

Finally, you will ask the computer administrator a few debriefing questions about his/her reaction to the computer set-up. The school computer administrator debriefing questionnaire is located in Part 7 of the QCB. You can ask these questions now, or on the day of the assessment. It is recommended you complete the questions during the visit, while the details are fresh. Be as explicit as possible in your responses. When you are through, thank the computer administrator for his/her time and go back to the meeting room to complete a few activities before meeting with the school coordinator again.

Procedure 4. Conduct Visit

The goal of the preassessment visit is twofold: first, you will review the items completed during your independent work; and, second, you will discuss additional items required from your in-person meeting.

4-1.	Hello and thank you for taking the time to meet with me today. I'm required to follow a script to make sure I cover everything and to document this visit. Please bear with me if I sound a bit formal or pause to record information.	
<input type="checkbox"/>	All materials received.	• Go to 4A .
<input type="checkbox"/>	Missing materials.	• Review missing items checked below.

The meeting begins with a script. If the school coordinator completed all the necessary materials before your scheduled appointment, begin at **Procedure 4A-1**. If materials are still outstanding, review the items you checked in **item 4-2**.

4-2. First, I'll need to obtain some missing information from you.		
<input type="checkbox"/>	Distribute and collect the SD and/or ELL Questionnaires. _____ # of missing questionnaires	Ask the school coordinator to collect them (or print out summary report for those completed online) so you can discuss accommodations. <i>If questionnaires are collected:</i> Ask the AA to transcribe the questionnaire data onto the Inclusion Worksheet before completing Procedure 3E with the school coordinator. <i>If questionnaires cannot be collected:</i> In Procedure 3F you will schedule a telephone call to discuss the outstanding questionnaires to determine how those students should be accommodated.
<input type="checkbox"/>	Review and update the Student Information Report.	Ask the school coordinator to do the following: <input type="checkbox"/> Collect any missing demographic information. <input type="checkbox"/> Review student demographic data for accuracy. <input type="checkbox"/> Determine if there has been any change in students identified as SD and/or ELL. <input type="checkbox"/> Identify which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed. Once these steps are completed, ask the school coordinator to wait a few minutes while you complete Procedures 2B, 2C, and 2E. Once those steps are completed, you can review Procedures 3C, 3D, and 3E with the school coordinator.
<input type="checkbox"/>	Print out a current list of students in the selected grade.	Ask the school coordinator to print a current list of students. Ask the AA to compare the lists and enter the names of new enrollees onto the New Enrollee Listing Form. During the visit, you will need to select the sample before conducting Procedure 4B.

During your independent work, your objective is to complete as many tasks as possible before meeting with the school coordinator. It is possible that the school coordinator brought you additional materials while you were working independently. If materials are still outstanding at the time of your scheduled appointment, **Procedure 4** instructs you to review the outstanding materials with the school coordinator and gather those documents now.

If SD or ELL Questionnaires are still outstanding and cannot be collected while you are at the school, you will schedule a telephone call to gather the questionnaire information later in the visit.

4A. Confirm Results of Computer Certification.

By now you should be able to confirm if enough computers were certified to begin SICT sessions at the same time or by staggering the start times. During the preassessment visit you'll need to ask the school coordinator how students starting the session with staggering start times should be located.

Discuss the possibility of the school computer administrator being available during the assessment. A school computer administrator can assist with technical computer glitches if need be. If the computer administrator wants to remain in the session, he/she can do so, but must sign a Teacher Observer Letter (chapter 2) before the start of the session.

<p>4A-1. Earlier in the day the computer administrator confirmed ____ (number) of computers are available to use on assessment day. Therefore, we [will/will not] be able to start students in the computer session(s) at the same time. We will schedule the start time of each session shortly.</p> <p>Check:</p> <p><input type="checkbox"/> If enough computers are available, go to 4A-3.</p> <p><input type="checkbox"/> If not enough computers are available, go to 4A-2.</p>
<p>4A-2. Staggering Start times (only if there are more students selected than available computers)</p> <p>Because there won't be enough computers on assessment day for all the students being tested, when we discuss scheduling, we'll need to stagger the start times of the students on computers.</p>
<p>4A-3. Do you have any other questions or concerns regarding the computer sessions?</p> <p>Record notes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

In **items 4A1-4A-3** you and the school coordinator should review the number of school computers available on assessment day, and determine if the start time will be together or staggered. If start times are staggered you will need to capture any special instructions for locating students who will cycle into the session. Stagger groups of students 45 minutes apart.

Finally, because SICT is new this year, record details about any other issues related to SICT and be as explicit as possible.

4B. Confirm the Results of the New Enrollee Selection.

In **Procedure 4B**, you will be confirming the sample of newly enrolled students. The procedure begins with a list of materials you will need to complete the task:

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

- ✓ To complete all the steps in Procedure 2A
- ✓ Administration Schedule(s) with new students added

You will begin this procedure by telling the school coordinator how many students were added to the assessment sample. Then, read from the Administration Schedule the names of the newly enrolled students who were added to the sample.

4B-1. After comparing the current list of students you supplied today with the list of students submitted to NAEP for sampling _____ (*number*) students were added to the assessment sample.

IF STUDENTS WERE ADDED TO THE SAMPLE: The students who were added are:

- Read names of the new enrollees from the Administration Schedule

4B-2. **IF MISSING DEMOGRAPHIC DATA ON NEW ENROLLEES:** I will need to obtain this demographic data:

- Read missing data.
- Gather any missing demographic information from columns **C** and **E** through **L** and record it on the Administration Schedule.
- If any new enrollees are SD and/or ELL, prepare an SD and/or ELL Questionnaire and record student information on the Inclusion Worksheet. You will distribute the new questionnaire in 4D-2.

If any new enrollees have missing demographic data, you will collect it now from the school coordinator and record it on the Administration Schedule.

If any new enrollees are classified as SD and/or ELL, remember to prepare an SD and/or ELL Questionnaire. You can do this task after the visit, but it must be done before you leave the school.

4C. Confirm Withdrawn, Ineligible, and Students Not Enrolled.

In **Procedure 4C**, confirm you have the correct designations for the withdrawn, ineligible, and not enrolled students. The procedure begins with a list of materials you will need to complete the task:

- In order to complete this task, you'll need:
- ✓ To complete all the steps in Procedure 2B
 - ✓ Tally the number of designations from Procedure 2B-1 and enter in Procedure 3C-1
 - ✓ Student Information Report(s)
 - ✓ Administration Schedule(s) coded accordingly

To confirm withdrawn and ineligible students have been properly identified, read the names of the students in each classification to the school coordinator. Have the school coordinator verify each student has been coded properly.

4C-1. On the Student Information Report, you indicated ____ (*number*) students were [*withdrawn/ineligible*]. Can you confirm that this is accurate?

<ul style="list-style-type: none"> ▪ Read the names of the students and their updated status. 		
<input type="checkbox"/>	_____ <i>Number</i>	<ul style="list-style-type: none"> ▪ Review the students coded 51 on the Administration Schedule. ▪ School coordinator confirmed the <u>withdrawn/graduated</u> students are accurate.
<input type="checkbox"/>	_____ <i>Number</i>	<ul style="list-style-type: none"> ▪ Review the students coded 54 on the Administration Schedule. ▪ School coordinator confirmed the <u>ineligible, never attends campus</u> students are accurate.
<input type="checkbox"/>	_____ <i>Number</i>	<ul style="list-style-type: none"> ▪ Review the students coded 55 on the Administration Schedule. ▪ School coordinator confirmed the <u>ineligible, other</u> students are accurate.

Record the total number of withdrawn and ineligible students on the blank lines provided in **item 4C-1**. Make any necessary revisions the school coordinator indicates during this review.

4D-2. IF MISSING DATA: I need to collect some missing demographic data.

<input type="checkbox"/>	<u> </u> <i>Total # of missing data</i>	<ul style="list-style-type: none"> ▪ Review the missing data on each Administration Schedule and enter updates from the school coordinator. ▪ Tally the number of missing data and enter the number on the line to the left.
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Next, review any missing demographic data entered on the Administration Schedule(s) during your independent work. Again, review the revisions with the school coordinator.

If the school has a Student Sampling Summary Report, it will be noted on the QCB label and included in the School Folder. At **item 4D-3**, you will review the report with the school coordinator. For descriptions of the error messages, see Appendix E.

4D-3. IF SCHOOL HAS A STUDENT SAMPLING SUMMARY REPORT: When a school’s student list is received for sampling, NAEP runs a series of quality control checks on the data. Any questions or issues identified about the student lists are printed on a report called the Student Sampling Summary Report. I have a copy of this report for your school.

Let’s review each issue to verify if the data are correct as printed on the Student Information Report or if corrections need to be made.

- Review each item on the Student Sampling Summary Report and for each, mark on the Summary Report if the item is “Corrected on Admin Schedule” or “Verified as Correct.” Some of these corrections may have already been identified in Procedure 3D-1.



Click on the “PREASSM’T” tab in the SCS to enter the Student Sampling Summary Report results after the visit.

<input type="checkbox"/>	All items were verified correct.
<input type="checkbox"/>	Some changes were made.

In the fall, a series of statistical checks were run on all original lists of students submitted to NAEP for sampling. Any checks that resulted in a warning message were printed on a Student Sampling Summary Report. Each unresolved issue on the Student Sampling Summary Report will need to be addressed with the school coordinator. Make any corrections necessary on the Administration Schedule(s) and mark those items as “Corrected on Admin Schedule” on the Student Sampling Summary Report. For those items on the summary report that were verified as correct, simply mark “Verified as Correct.” After your review, place the completed Student Sampling Summary Report back into the School Folder. This information will need to be entered into the SCS after the preassessment visit.