2C. Update Missing or Incorrect Student Demographic Data.

In **Procedure 2C**, you will update student demographic data on the Administration Schedule(s). The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Student Information Report(s) with missing data entered and/or corrections made
- ✓ Administration Schedule(s)

The *Instructions for the School Coordinator* brochure requested the school coordinator enter missing or incorrect data directly on the Student Information Report(s). During your independent work, you will transfer any corrections and/or additions from the Student Information Report(s) to the Administration Schedule(s). The changes you make to the Administration Schedule(s) will be reviewed with the school coordinator during your visit.

2C-1. Check to see if the school coordinator entered missing demographic information on the Student Information Report(s).*

☐	There is no missing demographic data.	▪ Continue with **2C-2**.
☐	Missing demographic information has been filled in by the school coordinator on the Student Information Report(s).	▪ Transfer the missing information to the Administration Schedule(s).

To complete **item 2C-1**, look at columns **E-H** on the Administration Schedule(s) to determine if there is any missing information. If columns **E-H** are complete, check the "There is no missing demographic data" box and go to **item 2C-2**.

If missing demographic data was filled in by the school coordinator, transfer the missing information from the Student Information Report(s) to the Administration Schedule(s). You may have the AA complete this task.

2C-2. Check to see if the school coordinator made any corrections to information on the Student Information Report(s).*

☐	There are no corrections on the Student Information Report(s).	▪ Continue with **Procedure 2D.**
☐	Corrections have been made on the Student Information Report(s) by the school coordinator.	▪ Transfer the corrections from the Student Information Report(s) to the Administration Schedule(s).

To complete **item 2C-2**, review the Student Information Report(s) to determine if corrections to information were made by the school coordinator. If corrections were made, you or your assisting AA will transfer those corrections from the Student Information Report(s) to the Administration Schedule(s) and check the box "Corrections have been made on the Student Information Report(s) by the school coordinator." If there were no corrections, indicate so in the QCB and continue with **Procedure 2D.**

2D. Update SD and ELL Classifications.

In **Procedure 2D**, you will update SD and ELL classifications. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ the Student Information Report(s) with updates or revisions to SD and ELL columns
- ✓ the Administration Schedule(s)
- ✓ SD/ELL Roster of Questionnaires
- ✓ Inclusion Worksheet
- ✓ Extra SD and/or ELL Questionnaires

The *Instructions for the School Coordinator* brochure requested the school coordinator record any change in SD or ELL classifications directly on the Student Information Report(s). Make any noted revisions to the Administration Schedule(s). Changes will be verified with the school coordinator during the visit.

2D-1. Review the SD and ELL codes on the Student Information Report and check to see if changes have been made.

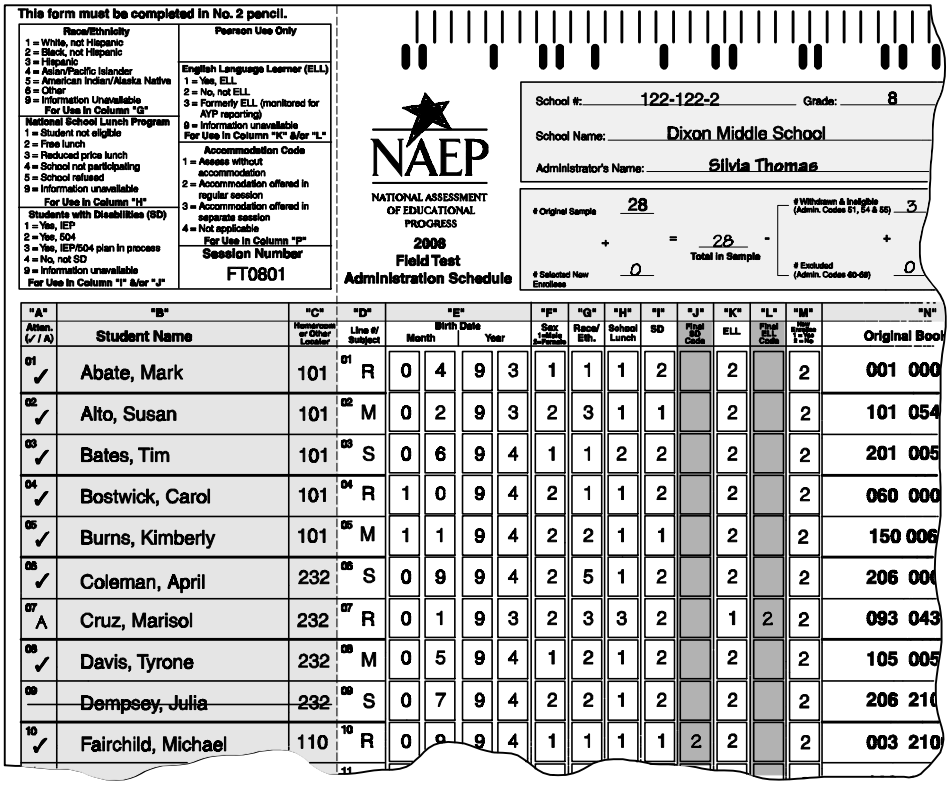
☐	There are changes to the SD and ELL codes.	• Continue with **2D-2**.
☐	There are no changes to the SD and ELL codes.	• Go to **2E.**

First, indicate in **item 2D-1** if there have been changes to the SD and ELL codes on the Student Information Report. If so, continue on to **item 2D-2**. If there have not been any changes to SD or ELL codes, go to **Procedure 2E**.

2D-2. If there are students who are now classified as a **"1," "2," or "3"** or **YES** for **SD** or as a **"1"** or **YES** for **ELL**, complete the following:

- On the Administration Schedule, record a **"1," "2," or "3"** in the Final SD column or a **"1"** in the Final ELL column for the newly classified students.
- On the Inclusion Worksheet, record the student's name, Session/Line #, subject, and SD/ELL status.
- Prepare SD and/or ELL Questionnaires for newly classified students.
- Add these students to the SD/ELL Roster.
- Give the SD/ELL Questionnaires to the school coordinator during the visit.

At **item 2D-2,** you are looking for students who are newly classified as SD or ELL. If any students who were coded "4" for "No" in the SD or ELL columns are now classified as SD or ELL, you will enter a "1," "2," or "3" for "Yes" in column **J** labeled "Final SD Code" or column **L** labeled "Final ELL Code" on the Administration Schedule as shown in the following exhibit.



This form must be completed in No. 2 pencil.

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information Unavailable
For Use in Column "G"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information unavailable
For Use in Column "H"

Students with Disabilities (SD)
1 = Yes, IEP
2 = Yes, 504
3 = Yes, IEP/504 plan in process
4 = No, not SD
9 = Information unavailable
For Use in Column "I" &/or "J"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "K" &/or "L"

Accommodation Code
1 = Assess without accommodation
2 = Accommodation offered in regular session
3 = Accommodation offered in separate session
4 = Not applicable
For Use in Column "P"

Session Number
FT0801

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2008
Field Test
Administration Schedule

School #: 122-122-2 Grade: 8
School Name: Dixon Middle School
Administrator's Name: Silvia Thomas

Original Sample 28 + # Selected New Enrollees 0 = 28 Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 3 + # Excluded (Admin. Codes 60-69) 0

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line # / Subject	"E" Birth Date Month		Year		"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Original Book
01 ✓	Abate, Mark	101	01 R	0	4	9	3	1	1	1	2		2		2	001 000
02 ✓	Alto, Susan	101	02 M	0	2	9	3	2	3	1	1		2		2	101 054
03 ✓	Bates, Tim	101	03 S	0	6	9	4	1	1	2	2		2		2	201 005
04 ✓	Bostwick, Carol	101	04 R	1	0	9	4	2	1	1	2		2		2	060 000
05 ✓	Burns, Kimberly	101	05 M	1	1	9	4	2	2	1	1		2		2	150 006
06 ✓	Coleman, April	232	06 S	0	9	9	4	2	5	1	2		2		2	206 00
07 A	Cruz, Marisol	232	07 R	0	1	9	3	2	3	3	2		1	2	2	093 043
08 ✓	Davis, Tyrone	232	08 M	0	5	9	4	1	2	1	2		2		2	105 005
09	~~Dempsey, Julia~~	~~232~~	09 S	0	7	9	4	2	2	1	2		2		2	206 21
10 ✓	Fairchild, Michael	110	10 R	0	9	9	4	1	1	1	1	2	2		2	003 210

Prepare the appropriate SD and/or ELL Questionnaires for these newly classified students. Add them to the SD/ELL Roster of Questionnaires. You will give the questionnaires to the school coordinator during the scheduled visit.

You will also add newly classified SD and/or ELL students to the Inclusion Worksheet by recording the student's name, session/line numbers, subject, SD/ELL status, and accommodation code.

2D-3. If there are SD and/or ELL students who are now classified as a **"4"** or **NO** for **SD** or as a **"2"** or **NO** for **ELL** or **"3"** for **FORMERLY ELL**, complete the following:

- On the Administration Schedule, record a **"2"** in the Final SD column or **"2"** or **"3"** in the Final ELL column for the no longer classified or formerly classified students.
- Line through the student's name on the SD/ELL Roster and shade the "Not Needed" oval in the Returned column.
- Line through the student's information on the Inclusion Worksheet.
- If a questionnaire was completed for the student(s) no longer classified, record "No Longer Classified" and set aside.

At **item 2D-3** you are looking for students who are no longer classified as SD or ELL. If any students who were coded "1," "2," or "3" in the SD or ELL columns are now no longer classified as SD or ELL, you will enter a "4" for "No" in column **J** labeled "Final SD Code" or a "2" in column **L** labeled "Final ELL Code" on the Administration Schedule. If the school coordinator indicates the ELL student is now classified as "Formerly ELL (monitored for AYP reporting)" which means the student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its AYP reports, the student should be coded as "formerly ELL" or code "3" in column **L**. If you are allowed to use code 3 in your state, it will be noted on the State Information Form. Contact your field manager if you have any questions about using this code.

Place a line through the student's name on the SD/ELL Roster of Questionnaires if the student is no longer classified as SD or ELL. Also, shade the "Not Needed" oval in the Returned column for these students. If you have already received the completed questionnaire for a student, record "No Longer Classified" on the front cover and set it aside.

Students no longer classified as SD or ELL should be removed from the Inclusion Worksheet as well. Do this by lining through the student's name on the worksheet.

2E. Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet.

In **Procedure 2E**, you will transcribe information found in the SD and/or ELL Questionnaires onto the Inclusion Worksheet. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ The preprinted Inclusion Worksheet that identifies all the students listed as SD and/or ELL, including those newly classified
- ✓ Completed hardcopy SD and ELL Questionnaires
- ✓ Summary Report of SD and ELL Questionnaires completed online.

The *Instructions for the School Coordinator* brochure instructs the school coordinator to distribute and collect the completed SD and/or ELL Questionnaires. In this part of the work,

you will only transcribe the SD and/or ELL Questionnaire data onto the Inclusion Worksheet. You will review this information with the school coordinator during the scheduled visit. You may have your assisting AA complete this work; however, be sure to perform a quality control check for accuracy.

2E-1.		
☐	All SD and ELL Questionnaires returned, and/or summary report of online questionnaires completed.	• Continue with **2E-2**.
☐	SD and ELL Questionnaires not returned. (including any for newly classified students)	• ____ Missing. Highlight the names of the missing students on the Inclusion Worksheet.
☐	There are no SD and/or ELL students in this school.	• Go to **2F**.

Procedure 2E begins by asking you to check the appropriate box in **item 2E-1**. If the school coordinator returned some or all of the SD and ELL Questionnaires, you will indicate as such and continue with **item 2E-2**.

If there are missing SD or ELL Questionnaires or if there are questionnaires for newly classified students or new enrollees classified as SD or ELL that have not yet been completed, enter the number of incomplete or missing questionnaires in **item 2E-1** and highlight the names of the students on the Inclusion Worksheet. Continue to **item 2E-2** for the completed questionnaires you have received.

If there are no SD and/or ELL Questionnaires in the school, indicate this and continue to **Procedure 2F**.

2E-2. Using the completed hardcopy SD and ELL Questionnaires and the Inclusion Worksheet, follow these instructions:[1]

- Go to page 5 in the questionnaire and transcribe the accommodations shaded in the questionnaire onto the Inclusion Worksheet.
- Look at the answer to Question 2. If the question is answered “A,” place a check mark in the Inclusion Worksheet column titled “Include Without Accommodations.”
- Look at the answers to Questions 5 and 6. If either question is answered “A” for “Yes,” place a checkmark in the Inclusion Worksheet column titled “Include With Only NAEP Permitted Accommodations.”
- Look at the answers to Questions 5 and 6. If either question is answered “B” for “No,” place a checkmark in the Inclusion Worksheet column titled “Exclude.”

Item 2E-2 requires you to transfer information from any completed SD and/or ELL Questionnaires to the Inclusion Worksheet. To do this, take the first SD or ELL Questionnaire and open it to the question 3 on page 5. Then transcribe the accommodations bubbled in column **A** of the questionnaire chart onto the Inclusion Worksheet as shown in the following exhibit.

VC324407

1. Why is this student classified as SD? (Fill in one oval.)

Ⓐ This student has a disability and has an IEP. (Continue)

Ⓑ This student has a Section 504 Plan. (Continue)

Ⓒ This student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)

Ⓓ This student does not have an IEP or 504 plan, but requires an accommodation to be tested. (Continue)

Ⓔ This student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

VC399587

On NAEP each student takes the assessment in one subject. The subject this student has been selected to take is identified on the front cover in the box labeled "This student will be assessed in NAEP in the following subject:". Refer to this subject when answering the questions below.

If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does the student participate in your state academic assessment **in the NAEP subject that the student has been selected to take?** (Fill in one oval.)

● This student takes the regular academic assessment **with no accommodations.** → *Skip to page 8 and answer questions 7–9.*

Ⓑ This student takes the regular academic assessment **with accommodations.** → *Go to pages 6, 7, and 8 and answer questions 3–9.*

Ⓒ This student **takes an alternate or modified** state academic assessment. → *Skip to page 7 and answer question 6, then complete page 8.*

2008 FIELD TEST INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-2 Page ___ of ___

| Student Information | | | | Accommodations Permitted in NAEP | | | |

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

VC195345

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in one oval.)

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

Ⓑ No. ➔ *Answer question 5 below.*

VC195358

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

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

Ⓑ No. This student should not be assessed on NAEP. ➔ *Skip to page 8.*

VC195369

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

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

_____

➔ *Go to page 8 and answer questions 7, 8, and 9.*

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

2008 FIELD TEST INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-2 Page ___ of ___

| Student Information | | | | Accommodations Permitted in NAEP | | | |

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

VC195245

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

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

Ⓑ No. ➔ *Answer question 5 below.*

VC195258

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

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

Ⓑ No. This student should not be assessed on NAEP. ➔ *Skip to page 8.*

VC195269

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

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

_____

➔ *Go to page 8 and answer questions 7, 8, and 9.*

● No. This student should not be assessed on NAEP.
➔ *Go to page 8 and answer questions 7, 8, and 9.*

2008 FIELD TEST INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-2 Page ___ of ___

Student Information — **Accommodations Permitted in NAEP** — **NAEP Codes**

Group 1: REA, SMG
Group 2: BIB, ONE, SSA
Group 3: ONE, STUDY CARREL, EXT

Student Name	Session# Line#	Subject M=Math R=Reading S=Science	SD/ ELL	Directions only read aloud in native language (m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Response in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Responds only to a scribe or points to answers (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	Must have test administered by familiar person (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record reason in NOTES column)	Include Without Accommodations (check if Q2=A)	Include With Only NAEP Permitted Accommodations (check if Q5 or Q6=A)	Exclude (check if Q6 or Q6=B) (Record reason in NOTES column)	NOTES	Group #	Accommodation Status
				79-OTH	79-OTH	71-BIB	72-BID	79-OTH	79-OTH	75-REA	75-REA	79-OTH	73-LRG	61-MAG	79-OTH	79-OTH	78-SCR	78-SCR	79-OTH	79-OTH	76-SMG	77-ONE	79-OTH	79-OTH	62-SA	74-EXT	80-BRK	79-OTH						
				S	S	S	R	R	S	R	S	S	R	R	R	R	S	R	R	R	S	S	R	R	S	R	S	R						
Alto, Susan	FT0801 2	M	SD																							✓						Regular session	R	
Burns, Kimberly	FT0801 5	M	SD								✓										✓					✓							1	
~~Cruz, Marisol~~	FT0801 7	R	ELL																													No longer ELL		
~~Fairchild, Michael~~	FT0801 10	R	SD																													No longer SD		
Guzman, Pedro	FT0801 11	M	ELL	✓																		✓			✓	✓	✓						2	
~~Kwon, Sang~~	FT0801 12	R	ELL																													No longer ELL		
Lundy, Christina	FT0801 14	M	SD								✓										✓					✓							1	
~~Ojomo, Edwin~~	FT0801 18	R	SD	✓																											✓	Requires bilingual booklet - not permitted in reading		
Peters, Daniel	FT0801 21	R	SD																			✓	✓			✓							3	

Step 1: Transcribe data from Q2, Q3, Q5, Q6 in Questionnaires onto worksheet.

Step 2: Discuss accommodations with school coordinator.

Step 3: Assign "Group #" to students accommodated in separate session.

Step 4: Assign "Accommodation Status" for each student and transcribe to Administration Schedule.