

# 2

## UNDERSTANDING NAEP FORMS AND MATERIALS

### 1. NAEP Forms and Materials

There are a number of NAEP forms and materials you must be familiar with prior to the assessment. Several of these are scannable documents. Care must always be taken when entering information on these documents.

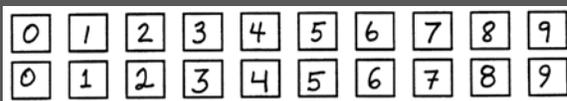
#### Guidelines for Completing Scannable Documents

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

- Use only No. 2 pencils.
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes. Avoid extraneous loops.
- Right justify all numerals entered in multiblock columns.
- Erase completely and clearly to correct handwritten entries.
- To correct computer-printed entries, strike a single line through the error and write the correction in the white space.

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

The following are **acceptable** writing styles:



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



## A. Assessment Information Form

Effective communication between you and your supervisor is crucial to NAEP's success. The Assessment Information Form has been developed for supervisors to communicate specific information to the AAs about their assignment. Your supervisor will either mail your Assessment Information Forms or give them to you in person 1-2 weeks before each assessment. More detailed information on this form is provided in Procedure 3 of chapter 4.

SV: \_\_\_\_\_ PHONE #: \_\_\_\_\_ REGION/AREA: \_\_\_\_\_

**ASSESSMENT INFORMATION FORM**

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

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

DIRECTIONS TO THE SCHOOL: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PARKING: \_\_\_\_\_  
 \_\_\_\_\_

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: \_\_\_\_\_  
 \_\_\_\_\_

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

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## B. Administration Schedule

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The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links selected students to the correct student demographic data and their performance on the assessment. Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected, the validity of the NAEP reports is jeopardized.

You will use the Administration Schedule to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. This ensures students are assessed in their assigned subject and the scored assessment booklets are linked to the correct students' demographic data.

After the assessment, the completed Administration Schedules (with student names removed) are sent to Pearson along with the completed assessment booklets and other materials. Pearson's machine scans the Administration Schedules, scores the assessment booklets, and sends the results to Educational Testing Service (ETS). ETS analyzes the scores and links them and the demographic data from the Administration Schedule to provide subgroup results for the nation. The NAEP results for the nation include reports by grade, gender, race/ethnicity, students classified as having a disability (SD) or as English language learners (ELL), and National School Lunch Participation (NSLP) status.

The importance of the Administration Schedule can be seen in the diagram on the next page.

The tables below show how data collected on the Administration Schedule are linked to the results to produce the reports.

	Grades	
	4	8
Score gaps Females - Males	6	10

### Females Outscore Males in NAEP 2005 Reading

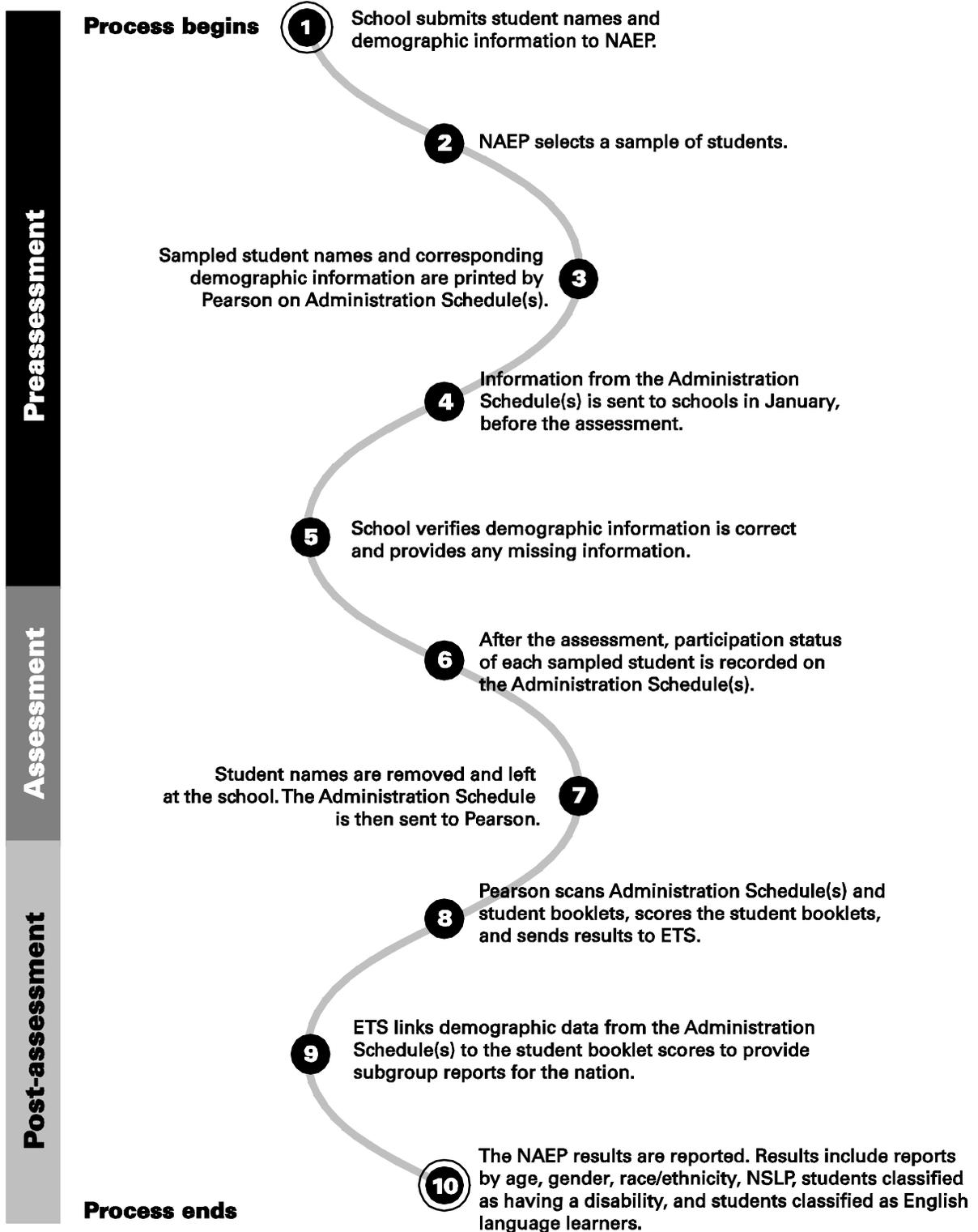
In 2005, female students continued to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	Year	
	'90	'05
Percent at or above Basic level, Black 4th Graders	18	73

### Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Quadrupled

The percentage of Black fourth-grade students at or above the Basic level in mathematics quadrupled from 18 percent in 1990 to 73 percent in 2005.

# NAEP Administration Schedule Process



## A Closer Look at the Administration Schedule

There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot be assessed for any reason, under no circumstances may you substitute another student for the one who is missing.

Below is an illustration of some of the important features of the Administration Schedule.

Each student is assigned a test subject.  
R=Reading  
M=Mathematics

Each School is assigned a NAEP school identification (ID) number. You will find more information about this on the next page.

Each session in a school is assigned a Session Number. There may be more than one session in a school. You will find more information about this on the next page.

**This form must be completed in No. 2 pencil**

**Person Use Only**

1 - White, not fluorescent  
2 - Black, not fluorescent  
3 - No erasable ink  
4 - No correction fluid  
5 - No correction tape  
6 - No correction fluid  
7 - No correction tape  
8 - No correction fluid  
9 - No correction tape

English Language Learner (ELL)  
1 = Yes, ELL  
2 = No, not ELL  
3 = Formerly ELL, reassessed for ELL reporting

Original session scheduled for:  
Day/Date: Wednesday, Oct. 10  
Time: 8:30

Alternate session scheduled for:  
Day/Date: \_\_\_\_\_  
Time: \_\_\_\_\_

# Missing/Not Present  
Missing Head:   
Missing Tail:

Bundle #'s  
1001  
1002

School #: **122-122-0**

School Name: **Dixon Middle School**

Administrator's Name: **Sylvia Thomas**

# Original Booklets: **32**

# Absent (Data, Codes 01-04, 05 & 06): **2**

# Assessed (Data, Codes 07-15): **35**

# Retired (Data, Codes 01-04): **1**

# Assessed (Data, Codes 07-15): **35**

# Retired (Data, Codes 01-04): **1**

# Assessed (Data, Codes 07-15): **35**

# Retired (Data, Codes 01-04): **1**

# Assessed (Data, Codes 07-15): **35**

# Retired (Data, Codes 01-04): **1**

# Assessed (Data, Codes 07-15): **35**

# Retired (Data, Codes 01-04): **1**

**Session Number**  
LT1301

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**2007-2008 Long-Term Trend Administration Schedule**

Student Name	Grade	Session	Subject	Birth Date		NAEP Test Dates	NAEP School	NAEP Lunch	NAEP Test Day	NAEP Test Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Administration Codes		
				Month	Year											
01 Abate, Mark	01 R	0	8	0	4	9	4	1	1	2	2	001 000293 4				
02 Alto, Susan	02 M	0	8	0	2	9	4	2	3	1	1	2	2	131 054006 9		
03 Batee, Tim	03 R	0	8	0	6	9	4	1	1	2	2	2	2	002 005241 1		
04 Boetwick, Carol	04 M	0	8	1	0	9	4	2	1	1	2	2	2	132 000043 8		
05 Burns, Kimberly	05 R	0	8	1	1	9	4	2	2	1	1	2	2	003 006822 1		
06 Coleman, April	06 M	0	7	0	9	9	4	2	5	1	2	2	2	133 000841 2	955 679965 2	
07 Cruz, Mariel	07 R	0	8	0	1	9	4	2	3	3	2	1	2	2	004 043669 2	
08 Davis, Tyrone	08 M	0	8	0	5	9	4	1	2	1	2	2	2	134 005301 1		
09 Dompeoy, Julia	09 R	0	8	0	7	9	4	2	2	1	2	2	2	005 210021 3		
10 Fairchild, Michael	10 M	0	8	0	9	9	4	1	1	1	2	2	2	135 210001 6		
11 Guzman, Pedro	11 R	0	8	1	2	9	4	1	3	2	2	1	2	006 073201 2		
12 Kwon, Sang	12 M	0	8	1	0	9	4	1	4	1	2	1	2	136 002407 7		
13 Lipeky, Daniel	13 R	0	8	0	6	9	4	1	1	1	2	2	2	007 000031 9		
14 Lundy, Christina	14 M	0	9	0	2	9	4	2	1	1	1	2	2	195 076206 0		
15 Masters, Tina	15 R	0	8	1	0	9	4	2	5	1	2	2	2	008 076206 5		

The form is perforated to remove students' names and leave them at the school after the session.

### The NAEP School 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 = Age 9
- 2 = Age 13
- 3 = Age 17

**122-122-0**

The fourth, fifth, and sixth digits are a sequential number within the state and age 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 are “LT” to indicate it is a Long-Term Trend (LTT) session.

Next to the “LT” will be two numerals – 09, 13, 17 – that indicate which age is being tested.

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 public school with age 9 students with two sessions would have two Administration Schedules: one for session LT0901 and the second for session LT0902.

There is no subject indicator in the session number. All LTT sessions will test some students in mathematics and some in reading.

### The Columns of 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. <b>Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.</b>
D	Line #/Subject	To indicate the subject of each student's assessment booklet: "R" for reading or "M" for mathematics.
E	Grade	To indicate each student's grade.
F	Birth Date	To indicate each student's month and year of birth.
G	Sex	To indicate each student's gender.
H	Race/Eth.	To indicate each student's race/ethnicity.
I	School Lunch	To indicate each student's eligibility status in the National School Lunch Program.
J	SD	To indicate each student's disability status.
K	Final SD Code	To record a student's SD status if it has changed since it was originally recorded.
L	ELL	To indicate each student's English language learner status.
M	Final ELL Code	To record a student's ELL status if it has changed since it was originally recorded.
N	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
O	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.
P	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned an accommodation booklet (not all accommodated students require an accommodation booklet).
Q	Accom. Code	To indicate whether a student will be assessed with an accommodation or not.
R	Admin. Code	To record each student's participation status. The two-digit Administration Codes used in this column are listed along the right side of the Administration Schedule in column S.
S	Administration Codes	To reference the two-digit Administration Codes required in column R.



## C. Assessment Booklets

The assessment booklets are used to assess the selected students. Each booklet cover has a code in the upper-right corner. This code is made up of the following components:

- a letter identifying the subject, and
- a three-digit booklet version number.

The placement of these booklet identifiers is the same for all age 9, age 13, and age 17 booklets.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: age 9 in blue ink, age 13 in brown ink, and age 17 in gray ink.

The diagram shows a sample NAEP assessment booklet cover. The top right corner contains the following information:

Admin Schedule Line # \_\_\_\_\_ from Session # \_\_\_\_\_

**2007-2008**

**LTT-9**

SECTION	
1	M21
2	M22
3	M29
4	BM

**Mathematics Book M133**

**School Information**  
SCHOOL # [ ] [ ] [ ] [ ] [ ] [ ]

Callouts with arrows point to the 'M' in 'Mathematics' and the '133' in 'M133', labeling them as 'Letter Identifying Subject' and 'Three-digit Booklet Version' respectively.

The bottom portion of the booklet cover includes the NAEP logo, a 'DO NOT USE' section with a grid of bubbles, and a 'PLACE LABEL HERE' section. A list of accommodations is provided, including 71-BIB, 72-BIB, 73-LPB, 74-EXT, 76-NEA, 78-SAS, 77-ONE, 78-SCR, 79-OTH, 80-SPK, 81-MAG, and 82-SEA.