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## 2E. Preparing the Preassessment Packet

As you put together each Preassessment Packet, use the list inside the school coordinator brochure as a reference. As you place an item in the Preassessment Packet, put a check mark next to that item on the list in the brochure. Not all schools will receive each of the documents listed, and this will help school coordinators know which documents they should have received in the packet. Below is a list of the Preassessment Packet documents in the order in which they should be placed in the FedEx box.

- *Instructions to the School Coordinator Brochure*
- Student Information Report(s) (one per session)
- SD Questionnaires, if applicable
- ELL Questionnaires, if applicable
- Copy of SD/ELL Roster of Questionnaires, if applicable
- U.S. Department of Agriculture Letter
- Parent/Guardian Notification Letter
- Logistics Questionnaire
- NAEP Storage Envelope

## 2F. Organize the Assembly Task

When you have decided how best to schedule the assembly session in your region, you will need to devise a plan that makes the best use of your time and minimizes the possibility of errors in the assembly process. There are many ways the assembly process can be successfully organized. Below is one method experienced supervisors have found successful.



1. Begin by printing a report using the Data Selection feature of the SCS. Select area, school name, NAEP ID, selected age, status, and scheduled assessment date. Sort by area and age. Subset status to “cooperating” and “pending.” Make several copies of the report to use to check the completion and quality control of each step.
2. Sort the School Folders and Preassessment Packet materials in your region by age level. The sort of the folders and packet materials should match the sort of the report you will use for monitoring progress.
3. Work with one age group at a time. This minimizes the possibility of accidentally inserting incorrect materials into the packet.

## 2G. Provide Preassessment Packets to Schools

You will either hand-deliver or ship the Preassessment Packets to the schools according to the following schedule.

Sample	Method of Delivery	Date:
Age 13	Hand deliver at preassessment visit	Visits begin September 4, 2007
Age 9	Ship FedEx overnight <ul style="list-style-type: none"> <li>December visits</li> <li>January visits</li> </ul>	<ul style="list-style-type: none"> <li>Week of December 10, 2007</li> <li>Ship on December 31, 2007</li> </ul>
Age 17	Ship FedEx overnight	Ship on February 15, 2008

You will ship the Preassessment Packets to the schools with age 9 or age 17 students via FedEx. Each packet should fit in a small FedEx box. These boxes can be ordered directly from FedEx (1-800-GO-FEDEX or FedEx.com). The Preassessment Packets should be sent using “FedEx Priority Overnight.” The packaging should be “FedEx Box.” The payment should be “Third Party.” Westat’s FedEx code, 1290-1574-8, will be preprinted on the labels. Enter the project number 7707.08.54.01 in Section 2 for the Internal Billing Reference number. The Preassessment Packet must be signed for by someone at the school. Check off the “Direct Signature” box.

For the materials that are sent to the schools, you will receive bright neon labels that read “Important NAEP Materials,” which can be affixed to the outside of the FedEx box. Be sure to save the sender’s copy of the FedEx label with the FedEx tracking numbers and put it in the School Folder.

If you have information that any schools in your assignment will not be in session when the packet is scheduled to be received, you should hold the Preassessment Packet and ship it for receipt on the first day the school is in session.



Once you have shipped the Preassessment Packets, you will need to enter the date each package was shipped or delivered in the SCS (Preassm't tab in the School Packet Sent field; see Appendix G the *SCS User's Guide*).

### **Develop a Tentative Schedule for AAs With Your Supervisor**

You are responsible for scheduling the AAs on your team. The number of AAs on your team depends on the

- geographic size of your area,
- anticipated number and size of the sessions, and
- schedule of the assessments.

You will work with your field manager to develop a tentative schedule for your AAs for each assessment period. Be prepared to give each AA his/her schedule at the AA In-Person Training. After each preassessment visit, once you know if accommodation sessions will be necessary, and the time and location of each session, you will review and revise this schedule as necessary.

Instructions for scheduling AAs using standard NAEP procedures are included in **Procedure 9**, Complete Activities After the Preassessment Visit. Please read this section carefully before developing your tentative schedule and again as you revise your schedule after the preassessment visits.

### **Receive and Secure Assessment Materials From Pearson**

Proper handling and storage of all assessment materials and supplies are a very important part of your job.

Your role in this task is to determine that you have

- received all of the boxes of assessment materials in your assignment and organized the boxes by school to prepare the inventory of their contents; and
- received the bulk supply boxes and inventoried their contents.

Before each assessment period, Pearson will mail to you via FedEx the materials needed to conduct all the assessments in your area. The boxes will be sent to your home address unless your field manager has informed NAEP that a different name or address should be used.

**You are required to sign for each box of assessment materials delivered to you.**

### Pearson Shipping Schedule

Age	Session/Bulk Supply Ship Dates
13	September 9, 2007
9	December 17, 2007
17	March 3, 2008

In order to plan effectively, you should calculate the number of boxes that you should receive for each age's assessment period. To calculate the maximum number of boxes that you will receive, use the following equation:

$$[(\# \text{ of schools}) \times (2 \text{ Session Boxes})] + (2 \text{ bulk supply boxes}) = \text{TOTAL \# of BOXES}$$

You will most likely have many boxes to organize and store. Therefore, you will need to separate the boxes by school to inventory their contents.

As soon as you receive all of the boxes:

- verify you have received the correct number of Session Boxes for each school (a master packing list in box 1 lists all schools and sessions);
- verify you have received the bulk supply shipment; and
- inventory the contents of the bulk supply boxes at the time they arrive because some of the materials may be needed during the preassessment visit.

The packing slips may indicate the number of boxes in each shipment. If you do not receive all of the boxes in a shipment, or if you don't receive an expected shipment, contact your field manager immediately.



Next, in the Materials Tracking System (MTS) note

- when you have received all materials shipped to you, and
- each time you receive an additional shipment.

Details on using the MTS to inventory your assessment materials will be provided at the Supervisor In-Person Training and in the *Pearson MOS and MTS User's Guide* (Appendix H).

### Communicate Weekly With Your Field Manager

It is critical that you and your field manager stay in close contact during the preassessment period.

Your role in this task is to prepare your questions and materials to ensure a productive weekly report call with your field manager. Your field manager will plan this activity with you during the Supervisor Training. The first call will be scheduled for the week after training.

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During the weeks where you are conducting preassessment visits and before the assessment field period begins, the weekly telephone call with your field manager will include reporting about:

- the status of your preassessment visits and calls,
- the schedule of AAs assigned to upcoming assessments,
- the performance of the AA who is assisting you with preassessment visits,
- the status of SCS entries, and
- staffing or other problems you have or may encounter.

Since you and your field manager will be very busy, it is important to plan for this weekly reporting call. Gather the following materials in preparation for the call:

- the status of activities for each school,
- School Folders, including the QCBs for the schools you are currently working on,
- assessment and staff assignment calendar, and
- notes or questions pertaining to your assignment.

If you have questions or problems that require immediate attention, do not wait for your scheduled call to address them; call your field manager immediately. If your field manager is not available, contact your field director or the NAEP staff Help Desk at 1-888-499-NAEP (6237).

Once the assessment period begins, you will discuss a somewhat different list of issues with your field manager during this weekly call. Details for report calls during the assessment period are provided in chapter 11.

## 2. Overview of Activities to Complete Before the Preassessment Visit

You will use **Procedures 3-6** in Part 1 of the QCB to document your preassessment scheduling activities with each school.

In most cases, you will take one AA along to help you at your preassessment visits. If the number of students being assessed at a school is very small, you should be able to conduct the visit by yourself, but for all other schools, plan to bring an AA with you.

Before you begin making preassessment visits, choose the AA from your team who you think will be best at working with you on this task. You will need to decide what you want the AA to do and train the AA on each procedure involved.

Before making the preassessment visit, you will conduct two telephone calls with the school coordinator. First is the Preassessment Visit Scheduling Telephone Call. The purpose of this

call is to confirm the assessment date, and schedule a date and time for your preassessment visit. The second call is the Preassessment Visit Confirmation Telephone Call. The purpose of this call is to review what needs to be ready when you arrive at the school. You will follow the instructions in **Procedures 3-6** in Part 1 of the QCB as you conduct and document the two preassessment telephone calls with each school.

<b>Procedure 3:</b>	Prepare for the Preassessment Visit Scheduling Telephone Call
<b>Procedure 4:</b>	Conduct the Preassessment Visit Scheduling Telephone Call
<b>Procedure 5:</b>	Prepare for the Preassessment Visit Confirmation Telephone Call
<b>Procedure 6:</b>	Conduct the Preassessment Visit Confirmation Telephone Call

### Contacting Private Schools

There needs to be a seamless transition from the private school GCSV to the assessment supervisor. In 2007, previously cooperating schools' decisionmakers changed their minds about participating due to bumpy transitions. Many decisionmakers complained that they became confused because they had too many communications by different people. In 2008, only two people will be in touch with the private schools—the GCSV and the assessment supervisor. It is imperative that the GCSV keep in contact with and be accessible to the school coordinator until the School Folder is handed to the assessment supervisor.

As described in chapter 3, the School Folders for private schools contain multiple forms and information about the private schools you will be assessing. The GCSV is responsible for reviewing any special instructions related to each private school you will be assessing. In the meantime, you should review the Private School Log for special instructions and special information. School recruiters have carefully documented all dealings with the school. You should be able to determine if there are issues that need to be handled delicately or promises made that must be kept. If you have any questions or concerns, don't hesitate to contact the original recruiter before you make contact with the school.

Listed below are a few tips to remember during preassessment activities with private schools:

- Reference the name of the GCSV when you call. Tell the school coordinator that you are the local person who will lead the assessment team for the assessment.
- When using e-mail correspondence, send the e-mail to only one school at a time. Do not send out blanket messages that allow recipients to see the names and school identities of other participants.
- Remind the school coordinator that assessors have submitted fingerprints for an FBI clearance and have signed an affidavit of confidentiality.
- Ask if there are any special measures of dress or conduct that the team is expected to adhere to in the school. And make sure they know that it is a pleasure for the team to do!

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## Procedure 3. Prepare for the Preassessment Visit Scheduling Telephone Call

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**Procedure 3** of the QCB provides you with a list of tasks to complete prior to the telephone call to schedule the preassessment visit.

You will conduct the scheduling calls for each age group on the following schedule:

Age Group	Conduct Scheduling Calls	Preassessment Visits Begin
Age 13	August 27–31, 2007	September 4, 2007
Age 9	December 3–21, 2007	December 11, 2007
Age 17	February 4–15, 2008	February 18, 2008

Before contacting each school to schedule the preassessment visit, you should:

- review the QCB label and the SCS to determine the number of sessions to be conducted, the school coordinator’s name and contact information, and the assessment date;
- determine the approximate length of the preassessment visit using the guidelines listed in **Procedure 3**;
- identify several dates and times that you will be available to conduct the visit;
- fill in the blanks and circle or highlight the appropriate text in **Procedure 4**; and
- have your calendar, the School Folder, and other reference materials ready for the call.

You will need the information on the label on the front cover of the QCB to conduct these five procedures.

The label contains:

- the school ID number,
- the assessment date, and
- the Session Number(s) (for ages 9 and 17 only).

You should note that the QCB labels for schools with age 13 students will not have the sessions numbers listed because the students will not have been sampled. Schools will have up to 62 students sampled—32 in one session and 30 in the other.

School ID #: 122-122-0 Region: FL Area: 1

Assessment Date: 10/10

School Name: DIXON MIDDLE SCHOOL

School Address: 12399 EASTERN AVENUE  
OAKLAND, FL 12345

Telephone # (309) 755-5234

Principal: MARILYN BERNARD

School Coordinator: SAM STEWART

Telephone # (309) 755-2348

Sessions:

Student Sampling Summary Report? Check SCS

The label indicates whether the school has a Student Sampling Summary Report. Since the samples for schools with age 13 students will not have been selected, entered in the SDS and transmitted to Westat, the SSSR section of the QCB label will display “Check SCS.”

It also includes information necessary for contacting the school, including:

- the school name,
- address,
- telephone number, and
- the names of the principal and the school coordinator (if available).

## Procedure 4. Conduct the Preassessment Visit Scheduling Telephone Call

Beginning immediately after Supervisor Training, you must contact each school with age 13 students in your assignment to confirm the assessment date and schedule the preassessment visit. When calling the school, use the script in **Procedure 4** in Part 1 of the QCB.

Contact the schools in your area with the earliest assessment dates first. This telephone call should take no longer than 10 minutes per school, so all of your telephone calls should be completed within a few days. Scheduling telephone calls for all of the schools in your assignment must be completed by the dates shown on the previous page. If you are unable to reach the school coordinator by the completion date noted on the previous page, report this to your field manager immediately.

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You will begin the scheduling call by introducing yourself and reminding the school coordinator of the assessment date.

For schools with age 13 students, you will let the school coordinator know that during the preassessment visit, you'll be:

- selecting the sample of students, and
- preparing the questionnaires for SD and/or ELL students for completion.

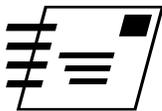
In order to complete the student sampling, you will ask the school coordinator to have a list of age-eligible students with specific demographic data ready for you when you arrive at the school.

For schools with age 9 or age 17 students, you will inform the school coordinator that he/she will be receiving a packet of important NAEP materials and that he/she should open the packet immediately upon receipt to review the instructions brochure.

Beginning with **item 4-1**, you will schedule the preassessment visit date and time, which is the time you will actually meet with the school coordinator after you complete your independent work. Suggest a date and time for the preassessment visit (continue suggesting dates/times until a mutually convenient schedule is established). Record the date and the arrival and visit times in the spaces provided in the QCB.

In **item 4-2**, you will ask the school coordinator to designate a place at the school where you can complete your independent work before the meeting. Finally, you will record the school coordinator's direct telephone number and e-mail address and make sure the school coordinator has your contact information.

At this stage, it is unlikely that the school will want to change an assessment date. If the school coordinator wants to change the date, your response will depend on your schedule. If you cannot agree on a date when you can cover the assessment with your staff, tell the school coordinator you will need to check with your field manager. This will give you time to review your schedule with your field manager and determine what other options are available.



It is a good idea to send an e-mail to the school coordinator after your call to confirm the details discussed in the call. Below is an example e-mail that you can send to a school with age 13 students and an example of an e-mail for a school with age 9 or age 17 students.

**Age 13 School**

Dear (school coordinator),

This is to confirm our meeting on (date) at (time) to finalize plans for the NAEP assessment in your school. I will be arriving at the school at (time) to work in the (room) until our scheduled appointment. When I arrive at the school, I will need to collect a list of age 13 students, born in 1994, in order to draw the sample of students for the assessment. These students will most likely be in more than one grade. It would be most helpful if the list included the following information:

Student name	Race/ethnicity
Grade	National School Lunch Program Status
Month and year of birth	Student with disability status
Sex	English language learner status

Please call or e-mail me if you have any questions.

Thank you,

(Your name)  
NAEP Supervisor  
(Telephone number)

**Age 9/17 School**

Dear (school coordinator),

This is to confirm our meeting on (date) at (time) to finalize plans for the NAEP assessment in your school. You will be receiving a Preassessment Packet from NAEP on or around [date]. Be sure to open it immediately and complete the tasks listed on the instructions brochure. As a reminder, I will be arriving at the school at (time) to work in the (room) until our scheduled appointment.

Please call or e-mail me if you have questions.

Thank you,

(Your name)  
NAEP Supervisor  
(Telephone number)

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### **Maintaining Rapport Is Important to NAEP!**

The NAEP State Coordinators and the GCSVs have gained the cooperation of the schools to participate in NAEP. They have worked to build a good rapport with the schools throughout the gaining cooperation phase. When you assume your role as the assessment supervisor, you must maintain that good rapport as you coordinate the assessment activities.



After the call is over, be sure to enter the following information into the SCS:

- the preassessment visit date and time, and
- the school coordinator's direct telephone number and e-mail address, if available.

### **Procedure 5. Prepare for the Preassessment Visit Confirmation Telephone Call**

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When possible, you must conduct a confirmation call with each school at least a week before the visit. **Procedure 5** in Part 1 of the QCB lists the tasks to complete prior to conducting the confirmation telephone call.

For schools with age 9 or age 17 students, you should track the Preassessment Packet and confirm that it has been delivered and have the *Instructions for School Coordinator* brochure ready.

For all schools you should:

- fill in the blanks and circle or highlight appropriate text in **Procedure 6**,
- review a map or directions from the Internet to determine if you need to ask the school coordinator for more detailed directions, and
- have your calendar open and ready for the call.

### **Procedure 6. Conduct the Preassessment Visit Confirmation Telephone Call**

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The purpose of the confirmation telephone call is to confirm the preassessment visit date and time; briefly review the activities that will take place during the visit; and for schools with age 9 or age 17 students, verify that the Preassessment Packet has been received.

You will introduce yourself and remind the school coordinator of your last call and the date and time for the preassessment visit.

For schools with age 13 students, **Procedure 6** instructs you to remind the school coordinator that you will need a list of age 13 students born in 1994 along with the necessary demographic data. You will also review the activities that are scheduled to be accomplished during the visit, including:

- drawing the sample of students;
- preparing the SD and/or ELL Questionnaires for the school coordinator to distribute; and
- making assessment arrangements.

You should also obtain the number of teachers who teach age 13 students so you can bring enough copies of the *Teacher's Guide to NAEP* for distribution.

For schools with age 9 or age 17 students, verify that the school coordinator has received the Preassessment Packet. If the school coordinator has not received it, describe what it looks like. If the packet still cannot be located, retrieve the tracking information from the School Folder and let the school coordinator know the date and time of delivery and the name of the person who signed for it. If the packet still cannot be located, verify the school coordinator's shipping address and immediately arrange to send another Preassessment Packet. You will need to reschedule the preassessment visit if there is not enough time for the school coordinator to receive the packet prior to the visit.

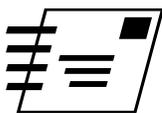
Once the school coordinator has located the packet, ask him/her to locate the *Instructions for the School Coordinator* brochure.

Then, review the steps the school coordinator needs to accomplish before the preassessment visit and the materials he/she needs to have ready to give you when you arrive at the school. You, and an AA in most cases, will work with these materials for about 1 hour prior to meeting with the school coordinator. You should also obtain the number of teachers who teach age 9 or age 17 students so you can bring enough *Teacher's Guides to NAEP* for distributions.

Finally, you should answer any questions that the school coordinator has and determine where the materials you need will be located.



After the call is over, be sure to enter the updated preassessment visit date and time, if necessary, into the SCS.



It is a good idea to send an e-mail to the school coordinator a couple of days before the scheduled preassessment visit to remind him/her that you will be at the school for the preassessment visit, as scheduled. If the school coordinator does not have e-mail, and you think it is necessary, you may call again to remind him/her of the visit. You can either speak directly to the school coordinator or leave a message. Below is an example e-mail that you can send.

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Dear (school coordinator),

This is to confirm our meeting on (date) at (time) to finalize plans for the NAEP assessment in your school. Per our conversation, please have the following items available for me when I arrive [LIST ITEMS]. I will be arriving at the school at (time) to gather the materials we discussed during our last phone call and working in the (room) until our scheduled appointment.

Please call or e-mail me if you have questions.

Thank you,

(Your name)  
NAEP Supervisor  
(Telephone number)

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## **Procedure 7. Prepare for the Preassessment Visit**

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**Procedure 7** in Part 1 of the QCB lists a checklist of the tasks to complete after the confirmation call and before the preassessment visit.

### **7A. Prepare the Teacher Notification Letter**

The purpose of the Teacher Notification Letter (Exhibit 7-4) is to inform the teachers of students selected for the assessment about NAEP and when it is taking place in their school. Prepare one copy of the teacher letter for each school. You will provide it to the school coordinator during the preassessment visit with instructions that copies should be made and distributed to each of the teachers who have students selected for NAEP in their class(es), if the school wishes to do so.

Prepare the letter by filling in:

- the date,
- the age in the “TO:” line,
- your name in the “FROM:” line, and
- the Session Numbers for each session scheduled at the school. (You will fill in the time and location for regular and accommodation sessions during the preassessment visit.)



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## **7B. Review the QCB Label to Determine If There Is a Student Sampling Summary Report (Ages 9 and 17 only)**

Determine if there is a Student Sampling Summary Report that must be reviewed with the school coordinator. If the school has this report, it will be indicated on the QCB label, and the report should be in the School Folder. If this is the case, verify the report is in the School Folder.

For schools with age 13 students, the Student Sampling Summary Report will be available after the SDS has been transmitted to Westat. You will need to review the Student Sampling Summary Reports for schools with age 13 students on assessment day, if necessary.

## **7C. Verify the Instructions for Sampling New Enrollees and the New Enrollee Listing Form Are in the School Folder (Ages 9 and 17 only)**

For schools with age 9 or age 17 students, you will use the Instructions for Sampling New Enrollees for **Procedure 8-2A** during the preassessment visit. Make sure it is in the School Folder. A blank New Enrollee Listing Form will accompany the instructions.

## **7D. Review Procedure 8 in Part 1 of the QCB**

To help prepare you for the preassessment visit, fill in the blanks and circle or highlight the appropriate text in **Procedure 8 in Part 1** of the QCB where options are listed in parentheses.

## **7E. Review the State Information Form to Determine If You Will Need to Bring the LTT Sample Questions Booklet to the School**

If the State Information Report indicates you will need to bring the *LTT Sample Questions Booklet* and/or the *Measure Up* flyer to the school, record this in items **8-3E-4** and **8-3E-5** (for age 13) or **8-3G-5** and **8-3G-6** (for ages 9 and 17) in Part 1 of the QCB.

## **7F. Gather and Organize Materials for the Visit**

Next, gather the materials you will need to bring with you to the visit. These are listed in the QCB.

The School Folder containing all the materials listed on the School Folder Transmittal Form, particularly the following materials that you will be using during the visit;

- Original Administration Schedule for each session (age 13 – blank, age 9/17 – preprinted);
- Inclusion Worksheet (age 13 – blank, age 9/17 – preprinted);
- Instructions for Sampling New Enrollees (age 9/17 only);
- New Enrollee Listing Form (age 9/17 only);
- E-File Roster (age 9/17 only);
- Student Sampling Summary Report (age 9/17 only, if applicable);

- white name labels for use on the Student Appreciation Certificates (age 17 only);
- if age 17 (and noted on State Information Form), Volunteer Certificates;
- the Teacher Notification Letter;
- the NAEP Student Appreciation Certificates;
- the state-specific Parent/Guardian Notification Letter **or** the NAEP generic Sample Parent/Guardian Notification Letter (for public schools that don't have a state-specific letter and private schools);
- if required, *LTT Sample Questions Booklet*;
- if required, *Measure Up* flyer;
- *Teacher's Guide to NAEP* (one per teacher of age-eligible students);
- NAEP Storage Envelope (age 13 only);
- extra U.S. Department of Agriculture Letters;
- SD and/or ELL Questionnaires;
- your calendar;
- this QCB;
- directions to the school; and
- basic office supplies.

## **Procedure 8. Conduct the Preassessment Visit**

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The preassessment visit is an in-person visit conducted at each school in your assignment. This visit provides an opportunity for you to establish a positive rapport with the school coordinator while planning for the assessment. On the day of the scheduled preassessment visit, you and the assisting AA will arrive an hour before the appointment with the school coordinator in order to collect materials and conduct independent work as described in **Procedure 8** in Part 1 of the QCB. You will then use the information gathered during your independent work to conduct the visit with the school coordinator following a script printed in **Procedure 8** in Part 1 of the QCB.

The visit is divided into four parts.

- Procedure 8-1: Gather Materials from school coordinator
- Procedure 8-2: Work Independently
- Procedure 8-3: Meet with school coordinator
- Procedure 8-4: Complete Additional Tasks Before Leaving the School

The schools in each sampled age group will require a different approach based on the time period in which the visit will occur. The script for **Procedure 8** has been customized for each age group. It's important to review the script for each age group before the preassessment visits begin so you can complete the visits smoothly. A copy of the QCB is available in Appendix D.

## Procedure 8: Schools With Age 13 Students

Below is the checklist for conducting the preassessment visit for schools with age 13 students.

<b>PREASSESSMENT CHECKLIST—AGE 13</b>	<b>Part 1</b>
<b>PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT—AGE 13</b>	
<b>Age 13 Checklist</b>	
<p><b>Procedure 8: Conduct the Preassessment Visit</b></p> <p><u>Procedure 8-1: Gather Materials from School Coordinator</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of age-eligible students with demographic data</li> </ul> <p><u>Procedure 8-2: Work Independently</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select the sample of students to be assessed</li> <li><input type="checkbox"/> Hand write the Administration Schedules*             <ul style="list-style-type: none"> <li>▪ Make copy for school coordinator</li> </ul> </li> <li><input type="checkbox"/> Prepare the SD and/or ELL Questionnaires and SD/ELL Roster of Questionnaires*             <ul style="list-style-type: none"> <li>▪ Make copy SD/ELL Roster of Questionnaires for school coordinator</li> </ul> </li> <li><input type="checkbox"/> Hand write the Inclusion Worksheet*</li> <li><input type="checkbox"/> Prepare to meet with school coordinator</li> </ul> <p><u>Procedure 8-3: Meet with School Coordinator</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide the Administration Schedules</li> <li><input type="checkbox"/> Collect missing student demographic data * (not provided on student list used for sampling)</li> <li><input type="checkbox"/> Distribute the SD and/or ELL Questionnaires and SD/ELL Roster of Questionnaires             <ul style="list-style-type: none"> <li>▪ Make arrangements for completion and return</li> </ul> </li> <li><input type="checkbox"/> Discuss parent/guardian notification             <ul style="list-style-type: none"> <li>▪ Distribute copy of state/NAEP Parent/Guardian Notification Letter</li> </ul> </li> <li><input type="checkbox"/> Make assessment arrangements for regular sessions</li> <li><input type="checkbox"/> Complete Logistics Questionnaire</li> <li><input type="checkbox"/> Complete the Inclusion Worksheet and discuss accommodations             <ul style="list-style-type: none"> <li>▪ Make assessment arrangements for accommodation sessions</li> </ul> </li> <li><input type="checkbox"/> Wrap up school coordinator meeting             <ul style="list-style-type: none"> <li>▪ Confirm appointments to call the school coordinator to obtain any outstanding information:                 <ul style="list-style-type: none"> <li>- Collection of any missing demographic data</li> <li>- Results of completed SD and/or ELL Questionnaires/discuss accommodation sessions</li> <li>- Confirmation of parent notification</li> </ul> </li> </ul> </li> </ul> <p><u>Procedure 8-4: Complete Additional Tasks Before Leaving School</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare Student Appreciation Certificates*</li> <li><input type="checkbox"/> Update column <b>Q</b> on the Administration Schedule with the appropriate Accommodation Code</li> <li><input type="checkbox"/> Update column <b>R</b> on the Administration Schedule for excluded students</li> <li><input type="checkbox"/> Prepare NAEP Storage Envelope by making photocopies of the following documents (keeping the original documents in the School Folder):             <ul style="list-style-type: none"> <li>▪ Completed Administration Schedules</li> <li>▪ Updated SD/ELL Roster of Questionnaires</li> <li>▪ Completed Inclusion Worksheet</li> </ul> </li> <li><input type="checkbox"/> Give the following prepared NAEP Storage Envelope and Student Appreciation Certificates to the school coordinator.</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>You may have to complete the Inclusion Worksheet and discuss accommodations by phone with the school coordinator after the preassessment visit)</p> </div> <p style="font-size: small; margin-top: 10px;">*AA can assist with/conduct this task</p>	
1.14	

### **Procedure 8-1: Gather Materials From School Coordinator**

The preassessment visit will begin with a brief meeting with the school coordinator in order to collect the list of age-eligible students with demographic data. You discussed this list with the school coordinator during both the preassessment visit scheduling and confirmation calls. In some cases, you may collect this list from the school secretary or another person in the school office instead of the school coordinator. In either case, introduce yourself and the AA assisting you. Then, go to the room where you will be conducting the independent tasks.

The list should include all students in the school born in 1994 along with the following demographic data:

- First name
- Last name
- Grade
- Month of birth
- Year of birth (must be 1994)
- Sex
- Race/ethnicity
- National School Lunch Program status
- Student with Disabilities (SD) status
- English language learner (ELL) status

If any of the demographic data is missing, you will need to alert the school coordinator that you will need to collect the missing data during your meeting.

If the list is not available, you will ask the school coordinator (or his/her designee) to obtain the list as soon as possible. The preassessment visit cannot proceed without this list.

### **Procedure 8-2: Work Independently**

**Procedure 8-2** involves all the independent work you will be completing before your meeting with the school coordinator. You will complete this work at the school in a designated workspace on the day of the preassessment visit about an hour prior to your scheduled appointment with the school coordinator.

**Procedure 8-2** contains five sub-procedures:

- 8-2A. Select the sample of students to be assessed
- 8-2B. Hand write the Administration Schedules
- 8-2C. Prepare the SD and/or ELL Questionnaires and SD/ELL Roster of Questionnaires

- 
- 8-2D. Hand write the Inclusion Worksheet
  - 8-2E. Prepare to meet with school coordinator

### **8-2A. Select the Sample of Students to be Assessed**

Using the Sampling Checklist, the procedures described in chapter 5, the list of age-eligible students provided by the school, and the SDS you will select the student sample. You will need to use both your laptop and portable printer in order to create and print the sampling line numbers.

In addition to reviewing the list as described in chapter 5, it's also very important that you review the list and cross out any students who do not have a birth year of 1994. These students are not eligible for selection and should be eliminated from the list. Be sure that the eligible students on the list are in more than one grade.

**Item 8-2A-3** asks you to record some information about the sample for entry in the SCS, including:

- Sampling method,
- Sampling date,
- List receipt information,
- List creation information,
- Type of school calendar, and
- Any special situations.

Once you've selected the sample, record the number of age-eligible students on the list and the number sampled for the assessment in **item 8-2A-2**.

You should also write the session numbers on the QCB label.

As described in chapter 5, there are some tasks that the AA can or should complete. Once you have identified and double-checked the sampled students on the list provided by the school, proceed to **Procedure 8-2B** (Hand Write the Administration Schedules). You will not have time during the independent work to enter the sampled students into the SDS, you will complete this task after you leave the school.

### **8-2B. Hand Write the Administration Schedules**

Once you have identified and double-checked the sampled students on the list provided by the school, you will hand write the Administration Schedules.

In most cases, the list provided by the school will not contain the same codes for each of the student demographic variables. It's important that you have the school's definitions for these codes so you can translate the school's codes and record the appropriate NAEP codes on the Administration Schedules. The AA can assist with or conduct this task. The prepared Administration Schedules must be double-checked and corrected before proceeding.

In **item 8-2B-2**, record any missing student demographic data that you will need to collect during your meeting with the school coordinator.

Once the prepared Administration Schedules have been completed and double-checked, you or the AA should make a copy of each Administration Schedule (front and back) to give to the school coordinator during your meeting.

### **8-2C. Prepare the SD and/or ELL Questionnaires and SD/ELL Roster of Questionnaires**

Once you've prepared the Administration Schedules, you will know which sampled students are classified as SD or ELL. Based on that information, you will prepare the SD and/or ELL Questionnaires for those students using the procedures described in **Procedure 2** earlier in this chapter.

Since you will not have entered the sampled students' information in the SDS at this time, you will not be able to print the preprinted SD/ELL Questionnaire labels from the SDS. You will need to use the prepared Administration Schedules to record the following student information on the questionnaire cover:

- school ID number,
- booklet number (from column **O** on the Administration Schedule),
- grade (from column **E** on the Administration Schedule),
- Session Number,
- Administration Schedule line number,
- month and year of birth (from column **F** on the Administration Schedule),
- sex (from column **G** on the Administration Schedule), and
- NAEP subject to be assessed (from column **D** on the Administration Schedule).

Affix a small removable label from your bulk supplies to the cover of the questionnaire and record the student's name on it. Again, the AA can assist with this task.

Once the SD and/or ELL Questionnaires are prepared and double-checked, you will prepare the SD/ELL Roster of Questionnaires. The rosters that you will use for schools with age 13 students are not preprinted as described in **Procedure 2**, so you will need to record the following school and student information on the roster:

- school ID number,
- school name and city/state,
- student name,
- student Session Number,
- student Administration Schedule line number,

- 
- student booklet number (from column **O** on the Administration Schedule),
  - student SD and/or ELL Questionnaires ID number (barcode number from the questionnaire cover), and
  - page \_\_\_\_ of \_\_\_\_.

Exhibit 7-2 in **Procedure 2** shows an example of how to prepare the SD and/or ELL Questionnaires and the SD/ELL Roster of Questionnaires.

Once the prepared SD/ELL Roster of Questionnaires has been prepared and double-checked, you or the AA should make a copy of the roster (front and back, if necessary) to give to the school coordinator with the prepared SD and/or ELL Questionnaires during your meeting.

### **8-2D. Hand Write the Inclusion Worksheet**

Once the SD and/or ELL Questionnaires and the SD and/or ELL Roster of Questionnaires are prepared and double-checked, you will hand write the Inclusion Worksheet. Since you will not have entered the sampled students' information in the SDS at this time, you will not be able to print the preprinted Inclusion Worksheet from the SDS. You will need to use the prepared Administration Schedules to record the following information on the Inclusion Worksheet from your bulk supplies:

- school name,
- school ID number, and
- page \_\_\_\_ of \_\_\_\_.

For each student classified as SD and/or ELL, record the following information:

- name,
- Session Number,
- Administration Schedule line number,
- NAEP subject to be assessed, and
- whether the student is classified as either SD and/or ELL.

Again, the AA can assist with this task.

If there are no SD and/or ELL students sampled for NAEP, you will skip **Procedures 8-2C** and **8-2D**.

### 8-2E. Prepare to Meet With School Coordinator

Now that you have completed the independent work, you should take a few minutes to prepare for the meeting with the school coordinator. This preparation will help the meeting go smoothly and efficiently.

Following the steps in **Procedure 8-2E**, you will note if you need to collect any missing student demographic data by checking the appropriate response box in **Procedure 8-3B** (Collect Missing Student Demographic Data) **item 8-3B-1**.

You should have the following materials easily accessible in the School Folder:

- Prepared Administration Schedule(s)
  - Copy for the school coordinator
  - Original for you
- Prepared SD and/or ELL Questionnaires
- Prepared SD/ELL Roster of Questionnaires
  - Copy for the school coordinator
  - Original for you
- Sample Parent/Guardian Notification Letter
- Student Appreciation Certificate (to show school coordinator)

In addition, you should have the following information materials ready to distribute:

- *Teacher's Guide* to NAEP (one per teacher of age 13 students),
- Teacher Notification Letter, and

If the NAEP State Coordinator has not already distributed:

- *LTT Sample Questions Booklet* and
- *Measure Up* flyer

Finally, you should take a few moments to review **Procedure 8-3** (Meet with School Coordinator) and make any notes/preparation to the sub-procedures in order to help the meeting go more smoothly and efficiently.

### Procedure 8-3: Meet With the School Coordinator

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

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**Procedure 8-3** contains the script you must use to conduct this meeting with the school coordinator. The script is setup in the questionnaire format and you are required to record the appropriate responses in the relevant sections in the QCB.

**Procedure 8-3** contains eight sub-procedures:

- 8-3A. Provide the Administration Schedules
- 8-3B. Collect missing student demographic data (not provided on the student listing used for sampling)
- 8-3C. Distribute the SD and/or ELL Questionnaires and SD/ELL Roster of Questionnaires
- 8-3D. Discuss parent/guardian notification
- 8-3E. Make assessment arrangements for regular sessions
- 8-3F. Complete Logistics Questionnaire
- 8-3G. Complete the Inclusion Worksheet and discuss accommodations<sup>1</sup>
- 8-3H. Wrap up school coordinator meeting

### **8-3A. Provide the Administration Schedules**

Using the script, you will begin your meeting with the school coordinator. After thanking the school coordinator for taking the time to meet with you, you will proceed with **Procedure 8-3A**, which instructs you to provide the copies of the prepared Administration Schedules. You should keep the originals in the School Folder until assessment day. Let the school coordinator know that the students listed on the Administration Schedules are selected for the assessments and that all future discussion will reference only those students.

### **8-3B. Collect Missing Student Demographic Data (Not Provided on the Student Listing Used for Sampling)**

You should have coded the response to **item 8-3B-1** when you prepared for the meeting based on the results of **Procedure 8-2B**. If any demographic data is missing on the Administration Schedules, you will complete **Procedure 8-3B** and ask the school coordinator to obtain this data for you before the visit is concluded.

You should review the missing data that you recorded on the chart in **Procedure 8-2B** and how the missing data can be obtained. The AA can assist with this task. If the school coordinator cannot provide the missing data during the visit, you will need to arrange a day and time to call back and obtain the missing data.

Be sure to record if all the missing data was obtained during the visit or if you need to call back to obtain the missing data in **item 8-3B-2**.

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<sup>1</sup> You may have to complete the Inclusion Worksheet and discuss accommodations by telephone with the school coordinator after the preassessment visit in schools with age 13 students.

If there is no missing demographic data on the Administration Schedules, you will skip this procedure.

### **8-3C. Distribute the SD and/or ELL Questionnaires and SD/ELL Roster of Questionnaires**

Next, you will give the school coordinator the prepared SD and/or ELL Questionnaires along with a copy of the prepared SD/ELL Roster of Questionnaires. You should encourage the school coordinator to distribute the questionnaires to the **person(s) at the school most knowledgeable about how each student is tested in the state assessment.**

Following the script for **Procedure 8-3C**, you will review the instructions for distributing and collecting the questionnaires on the roster, where to record the appropriate respondent's name, and the return status for each questionnaire.

You will also discuss the need to have the questionnaires completed and returned as soon as possible so that you can discuss how to include the students classified as SD and/or ELL in the NAEP assessment. If there are only a few questionnaires, ask the school coordinator if he/she could have them completed and returned during the visit so that you can complete all the required items for the visit. If this is not possible, you will need to arrange a day and time to call back and obtain the results of the completed questionnaires.

Be sure to code if you will collect the completed questionnaires during the preassessment visit or if you need to call the school coordinator at a later date to obtain the information in **item 8-3C-1**. A space to record a callback date and time is also provided.

If you do need to call back to obtain this information, you will need to make sure that you collect the completed questions and the roster on assessment day so they can be returned to Pearson with the completed assessment booklets.

If there are no SD and/or ELL students sampled for NAEP, you will skip **Procedure 8-3C**.

### **8-3D. Discuss Parent/Guardian Notification**

The No Child Left Behind legislation requires that the parents of students selected for NAEP be notified *in writing* that their child has been selected for NAEP and that student participation is voluntary. NAEP must have a copy of the dated Parent/Guardian Notification Letter in order to proceed with the assessment. If this notification has not been sent before the assessment date, the assessment will need to be rescheduled until after the Parent/Guardian Notification Letter has been sent.

In **Procedure 8-3D**, you will provide the sample Parent/Guardian Notification Letter to the school coordinator. For public schools, you will provide either the state-specific letter that the NAEP State Coordinator has instructed the schools to use, or the generic letter that NAEP provides. As described in **Procedure 7** (Prepare for the Preassessment Visit), you will download the correct letter from Step 2 on the MySchool website. For private schools, you will provide the generic Parent/Guardian Notification Letter from your bulk supplies.

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You will discuss with the school coordinator when the Parent/Guardian Notification Letter will be sent to the parents and you will arrange a day and time to call back before the assessment date and verify that the letter has been sent. You will remind the school coordinator that you will need to collect a dated copy of the letter either before or on assessment day or the assessments will need to be rescheduled.

Beginning with **item 8-3D-2**, the QCB provides a script for you to use when you call the school coordinator back to confirm that the parent notification has been sent. If the notification has been sent, you will proceed with **items 8-3D-3** through **8-3D-5**. These questions are designed to collect information that you will need to enter in the SCS. **Item 8-3D-6** asks for the date that you collect the dated Parent/Guardian Notification Letter, which may not be until the day of the assessment. Be sure to record the appropriate response for each of the questions in **Procedure 8-3D**.

When you call back, if the notification has not been sent, you will remind the school coordinator that you will need to collect a dated copy of the letter either before or on assessment day or assessments will need to be rescheduled. You will also set a date and time to call back to confirm that the notification has been sent. Continue this process until you receive that confirmation.

### **8-3E. Make Assessment Arrangements for Regular Sessions**

Since you will probably not have the results of the SD and/or ELL Questionnaires back by this point in the meeting with the school coordinator, you will follow **Procedure 8-3E** and make the assessment arrangements for the regular sessions. This procedure involves covering a number of different topics.

First, in **item 8-3E-1**, you will verify the assessment date and set the specific time and location for each regular session. You (or the AA) will record the start time and location for each regular session on the front of the QCB and on the Teacher Notification Letter (**item 8-3E-2**).

Next, in **item 8-3E-3**, you will discuss the importance of teacher support for NAEP and ask the school coordinator to give each teacher of the sampled students the prepared Teacher Notification Letter, the *Teacher's Guide to NAEP* publication, and a list of the sampled students. Remind the school coordinator to distribute the names of the students only, since the demographic data is considered to be confidential.

During **Procedure 7** (Prepare for Preassessment Visit), you should have marked the responses for **items 8-3E-4** and **8-3E-5**. If the NAEP State Coordinator has not already done so, you will give the school coordinator the following materials:

- the *LTT Sample Questions Booklet*, which provides samples of the LTT assessment questions and the student background questions and rationales for each age group to share with parents and other interested parties, and
- the age 13 version of the *Measure Up* flyer to share with teachers and other interested parties.

In **item 8-3E-6** you will show the school coordinator a sample of the Student Appreciation Certificates and explain that these certificates may be used to inform selected students of the time and location of the assessment and to thank them in advance for their participation. The school is not required to use them. If the school does elect to use them, you or the assisting AA will prepare them and give them to the school coordinator before you leave the school. If the school decides not to use the certificates, record how the school will notify the students about the assessment.

**Item 8-3E-7** explains to the school coordinator that students respond more positively to the assessment when they know it has the backing of the school administration. Ask if it is possible to include an announcement to encourage students to do their best or to possibly have a staff member introduce the assessment at the beginning of the sessions. Record the school coordinator's response and any details about what the school is willing to do.

**Item 8-3E-8** explains to the school coordinator that a makeup session must be scheduled if less than 90 percent of the students take the assessment. If possible, discuss various dates that a potential makeup session could be held.

In **item 8-3E-9**, you will show the school coordinator the NAEP Storage Envelope and ask him/her where it will be located when you arrive on the day of the assessment and who might be able to retrieve it for you.

Finally, in **item 8-3E-10**, you will ask where you will be able to locate the school coordinator when the assessment sessions are complete to conduct a debriefing interview.

### **8-3F. Complete Logistics Questionnaire**

Next, you'll complete the Logistics Questionnaire with the school coordinator. This questionnaire is designed to collect the following information:

- where the assessment team should park,
- check-in procedures that the team needs to follow upon arriving at the school,
- where the team can work before the assessment sessions begin,
- how to handle students who arrive too late to be assessed,
- how to contact the office from the assessment locations,
- how to dismiss students when the sessions are completed,
- if the school, students, or community have experienced any traumatic events in the past year,
- if there are any scheduled events that may interrupt the assessment sessions, and
- if there is anything else the school coordinator thinks the assessment team should know about the school or students.

### 8-3G. Complete the Inclusion Worksheet and Discuss Accommodations

If the SD and/or ELL Questionnaires have been completed and returned to the school coordinator earlier in the meeting, you can give them to the assisting AA and have him/her transcribe the responses recorded on page 5 of the questionnaires onto the Inclusion Worksheet following the steps in **item 8-3G-1**.

First, transcribe the required accommodations from page 5 in the questionnaire onto the Inclusion Worksheet.

3. Which accommodations does this student receive on the state assessment in the NAEP subject identified on the front cover of this questionnaire?  
 Fill in the oval in Column A for each accommodation that this student receives for your state's assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives for local testing or instruction.

This Student	COLUMN A	COLUMN B		COLUMN C
	Accommodations student receives on state assessment in NAEP subject	Are these accommodations allowed on NAEP?		If allowed on NAEP, who provides accommodation?
		Reading	Math	
<b>Presentation Format</b>				
Has directions read aloud/untranslated to English or received assistance in understanding directions	<input type="radio"/>	Standard NAEP practice		NAEP practice
Has directions only signed	<input type="radio"/>	Y	Y	School practice
Has test forms signed	<input type="radio"/>	N	Y	School practice
Has conventional words or phrases read aloud	<input type="radio"/>	N	Y	NAEP practice
Signs all or most of the test materials read aloud	<input type="radio"/>	N	Y	NAEP practice
Uses a tactile version of the test	<input type="radio"/>	Y	Y	School practice
Uses a large print version of the test	<input type="radio"/>	Y	Y	NAEP practice
Uses magnifying equipment	<input type="radio"/>	Y	Y	School practice
<b>Response Format</b>				
Responds in sign language	<input type="radio"/>	Y	Y	School practice
Uses a bubble grapple to respond	<input type="radio"/>	Y	Y	School practice
Writes or answers or responds only to a bubble	<input type="radio"/>	Y	Y	School practice
Turns records answers	<input type="radio"/>	N	N	NA
Uses a computer or grapple to respond	<input type="radio"/>	Y	Y	School practice
		Spelling/grammar check not allowed		
Uses a template to respond	<input type="radio"/>	Y	Y	School practice
Uses a large writing pen or special writing tool	<input type="radio"/>	Y	Y	School practice
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice		NA
<b>Timing Format</b>				
Takes the test in a small group (3 or fewer)	<input type="radio"/>	Y	Y	NAEP practice
Takes the test one-on-one	<input type="radio"/>	Y	Y	NAEP practice
Takes the test in a study room	<input type="radio"/>	Y	Y	School practice
Receives professional reading, special lighting, or furniture	<input type="radio"/>	Y	Y	School practice
Must have test administered by teacher person	<input type="radio"/>	Y	Y	School practice
<b>Testing Accommodations</b>				
Receives extended time	<input type="radio"/>	Y	Y	NAEP practice
Is given breaks during the test	<input type="radio"/>	Y	Y	NAEP practice
When test booklet cover cannot close	<input type="radio"/>	N	N	NA
<b>Other Accommodations</b>				
Uses a calculator, including talking or braille calculator or computer link	<input type="radio"/>	N	N	NA
Uses an abacus, reference table, graph paper	<input type="radio"/>	N	N	NA
Uses dictionary, thesaurus, or spelling grammar-checking software or device	<input type="radio"/>	N	N	NA

INCLUSION WORKSHEET-LTT																									
Page 1 of 1		School Name <u>Dixon Middle School</u>				School ID # <u>122-122-0</u>																			
Student Information		Accommodations Permitted in NAEP																							
Group#	Student Name	Specialist	Subject	SD/ELL	79-0711	79-0712	79-0713	79-0714	79-0715	79-0716	79-0717	79-0718	79-0719	79-0720	79-0721	79-0722	79-0723	79-0724	79-0725	79-0726	79-0727	79-0728	79-0729	79-0730	
R	Aito, Susan	LITSOI 2	M	SD																					
1	Burns, Kimberly	LITSOI 6	M	SD																					
	Cruz, Wanibol	LITSOI 7	R	ELL																					
	Fahroldi, Michael	LITSOI 10	R	SD																					
2	Guzman, Pedro	LITSOI 11	M	ELL	✓																				
	Kwon, Gang	LITSOI 12	R	ELL																					
1	Lundy, Christina	LITSOI 14	M	SD																					
	Ojeme, Edwin	LITSOI 16	R	SD	✓																				
3	Peters, Daniel	LITSOI 21	R	SD																					

