of variables that would be introduced if the basic procedures followed at every test site across the country were not strictly adhered to. For the data to be statistically valid, it must be collected under the same conditions in each of these schools and in every classroom.

The first principle of data collection is consistency.

How reliable would assessment results be if, for example, fourth-graders only received 5 minutes to complete a block of questions instead of 15 minutes, or if the AA who was monitoring the assessment session gave some students help with the answers?

How reliable would the results be for student subpopulations if the way those subpopulations were defined or classified varied from school to school or from region to region?

Westat provides updated, comprehensive training for its NAEP staff members every year. Detailed scripts are provided for use in each test setting. Westat also provides clear procedures for handling situations that occur within the testing environment.

Your most critical task is to provide consistency of procedure in the school and classroom setting.

As you work in the schools, set the standard for the preciseness and attention to detail that reliable data collection requires. Regardless of the conditions you find when you arrive on the job each morning, your role is to create a research environment at that school on that day in which data can be accurately collected. When unexpected situations arise, don't improvise. Follow stated procedures to the letter to assure uniform, accurate, and confidential collection of data.

Westat has administered the NAEP program since 1983 and has very carefully studied the types of situations you might encounter on the job. Your in-person training will describe the exact procedures to follow if and when you encounter issues that might interfere with accurate data collection. Many of these responses are scripted to ensure consistency across testing environments. If a situation not accounted for in the procedures arises, contact your field manager.

The second principle of data collection is the elimination of errors.

In addition to its extensive training of the AAs and supervisors who administer assessments, Westat implements quality control safeguards to eliminate data collection errors. These QC checks are carefully designed to ensure the integrity of NAEP assessments, identify and

correct potential errors, and guide corrective actions, when necessary. Supervisors are responsible for supervising AAs and ensuring the accuracy of their work through a series of QC checks conducted throughout each assessment. After each session, the supervisor interviews the school coordinator to receive his/her comments and recommendations. Feedback from school coordinators helps Westat improve its procedures, documentation, and training for future assessments.

Each NAEP team member is vital in ensuring quality control. Every NAEP team member has a clearly defined role and is responsible for ensuring that errors do not enter the system. Westat has a comprehensive process in place to ensure checking and rechecking all team members' work. In the rare situation where you are forced to take over an assignment or task for another team member, it is your responsibility to see that the work you do is checked by another team member so the quality control process remains intact.

7. NAEP Quality Assurance Activities

A. QCB

The QCB is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The QCB has been developed to ensure that accurate and consistent data are collected for each school. Throughout this manual, additional information about the QCB can be found.

B. Student Sampling Summary Report

Once listings of students have been E-Filed through the MySchool website or manually entered using the SDS, the student demographic data undergo a series of statistical checks. Any checks that result in a warning message are printed on a Student Sampling Summary Report, which you will review with the school coordinator during the preassessment visit. You will record notes about major revisions to student demographic data in the QCB.

C. NAEP QC Missing Student Demographic Data Retrieval

It is our goal that all data on the Administration Schedule be complete. Throughout the field period Westat will send you and your field manager messages specifically identifying the students at each school for whom you will need to follow up with the school coordinator to obtain information. Detailed procedures for responding to these messages will be provided prior to the beginning of assessments.

D. School Visits by NCES, ETS, Pearson, NAEP State Coordinators, and Westat

Staff members from NCES, ETS, Pearson, NAEP state coordinators, and Westat will regularly conduct scheduled quality control visits to schools on assessment day. The main purpose of the site visits is to ensure that the procedures before, during, and after the assessment administration are being conducted according to NAEP standard procedure.

E. Quality Assurance Visits by HumRRO

NCES has contracted with Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities includes visiting training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites and the selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

School visits are an integral and necessary part of NAEP's quality control program, and this check has been designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff.

A HumRRO staff member will contact the field manager (or other contact provided by Westat) affiliated with each selected site visit location via telephone to inform him/her the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the assessment.

F. School Visits by Your Field Manager

In addition to the observations by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the field manager visit is similar to that of the NAEP staff visits. The field manager will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

G. Follow-up Telephone Calls

As an additional QC check, your field manager and other Westat staff will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

8. Goals of the NAEP 2007-2008 Training Program

Ensuring the data you collect is of the highest quality has always been the top priority for NAEP. It is critical that the procedures for collecting data are followed exactly as NAEP intended.

As a supervisor, many of your responsibilities directly affect the reliability and accuracy of the data collected. NAEP has procedures in place that ensure the data you collect have statistical validity.

Statistical validity means the data collected are accurate and reliable, and have been collected in a uniform manner across schools. NAEP goals for 2007-2008 reflect important priorities:

Ensure Statistical Validity Through Quality Control.

Each piece of data you collect or procedure you carry out that affects statistical validity will also be double-checked by someone other than yourself for accuracy. QC checks are an integral and necessary part of NAEP's quality assurance program. The checks are designed to ensure the integrity of NAEP assessments, to identify and correct potential errors, and to guide corrective actions, when necessary. As a supervisor, you are responsible for supervising AAs and ensuring the accuracy of their work by conducting a series of QC checks throughout each assessment. Your field manager is also responsible for the quality control of the work you do, and will conduct a series of QC checks as well.

Promote the NAEP Code of Ethics.

The NAEP Code of Ethics is a set of principles that NAEP expects all staff to abide by when administering the assessment and collecting NAEP data. The Code outlines the three principles—accuracy, integrity, and respect—that guide all NAEP procedures and the actions of all NAEP staff. The Code also outlines how these principles are reflected in NAEP procedures and in the actions of its staff.

Protect the Security and Confidentiality of NAEP Materials.

NAEP materials contain sensitive information that must be protected in many different ways. Some information cannot leave the school, some information can only be seen by field staff that have signed the Affidavit of Nondisclosure, and some information must be destroyed entirely. The terms “security” and “confidentiality” refer to specific ways this information must be treated by field staff. These are outlined in greater detail at later points in this manual, as well as the *AA Manual*.

9. Manual Format

There are a series of icons used throughout the manual. The table below identifies the icons and their meanings.



This icon indicates the task you are about to complete impacts the statistical validity of the assessment. Expect these items to have a quality control procedure attached to them.



This icon indicates a quality control check or “QC check” will be required.



This icon indicates the NAEP materials you are working with must be kept secured and/or confidential.



This icon indicates the data must be entered in the School Control System (SCS) website. Details for entering data in the SCS are provided in Appendix A, the *SCS User's Guide*.



Voices of Experience:

These boxes offer tips and practical advice from experienced NAEP staff who have honed their skills in the field.

Chapter 1 Summary

Upon completing this chapter, you should now be able to:

- describe NAEP's background and characteristics;
- describe NAEP's organizational structure;
- describe the NAEP program for 2007-2008;
- provide an overview of the supervisor's role and responsibilities;
- understand your assignment of schools and materials receipt schedule;
- understand NAEP's security and confidentiality policies;
- describe NAEP's quality assurance activities;
- describe the goals of this training program; and
- describe the manual's format.

2

UNDERSTANDING NAEP MATERIALS

The information described in this chapter is presented in the order of materials, forms, and letters you will need for assembling the Preassessment Packet and preparing the School Folder.

1. NAEP Forms and Materials

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	5D	2.57
Administration Schedule	3C	2.24
Assessment Booklets (and Ancillary Materials)	5A	2.50
Assessment Information Form	4D	2.47
Bulk Security Checklist	4F	2.49
Bundle Slip	4E	2.48
Certificates of Appreciation (School and Student)	3H	2.40, 2.41
E-File Roster	3F	2.38
Important NAEP Materials Label	2K	2.19
Inclusion Worksheet	3D	2.35
<i>Instructions for the School Coordinator Brochure</i>	2A	2.3
<i>Instructions for the School Computer Administrator Brochure</i>	2L	2.19
Logistics Questionnaire	2H	2.14

List of NAEP Materials in Alphabetical Order (continued)

Item	Chapter Item Letter	Page #
NAEP 2008 Publications <ul style="list-style-type: none"> ● <i>Frameworks</i> ● <i>FT Sample Questions Booklet</i> ● <i>Teacher's Guide to NAEP</i> 	4B	2.44 2.44 2.45
NAEP Storage Envelope and "Destroy By" Postcard	2I, 2J	2.15, 2.16
New Enrollee Listing Form and Instructions for Sampling New Enrollees	3E	2.36
Parent/Guardian Notification Letter	2G	2.12
Quality Control Booklet (QCB)	3B	2.22
Roster of Questionnaires	2E	2.9
School Folder (and School Folder Transmittal Form)	3A	2.20
School Staff and Teacher Questionnaires	2C	2.5, 2.6
SD and/or ELL Questionnaires	2D	2.7
Session Debriefing Form	5E	2.59
Session Scripts and Question-by-Question Specifications	5B	2.52
State Information Form	4A	2.43
Student Information Report	2B	2.4
Student Sampling Summary Report	3G	2.39
Teacher Notification Letter	4C	2.46
Teacher Observer Letter	5C	2.55
U.S. Department of Agriculture Letter and Confidentiality Agreement	2F	2.10, 2.11

2. Preassessment Packet Materials

Preassessment activities take place before, during, and immediately after the preassessment visit to the school. Before you schedule a preassessment visit you will need to prepare a packet of preassessment materials that will be sent to the school coordinator and prepare the School Folders. Descriptions of the materials and forms you will need to complete the Preassessment Packets are described below beginning with the *Instructions for the School Coordinator* brochure. Preparing the School Folders is described in section 3.

A. *Instructions for the School Coordinator* Brochure

This tri-fold, two-sided color 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 you to record the date and time of the preassessment visit once you have arranged for it during your Scheduling Telephone Call, which is described in chapter 6. Refer to chapter 5 for more detailed information about how to fill out this brochure before including it in the Preassessment Packet.

ACTIVITIES TO COMPLETE BEFORE THE PREASSESSMENT VISIT

ACTIVITIES TO COMPLETE DURING THE PREASSESSMENT VISIT

INSTRUCTIONS

for the School Coordinator

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2008

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2008 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. In order for the visit to take the least amount of your time, we ask that you read these instructions carefully.

I will call you shortly after you receive this Preassessment Packet. If you have questions before then, I can be contacted through the MySchool website at www.naep.com or the information below. If you need immediate assistance, please call the NAEP Help Desk at 1-800-283-NAEP (6257).

The preassessment visit is scheduled for February 4 at 9:00 am.

I will arrive at your school up to an hour before our preassessment visit to gather the materials below and work in a designated space until our scheduled appointment.

Please have these materials ready for me upon my arrival:

- Completed Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires
- Completed Student Information Report
- Printed list of age-eligible students
- Completed Logistics Questionnaire (Optional)

NAEP is scheduled to take place in your school on 2/18/08. We look forward to a successful assessment!

Sincerely,
Sally J Jones
NAEP Representative
sallyjones@naepmail.westat.com
Email address
555-555-1234
Telephone number

FIELD TEST

B. Student Information Report

The Student Information Report is a session-level document designed to replicate the Administration Schedule (page 2.24). 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.

NAEP-2008/FT STUDENT INFORMATION REPORT										
Central Middle School 122-122-2							Session # FT0801			
-D-	-B-	-C-	-E-	-F-		-G-	-H-	-I-	-J-	-L-
LINE #	STUDENT NAME	HOME ROOM	GRADE	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
1	ALZATE, TYLER WALTER	51	08	10	1993	1	1	1	2	2
2	AYERS, ADAM ANTHONY	51	08	01	1994	1	1	1	2	2
3	BAKER, IRIS L.	51	08	11	1993	2	1	1	2	2
4	BARKSDALE, BRIANA C.	51	08	12	1993	2	1	1	2	2
5	BECK, ALEX J.	51	08	03	1994	1	1	1	2	2
6	BECK, DANIELLE MARIE	51	08	07	1994	2	1	1	2	2
7	BISHOP, TRICEZETTE DONISE	51	08	05	1994	2	1	1	2	2
8	BLANCHARD, THOMAS ODEL	53	08	08	1994	1	1	1	2	2
9	BOYER, DAVON DANIEL	51	08	01	1994	1	1	1	2	2
10	BRADFORD, ERIN ELIZABE	53	08	04	1994	2	1	1	1	2
11	BURNETT, KEOSHA NYERA	51	08	12	1993	2	1	1	9	2
12	CANTINE, JARAAD ALLEN	51	08	09	1994	1	1	1	2	2
13	CAVISTON, MELISSA ANN	53	08	06	1994	2	1	1	2	2
14	CLEMMONS, BRANDON JARELL	51	08	02	1994	1	1	1	2	2
15	COBLE, KRISTIN	51	08	03	1994	2	1	1	2	2
16	COWDEN, AMANDA LYNN	51	08	10	1993	2	1	1	2	2
17	DAVIS, CIERA MARIE	52	08	01	1994	2	1	1	2	2
18	DAVIS, TANISHA V.	51	08	08	1994	2	1	1	2	2
19	DECKMAN, JOSHUA PATRICK	52	08	05	1994	1	1	1	2	1
20	DIXON, ROOSEVELT TERR	53	08	12	1993	1	2	3	2	2
21	ELLIS, BRIA QUIANA	52	08	10	1993	2	1	3	2	2
22	ESPINOZA, JAVIER	53	08	04	1994	1	3	3	2	2
23	FERERRO, KELBY RYAN	53	08	07	1994	1	1	1	2	2
24	FISHER, BENJAMIN	53	08	09	1994	1	1	1	2	2
25	FORD, DILLAN WESLEY	52	08	11	1993	1	1	1	2	2
26	GARRIDO, ROMINA NOELLE	52	08	01	1994	2	1	1	2	2
27	GOMEZ-WICK, REBEKA LILIA	52	08	06	1994	2	3	3	2	2
28	GRAY, CHRISTIAN	53	08	03	1994	1	1	1	2	2
29	HABTE, GABRIELLA	52	08	10	1993	2	1	1	2	2
30	HALL, FRANKLIN JOSEPH	52	08	04	1994	1	1	1	2	2
31	HARDING, JACOB ALEXANDER	52	08	01	1994	1	1	1	2	2
32	HARRINGTON, JOSHUA RYA	53	08	09	1994	1	1	1	2	2

STUDENT DEMOGRAPHIC CODES		
Sex: 1=Male; 2=Female	SD: 1=Yes; 2=No, 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

There is one Student Information Report for each session and it is to be included in each school's Preassessment Packet. This year, in most cases, Preassessment Packets will be assembled before the Administration Schedule will be available; therefore, we are providing the Student Information Report(s) to the schools for review prior to and during the preassessment visit. Instructions for reviewing this document with the school coordinator during the preassessment visit are presented in chapter 7.

C. School Staff and Teacher Questionnaires

The NAEP questionnaires are the only documents used to collect detailed background information from teachers, principals, or other school administrators.

This year there are four types of NAEP questionnaires for school staff members:

- School Questionnaire;
- Teacher Questionnaire;
- SD Questionnaire; and
- ELL Questionnaire.

These questionnaires will be used to collect additional information for NAEP. School staff may complete all questionnaires either online or by hand. Online questionnaires are located on the MySchool website at www.mynaep.com or at the website printed on the questionnaire cover. When possible, remind school coordinators to encourage school staff to complete questionnaires online. Directions for accessing the websites are printed on the cover of each questionnaire. The instructions to the school coordinator for distributing and collecting the SD and ELL Questionnaires are printed on the right-hand side of the SD/ELL Rosters of Questionnaires.

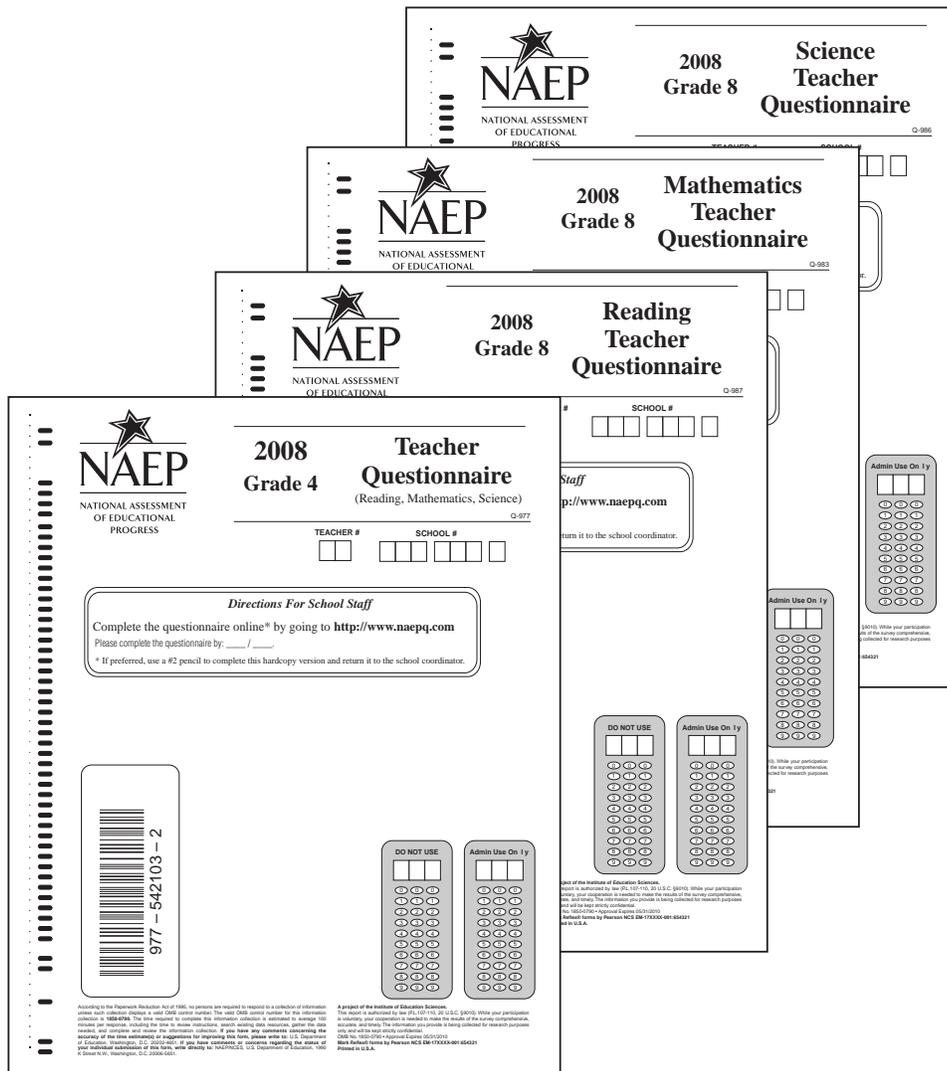
The image displays three overlapping covers of NAEP School Questionnaires for the year 2008. The top cover is for Grade 12, the middle for Grade 8, and the bottom for Grade 4. Each cover features the NAEP logo (National Assessment of Educational Progress) and the title '2008 School Questionnaire (School Characteristics and Policies)'. A field for 'SCHOOL #' is provided on each cover. The Grade 4 cover includes a 'Directions For School Staff' section with instructions to complete the questionnaire online at <http://www.naepq.com> or by hand. It also contains a barcode with the number 958-236855-7 and a 'DO NOT USE' area. The bottom right of each cover has a 'DO NOT USE' area and an 'Admin Use On 1 y' area with a grid of circles for marking.

NAEP Teacher Questionnaires

The Teacher Questionnaire collects information about a teacher's background characteristics, educational training, and instructional practices. There are four distinct Teacher Questionnaires this year:

- Grade 4 Reading/Mathematics/Science (combined),
- Grade 8 Reading
- Grade 8 Mathematics
- Grade 8 Science

All grade 4 and grade 8 teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire. **There are no Teacher Questionnaires at grade 12 this year.** As with the School Questionnaire for grades 4 and 8, you will give the Teacher Questionnaire to the school coordinator during the preassessment visit to distribute to the required teachers.



The table below shows the questionnaires that will be administered in 2008.

Questionnaire type	Grades	Subjects	Available online?
NAEP School Questionnaire	4, 8, 12	N/A	Yes
NAEP Teacher Questionnaire	4	Reading, Mathematics, and Science	Yes
NAEP Teacher Questionnaire	8	Reading	Yes
NAEP Teacher Questionnaire	8	Mathematics	Yes
NAEP Teacher Questionnaire	8	Science	Yes
SD Questionnaire	4, 8, 12	N/A	Yes
ELL Questionnaire	4, 8, 12	N/A	Yes

D. SD and ELL Questionnaires

New to NAEP this year is the availability of SD and ELL Questionnaires online. The school coordinator or staff member most knowledgeable about the SD and/or ELL student has the option of completing the questionnaire on hard copy or online. The school staff member completing the questionnaire online will go to www.naepq.com. Once the questionnaire is completed but before the preassessment visit, the school coordinator will print the Inclusion Worksheet Report, located on the main page of the naepq.com website. At the preassessment visit you will collect the completed hard copy questionnaires and the Inclusion Worksheet Report, and transcribe the results onto the Inclusion Worksheet.

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 each SD and/or ELL student should complete this questionnaire.

You will prepare the SD and ELL Questionnaires and include them with a photocopy of the preprinted SD/ELL Roster of Questionnaires in the Preassessment Packet before it is sent to the school.

You will use the completed questionnaires to fill out the Inclusion Worksheet (see page 2.35) 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 processing the SD and ELL Questionnaires and the Inclusion Worksheet during the preassessment visit is provided in chapter 5.



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

2008 English Language Learner (ELL) Questionnaire

Q-990

Directions For School Staff

Complete the questionnaire online* by going to <http://www.naepq.com>

Please complete the questionnaire by: ___ / ___.

This questionnaire is to be completed by the person at your school most knowledgeable about how this student is tested in the state assessment selected below.

This student will be assessed in:

Math Reading Science

Questions 2-6 and 9 require you to reference the subject the student will be assessed in NAEP. Please respond to those questions based on the subject indicated above.

* If preferred, use a #2 pencil to complete this hardcopy version and return it to the school coordinator.

For NAEP Supervisor Use Only

ELL Confirmation Box

- This student confirmed ELL.
 This student confirmed no longer ELL.

SCHOOL

□ □ □ □ □ □ □ □

Student Demographic Information (from columns E and F on Administration Schedule)

Birth Date Sex

□ □ □ □ □ □ □ □
Month Year 1 = Male
2 = Female

Student Booklet ID (from column N on Administration Schedule)

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

Session Number Admin Sched

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A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
OMB No. 1850-0750 Approval Expires 05/31/2010
Mark Refill® forms by Pearson NCS EM-17XXXX-001-654321
Printed in U.S.A.



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

2008 Student with Disabilities (SD) Questionnaire

Q-991

Directions For School Staff

Complete the questionnaire online* by going to <http://www.naepq.com>

Please complete the questionnaire by: ___ / ___.

This questionnaire is to be completed by the person at your school most knowledgeable about how this student is tested in the state assessment selected below.

This student will be assessed in:

Math Reading Science

Questions 2-6 and 9 require you to reference the subject the student will be assessed in NAEP. Please respond to those questions based on the subject indicated above.

* If preferred, use a #2 pencil to complete this hardcopy version and return it to the school coordinator.

For NAEP Supervisor Use Only

SD Confirmation Box

- This student confirmed SD.
 This student confirmed no longer SD.

SCHOOL

□ □ □ □ □ □ □ □

Student Demographic Information (from columns E and F on Administration Schedule)

Birth Date Sex

□ □ □ □ □ □ □ □
Month Year 1 = Male
2 = Female

Student Booklet ID (from column N on Administration Schedule)

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimated or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20008-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
OMB No. 1850-0750 Approval Expires 05/31/2010
Mark Refill® forms by Pearson NCS EM-17XXXX-001-654321
Printed in U.S.A.

F. U.S. Department of Agriculture Letter and Confidentiality Agreement

The National School Lunch Program (NSLP) is a federal meal program that provides low-cost or free lunches to eligible students. A letter from the U.S. Department of Agriculture authorizing the release of the NSLP data as part of the NAEP data collection process is sent to the school coordinator in the Preassessment Packet.

For most schools, the NSLP data was already released during the student list submission process by the school, district, or state in the fall of 2007. However, if some of all of the NSLP data is missing on the Administration Schedule, you must attempt to collect it during the preassessment visit. In this case, refer the school to the U.S. Department of Agriculture letter. If a school requests a confidentiality agreement in writing to release the NSLP data on their students, a confidentiality form, shown on the following page, is available for you to sign and use for this purpose.

More information on using these two documents is provided in chapter 5.

<p>Page 2</p> <p>In accordance with the statute, school food authorities are not <i>required</i> to disclose eligibility information. This is a State and local decision.</p> <p>Sincerely,</p>  <p>FOR STANLEY C. GARNETT Director Child Nutrition Division</p>	 <p>United States Department of Agriculture</p> <p>Food and Nutrition Service</p> <p>3101 Park Center Drive Alexandria, VA 22302-1500</p> <p>DATE: September 15, 2006</p> <p>MEMO CODE: SP-33-2006</p> <p>SUBJECT: Affirmation of Policy on Limited Disclosure of Children's Eligibility information to the National Assessment of Educational Progress (NAEP)</p> <p>TO: Regional Directors Special Nutrition Programs All Regions</p> <p>State Agencies Child Nutrition Programs All States</p> <p>The administrators of the NAEP have asked that we remind school food authorities that they may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons <i>directly</i> connected with the administration or enforcement of a Federal or State education program, as permitted by section 9(b)(2)(C)(iii) of the Richard B. Russell National School Lunch Act. Persons directly connected to the administration or enforcement of NAEP are authorized recipients of children's free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs also are eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.</p> <p>The term "persons directly connected" for the purpose of disclosure to NAEP includes Federal, State and local program operators responsible for NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate NAEP purposes.</p> <p>We recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with NAEP officials. We suggest that the agreement be signed by both the school food authority and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure.</p> <p>AN EQUAL OPPORTUNITY EMPLOYER</p>
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NSLP Confidentiality Agreement



UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Agreement Between NAEP Officials and School Food Authority Regarding Collection of Free and Reduced Price Meals Data

Under this agreement, a NAEP Official, as an agent of the National Center for Education Statistics (NCES), U.S. Department of Education, shall collect the eligibility status for free or reduced price meals for the children sampled for the National Assessment of Educational Progress (NAEP). An agent of the School Food Authority shall provide the eligibility information to the NAEP Official.

Both parties understand that:

- The School Food Authority shall provide the eligibility status to the NAEP Official for those children selected to participate in NAEP.
- The NAEP Official shall adhere to Section 303 of the National Assessment of Educational Progress Authorization Act, Title III of the Education Sciences Reform Act of 2002, 20 U.S.C. 9621, which states that:
 - NCES shall use the eligibility information as part of the federal administration of NAEP under the requirement to “include information on special groups, including, whenever feasible, information collected, cross tabulated, compared, and reported by... socioeconomic status.” NCES uses eligibility for free and reduced price meals as a proxy for socioeconomic status.
 - NCES may “only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information.”
 - “The Commissioner for Education Statistics shall ensure that all personally identifiable information about students, their academic achievement, and their families, and that information with respect to individual schools, remains confidential, in accordance with section 552a of title 5, United States Code.”
- Under the Privacy Act of 1974 (section 552a of title 5, United States Code), should there be a case of unauthorized disclosure, civil action may be brought against the U.S. Department of Education.

U.S. Department of Education:

Peggy Carr
(Signature)

Peggy Carr
(Name)

Associate Commissioner
(Title)

National Center for Education Statistics
(Organization)

1990 K Street NW, 8th Floor
(Address)

Washington, DC 20006
(City, State, Zip)

NAEP Official:

(Signature)

(Name)

(Title)

(Organization)

(Address)

(City, State, Zip)

School Food Authority:

(Signature)

(Name)

(Title)

(School)

(Address)

(City, State, Zip)

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

G. Parent/Guardian Notification Letter

The No Child Left Behind Act requires that parents of students sampled for NAEP assessment be notified that their child has been selected and that participation is voluntary. NAEP has developed a sample Parent/Guardian Notification Letter (shown on the following page) for schools to use or modify as necessary. Schools are encouraged to print the letter on their school letterhead before sending to parents. While signed consent is not a NAEP requirement (although some schools, districts, or state may require it), NAEP does require a dated copy of the parent/guardian letter that each school sends.

States, districts, or schools determine how parents are notified. This information can be found on the State Information Form. In the fall, public schools received either a state-specific letter or the NAEP Parent/Guardian Notification Letter from the NAEP State Coordinator, and private schools received the letter from their gaining cooperation supervisor (GCSV). You will also send a copy of the appropriate (either state specific or generic) Parent/Guardian Notification Letter to schools in the Preassessment Packet.

You are required to collect a dated copy of the Parent/Guardian Notification Letter before assessments can be conducted in the schools. Sometimes schools notify parents by including a statement about NAEP in a newsletter and this is acceptable. You should keep a copy of the newsletter in the School Folder as a record.

NAEP State Coordinators have posted the appropriate Parent/Guardian Notification Letter to be used by each of their sampled schools in Step 2 of the MySchool website. In some states, the schools can modify the Sample Parent/Guardian Notification Letter provided by the NAEP State Service Center. In other states, the state has prepared a specific letter that the schools must use without modification. It's important that you include the correct letter in each school's Preassessment Packet.

Again, the appropriate letters are posted in Step 2 of MySchool. Go to MySchool and access one of the sampled schools in your assignment from a particular state. From Step 2, download the letter posted for that school. You can make copies of that letter to include in the Preassessment Packets for each school in that state.

PARENT/GUARDIAN NOTIFICATION LETTER

NOTE: Please circle: “your child may be/has been randomly selected to take the assessment.”

(School Letterhead)

Dear Parent or Guardian:

We are pleased to tell you that our school has been selected to represent schools across the Nation by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information.

NAEP has been given in schools nationwide for more than 30 years. You may have taken the assessment yourself when you were in school. The results are published in a report called *The Nation's Report Card* which provides reliable student achievement information to educators, parents, and other citizens.

In our school, the NAEP assessment will be given on _____ in (reading, mathematics, science, the arts—*select appropriate subject{s}*). Some of the science assessment activities will be presented on computers. Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some background questions such as how often they use computers and what types of classes they take.

It will take approximately 90 minutes for students to complete NAEP. The results are completely confidential, and your child's grades will not be affected. Your child may be excused from participation for any reason, is not required to finish the assessment, and may omit any test question. While NAEP is voluntary, we depend on student participation to collect information on student achievement that will inform improvements in education. **Your child will represent many other students, so participation is very important.** However, if you do not want your child to participate, please notify me in writing by (insert date).

There is no need to study in preparation for NAEP. We do ask parents to encourage their children's best efforts and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit the web site at: <http://nces.ed.gov/nationsreportcard>. If you have questions or would like to review a booklet that includes the background questions and sample assessment questions, please contact me at (insert telephone number) or via email at (insert email address).

We are excited that our school will be participating in NAEP, and we are pleased that your child (may be/has been) selected. **We know that (school name)'s students will help us to show what American students know and can do!**

Sincerely,

School Principal

H. Logistics Questionnaire

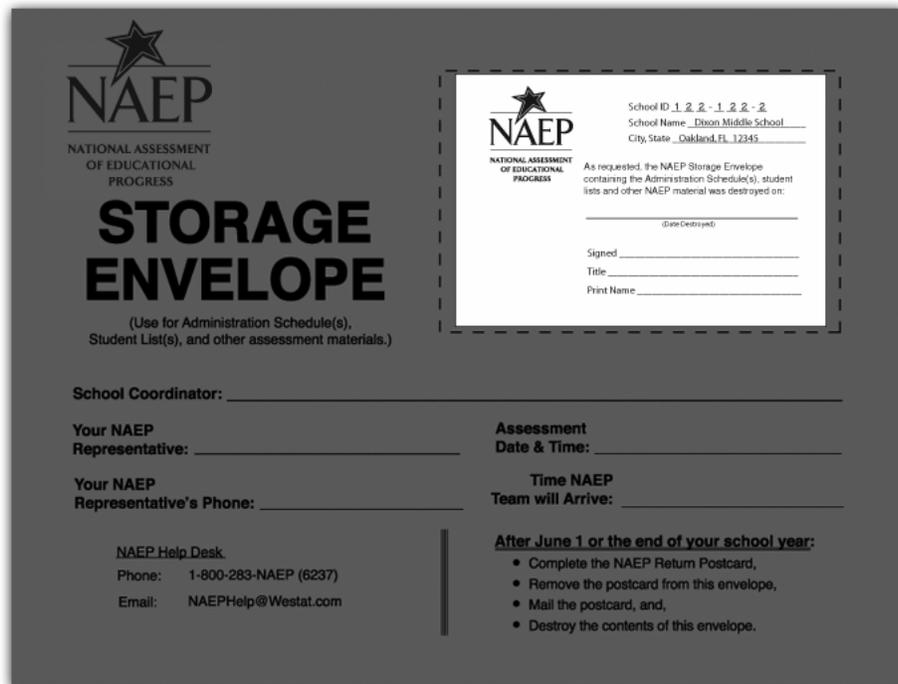
The Logistics Questionnaire is sent to schools in the Preassessment Packet. This document contains questions related to the assessment day logistics. These questions were previously asked at the end of the preassessment visit, and, this year, the school coordinator has the option of completing them ahead of time in order to make the visit shorter. If the school coordinator does not complete the questionnaire before the preassessment visit, the questions are reprinted in your Quality Control Booklet (QCB) for you to ask the school coordinator during the next visit.

<p>How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How should we dismiss students when the assessments are over and the materials have been collected and accounted for?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>So that we may be more sensitive to the needs of your school, you please tell us if there have been any traumatic incidents affected your school, students, or community in the past year?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Is there anything scheduled that might interrupt the assessment session, such as a fire drill or assembly?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">NAEP 2008 Logistics Questionnaire —Field Test</p> <p style="text-align: center;"><i>Please complete the following questions to help us plan for the upcoming NAEP assessment in your school.</i></p> <p>On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>We will wear our NAEP identification badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Is there a room where the assessment team may work until it is time to go to the assessment locations?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">(OVER)</p>
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I. NAEP Storage Envelope

The red NAEP Storage Envelope is used to store all NAEP documents at the school between the preassessment visit and the end of the school year.

You will send a NAEP Storage Envelope to the school coordinator in the Preassessment Packet of materials. This envelope will stay at the school throughout the assessment period and will be used by you and the school coordinator to store various assessment related documents, such as Administration Schedules, Rosters, and completed school and staff questionnaires. After the assessment, the school will retain the NAEP Storage Envelope with its contents until the end of the school year in case a need should arise for NAEP to refer to the contents during data processing and statistical analysis.



The image shows a template for a NAEP Storage Envelope. It features the NAEP logo (National Assessment of Educational Progress) with a star icon. The main heading is "STORAGE ENVELOPE" in large, bold letters. Below this, it says "(Use for Administration Schedule(s), Student List(s), and other assessment materials.)".

On the right side, there is a dashed-line box containing a smaller NAEP logo and a form for school information:

School ID: 1 2 2 - 1 2 2 - 2
School Name: Dixon Middle School
City, State: Oakland, FL 12345

Below this, it says: "As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on: _____ (Date Destroyed)"

There are also fields for "Signed _____", "Title _____", and "Print Name _____".

At the bottom of the envelope, there are several sections:

- School Coordinator:** _____
- Your NAEP Representative:** _____
- Your NAEP Representative's Phone:** _____
- Assessment Date & Time:** _____
- Time NAEP Team will Arrive:** _____

On the bottom left, there is contact information for the NAEP Help Desk:

NAEP Help Desk
Phone: 1-800-283-NAEP (6237)
Email: NAEPHelp@Westat.com

On the bottom right, under the heading "After June 1 or the end of your school year:", there is a list of instructions:

- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and,
- Destroy the contents of this envelope.

J. “Destroy By” Postcard

When you prepare the NAEP Storage Envelope after the assessments are completed, you will record the school ID, school name, city, and state on the “Destroy By” postcard and staple it to the front of the NAEP Storage Envelope. After June 1 or by the end of the school year, the school coordinator is instructed to complete the postcard and send it to Westat indicating that the contents of the NAEP Storage Envelope have been destroyed.





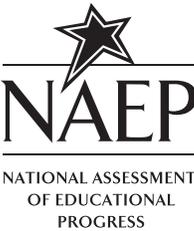
NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY CARD
 FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
 1650 Research Boulevard
 Rockville, MD 20850-9973





School ID 1 2 2 - 1 2 2 - 2
 School Name Dixon Middle School
 City, State Oakland, FL 12345

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:

(Date Destroyed)

Signed _____

Title _____

Print Name _____

For your reference, the table below summarizes the materials and forms needed for preparing the preassessment packets, the quantity needed, and the purpose of the document.

Preassessment Packet Materials		
Document name	Quantity	Purpose of document
<i>Instructions for the School Coordinator</i> Brochure	One per school	Instructions to the school coordinator for preparing NAEP materials and coordinating assessments with the supervisor.
<i>Instructions for the School Computer Administrator</i> Brochure	One per school	Communicates the computer requirements for the SICT to the school's computer administrator.
Student Information Report	One per session	Master list of students selected for the assessment. Given to schools in place of the Administration Schedule.
SD/ELL Roster of Questionnaires (copy of the original)	One per grade for each grade 4 and grade 8 school with assigned SD and/or ELL Questionnaires	Used to assign and track each of the SD and ELL Questionnaires.
Grade 12 Roster of Questionnaires (copy of the original)	One for each grade 12 school	Used to assign and track each of the SD and ELL Questionnaires and the Grade 12 School Questionnaire.
School Questionnaire	One for each grade 12 school	Used to collect data about school characteristics for NAEP.
SD Questionnaire	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
ELL Questionnaire	One for each student on the Administration Schedule classified as an English language learner	Collects important information about a student's English language proficiency.
U.S. Department of Agriculture Letter	One per school	Authorizes the disclosure of the NSLP information for the selected students.
Parent/Guardian Notification Letter (Generic or State-Specific Version)	One per school	Explains the assessment and its importance to parents or guardians of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.
Logistics Questionnaire	One per school, also found in the QCB.	Outlines assessment day logistics.

Preassessment Packet Materials (continued)		
Document name	Quantity	Purpose of document
NAEP Storage Envelope	One per school	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.
"Destroy By" Postcard	One per school	Alerts Westat that the NAEP Storage Envelope and its contents have been destroyed.
Important NAEP Materials Label	One label per Preassessment Packet	Alerts the school personnel that this is a NAEP-specific package, which has important NAEP materials.

3. School Folder Materials

A. School Folder and School Folder Transmittal Form

The School Folder, shown on the following page, contains the most critical set of documents in the assessment process. There are three versions of the School Folder, one for each grade. For easy identification, grade 4 folders are blue, grade 8 folders are dark green, and grade 12 folders are yellow.

Nonpublic school folders have already begun to be assembled by the GCSVs. You will receive a manila-colored folder for each cooperating school. The folder will have a personal note to you with information unique to each school and any promises or understandings that have been made in advance of your taking over the responsibility of the school. These notes are meant to make the transition easier for everyone and to assure that all confidences are kept and the transfer will in no way jeopardize the cooperation status of the school. After reading the note, you may remove it from the folder. It is not meant to be kept in the folder as part of the documents. If you have any questions you may contact the GSCV for further clarifications. Our goal is to keep every nonpublic school happy and work with them to have a successful assessment day. Do not push these schools to E-File or send you lists of their students if they are at all hesitant. It is better to sample in the school than to lose the school because of a misunderstanding.

Since the nonpublic folders may have comments or notes written on the covers themselves it is recommended that you make a new colored folder for each nonpublic school and slip the entire manila folder inside of the new one. You may also receive folders from closed, ineligible, and refusing nonpublic schools. If you do receive any of these folders, you may set them aside until all folders are returned at the end of the project. They do not need to have colored folders made up for them.

For all cooperating schools in your assignment you will prepare an appropriate folder. Begin by affixing a preprinted label containing the school name, address, region, area, and state, as well as the school coordinator name and contact information, if known. This label can easily be read while the folder is closed.

Next insert or staple a School Folder Transmittal Form inside each folder. As you add materials to the folder, initial each row to indicate the document is enclosed. The top half of the transmittal form will serve as a checklist for you to be sure you have all the materials you need for your preassessment visit. The next section will be used after the assessments are complete to return the folder to your field manager. When your field manager receives the folder he/she will check to be sure all rows have been initialed or have a comment to ensure that all steps have been completed.

Grade 8 NAEP 2008 SCHOOL FOLDER - FT Grade 8

PLACE LABEL HERE

TERRITORY: _____ REGION: _____ AREA: _____

ASSESSMENT DATE: _____

SCHOOL TYPE (circle one): PUBLIC NONPUBLIC

SCHOOL NAME: _____

SCHOOL ID#: _____

ADDRESS: _____

PRINCIPAL: _____

SCHOOL COORDINATOR: _____

PHONE: _____

FAX: _____

E-MAIL: _____

SESSION NUMBERS: _____

COMMENTS: _____

SHIPMENT TRACKING ON BACK OF FOLDER

SUPERVISOR: Please complete the following information:

SUPERVISOR: _____

FIELD MANAGER: _____

STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

CONTENTS	Qty.	
	_____	SCHOOL
	_____	SD Quest
	_____	ELL Ques
	_____	LANGUAG
_____	MATHEM	
_____	SCIENCE	

SV: Please complete

PREASSESSMENT DA

MAKEUP REQUIRED (

NUMBER OF REGULA

NUMBER OF SEPARA

NUMBER OF AAs: _____

School Folder Transmittal Form - FT

School Name: _____ ID #: _____

Supervisor: Be sure the following documents are in this School Folder before visiting the school for the preassessment visit	Initial EACH ROW to indicate document is enclosed	Comments
Quality Control Booklet with label attached		
Original Administration Schedule for each session		
Preprinted Inclusion Worksheet, if applicable		
SD/ELL Roster of Questionnaires, if applicable		
Instructions for Sampling New Enrollees		
New Enrollee Listing Form		
Original List of All Students in the Grade Submitted for Sampling (E-File Roster)		
Field Sampling Line Numbers, if applicable		
Student Sampling Summary Report, if applicable		
School Certificate of Appreciation and Folder		
Prereassessment Packet FedEx Airbill Receipt (if applicable)		
If Grade 8 or 12: White name labels provided by Pearson for use on the Student Certificates		
Student Booklet ID labels (if sampled after 11/25/07)		
Nonpublic School Recruitment Documents, if applicable		
Supervisor: Be sure the following documents are in this School Folder before delivering it to the Field Manager after the assessment	Initial EACH ROW to indicate document is enclosed	Comments
Completed Quality Control Booklet		
Photocopy of each Administration Schedule (without names)		
Photocopy of the SD/ELL Roster (without names), if applicable		
Inclusion Worksheet (without names), if applicable		
Dated Parent Notification Letter sent by school		
Instructions for Sampling New Enrollees		
Student Sampling Summary Report, if applicable		
Signed Teacher Observer Letters, if applicable		
Signed Accommodation Teacher Letter, if applicable		
Completed Session Debriefing Forms (one per session)		
Field Sampling Line Numbers, if applicable		
Nonpublic School Recruitment Documents, if applicable		
Field Manager: Be sure all documents above are included before final shipment to the NAEP Warehouse. Include the following materials if applicable.	Initial to verify School Folder contains all required documents	Comments
Telephone Follow up QC Form, if applicable		
In-Person Observation Form, if applicable		
Field Manager: Be sure all documents above are included before final shipment to the NAEP Warehouse.	Initial to verify School Folder contains all required documents	Comments
I reviewed this School Folder and verify that all the information above is included.		

WHITE: School Folder GREEN: FIELD MANAGER YELLOW: SUPERVISOR

8/22/2007

B. Quality Control Booklet (QCB)

The QCB is designed to be used as your guide throughout the assessment process at each school. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The QCB has been developed to ensure that accurate and consistent data are collected for each school.

The Critical Role of the QCB in the NAEP Process

You will receive a QCB in the School Folder for each of the schools in your assignment and use it to record all communication with the school coordinator. Each QCB will have a label on the front (shown below) unique to the school. It is a requirement of your job as a supervisor to complete the QCB for each school. If multiple grades in a school are selected in a school, you will complete one QCB per grade. Information you record in the QCB will be keyed by a data entry team at the Westat home office and used to provide reports for the NAEP State Coordinators, National Center for Education Statistics (NCES), Westat statisticians, and other home office staff. It is critical that you complete each QCB accurately and completely.

The QCB is organized into seven parts:

- part 1 contains checklists for all the preassessment activities and scripts for you to follow as you conduct the Preassessment Visit Scheduling and Confirmation Telephone Calls;
- part 2 consists of a script for you to follow as you conduct the preassessment visit and instructions for completing your preassessment visit activities;
- part 3 contains the Assessment Booklet Preparation Record, used to evaluate each AA's preparation of the assessment booklets;
- part 4 contains the Assessment Quality Control Record, used to evaluate the performance of each AA during assessment activities at the school;
- part 5 is the Makeup Session Worksheet;
- part 6 consists of a questionnaire for conducting the School Coordinator Debriefing Interview after the assessment; and
- part 7 consists of the Computer Administrator Debriefing Form.

Detailed instructions for using each of these parts are provided throughout the manual.

NAEP 2008 – FIELD TEST QUALITY CONTROL BOOKLET

School Information	Contact Summary
School ID #: _____ Region: _____ Area: _____ Assessment Date: _____ School Name: _____ School Address: _____ _____ Telephone #: _____ Principal: _____ School Coordinator: _____ Telephone #: _____ Sessions: _____ _____ Science Interactive Computer Tasks (SICT): YES / NO Science Hands-on Tasks (HOTs): YES / NO Take-All: YES / NO Student Sampling Summary Report? YES / NO	<u>PAV Conducted By:</u> _____ <u>Date Completed:</u> _____ <u>Assigned AAs:</u> _____ _____ _____ _____ _____ _____ _____

Schedule for Regular Assessment Sessions					
Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions					
Group #	# of Students	Date	Time	Location	Assigned AA