

C. Administration Schedule

The Administration Schedule is a form used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links students selected for the NAEP sample to their demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities;
- the role of the Administration Schedule on assessment day; and
- the role of the Administration Schedule after the assessment.

Role of the Administration Schedule During the Preassessment Activities

After the sample has been selected for each school, the student names and demographic data are either preprinted or entered by hand on the Administration Schedule. The Administration Schedule then becomes the primary document used to prepare for the assessment. During the preassessment visit, you will review the student demographic data with the school coordinator and verify that the data are correct. You will also collect any missing student demographic data, and assign students an accommodation code.

After the preassessment visit, your team of AAs will use the Administration Schedule to prepare the assessment booklets.



Impacts Statistical Validity

The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

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"

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" & "L"

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 "M"

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" & "J"

Pearson Use Only
Accommodation Code
 1 = Access 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 session scheduled for:
 Day/Date: Monday, Feb. 18
 Time: 8:35
 Location: Cafeteria

Makeup session scheduled for:
 Day/Date: _____
 Time: _____
 Location: _____

If Makeup Needed:
 Makeup Held Makeup Not Held

Bundle #'s:
 0001
 0002

Session Number:
 FT0801

Original Sample: 28
 # Selected New Enrollees: _____
 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____
 # Excluded (Admin. Codes 60-65): _____
 # Absent (Admin. Codes 42-45, & 48): _____
 # Assessed (Original Session): _____
 # Assessed (Makeup Session): _____
 # Refused (Admin. Codes 46, 47 & 49): _____
 # Assessed (Makeup Session): _____
 TOTAL ASSESSED: _____

"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Admin. Code	Student Name	Homeless or other address	Line # of Subject	Month	Year	Sex	Race/Eth.	School Lunch	SD	Final SD Code	ELL	Final ELL Code	Final ELL Code	Original Booklet ID #	Accommodation Booklet ID #	Accom. Code	Admin. Code
01	Abate, Mark	101	R	0	4	9	3	1	1	1	2	2	2	001 000293 4		01	1
02	Alto, Susan	101	M	0	2	9	3	2	3	1	1	2	2	101 054006 9		02	1
03	Bates, Tim	101	S	0	6	9	4	1	1	2	2	2	2	201 005241 1		03	1
04	Bostwick, Carol	101	R	1	0	9	4	2	1	1	2	2	2	060 000043 8		04	1
05	Burns, Kimberly	101	M	1	1	9	4	2	2	1	1	2	2	150 006922 1		05	2
06	Coleman, April	232	S	0	9	9	4	2	5	1	2	2	2	206 000841 2		06	1
07	Cruz, Marisol	232	R	0	1	9	3	2	3	3	2	1	2	093 043569 2		07	1
08	Davis, Tyrone	232	M	0	5	9	4	1	2	1	2	2	2	105 005301 1		08	1
09	Dempsey, Julia	232	S	0	7	9	4	2	2	1	2	2	2	206 210021 3		09	4
10	Fairchild, Michael	110	R	0	9	9	4	1	1	1	1	2	2	003 210001 6		10	1
11	Guzman, Pedro	110	M	1	2	9	4	1	3	2	2	1	2	102 073201 2		11	1
12	Kwon, Sang	110	S	1	0	9	4	1	4	1	2	1	2	201 002407 7		12	1
13	Lipsky, Daniel	110	R	0	6	9	4	1	1	1	2	2	2	045 000031 9		13	1
14	Lundy, Christina	110	M	0	2	9	3	2	1	1	1	2	2	149 076206 0		14	2
15	Masters, Tina	252	S	1	0	9	4	2	5	1	2	2	2	212 076206 5		15	1

88-NAEP011213

The Role of the Administration Schedule on Assessment Day

The Administration Schedule, updated during the preassessment visit, will be used to distribute and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. These codes are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ineligible, and excluded, as well as the number of refusals.

The Role of the Administration Schedule After the Assessment

After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to Educational Testing Service (ETS). ETS will analyze them to link the scores and demographic data from the Administration Schedule to provide subgroup results.

The NAEP School Identification (ID) Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.

The third digit is the age designation.

1 = Grade 4
2 = Grade 8
3 = Grade 12

122-122-2

The fourth, fifth, and sixth digits are a sequential number within the state and grade that identify originally sampled versus substitute schools:
001-499 = Original
501-999 = Substitute

The seventh digit indicates which project the school has been sampled for and whether public or nonpublic.

0 = Long-Term Trend, Public
1 = Arts, Public
2 = Field Test, Public
3 = Science Online, Public
5 = Long-Term Trend, Nonpublic
6 = Arts, Nonpublic
7 = Field Test, Nonpublic
8 = Science Online, Nonpublic

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subjects being assessed. In 2008, the Field Test (FT) includes four different session types—**FT**, **SH**, **IC**, **C1**, or **C2**. Sessions beginning with **FT** are mathematics, reading, and/or science assessment sessions. When the subject area of science is in an FT session, the students will complete a paper-and-pencil based science assessment. This is important to note because in 2008, a separate science session is being piloted to students which includes hands-on and/or interactive computer tasks.

- **SH** = Hands-on Computer Tasks (HOTs) only. Sessions beginning with **SH** will include 12-24 students, depending on school size.
- **IC** = Science Interactive Computer Tasks (SICT) only. Sessions beginning with **IC** will include 12-24 students, depending on school size.
- **C1-C2** = Sessions beginning with “C” signify a split session which will include both **Science HOTs** and **SICT**. The C1 sessions will have the computer first, followed by hands-on task. The C2 sessions will have the hands-on task first followed by the computer. There will be 6-10 students per session. Schools selected for the C1 session will always have a C2 session.

Next, the subject indicators will be two numerals—04, 08, or 12. This is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 8 public school with three sessions in a state that opted to participate in mathematics would have three Administration Schedules: one Administration Schedule for session FT0801, the second for session FT0802, and the third for session FT0803.

Refer to the table below for a complete description of session types, subjects, grades, estimated number of sessions, and school types.

Session Descriptions		
Session	Subjects	Grades
FT0401	Mathematics Reading Science	4
SH0401	Hands-on science tasks only (HOTs)	4
IC0401	Science interactive computer tasks only-(SICT)	4
C10401	Interactive computer tasks first, followed by hands-on tasks	4
C20401	Science hands-on first, followed by interactive computer tasks	4
FT0801	Mathematics Reading Science	8
SH0801	Hands-on science tasks only	8
IC0801	Science interactive computer tasks only	8
C10801	Interactive computer tasks first, followed by hands-on tasks	8
C20801	Science hands-on first, followed by interactive computer tasks	8
FT1201	Reading Mathematics Science	12
SH1201	Hands-on science tasks only	12
IC1201	Science interactive computer tasks only	12
C11201	Interactive computer tasks first, followed by hands-on tasks	12
C21201	Science hands on computer tasks first, followed by interactive computer tasks	12

Student Demographic Data Variables

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include date of birth, gender, race/ethnicity, students with either SD and/or ELL status(es), and NSLP status. Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected during the preassessment visit, the validity of the NAEP reports is jeopardized.

In 2008, significant changes to the student demographic data variable have been made and include:

- new rules for assigning the SD code;
- elimination of the Assessed with Accommodation Codes (71-82) on the Administration Schedule and only collect this data on the student booklet cover; and
- introduction of the Accommodation Code column on the Administration Schedule that captures whether or not the student is to be assessed with accommodations.

The following sections discuss the specific codes that will be available for each variable.

Race/Ethnicity

There are no changes to the race/ethnicity codes for 2008. The race/ethnicity codes are located in the upper-left corner of the Administration Schedule. Either you or the AA will use the codes below to record race/ethnicity on the Administration Schedule, column **G**:

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; and
9. Information unavailable.

Note that Code 7 is intended to provide private schools with a means to indicate that they do not collect race/ethnicity data. Code 7 is a universal code, meaning that schools electing to use it must apply it uniformly to all students on the lists; schools indicating that they do not collect race/ethnicity data will receive administration schedules on which the race/ethnicity column for all students has been filled in with a "7." As the supervisor, you will verify this information during the preassessment visit.

Code 9 may be used selectively and need not be applied to all students on the list. Schools that indicate the race/ethnicity data are currently unavailable for some or all students. By entering code “9” you will receive Administration Schedules on which the race/ethnicity column will be blank for these students. You will attempt to update this information during the preassessment visit. If the data are still unavailable, then you or your AA will record a “9” on the schedule.

NSLP

Also located in the upper-left corner of the Administration Schedule are the codes for the NSLP. There are no changes to this code for 2008.

Thus, the codes recorded by field staff on the Administration Schedule are:

1. Student not eligible;
2. Free lunch;
3. Reduced price lunch;
4. School not participating;
5. School refused; and
6. Information unavailable.

Code 4 is also a universal code, and schools electing to use it must apply it uniformly to all students on the list. Schools indicating that they do not participate in the school lunch program will receive Administration Schedules on which the school lunch column for all students has been filled in with a “4,” and you will verify the school does not participate in the school lunch program during the preassessment visit. (If a school or school district refuses to divulge student eligibility information, then you will record “5” for students during the preassessment visit.) Schools indicating that school lunch eligibility data are currently unavailable for some or all students will receive Administration Schedules on which column **H** (school lunch) will be blank for these students. You will attempt to update this information during the preassessment visit. If the data are still unavailable, then you will record “9” as necessary.

In previous years, we learned that assigning individual student eligibility is sometimes problematic in schools participating in special provisions of the NSLP. Schools provide free lunches to all students in the school. Eligibility is determined for a base year and then not updated for 3 to 4 years or sometimes even longer. Supervisors will be instructed to select “Free lunch” for all students attending schools that participate in the school lunch program.

New Enrollee

Prior to 2006, NAEP used the New Enrollee code to indicate whether a student was included in the original sample or selected from a list of newly enrolled students during the preassessment visit.

In August 2005, Hurricanes Katrina and Rita devastated areas across the Gulf Coast region, resulting in the displacement of thousands of students. NCES decided that displaced students attending schools sampled for NAEP were eligible to participate in NAEP. Therefore, Westat incorporated an additional code for the New Enrollee column for this purpose, which is Code 3. If a Code 3 is activated because of disaster occurring prior to the assessment period, field staff will ask school coordinators about any displaced students during the preassessment visit. For the most part, you will record either a Code 1 or 2 in column **M** of the Administration Schedule.

Codes for new enrollees are described as the following:

1. Yes, this student is a new enrollee;
2. No, this student is not a new enrollee;
3. Yes, this student is a new enrollee who was displaced by disaster; and
4. Information unavailable at this time.

Codes for English Language Learners, Students with Disabilities, and Students Requiring an Accommodation

In 2008, the Administration Schedule has undergone significant changes to select coding schemes. The affected variables include the SD and ELL codes, accommodation codes, and administration columns **P** and **Q**. Chapter 4, Planning for Accommodations, provides detailed information about these new codes and guidelines for using them.

The SD codes are as follows:

1. Yes, IEP;
2. Yes, 504;
3. Yes, IEP/504 Plan in process;
4. No, not SD;
5. Not SD but requires accommodation; and
6. Information unavailable at this time.

Code 5 will be assigned on a case-by-case basis in column **J** (Final SD). This code will be assigned for students who are tested in the state assessment with accommodations, but not formally classified as SD.

The ELL codes are as follows:

1. Yes, ELL;
2. No, not ELL;
3. Formerly ELL (and monitored for AYP reporting); and
4. Information unavailable.

Accommodation Codes

For returning NAEP staff, accommodation codes **71-82** were removed from the Administration Schedule. The new accommodation codes **1-4** are assigned to each student following your meeting with the school coordinator at the preassessment visit. The accommodation codes are as follows:

1. Assess without accommodation;
2. Accommodation offered in a regular session;
3. Accommodation offered in a separate session; and
4. Not applicable (student is excluded, withdrawn, ineligible).

Supervisors will assign and record one of the four accommodation codes listed in the upper-left corner of the Administration Schedule in column **P**. The Administration Codes (**10-69**, on the right side of the Administration Schedule) should be assigned for each student in column **Q**.

The Columns of the Administration Schedule

The chart below and the example Administration Schedule on the next page detail the purpose of each column on the Administration Schedule.

Column	Title	Use
A	Atten. (for "attendance")	To indicate whether a student was present or absent for the assessment.
B	Student Name	To list the names of the students selected for the assessment.
C	Homeroom or Other Locator	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.
D	Line #/Subject	To indicate the subject of each student's assessment booklet, the HOTS kit type, or a "C" for calculator.
E	Birth Date	To indicate each student's month and year of birth.
F	Sex	To indicate each student's gender.
G	Race/Eth.	To indicate each student's race/ethnicity. The codes used in this column are printed in the upper-left corner of the form.
H	School Lunch	To indicate each student's eligibility status in the NSLP. The codes used in this column are printed in the upper-left corner of the form.
I	SD	To indicate each student's disability status. The codes used in this column are printed in the upper-left corner of the form.
J	Final SD Code	To record a student's SD status if it has changed since it was originally recorded.
K	ELL	To indicate each student's English language learner status. The codes used in this column are printed in the upper-left corner of the form.
L	Final ELL Code	To record a student's ELL status if it has changed since it was originally recorded.
M	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
N	Original Booklet ID #	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID #, which is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
O	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned a separate accommodation booklet (not all accommodated students require a separate accommodation booklet).
P (New!)	Accommodation Code	To record a student's accommodation status.
Q	Administration Codes	To record each student's participation status.

E. Instructions for Sampling New Enrollees

The New Enrollee Listing Form will be used by only the field staff, not by the school coordinator as in past years of NAEP. You will use it to record the names and demographic information of the students who are currently enrolled at the school but not on the list of students submitted to NAEP in the fall.

From the list of students on the New Enrollee Listing Form, you will select a sample of students during the preassessment visit using the school-specific Instructions for Sampling New Enrollees. This form (shown on page 2.37) provides the following information:

- step-by-step instructions for using the New Enrollee Listing Form and the Instructions for Sampling New Enrollees; and
- a set of line numbers used to select the students for the assessment.

Specific instructions for using these documents to select the new enrollee sample are provided in chapter 7, and in the QCB.



Impacts Statistical Validity

The new enrollee sample ensures that all grade-eligible students in the sampled schools have a chance to be selected.

School Name: **Etowah Middle School** 9:41AM
 School ID: **9920092** 9/19/2007

NAEP2008 INSTRUCTIONS FOR SAMPLING NEW ENROLLEES - FT

1. Obtain from the school coordinator a list of all students in the sampled grade.
2. Compare the list of currently enrolled students to the list of students from which the sample was selected. Highlight the names of eligible students on the list of currently enrolled students that are not on the list from which the sample was selected.
3. Copy the highlighted student names from the list of currently enrolled students on the New Enrollee Listing Form.
4. Note the line number of the last student listed on the New Enrollee Listing Form. If there are more student names than line numbers below, call your field manager for directions before proceeding.
5. Sampling new enrollees.

FT session

To identify the students selected for the assessment the New Enrollee Listing Form in the column headed

- 1, 5, 7, 9, 11, 13, 15, 19, 21, 23, 26, 28, 30, 32, 38, 40, 42, 44, 46, 50, 52, 54, 56, 58, 60, 62, 66, 72, 74, 76, 80, 82, 84, 87, 89, 91, 93, 97, 99, 101, 107, 111, 113, 115, 117, 119, 121, 123, 127, 129, 143, 145, 148, 150, 152, 154, 158, 160, 162, 164, 178, 180, 182

IC session

To identify the students selected for the assessment the New Enrollee Listing Form in the column headed

- 3, 17, 34, 48, 64, 78, 95, 109, 125, 139, 156, 170
- Many line numbers have been provided. This should use the first few line numbers.

6. After sampling is completed, copy the sampled student names on the appropriate Administration Schedule.
7. Enter a "1" in column M ("New Enrollee") of the Administration Schedule for each student.
8. Remind the school coordinator that the parents of a student should be notified about the assessment before they can be assessed.
9. Store the New Enrollee Listing Form and these Instructions.

School name & ID: _____ Page _____ of _____

**NAEP 2008 Field Test
NEW ENROLLEE LISTING FORM**

Directions: Obtain a list of the currently enrolled students from the school coordinator and compare it to the list that was submitted for sampling. Below, record the names and demographic information of those students whose names are on the list of currently enrolled students, but are NOT on the list from which the sample was selected.

Using the *Instructions for Sampling New Enrollees*, select the sample of these students. Record the appropriate session type abbreviation (FT, SH, IC, C1, C2) in the "Sampled" column for those students who have been sampled. Write their names and demographic data on the appropriate Administration Schedules remembering to enter a "1" in column M since these are considered new enrollees.

(NAEP codes for student background variables are listed on the reverse side).

For Sampling Use Only

-B- Student Name	-C- Home- room	-E- Birth Date (MM/YYYY)	-F- Sex	-G- Race/ Eth.	-H- NSLP status	-I- SD	-K- ELL	-M- New En.	Line No.*	Sampled
								1	1	
								1	2	
								1	3	
								1	4	
								1	5	
								1	6	
								1	7	
								1	8	
								1	9	
								1	10	
								1	11	
								1	12	
								1	13	
								1	14	
								1	15	
								1	16	
								1	17	
								1	18	
								1	19	
								1	20	

*REMEMBER TO RENUMBER THE LINE NUMBERS IF YOU NEED EXTRA PAGES

Code all students sampled from this list as new enrollees by entering a "1" in column M of the Administration Schedule.

6/15/2007

F. E-File Roster

The E-File Roster is the list of student names that are submitted for sampling. Supervisors will need to print out the E-File Roster. More information can be found in Appendix B, the *SDS User's Guide*.

July 25, 2007										
NAEP-2008/FT E-FILE STUDENT ROSTER										
Wedgewood School 122-122-2										
-D-	-B-	-C-	-E-	-F-		-G-	-H-	-I-	-J-	-L-
LINE #	STUDENT NAME	HOME ROOM	Grade	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
117	BARNES, KAITLIN A		8	10	1993	2	1	2	2	2
121	BHANGAL, NICHOLAS SINGH		8	4	1994	1	4	2	2	2
124	BURNETT, APRIL C		8	4	1994	2	1	2	2	2
128	CAIN, KAYLEE		8	5	1993	2	3	2	2	2
132	CHASE, BRADEN		8	7	1994	1	1	1	2	2
135	CHAU, BREANNA		8	11	1993	2	1	1	2	2
139	CONTRERAS, JULIANNA		8	4	1994	2	3	2	2	2
142	CRAIG, MATTHEW		8	12	1993	1	1	2	1	2
146	DODD, WILLIAM J		8	2	1994	1	1	2	2	2
149	DOLK, SASKIA A.		8	11	1994	2	1	1	2	2
153	EBENAL, KRISTIAN		8	6	1994	1	1	1	2	2
157	FIGORE, AMBER LYNN		8	5	1994	2	1	1	1	2
160	FORSMAN, JUSTIN R		8	7	1994	1	1	1	2	2
164	GEHRINGER, ALEXANDER R		8	7	1994	1	1	2	2	2
167	GREATHOUSE, KAYLA N		8	11	1993	2	1	1	2	2
171	HATHAWAY, BRITTANY		8	8	1994	2	1	2	2	2
174	HILL, SPENCER DOLPH		8	1	1994	1	1	1	2	2
178	HUGHES, VERONICA N		8	6	1994	2	1	1	2	2
182	JACKSON, OLIVER S		8	4	1994	1	4	1	2	2
185	JOHANNESON, AARON KJARTEN		8	6	1994	1	1	2	2	2
189	JOHNSON, OLIVIA		8	8	1994	2	1	1	2	2
192	KINGSLIEN, CHASE		8	9	1993	1	1	2	2	2
196	KLYN, ALEXIS J		8	1	1994	2	1	1	2	2
199	KOVALENKO, EVGENEY		8	7	1994	1	1	2	2	1
203	KROFTA, JOSEPH CONNER		8	10	1993	1	1	1	2	2
206	LIGHT, ANGUS EDWARD		8	8	1994	1	1	2	2	2
210	LOPEZ, FAUSTO		8	1	1994	1	3	2	2	2
214	LUCKEY, MADISON J		8	2	1994	2	1	2	1	2
217	MCDANIEL, ALEX HAILEY		8	12	1993	2	1	2	2	2
221	MCMANN, MITCHELL G		8	4	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

G. Student Sampling Summary Report

NAEP is committed to providing data of the highest statistical quality. Generally, this begins with the school and student samples that NAEP uses. Westat, as the sampling contractor, draws both the school sample and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are submitted by E-Filing, they are run through a series of data checks to verify the quality of the submission. If the checks identify questions or issues, messages are displayed to the E-Filers, giving them an opportunity to correct or verify the submitted data.

For all schools that submitted an E-File, we have developed a Student Sampling Summary Report, shown on the following page, which summarizes the online data checks that each school received. You will receive an e-mail notification if you have to print out this report. This report should be included in the School Folder, and you should review it with the school coordinator. In some cases, you will not need to address the issues with the school coordinator, while in other cases you should review the issues and attempt to resolve them with him/her. In all cases, review the proper course of action with your field manager. He/she will tell you which issue you will need to discuss with the school and which you do not. Appendix H contains a summary of the error messages that could be printed on the Student Sampling Summary Report.

Student Sampling Summary Report: SSSR Run Date: 27JUL2007 Verify student data against any statements below.		
Data to be verified: Print SSSR Results	Corrected on Admin Schedule	Verified with Sch. Coord. as correct
100% of your students are shown as male. -Data on file for this school shows 48.1% female and 51.9% male. -Data for this school filed in a previous year shows 50.7% female and 49.3% male.	<input type="checkbox"/>	<input type="checkbox"/>
3.9% of the students are shown as Students with Disabilities. -Data for this school filed in a previous year shows 21.1% Students with Disabilities.	<input type="checkbox"/>	<input type="checkbox"/>
94.3% of the students are shown as eligible for free or reduced price lunch. -Data for this school filed in a previous year shows 21.7% eligible for free or reduced price lunch.	<input type="checkbox"/>	<input type="checkbox"/>
The race/ethnicity data composition of the students differs substantially from the data on file for this school.	<input type="checkbox"/>	<input type="checkbox"/>

H. Certificates of Appreciation (School and Student)

1. Student Appreciation Certificates

NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In grade 4 schools, AAs will hand out these certificates to the students at the conclusion of the assessment session. In most grade 8 and grade 12 schools, you will give a supply of these certificates to the school coordinator during the preassessment visit to use as appointment cards for the students. In grade 8 and grade 12 schools that elect not to hand out these certificates in advance, it is your responsibility to provide a supply to the AAs who will then distribute them at the end of the session.



Students in grades 8 and 12 are encouraged to bring their own calculators for use during the assessment. There will be a preprinted message on the back of the certificate for students selected in mathematics who need a calculator.

Students are not permitted to bring the following:

- laptop or portable computer,
- pocket organizer,
- device with a typewriter-style keyboard,
- electronic writing pad,
- pen-input device, or
- cell phone.



NAME: _____

DATE: _____

TIME: _____

LOCATION: _____

Please bring your own calculator to the NAEP assessment. You are not permitted to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device. If you do not have a calculator, NAEP will provide you with a calculator to use during the assessment.

2. School Certificate of Appreciation

The School Certificate of Appreciation has been created as a way to thank the school for its cooperation and effort in helping to make NAEP a success. It is printed in color on 8 ½” by 11” paper and is inserted in an attractive folder. It is suitable for framing, and many schools do so and hang it on their walls.

You will present the school certificate to the school coordinator at the conclusion of the School Coordinator Debriefing Interview on assessment day.

