

Procedure 1. Use the Sampling Checklist to Prepare the Student List for Sampling



The Sampling Checklist (Exhibit 5-2) is a summary of the steps that you will follow when selecting each student sample and should be kept accessible while you are sampling. It presents the steps discussed below in a more concise manner.

1A. Review the List of Students



Before the sample can be drawn, you must review the list of students provided by the school. If necessary, clarify codes used by the school, confusing markings, and/or partially erased or crossed-out names. You should carefully review the list for the following items. The names of ineligible students should be lined through.

Some schools may provide a list of all of their students rather than a list of their age-eligible students. Such lists must be very carefully checked. Line through students whose birth dates are outside the appropriate year so that they will not inadvertently be included.

- The last names should cover the alphabet reasonably.
- Students listed must have birth dates in the appropriate years:
Age 9 – 1998; age 13 – 1994; age 17 – 10/1/90 – 9/30/91.
- Students listed may be from more than one grade, especially in larger schools:
Age 9 – grades 3-5; age 13 – grades 7-9; age 17 – grades 10-12.
- The list may include eligible students who were displaced from other locations due to hurricanes or other disasters.
- In public schools, if there are no students (or if every student is) coded as SD and/or ELL, you should contact your field manager for guidance.
- You should also carefully check the codes used for sex, SD, ELL, race, etc., on the school's list. The school should have included an explanation of the codes it uses for these categories. If the school with age 9 or age 17 students did not include an explanation, you will need to contact your field manager for guidance. In schools with age 13 students, you should clarify the situation with the school coordinator.

Dealing With Year-Round Schools With Students Who Are On Break

If the school is a multi-track year-round school,³ eligible students who will be on break on assessment day should not be listed. However, if they are, they should be clearly marked on the list as on break. These students should not be numbered or included in the total number of eligible listed students.

You should record the percentage of students who will be on break in the SCS if it is not recorded on the School Edit, Sampling tab. This is important information needed by the statisticians for weighting student data. Calculate the percentage of students who will be on break by dividing the number of these students by the sum of the number of students in the numbered list of eligible students plus the number of students on break. Multiply the results by 100 and round the decimal to the nearest whole number.

1B. Number the Students on the List



Number the age-eligible students sequentially from “1” to the total number of students on the list. Do not number students who will be on break on assessment day in multi-track year-round schools.

- If the school has used the Student Listing Form (SLF) provided by NAEP, number the students in the “For Sampling Use Only” column labeled “Line #” (see Exhibit 5-3).
- If the school has provided a printout, number the students neatly in the margin.
- If the school has provided a computer-generated list that is already numbered, verify that the numbering is correct. Note whether a header row on the first and succeeding pages may have been included in the numbering. If the list has numbered students who are ineligible, the list must be renumbered or corrected as noted in **Procedure 1C**.
- If a year-round school provided a list that is already numbered and it has numbered students who will be on break, the list must be renumbered or corrected as noted in **Procedure 1C**.

Please take care to follow the sequence when numbering, not leaving out any numbers and not using any numbers twice. It is extremely important that you number the lines correctly. Although this is a simple task, it can be a primary source of errors in sampling.

If the school has provided a computer-generated list and numbered the students, you should double-check the numbering as noted in the next section.

³ Multi-track year-round school: School that operates 12 months of the year in which the students are divided into two or more tracks, one of which is on break or on vacation at a time. Running a Data Selection report, including “Calendar Type,” will identify these schools in the SCS.

Exhibit 5-3. Student Listing Form (continued)

INSTRUCTIONS FOR LISTING STUDENTS

If you are unsure about some of the information or it is not available for some students (e.g., school lunch eligibility), leave the column blank or assign a code that means the information is unavailable at this time. The data for sampled students will be obtained by NAEP staff from the school prior to the assessment.

NAEP's categories for student background variables are listed below.

Provide an explanation for your codes.

Race/Ethnicity:

White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.

Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

If necessary, schools may use the following:

Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

School does not collect this information. (Available for non-public schools only.)

Information unavailable at this time.

National School Lunch Program (NSLP):

Student not eligible

Free lunch. *Schools participating in Provisions 2 or 3 of the NSLP should code all students as "free lunch". If it is not possible to distinguish between "free" and "reduced price" for some students, code these students as being eligible for free lunch.*

Reduced price lunch.

School not participating.

Information unavailable at this time.

Students with Disability (SD) (Students having an Individualized Education Program (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.):

Yes, SD.

No, not SD.

Information unavailable at this time.

English Language Learner (ELL) (Students classified by the school as English language learners or limited English proficient.):

Yes, ELL.

No, not ELL.

Formerly LEP (monitored for AYP reporting). *If a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its AYP reports, the student may be coded as "formerly ELL".* Public schools, please contact your NAEP State Coordinator for guidance on using this code.

Information unavailable at this time.

1C. Recheck the Numbering of Students



Before you can begin sampling, you will need to recheck the numbering of students. This task should be done by someone other than the person who originally numbered the list. If a mistake is discovered and the list is small, it can be renumbered easily. On larger lists, you will want to use the following techniques to correct the error and create a usable numbering scheme.

There are two basic errors that could be made:

- Missing a Number:** If one or more numbers are missed, assign the missing number(s) to the last one (or more) names on the list. A simple example of 10 students is shown below:

Line #	Student Name	Birth Date
1	Joan L. Baskin	6/91
2	Helen B. Cadell	7/91
3	Joyce E. Davis	8/91
4	Jack W. James	9/91
6	Mavis L. Masters	10/90
7	Anna S. Noel	11/90
8	Sandra B. Pratt	12/90
9	Carol A. Prentiss	1/91
10	Peter J. Smith	2/91
11 5	Lisa R. Thomas	3/91

- Number is Used Twice:** If one or more numbers are used twice, cross out the duplicate number and assign it the number that follows the last number used at the end of the list. This concept is illustrated below:

Line #	Student Name	Birth Date
1	Joan L. Baskin	6/91
2	Helen B. Cadell	7/91
3	Joyce E. Davis	8/91
3 10	Jack W. James	9/91
4	Mavis L. Masters	10/90
5	Anna S. Noel	11/90
6	Sandra B. Pratt	12/90
7	Carol A. Prentiss	1/91
8	Peter J. Smith	2/91
9	Lisa R. Thomas	3/91

If the school has provided a computer-generated list, you must double-check the numbers. Even with a computer-generated list, it is possible that a change caused a number to be incorrect. For example, if the list was produced in Excel and a student name was deleted, the number associated with that student might also be deleted. In addition, sometimes the header row at the top of each page is included in the numbering sequence. When this is the case, renumber the students as shown in the appropriate example on the previous page.

1D. Compare the School's Student List and Actual Enrollment From the SCS



Once you have numbered the students or confirmed the numbering, compare the total number of students listed with the actual enrollment recorded in the SCS on the General tab. It is anticipated that these figures will match. However, if there is a **discrepancy of five or more students**, this should be investigated with the school. The concern is that the school may have omitted students they expect to exclude or that this is the result of an oversight. You may first want to review the list to see that the first letters of the last names cover the entire alphabet. It is not uncommon for a page to be missing when lists are faxed or mailed. If there is a discrepancy, it must be resolved by speaking to someone at the school. Consult your field manager for guidance.

Procedure 2. Use the SDS to Select the Student Sample



If there is agreement between the number of students listed and the actual enrollment in the SCS, or once a discrepancy has been resolved, you will use the SDS to select the sample of students and print out the Field Sampling Line Numbers Form, which displays the selected line numbers of the sampled students (Exhibit 5-4). After printing the line numbers of the sampled students, you will print the Instructions for Sampling New Enrollees (ages 9 and 17 only), which displays the line numbers for the sample of new enrollees (Exhibit 5-5). See the *SDS User's Guide* for instructions on using the SDS to draw the sample.

Place the Field Sampling Line Numbers Form in the School Folder. In addition, for schools with age 9 or age 17 students, place in the School Folder the Instructions for Sampling New Enrollees which will be used at the preassessment visit.

Exhibit 5-4. Field Sampling Line Numbers

NAEP 2008 Field Sampling Line Numbers Form - LTT				2:22PM
School ID:	1220970	Region:	FL-2	Area: 1
				7/19/2007
School Name:	Brownsville Middle School			
School Address:	3700 W Avery Street Pensacola, FL 32505-6265			
Year-round School: No				
62 students were sampled from 230 listed by this School.				
Students Selected for the Sample				
Using the line numbers listed below, record an "LT" next to the student's line number to indicate that the student has been selected for the assessment.				
1, 5, 8, 12, 16, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53				
57, 60, 64, 68, 71, 75, 79, 82, 86, 90, 94, 97, 101, 105, 108				
112, 116, 120, 123, 127, 131, 134, 138, 142, 146, 149, 153, 157, 160, 164				
168, 172, 175, 179, 183, 186, 190, 194, 197, 201, 205, 209, 212, 216, 220				
223, 227				

Exhibit 5-5. Instructions for Sampling New Enrollees

School Name: Andrew Chapel Christian Academ

2:32PM

School ID: 4510025

7/19/2007

NAEP2008 INSTRUCTIONS FOR SAMPLING NEW ENROLLEES - LTT

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

LT session
To identify the students selected for the assessment, enter an 'LT' next to the line numbers listed below on the New Enrollee Listing Form in the column headed 'Selected':

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44

Many line numbers have been provided. This should be more than enough; in fact, you may only need to use the first few line numbers.
6. After sampling is completed, copy the sampled students' names and other demographic data onto the Administration Schedule.
7. Enter a "1" in column N ("New Enrollee") of the Administration Schedule for each selected newly enrolled student.
8. Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.
9. Store the New Enrollee Listing Form and these Instructions in the school folder.

Procedure 3. Indicate the Sample on the List of Students



Once you have printed the Field Sampling Line Numbers Form with its list of sampled line numbers, identify the sampled line numbers on the list of students provided by the school. To do this:

- If the school has used a NAEP Student Listing Form, enter the appropriate session indicator in the “Sampled for Session” column on the appropriate line number (see Exhibit 5-6).
- If the school has provided a computer-generated list, enter the appropriate session indicator in the margin next to the line numbers of the selected students.

Procedure 4. Recheck That the Session Indicator is Recorded on the Correct Student Lines



This check should be done immediately to verify that the session indicator has been recorded for the appropriate line numbers on the list. This check should be conducted by someone other than the person who recorded the session indicator on the student lists.

How you proceed depends on the age of students for which the school was selected and when you are sampling. If you are sampling a school with age 9 or age 17 students and it is on or before November 25, 2007, you will enter the student information in the SDS and the data will be sent to Pearson to print on the Administration Schedules. If you are sampling a school with age 13 students or it is after November 25, you will need to record the student data in the SDS and directly on the Administration Schedules received from Pearson for the appropriate school and session. (See **Procedure 7** for more details on the steps to follow after November 25.)

For schools with age 9 or age 17 students, it is our goal to have 95 percent of the Administration Schedules printed by Pearson with student names and demographic data.

Procedure 5. Record Sampled Students in the SDS

5A. Enter Information About Sampled Students in the SDS



Enter the complete student name (first name, middle initial, last name) and other demographic information in the SDS. Using information provided by the school, convert demographic information to the NAEP codes. This information can be entered by hand later on the Administration Schedule if you do not have enough information for the conversion. **Only** use the code definitions provided by the school to convert the demographic information to NAEP codes—**never assume that you know what the school’s codes mean.**

Exhibit 5-6. Student Listing Form With Sample Indicated



NAEP 2007-2008 LTT STUDENT LISTING FORM

School Name: Brownsville Middle School
 Address: School Road
Brownsville TS 12345
 District Name: Brownsville School Dist

Prepared by: Tiffany Doss
 Preparer's Phone Number: 861-994-1182

QUESTIONS? Call 1-800-283-6237

DIRECTIONS: COMPLETE FOR EVERY ELIGIBLE STUDENT. AGE 9 students born in 1998,
 AGE 13 students born in 1994, or
 AGE 17 students born from October 1, 1990 to September 30, 1991.
 Include students who may be excluded from other testing programs, such as some students with disabilities or English language learners.
 TYPE OR PRINT. See information on back. Photocopy as necessary.

Provide an explanation for your codes in columns F-I.

**For
Sampling
Use Only**

-A- Student Name	-B- Home- room	-C- Grade	-D- Birth Date (MM/YY)	-E- Gender	-F- Race	-G- NSLP status	-H- SD	-I- ELL	Line #	Sampled
HERBERT ABENDROTH	101	8	6/1994	1	1	2	2		1	LT
NEELY MYATT ALEXANDER	102	8	2/1994	2	1	1			2	
TIMOTHY CHARLE ALLEN	103	8	12/1994	1	1	1			3	
RICHARD ANDERSON	101	7	4/1994	1	1	1		2	4	
MEGHAN LINDSAY APPELT	102	7	7/1994	2	1	1			5	LT
JAMIESE CHERIE ARNOLD	103	8	3/1994	2	2	3			6	
KARESS ALISHA ARNOLD	101	8	6/1994	2	2	1			7	
MATTHEW TYLER AUSTIN	102	8	7/1994	1	1	1			8	LT
ALEX RASHAD BALDWIN	103	8	1/1994	1	2	1			9	
HALEY SHERREE BARKER	101	8	11/1994	2	2	1			10	
NICOLE MARIE BARKER	102	8	2/1994	2	2	1		2	11	
NATHAN LEE BARNES	103	9	1/1994	1	1	3			12	LT
CAREY ELIZABET BENNETT	101	8	5/1994	2	1	1			13	
HEATHER LEE BENNETT	102	8	11/1994	2	1	1			14	
BRITTANY NICOL BENSON	103	8	10/1994	2	1	1			15	
MATTHEW DEAN BOGER	101	8	8/1994	1	1	1			16	LT
TONY RAY BOOE	102	8	3/1994	1	1	1			17	
AMY LYNN BOST	103	8	2/1994	2	1	1			18	
JOSHUA BOWERS	101	8	8/1994	1	1	1			19	LT
JASON EDWARD BOWLES	102	8	8/1994	1	1	2			20	

5B. Demographic Variables Codes Used on NAEP 2008 Administration Schedules

The NAEP 2007-2008 LTT demographic categories and their codes are the same as in NAEP 2007 with the addition of students' grade. The codes are described on pages 5.23-5.24.

5C. Verify the Data Entry of Student Information



After all information about the sampled students has been entered, print the Student Information Report from the SDS (Exhibit 5-7) and have someone who did not do the data entry compare it against the list of students. During this check, the person verifying should confirm:

- the correct student names were entered in the SDS,
- the names are complete and spelled correctly, and
- all other available information (locator information, grade, birth date, sex, race/ethnicity, school lunch, SD, and ELL status) is entered completely and correctly.

Procedure 6. Run the SDS Data Check



Next, you should run and print the Data Check in the SDS. This report helps you confirm that you have not entered duplicate information or certain codes as noted below.

The SDS will check for the following when you run the Data Check:

- Missing values
 - First and/or last names
 - Date of birth (month and year)
- Duplicate student records (identical values for name, date of birth, and sex)
- Universal code checks
 - School Lunch—some, but not all, students coded “School not participating” or “School refusal”
 - Race/Ethnicity—some, but not all, students coded “School does not collect this information”

Missing and duplicate student names and birth dates must be corrected before proceeding. Likewise, incorrectly entered universal codes must also be corrected.

When you transmit sampled student data to Westat, a more in-depth analysis of the data will be run. This will check to see if the demographic data that the school has provided are

accurate by comparing them with the data in the Common Core of Data (CCD) for public schools and the Private School Survey (PSS) for private schools. Though the CCD and PSS data are approximately 2 years old, they still provide the best data against which to compare the data the school has provided. Similar comparisons are done on all E-Filed schools to ensure the highest quality data possible.

If this analysis results in any questions about the data provided by the school, a Student Sampling Summary Report (SSSR) will be generated and displayed in the SCS on the School Edit, "Preassm't" tab. For schools with age 9 or age 17 students, this report should be printed out and put in the School Folder for the preassessment visit. (See chapter 7 for more information about preparing the School Folders.) For schools with age 13 students, the SSSR will be posted to the SCS 24-48 hours after the student data is transmitted to Westat. You should print out the SSSR and discuss it with the school coordinator on assessment day.

The discussions on these issues and resolutions to the issues should be entered on the hard copy report and in the SCS. (See the *SCS User's Guide* for a further discussion of the SSSR in the SCS and Appendix E for more information on the issues that will be reported on the SSSR.)

Key Demographic Variables Codes for Student List Submission

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Sex	<ul style="list-style-type: none"> • Male • Female 	
Race/Ethnicity	<ul style="list-style-type: none"> • White, not Hispanic 	<ul style="list-style-type: none"> • A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
	<ul style="list-style-type: none"> • Black, not Hispanic 	<ul style="list-style-type: none"> • A person having origins in any of the Black peoples of Africa.
	<ul style="list-style-type: none"> • Hispanic 	<ul style="list-style-type: none"> • A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
	<ul style="list-style-type: none"> • Asian/Pacific Islander • American Indian/Alaska Native 	<ul style="list-style-type: none"> • A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii. • A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.

Key Demographic Variables Codes for Student List Submission (continued)

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Race/Ethnicity (continued)	<ul style="list-style-type: none"> ● Other ● School does not collect this information. ● Information unavailable at this time.* 	<ul style="list-style-type: none"> ● “Other” may be used for a person who identifies with more than one of the categories (“multi-racial”) or has a background other than the ones listed. ● The code should only be used for <i>private schools</i>. If used, this code must be used for every sampled student in the school. ● If schools cannot provide the information when the list is submitted, field staff will collect it during the preassessment visit.
National School Lunch Program (NSLP)	<ul style="list-style-type: none"> ● Student not eligible ● Free lunch ● Reduced-price lunch ● School not participating ● Information unavailable at this time.* 	<ul style="list-style-type: none"> ● If it is not possible to distinguish between “free” and “reduced price” for some students, code these students as being eligible for free lunch. ● Students in schools participating in Provisions 2 or 3 of the NSLP should be coded as “free lunch.” ● Under Provisions 2 and 3, schools provide free lunches to all students in the school. Eligibility is determined for a base year and then not updated for 3 to 4 years, or sometimes even longer. Provisions 2 and 3 make it unnecessary for schools to determine student eligibility on an individual basis, and therefore individual eligibility information is either not collected or is out of date.
Students with Disabilities (SD)	<ul style="list-style-type: none"> ● Yes, SD. ● No, not SD. ● Information unavailable at this time.* 	<ul style="list-style-type: none"> ● NAEP defines a student with a disability as a student with an IEP or equivalent classification (e.g., Section 504) for reasons <u>other</u> than being gifted and talented.
English Language Learner (ELL)	<ul style="list-style-type: none"> ● Yes, ELL. ● No, not ELL. ● Formerly ELL (and monitored for AYP reporting). ● Information unavailable at this time.* 	<ul style="list-style-type: none"> ● An ELL student is a student classified by the school as an English language learner. ● If a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its adequate yearly progress (AYP) reports, the student should be coded as “formerly ELL.” ● The Formerly ELL designation is to be used only by schools in states that report such students as ELL for AYP reporting purposes.
<p>* The code “information unavailable at this time” enables list submitters to convey that the best data will be available in the future. Selection of the “information unavailable at this time” code during list submission will result in the field being left blank when the Administration Schedule and Student Information Report are preprinted, and the blank fields will be updated by field staff during the preassessment visit.</p>		

Exhibit 5-7. Student Information Report

December 7, 2007

NAEP-2008/LTT STUDENT INFORMATION REPORT

Central High School 4530080

Session # LT1701

-D-	-B-	-C-	-E-	-F-	-G-	-H-	-I-	-J-	-L-	
LINE #	STUDENT NAME	HOME ROOM	GRADE	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
1	ALZATE, TYLER WALTER	51	11	10	1990	1	1	1	2	2
2	AYERS, ADAM ANTHONY	51	11	01	1991	1	1	1	2	2
3	BAKER, IRIS L.	51	11	11	1990	2	1	1	2	2
4	BARKSDALE, BRIANA C.	51	12	12	1990	2	1	1	2	2
5	BECK, ALEX J.	51	11	03	1991	1	1	1	2	2
6	BECK, DANIELLE MARIE	51	11	07	1991	2	1	1	2	2
7	BISHOP, TRICEZETTE DONISE	51	10	05	1991	2	1	1	2	2
8	BLANCHARD, THOMAS ODEL	53	11	08	1991	1	1	1	2	2
9	BOYER, DAVON DANIEL	51	12	01	1991	1	1	1	2	2
10	BRADFORD, ERIN ELIZABE	53	11	04	1991	2	1	1	1	2
11	BURNETT, KEOSHA NYERA	51	11	12	1990	2	1	1	9	2
12	CANTINE, JARAAD ALLEN	51	11	09	1991	1	1	1	2	2
13	CAVISTON, MELISSA ANN	53	11	06	1991	2	1	1	2	2
14	CLEMMONS, BRANDON JARELL	51	11	02	1991	1	1	1	2	2
15	COBLE, KRISTIN	51	11	03	1991	2	1	1	2	2
16	COWDEN, AMANDA LYNN	51	10	10	1990	2	1	1	2	2
17	DAVIS, CIERA MARIE	52	11	01	1991	2	1	1	2	2
18	DAVIS, TANISHA V.	51	11	08	1991	2	1	1	2	2
19	DECKMAN, JOSHUA PATRICK	52	11	05	1991	1	1	1	2	1
20	DIXON, ROOSEVELT TERR	53	11	12	1990	1	2	3	2	2
21	ELLIS, BRIA QUIANA	52	11	10	1990	2	1	3	2	2
22	ESPINOZA, JAVIER	53	11	04	1991	1	3	3	2	2
23	FERERRO, KELBY RYAN	53	11	07	1991	1	1	1	2	2
24	FISHER, BENJAMIN	53	11	09	1991	1	1	1	2	2
25	FORD, DILLAN WESLEY	52	12	11	1990	1	1	1	2	2
26	GARRIDO, ROMINA NOELLE	52	11	01	1991	2	1	1	2	2
27	GOMEZ-WICK, REBEKA LILIA	52	11	06	1991	2	3	3	2	2
28	GRAY, CHRISTIAN	53	11	03	1991	1	1	1	2	2
29	HABTE, GABRIELLA	52	11	10	1990	2	1	1	2	2
30	HALL, FRANKLIN JOSEPH	52	10	04	1991	1	1	1	2	2
31	HARDING, JACOB ALEXANDER	52	11	01	1991	1	1	1	2	2
32	HARRINGTON, JOSHUA RYA	53	11	09	1991	1	1	1	2	2

STUDENT DEMOGRAPHIC CODES

Sex: 1=Male; 2=Female	SD: 1=Yes; 2=No, 9=Information unavailable	ELL: 1=Yes; 2=No, 3=Formerly ELL; 9=Information unavailable
Race/Ethnicity 1=White, not Hispanic 5=American Indian/Alaska Native 2=Black, not Hispanic 6=Other 3=Hispanic 7=School does not collect this information 4=Asian/Pacific Islander 9=Information unavailable		National School Lunch Program (NSLP) 1=Student not eligible 4=School not participating 2=Free lunch 9=Information unavailable 3=Reduced price lunch

Procedure 7. For All Schools With Age 13 Students and Other Schools Sampled After November 25, Record Information on the Administration Schedules

7A. Record Sampled Students' Information on the Administration Schedules

In addition to **Procedures 5 and 6** described above, you will also conduct **Procedure 7** for schools sampled after November 25, 2007, and all schools with age 13 students.



As mentioned previously, for schools with age 9 or age 17 students the deadline for you to transmit samples to Westat so they can be sent to Pearson for preprinted Administration Schedules is November 25. After that date, you should record sampled students' names and demographic data in the SDS and on Administration Schedules for the appropriate school. Administration Schedules will be sent to you from Pearson in September for schools with age 13 students and in December for schools with age 9 or age 17 students that did not E-File or were not sampled in the SDS and transmitted before November 26. These "blank" Administration Schedules will be assigned to schools and have booklet ID numbers printed on them.

For schools with age 9 or age 17 students, the *Instructions for the School Coordinator* brochure that is sent to the school with the Student Information Report in the Preassessment Packet asks the school coordinator to provide any missing data on the report. For schools with age 13 students, you should collect all student demographic data during sampling.

After you transmit the school's data from the SDS, the in-depth analysis will be run to compare the data with the CCD and PSS data, producing an SSSR when necessary. These data quality checks are important and will be run on the student data for samples selected before and after November 25.

The results of these checks will be available in the SCS, School Edit, Preassm't tab. See the *SCS User's Guide* for information on printing the SSSR from the SCS.

7B. Verify the Recorded Student Information



After all information about the sampled students has been recorded on the Administration Schedules, have someone who did not do the recording compare the Administration Schedules to the list of students. During this review, the person verifying should check that:

- the correct student names are recorded on the Administration Schedule(s),
- the names are complete and spelled correctly, and
- all other available information (homeroom locator information, grade, birth date, sex, race/ethnicity, school lunch, and SD and/or ELL status) is recorded completely and correctly.

Procedure 8. Transmit SDS Data to Westat Daily

Each time you run a sample and produce sampling line numbers from the SDS, you are creating sampling data; thus, you must transmit your SDS data to Westat every day. Transmitting data provides you with a backup of your data. Data quality checks are also run producing SSSRs, if necessary.

3. Using Other Staff to Assist in Sampling Procedures

You may be using other supervisors or a local AA to assist you with some of the sampling procedures. If supervisors are not available, **you may use an AA if he/she lives either close to you or to the location where student sampling is being conducted and they have good data entry skills.** Consult your field manager to arrange for staff to help you, if necessary.

After you have drawn the sample, you will be able to transfer school files to staff for the purpose of entering data on the sampled students. After they have entered the student data, they will transfer the school file back to you to import into your computer and transmit to Westat. See the *SDS User's Guide* for more information on transferring student files between you and the staff assisting you.

Other staff can be used in the following ways:

- numbering the students on the list of eligible students,
- double-checking computer lists for correct numbering of students,
- double-checking the identification of selected students on the list,
- entering student information in the SDS,
- checking the data entry for correctness and completeness, and
- printing forms and labels from the SDS for inclusion in the School Folders.

You will need to use your judgment to decide the most useful way to use other staff. Above all, it is essential that you always perform the sampling functions and be in a position to recheck all of their work. **Supervisors are ultimately responsible for the accuracy of all sampling and data entry assigned to them.**

4. Special Situations

A. School Will Only Participate If We Assess All Students

If a school will only participate if we assess all eligible students instead of only the number we expected to sample, you must check with your field manager. The decision will be shown in the Sampling tab of the SCS and should not be negotiated with the school. If the request was approved, the SDS will allow an override so that all students are assigned to sessions. These sampled students should be considered part of the sample and given the appropriate Administration Codes.

Some private schools agreed to participate only if all students in the associated grades were assessed, for example, all grade 3 and 4 students if the school was selected for age 9. In this situation, students not born in the target year would be assessed and coded **56-Not in Sample (NIS)** on the Administration Schedule. The Student Data Collection Form and Special Situation Form will inform you of such arrangements.

B. School Will Only Participate If We Assess Fewer Students

If a school objects to the number of students that we wish to assess, it may be possible to assess fewer students if that is necessary for the school to participate. Check with your field manager to see if this decision has been made.

If fewer students are to be assessed, the student demographic information must be recorded for each student record in the SDS, including those not to be assessed, for the session(s) in which some or all students will not be assessed. (Do not enter student names.) If an entire session will not be conducted, the Administration Code for each student must be recorded on the Administration Schedule as Administration Code **49**, Session/subject refused by school.

In some instances, a school may only allow us to assess students in a particular grade. In this case, all students who were sampled to be assessed in other grades should be coded with Administration Code **49**, Session/subject refused by school.

It is **not** possible to sample classes of students rather than individual students or to select the sample from a list of students in only some classes.

For situation A or B, a Special Situation Form will have been completed for the school and the information recorded in the SCS on the School Edit, Sampling tab (see the *SCS User's Guide* for more information).

C. Sampled On-Break Students in Multi-Track Year-Round Schools



The instructions for preparing the list of eligible students that is provided to schools (electronically through the MySchool website and the hard copy version) request that they omit students who will be on break if the school is a multi-track year-round school. If the names of these students are on files or lists, they should clearly be identified as on break. However, occasionally these names are submitted and a few of these students are included in the sample.

If you discover that this has happened in one of your schools, double-check with the school coordinator to ensure that your information is correct. Then, if at all possible, you should use the SDS and resample the school from a new list of eligible students without the names of the students who will be on break.

It is essential that you also double-check the SCS to ensure that the percentage on break has been entered on the School Edit, Sampling tab. This is important for the weights to be calculated properly.

If you cannot resample (for example, you discover the error on or after assessment day), you should give these sampled students the Administration Code **55**, Ineligible-Other. Do not code these students as absent.

D. Sampling in Private Schools

Before contacting any of the private schools in your assignment, carefully review the School Folder for that school completed by the gaining cooperation supervisor (GCSV). The emphasis of the contacts by GCSV was gaining cooperation and setting the assessment date. Once a school agreed to participate, other logistics of participating in NAEP were discussed if the school was interested or very cooperative. If it was difficult to obtain cooperation from a school, operational details were not discussed. The School Folder will contain a list of materials that have been sent to the schools, such as Sample Questions Booklets. The Private School Data Collection Form (also in the School Folder) should be completed by the assessment supervisor during the call to discuss sampling. Some are complete; others will be partially complete. Review the form carefully before your first call and highlight any missing information.

Unlike public schools, private schools are not obligated to participate in NAEP. Private schools also have no incentive to participate other than contributing to national results for private schools. Unfortunately, in previous years private school participation has been too low to report results. Because of the low participation rates, a tailored approach was developed and implemented in 2007-2008 to recruit private schools. The GCSVs begin recruiting private schools in early summer and work intensively for 3 months trying to secure their participation in NAEP.

Another difference between private school recruitment and public schools is that the NAEP State Coordinator is not involved with securing a private school's participation in NAEP and so the task is left to a team of recruiters with experience and background in private schools such as Catholic, Lutheran, or independent schools. The GCSVs work very hard to convince a private school decisionmaker that NAEP is credible and an important piece of reporting educational progress across all types of schools within the United States.

Therefore, when a private school decides to participate, the GCSVs do everything possible to make sure the process of participating is smooth and secure from the first recruitment call to the end of the assessment. In the past, some private schools who had agreed to participate changed their decision and refused to participate during the selection of the student sample. In 2008, make sure you do everything you can to assist the school coordinator with submitting the student list the way they choose. **It is more important for you to accommodate them with this process than trying to sway them with what might be easier for you.**

Some private schools choose to E-File even if they have problems with the process or an outdated computer system. Do not be too quick to suggest that the school coordinator submit a hard copy list. If the school coordinator volunteers to send you the student list via FedEx, then you should send a FedEx label to him/her. In most cases, do not ask the school coordinator to send you the list until he/she brings it up first as an option. Never ask the school coordinator to send the student file through e-mail because this is not a secure way to send confidential material.

If a private school coordinator decides to wait to do the sampling until the preassessment visit, honor this decision. If a school asks you to sample on site, always do so. Avoid trying to get the school coordinator to violate their comfort level. If they ask that names not leave the building in any form, be sure to show them that you are copying the forms without the names for your use between sampling/preassessment visit and assessment. Never take the names of students out of the school if they ask you not to.

If the school coordinator asks that we take more or less students than the sample calls for, do not let that be the end. Instead, speak with your field manager. It is possible that we can get approval for special situations for private schools that we cannot make for public schools. Your field manager will contact the home office private school staff to find out the options for accommodating schools with a greater or lesser number of students in the sample.

Reassure the school coordinator that confidentiality is an important and central part of their participation in NAEP. Many of the private schools do participate because of the emphasis GCSVs place on maintaining confidentiality.

Remember that GCSVs spent a lot of time and effort recruiting private schools. Go out of your way to be friendly and helpful to all staff at private schools and, above all, be professional. The "customer is always right" is the attitude to display. When working with private schools, ask yourself, "How can my NAEP team make this assessment possible in your school?"

Chapter 5 Summary

Now that you have completed this chapter, you should be able to:

- conduct the in-field sampling procedures;
- ensure that the list of students submitted by each school for in-field sampling is accurate, complete, and current;
- understand how to handle students who will be on break in year-round multi-track schools;
- identify the sampled line numbers on the school's list after selecting the sampled line numbers with the SDS;
- enter information about the sampled students in the SDS and on the Administration Schedules, if necessary;
- understand the importance of double checking each critical step in the student sampling procedures; and
- understand how to approach private schools so as not to lose their cooperation.