

Next, prepare the NAEP Storage Envelope by including photocopies of the:

- Administration Schedule(s);
- SD/ELL Roster of Questionnaires; and
- Inclusion Worksheet.

Then, give the completed NAEP Storage Envelope and the prepared Student Appreciation Certificates to the school coordinator before leaving the school.

Westat is interested in obtaining feedback from you about the preassessment visit to help improve the process in future years of NAEP. Your answers to **items 8-4A-2** through **8-4A-5** will provide summary information about how the visits go this year and what changes may be needed.

Finally, in **item 8-4A-6**, you will ensure that you have all the necessary information from:

- **Procedures 8-2A** (Select the Sample of Students to be Assessed),
- **Procedure 8-3D** (Discuss Parent/Guardian Notification), and
- **Procedure 8-3G** (Complete Inclusion Worksheet and Discuss Accommodations/Number of Excluded Students)

The preassessment visit for schools with age 13 students is now finished.

Procedure 8: Schools With Age 9 or Age 17 Students

Because of the timing of the preassessment visits, **Procedure 8** for these schools is different than for the schools with age 13 students. For schools with age 9 or age 17 students, you will prepare and send a Preassessment Packet for each cooperating school (see **Procedure 2**). The preassessment visit for schools with age 9 or age 17 students is almost identical, except that in schools with 17-year-olds, we will be discussing how to maximize student participation. The QCB contains a separate **Procedure 8** for schools in each age group.

This section of the manual will review **Procedure 8** for schools with age 9 or age 17 students.

The next two pages display the checklists for conducting the preassessment visits for schools with age 9 or age 17 students.

PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT—AGE 9 (continued)

Age 9 Checklist (continued)

Procedure 8-4: Complete Additional Tasks Before Leaving School

- Prepare the Student Appreciation Certificates*
- Update column **Q** on the Administration Schedule with the appropriate Accom. Code
- Update column **R** on the Administration Schedule for excluded students
- If SD/ELL students identified during the visits, prepare SD and/or ELL Questionnaires
- Prepare NAEP Storage Envelope by:
 - making photocopies of the following documents (keeping the original documents in the School Folder):
 - Completed Administration Schedules
 - Updated SD/ELL Roster of Questionnaire
 - Completed Inclusion Worksheet
 - placing the following items in the NAEP Storage Envelope:
 - Student Information Reports
 - E-File Rosters
- Give the following documents to the school coordinator:
 - Prepared NAEP Storage Envelope
 - Prepared Student Appreciation Certificates
 - Prepared SD and/or ELL Questionnaires, if needed

*AA can assist with/conduct this task.

PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT—AGE 9

Age 9 Checklist

Procedure 8: Conduct the Preassessment Visit

Procedure 8-1: Gather Materials from School Coordinator

- Updated Student Information Reports with
 - Missing student demographic information updated
 - Incorrect student demographic information updated
 - Changes in SD and/or ELL status updated
 - Withdrawn and ineligible students identified
- Completed SD and/or ELL Questionnaires
- Current list of age-eligible students with birth date
- Logistics Questionnaire (optional)

Procedure 8-2: Work Independently

- Select the sample of newly enrolled students*
- Identify withdrawn and ineligible students
- Update missing or incorrect student demographic data (not SD or ELL)
- Update SD and/or ELL classifications
- Transcribe SD and/or ELL Questionnaire data onto Inclusion Worksheet*
- Review Logistics Questionnaire
- Prepare to meet with school coordinator

Procedure 8-3: Meet with School Coordinator

- Collect missing items from school coordinator
 - Updated Student Information Reports
 - SD and/or ELL Questionnaires
 - Current list of age-eligible students
- Confirm results of new enrollee selection
- Confirm withdrawn and ineligible students
- Confirm incorrect and collect missing student demographic data and review Student Sampling Summary Report, if applicable
- Confirm SD and/or ELL classifications
- Review Inclusion Worksheet and discuss accommodations
- Verify parent/guardian notification
- Make assessment arrangements
- Discuss Logistics Questionnaire
- Wrap up school coordinator meeting
 - Confirm appointments to call the school coordinator to obtain any outstanding information:
 - Collection of any missing demographic data
 - Results of completed SD and/or ELL Questionnaires/discuss accommodation sessions
 - Confirmation of parent notification

*AA can assist with/conduct this task.

PREASSESSMENT CHECKLIST—AGE 17 Part 1

PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT—AGE 17 (continued)

- Wrap up school coordinator meeting
 - Confirm appointments to call the school coordinator to obtain any outstanding information:
 - Collection of any missing demographic data
 - Results of completed SD and/or ELL Questionnaires/discuss accommodation sessions
 - Confirmation of parent notification

Procedure 8-4: Complete Additional Tasks Before

- Prepare Student Appreciation Certificates*
- Update column **Q** on the Administration Schedule
- Update column **R** on the Administration Schedule
- If SD/ELL students identified during the visits, prepare
- Prepare NAEP Storage Envelope by:
 - making photocopies of the following documents (place in the School Folder):
 - Completed Administration Schedule
 - Updated SD/ELL Roster of Questions
 - Completed Inclusion Worksheet
 - placing the following items in the NAEP Storage Envelope:
 - Student Information Reports
 - E-File Rosters
- Give the following documents to the school coordinator:
 - Prepared NAEP Storage Envelope
 - Prepared Student Appreciation Certificates
 - Prepare SD and/or ELL Questionnaires

*AA can assist with/conduct this task.

PREASSESSMENT CHECKLIST—AGE 17 Part 1

PROCEDURE 8: CONDUCT THE PREASSESSMENT VISIT—AGE 17

Age 17 Checklist

Procedure 8: Conduct the Preassessment Visit

Procedure 8-1: Gather Materials from School Coordinator

- Updated Student Information Reports with
 - Missing student demographic information updated
 - Incorrect student demographic information updated
 - Changes in SD and/or ELL status updated
 - Withdrawn and ineligible students identified
- Completed SD and/or ELL Questionnaires
- Current list of age-eligible students with birth date
- Logistics Questionnaire (optional)

Procedure 8-2: Work Independently

- Select the sample of newly enrolled students*
- Identify withdrawn and ineligible students
- Update missing or incorrect student demographic data (not SD or ELL)
- Update SD and/or ELL classifications
- Transcribe SD and/or ELL Questionnaire data onto Inclusion Worksheet*
- Review Logistics Questionnaire
- Prepare to meet with school coordinator

Procedure 8-3: Meet with School Coordinator

- Collect missing items from school coordinator
 - Updated Student Information Reports
 - SD and/or ELL Questionnaires
 - Current list of age-eligible students
- Confirm results of new enrollee selection
- Confirm withdrawn and ineligible students
- Confirm incorrect and collect missing student demographic data and review Student Sampling Summary Report, if applicable
- Confirm SD and/or ELL classifications
- Review Inclusion Worksheet and discuss accommodations
- Verify parent/guardian notification
- Make assessment arrangements
- Discuss Logistics Questionnaire
- Review *Best Practices* notebook and ways to maximize student participation

*AA can assist with/conduct this task.

Procedure 8-1: Gather Materials From School Coordinator

The preassessment visit begins with a brief meeting with the school coordinator.

Procedure 8-1 will walk you through the process of gathering materials from the school coordinator that you will need to complete **Procedures 8-2A** through **8-2G** (Work Independently).

You will meet briefly with the school coordinator to pick up the materials needed to complete your independent work, including the:

- updated Student Information Report(s),
- completed SD and/or ELL Questionnaires,
- current list of age-eligible students with birth dates (and any other demographic information, if available), and
- Logistics Questionnaire (optional).

In some instances, you may pick up the materials from the school secretary instead of the school coordinator. In either case, introduce yourself and the AA assisting you. Then, go to the room where you will be working to begin your independent tasks.

If all materials are not ready when you arrive, ask the school coordinator if he/she could collect the materials and bring them to you during your independent work. If this is not possible, ask for them at the beginning of **Procedure 8-3** when you meet with the school coordinator.

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 meeting with the school coordinator.

Procedure 8-2 contains seven sub-procedures:

- 8-2A. Select the sample of newly enrolled students
- 8-2B. Identify withdrawn and ineligible students
- 8-2C. Update missing or incorrect student demographic data
- 8-2D. Update SD and/or ELL classifications
- 8-2E. Transcribe SD and/or ELL Questionnaire data onto Inclusion Worksheet
- 8-2F. Review Logistics Questionnaire
- 8-2G. Prepare to meet with school coordinator

An AA will help you complete some of these sub-procedures. The QCB includes footnotes for tasks the AA can or should complete. Generally, these tasks are associated with the transfer of information from one NAEP document to another. You will check the AA's work for accuracy.

At the beginning of each sub-procedure is a list of materials required for its completion. Place all other materials aside. Keeping only the necessary materials in front of you during your work will alleviate confusion and promote organization.

8-2A. Select the Sample of Newly Enrolled Students

In **Procedure 8-2A**, you will be selecting the sample of newly enrolled students. The *Instructions for the School Coordinator* brochure requested the school coordinator print out a current list of age-eligible students. The list was to include birth date information; however, no further demographic information was required to be on the list. Any missing demographic information for new enrollees added to the sample will be obtained during your visit with the school coordinator.

To complete **item 8-2A-1**, compare the current list of students with the original student list submitted for sampling. The E-File Roster, which is the original list of students submitted for sampling, will be in the School Folder. When comparing the two lists, it may be helpful to have your assisting AA read the names from the current list of students to you. Designate a "new enrollee" highlighter color and have the AA highlight the names of students that appear on the current list of enrolled students but do not appear on the list submitted for sampling. Then, record the highlighted names and demographic information, if available, on the New Enrollee Listing Form.

Count the number of newly enrolled students listed on the New Enrollee Listing Form. If there are no new enrollees, check the first box in **item 8-2A-2** and go to **Procedure 8-2B**. If there are new enrollees, check the second box and record how many students are on the New Enrollee Listing Form in the space provided. You will need to enter this number into the SCS after the preassessment visit. Continue to **item 8-2A-3**, in which you will select the sample of newly enrolled students.

To select the sample of newly enrolled students, use the prepared New Enrollee Listing Form and follow the steps for sampling that are detailed on the Instructions for Sampling New Enrollees.

The New Enrollee Listing Form has consecutive numbers in the column titled "Line #." Refer to the Instructions for Sampling New Enrollees for the set of line numbers used to select the sample. Then, place an "X" in the column titled "Sampled" for the students on the New Enrollee Listing Form whose line numbers correspond to those found on the Instructions for Sampling New Enrollees. The students with an "X" are the sample of new enrollees.

Once the sample has been drawn, record the number of newly sampled students in the space provided in **8-2A-3**. This number will be entered into the SCS after the preassessment visit.

Add the sampled students to the Administration Schedule with the fewest students. Record any demographic information that you have for the student. You will collect any missing demographic information during the meeting with the school coordinator. Also be sure to record a "1" in column N on the Administration Schedule(s) designating this student as a new enrollee as shown in the following exhibit.

School name & ID: Kennedy Elementary School 091-050-0 Page 1 of 1

NAEP 2007-2008 Long-Term Trend 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. Put an "X" in the "Sampled" column for those students who have been sampled. Write their names and demographic data on the Administration Schedule remembering to enter a "1" in column N since these are considered new enrollees.

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

-B- Student Name	-C- Home- room	-E- Grade	-F- Birth Date (MM/YY)	-G- Sex	-H- Race/ Eth.	-I- NSLP status	-J- SD	-L- ELL	-N- New En.	For Sampling Use Only	
										Line No.*	Sampled "X"
Anderson, Jody	101	04	03/98	2	2	1	2	2	1	1	X
Cohen, Sole	232	04	05/98	1	1	2	2	2	1	2	
Foster, Rick	232	04	04/98	1	3	2	2	2	1	3	X
Silva, Adriana	101	04	04/98	2	3	2	2	2	1	4	X
Williams, Amy	178	04	10/98	2	1	1	2	2	1	5	X
Yow, Hu	101	04	12/98	2	4	1	2	2	1	6	
										7	
										8	

"A1" Admin (1/1)	"B" Student Name	"C" Grade	"D" Month	"E" Year	"F" Sex	"G" Race/ Eth.	"H" NSLP Status	"I" SD	"J" ELL	"K" New En.	"L" Original Booklet ID #	"M" Accommodation Booklet ID #	"N" Admin Code	"O" Admin Codes	
															This form must be completed in No. 2 pencil.
16	McDonald, Emily	04	09	98	2	1	1	2	2	2	131 000232 9		16	1	10 = Assessed in ORIGINAL 11 = No responses in booklet 12 = Incomplete post-test 13 = Duplicate transcription 14 = Other, specify on cover
17	Mendoza, Roberto	04	05	98	1	3	3	2	2	2	009 000233 2		17	1	20 = Assessed in BACKUP 21 = No responses in booklet 22 = Incomplete post-test 23 = Duplicate transcription 24 = Other, specify on cover
18	Ojeme, Edwin	04	02	98	1	5	1	1	2	2	132 000234 5		18	1	40 = Temporary 41 = Long-term 42 = Chronic health 43 = Disabled 44 = In school, did not attend 45 = Accommodation scheduling 46 = System 47 = Student released 48 = Other, specify on cover 49 = Booklet subject released by school
19	Owens, Paige	04	11	98	2	1	1	2	2	2	010 001362 7		19	1	01 = Withdrawn/absent 02 = Unreported test completed 03 = Incomplete, cover already scanned 04 = Incomplete, other 05 = Not a sample
20	Penado, Elena	04	10	98	2	3	2	2	2	2	133 100142 4		20	1	REASONS FOR EXCLUSION 01 = SD - Required accom. not available 02 = ELL - Cannot be assessed 03 = ELL - Required accom. not available 04 = SD & ELL - Required accom. not available 05 = SD & ELL - Cannot be assessed 06 = SD & ELL - Required accom. not available 07 = Excluded but assessed 08 = ELL - Required accom. not available 09 = ELL - Required accom. not available 10 = SD & ELL - Required accom. not available
21	Phillips, Aaron	04	12	98	1	1	3	1	2	2	011 233000 2		21	2	091-050-0 LT0901 p2 0 0508-6
22	Qualls, Chris	04	06	98	1	5	1	2	2	2	134 025007 7		22	1	
23	Ratcliff, Tony	04	09	98	1	1	3	2	2	2	012 080601 9		23	1	
24	Roberts, Jackson	04	11	98	1	1	1	2	2	2	135 000761 1		24	1	
25	Ryder, Brian	04	03	98	1	2	1	2	2	2	013 369004 3		25	1	
26	Saleem, Aamir	04	07	98	1	1	2	2	2	2	136 400002 8		26	1	
27	Soheer, Karol	04	04	98	2	1	1	2	2	2	014 098080 6		27	1	
28	Thomas, Jan	04	01	98	2	5	1	2	2	2	195 340215 2		28	1	
29	Thompson, Ariana	04	03	98	2	2	1	2	2	1	015 542300 5		29	1	
30	Tumosa, Andy	04	12	98	1	1	1	2	2	1	131 076100 7		30	1	
31	Wade, Mallory	04	04	98	2	3	2	2	2	1	016 000009 4		31	1	
32	Weber, Amy	04	10	98	2	1	1	2	2	1	132 685006 1		32	1	
33	Anderson, Jody	04									017 136748 7		33	1	
34	Foster, Rick	04									133 895216 4		34	1	

If on the Administration Schedule in column **O** labeled “Original Booklet ID#,” there are no booklet numbers assigned to the sampled new enrollees, you will make a note to request booklets from Pearson or assign booklets from your bulk supplies.

Review the SD and ELL classifications for the new enrollees who were added to the Administration Schedule. Prepare an SD and/or ELL Questionnaire for new enrollees classified as such. Add these students to the Inclusion Worksheet and to the SD/ELL Roster of Questionnaires.

8-2B. Identify Withdrawn and Ineligible Students

In **Procedure 8-2B**, you will identify the withdrawn and ineligible students and code the Administration Schedule(s) accordingly. The *Instructions for the School Coordinator* brochure requested the school coordinator indicate directly on the Student Information Report(s) which students are withdrawn, graduated, or ineligible. You will review these designations with the school coordinator during your scheduled visit.

On the top line of **item 8-2B-1**, enter the total number of students who the school coordinator marked as withdrawn on the Student Information Report(s). These are students who are no longer enrolled in the school because they have withdrawn, graduated, or are expelled. Next, enter Administration Code **51** in column **R** on the Administration Schedule(s) for these students.

In the middle line of **item 8-2B-1**, enter the total number of students who the school coordinator marked as ineligible on the Student Information Report(s). These are students who are ineligible because they are enrolled but never physically attend the school, such as home-schooled students or students attending all classes off campus. Give these students an Administration Code of **54** in column **R** on the Administration Schedule(s).

On the bottom line of **item 8-2B-1**, enter the total number of students who the school coordinator marked as ineligible-other on the Student Information Report(s). These are students who are not eligible for the assessment for other reasons such as not the age being assessed or foreign exchange student. This code does not include students who are excluded because of SD and/or ELL status. Give these students an Administration Code of **55** in column **R** on the Administration Schedule(s).

For each student with an Administration Code of **51**, **54**, or **55**, draw a line through the student’s name up to the perforation on the Administration Schedule(s). Do not line through any information for a student beyond the perforation. No other information needs to be completed for those students identified as withdrawn or ineligible.

If any of these students were classified as SD or ELL, be sure to cross out the student’s name on the SD/ELL Roster and fill in the “not needed” bubble in the Returned column. Also, line through the student’s information on the Inclusion Worksheet.

8-2C. Update Missing or Incorrect Student Demographic Data

In **Procedure 8-2C**, you will update student demographic data on the Administration Schedule(s). The *Instructions for the School Coordinator* brochure requested the school coordinator enter missing or incorrect data directly on the Student Information Report(s). During your independent work, you will transfer any corrections and/or additions from the Student Information Report(s) to the Administration Schedule(s). The changes you make to the Administration Schedule(s) will be reviewed with the school coordinator during your meeting.

To complete **item 8-2C-1**, look at columns **E** through **I** on the Administration Schedule(s) to determine if there is any missing information (you will review the SD and/or ELL codes in **Procedure 8-2D**). If columns **E** through **I** are complete, check the “There is no missing demographic data” box and go to **item 8-2C-2**. If the school coordinator provided missing demographic data on the Student Information Report(s), check this box. If there is still demographic data missing, check the third box and record the number of missing demographic data items on the line provided.

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

To complete **item 8-2C-2**, review the Student Information Report(s) to determine if corrections to information were made by the school coordinator. If corrections were made, you or your assisting AA will transfer those corrections from the Student Information Report(s) to the Administration Schedule(s) and check the box “Corrections have been made on the Student Information Report(s) by the school coordinator.” If there were no corrections, indicate so in the QCB and continue with **Procedure 8-2D**.

8-2D. Update SD and/or ELL Classifications

In **Procedure 8-2D**, you will update SD and/or ELL classifications. The *Instructions for the School Coordinator* brochure requested the school coordinator record any change in SD and/or ELL classifications directly on the Student Information Report(s). Make any noted revisions to the Administration Schedule(s) in the “Final SD Code” and/or “Final ELL Code” Columns. Changes will be verified with the school coordinator during the meeting.

First, indicate in **item 8-2D-1** if there have been changes to the SD and ELL codes on the Student Information Report. If so, continue on to **item 8-2D-2**. If there have not been any changes to SD and/or ELL codes, go to **Procedure 8-2E**.

At **item 8-2D-2**, you are looking for students who are newly classified as SD or ELL. If any students who were coded “2” for “No” in the SD or ELL columns are now classified as SD and/or ELL, you will enter a “1” for “Yes” in column **K** labeled “Final SD Code” or column **M** labeled “Final ELL Code” on the Administration Schedule as shown in the following exhibit.

This form must be completed in No. 2 pencil.

Race/Ethnicity

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

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 "I"

Students with Disabilities (SD)

1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable
For Use in Column "J" &/or "K"

Person Use Only

English Language Learner (ELL)

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

Accommodation Code

1 = Asses without accommodations
2 = Accommodation offered in regular session
3 = Accommodation offered in separate session
4 = Not applicable
For Use in Column "Q"

Session Number
LT0901



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

School #: 091-050-0 Age: 9 Original session scheduled for
Day/Date: Wednesday, Oct
School Name: Kennedy Elementary School Time: 8:35
Administrator's Name: Silvia Thomas Location: Cafeteria

Original Sample 32 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 2 # No (Admin) 4
+ = 36 - # Excluded (Admin. Codes 60-68) 1 TO BE ASSESSED 33
Selected Now Enrolled 4

"A" Attn. (✓/A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line # Subject	"E" Grade	"F" Birth Date			"G" Sex Male or Female	"H" Race/ Eth.	"I" School Lunch	"J" SD	"K" Final SD Code	"L" ELL	"M" Final ELL Code	"N" Non- English L1-Use	"O" Original Booklet ID #
✓	Andrews, Geoff	101	01 R	0 4	0 4	9 8	1 1	1 1	2 2	2	2	2	2		001 000293 4	
✓	Arens, Paula	101	02 M	0 4	0 2	9 8	2 3	1 1	1 1	2	2	2	2		131 054006 9	
✓	Bates, Tim	101	03 R	0 4	0 6	9 8	1 1	2 2	2 2	2	2	2	2		002 005241 1	
✓	Bostwick, Carol	101	04 M	0 4	1 0	9 8	2 1	1 1	2 2	2	2	2	2		132 000043 8	
✓	Burns, Kimberly	101	05 R	0 4	1 1	9 8	2 2	1 1	1 1	2	2	2	2		003 006922 1	
✓	Coleman, April	150	06 M	0 3	0 9	9 8	2 5	1 2	2 2	2	2	2	2		133 000841 2	
A	Curtis, Miranda	232	07 R	0 4	0 1	9 8	2 3	3 3	2 2	2	1	1	2		004 043569 2	
✓	Davis, Tyrone	232	08 M	0 4	0 5	9 8	1 2	1 2	2 2	2	2	2	2		134 005301 1	
	Dempsey, Julia	232	09 R	0 4	0 7	9 8	2 2	1 2	2 2	2	2	2	2		005 210021 3	
✓	Fairchild, Michael	110	10 M	0 4	0 9	9 8	1 1	1 1	1 1	2	1	2	2		135 210001 6	
✓	Juarez, Javier	110	11 R	0 3	1 2	9 8	1 3	2 2	2 2	2	1	2	2		006 073201 2	
✓	Kwon, Sang	110	12 M	0 4	1 0	9 8	1 4	1 2	2 2	2	1	2	2		136 002407 7	
✓	Lipsky, Daniel	110	13 R	0 5	0 6	9 8	1 1	1 2	2 2	2	2	2	2		007 000031 9	
	Lundy, Ch...			0 4	0 9	9 8	1 1	1 2	2 2	2	2	2	2		195 076206 0	

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

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

At **item 8-2D-3** you are looking for students who are no longer classified as SD and/or ELL. If any students who were coded "1" in the SD or ELL columns are now no longer classified as SD or ELL, you will enter a "2" for "No" in column **K** labeled "Final SD Code" or column **M** labeled "Final ELL Code" on the Administration Schedule. If the school coordinator indicates the ELL student is now classified as "Formerly ELL (monitored for AYP reporting)" which means the student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its AYP reports, the student should be coded as "formerly ELL" or code "3" in column **M**. If you are allowed to use code 3 in your state, it will be noted on the State Information Form. Contact your field manager if you have any questions about using this code.

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

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

8-2E. Transcribe SD and/or ELL Questionnaire Data Onto Inclusion Worksheet

In **Procedure 8-2E**, you will transcribe information found in the SD and/or ELL Questionnaires onto the Inclusion Worksheet. The *Instructions for the School Coordinator* brochure instructs the school coordinator to distribute and collect the completed SD and/or ELL Questionnaires. You will review this information with the school coordinator during the scheduled meeting. You may have your assisting AA complete this work; however, be sure to perform a quality control check for accuracy.

Procedure 8-2E begins by asking you to check the appropriate box in **item 8-2E-1**. If the school coordinator returned some or all of the SD and/or ELL Questionnaires, you will indicate as such and continue with **item 8-2E-2**.

If there are missing SD and/or ELL Questionnaires or if there are questionnaires for newly classified students or new enrollees classified as SD and/or ELL that have not yet been completed, enter the number of incomplete or missing questionnaires in **item 8-2E-1** and highlight the names of the students on the Inclusion Worksheet. Continue to **item 8-2E-2** for the completed questionnaires you have received.

If there are no SD and/or ELL Questionnaires in the school, indicate this in **item 8-2E-1** and continue to **Procedure 8-2F**.

Item 8-2E-2 requires you to transfer information from any completed SD and/or ELL Questionnaires to the Inclusion Worksheet. Refer to the description of **Procedure 8-3G** for schools with age 13 students for an example of how to complete this transcription task.

8-2F. Review the Logistics Questionnaire

In **Procedure 8-2F**, you will review the information provided by the school coordinator on the Logistics Questionnaire. The Logistics Questionnaire contains the information you will be transcribing to the Assessment Information Form; however, do not do that now. Simply review the information provided on the Logistics Questionnaire to ensure you understand the information completely. See **Procedure 8-3F** for schools with age 13 students on page 7.40 for the list of the topics covered by the Logistics Questionnaire.

If you determine that further clarification of the Logistics Questionnaire is required, or if the school coordinator did not complete this questionnaire, indicate as such in **item 8-3H-1** in **Procedure 8-3**. You will clarify information or complete the questionnaire with the school coordinator during the scheduled meeting.

8-2G. Prepare to Meet With the School Coordinator

In **Procedure 8-2G**, you will prepare to meet with the school coordinator to finish the remaining preassessment tasks in **Procedures 8-3** and **8-4**. **Item 8-2G-1** walks you through transcribing the work you did in **Procedure 8-2** to **Procedure 8-3**. This step is important so you will not have to flip back and forth in the QCB while meeting with the school coordinator.

Next, gather the information you will need to refer to during the visit. The lists in items **8-2G-2** through **8-2G-5** are in chronological order, so organize the materials according to those lists to avoid searching for necessary documents while in front of the school coordinator. You should also review **Procedure 8-3** and make any notes or preparations to the sub-procedures to ensure that the meeting goes smoothly and efficiently.

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

- Administration Schedule(s),
- Student Sampling Summary Report, if applicable,
- Prepared Inclusion Worksheet, and
- Copy of Parent/Guardian Notification Letter that was sent in the Preassessment Packet.

You should have the following materials together that were completed by the school coordinator to reference when needed:

- Student Information Report(s),
- Completed SD and/or ELL Questionnaires, and
- Logistics Questionnaire, if applicable.

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

- Prepared SD and/or ELL Questionnaires for any newly classified or newly enrolled SD and/or ELL students,
- *Teacher's Guide to NAEP* (one per teacher of age-eligible students),
- Teacher Notification Letter, and

If the NAEP State Coordinator has not already distributed:

- *LTT Sample Questions Booklet*,
- *Measure Up* flyer, and
- *Best Practices* notebook (age 17 only).

Procedure 8-3: Meet With School Coordinator

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 nine sub-procedures for schools with age 9 students and 10 sub-procedures for schools with age 17 students:

- 8-3A. Confirm results of new enrollee selection
- 8-3B. Confirm withdrawn and ineligible students
- 8-3C. Confirm incorrect and collect missing student demographic data and review Student Sampling Summary Report, if applicable
- 8-3D. Confirm SD and/or ELL classifications
- 8-3E. Review Inclusion Worksheet and discuss accommodations
- 8-3F. Verify parent/guardian notification
- 8-3G. Make assessment arrangements
- 8-3H. Discuss Logistics Questionnaire
- 8-3I. Discuss ways to maximize student participation (schools with age 17 students only)
- 8-3I. Wrap up school coordinator meeting (schools with age 9 students)
- 8-3J. Wrap up school coordinator meeting (schools with age 17 students)

The meeting begins with an introduction at **item 8-3-1**. If the school coordinator provided all the necessary materials before your scheduled appointment, begin at **Procedure 8-3A**.

During your independent work, your objective is to complete as many tasks as possible before meeting with the school coordinator. It is possible that the school coordinator brought you additional materials while you were working independently. If materials are still outstanding at the time of your scheduled meeting, **item 8-3-2** instructs you to review the outstanding materials with the school coordinator and gather those documents now.

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

8-3A. Confirm Results of New Enrollee Selection

In **Procedure 8-3A**, you will be confirming the sample of newly enrolled students. You should have recorded the number of newly enrolled students who were added to the sample in **item 8-3A-1** when you prepared to conduct the visit (**Procedure 8-2G**).

Begin this procedure by telling the school coordinator how many students were added to the assessment sample. Then, read from the Administration Schedule the names of the newly enrolled students who were added to the sample. **Do not record these names in the QCB as this will violate our pledge of confidentiality.**

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

If any new enrollees are classified as SD and/or ELL, remember to prepare the necessary SD and/or ELL Questionnaires and add the students to the SD/ELL Roster of Questionnaires and the Inclusion Worksheet. You can do this task after the meeting, but it must be done before you leave the school.

8-3B. Confirm Withdrawn and Ineligible Students

In **Procedure 8-3B**, confirm you have the correct designations for the withdrawn and ineligible students. You should have recorded the total number of withdrawn and ineligible students in **item 8-3B-1** when you prepared to conduct the visit (**Procedure 8-2G**).

To confirm the withdrawn and ineligible students have been properly identified, read the names of the students in each classification to the school coordinator. Have the school coordinator verify each student has been coded properly. Again, do not record these names in the QCB.

Record the total number of students assigned Administration Codes of **51**, **54**, and **55** on the blank lines provided in the chart in **item 8-3B-1**. Make any necessary revisions the school coordinator indicates during this review.

8-3C. Confirm Incorrect and Collect Missing Student Demographic Data and Review Student Sampling Summary Report, If Applicable

In **Procedure 8-3C**, confirm that the revisions you made to the demographic data on the Administration Schedule(s) based on the changes that the school coordinator recorded on the Student Information Report(s) are correct. You will also review any issues included on the school's Student Sampling Summary Report, if applicable.

Item 8-3C-1 requires you to review the demographic data that the school coordinator reviewed on the Student Information Report(s).

If no corrections or updates were made by the school coordinator on the Student Information Report(s), you must verify that the demographic data is correct as-is. If the school coordinator

confirms that all the student demographic data is correct, you will continue with the next item. If the school coordinator does make some corrections, review them with the school coordinator and then enter the total number of corrections on the line provided.

If the school coordinator made some corrections or updates on the Student Information Report(s) before the visit, which you then transcribed onto the Administration Schedule(s) during your independent work, review those corrections and record the total number of accurate corrections on the line provided.

It is important that the school coordinator reviews each correction and confirms the demographic data are accurate.

Next, in **item 8-3C-2**, you should have recorded the number of missing pieces of demographic data when you prepared to conduct the visit (**Procedure 8-2G**). Collect any missing demographic data from the school coordinator, review the revisions with him/her, and record the total number of missing data collected on the line provided. If no demographic data is missing, you will skip this item.

If the school has a Student Sampling Summary Report, it will be noted on the QCB label and included in the School Folder. At **item 8-3C-3**, you will review the report with the school coordinator.

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

8-3D. Confirm SD and/or ELL Classifications

In **Procedure 8-3D**, confirm the accuracy of the changes made to SD and ELL classifications.

Following the script in **item 8-3D-1**, you will begin by reviewing the students who are newly classified as SD or ELL with the school coordinator. Record the total number of students newly classified as SD and/or ELL on the line provided. These students require SD and/or ELL Questionnaires. You should have prepared these questionnaires and added the students to the SD/ELL Roster of Questionnaires and the Inclusion Worksheet during **Procedure 8-21** (Working Independently).

Next, in **item 8-3D-1**, you will review the status of each student no longer classified as SD or ELL. Again, the school coordinator must verify the revised status of each student. Record the total number of students no longer classified as SD and/or ELL on the line provided. SD

and/or ELL Questionnaires are no longer required for these students, which should be indicated on the SD/ELL Roster of Questionnaire by darkening the “Not needed” oval.

In **item 8-3D-2**, you will give the SD and/or ELL Questionnaires of the new enrollees and the newly classified SD and/or ELL students to the school coordinator. Ask if they can be completed and returned to you before you leave the school that day. If it is not possible to have the questionnaires returned to you at the preassessment visit, schedule a callback to collect the necessary information.

8-3E. Review Inclusion Worksheet and Discuss Accommodations

In **Procedure 8-3E**, you will confirm the information that was transcribed to the Inclusion Worksheet and then plan accommodations accordingly. Refer to **Procedure 8-3G** on pages 7.41-7.48 for schools with age 13 students for a description of this procedure.

8-3F. Verify Parent/Guardian Notification

Procedure 8-3F secures a copy of the dated Parent/Guardian Notification Letter for NAEP’s files. This procedure also obtains details as to when, to whom, and how the notification was sent. All of the information obtained in this procedure will be entered into the SCS after the visit. Refer to **Procedure 8-3D** for schools with age 13 students on pages 7.38-7.39 for a description of this procedure.

Unlike the schools with age 13 students, it is necessary to determine if parents of sampled new enrollees have been notified. If the parents of sampled new enrollees have been notified, simply check the “Yes” box in **item 8-3F-2** and continue with **item 8-3F-3**.

If the parents of sampled new enrollees have not been notified, check the “No” box and urge the school coordinator to notify these parents as soon as possible. Remind the school coordinator that if parents of these newly selected students are not notified prior to assessment day, the assessment for these students will have to be rescheduled. You will need to arrange a callback to verify that the notification has been sent.

8-3G. Make Assessment Arrangements

In **Procedure 8-3G** you will schedule both the regular and accommodation sessions, as well as cover a number of other topics with the school coordinator. Refer to **Procedure 8-3E** for schools with age 13 students on pages 7.39-7.40 for a description of scheduling regular assessment sessions and the other topics. Scheduling accommodation sessions is covered in **Procedure 8-3G** for schools with age 13 students on page 7.47.

8-3H. Discuss Logistics Questionnaire

In **Procedure 8-3H**, you will review and gather logistical information for the assessment. The procedure begins with a list of the items you will need to complete the task: While you worked independently, you were instructed to review the Logistics Questionnaire and note the status of it in **item 8-3H-1**. If the Logistics Questionnaire was not completed, you will have to go over it now with the school coordinator. The questionnaire is reprinted in the QCB in **item 8-3H-2**.

8-3I. Discuss Ways to Maximize Student Participation (public schools with age 17 students only)

NAEP's focus on high school participation rates for 2008 involves procedures and materials for the schools that were developed in 2007 and refined for 2008. As part of the preassessment visit with schools with age 17 students, supervisors will discuss options for increasing publicity about NAEP in their schools, encouraging support from school administrators and faculty, and providing student incentives.

Maximizing student attendance is a primary goal. In the past, some high schools have been surprised by low participation rates; we hope to avoid that by exercising thorough planning and creative incentives.

Some of the strategies you'll recommend to school coordinators emerged from a group of secondary school principals convened by NCES in the fall of 2005 to address these issues. Their recommendations led to the creation of the *Best Practices for Improving High School NAEP Participation* notebook, which will be given to every high school in the NAEP 2007-2008 LTT sample. The notebook provides background facts about the issues related to high school participation and suggests ways to promote NAEP awareness and increase the level and quality of student participation. It also includes sample student letters, morning announcements, newsletter articles, and CDs for faculty and students. NAEP is hopeful that increased support from school administration and faculty combined with incentives for students can reverse the current downward trends.

When you prepare to meet with the school coordinator in a school with age 17 students, make sure you have all the necessary materials for discussing how to increase awareness of NAEP and maximize student participation. These materials include:

- samples of the student letter,
- newsletter articles,
- the *Age 17 Measure Up* flyer,
- the NAEP appointment card,
- sample announcements, and
- the Certificate of Volunteer Service.

Bring a copy of *Best Practices* to review during the visit. If the school has not been sent the *Best Practices* by the NAEP State Coordinator, be sure you are familiar with the CDs and how to run them on your laptop or the school computer.

Tone is important. Keep the conversation open and friendly rather than demanding. Ask questions about what has worked in that school regarding motivating students for testing, how announcements and other communication are handled in that school, and how NAEP can be responsive to their particular situation regarding space for testing, daily schedules, etc. Use phrases such as “We’ve found this to be helpful in some of the other schools, would it be all right if we tried that here?”

During your visit with the school coordinator, make careful notes in **Procedure 8-3I** in the age 17 section of the QCB. This sub-procedure is designed as a worksheet and agenda for your visit and should include any notes that will be helpful to communicate the outcome of this discussion.

Item 8-3I-1 asks if the school coordinator has a copy of the *Best Practices* notebook. If the NAEP State Coordinator has not distributed the notebook, you may be bringing him/her a copy. In either case, you should review all the sections of the notebook and the resources available.

Item 8-3I-2 discusses various strategies for making students and teachers aware of NAEP. Check off the items that the school coordinator agrees would be helpful at his/her school.

Item 8-3I-3 asks how the schools handle testing in general, including how to work around students’ schedules.

Item 8-3I-4 offers a variety of ways to motivate sampled students to attend the NAEP assessment sessions. Again, check off those items that the school coordinator is willing to implement.

Item 8-3I-5 discusses ways to motivate students to not only attend, but also put forth their best effort, including providing incentives.

Item 8-3I-6 asks the school coordinator for any other ideas he/she might have for maximizing student participation.

After the meeting, complete the Maximizing Student Participation Summary on pages 1.105 and 1.106 of the QCB. If you have promised any materials or follow-up activities, be sure to note the date you completed these tasks on that form.

8-3I. Wrap Up School Coordinator Meeting (schools with age 9 students)

8-3J. Wrap Up School Coordinator Meeting (schools with age 17 students)

This procedure is the same as **Procedure 8-3H** for schools with age 13 students on page 7.48.

Procedure 8-4: Complete Additional Tasks Before Leaving the School

In **Procedure 8-4**, you will return to your independent work area to complete the final preassessment visit tasks before you leave the school. **Item 8-4A** provides a checklist of these tasks.

As described in **Procedure 8-4** for schools with age 13 students (pages 7.48-7.50), you (or the AA) will prepare the front and back of the Student Appreciation Certificates, assign the Accommodation Codes in column **Q** and the correct exclusion codes in column **R** of the Administration Schedule(s).

In addition, you will prepare questionnaires for any SD and/or ELL students who were identified during the visit and add these students to the SD/ELL Roster of Questionnaires and Inclusion Worksheet.

You'll prepare the NAEP Storage Envelope as described in **Procedure 8-4** for schools with age 13 students (page 7.50) and also include the Student Information Form(s) and E-File Roster in the envelope.

In schools with age 17 students, you will complete the Maximizing Student Participation Summary in **Procedure 8-3I** on pages 1.105 and 1.106 of the QCB.

Finally, you'll give the prepared NAEP Storage Envelope, the prepared Student Appreciation Certificates, and any prepared SD and/or ELL Questionnaires to the school coordinator before leaving the school.

As described in **Procedure 8-4** for schools with age 13 students (page 7.50), we would appreciate your responses to **items 8-4A-2** through **8-4A-5** in order to provide summary information about how the visits go this year and what changes may be needed.

Finally, in **item 8-4A-6**, you will ensure that you have all the necessary information from:

- **Procedures 8-2A** (Select the Sample of Newly Enrolled Students),
- **Procedure 8-3C** (Student Sampling Summary Results),
- **Procedure 8-3E** (Number of Excluded Students), and
- **Procedure 8-3F** (Discuss Parent/Guardian Notification).

The preassessment visit for schools with age 9 or age 17 students is now finished.