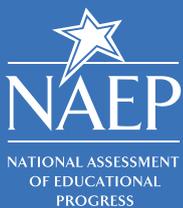
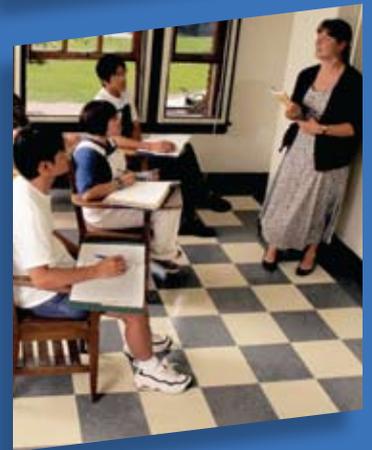
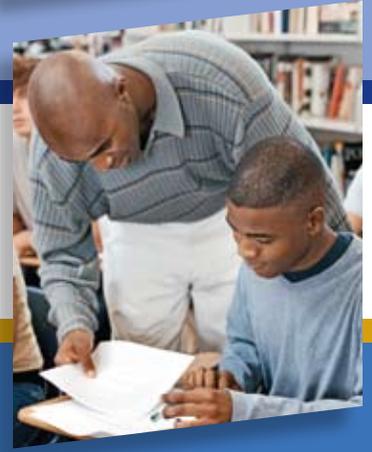


ADMINISTER

A MANUAL FOR ASSESSMENT ADMINISTRATORS



2009

Part 3 of your training...***is your manual: your step-by-step, procedure-by-procedure instructions about how to do your job. Following these instructions precisely allows NAEP results to be comparable within states and across the country.***

NAEP is complicated and accountable. It includes many, many steps—all of which must be completed with the highest level of attention and accuracy. Forms must be filled out and records maintained, student samples selected, accommodations planned, student attendance recorded, sessions conducted, and the security of materials maintained. Precision in each of these steps is critical.

Your manual is the source of the step-by-step procedures for every part of the process for which you are responsible. These procedures must be followed “to the letter” to assure consistency of results across the country. Comparable procedures produce comparable data.

NAEP 2009

ASSESSMENT ADMINISTRATOR MANUAL

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4J. Provide coded ESBQ booklets and the ESBQ Administration Schedule to your AC for a quality control (QC) check	8.9

January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				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

December 2008						
S	M	T	W	T	F	S
	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			

February 2009						
S	M	T	W	T	F	S
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

February 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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

January 2009						
S	M	T	W	T	F	S
				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

March 2009						
S	M	T	W	T	F	S
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				

March 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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				

February 2009						
S	M	T	W	T	F	S
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

April 2009						
S	M	T	W	T	F	S
			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		

There are two icons used throughout the manual. Below identifies the icons and their meanings.



This icon indicates a QC check will be required.



This Voices of Experience icon offers tips and practical advice from experienced NAEP staff who have honed their skills in the field.

CHAPTER 1

UNDERSTANDING NAEP MATERIALS

Accuracy in completion of forms and use of session scripts is essential to the integrity of the data NAEP collects.

The objective of this chapter is to introduce you to the NAEP materials you will use in your job as an assessment administrator (AA). After reading this chapter you will know when and how to use each NAEP form.

In this chapter, you will

- be introduced to the NAEP forms and materials, including session scripts; and
- learn the purpose of each material or document and learn when and how to use them.

1

Understanding NAEP Materials

1. NAEP Materials

There are a number of NAEP forms and materials you must be familiar with prior to the assessment. This chapter will provide you with a brief overview of these forms and materials. Several of these are scannable documents; therefore, care must always be taken when entering information onto these documents.

Guidelines for Completing Scannable Documents

When entering pertinent information onto such forms as the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

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

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

The following are **acceptable** writing styles:



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



B. Administration Schedule

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

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

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

The importance of the Administration Schedule can be seen in the diagram on page 1.4.

The tables below show an example of how data collected on the Administration Schedule are linked to scores.

	Grades	
	4	8
Reading score gaps		
Females - Males	6	10

Females Outscore Males in NAEP 2007 Reading

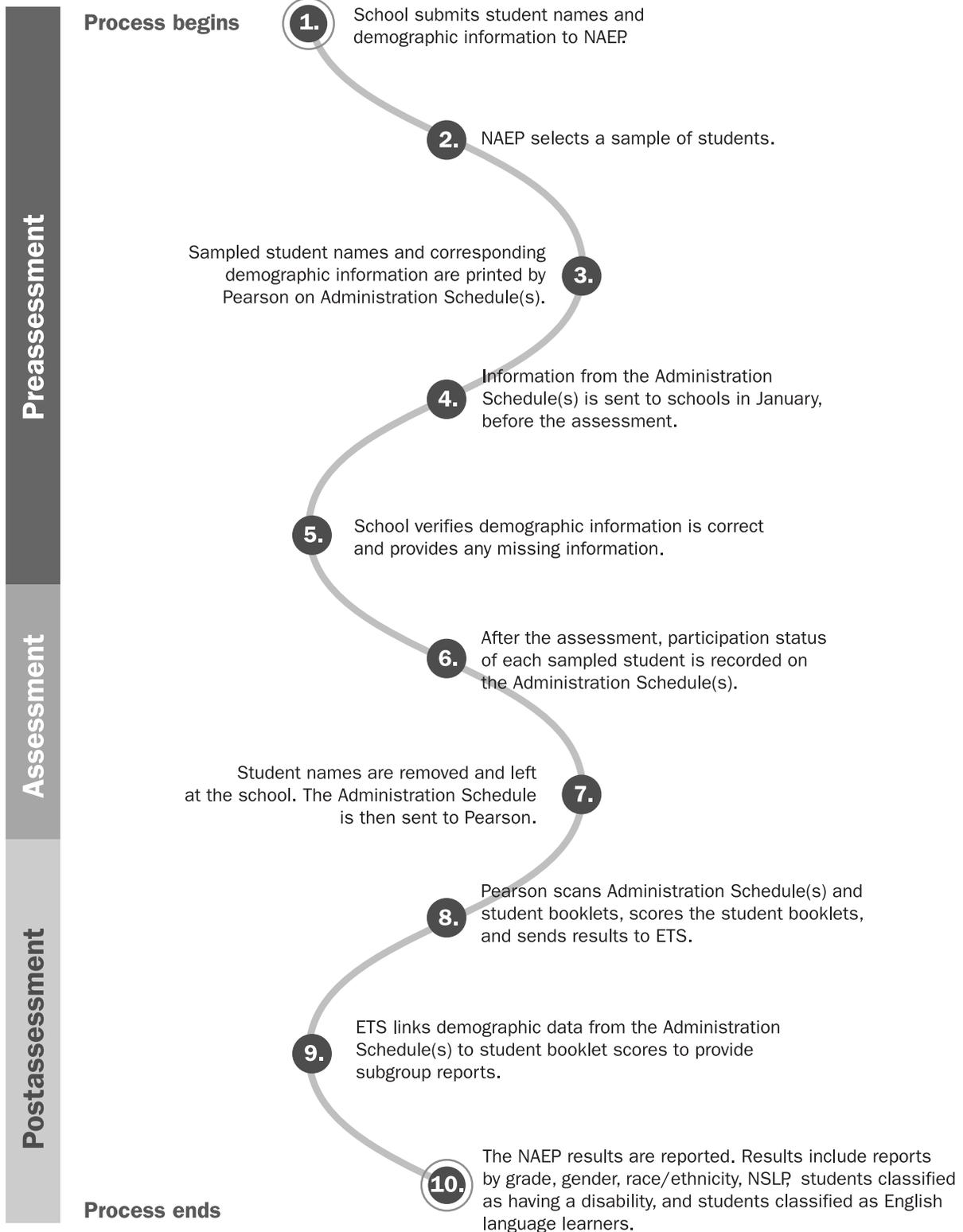
In 2007, female students continue to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	Year	
	'90	'07
Fourth-graders mathematics score gap between White and Black students	32	26

White and Black Fourth-Graders Mathematics Score Gap Narrowed From 1990 to 2007

The mathematics average score and score gap between White and Black fourth-graders narrowed from 32 points in 1990 to 26 points in 2007.

NAEP Administration Schedule Process



A Closer Look at the Administration Schedule

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

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

Each student is assigned a test subject.
R=Reading
M=Mathematics
MC=Mathematics with a calculator
S=Science

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

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

This form must be completed in No. 2 pencil.

Race/Ethnicity

1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Asian/Pacific Islander
 4 = American Indian/Alaska Native
 5 = Information Unavailable
 For Use in Column "C"

English Language Learner (ELL)

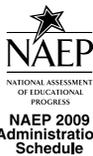
1 = Yes, ELL
 2 = No, not ELL
 3 = Formerly ELL (monitored for AYP reporting)
 9 = Information unavailable
 For Use in Column "C" (also "L")

Planning Code

1 = Asses without accommodation(s)
 2 = Accommodation(s) offered in regular session
 3 = Accommodation(s) offered in separate session
 4 = Not applicable
 For Use in Column "N"

Session Number

RS0803



NAEP 2009 Administration Schedule

Person Use Only

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

Original session scheduled for: Day/Date: Wed, Feb, 4 Time: 9:00 a.m.

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

Location: Cafeteria

If Makeup Needed: Yes No

Bundle #'s: 1005
1006

Session Number: RS0803

Original Grade: 26 # Absent (Admin. Codes 46C1, E, 46): 2 # Assessed (Original Session): _____

Excluded New Enrollees: 2 # Excluded (Admin. Codes 46-47 & 49): 1 # Assessed (Makeup Session): _____

Total in Sample: 25 TO BE ASSESSED: _____ TOTAL ASSESSED: _____

A Row (1/A)	B Student Name	C Race/Ethnicity	D Use of Subject	E Birth Date		F Sex	G Race/Ethnicity	H School Lunch	I SD	J ELL	K ELL	L ELL	M ELL	N Planning Code	O Original Booklet ID #	P Accommodation Booklet ID #	Q Admin. Code	R Administration Codes		
				Month	Year															
01	Peters, Mark	232	R	0	4	9	5	1	1	1	4	2	2	1	401 193489 7			01	ASSESSED IN ORIGINAL 10 = No responses in booklet 11 = No responses per time 12 = Session incomplete 13 = Session incomplete 14 = Other, specify on cover	
02	Phillips, Susan	232	MC	0	2	9	5	2	3	1	1	2	2	2	101 023578 1			02	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover	
03	Pierce, Tim	232	S	0	6	9	4	1	1	2	4	2	2	1	201 993461 4			03	ABSENT 40 = Laboratory 41 = Language 42 = Chronic Illness 43 = Suspended 44 = In school did not attend 45 = Accommodation scheduling problem 46 = Student refusal 47 = Student refusal 48 = Other, specify on cover 49 = Session/subject released by school	
04	Price, Carol	232	R	1	0	9	4	2	1	1	4	2	2	1	501 110376 0	107 321479 0			04	OTHER 50 = Withdrawn/Graduated 51 = Unassigned row (Unused) 52 = Incomplete row (Unused) 53 = Ineligible, never attends campus 54 = Ineligible, other 55 = Not in sample
05	Putnam, April	232	MC	1	1	9	4	2	2	1	1	2	2	3	102 910456 2			05	REASONS FOR EXCLUSION 60 = SD - Cannot be assessed 61 = SD - Required accom, not permitted 62 = ELL - Cannot be assessed 63 = ELL - Required accom, not permitted 64 = SD & ELL - Cannot be assessed 65 = SD & ELL - Required accom, not permitted 66 = Excluded but assessed 67 = SD - Required accom, not available 68 = ELL - Required accom, not available 69 = SD & ELL - Required accom, not available	
06	Qualls, Kimberly	232	S	0	9	9	4	2	5	1	4	2	2	1	202 103478 2			06		
07	Ramos, Marisol	232	R	0	1	9	5	2	3	3	4	1	2	2	001 004051 9			07		
08	Randal, Tyrone	232	MC	0	5	9	5	1	2	1	4	2	2	1	103 803987 0			08		
09	Reed, Julia	232	S	0	7	9	4	2	2	1	4	2	2	4	203 267931 5			09		
10	Reynolds, Michael	232	R	0	9	9	4	1	1	1	2	4	2	1	402 245796 4			10		
11	Rivera, Pedro	232	M	1	2	9	4	1	3	2	4	1	2	3	104 723467 1	901 678912 4			11	
12	Robins, Sang	232	S	1	0	9	4	1	4	1	4	1	2	2	204 101456 6			12		
13	Regers, Daniel	232	R	0	6	9	5	1	5	1	1	2	2	4	502 322019 0			13		
14	Rowe, Christina	232	M	0	2	9	5	2	1	1	1	2	2	3	105 005061 3	107 498561 7			14	
15	Sanders, Tina	178	S	1	0	9	4	2	1	1	4	2	2	1	205 123579 1			15		

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

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subjects being assessed. In 2009, there are three session types: **RS**, **RN**, and **RM**. All session types will be administered by paper and pencil.

NAEP 2009 Session Types			
Session	Subjects	Grades	School type
RS	Reading/Mathematics/Science	4, 8, 12	Public and private.
RN	Reading/Mathematics/Science	4, 8	Bureau of Indian Education and public schools in Arkansas, Kansas, Vermont, Nebraska, and the District of Columbia.
RM	Reading/Mathematics	12	Public schools in Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

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

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 8 public school with three sessions would have three Administration Schedules: one Administration Schedule for session RS0801, the second for session RS0802, and the third for session RS0803.

The Columns of the Administration Schedule

The following chart details the purpose of each column on the Administration Schedule. It is important to note that while columns **A–M** and **O–P** remain unchanged from past years, columns **N**, **Q**, and **R** have changed.

Column	Title	Use
A	Atten. (for “attendance”)	To indicate whether a student was present or absent for the assessment.
B	Student Name	To list the names of the students selected for the assessment.
C	Homeroom or Other Locator	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. Due to NAEP’s pledge of confidentiality, under no circumstances should a student’s name appear on any assessment materials leaving the school.
D	Line #/Subject	To indicate the subject of each student’s assessment booklet: “ R ” for reading, “ M ” for mathematics, or “ S ” for science. An “ MC ” indicates students who will need a calculator during the mathematics assessment.
E	Birth Date	To indicate each student’s month and year of birth.
F	Sex	To indicate each student’s gender.
G	Race/Eth.	To indicate each student’s race/ethnicity. The codes used in this column are printed in the upper-left corner of the form.
H	School Lunch	To indicate each student’s eligibility status in the NSLP. The codes used in this column are printed in the upper-left corner of the form.
I	SD	To indicate each student’s disability status. The codes used in this column are printed in the upper-left corner of the form.
J	Final SD Code	To record a student’s SD status, if it has changed since it was originally recorded.
K	ELL	To indicate each student’s English language learner status. The codes used in this column are printed in the upper-left corner of the form.
L	Final ELL Code	To record a student’s ELL status, if it has changed since it was originally recorded.
M	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
N <i>(New!)</i>	Planning Code	To record how a student will be assessed—whether in the regular session, a separate session, or not applicable for students who won’t be assessed.
O	Original Booklet ID #	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID number. That number is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
P	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned a separate accommodation booklet (not all accommodated students require a separate accommodation booklet).
Q <i>(New!)</i>	Admin. Code	Unlike previous years, this column will not capture accommodation information. Rather, you will use it to record each student’s participation status. (Accommodation information is now <u>only</u> recorded on student booklet covers.)
R	Admin. Codes	List of the codes and definitions for column Q .

NAEP Administration Schedule

This form must be completed in No. 2 pencil.

Person Use Only

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 "C"

1 = Student not eligible
2 = Free lunch
3 = School refused
4 = School not participating
5 = School refused
9 = Information unavailable

For Use in Column "D"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "E"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "F"

1 = English Language Learner (ELL)
2 = No, not ELL
3 = Formerly ELL (monitored for 1 year)
9 = Information unavailable

For Use in Column "G"

1 = Assesses without
2 = Accommodation(s) offered in regular session
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "H"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "I"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "J"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

Original Sample: 26 + # Selected New Samples: 2 = 28 Total in Sample

Excluded Samples (Admin Codes 64-69): 1

Absent (Admin Codes 0-45, 48): 2 + # Assessed (Original Session): 2 = 4

Relieved (Admin Codes 46, 47, 49): 1 + # Assessed (Makeup Session): 1 = 2

TO BE ASSESSED



NAEP 2009 Administration Schedule

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Person Use Only

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 "C"

1 = Student not eligible
2 = Free lunch
3 = School refused
4 = School not participating
5 = School refused
9 = Information unavailable

For Use in Column "D"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "E"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "F"

1 = English Language Learner (ELL)
2 = No, not ELL
3 = Formerly ELL (monitored for 1 year)
9 = Information unavailable

For Use in Column "G"

1 = Assesses without
2 = Accommodation(s) offered in regular session
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "H"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "I"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

For Use in Column "J"

1 = Yes, IEP
2 = Yes, 504
3 = Accommodation(s) offered in regular session
4 = Not applicable

Bundle #'s
1005
1006

If Makeup Needed
Makeup Held

Makeup Not Held

Session Number
RS0803

"A" (N/A)	"B" Student Name	"C" Homebound or Other Location	"D" Type of Subject	"E" Month	"F" Year	"G" School	"H" Lunch	"I" SD	"J" SD	"K" ELL	"L" ELL	"M" ELL	"N" ELL	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code	"R" Administration Codes
01	Peters, Mark	232	01 R	0	4	9	5	1	1	1	1	1	1	401 193489 7		01	ASSESSED IN ORIGINAL 10 = In session full time 11 = In session part time 12 = In session part time 13 = Session incomplete 14 = Other - specify on cover
02	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1	1	1	101 023578 1		02	ASSESSED IN MAKEUP 20 = In session full time 21 = In session part time 22 = In session part time 23 = Session incomplete 24 = Other - specify on cover
03	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4	2	2	201 993461 4		03	ASSENT 30 = Absent 31 = Long-term 32 = Chronic illness 33 = In school, did not attend 34 = Accommodation scheduling 35 = Absent - specify on cover 36 = Parent refusal 37 = Parent refusal 38 = Other - specify on cover 39 = Session/subject refused by school
04	Price, Carol	232	04 R	1	0	9	4	2	1	1	1	1	1	501 110376 0		04	OTHER 40 = Withdrawn/Graduated 41 = Unassigned book (unused) 42 = Unassigned book (used) 43 = Unassigned book (returned) 44 = Ineligible, other 45 = Not in sample
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1	1	1	102 910456 2	107 321479 0	05	REASONS FOR EXCLUSION 60 = SD - Required accom. not permitted 61 = SD - Cannot be assessed 62 = ELL - Cannot be assessed 63 = ELL - Cannot be assessed 64 = SD & ELL - Cannot be assessed 65 = SD - Required accom. not permitted 66 = SD - Required accom. not available 67 = SD - Required accom. not available 68 = SD & ELL - Required accom. not available 69 = SD & ELL - Required accom. not available
06	Qualls, Kimberly	232	06 S	0	9	9	4	2	5	1	4	2	2	202 103478 2		06	
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4	1	2	001 004051 9		07	
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4	2	2	103 803987 0		08	
09	Reed, Jetha	232	09 S	0	7	9	4	2	2	2	1	4	2	203 267931 5		09	4
10	Reynolds, Michael	232	10 R	0	9	9	4	1	1	1	2	4	2	402 245796 4		10	
11	Rivera, Pedro	232	11 M	1	2	9	4	1	3	2	4	1	2	104 723467 1	901 678912 4	11	
12	Robins, Sang	232	12 S	1	0	9	4	1	4	1	4	1	2	204 101456 6		12	
13	Regers, Daniel	232	13 R	0	6	9	5	1	5	1	1	2	2	502 322019 0		13	6
14	Rowe, Christina	232	14 M	0	2	9	5	2	1	1	1	2	2	105 005061 3	107 498561 7	14	
15	Sanders, Tina	178	15 S	1	0	9	4	2	1	1	4	2	2	205 123579 1		15	

C. Assessment Booklets and Student ID Labels

Assessment Booklets

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

- a letter identifying the subject,
- a three-digit booklet version number, and
- a letter or letters identifying any ancillaries or additional materials the booklet requires.

The placement of these booklet identifiers is the same on all grade 4, 8, and 12 booklet covers.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

The diagram shows a NAEP Mathematics Booklet cover and a Student ID Label. The booklet cover includes the NAEP logo, '2009 Grade 8 Mathematics Book M122GC', and a 'SECTION' table:

1	M5
2	M9
3	D1
4	MB1

The Student ID Label includes a barcode with the number 122-910456-2, a 'DO NOT USE' keypad, and a 'School and Teacher Information' section with fields for SCHOOL # and TEACHER #.

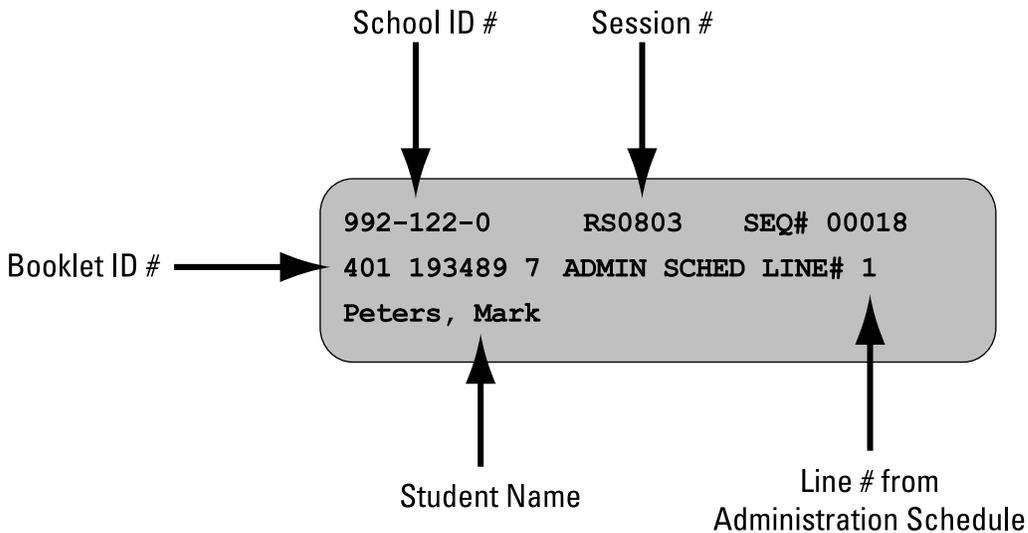
Callouts from the diagram explain the code components:

- Letter Identifying Subject:** Points to the 'M' in 'M122GC'.
- Three-digit Booklet Version:** Points to '122' in 'M122GC'.
- Letters Identifying Ancillaries:** Points to 'GC' in 'M122GC'.

Additional callouts point to the '2009 Grade 8' and 'Mathematics Book' text on the label, and the 'Admin Schedule Line #' and 'from Session #' fields at the top of the label.

Student ID Labels

Because students' names are never written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students. An example of the information contained on a student ID label is shown below.



The first line contains the unique school ID number, the specific Session Number from the Administration Schedule, and the sequence number that is used by Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in the same order as the list of students on the Administration Schedule. Depending on when the student lists were developed, the labels will either be shipped in the Session Boxes to your AC with the student names preprinted on them, or your supervisor will print the labels. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand when you prepare the booklets.

D. Ancillary Materials

Certain assessment booklets require the use of additional ancillary materials. The materials will vary depending on the grade to be assessed. Some of these materials will be individually prepackaged in a clear plastic bag. The charts below show the ancillary materials and corresponding letter that appear on the student booklet cover by grade.

Grade 4 Ancillary Materials	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-108) R = Ruler G = Manipulative Set “G” – Prepunched K = Manipulative Set “K” – Foam Shapes

Grade 8 Ancillary Materials	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-30), or students may use their own ¹ P = Protractor/Ruler V = Manipulative Set “V” – Box with Ruler/Protractor G = Manipulative Set “G”

Grade 12 Ancillary Materials	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-30), or students may use their own ¹ P = Ruler/Protractor G = Manipulative Set “G” N = Manipulative Set “N” O = Manipulative Set “O” U = Reference sheet of mathematics formulas F = Reference sheet of mathematics formulas in an envelope Z = Manipulative Set “Z”
Reading	J = Pamphlet, <i>Applying for a Federal Job</i> M = <i>Guide to Metro Fares</i> S = Social Security Application
Science	Q = Periodic table of elements ²

¹ Students in grades 8 and 12 who are assigned a mathematics booklet with a calculator may use their own calculator, as described on page 4.8.

² Ancillary “Q” – Periodic table is to be inserted into all grade 12 science booklets.

E. Assessment QC Record and Booklet Preparation QC Record

As part of the overall quality control (QC) procedures for NAEP, your AC will use the Booklet Preparation QC Record and the Assessment QC Record to document student booklet preparation and assessment day procedures you complete for each school in your assignment. This includes documenting whether you administered and monitored each session according to the standards and procedures described in chapter 4.

If your AC has any concerns about your performance while completing any of your responsibilities, he/she will discuss it with you one-on-one. Information collected on the Assessment QC and Booklet Preparation QC Records will be referred to during the completion of your evaluation at the end of the assessment period.

Assessment QC Record		1. MET	2. PARTIALLY MET	3. NOT MET	4. OBSERVED	5. NOT CONDUCTED	6. COMMENTS	7. CHECK AFTER REVIEW WITH AA (IF 2)
AA Name: _____ <input type="checkbox"/> Regular Session _____ <input type="checkbox"/> Accommodation (small group) Group # _____ <input type="checkbox"/> Accommodation (one-on-one) Group # _____							Comments (Ratings of 2 or 3 require explanation and review with AA.)	Check after review with AA (if 2)
Prior to the Session: Followed School Protocol for Visitor Check-in <input checked="" type="checkbox"/> Arrived on time and wore NAEP ID Badge <input checked="" type="checkbox"/> Signed in at the office		1						
Prior to the Session: Prepared Materials <input checked="" type="checkbox"/> Had appropriate materials including the AA manual, the AIF, and Session Scripts <input checked="" type="checkbox"/> Correctly prepared and checked his/her own material <input checked="" type="checkbox"/> Correctly checked work of others		1						
Prior to the Session: Prepared Assessment Room <input checked="" type="checkbox"/> Supplies were ready for distribution <input checked="" type="checkbox"/> Concealed materials that would assist students <input checked="" type="checkbox"/> Posted "Testing in Progress" sign outside room <input checked="" type="checkbox"/> Wrote school and teacher numbers on board, if applicable		1						
During the Session: Introduction and Materials Distribution <input checked="" type="checkbox"/> Read script verbatim with fluency <input checked="" type="checkbox"/> Used the most appropriate method to distribute booklets		1						
During the Session: Ancillaries and Coding School/Teacher #s on Cover <input checked="" type="checkbox"/> Instructed students to remove ID labels and additional material <input checked="" type="checkbox"/> Checked that students recorded correct information on the cover		1						
During the Session: Calculator Distribution <input checked="" type="checkbox"/> Distributed and collected calculators appropriately <input checked="" type="checkbox"/> Monitored that students used calculators in the correct sections		1						
During the Session: Timed Sections Appropriately <input checked="" type="checkbox"/> Used timer according to script		1						
During the Session: Answered Questions in Cognitive Sections <input checked="" type="checkbox"/> Appropriately answered where and how to record answers <input checked="" type="checkbox"/> Did not help students respond to any item		1						
During the Session: Answered Questions in Background Sections <input checked="" type="checkbox"/> Used guidelines in QxQs when answering questions		1						
During the Session: Managed Classroom <input checked="" type="checkbox"/> Appropriately handled difficult situations, if applicable <input checked="" type="checkbox"/> Moved around the room to monitor session <input checked="" type="checkbox"/> Verified students were working in correct sections		1						
During the Session: Ended the Session <input checked="" type="checkbox"/> Collected student ID labels and threw in trash <input checked="" type="checkbox"/> Accounted for all NAEP materials before dismissing <input checked="" type="checkbox"/> Dismissed according to protocol on Assessment Info Form (includes students who left early and did not return)		1						
During the Session: Interacted with Observers <input checked="" type="checkbox"/> Responded appropriately to observers		1						
After the Session: Completed the Administration Schedule <input checked="" type="checkbox"/> Recorded correct Admin. Code in column Q for each student <input checked="" type="checkbox"/> Completed top of Administration Schedule accurately <input checked="" type="checkbox"/> Entered Admin. Code 52 for all unused booklets		1						
After the Session: Coded the Student Booklet Covers <input checked="" type="checkbox"/> Accurately transferred Admin. Codes to the cover <input checked="" type="checkbox"/> Recorded accommodations on cover, if applicable <input checked="" type="checkbox"/> Recorded Extended Time on cover <input checked="" type="checkbox"/> Ensured ID labels and ancillaries were removed		1						
After the Session: Performed Final Check of Session Box <input checked="" type="checkbox"/> Verified session box had original Administration Schedules and Rosters <input checked="" type="checkbox"/> Ensured all materials were in box and packed according to procedure		1						
After the Session: Followed School Protocol for Visitor Check-out <input checked="" type="checkbox"/> Signed out at office and returned visitor badge		1						
Throughout: Exhibited Team Work <input checked="" type="checkbox"/> Appropriately interacted with AC and other AAs <input checked="" type="checkbox"/> Showed willingness to receive direction from AC <input checked="" type="checkbox"/> Worked as a team member <input checked="" type="checkbox"/> Assisted AC and other AAs as appropriate with QC of assessment materials		1						

**Part 3:
Booklet Preparation QC Record**

Part 3 of this Quality Control Booklet is the record you will use to QC the booklet preparation process. Refer to your manual for details on how to conduct this QC check.

Directions:
Record the names of each AA who is preparing the booklets under the "AA Name" column, even if they are not assigned to this school.
Record your evaluation of the AA by circling a rating of 1 through 3. The ratings are defined as follows:

- AA Met:** The AA conducted **all** tasks associated with preparing the booklets according to NAEP standards.
- AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with preparing the booklets according to NAEP standards.
- AA Did Not Meet:** The AA conducted **few or no** tasks associated with preparing the booklets according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct it.

If AC completed the booklet preparation, check →

AA Name	AA Task	Rating	Comments*
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	

Your AC will use the following rating categories for each task you are assigned:

Rating	Description
1. AA Met:	The AA conducted all tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
2. AA Partially Met:	<p>The AA conducted some, but not all of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement. Tasks not completed according to NAEP standards include:</p> <ul style="list-style-type: none"> ● did not require immediate intervention, ● did not affect statistical validity, ● did not result in missing or incorrect data, and ● did not place student either at an advantage or a disadvantage when responding to assessment items. <p>When you give a “2” rating, describe the problem and the action you took to correct it in the adjacent Comments column.</p>
3. AA Did Not Meet:	<p>The AA conducted few or no tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent Comments column. Describe the problem and the action you took to correct it. Tasks not completed according to NAEP standards include:</p> <ul style="list-style-type: none"> ● required immediate intervention, ● would have affected statistical validity if not addressed, ● resulted in missing or incorrect data, and ● gave students an advantage over other students taking the assessment or resulted in students being disadvantaged.
4. Did Not Observe:	The AC will use this code when he/she was not able to observe the AA conducting the procedure.
5. Not Conducted:	The AC will use this code when the procedure was not applicable or did not have to be completed for the given session.

F. Session Materials

On assessment day, your AC will give you the materials for each session you are assigned to conduct in the school. The session materials you receive will depend on the session type and grade. Refer to page 3.8 for a complete list of session materials by grade.



G. Session Scripts

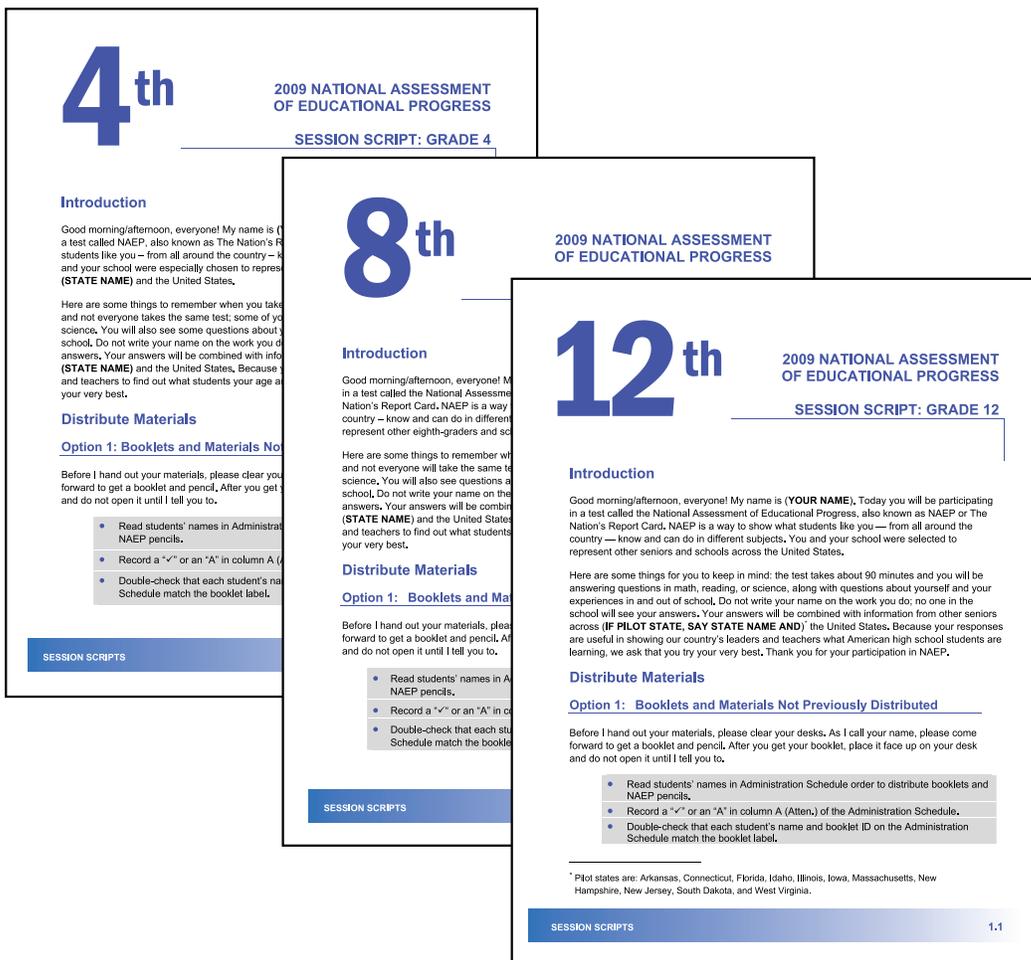
Session scripts are used to administer each assessment in a standardized manner. All session scripts are provided in the back of this manual.¹

Regular Scripts

This year, there are three different scripts for regular assessment sessions as indicated below:

- Grade 4 Session Script,
- Grade 8 Session Script, and
- Grade 12 Session Script.

Using the correct script is crucial because there are differences from script to script in wording, procedures, and the materials required.



¹ Note that the National Indian Education Study (NIES) scripts are in the back of this manual; however, ACs are responsible for administering NIES sessions.

Accommodation Scripts

Accommodation scripts should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. There are three different accommodation scripts as indicated below:

- Grade 4 Accommodation Session Script,
- Grade 8 Accommodation Session Script, and
- Grade 12 Accommodation Session Script.

4th 2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
SESSION SCRIPT:
GRADE 4 ACCOMMODATION

Introduction

- Place the booklets and NAEP pencils on extra materials inside the booklet covers, them on the upper-left corner of the desk.
- When all students have arrived, collect all the label from each booklet cover and place it on the upper-right corner of the desk.
- A note about students who require Extended Time: All instructions regarding timing are printed in blue throughout the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across (IF PILOT STATE, SAY STATE NAME AND) the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

ACCOMMODATION SESSION SCRIPTS

8th 2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
SESSION SCRIPT:
GRADE 8 ACCOMMODATION

Introduction

- Place the booklets and NAEP pencils on extra materials inside the booklet covers, them on the upper-left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove the label from each booklet cover and place it on the upper-right corner of the desk.
- A note about students who require Extended Time: All instructions regarding timing are printed in blue throughout the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other eighth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across (IF PILOT STATE, SAY STATE NAME AND) the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

ACCOMMODATION SESSION SCRIPTS

12th 2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
SESSION SCRIPT:
GRADE 12 ACCOMMODATION

Introduction

- Place the booklets and NAEP pencils on the desks prior to the session. If there are extra materials inside the booklet covers, remove them from the booklets and place them on the upper-left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove the label from each booklet cover and place it on the upper-right corner of the desk.
- A note about students who require Extended Time: All instructions regarding timing are printed in blue throughout the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across (IF PILOT STATE, SAY STATE NAME AND) the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

ACCOMMODATION SESSION SCRIPTS

* Pilot states are: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

ACCOMMODATION SESSION SCRIPTS 3.1

Question-by-Question Specifications (QxQs)

The QxQs have been developed to help you answer student questions during the general and cognitive sections of the assessment. This year you are provided with the following QxQs:

- **General Background QxQs**

QxQs for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the general background sections.

- **Subject-Area Background QxQs**

QxQs for the subject-area background sections of the assessment are also provided in the back of the session scripts. You must refer to them when helping students understand the intent of a question in the reading, mathematics, and science subject-area background sections.

H. Session Debriefing Form

The Session Debriefing Form has been developed to gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems you may have encountered during the session. If a problem does arise, you must use this form to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved, as described on pages 6.15–6.16.

This form must be completed for each regular session, each separate accommodation session, and each makeup session held in the school.

Overall, how well did this session go?

Very well
 Satisfactory
 Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously reported:

Record any questions that students asked during the session. Number for questions about items.

Subject	Booklet ID #	Student Question

RETURN THIS COMPLETED FORM TO _____

AC initials _____

SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, NIES, AND MAKEUP.

Session Date: _____ Region #: _____
 School Name: _____ School ID #: _____
 Person Completing Form: _____ AC: _____
 Other NAEP Staff Assisting with Session: _____
 Other Observers Present: _____
 Session Number: _____

This session was:
 Regular Session
 Accommodation Session
 NIES Survey Session
 Makeup Regular Session
 Makeup Accommodation Session
 Makeup NIES Survey Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems setting up for this session?				
Were there any problems getting students to this session?				
Were there any problems with the session timing?				
Were there any problems with the session materials (including the distribution and use of ancillary items)?				
Were there any student refusals?				
Were there any students who left the session?				
Were there any problems using the NAEP calculators?				
Were students cooperative and orderly during the session?				
Were there any problems with accommodations given in this session?				
Were there any students still working when the timer rang?				
Were there any problems with the location?				
Were there any interruptions?				
Other, specify				

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	

I. Teacher Observer Letter

NAEP encourages the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. NAEP has developed a Teacher Observer Letter that provides instructions to school staff observers for their role during the assessment.

Since the staff members observing the assessment sessions have access to the assessment booklets and data, there is a nondisclosure statement located at the bottom of the letter for school staff to sign.

NAEP 2009 TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students’ achievement across our nation. For 40 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize to the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

While participating in NAEP, we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

- 1. Please do not answer any questions that any of the students may ask you about his/her test.**

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script they must read to the students verbatim to maintain the consistency of the instructions to students across the nation. The NAEP staff has been directed not to answer any questions the students may ask about their test questions but to encourage the students to do the best they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

- 2. Please do not talk to anyone during the assessment, even the NAEP staff member.**

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on the test.

- 3. Please do not look at the students’ test booklets.**

The security of the test items is a very important part of NAEP. No one other than the student who is assigned a particular booklet is to read the questions. You are welcome to look over the Sample Questions Booklet which provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____
 (Job Title) _____
 (Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

White: School Folder Yellow: Teacher

J. Accommodation Teacher Letter

NAEP has developed an Accommodation Teacher Letter that school staff who assist or administer an accommodation session must sign. This letter provides instructions to school staff on their role during the assessment.

Since the staff members assisting or administering the assessment sessions have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement.

NAEP 2009 ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For 40 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

By conducting or assisting with the assessment, you will help emphasize to the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school.

While participating in NAEP, we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session, you may:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

You may not:

- provide assistance on assessment items. (Students may seek validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability.) Or,
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others including secure assessment booklets or items, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____
(Job Title) _____
(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word "swear" should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

White: School Folder Pink:Teacher

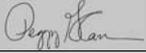
K. Student Appreciation Certificates

NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In grade 4 schools, you will hand these certificates to the students at the conclusion of the assessment session.

In most grade 8 and 12 schools, the AC will give a supply of these certificates to the school coordinator to use as appointment cards. Students in grades 8 and 12 who are assigned a mathematics booklet with a calculator will be given a special certificate with this preprinted message:

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

In grade 8 and 12 schools that elect not to hand out these certificates in advance, you will be responsible for distributing them at the end of the session.

	<p>CERTIFICATE OF APPRECIATION</p>
	<p>Thank you for participating in the National Assessment of Educational Progress</p>  <p><small>Peggy G. Carr, Associate Commissioner National Center for Education Statistics U.S. Department of Education</small></p>
	<div style="border: 1px solid black; padding: 10px;"> <p>NAME _____</p> <p>DATE _____</p> <p>TIME _____</p> <p>LOCATION _____</p> </div>

L. School Staff Questionnaires and Rosters of Questionnaires

School Staff Questionnaires

The NAEP school staff questionnaires are the only documents used to collect detailed background information from teachers, principals, or other school administrators.

This year, there are four types of questionnaires:

- Grade 4, 8, and 12 School Questionnaires;
- Teacher Questionnaires:
 - Grade 4 Teacher Questionnaire,
 - Grade 8 Reading Teacher Questionnaire,
 - Grade 8 Mathematics Teacher Questionnaire,
 - Grade 8 Science Teacher Questionnaire,
- Student with Disabilities (SD) Questionnaire, and
- English Language Learner (ELL) Questionnaire.

The following page shows each type of NAEP questionnaire. The information about the school staff questionnaires is provided here for you as background information. Your AC will handle all activities involving the questionnaires.

School Staff Questionnaires

School

Teacher

SD

ELL

Rosters of Questionnaires

The Roster of Questionnaires is the document that links the completed NAEP questionnaires to the students and school staff members. Your AC is provided with one or more of the Rosters of Questionnaires for each school to keep track of the questionnaires distributed at the school.

The four versions of the roster for NAEP 2009 are shown on the following page, and listed below:

- Grade 4 Roster of Questionnaires,
- Grade 8 Roster of Questionnaires,
- Grade 12 Roster of Questionnaires, and
- Grade 4 and 8 SD/ELL Roster of Questionnaires.

The front of the grade 4 roster contains the tracking information for the School Questionnaire and the Teacher Questionnaires. The back of the roster contains space for additional Teacher Questionnaires.

The front of the grade 8 roster contains the tracking information for the School Questionnaire and the Reading Teacher Questionnaires. The back of the roster contains the tracking information for the Mathematics and Science Teacher Questionnaires.

The front of the grade 12 roster contains the tracking information for the School Questionnaires and the SD and/or ELL Questionnaires. There are no Grade 12 Teacher Questionnaires. The back of the roster contains space for additional SD and/or ELL Questionnaires.

Your AC will handle most activities regarding the rosters. As an AA, your only responsibility involving the rosters will be to use them to write the fourth- or eighth-grade teacher names and corresponding numbers from the roster onto the board for the students on assessment day as described on pages 3.14–3.17. You will not need to use the SD/ELL Roster of Questionnaires in any of your activities as an AA.



Test Your Knowledge

Instructions: Match the description of the document with the document title.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1. The ____ provides documentation that the session was completed and records any problems encountered. | a. Administration Schedule |
| 2. The ____ is used by ACs to document assessment day procedures completed by each AA. | b. Roster of Questionnaires |
| 3. The ____ links completed NAEP questionnaires to students and school staff members. | c. session scripts |
| 4. The ____ provides instructions to school staff observers on their role during the assessment. | d. Assessment Information Form |
| 5. The ____ will vary by grade being assessed and some will be packaged in a clear plastic bag. | e. Assessment QC Record |
| 6. The ____ is the only document that links selected students to the student demographic data and their participation on NAEP. | f. Student Appreciation Certificate |
| 7. The ____ is used by ACs to communicate specific assessment information to AAs. | g. Teacher Observer Letter |
| 8. The ____ are used to administer each assessment in a standardized manner. | h. Session Debriefing Form |
| 9. The ____ is used to thank each student for his/her participation in NAEP. | i. Ancillary materials |

Answer Key: 1. h, 2. e, 3. b, 4. g, 5. i, 6. a, 7. d, 8. c, 9. f

CHAPTER 2

PREPARING FOR ASSESSMENT DAY

Test booklets and other materials must be prepared prior to assessment day.

The objective of this chapter is to provide you with step-by-step procedures you must follow to accurately prepare the NAEP assessment booklets.

In this chapter, you will

- learn about reviewing the assessment schedule;
- learn that you must practice reading session scripts before you go into the schools;
- learn the steps for preparing the assessment booklets, including accommodations booklets;
- learn how to conduct a quality control (QC) check on the prepared booklets; and
- learn which materials to take with you to the school on assessment day.

2

Preparing for Assessment Day

1. Activities to Complete Before the Assessment Period

After the AA In-Person Training, you will complete a few activities before the start of the assessment period on January 26, 2009. The activities you will complete include the following:

Procedure 1. Receive and Review the Assessment Schedule

Your assessment coordinator (AC) will give you a tentative schedule of your assessments at the AA In-Person Training. You should review this schedule and let your AC know if you have any conflicts. After he/she has conducted the preassessment visits at the schools, you will receive an updated schedule. Remember that your AC may alter the schedule at any time due to unforeseen situations, such as reschedules due to bad weather and makeup sessions.

Procedure 2. Meet With Your AC to Complete Post-Training Activities

Your AC will schedule a day and time to meet with everyone in the team to complete post-training activities. The meeting will be divided into two parts. During the first part of the meeting, your AC will go over the session scripts, Question-by-Question Specifications (QxQs), ancillary materials, and a review of the NAEP session materials. Your AC will also review all the activities you will complete at the school on assessment day.

During the second part of the meeting, you will work with the other members of your team and prepare the assessment booklets for the assessments scheduled in the upcoming week.

Procedure 3. Practice Using Session Scripts

It is your responsibility to practice using the session scripts before you administer an assessment session. It is important for you to be able to read the script verbatim and in a natural manner without stumbling over or omitting words. Since there are differences between scripts, you should also be familiar with the structure of the script that you will use to conduct the session. Directions for using the script to conduct assessment sessions are provided in chapter 4.



Voices of Experience:

Before assessment day, use a Post-it™ note to flag the appropriate session script for easy reference on the day of the assessment.

2. Activities to Complete Before Assessment Day

Procedure 4. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form (shown on the following page) from your AC for each school in your assignment at least 1–2 weeks before the assessment. This form will provide all of the information you need to prepare and conduct the assessment.

The general assessment information is provided at the top of the form. A school's participation in the Extended Student Background Questionnaire (ESBQ) and/or the National Indian Education Study (NIES) will also be noted here. For more information about these studies, refer to the *Overview* magazine.

Next is a table that shows the session information for all sessions in the school. Here you will find the schedule of the regular sessions, and any accommodations to be conducted in the regular sessions. If separate accommodation sessions are to be conducted, this table will contain information for those sessions. If NIES sessions are to be conducted, this information will also be noted here.

Beneath the session information, you will find directions to the school, parking information, instructions for meeting the assessment team, and instructions for dismissing students for NIES sessions.

It is important that you arrive at the school on time and meet your assessment team in the appropriate location. Your AC will determine when and where the team will meet and will communicate that information to you on the Assessment Information Form.

It is also important that you are aware of the protocols you must follow while working with the school, including the policies for dismissing students at the end of the session and handling students who arrive after the session has begun. You also must know how to handle ill or persistently disruptive students, as explained in *Strategies* magazine. All of this information will be recorded on this form.

Assessment Information Form (front)

AC: Sally Richardson PHONE #: 309-555-0123 REGION/AREA: FL2

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: February 4, 2009 ARRIVAL TIME: 8:00 am

SCHOOL: Dixon Middle School SCHOOL ID #: 992-122-0

ADDRESS: 12399 Eastern Ave., Oakland, FL 12345

SCHOOL COORD: Sam Stewart PHONE #: 309-755-5234

PRINCIPAL: Marilyn Bernard ESBQ NIES

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATION	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION <small>(Admin Sched line #: accommodations required)</small>
RS0801	Ⓡ / A	Cafeteria	9:00 am	Mary	
RS0802	Ⓡ / A	Cafeteria	9:00 am	Janet	
RS0803	Ⓡ / A	Cafeteria	9:00 am	Silvia	#2: EXT, OTH (Read Aloud to self)
1	R / Ⓡ	Music Room	12:30 pm	Mary	
2	R / Ⓡ	Library	12:30 pm	Silvia	
3	R / Ⓡ	402	9:00 am	Mrs. Parks School Staff	
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: *See attached MapQuest map.*

PARKING: *Use visitor parking lot to the right of the main entrance.*

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: *Sign in at the main office, then meet the team in the library.*

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):
Send students back to class after the assessment. Send latecomers and students who become ill or disruptive to the main office. Dial 403 on the cafeteria phone located behind the lunch counter.

IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS: *Keep these students after the assessment and escort them to the library.*

The codes from the back of the Assessment Information Form (and front of the students' booklet covers) along with a brief explanation, are listed in the table below.

Accommodations Codes and Descriptions	
Code	Description
BDR	Bilingual directions read-aloud
BIB	Bilingual booklet
BID	Bilingual dictionary (without definitions)
REA	Read-aloud
BRL	Braille
LRG	Large-print booklet
MAG	Magnification device
SCR	Scribe or use of computer
SMG	Small group
ONE	One-on-one
SSA	School staff administers
EXT	Extended time
BRK	Breaks during test
OTH	Other; specify on cover

After reviewing the form, you should have the necessary information to get to the school on assessment day and administer your session(s). If you have questions about any of the information, contact your AC immediately.

Procedure 5. Meet With Team to Prepare the Booklets

On a schedule set by your AC, you should plan to gather at your AC's house or another convenient location (schedule and driving distance permitting) to prepare the assessment booklets for the upcoming week. Once the booklets are prepared, they must remain in the Session Boxes which your AC will keep until the day of the assessment in order to protect the security of the assessment materials.

Preparing the assessment materials for distribution is a multistep process. A checklist of these tasks is also provided in the Quick Checks section of this manual. Before you begin, you will need to gather the following materials from your AC:

- Administration Schedule;
- student ID labels;
- assessment booklets;
- accommodation booklets, if necessary; and
- ancillary materials.

If the ESBQ will be administered, you will prepare those questionnaires according to the procedures in chapter 8.

You will then perform the steps that follow.

5A. Check the bundles of assessment booklets.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and session type. The bundle sizes are listed in the table below.

Bundle Sizes			
Session	Subjects	Grade	# Booklets in a bundle
RS	Reading/mathematics/science	4	14 booklets
RS	Reading/mathematics/science	8	16 booklets
RS	Reading/mathematics/science	12	16 booklets
RN	Reading/mathematics/science	4	14 booklets
RN	Reading/mathematics/science	8	16 booklets
RM	Reading/mathematics	12	16 booklets

Most boxes will contain two bundles of booklets. A numbered Bundle Slip will be shrink wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right section of the Administration Schedule, as shown on the following page.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the original booklet ID number prefixes printed on the Administration Schedule. The slip will also show the types of additional materials needed for the booklets in the bundle.

Be sure to open the bundles in the order indicated on the Administration Schedule and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Example of Bundle Slip and Corresponding Administration Schedule

DESCRIPTION: TB, NAEP, 09, GR8, RS, BNDL - 16

BUNDLE #: 1006

INVENTORY #: N00012345

TI-108 CALCULATOR 'C'
RULER/PROTRACTOR 'P'
SET 'G'
SET 'V'

106
206
403
107 C
207
503
108 C
208
303
109
209
404
110 C
210
504
111 PV

DESCRIPTION: TB, NAEP, 09, GR8, RS, BNDL - 16

BUNDLE #: 1005

INVENTORY #: N00012345

TI-108 CALCULATOR 'C'
RULER/PROTRACTOR 'P'
SET 'G'
SET 'V'

401
101 CP
201
501
102 PC
202
001
103 CV
203
402
104 VG
204
302
105 G
205
002



000000005 - 6

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

English Language Learner (ELL)

1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)

National School Lunch Program

1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused

Students with Disabilities (SD)

1 = Yes, SD
2 = Yes, SD
3 = Yes, IEP/504 plan in process
4 = No, not SD
5 = Information unavailable



NAEP 2009 Administration Schedule

Person Use Only

Planning Code

1 = Assess without accommodation(s)
2 = Accommodation(s) offered in regular session
3 = Accommodation(s) offered in separate session
4 = Not applicable

Session Number

RS0803

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

Original session scheduled for: Day/Date: Wed, Feb. 4 Time: 8:00 a.m.

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

Original Sample: 26 # Assessed (Admin. Codes 01, 04 & 05): 2 # Assessed (Original Session): 25

Excluded (Admin. Codes 06-09): 1 # Refused (Admin. Codes 46, 47 & 48): # Assessed (Makeup Session):

Selected New Enrollment: 2 Total in Sample: 26 TO BE ASSESSED: 25 TOTAL ASSESSED: 25

A*	B*	C*	D*	E*		F*	G*	H*	I*	J*	K*	L*	M*	N*	O*	P*	Q*	R*
Admin. Code	Student Name	Assessment Line #	Line #	Month	Year	Sex	Race	Ethnicity	School Lunch	SD	ELL	ELL Code	Passing Score	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Administration Codes	
01	Peters, Mark	232	01	R	0 4	9 5	1	1	1	4	2	2	1	401 193489 7		01	ASSESSED IN ORIGINAL	
02	Phillips, Susan	232	02	MC	0 2	9 5	2	3	1	1	2	2	2	101 023578 1		02	ASSESSED IN ORIGINAL	
03	Pierce, Tim	232	03	S	0 6	9 4	1	1	2	4	2	2	1	201 993461 4		03	ASSESSED IN ORIGINAL	
04	Price, Carol	232	04	R	1 0	9 4	2	1	1	4	2	2	1	501 110376 0		04	ASSESSED IN ORIGINAL	
05	Putnam, April	232	05	MC	1 1	9 4	2	2	1	1	2	2	3	102 910456 2	107 321479 0	05	ASSESSED IN MAKEUP	
06	Qualls, Kimberly	232	06	S	0 9	9 4	2	5	1	4	2	2	1	202 103478 2		06	ASSESSED IN MAKEUP	
07	Ramos, Marisol	232	07	R	0 1	9 5	2	3	3	4	1	2	1	001 004051 9		07	ASSESSED IN MAKEUP	
08	Randal, Tyrone	232	08	MC	0 5	9 5	1	2	1	4	2	2	1	103 803987 0		08	ASSESSED IN MAKEUP	
09	Reed, Julia	232	09	S	0 7	9 4	2	2	1	4	2	2	4	203 267931 5		09	ASSESSED IN MAKEUP	
10	Reynolds, Michael	232	10	R	0 9	9 4	1	1	1	2	4	2	1	402 245796 4		10	ASSESSED IN MAKEUP	
11	Rivera, Pedro	232	11	M	1 2	9 4	1	3	2	4	1	2	3	104 723467 1	901 678912 4	11	ASSESSED IN MAKEUP	
12	Robins, Sang	232	12	S	1 0	9 4	1	4	1	4	1	1	2	204 101456 6		12	ASSESSED IN MAKEUP	
13	Regers, Daniel	232	13	R	0 6	9 5	1	5	1	1	1	2	4	502 322019 0		13	ASSESSED IN MAKEUP	
14	Rowe, Christina	232	14	M	0 2	9 5	2	1	1	1	2	2	3	105 005061 3	107 498561 7	14	ASSESSED IN MAKEUP	
15	Sanders, Tina	178	15	S	1 0	9 4	2	1	1	4	2	2	1	205 123579 1		15	ASSESSED IN MAKEUP	

5B. Record the line number and Session Number on the booklet cover.

In the spaces provided in the upper-right corner of each booklet cover, record the student's line number and Session Number from the Administration Schedule.

Do not fill in any information in the boxes labeled “Total Time for Accommodation (EXT),” “Accommodations Offered in Regular or Separate Session,” and “Do Not Use” on the cover of the booklets. This information will be completed during or after the assessment.

5C. Replace the original booklet with a separate accommodation booklet, if necessary.

Some students may require a separate accommodation booklet in order to participate in NAEP. If so, your AC will assign an accommodation booklet to the student and record the booklet ID number in column **P** of the Administration Schedule. You will receive assigned accommodation booklets with your session materials for students requiring bilingual booklet (BIB), large-print booklet (LRG), read-aloud (REA), and Braille booklet (BRL) accommodations.

You must replace the original booklet with the accommodation booklet your AC recorded in column **P** of the Administration Schedule. On the original booklet, record an Administration Code of **52** and set it aside.

5D. Verify the booklet ID number and attach the student ID label.

Beginning with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session, check that the booklet ID number is the same on the booklet and in column **O** of the Administration Schedule (see next page). If the student is assigned an accommodation booklet, check column **P** of the Administration Schedule.

Then, attach the salmon-colored label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. If you find you need to fix a label or create a new one, your AC will have blank removable labels to use for this purpose.

If the student will be assessed with an accommodation booklet, put a line across the booklet ID number on the student label and record the number of the accommodation booklet so the label ID number matches the accommodation booklet ID number and column **P** of the Administration Schedule.

As the booklets are prepared, be sure to stack them face down to keep them in Administration Schedule order.

Bilingual Booklets

Because bilingual booklets contain both the English version of the assessment and the Spanish translation, they are printed in two booklets or parts. You will need to affix the preprinted student ID label to the cover of Part 1 and then create a similar label to apply to the cover of Part 2. Each booklet should have its own label.

5E. Check column Q on the Administration Schedule for Refusal/Withdrawn/Ineligible/and Excluded students.

Check the Administration Code in column **Q** for refusal, withdrawn, ineligible, and excluded students. If any of the codes below have been recorded, write the code on the student ID label, and set the booklet aside (keeping the student ID label attached to the booklet).

Administration Codes for Refusal/Withdrawn/Ineligible/and Excluded Students	
Refusal Codes	
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.
Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., homeschooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose Individualized Education Program (IEP) states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., a bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., a Braille typewriter or other equipment supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., a bilingual dictionary or other equipment supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required equipment was not available.

5F. Insert required ancillary materials inside the booklets.

Place any ancillary materials required for each booklet, as identified on the booklet cover by the letter next to the booklet version number, inside the front cover of the booklet. All ancillary materials should be placed inside the front cover except the calculators and foam shapes, which are handed out separately. Refer to page 1.12 for a list of ancillaries by grade.

Repeat this step for booklets to be used in each separate accommodation session.

5G. Review Assessment Information Form and identify students who require accommodations.

Look at the Assessment Information Form to identify students who require accommodations during the regular session and record the information next to the student's name in column **B** of the Administration Schedule.

Identify the students requiring separate accommodation sessions and pull their assessment booklets and set them aside.

You may not record any information about accommodations on the student ID label or any other materials the student may see during the assessment.

5H. Band together booklets.

After all booklets are prepared, band together the booklets for refusal, withdrawn, ineligible, and excluded students. All of these should be kept banded together and be placed at the bottom of the Session Box. It is a good idea to mark this stack of booklets with a piece of paper or a Post-it™ note.

Next, remove the booklets for any separate accommodation sessions and band them together and place them in the Session Box.

Finally, band together the booklets for the regular session and place them in the Session Box with the Administration Schedule on top of the stack. Do not rubber band the Administration Schedule with the booklets as this could tear the Administration Schedule and thus make it difficult for Pearson to process.

5I. Give booklets to your AC for quality control (QC) check.



After you prepare your stack of booklets, your AC will conduct a spot check to ensure the booklets are prepared according to NAEP standards. To conduct this QC check, your AC will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your AC will check each booklet to make sure that the same error has not been repeated. Before your AC conducts this check, you should switch Session Boxes with another team member and conduct an initial QC check of the booklets.

After the QC check is completed, your AC will record the results in the Booklet Preparation QC Record (shown on page 1.13). You will then repack the Session Box and return it to your AC along with the Administration Schedule. Your AC will keep the session materials until the assessment day.



Voices of Experience:

Tips for Preparing Booklets for Take-All Schools: When you and your AC prepare the booklets for the week's upcoming assessment, follow these procedures:

- Prepare the booklets in original Administration Schedule order. Be sure to record the Session Number and line number from the original Administration Schedule on the booklet covers.
- Your AC will have made a copy of the NAEP 2009 Listing of Sampled Students for each grade 4 classroom.
- Using a different highlighter color for each classroom, highlight each child who belongs in that classroom.
- Sort the booklets into piles by highlighter color.
- Pack the test booklets with the corresponding highlighted set of student lists in each Session Box for each classroom.
- Mark each Session Box with a highlighter color corresponding to the materials inside.

Procedure 6. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day, or the night before the assessment, gather together all of the materials you will need to bring with you. For each assessment, you will need:

- your NAEP ID Badge,
- the Assessment Information Form for the school, and
- this manual with the session scripts.

Upon arriving at the school, your AC will give you the assessment booklets and the other session materials you will need on assessment day. Before arriving at the school, review the *Strategies* magazine for tips on classroom management techniques, including information on working with students at each grade level.



Test Your Knowledge

Instructions: Number the booklet preparation steps in order (1–8) below.

- _____ a. Conduct a QC check on the prepared booklets.
- _____ b. Check the bundles of assessment booklets.
- _____ c. Check column **Q** on the Administration Schedule for refusal/withdrawn/ineligible/excluded students.
- _____ d. Insert required ancillary materials inside the booklets.
- _____ e. Replace original booklet with separate accommodation booklet, if necessary.
- _____ f. Record the line number and Session Number on the booklet cover.
- _____ g. Verify the booklet ID number and attach the student ID label.
- _____ h. Band booklets together.

Instructions: Answer the following two questions:

A. What materials do you need to bring to the school on assessment day?

B. Which of the following is **not** printed on the student ID label?

- a. School ID
- b. Student name
- c. Booklet ID
- d. School name

Answer Key: a. 8, b. 1, c. 5, d. 6, e. 3, f. 2, g. 4, h. 7.
B. d.
A. NAEP ID Badge, Assessment Information Form, Manual with session scripts.

CHAPTER 3

COMPLETING ACTIVITIES UPON ARRIVAL AT THE SCHOOL

You're expected to arrive at the school early to prepare the room and materials for the assessment.

The objective of this chapter is to familiarize you with the activities you will complete at the school immediately before the assessment begins.

In this chapter, you will

- learn about your responsibilities when you first report to the school on assessment day;
- learn how to receive the session materials and prepare the room where the assessment will be held; and
- learn important guidelines about maintaining the security of NAEP materials.

3

Completing Activities Upon Arrival at the School

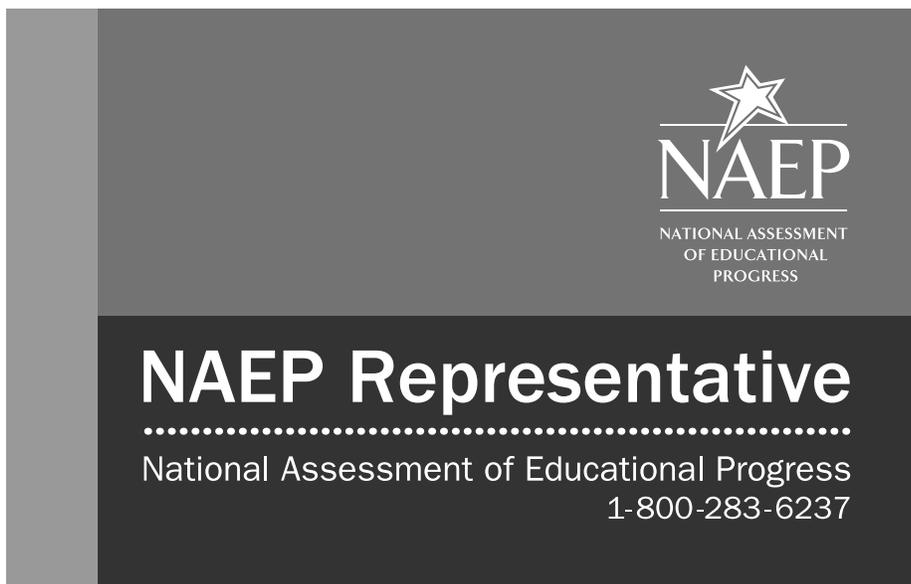
Procedure 1. Report to the School on Time

On the day of your assignment, arrive at the school 1 hour before the first session is scheduled. Your arrival time will be noted on the Assessment Information Form and should be confirmed with your assessment coordinator (AC) before the assessment day. It is imperative that you arrive on time.

If you live near other AAs on your team or your AC, you are encouraged to carpool to and from your assigned schools.

Wear Your NAEP ID Badge

Wearing your NAEP ID Badge when you arrive at the school helps establish your authority with both school staff and students. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. Have a photo ID with you in case one is required by the school. In many cases, your AC will request that the entire team meet at a designated place and then enter the school together.



Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers

As explained in the *Overview* magazine, part of NAEP's comprehensive quality assurance (QA) program includes field observations by the National Center for Education Statistics (NCES), the NAEP State Coordinators, and the NAEP contracting organizations (Human Resources Research Organization [HumRRO], Educational Testing Service [ETS], Pearson, Westat), as well as your supervisor and field manager. Observations will be scheduled for a sample of NAEP schools on assessment day throughout the field period. The purpose of these visits is to monitor field staff performance and observe firsthand how well the assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in ensuring that all field procedures are working as planned and getting feedback from ACs and AAs on what might be improved in future years. In addition, your supervisor is required to observe each assessment team at least once during the field period and will be evaluating the team's performance using a standardized in-person observation form.

This year, NAEP State Coordinators will be conducting structured QA observations throughout the field period. Details about this visit are provided on page 3.5.

And finally, HumRRO has been contracted by NCES to conduct independent QA activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet its contractual obligation to NCES. Detailed information on HumRRO observations is provided on page 3.4.

All site visits by any of these groups will be scheduled in advance. Your AC will inform you prior to assessment day if you are expected to have observers at a given school in your assignment.

2A. Meet NAEP observers.

Observers will typically plan to arrive at the same time the assessment team is scheduled to arrive so they can observe all assessment day activities in the school. They will want to follow and observe you as you prepare for and conduct the assessment.

2B. Follow guidelines for interacting with observers.

Carefully study the guidelines on the next page before the assessment period begins. Your interactions with NAEP observers represent NAEP staff across the nation. Courtesy and professionalism should be shown at all times.

Interactions Between Observers and NAEP Staff Members

Observers and NAEP assessment administration teams may experience a variety of interactions, including the following:

- **Observation From a Distance**

The majority of assessment day activities will be easily visible by observers. It should be possible for NAEP staff to work while taking little or no notice of the observer. Observers generally try to find a seat in which they can watch all activities while maintaining a comfortable distance between themselves and the assessment administration team.

- **Personal Inquiry**

In some instances, job tasks, such as booklet preparation, were performed prior to the arrival of the observers or were simply not directly observable. If the opportunity arises, observers may approach a member of the administration team to verify that a given task was performed.

- **“Looking Over the Shoulder” Observation**

Observers will likely want to observe detailed job tasks, including the proper completion of testing materials and paperwork. In some situations, observers may quietly walk among team members and view their work.

Observer Expectations

A collegial atmosphere can emerge between observers and NAEP staff during site visits. As a result, it may seem that when observers are present, they are working with NAEP staff. It is important, however, to note that observers, except Westat staff, are not present to advise NAEP staff on proper procedure. Some additional examples of what should and should not be expected of observers are presented in the following table. Allowable actions are check-marked below.

Action by Observer	Observers				
	HumRRO	NCES	ETS, Pearson	NAEP State Coordinator	Westat (Supervisor, FM, Home Office Staff)
Look at student booklets (used and unused)	✓	✓	✓	✓	✓
Answer general student questions about NAEP	✓	✓	✓	✓	✓
Answer questions about assessment booklet items (using QxQs)	--	--	--	--	✓
Talk during the assessment	--	--	--	--	--
Assist in assessment day activities	--	--	--	--	✓
Provide booklet security	--	--	--	--	✓
Action by ACs and AAs					
Answer questions upon being asked by:	✓	✓	✓	✓	✓
Ask procedural questions of:	--	--	--	--	✓

Observations by HumRRO

NCES has contracted with HumRRO to conduct independent QA activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities include visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites. The selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed correctly, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

HumRRO has designed separate rating sheets for activities conducted before, during, and after the assessment and for both AC and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- room preparation,
- informing AAs of school protocol,
- classroom management during testing,
- completion of paperwork, and
- general handling of materials.

At the end of each site visit, time permitting, HumRRO observers will ask NAEP staff a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

Observations by NAEP State Coordinators

In addition to site visits by HumRRO, NAEP State Coordinators will be conducting assessment observations throughout the field period. While NAEP State Coordinators have always observed assessments in the past, the QA observations for 2009 will be more structured. The purpose of these observations is to expand NAEP's quality control activities and ensure that NAEP data are of the highest quality possible.

NAEP State Coordinators have been instructed to observe at least 1 assessment at each sampled grade, and observe a total of 10 assessments within their respective state.

The observation protocol for the NAEP State Coordinator visits is similar to that of the HumRRO visits. NAEP State Coordinators will be "observing from a distance," so that it is possible for NAEP staff to complete their tasks while taking little or no notice of the observers. NAEP State Coordinators will plan to observe the entire assessment process, from the time the assessment team arrives at the school until they are packed up and ready to leave.

NAEP State Coordinators will be provided with a checklist (shown on page 3.6) that they will fill out as they observe a session. Keep in mind that these QA observations are not intended to be personnel reports or evaluations on NAEP field staff. Rather, the observations are part of the debriefing process on the NAEP 2009 assessments, and are intended to provide data to ensure that the NAEP assessments are conducted in a competent and consistent manner throughout the country.

NAEP State Coordinator Observation Checklist

**NAEP State Coordinator
NAEP 2009 Quality Assurance Assessment Observation Checklist**

State: _____ NAEP School ID: _____ Date: _____

Grade: _____

Circle one for each type of session:
Type of Session (1): Regular/With Accommodations
Type of Session (2): Paper & Pencil / HOT / ICT

Yes	No	NA(unable to observe)	Before the Assessment
			<ul style="list-style-type: none"> • Assessment team: ○ Reports to the school at least 1 hour before the assessment ○ Wears NAEP ID badges ○ Wears professional attire ○ Has all necessary materials
			<ul style="list-style-type: none"> • Assessment Coordinator (AC): ○ Introduces the team to the school staff present in the assessment room ○ Provides NAEP instructions for school staff who remain to observe ○ Performs Quality Control (QC) check of assessment locations
			<ul style="list-style-type: none"> • Assessment Administrator (AA): ○ Conceals all materials that may assist students in taking the test ○ Posts "Testing in Progress - Do Not Disturb" signs on all entrances to the testing location ○ Displays NAEP school ID number on the board
Yes	No	NA	During the Assessment
			<ul style="list-style-type: none"> • Assessment team: ○ Exhibits professional and unobtrusive behavior at all times
			<ul style="list-style-type: none"> • Assessment Coordinator (AC): ○ Observes the AA without being intrusive
			<ul style="list-style-type: none"> • Assessment Administrator (AA): ○ Verifies that students are in the correct assessment room ○ Begins the session on time (note if school was responsible for session delay) ○ Reads the correct script verbatim (note if the AA did not use a script) ○ Instructs students to remove the student ID labels from the covers of their booklets ○ Uses NAEP timer to time each section in the assessment booklet ○ Collects and destroys student ID labels while students are working ○ Answers questions without assisting students with cognitive assessment ○ Handles any difficult situations that may arise in an appropriate manner
Yes	No	NA	After the Assessment
			<ul style="list-style-type: none"> • Assessment team: ○ Accounts for all NAEP materials before dismissing students
			<ul style="list-style-type: none"> • Assessment Coordinator (AC): ○ Verifies accurate completion of Administration Schedule and booklet covers ○ Organizes NAEP Storage Envelope ○ Conducts QC check of materials to be shipped ○ Debriefs School Coordinator ○ Schedules make-up if necessary

Provide additional comments or observations on the back of this form.

Email form to Field Manager and Lauren Byrne LaurenByrne@westat.com

Procedure 3. Go to the Location Where the Assessment Team Will Meet

Your AC will arrange a place for the team of AAs to meet to review the session materials and discuss any last-minute details about the sessions. You will remain in this location until it is time to go to your assessment location.

Procedure 4. Receive the Session Materials

A list of these items is also provided in the Quick Checks section of this manual.

Your AC will provide you with all of the necessary materials for the session(s) you are scheduled to conduct. These materials are shown on page 3.8.

Session Materials		
Materials for each Grade 4 session	Materials for each Grade 8 session	Materials for each Grade 12 session
<p><u>Session Box</u></p> <ul style="list-style-type: none"> • Assessment booklets with ancillaries for all students in the session • Accommodation booklets for separate sessions (if necessary) • Original Administration Schedule • “Testing in Progress—Do Not Disturb” sign <p><u>Other</u></p> <ul style="list-style-type: none"> • Grade 4 Booklet Cover Poster • 10 blue calculators • Timer • Extra ancillary materials • One box of NAEP No. 2 pencils • NAEP 2009 Listing of Sampled Students in other sessions (if necessary) • Copy of the Roster of Questionnaires • Session Debriefing Form • ESBQ Administration Schedule (if necessary) • Copy of NIES Administration Schedule* (if necessary) • Student Appreciation Certificates • Assessment Information Form 	<p><u>Session Box</u></p> <ul style="list-style-type: none"> • Assessment booklets with ancillaries for all students in the session • Accommodation booklets for separate sessions (if necessary) • Original Administration Schedule • “Testing in Progress—Do Not Disturb” sign <p><u>Other</u></p> <ul style="list-style-type: none"> • Grade 8 Booklet Cover Poster • 10 gray calculators • Timer • Extra ancillary materials • One box of NAEP No. 2 pencils • NAEP 2009 Listing of Sampled Students in other sessions (if necessary) • Copy of the Roster of Questionnaires • Session Debriefing Form • ESBQ Administration Schedule (if necessary) • Copy of NIES Administration Schedule* (if necessary) • Student Appreciation Certificates (if school did not distribute) • Assessment Information Form 	<p><u>Session Box</u></p> <ul style="list-style-type: none"> • Assessment booklets with ancillaries for all students in the session • Accommodation booklets for separate sessions (if necessary) • Original Administration Schedule • “Testing in Progress—Do Not Disturb” sign <p><u>Other</u></p> <ul style="list-style-type: none"> • 10 gray calculators • Timer • Extra ancillary materials • One box of NAEP No. 2 pencils • NAEP 2009 Listing of Sampled Students in other sessions (if necessary) • Session Debriefing Form • ESBQ Administration Schedule (if necessary) • Student Appreciation Certificates (if school did not distribute) • Assessment Information Form
<p>* If your AC will be conducting the NIES after the assessment, he/she will provide you with a copy of the NIES Administration Schedule that contains the names of the students who will take the survey.</p> <p>Your AC will also provide you with a set of alphabetical table tents if you are administering a large session. Each tent has a letter from A to Z printed on both sides. Use the table tents to help students find their booklets before the session.</p>		

4A. Quality control (QC) check the assessment booklets and review the Assessment Information Form.

After you receive your Session Box from your AC, quickly QC check the assessment booklets. Make sure you have all the booklets and that they are in Administration Schedule order. You should also confirm that during transport to the school, none of the ancillary materials slipped out of the inside front cover of the booklets.



Perform QC Check of Assessment Booklets

If your session's assessment booklets were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets to also make sure they were prepared properly.

If multiple sessions are being conducted concurrently at the school, you will receive a NAEP 2009 Listing of Sampled Students in the other sessions as well. You will need the list to assist any students who need help finding the correct session to attend.

Before sessions begin, you should also review the following information on your Assessment Information Form:

- how the students were notified of the assessment (Student Appreciation Certificate or other means),
- how the school wants students returned to their classes at the end of the session, and
- how to call the main office from the assessment classroom in the event of an emergency.

4B. Prepare the Session Debriefing Form.

Before the session begins, fill out the top section of the Session Debriefing Form. Use the appropriate Administration Schedule for the session to obtain the necessary information. It is very important that you complete the top section of the form fully and accurately since there may be more than one session taking place at the school.

AC initials _____

SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, NIES, AND MAKEUP.

Session Date: <u>February 4, 2009</u>	Region #: <u>FL2</u>
School Name: <u>Dixon Middle School</u>	School ID #: <u>992-122-0</u>
Person Completing Form: <u>Silvia Thomas</u>	AC: <u>Sally Richardson</u>
Other NAEP Staff Assisting with Session: <u>Janet Rojas, Mary Gardner</u>	
Other Observers Present: <u>Sam Stewart (School Coordinator)</u>	
Session Number: <u>R50803</u>	
This session was:	
<input checked="" type="checkbox"/> Regular Session	<input type="checkbox"/> Accommodation Session
<input type="checkbox"/> Makeup Regular Session	<input type="checkbox"/> Makeup Accommodation Session
<input type="checkbox"/> NIES Survey Session	<input type="checkbox"/> Makeup NIES Survey Session

During the session, you will use this form to document any problems, questions asked by students, and reactions to the assessment materials and items from school staff, students, and observers. Have the form available at all times in case you encounter any problems or the students ask you any questions.

If you encounter a problem during the session, record a short description of the event and go back to it after the assessment to make sure you document exactly what happened, how it affected the students, and how and by whom the situation was resolved. If a student asks you a question, write some key terms that will help you remember what the question was and go back to it after the assessment and record a more detailed description of what the student asked. Your AC will review the form with you after the assessment.

Procedure 5. Adhere to Security and Confidentiality Guidelines

It is your responsibility to account for all assessment materials you receive on assessment day. Follow these guidelines to ensure assessment material is kept secure and confidential before each assessment day:

- Never, under any circumstances, allow anyone to examine NAEP assessment booklets, whether they are completed or unused. If school staff members ask to see the assessment booklets or have questions concerning their content, refer them to your AC. (Guidelines for Viewing Assessment Materials are on page 3.12.)
- School coordinators will receive NAEP *Sample Questions Booklets* for inspection by anyone interested in the study. The *Sample Questions Booklets* contain the NAEP 2009 background questionnaires. These booklets are also posted on the MySchool website (www.mynaep.com) and NAEP website (<http://nces.ed.gov/nationsreportcard>).
- Never leave any assessment booklets or other NAEP materials unattended. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, either take the materials with you or ask another AA to watch them. **Never ask school staff or non-Westat staff to watch the assessment materials.**
- Only students whose names appear on the Administration Schedule may participate in the assessment (except if the school requires a nonsampled student to participate). Do not permit other students to see the assessment booklets.
- The names of the students who participate in the assessment must not be on or in completed assessment booklets when the booklets leave the school.
- If at any time, before, during, or after the assessment, you determine that a booklet is missing you must notify your AC immediately. Provide your AC with any information you have about the missing booklet. Westat must notify NCES immediately anytime an assessment booklet is reported missing.

At AA Training, you will commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment by signing an Oath of Office and Pledge of Confidentiality. A violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

NAEP Guidelines for Viewing Assessment Materials

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collecting noncognitive data related to achievement on students, their family background, teachers, and schools.

By statute (P.L. 107-110), “the public shall have access to all assessment data, questions, and complete and current assessment instruments” of NAEP with two important exceptions:

1. “Personally identifiable” information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and
2. Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the National Assessment Governing Board adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student’s assessment booklets, your AC must provide copies of the NAEP *Sample Questions Booklets*.

The *Sample Questions Booklets* contain the NAEP 2009 background questionnaires. Your AC will receive a supply of *Sample Questions Booklets* from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.

Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent to the NAEP State Coordinator or the field manager, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases to the public approximately 25 percent or more of the test questions. These released questions will not be used in future assessments and appear in the NAEP reports and on the NAEP website. You should encourage any interested party to view the previously released NAEP test questions on the NAEP website at <http://nces.ed.gov/nationsreportcard>.

Procedure 6. Prepare the Room

To properly prepare the classroom for the assessment, you must complete the tasks described in this section. A checklist of these tasks is also provided in the Quick Checks section of this manual.



After you have finished preparing your room, your AC will conduct a QC check to ensure it has been prepared according to NAEP standards. Once this QC check is completed, he/she will record the results on the Assessment QC Record.

6A. Set out the supplies you will need for the session.

There are two groups of materials you should have ready for the session, as shown in the chart below.

Materials Out for Easy Access	Materials Ready for Distribution
<ul style="list-style-type: none">• <i>AA Manual</i> turned to the appropriate session script• Administration Schedule• NAEP 2009 Listing of Sampled Students (if multiple sessions in the school)• Copy of the Roster of Questionnaires (grades 4/8)• ESBQ Administration Schedule (if necessary)• NIES Administration Schedule (if necessary)• Timer• Session Debriefing Form• Assessment Information Form	<ul style="list-style-type: none">• Sharpened NAEP No. 2 pencils• Student Appreciation Certificates (if appropriate)• Prepared assessment booklets with appropriate ancillary materials inserted into the front cover• Correct number of grade-appropriate calculators• Extra calculators• Extra ancillary materials



Voices of Experience:

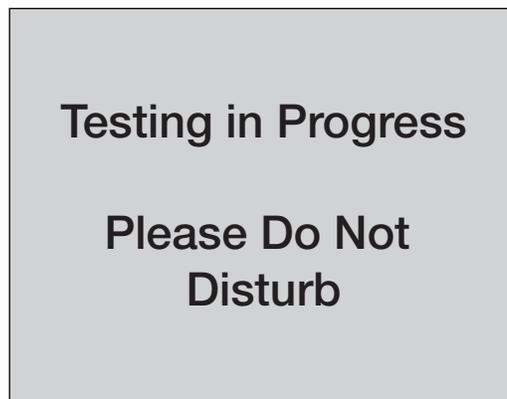
Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies. Always bring with you to the assessment location all of the supplies that you might need, such as tape, Post-it™ notes, and rubber bands.

6B. Erase or conceal visual materials.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables, grammar aids, or science periodic tables). Your AC will inform you whether you have permission to erase the chalkboards.

6C. Post the “Testing in Progress—Do Not Disturb” sign outside the room.

This sign is in the Session Box and should be posted outside the room. If the sign is not posted prominently, disruptions to the testing could happen. If there is more than one door into the testing location, post a sign at each doorway.



6D. For grades 4 and 8, hang the Booklet Cover Poster at the front of the room.

You will use the appropriate Booklet Cover Poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. Hang this poster at the front of the room.



Voices of Experience:

Before the assessment, wrap several inches of masking tape around your pencil to use when you need to hang the Testing in Progress Sign or the NAEP Booklet Cover Poster.

6E. For grades 4 and 8, write the teacher names and corresponding teacher numbers on the board.

On the chalkboard at the front of the room, write the teacher names and each teacher’s corresponding two-digit number. This information is located on the Roster of Questionnaires.

If the room does not have a chalkboard, notify your AC immediately, so he/she can obtain a write-and-wipe board or large piece of paper from the school coordinator.

NOTE: Some schools may have a promethean board in the room. These are white screens used for data display that look like dry-erase boards. Make sure not to write on them. Check with your AC before you write on any surface other than a chalkboard.

If you are conducting an eighth-grade session, you will need to group the reading, mathematics, and science teachers separately on the board, as shown on page 3.16. The reading teachers are listed on the front of the Grade 8 Roster and the mathematics and science teachers are listed on the back of the roster. Note that the mathematics teachers are on the white lines and will have numbers between 15 and 31 and the science teachers are on the shaded lines and will have numbers between 32 and 48. Reading teachers will have numbers between 1 and 14.

Math
Teacher #
Science
Teacher #

II. Teacher Questionnaire		I. NAEP Teacher Questionnaire										SCHOOL #: 9 9 2 - 1 2 2 - 0			<input type="checkbox"/> Pearson Use Only											
Teacher #	Teacher Name	Teacher #	Mathematics Teacher Questionnaire ID #										Return Status			Teacher #	Science Teacher Questionnaire ID #			Return Status						
			Hardcopy	Online	Not Completed	Hardcopy	Online	Not Completed	Hardcopy	Online	Not Completed															
15	Mr. Brown	15	98	3	5	3	2	1	5	8	3	0	0	0	32	985-	4	1	2	5	6	9	3	0	0	0
32	Mrs. Johnson	16	98	3	3	5	6	9	8	8	1	0	0	0	33	985-	3	5	6	9	5	1	2	0	0	0
16	Ms. Pierce	17	98	3	5	3	1	1	0	0	2	0	0	0	34	985-	1	3	5	1	1	0	2	0	0	0
33	Mr. Hoyt	18	98	-	-	-	-	-	-	-	-	0	0	0	35	985-	-	-	-	-	-	-	-	0	0	0
17	Mr. O'Connor	19	98	-	-	-	-	-	-	-	-	0	0	0	36	985-	-	-	-	-	-	-	-	0	0	0
34	Mrs. Denney	20	98	-	-	-	-	-	-	-	-	0	0	0	37	985-	-	-	-	-	-	-	-	0	0	0
18		21	98	-	-	-	-	-	-	-	-	0	0	0	38	985-	-	-	-	-	-	-	-	0	0	0
35		22	98	-	-	-	-	-	-	-	-	0	0	0	39	985-	-	-	-	-	-	-	-	0	0	0
19		23	98	-	-	-	-	-	-	-	-	0	0	0	40	985-	-	-	-	-	-	-	-	0	0	0
36		24	98	-	-	-	-	-	-	-	-	0	0	0	41	985-	-	-	-	-	-	-	-	0	0	0
20		25	98	-	-	-	-	-	-	-	-	0	0	0	42	985-	-	-	-	-	-	-	-	0	0	0
37		26	98	-	-	-	-	-	-	-	-	0	0	0	43	985-	-	-	-	-	-	-	-	0	0	0
21		27	98	-	-	-	-	-	-	-	-	0	0	0	44	985-	-	-	-	-	-	-	-	0	0	0
38		28	98	-	-	-	-	-	-	-	-	0	0	0	45	985-	-	-	-	-	-	-	-	0	0	0
22		29	98	-	-	-	-	-	-	-	-	0	0	0	46	985-	-	-	-	-	-	-	-	0	0	0
39		30	98	-	-	-	-	-	-	-	-	0	0	0	47	985-	-	-	-	-	-	-	-	0	0	0
23		31	98	-	-	-	-	-	-	-	-	0	0	0	48	985-	-	-	-	-	-	-	-	0	0	0

Form 88-NC30
 DCE/7802/04/01 05/02/11
 Printed in U.S.A.
 Grade 8 Operational Roster

At the beginning of the assessment, the session script will instruct fourth- and eighth-grade students to record on their booklet cover the two-digit number of the teacher who teaches the subject in which they are being assessed.



Voices of Experience:

It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and create a difficult situation for you to handle.

Example of Recording Grade 8 Teacher Numbers on the Board

Teacher Name Math Teacher # Science Teacher #

II. Teacher Questionnaire		I. NAEP Teacher Questionnaire											SCHOOL #: 9 9 2 - 1 2 2 - 0			Pearson Use Only													
Teacher #	Teacher Name	Teacher #	Mathematics Teacher Questionnaire ID #									Return Status			Teacher #	Science Teacher Questionnaire ID #						Return Status							
			9	8	5	3	2	1	5	8	3	Hardcopy	Online	Not Completed		9	8	5	3	2	1	5	8	3	Hardcopy	Online	Not Completed		
15	Mr. Brown	15	98	3	-	5	3	2	1	5	8	-	3	0	0	0	32	985-	4	1	2	5	6	9	-	3	0	0	0
32	Mrs. Johnson																												
16	Ms. Pierse	16	98	3	-	3	5	6	9	8	8	-	1	0	0	0	33	985-	3	5	6	9	5	1	-	2	0	0	0
33	Mr. Hoyt																												
17	Mr. O'Connor	17	98	3	-	5	3	1	1	0	0	-	2	0	0	0	34	985-	1	3	5	1	1	0	-	2	0	0	0
34	Mrs. Denney																												
18		18	98											0	0	0	35	985-									0	0	0
35																													
19		19	98											0	0	0	36	985-									0	0	0
36																													
20		20	98											0	0	0	37	985-									0	0	0
37																													
21		21	98											0	0	0	38	985-									0	0	0
38																													

SCHOOL ID # : 992-122-0

READING TEACHER	TEACHER #	MATH TEACHER	TEACHER #
MR. THOMAS	01	MR. BROWN	15
MRS. SMITH	02	MS. PIERSE	16
MR. WILLIAMS	03	MR. O'CONNOR	17
SCIENCE TEACHER	TEACHER #		
MRS. JOHNSON	32		
MR. HOYT	33		
MRS. DENNEY	34		

Mathematics Book

1	M7
2	M3
3	D1
4	MB1

M101CP

School and Teacher Information

SCHOOL #	TEACHER #
9 9 2 1 2 2 0	1 7

6F. For grades 8 and 12, write the school ID number on the board.

Write the school ID number from the Administration Schedule on the chalkboard.

The script will instruct eighth- and twelfth-grade students to record this number on their booklet covers. To reduce the possibility for error, you will record the school ID number on all grade 4 booklets after the session has been completed.

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

School #: 992-122-0 Grade: 8
 School Name: Dixon Middle School
 Administrator's Name: Silvia Thomas

SCHOOL ID # : 992-122-0

READING TEACHER	TEACHER #	MATH TEACHER	TEACHER #
MR. THOMAS	01	MR. BROWN	15
MRS. SMITH	02	MRS. PIERSE	16
MR. WILLIAMS	03	MR. O'CONNOR	17
SCIENCE TEACHER	TEACHER #		
MRS. JOHNSON	32		
MR. HOYT	33		
MRS. DENNEY	34		

**Mathematics
Book
M101CP**

1	M7				
2	M3				
3	D1				
4	MB1				

School and Teacher Information

SCHOOL #	TEACHER #									
<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">9</td> <td style="border: 1px solid black; padding: 2px 5px;">9</td> <td style="border: 1px solid black; padding: 2px 5px;">2</td> </tr> </table> <table style="display: inline-table; border-collapse: collapse; margin-left: 10px;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">1</td> <td style="border: 1px solid black; padding: 2px 5px;">2</td> <td style="border: 1px solid black; padding: 2px 5px;">2</td> <td style="border: 1px solid black; padding: 2px 5px;">0</td> </tr> </table>	9	9	2	1	2	2	0	<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> </table>		
9	9	2								
1	2	2	0							

6G. Conduct a QC check of the assessment room.

After you have finished preparing the room, your AC will conduct a QC check to ensure it has been prepared according to NAEP standards.

Once the QC check is complete, your AC will record the QC status on the Assessment QC Record, as shown on page 1.13.

Preparing the Assessment Room for Intact Classrooms

Some grade 4 schools will be assessing intact classrooms. In these schools, the students may already be in the room when you arrive and you may not have the opportunity to prepare the room ahead of time. In these cases, organization is the key to maintaining control over the students as you prepare for the assessment. If possible, enlist the help of the teacher to keep the students occupied while you set out your materials and prepare the room. During this time, the teacher could introduce you and encourage the students to do their best on the assessment.



Test Your Knowledge

Instructions: Determine if the statements below are True (T) or False (F).

- _____ 1. When AAs receive their session materials, they will also receive the NAEP 2009 Listing of Sampled Students in other sessions being conducted at the school to help students locate the correct session to attend.
- _____ 2. The assessment has to be conducted in a room with a chalkboard.
- _____ 3. Except for supervisors, field managers, and home office staff, NAEP observers are not present to advise NAEP staff on proper procedure.
- _____ 4. The AAs cannot let any school staff member see the assessment booklets unless the assessment has started.
- _____ 5. AAs should plan to arrive at the school at least 2 hours before the first session is scheduled.
- _____ 6. The Session Debriefing Form must be completed at the school and given to your AC after the assessment.
- _____ 7. When preparing the room, AAs should conceal school materials (if the school has given permission) that would assist the students.
- _____ 8. Before a grade 12 assessment begins, make sure to post the Booklet Cover Poster.

Answer Key: 1. T, 2. F, 3. T, 4. F, 5. F, 6. T, 7. T, 8. F.

CHAPTER 4

ADMINISTERING AND MONITORING THE SESSION

NAEP procedures must be followed exactly during the assessment. This includes timing, use of the script, answering student questions, and attention to detail regarding test materials.

The objective of this chapter is to provide you with step-by-step procedures to properly administer and monitor the assessment session.

In this chapter, you will

- learn details about how school information is recorded on the covers of the assessment booklets;
- learn how to time sessions correctly;
- learn procedures for distributing and collecting NAEP materials;
- learn how to handle latecomers and dismiss students from sessions; and
- learn how to monitor the sessions and answer student questions.

4

Administering and Monitoring the Session



Throughout the session, your assessment coordinator (AC) will conduct a series of quality control (QC) checks and record the results on the Assessment QC Record. This document is used to assist your AC as he/she will be evaluating how you administer and monitor the session to ensure that it is being conducted according to standard NAEP procedures.

Procedure 1. Begin the Session

Before the session begins, your AC will provide a Teacher Observer Letter or an Accommodation Teacher Letter (shown on pages 1.20–1.21) to any classroom teacher or other school staff member who intends to remain in the room during the assessment. The observer must read and sign the letter and return it to your AC before the session begins. School staff who remain in the room may not answer any questions that students ask, talk to anyone during the assessment, look at student booklets, or provide assistance on the assessment items.

To administer the session, perform the following:

1A. Ensure that each student is at the correct location.

As the session is beginning, verify that students are in the correct location. Use the NAEP 2009 Listing of Sampled Students for each session to determine in which session, if any, the student belongs.

In large sessions, AAs should stand in strategic locations: one or two at the door(s) to direct students, and one or two inside the assessment location to monitor students as they take their seats and wait for the assessment to begin.

1B. Begin the session on time.

You should make every effort to begin the session on time. If four or more students listed on the Administration Schedule have not arrived after you have taken attendance, wait a few minutes before beginning the session. While you are waiting, you may informally ask those

present if the missing students are absent from school that day. If your AC or a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment if it is determined that missing students are, in fact, absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.

1C. Use the correct session script to conduct the session.

After all students have been seated, you must conduct the assessment by following the appropriate session script. This is critical because there are differences between scripts in wording, procedures, and required materials.

As described in chapter 1, you will have the following session scripts in the back of this manual:

- Grade 4 Session Script,
- Grade 8 Session Script,
- Grade 12 Session Script,
- Grade 4 Accommodation Session Script,
- Grade 8 Accommodation Session Script, and
- Grade 12 Accommodation Session Script.

Procedure 2. Follow the Session Script

2A. Read the session script verbatim.

The script begins by introducing you and NAEP, and gives an overview of the session. It is important to read the script with fluency and expression. Fluency means you have practiced the script ahead of time and are familiar with its syntax. Expression means that you can read the script naturally and comfortably, so students easily understand it.

Reading the script verbatim ensures standardized administration of the assessment across the nation. It also preserves trends across time.



Voices of Experience:

Draw an arrow on a Post-it™ note and use it to keep track of where you are in the script. Move the arrow along in the script as you read each section. This is helpful if you need to move away from the script to distribute materials or answer student questions. The arrow will help you identify where you left off.

2B. Use the most appropriate method to distribute booklets.

After you read the script introduction, the script instructs you to distribute the booklets and other materials. There are two ways you may choose to distribute booklets. Both methods are written into the script and are listed below. You must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning, if you select the most appropriate method for booklet distribution.

Option 1: Booklets and Materials Not Previously Distributed

You can call the students to the front of the room in Administration Schedule order to receive their booklets and pencils.

Option 2: Booklets and Materials Previously Distributed

You can place the booklet and a pencil on each student's desk prior to the students arriving in the classroom. Your AC will provide you with alphabetical table tents to place on the tables as an indicator to students where they will find their booklets.

Once it looks like all students have arrived, walk around the room and collect the booklets from empty seats. The booklets for absent students should then be placed in Administration Schedule order in case a student arrives in time to participate. The booklets should then be counted along with the students present for the assessment to make sure all booklets are accounted for.

When it is clear that no other students will be admitted, begin reading the script and then record an "A" for absent in column **A** of the Administration Schedule for each unused booklet collected and place the corresponding booklets in the Session Box for security.

How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives during booklet distribution, ask the student to wait at the front of the room while you finish distributing booklets. Then, check in the late student; give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, instruct the student to return to his/her classroom or to the office, according to school preference. **No student may be admitted once booklet directions are being read.**
Code the student **48**, absent other, on the Administration Schedule.

2C. Instruct students to remove the student ID label from the cover of their booklets.

After all students have received a booklet, the script instructs you to tell the students to remove the salmon-colored student ID labels from the cover of the booklets and place them on the corner of their desks. This will assist you in monitoring the session because you will be able to ascertain the student's name simply by glancing at the label on the desk.

This procedure is also critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets. **At the end of the session, you will collect and destroy these labels before dismissing the students.**

Remove Label

Now remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk.

2D. Check that students have removed additional materials from the inside cover and placed them on the corner of their desks.

After the students have removed the student ID labels from the booklets, you will instruct them to remove any additional materials from the front cover of their booklet and place the materials on the corner of their desks.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a ruler/protractor or other materials. Please look now and remove any extra materials inside the front cover of your booklet.

- Pause and wait for students to remove the items.

If you have extra materials, put them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Some of your booklets require using a calculator for at least one part of the booklet. If so, I will tell you when it's time to use one. You may use your own scientific or graphing calculator if your booklet requires one. However, you are not permitted to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device. If you require a calculator and do not have one, I will provide you with one later.

2E. For grades 8 and 12, verify that students have properly recorded the school ID number on their booklet covers.

The session script instructs students in grades 8 and 12 to enter the school ID number you wrote on the board prior to the start of the assessment.

For grade 8, use the Booklet Cover Poster to show students where to record this number.

Verify that students have properly recorded the school ID number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets.

Code the Booklet Cover

Now, please look at your booklet cover. You will see a group of boxes labeled "School Number."

- Point to the "School #" boxes on the Booklet Cover Poster.

The number you are to write in these boxes is (**READ NUMBER**).

- Point to the number on the board as you read it. Repeat the number as necessary.

2F. For grades 4 and 8, verify that all students have properly recorded the two-digit teacher number on their booklet covers.

The session script instructs students in grades 4 and 8 to record their two-digit teacher number from the board onto their booklet covers. You will have already written this information on the board prior to the start of the assessment. Use the Booklet Cover Poster, provided by your AC, to show students where to record this number.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school.

Walk around the classroom and conduct a spot check of students' booklets to be sure this information is entered in the correct location on the student's booklet cover.

If a student says his/her teacher is not listed on the board, ask the student to write the teacher's name on the cover instead. Then, discuss this new teacher with your AC after the assessment. Your AC will inform you of the correct teacher number. You will then erase the teacher's name from the booklet cover and record that teacher number in the Teacher # boxes.

Now, please look at the top-right corner of your booklet cover. If you have a math booklet, locate the name of your **math** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the math teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a reading booklet, locate the name of your **reading** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the reading teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a science booklet, locate the name of your **science** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the science teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If your math, reading, or science teacher is not listed on the board, please raise your hand.

- Assist students whose teachers are not listed on the board. If the teacher is not listed on the Roster, write the name of the teacher on the booklet cover and follow up with your AC after the assessment.

2G. For grade 4, read the booklet directions aloud.

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

Booklet Directions

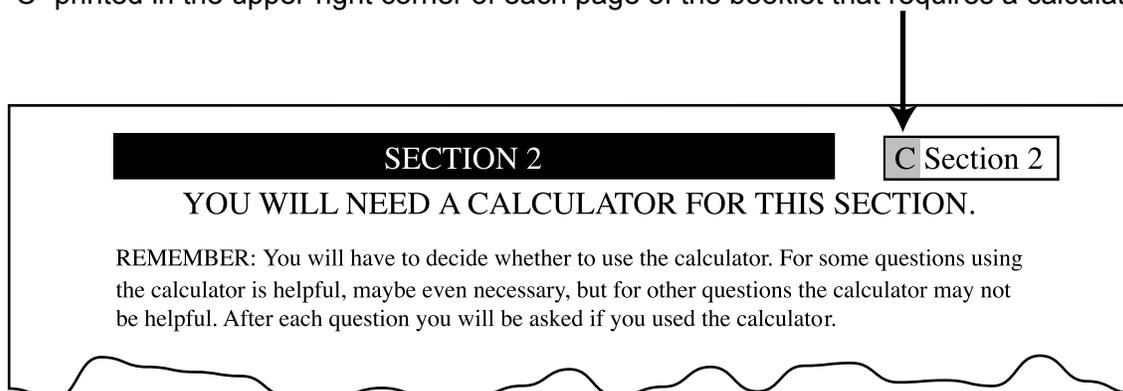
Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud. If you have any questions, raise your hand.

- Do not admit any more students into the session.
- Read the directions, examples, and answers on the next 2 pages to the students.

2H. For grade 4, distribute and collect calculators appropriately, when required.

Throughout the session, some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. Follow the script instructions for distributing and collecting calculators throughout the session.

If a mathematics booklet requires a calculator, a large “C” (for calculator) will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a “C” printed in the upper-right corner of each page of the booklet that requires a calculator.



The letter “C” will serve as a visual cue for you as you walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator or not. The “C” will also be printed in column **D** of the Administration Schedule (next to the “M” for mathematics) for each student requiring a calculator for easy reference.



Voices of Experience:

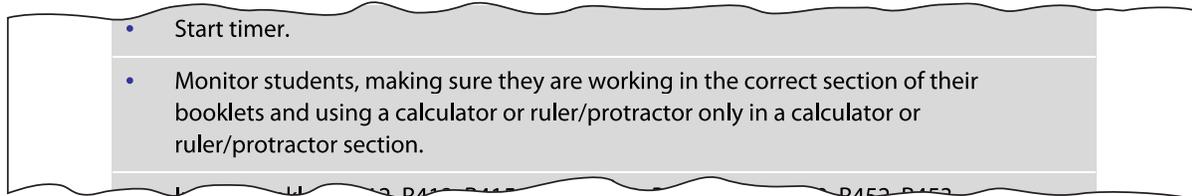
When distributing NAEP calculators, keep the covers to keep track of the number of calculators you have distributed.

2I. For grades 8 and 12: If students are using their own calculators, check to see that calculators are NAEP appropriate.

Students in grade 4 must use calculators provided by NAEP. Students in grades 8 and 12 may use their own personal calculators as long as they are not a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

You will instruct these students to take out and put away their calculators at the appropriate times. You will not collect calculators from those students who brought their own.

Students in grades 8 and 12 who do not bring a calculator should be given one of the gray NAEP calculators. It is your responsibility to check during the course of the assessment to verify that students are using only NAEP-appropriate calculators. You must also check that students only use the calculator in sections where a calculator is required. All other times, the calculators must be collected or put away.



2J. Check that students use mathematics ancillaries only when required.

Throughout the session, walk around the room and make sure students are using the mathematics ancillaries only when required by the booklet. When a section of the booklet requires an ancillary, the ancillary identifier will be printed on the upper-right corner of each page of the booklet.

- For grade 4, make sure students use the ancillary R (ruler) only when required.
- For grade 8, make sure students use the ancillary P (ruler/protractor) only when required.
- For grade 12, make sure students use the ancillary P (ruler/protractor) and ancillary F (reference sheet of mathematics formulas) only when required.

Procedure 3. Monitor the Session

During the session, it is your responsibility to ensure that students are working in the correct booklet section. This is done by quietly walking up and down the aisles during the session. The *Strategies* magazine describes effective methods for monitoring the session and managing the classroom.

You will perform many of the checks described in this chapter on a continual basis throughout the assessment. You must also follow the standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise.



Voices of Experience:

It is a good idea to walk around the room with a handful of sharpened pencils ready to hand out as students request them.

3A. Time sections appropriately.

Each assessment booklet contains two cognitive sections for students to answer. There are also general background questions and subject-area background questions.

All booklet sections are timed while students work independently, except for the grade 4 general background section, which is read aloud to the students. The session scripts provide instructions for the timing of each section. The chart below summarizes the timing for each grade and session type.

Booklet Section Timing		
Section #	Content	Timing
Section 1	Subject-area cognitive items	25 minutes
Section 2	Subject-area cognitive items	25 minutes
Section 3	General student background questions	(In grade 4, read aloud by AA) 5 minutes (grades 8 and 12)
Section 4	Subject-area background questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)
If school is selected for ESBQ		
Section 5	Extended Student Background Questionnaire (ESBQ)	5 minutes

At the request of the school, you may allow students to take a stretch break between sections of the booklets. Students should not be allowed to leave the assessment location during the break. The time you allow for a break will vary by grade and school. Your AC will provide you with any special procedures that should be followed as instructed by the school.



Voices of Experience:

It is helpful to walk around with the Assessment Information Form inside your script. This way, it is easy to review which students get accommodations and what accommodations they get when students begin raising their hands.

NAEP Timer Instructions (TYPE A)

(Read all four steps before you begin.)

1. Press the “HOUR/CLEAR” and/or “MIN” button to set the length of time to be calculated. (**NOTE:** there are no “seconds” displayed on this timer.)
2. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
3. The timer will sound an alarm when the time has expired. Press the “ALARM STOP” button to silence the alarm.
4. If you initially enter an incorrect amount of time to calculate, you will need to start the timer using the “START/STOP” button and then immediately press the “START/STOP” button again when the colon starts to flash. Press the “HOUR/CLEAR” button to reset the amount of time to 0:00, and then start over with step 1 above.

**NAEP Timer Instructions (TYPE B)**

(Read all five steps before you begin.)

1. Set to “TIMER” using the button on the left of the timer.
2. Press the “HOUR” and/or “MIN” button to set the length of time to be calculated.
3. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
4. The timer will sound an alarm when the time has expired. Press the “START/STOP” button to silence the alarm.
5. If you initially enter an incorrect amount of time to calculate, press and hold the “RECALL/RESET” button to reset the amount of time to 0:00 and then start over with step 2 above.



3B. Answer students' questions about how to record answers.

You can, and should, clarify students' questions about how or where to record answers.

3C. Answer students' questions during cognitive block (or subject-area) sections of the assessment.

Under no circumstance are you allowed to help students respond to any item in a cognitive section. You may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

Instead, you must reply with this scripted response:

“I’m sorry. I cannot answer any questions. Please reread the question and do the best you can.”

However, you may read and provide clarification of directions to a student.

The NAEP procedure for responding to student questions during the cognitive block is different than the NAEP procedure for responding to student questions during the general background section, which is described next.

Ensure that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.

- Redirect students who appear to be working in the wrong section of a booklet. If students finish a section early, they may not go back to previous sections or work ahead.
- If a student is working in the wrong section of the booklet, a gentle reminder of the correct section will suffice as an effective prompt (e.g., **“You should be working in Section 2 now.”**). Then, you should continue to stand near the student until you see that he/she is working on the correct section.
- A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should not be allowed to work ahead in the NAEP booklet, review previously completed sections of the NAEP booklet, read other material, or work on his/her homework or another non-NAEP activity.

3D. Answer students' questions during the general background section.

You must respond to students' questions during the general background section by referring to the Question-by-Question Specifications (QxQs) found in the back of each session script.

Questions asked by students during the general background section should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly.

If several students have the same question, you may advise all students of the question and answer during the session.

It is NAEP policy that a student may skip any background question he/she does not feel comfortable answering. You should advise students of this if they ask.

3E. Answer students' questions during the subject-area background section.

You must respond to students' questions during the subject-area background section by referring to the mathematics, reading, or science QxQs, found in the back of the session scripts.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question. Students may skip any subject-area background question that they do not feel comfortable answering.



Voices of Experience:

Walk around with the Session Debriefing Form inside your script. You will need to record information regarding students' questions about specific items in the table on the back of the form. To make this an easy process, jot down the Session Number and line number of the student and a word or short phrase when a student asks a question. Go back after the session and record more details. Recording the Session Number and line number of the student is important in identifying the booklet number. NAEP uses this information to find questions that are commonly misunderstood or confusing to students.

Handle difficult situations pertaining to students' behaviors or attitudes.

- Occasionally during the course of administering an assessment, you may encounter a difficult situation with student behavior or attitude. It is important that you respond appropriately to each situation. The *Strategies* magazine provides important classroom management techniques to help you avoid many of these situations. It also provides guidelines for handling difficult situations when they do arise.
- Record a note about the difficult situation on the Session Debriefing Form. Do not write it on the booklet cover.
- The table below outlines the guidelines and procedures for coding these situations. For more information on coding student booklets, see page 6.8.

Behavior	Guidelines
Behavior becomes disruptive and out of control	<ul style="list-style-type: none"> • If student does not remain in the session, write “disruptive behavior” and line number of the student on the Session Debriefing Form.
Reluctant or refuses to participate	<ul style="list-style-type: none"> • If student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. • Write “Student refused to work” and line number of the student on the Session Debriefing Form.
Emotionally upset	<ul style="list-style-type: none"> • If student does not remain in the session, write “Emotionally upset” and line number of the student on the Session Debriefing Form.
Asks to leave the session	<ul style="list-style-type: none"> • If student leaves and returns for any reason, it is not necessary to record the time on the student's booklet cover (unlike previous years). • If student cannot complete the session, collect the booklet and other materials, and record the reason on the Session Debriefing Form.
Becomes ill	<ul style="list-style-type: none"> • If student does not remain in the session, write “Student became ill” and line number of the student on the Session Debriefing Form.

Handle other unexpected situations that may arise.

- Listed below are three special situations that may arise while you are administering a session, along with guidelines and coding procedures you should follow:

Situation	Guidelines
Student received defective assessment materials	<ul style="list-style-type: none"> • If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. • Record the booklet ID number of the defective booklet on the front cover of the replacement booklet. • If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. • In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible. • Record details and the line number of the student on the Session Debriefing Form.
School fire alarm	<ul style="list-style-type: none"> • Your first priority is the safety and evacuation of the students and yourselves from the building. If your AC has informed you that this is a drill and not an emergency, follow these guidelines: <ul style="list-style-type: none"> - stop the timer; - collect all of the assessment booklets from the students; - take the booklets and the timer with you when you exit the school; - when you are safely outside the school, check the timer and note the time remaining in the session; and - when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone. • Write a brief note explaining the fire drill on the Session Debriefing Form.
School lockdown	<ul style="list-style-type: none"> • Your first priority is the safety of the students and yourselves. • Generally, a school staff member will advise you of the school protocol in this situation. • Be sure to first follow these instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. • When a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing of the assessment to account for the lost time. • Write a brief note explaining the lockdown on the Session Debriefing Form.

Procedure 4. End the Session

4A. Collect student ID labels.

While the students are working in the last section of their booklets, the subject-area background section, the session script instructs you to walk through the room and remove the student ID labels from the corner of every student's desk. After the labels are collected, tear them up and throw them in the trash. **Remember, names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

If the school is participating in the ESBQ, it will be administered as the last section of the student's booklet. Refer to chapter 8 for procedures on administering the ESBQ.

4B. If the National Indian Education Study (NIES) will be administered, distribute appointment cards.

In schools where the NIES will be administered, your AC will have discussed with the school coordinator when and where the NIES will be administered. This information will be provided to you on the Assessment Information Form. Although your AC is responsible for administering the NIES, you are responsible for informing the students about the survey and distributing the NIES appointment cards.

As you walk around the room collecting the student ID labels, place the NIES appointment cards on the upper-right corner of the students' desks who will be asked to participate in the survey. While you distribute the cards, it is important that you are sensitive to the students' feelings. Every effort must be made to make sure students do not feel singled out by being asked to participate in the NIES.

The script will instruct you to invite the selected students to participate in the NIES. Your AC will have arranged when to conduct the NIES with the school coordinator and will inform you about this before the assessment. You will then follow the script using the appropriate option to invite the students to participate in the survey.

Option 1: NIES to Be Administered Immediately Following the NAEP Assessment

You will ask the students to whom you distributed the NIES appointment cards to remain in the room after the other students have been dismissed. If necessary, you will escort the students to the location where the NIES will be administered.

Option 2: NIES to Be Administered at a Later Time

You will inform the students to whom you distributed the NIES appointment cards that later in the day they will be taking part in a special survey and refer them to their appointment card for the time and location where the survey will take place.

4C. Collect NAEP materials at the end of the assessment.

At the end of the session, the session script instructs you to collect all materials (except the NAEP pencils), distribute Student Appreciation Certificates (if necessary), and dismiss the students according to the school's preference, as noted on the Assessment Information Form. Students may keep the NAEP pencils as a thank-you gift from NAEP. You will instruct the students to visit the NAEP website printed on the pencil for more information about NAEP.

To collect assessment materials, you should select an appropriate booklet collection method and count the booklets to ensure that all of them have been accounted for before dismissing any students from the session. The following are two suggested collection methods for small and large sessions. However, you may find it necessary to devise another method depending on time constraints and grade level. Your AC can give you a suggested collection method in a unique situation.

Option 1: Student Comes Forward With Materials

Call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet and the used ancillary materials. As the booklets are collected, place them face down, one on top of the other.

Place all the ancillaries the students used in a pile. Make sure you collect all other NAEP materials the students may have used, such as calculators, in a separate pile on the table or workspace in front of you.

Collecting assessment booklets in Administration Schedule order will make your responsibilities following the assessment session much easier.

Option 2: AA Walks Around and Collects Materials

Instruct students to place the assessment booklet on the corner of their desk or workspace and place their ancillary materials next to it. Collect each booklet and the used ancillary materials from each student. You should also collect any other NAEP materials the student may have used, such as calculators. Count the booklets before dismissing students to verify that all are accounted for.

If you are conducting the session in a large space, such as a cafeteria or auditorium, an AA should stand at each exit during booklet collection to ensure that no students leave the area with a booklet or NAEP materials.

4D. Account for all NAEP materials before dismissing students.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You must account for each and every assessment booklet, whether completed or blank, as well as the NAEP calculators and used ancillary materials.

After collecting NAEP materials, count the number of used booklets to ensure the number matches the number of students present at the session. You should also count the blank booklets to ensure that the number you had before the session is consistent with the number after the session.

If you find any NAEP booklets (including blank ones) missing, students are not to be dismissed until the missing booklet has been found. You must also inform your AC immediately about the missing booklet.

4E. Dismiss students according to school protocol outlined on the Assessment Information Form.

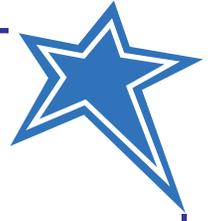
Dismiss students at the conclusion of the assessment session in the manner described on the Assessment Information Form. In order to maintain a good rapport with the school, it is important you follow school protocol.

If the school has students selected to participate in the NIES student survey, this information will also be noted on the Assessment Information Form. If the NIES will be conducted immediately following the assessment session, you will need to ask the students selected to participate to remain in the classroom. When all of the other students have left the room, and you have accounted for all of the session materials, escort those students to the location where the AC will administer the NIES (unless they will remain in the same classroom as during the NAEP session).



Voices of Experience:

After each assessment, flip the timer battery to prevent the timer from going off at an inappropriate time. This will also extend the battery life.



Test Your Knowledge

Instructions: Fill in the blanks. Choose the correct answer from the box below:

1. Students who complete a section early should be encouraged to _____.
2. If a student arrives late after the AA or the students have begun reading booklet directions, the AA should _____.
3. If a student asks to leave the session early and cannot complete the session, write the reason the student left on the _____.
4. Students are instructed to remove the student ID labels from their booklets _____.
5. AAs should use the following statement during the _____ sections of the assessment. "I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."
6. Students are given _____ minutes to complete both cognitive sections of the assessment.
7. After the assessment, dismiss students following the instructions on the _____.

Answer Choices:

- a. instruct the student to return to class
- b. in order for AAs to take attendance
- c. 50
- d. cognitive
- e. 70
- f. give the student his/her booklet
- g. booklet cover
- h. review his/her work in that section only
- i. subject-area background
- j. Admin. Code 11
- k. work on his/her homework
- l. in order to maintain confidentiality
- m. Assessment Information Form

Answer Key: 1. h, 2. a, 3. g, 4. l, 5. d, 6. c, 7. m.

CHAPTER 5

ADMINISTERING ACCOMMODATION SESSIONS

Some students will be tested with special provisions called “accommodations,” which are changes in the way students are given the test or are able to respond.

The objective of this chapter is to familiarize you with the accommodations provided by NAEP and how to administer them to the students.

In this chapter, you will

- learn about the accommodations NAEP allows;
- learn how to administer accommodations in regular and separate sessions; and
- learn which accommodations are NOT allowed by NAEP and how to code students who cannot be assessed.

5

Administering Accommodation Sessions

Procedure 1. Understand Accommodations Most Frequently Provided by NAEP

NAEP provides accommodations for a student identified as a student with a disability (SD) and/or an English language learner (ELL) whose Individualized Educational Program (IEP) specifies them. For ELL students who do not have an IEP, knowledgeable school staff, such as IEP or 504 teams, school psychologists, and teachers, will make decisions about accommodations.

Not all SD and ELL students will require test accommodations. Decisions about accommodations are made individually for each student. When it is determined that a student will receive an accommodation for NAEP, your assessment coordinator (AC) will work with the school to ensure that the accommodation is consistent with what the student routinely uses during state assessments.

On occasion, you may be required to administer one or more accommodations to students either in the regular session or in a separate accommodation session.

The next few pages describe how to administer the accommodations NAEP allows. They also identify the subjects in which each accommodation is allowed and the additional accommodations typically required. Finally, there are general guidelines for determining whether to provide accommodations in separate or regular sessions based on limiting distractions in regular sessions while still providing the usual test accommodations that SD or ELL students receive during their state assessment.

Your AC will provide you with information regarding how and where students with accommodations will be assessed on the Assessment Information Form.

For information on working with students who require accommodations, refer to the *Inclusion* magazine.

		Accommodation	How to Administer
Direct Linguistic Support		Directions read aloud in native language	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session.
		<p>What Is It?</p> <p>This accommodation requires that the session script instructions be read aloud in Spanish.</p>	
		<p>Subjects</p> <p>Reading, Math, & Science</p>	
		<p>Booklet Cover Code</p> <p>BDR</p>	
		<p>Typical Additional Accommodations</p> <p>SMG/ONE SSA</p>	

		Accommodation	How to Administer
Direct Linguistic Support		Test items read aloud in native language	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics or science assessment booklets.
		<p>What Is It?</p> <p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use the bilingual Spanish/English mathematics or science assessment booklet. Therefore, this accommodation is only allowed with the mathematics or science assessment booklet in Spanish.</p>	
		<p>Subjects</p> <p>Math & Science</p>	
		<p>Booklet Cover Code</p> <p>OTH</p>	
		<p>Typical Additional Accommodations</p> <p>SMG/ONE BIB EXT SSA</p>	

		Accommodation	How to Administer
Direct Linguistic Support	Bilingual booklet		<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics or science assessment booklets.
	What Is It?		
	<p>NAEP has bilingual Spanish/English mathematics or science assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.</p>		
	Subjects		
	Math & Science		
Booklet Cover Code			
		BIB	
Typical Additional Accommodations			
		SMG/ONE EXT SSA	

		Accommodation	How to Administer
Direct Linguistic Support	Bilingual dictionary without definitions		<ul style="list-style-type: none"> This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.
	What Is It?	This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or “bilingual word list.”	
	Subjects	Math & Science	
	Booklet Cover Code	BID	
	Typical Additional Accommodations	EXT	
Presentation Format	Directions only signed		<ul style="list-style-type: none"> This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). The interpreter will sit near the students so they are able to see the directions being signed.
	What Is It?	This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.	
	Subjects	Reading, Math, & Science	
	Booklet Cover Code	OTH	

Presentation Format

Accommodation	How to Administer
<p data-bbox="285 281 509 315">Test items signed</p> <p data-bbox="521 342 643 371">What Is It?</p> <p data-bbox="285 386 643 552">This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.</p> <p data-bbox="548 596 643 625">Subjects</p> <p data-bbox="483 638 643 667">Math & Science</p> <p data-bbox="436 699 643 728">Booklet Cover Code</p> <p data-bbox="599 741 643 770">OTH</p> <p data-bbox="461 802 643 867">Typical Additional Accommodations</p> <p data-bbox="537 879 643 976">SMG/ONE EXT SSA</p>	<ul data-bbox="703 304 1274 737" style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The interpreter will sign the instructions from the grade-appropriate accommodation session script to the student along with the question and answer choices, then wait for the student to mark the answer before moving on to the next question. • For mathematics booklets, the interpreter will refer to the Mathematics Read-Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.
<p data-bbox="285 1010 599 1043">Read aloud – occasional</p> <p data-bbox="521 1071 643 1100">What Is It?</p> <p data-bbox="285 1115 643 1247">For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English.</p> <p data-bbox="285 1260 643 1596"><i>NOTE: Reading the script, instructions, or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i></p> <p data-bbox="548 1644 643 1673">Subjects</p> <p data-bbox="483 1686 643 1715">Math & Science</p> <p data-bbox="436 1747 643 1776">Booklet Cover Code</p> <p data-bbox="599 1789 643 1818">REA</p>	<ul data-bbox="703 1031 1252 1358" style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. • If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students.

		Accommodation	How to Administer
Presentation Format		Read aloud – most or all	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session using the grade-appropriate accommodation session script. • The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question. • For mathematics booklets, the AA will refer to the Mathematics Read-Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.
		<p>What Is It?</p> <p>For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English.</p>	
		<p>Subjects</p> <p>Math & Science</p>	
		<p>Booklet Cover Code</p> <p>REA</p>	
		<p>Typical Additional Accommodations</p> <p>SMG/ONE EXT</p>	

		Accommodation	How to Administer
Presentation Format	Braille version of test		<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • Students may require a Braille typewriter or a scribe to respond to the questions. • If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. • If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	What Is It?		
	This is a Braille version of the booklet.		
	Subjects		
	Reading, Math, & Science		
	Booklet Cover Code		
	BRL		
	Typical Additional Accommodations		
	ONE EXT SCR		
	Large print version of test		<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
What Is It?			
NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.			
Subjects			
Reading, Math, & Science			
Booklet Cover Code			
LRG			

Accommodation	How to Administer
<p data-bbox="326 283 662 317">Magnification equipment</p> <p data-bbox="570 352 691 386">What Is It?</p> <p data-bbox="326 401 683 810">This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</p> <p data-bbox="597 856 691 890">Subjects</p> <p data-bbox="428 898 691 932">Reading, Math, & Science</p> <p data-bbox="483 972 691 1005">Booklet Cover Code</p> <p data-bbox="643 1014 691 1047">MAG</p>	<ul data-bbox="737 306 1179 373" style="list-style-type: none"> • This accommodation can be provided in the regular session.
<p data-bbox="326 1081 678 1115">Responds in sign language</p> <p data-bbox="570 1150 691 1184">What Is It?</p> <p data-bbox="326 1199 667 1398">This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.</p> <p data-bbox="597 1444 691 1478">Subjects</p> <p data-bbox="428 1486 691 1520">Reading, Math, & Science</p> <p data-bbox="483 1560 691 1593">Booklet Cover Code</p> <p data-bbox="643 1602 691 1635">OTH</p> <p data-bbox="505 1675 691 1743">Typical Additional Accommodations</p> <p data-bbox="583 1751 691 1852">SMG/ONE EXT SCR</p>	<ul data-bbox="737 1104 1308 1684" style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required, the interpreter/ scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. • The interpreter/ scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.

Response Format

Accommodation	How to Administer
<p data-bbox="290 323 537 401">Responds using Braille typewriter</p> <p data-bbox="548 422 683 457">What Is It?</p> <p data-bbox="290 470 675 688">This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.</p> <p data-bbox="578 722 683 758">Subjects</p> <p data-bbox="396 768 683 804">Reading, Math, & Science</p> <p data-bbox="453 829 683 865">Booklet Cover Code</p> <p data-bbox="634 875 683 911">OTH</p> <p data-bbox="480 936 683 1010">Typical Additional Accommodations</p> <p data-bbox="565 1020 683 1094">SMG/ONE EXT</p>	<ul data-bbox="732 344 1333 625" style="list-style-type: none"> • This accommodation can be provided in the regular session if the Braille typewriter the student uses is quiet enough. Some older Braille typewriters are very loud and may require a separate session. • The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.
<p data-bbox="290 1123 646 1159">Responds orally to scribe</p> <p data-bbox="548 1184 683 1220">What Is It?</p> <p data-bbox="290 1232 675 1451">This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.</p> <p data-bbox="578 1493 683 1528">Subjects</p> <p data-bbox="396 1539 683 1575">Reading, Math, & Science</p> <p data-bbox="453 1600 683 1635">Booklet Cover Code</p> <p data-bbox="634 1646 683 1682">SCR</p>	<ul data-bbox="732 1144 1333 1845" style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.

		Accommodation	How to Administer
Response Format	Responds using computer or typewriter		<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. • The student will use the computer or typewriter to record his/her answers. • The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. • The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.
	What Is It?	<p>This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school.</p> <p><i>NOTE: Use of the spelling/grammar check function on a computer is NOT allowed.</i></p>	
	Subjects	Reading, Math, & Science	
	Booklet Cover Code	SCR	
	Uses template to respond		<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	What Is It?	<p>This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.</p>	
Subjects	Reading, Math, & Science		
	Booklet Cover Code	OTH	

		Accommodation	How to Administer
Response Format		Uses special writing tool	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA will verify that the student has the special writing tool before the session begins.
		<p>What Is It?</p> <p>This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments, may use these for NAEP, and it will not be recorded as an accommodation.</i></p>	
		<p>Subjects</p> <p>Reading, Math, & Science</p>	
		<p>Booklet Cover Code</p> <p>OTH</p>	

Accommodation	How to Administer
<p data-bbox="339 323 506 359">Small group</p> <p data-bbox="599 390 729 422">What Is It?</p> <p data-bbox="339 438 711 827">Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</p> <p data-bbox="630 867 730 898">Subjects</p> <p data-bbox="449 915 729 947">Reading, Math, & Science</p> <p data-bbox="506 978 729 1010">Booklet Cover Code</p> <p data-bbox="675 1026 729 1058">SMG</p> <p data-bbox="532 1089 729 1163">Typical Additional Accommodations</p> <p data-bbox="688 1180 729 1211">EXT</p>	<ul data-bbox="781 348 1308 478" style="list-style-type: none"> • This is by definition a separate session. • The person administering the session will use the grade-appropriate accommodation session script.
<p data-bbox="339 1241 500 1272">One-on-one</p> <p data-bbox="599 1304 729 1335">What Is It?</p> <p data-bbox="339 1352 716 1463">This accommodation requires that a student is assessed individually in an area free of distractions.</p> <p data-bbox="630 1503 730 1535">Subjects</p> <p data-bbox="449 1551 729 1583">Reading, Math, & Science</p> <p data-bbox="506 1614 729 1646">Booklet Cover Code</p> <p data-bbox="675 1663 729 1694">ONE</p> <p data-bbox="532 1726 729 1799">Typical Additional Accommodations</p> <p data-bbox="688 1816 729 1848">EXT</p>	<ul data-bbox="781 1262 1305 1604" style="list-style-type: none"> • This is a session with one student and one AA or school staff member administering the session. • The person administering the session will use the grade-appropriate accommodation session script to conduct the session. • If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.

		Accommodation	How to Administer
Setting Format	Study carrel		<ul style="list-style-type: none"> This accommodation can be provided in the regular session, although occasionally the study carrel is in a separate location. If a portable screen is to be used, the screen is placed on the student's desk to limit distractions for the student.
	What Is It?		
	This is a study carrel provided by the school used to limit distractions for a student.		
	Subjects		
	Reading, Math, & Science		
	Booklet Cover Code		
OTH			
Preferential seating, light, furniture		<ul style="list-style-type: none"> This accommodation can be provided in the regular session. 	
What Is It?			
This accommodation requires that a student sit in a designated area for the assessment, such as away from other students to limit distractions, a location where there is access to special equipment, or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.			
Subjects			
Reading, Math, & Science			
Booklet Cover Code			
OTH			

		Accommodation	How to Administer
Setting Format		School staff administers	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The school staff member will administer the session by reading the grade-appropriate accommodation session script.
		<p>What Is It?</p> <p>This accommodation requires that a school staff member familiar to the student administer the session.</p>	
		<p>Subjects</p> <p>Reading, Math, & Science</p>	
		<p>Booklet Cover Code</p> <p>SSA</p>	
Timing Accommodations		Extended time	<ul style="list-style-type: none"> In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. During the extended time, the AA must remain in the testing location until students have finished the assessment.
		<p>What Is It?</p> <p>This accommodation requires that students be given extra time to complete the assessment.</p>	
		<p>Subjects</p> <p>Reading, Math, & Science</p>	
		<p>Booklet Cover Code</p> <p>EXT</p>	

		Accommodation	How to Administer
Timing Accommodations	Breaks during test		<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.
	What Is It?		
	<p>This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.</p>		
	Subjects		
	Reading, Math, & Science		
Booklet Cover Code			
		BRK	
Typical Additional Accommodations			
		SMG/ONE	
		EXT	

Other Accommodations

Accommodation	How to Administer
<p style="text-align: center;">Other</p>	<ul style="list-style-type: none"> Many of the accommodations that fall into this category can be administered during the regular session provided they do not distract the other students in the session.
<p style="text-align: center;">What Is It?</p> <p>This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. For example, some hearing-impaired students require the administrator to wear a small microphone. Other students require the “read aloud to self” accommodation.</p> <p><i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing “strategy.” If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i></p>	
<p style="text-align: center;">Subjects</p> <p style="text-align: center;">Reading, Math, & Science</p>	
<p style="text-align: center;">Booklet Cover Code</p> <p style="text-align: center;">OTH</p>	

Procedure 2. Recognize Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible with SD and/or ELL students. However, there are a few accommodations that NAEP does not allow. These include

- oral or written responses translated into English;
- bilingual dictionary *for reading*;
- directions read aloud in native language other than Spanish;
- test material read aloud in native language (permissible only with the Spanish/English bilingual mathematics or science assessment booklet);
- test questions read aloud or signed *for reading*;
- use of a bilingual version of the test (permissible only with the Spanish/English bilingual mathematics or science assessment booklet);
- tape-recording answers;
- test taken over several days;
- use of calculator for computation tasks in a booklet or section that does not require one, including talking or Braille calculator;
- use of abacus, arithmetic tables, or graph paper, or any ruler other than a NAEP-provided cardstock ruler; and
- use of dictionary, thesaurus, or spelling- and grammar-checking software or devices.

2A. Codes for excluded students – accommodation not permitted.

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed by NAEP, as determined by the school staff member most knowledgeable about the student, he/she will be excluded. While your AC is responsible for assigning Exclusion Codes, it is important for you to be aware of the various codes and their meaning.

Your AC will assign one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule:

- 61 = SD – Required accommodation not permitted
- 63 = ELL – Required accommodation not permitted
- 65 = SD and ELL – Required accommodation not permitted

2B. Codes for excluded students – accommodation not available.

If a student can be assessed but the required accommodation, such as a Braille typewriter or other school-provided equipment, is not available to the student for the assessment, the student may also be excluded.

Your AC will assign one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule:

- 67 = SD – Required accommodation not available
- 68 = ELL – Required accommodation not available
- 69 = SD and ELL – Required accommodation not available

2C. Codes for excluded students – cannot be assessed.

If a student cannot be assessed for reasons other than a required accommodation that is not permitted or available on NAEP, he/she will be excluded. For example, the student's IEP specifies that he/she can only be assessed using an alternative assessment.

For these students, your AC will assign one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule:

- 60 = SD – Cannot be assessed
- 62 = ELL – Cannot be assessed
- 64 = SD and ELL – Cannot be assessed

2D. Codes for excluded students – accommodation scheduling problem.

A school may refuse an accommodation session due to scheduling or staffing problems, for example, the accommodation requires a certain school staff member to conduct the session but he/she is not available. For these students, your AC will assign an Administration Code **45** – Accommodation scheduling problem—on the Administration Schedule for the appropriate students.

Procedure 3. Use the Planning Codes to Identify Students Requiring Accommodations

As mentioned in chapter 1, your AC assigned every student a Planning Code in column **N** of the Administration Schedule. Refer to this code to quickly identify how many students will be tested in the regular or separate session. Do not change the codes assigned by your AC in column **N**.

Procedure 4. Administer Accommodations Within the Regular Session

In many cases, accommodations can be administered in the regular session. Every attempt should be made to provide students who need accommodations with the best opportunity to participate in the study, while minimizing distractions for other students.

If your AC and school coordinator determine a student needs to be administered an accommodation in a regular session, that information will be communicated to you on the Assessment Information Form.

When administering an accommodation in the regular session, it is important that you are alert to the student's needs without hovering or focusing entirely on that student. Refrain from doing anything that will embarrass or single out the student in a negative way.

If a student requires extended time in the regular session, record on the Assessment Information Form the extra time the student needs after the other students are dismissed. You will need this information when coding the booklet cover at the end of the session.

Procedure 5. Administer Separate Accommodation Sessions

If your AC and school coordinator determine a student needs to be administered an accommodation in a separate session, that information will be communicated to you on the Assessment Information Form.



Like the regular sessions, your AC will conduct a series of quality control checks and record the results on the Assessment QC Record.

5A. Use the accommodation session scripts when conducting separate accommodation sessions.

The accommodation session scripts are slightly modified versions of the regular session scripts.

Each grade has an accommodation script to use for the separate accommodation sessions with shorter or simpler versions of some sections and less stringent timing.

Depending on the accommodation requirements the student has, you may or may not use the timing instructions embedded in the script.

- **A note about students who require Extended Time:** All instructions regarding timing are printed in blue throughout the script. If a student requires extended time, skip all blue text in the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

In the script, you will find instructions for administering non-read aloud and read-aloud sessions. The non-read-aloud sections have timing instructions you will ignore when administering the session to a student who requires extended time. However, if the student does not require extended time you will administer the assessment following the timing instructions as in a regular session.

Non-read aloud

- Set timer for 25 minutes.

Carefully read the directions and then start working. You will have 25 minutes to complete this section. Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- For each student, note the time the section begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

5B. Ensure that school staff assisting in the administration adhere to the guidelines described in the Accommodation Teacher Letter.

In some cases, the school will provide a teacher or staff member familiar with the students to work with you in accommodation sessions. If so, the AC will provide the teacher with a copy of the Accommodation Teacher Letter (as shown on page 1.21) that provides guidelines for what staff members can and cannot do. The staff member will sign the letter, keep a copy, and return the top copy to your AC. If you observe a staff member doing something inappropriate, quietly remind him/her of the guidelines in the letter.

5C. Follow the same standard NAEP procedures for monitoring the session.

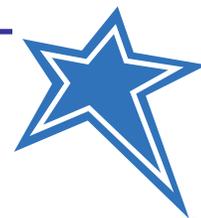
Your job as an AA is to administer the accommodations SD and/or ELL students need to participate while maintaining NAEP test integrity. To truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. As with regular sessions, you should only provide assistance to students in an accommodation session during the background sections and when making sure they understand how and where to record answers. Refer to chapter 4 for guidelines on monitoring all NAEP sessions.

The *Inclusion* magazine suggests ways you can keep students with disabilities comfortable and on task. Read the magazine carefully and refer back to it as necessary.

5D. Record extended time (EXT) accommodation session start and end time on the Assessment Information Form.

When administering an accommodation session requiring extended time, for each student, record the start and end time of the cognitive sections on the back of the Assessment Information Form. Record the time of the first cognitive section in the EXT: COG SECT I START/END column and the time of the second cognitive section in the EXT: COG SECT II START/END column. After the session, you will use these times to enter the total time on the student's booklet cover.

ACCOMMODATION SESSION INFORMATION									
STUDENT INFORMATION									
GROUP#	SESSION#	LINE#	SUBJECT	ACCOMMODATION(S) <small>(circle all that apply)</small>	NOTES	EXT: COG SECT I START/END		EXT: COG SECT II START/END	
1	RS0801	18	S	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		12:40	1:10	1:12	1:37
1	RS0802	10	S	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		12:40	1:05	1:12	1:32
2	RS0803	5	M	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		9:10	9:35	9:37	10:02



Test Your Knowledge

Instructions: Note the subjects in which the accommodations listed below are allowed.

R = Reading **M** = Mathematics **S** = Science

- _____ 1. Bilingual dictionary (BID)
- _____ 2. Extended time (EXT)
- _____ 3. Read-aloud (REA)
- _____ 4. Small group (SMG)
- _____ 5. One-on-one (ONE)
- _____ 6. Scribe (SCR)
- _____ 7. Use of computer (SCR)
- _____ 8. Breaks during test (BRK)
- _____ 9. Magnification device (MAG)
- _____ 10. Bilingual version of test booklet (BIB)

Answers: 1. M, S; 2. R, M, S; 3. M, S; 4. R, M, S; 5. R, M, S; 6. R, M, S; 7. R, M, S; 8. R, M, S; 9. R, M, S; 10. M, S.

CHAPTER 6

COMPLETING ACTIVITIES AFTER THE ASSESSMENT

Before you leave the school, records must be completed and the materials packed in the prescribed way for shipping to Pearson.

The objective of this chapter is to provide you with all postassessment activities you will be responsible for before you leave the school on assessment day.

In this chapter, you will

- learn how to account for all NAEP materials before leaving the school;
- learn how to complete the Administration Schedule;
- learn the procedures for coding and checking the booklet covers;
- learn how to pack Session Boxes for shipping to Pearson; and
- learn how to complete the Session Debriefing Form.

6

Completing Activities After the Assessment

Procedure 1. Go to the Location Where the Assessment Team Will Work

After the session, collect all your materials and report to the location where your team will meet to work on the postassessment activities. Your assessment coordinator (AC) may not be present when you begin working on the postassessment activities if the National Indian Education Study (NIES) needs to be administered. If this is the case, you and the rest of the AAs should begin and then have the materials ready when the AC arrives.

Procedure 2. Account for All Materials Used

You are responsible for returning all NAEP materials to your AC immediately following the assessment(s) in a school. Each and every assessment booklet must be accounted for and returned to Pearson; none can be left in the school or thrown away for any reason. You are expected to use all materials properly and return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

Procedure 3. Complete the Administration Schedule

A checklist of these tasks is also provided in the Quick Checks section of this manual.



Your AC will conduct a quality control (QC) check of this task and record the result in the Assessment QC Record.

Your role in completing the Administration Schedule involves the following:

3A. Enter an Administration Code in column Q.

Your first responsibility after students have been dismissed is to record an Administration Code for every student listed on the Administration Schedule who does not already have

one recorded. These include assessed students (Administration Codes **10–14**) and absent students (Administration Codes **40–44** and **47–48**).

All Administration Codes are listed on the right side of the Administration Schedule in column **R** and are grouped according to participation status. Although you will primarily use the assessed and absent codes, all Administration Codes and the guidelines for using them are printed on the following pages for reference.

Note that this year, because these codes are to report the participation status of each student, the same Administration Codes are applied for both non-accommodated and accommodated students. Specific accommodations offered are recorded only on the booklet cover.

Definitions of Administration Codes Used in Column Q	
Assessed students—Original session	
10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover. Refer to your Session Debriefing Form for notes made during the assessment.
13	Session incomplete. Specify the reason. Original session was interrupted, and no student was able to complete the booklet (e.g., fire drill). If this code is used, it must be assigned to all students in the session.
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session Codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed students—Makeup session	
20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. Makeup session was interrupted, and no student was able to complete the booklet (e.g., fire drill). If this code is used, it must be assigned to all students in the session.
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session Codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Absent student codes	
40	Temporary. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on the day of assessment but did not attend any portion of the assessment (e.g., was not released by teacher).
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.

Absent student codes (continued)	
48	Other, specify on cover. Use this code for any absence not covered by codes 40–47 . Specify reason on booklet cover (e.g., student came to room too late after session started).
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.
Other student codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., homeschooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or a foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not In Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for exclusion	
60	SD – Cannot be assessed. Student whose Individualized Education Program (IEP) states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., a bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., a scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., a bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

3B. Enter an Administration Code of 52 for all unassigned booklets.

Enter Administration Code **52** in column **Q** of the Administration Schedule for all unassigned booklets.

3C. Complete the Summary Box.

Your AC will have already completed the first part of the Summary Box, up to “To Be Assessed.”

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. To complete the remainder of the Summary Box, follow the steps below.

Grade: <u>8</u>	Original session scheduled for: Day/Date: <u>Wed, Feb. 4</u> Time: <u>9:00 a.m.</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 1005 1006																		
Middle School Silvia Thomas	<table border="1"> <tr> <td># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td><u>2</u></td> <td># Absent (Admin. Codes 40-45, & 48)</td> <td>_____</td> <td># Assessed (Original Session)</td> <td>_____</td> </tr> <tr> <td># Excluded (Admin. Codes 60-69)</td> <td><u>1</u></td> <td># Refused (Admin. Codes 46, 47 & 49)</td> <td>_____</td> <td># Assessed (Makeup Session)</td> <td>_____</td> </tr> <tr> <td colspan="2">TO BE ASSESSED</td> <td colspan="2">TOTAL ASSESSED</td> <td colspan="2">TOTAL ASSESSED</td> </tr> </table>			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	_____	# Assessed (Original Session)	_____	# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	_____	# Assessed (Makeup Session)	_____	TO BE ASSESSED		TOTAL ASSESSED		TOTAL ASSESSED		Session Number RS0803
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	_____	# Assessed (Original Session)	_____																	
# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	_____	# Assessed (Makeup Session)	_____																	
TO BE ASSESSED		TOTAL ASSESSED		TOTAL ASSESSED																		
<table border="1"> <tr> <td>"K"</td> <td>"L"</td> <td>"M"</td> <td>"N"</td> <td>"O"</td> <td>"P"</td> <td>"Q"</td> <td>"R"</td> </tr> <tr> <td>Final</td> <td>New</td> <td>Planning</td> <td>Original Booklet</td> <td>Accommodation ID #</td> <td>Admin.</td> <td></td> <td></td> </tr> </table>					"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	Final	New	Planning	Original Booklet	Accommodation ID #	Admin.				
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"															
Final	New	Planning	Original Booklet	Accommodation ID #	Admin.																	

1 Record the number of students who were to be assessed, but who were absent in the # Absent space. This includes students with Administration Codes **40–45**, and **48** in column **Q**.

2 Next, enter the total number of parent, student, and session refusals. This includes Administration Codes **46**, **47**, and **49** in column **Q**. This total is entered in the # Refused space.

3 Finally, enter the # Assessed (Original Session). This is the total of the students with Administration Codes **10–14** and **71–82** in column **Q**.

After you have checked that all the necessary items on the Administration Schedule have been correctly filled in, give the Administration Schedule to your AC. He/she will calculate and determine whether a makeup session is needed at the school.

“Not In Sample” Students, Administration Code 56

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the AC will have added the students’ names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, gender, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In column **Q** on the Administration Schedule, your AC will enter Administration Code **56 = Not In Sample** for these students.

Not In Sample students should not be counted in the **# Assessed (Original Session)** at the top of the Administration Schedule.

You will also need to record Administration Code **56** on the booklet covers of Not In Sample students.

Procedure 4. Code the Booklet Covers

To code the booklet covers, complete the following steps. A checklist of these tasks is also provided in the Quick Checks section of this manual.



Your AC will conduct a QC check of this task and record the result in the Assessment QC Record.

4A. Organize all booklets back into Administration Schedule order.

Ensure that all booklets, including those separated before the assessment, are back in Administration Schedule order. If an accommodation booklet was assigned, the original booklet should be placed above the accommodation booklet in the stack of booklets.

4B. Verify that student ID labels are removed from booklets.

All student ID labels must be removed from the booklets. You must verify that this was completed by the students. If any were left on the booklet covers (including those booklets assigned to students who did not attend the assessment), remove them now, unless these students will be invited to participate in a makeup session. Failing to do so compromises the confidentiality of NAEP.

4C. Ensure that all ancillary materials are removed from booklets.

At the end of the assessment, the script will instruct students to return all ancillary materials, both used and unused, to you. You are responsible for collecting the materials and making sure that students did not place any ancillaries inside their booklet cover. If any student did this, make sure you remove all ancillary materials from the booklets before you code the booklets.

4D. Ensure that each booklet has the correct school ID number.

On each grade 4 booklet cover, enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**. Grade 8 and 12 students should have entered the school ID number; if not, enter it now.

4E. Verify that the students recorded their teacher numbers.

All students in grades 4 and 8 must record a teacher number on their booklet. Verify that these students have entered this number on their booklet.

Students in accommodations sessions may have written their teacher's name on the front cover of the booklet. You are responsible for recording the corresponding teacher number from the Roster of Questionnaires for these students and erasing the teacher name from the booklet cover.

4F. Transfer the Administration Codes to the student booklet covers.

You will have recorded an Administration Code for each student listed and any unassigned booklets on the Administration Schedule. You must transfer each code from the Administration Schedule (column **Q**) to the **Admin. Code** boxes located on the front cover of the corresponding booklet, as shown on the following page.

Example of Transferring Administration Codes to the Student Booklet Cover

This form must be completed in No. 2 pencil.

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

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 "H"

Students with Disabilities (SD)
 1 = Yes, IEP
 2 = Yes, 504
 3 = Yes, IEP/504 plan in process
 4 = No, not SD
 9 = Information Unavailable
For Use in Column "I" &/or "J"

Person Use Only
English Language Learner (ELL)
 1 = Yes, ELL
 2 = No, not ELL
 3 = Formerly ELL (monitored for AYP reporting)
For Use in Column "K" &/or "L"

Planning Code
 1 = Assess without accommodation(s)
 2 = Accommodation(s) offered in regular session
 3 = Accommodation(s) offered in separate session
 4 = Not applicable
For Use in Column "N"

Session Number
 RS0803



NAEP 2009 Administration Schedule

School #: 992-122-0	Grade: 8	Original session scheduled for: Day/Date: Wed, Feb. 4	Makeup session scheduled for: Day/Date:	If Makeup Needed: Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 1005 1006
School Name: Dixon Middle School	Administrator's Name: Silvia Thomas	Location: Cafeteria	Location:		
# Original Booklets: 26	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): 2	# Absent (Admin. Codes 42-45, 8, 48): 1	# Assessed (Original Session): 24		
# Selected New Enrollees: 2	# Excluded (Admin. Codes 63-65): 1	# Relinquished (Admin. Codes 46, 47 & 49): 0	# Assessed (Makeup Session): 0		
Total In Sample = 28		TO BE ASSESSED = 25		TOTAL ASSESSED = 24	

"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Admin. Code	Student Name	Homeless or Other Indicator	Line of Subject	Month	Year	Sex	Race/Ethnicity	School Lunch	SD	ELL	Final ELL Code	Final ELL Code	Review Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Administration Codes
01	Peters, Mark	232	R	0	4	9	5	1	1	1	4	2	2	1	401 193489 7	01	1 0
02	Phillips, Susan	232	MC	0	2	9	5	2	3	1	1	2	2	2	101 023578 1	02	0 0
03	Pierce, Tim	232	S	0	6	9	4	1	1	2	4	2	2	1	201 993461 4	03	0 0
04	Price, Carol	232	R	1	0	9	4	2	1	1	4	2	2	1	501 110376 0	04	1 0
05	Putnam, April	232	MC	1	1	0	4	2	2	1	4	2	2	2	102 030456 2	05	1 0
06	Qualls, Kimberly	232	S	1	1	0	4	2	2	1	4	2	2	2	103 331478 0	06	1 0
07	Ramos, Marisol	232	R	1	1	0	4	2	2	1	4	2	2	2	104 331478 0	07	4 0
08	Randal, Tyrone	232	MC	1	1	0	4	2	2	1	4	2	2	2	105 331478 0	08	1 0
09	Reed, Julia	232	S	1	1	0	4	2	2	1	4	2	2	2	106 331478 0	09	5 4
10	Reynolds, Michael	232	R	1	1	0	4	2	2	1	4	2	2	2	107 331478 0	10	1 0
11	Rivera, Pedro	232	M	1	1	0	4	2	2	1	4	2	2	2	108 331478 0	11	1 0
12	Robins, Sang	232	S	1	1	0	4	2	2	1	4	2	2	2	109 331478 0	12	1 0
13	Regers, Daniel	232	R	1	1	0	4	2	2	1	4	2	2	2	110 331478 0	13	6 1
14	Rowe, Christina	232	M	1	1	0	4	2	2	1	4	2	2	2	111 331478 0	14	1 0
15	Sanders, Tina	178	S	1	1	0	4	2	2	1	4	2	2	2	112 331478 0	15	1 0



NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Admin Schedule Line # 1 from Session # RS0803

2009 SECTION Reading Book

Grade 8 R401

School and Teacher Information

SCHOOL # 9921220 TEACHER # 01

Planning Code (Col. N) Admin. Code (Col. O) 10

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

BDR
 N/A BIB
 N/A BID
 N/A REA
 BRL
 LRG
 MAG
 SCR
 SMG
 ONE
 SSA
 EXT
 BRK
 OTH

If Extended Time (EXT) is coded above, enter the total time used below



401 - 193489 - 7

DO NOT USE



PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 75 minutes per booklet, including the time to review instructions, open existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20204-8441. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1800 River Road, Washington, DC 20060-0001.

A project of the Institute of Education Sciences. This report is authorized by law (E.L. 105-110, 50 U.S.C. 99010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected or retained for purposes only and will not be directly identifiable. OMB No. 1850-0750 - Approval Expires 05/31/2015. Mark Booklet Form by Pearson NCS 08-17726-001-05421 Printed in U.S.A.

4G. Write an explanation on the booklet cover.

The Administration Codes **12–14**, **22–24**, and **48** all require, by definition, an explanation of the individual situation. For each of these codes, you should have documented the details on the Session Debriefing Form. Use that information to write a clear explanation on the booklet cover for each student given one of these codes. Remember, do not write in the booklet timing tracks (down the left side of the cover) or on the boxes with recorded information.

4H. Transfer the Planning Codes to the student booklet covers.

Transfer the Planning Code your AC recorded on the Administration Schedule (column **N**) to the **Planning Code** box on the booklet cover. Only your AC is authorized to make changes to this code.

For all students requiring accommodations, your AC will have recorded a Planning Code of **2** or **3** in the **Planning Code** (column **N**) box. You will also code the accommodations on the booklet cover, as described below.

4I. Code accommodations on the booklet cover.

In order to collect all of the information about the students assessed with accommodations, a place to record **all Accommodations Offered** has been added to the student booklet cover. Note that you are to record all offered accommodations regardless of whether the accommodation was used.

You will find accommodation information for students on your Assessment Information Form for each school. For students requiring one or more accommodations, you must shade the “Y” oval meaning “yes” next to each accommodation the student was offered, as shown on the next page. Because accommodation information is only being captured on the student booklet cover, it is critical that you code this information accurately. The Westat home office will be performing data checks on the booklet covers and the Administration Schedule to make sure the information is recorded correctly. Your supervisor and AC will be notified of any errors found so they may be corrected.

4J. Code the “Total Time for Accommodation (EXT)” boxes for extended time accommodations.

If a student has been offered the extended time accommodation either in the regular session or a separate accommodation session, you must enter the total number of minutes the student took to complete the cognitive sections in the **Total Time for Accommodation (EXT)** boxes on his/her booklet cover. You will have recorded this information on the Assessment Information Form during the session, as shown on the following page.

Extended time information must be recorded regardless of whether or not the extended time was actually used. The standard timing of the cognitive sections is 25 minutes per section, or 50 minutes total. The minimum time you should enter if the student took no additional time is 050. The maximum time allowed is three times the cognitive section time ($3 \times 050 = 150$ minutes).

4K. Band the booklets together and place the Administration Schedule on top of the stack.

Using a rubber band, band the booklets together and place the correct Administration Schedule on top. Do not band the Administration Schedule with the booklets. This will tear the edges.

4L. Provide materials to your AC for a quality control QC check.

If time allows prior to your AC's check of your booklets, conduct an initial QC check by switching your stack of booklets with another AA.



After you prepare your stack of booklets and the Administration Schedule, your AC will conduct a spot check to ensure they are prepared according to NAEP standards. To conduct this QC check, your AC will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your AC will check each booklet to make sure the same error has not been repeated.

After the QC check is completed, your AC will report the QC status on the Assessment QC Record.

Process for Coding Extended Time on Booklet Cover

ACCOMMODATION SESSION INFORMATION									
STUDENT INFORMATION									
GROUP#	SESSION#	LINE#	SUBJECT	ACCOMMODATION(S) (circle all that apply)	NOTES	EXT; COG SECT I START/END	EXT; COG SECT II START/END	EXT; COG SECT III START/END	EXT; COG SECT IV START/END
1	R50801	18	S	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		12:40 1:10	1:12 1:37		
1	R50802	10	S	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		12:40 1:05	1:12 1:32		
2	R50803	5	M	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		9:10 9:35	9:37 10:02		
2	R50803	14	M	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		9:10 9:35	9:37 10:02		
3	R50803	11	M	BDR (BIB) BID REA BRL LRG MAG SCR SMG ONE SSA (EXT) BRK OTH		9:10 9:40	9:45 10:15		
				BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
				BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
				BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					

Admin Schedule Line # 11 from Section # R50803

Folleto Matemáticas /Mathematics Book M901-BL Bilingüe/Bilingual

2009 SECCIÓN /SECTION 1 | Ms Grade 8

Información de escuelas y maestros School and Teacher Information

ESUELA/SCHOOL # 9921220 MAESTRO(A) # 17

Planning Code (Ext. #) 3 Admin. Code (Ext. #) 10

If Code 2 or 3, complete the following:

Accommodations Offered in Regular or Separate Session (Code All That Apply)

BDR
 BID
 REA
 BRL
 LRG
 MAG
 SCR
 SMG
 ONE
 SSA
 EXT
 BRK
 OTH

If Extended Time (EXT) coded above, enter total time used below: 060

901 - 67 8912 - 4

DO NOT USE

PLACE LABEL HERE

- Using the start and end times you recorded on the back of the Assessment Information Form, determine the total amount of time the student used to complete the cognitive sections of the booklet.
- Record the total time in the EXT boxes on the booklet cover.
- If the student did not use any extra time, record "050" on the booklet cover.

Procedure 5. Pack the Session Box and Return Additional Materials to Your AC



Next, you will pack the Session Box and return the additional materials to the AC according to the procedures below. Your AC will conduct a QC check of this task and record the results on the Assessment QC Record.

A checklist of these tasks is also provided in the Quick Checks section of this manual.

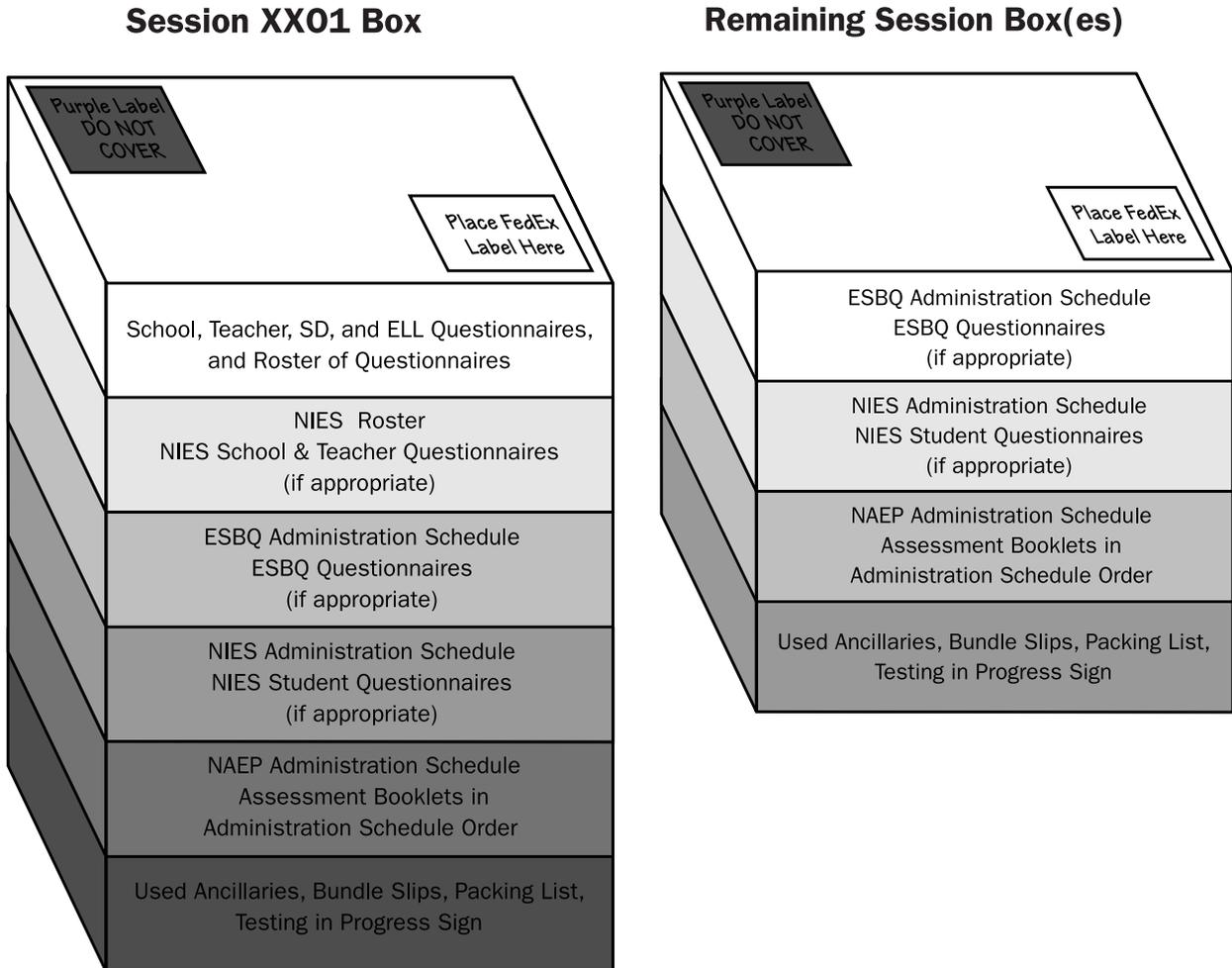
5A. Pack the Session Boxes according to Pearson procedure.

Prepare the first Session Boxes (i.e., the Session Number ending in 01) according to the following instructions and illustrations.

1. On the bottom of the box, place all used ancillary materials that are not to be given to your AC and all miscellaneous materials such as packing lists and Bundle Slips and the Testing in Progress sign.
2. Next, place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
3. Next, place the original (blue) Administration Schedule(s) in the box, with student names removed.
4. Next, if the NIES was administered, place the NIES booklets in NIES Administration Schedule order in the box. On top of the stack of NIES booklets, place the NIES Administration Schedule with student names removed.
5. Next, if the Extended Student Background Questionnaire (ESBQ) was administered, place the stack of ESBQ booklets in ESBQ Administration Schedule order in the box. On top of the stack, place the ESBQ Administration Schedule with student names removed.
6. Next, if the NIES was administered, place the NIES Roster of Questionnaires with names removed and the completed NIES School and Teacher Questionnaires in the box.
7. Next, if you have the box with the materials from the first session, obtain from your AC the Roster of Questionnaires (without names) and the completed School, Teacher, SD and/or ELL Questionnaires and place them in the box.
8. Use the pillow pack that came in the box as filler if necessary.

All remaining assessment materials must be repacked in their original boxes and returned to Pearson.

Prepare the remaining Session Boxes following the illustration below:



Your AC will ship the completed assessment materials. On occasion, however, you may be asked to assist with this task. If so, your AC will provide you with complete instructions for doing so.

5B. Provide leftover session materials to your AC.

Following the assessment, you should return any leftover materials to your AC. These materials include

- used mathematics ancillaries,
- used reading ancillaries,
- used science ancillaries,
- unused ancillaries,
- all calculators,
- extra pencils, and
- session timer.

If your AC provided you with extra copies of the Administration Schedules, Rosters of Questionnaires, or student lists with student names, return them to your AC before leaving the school.

5C. Provide the Session Box to your AC for the final QC check of session materials.

Return the Session Box to your AC, who will then verify that all materials are in the Session Box and that the box was packed according to Pearson procedure.

Procedure 6. Finalize the Session Debriefing Form

Immediately following the assessment and while the session is fresh in your mind, finalize the Session Debriefing Form. Go back and make sure you answered all the questions and have detailed information on problems or questions that came up during the session. It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented.

Follow the steps below to make sure you complete the form accurately.

Make sure the session information in the top of the form has been recorded.

Place an "X" in the Yes or No column for each of the 13 items. Record any comments or explanations about the item in the column labeled "Details."

In this section, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session.

AC initials _____

SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, NIES, AND MAKEUP.

Session Date: <u>February 4, 2009</u>	Region #: <u>FL2</u>
School Name: <u>Dixon Middle School</u>	School ID #: <u>992-122-0</u>
Person Completing Form: <u>Silvia Thomas</u>	AC: <u>Gally Richardson</u>
Other NAEP Staff Assisting with Session: <u>Janet Rojas, Mary Gardner</u>	
Other Observers Present: <u>Sam Stewart (School Coordinator)</u>	
Session Number: <u>RS0803</u>	
This session was: <input checked="" type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session <input type="checkbox"/> NIES Survey Session	
<input type="checkbox"/> Makeup Regular Session <input type="checkbox"/> Makeup Accommodation Session <input type="checkbox"/> Makeup NIES Survey Session	

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems setting up for this session?		X		
Were there any problems getting students to this session?		X		
Were there any problems with the session timing?		X		
Were there any problems with the session materials (including the distribution and use of ancillary items)?		X		
Were there any student refusals?		X		
Were there any students who left the session?		X		
Were there any problems using the NAEP calculators?		X		
Were students cooperative and orderly during the session?	X			
Were there any problems with accommodations given in this session?		X		
Were there any students still working when the timer rang?		X		
Were there any problems with the location?	X			The testing location was very hot.
Were there any interruptions?		X		
Other, specify		X		

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	

Here, record your view of how well the session went, and document any pertinent details about the session not mentioned on the previous page.

Overall, how well did this session go?

- Very well
- Satisfactory
- Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

None

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

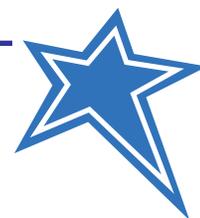
Subject	Booklet ID #	Student Question
R	401 193489 7	Student asked how to spell the word "fancy"

Record any unusual circumstances you encountered while administering the session, and that were not noted previously on the form, in this section.

Record any questions that students asked during the session. Include general questions about the assessment and specific questions about particular assessment items or background questionnaire items.

RETURN THIS COMPLETED FORM TO YOUR AC.

Give the completed Session Debriefing Form to your AC. He/she will review each form and discuss with you any problems or unusual situations that arose during the session.



Test Your Knowledge

Instructions: Place an “X” next to each task AAs must complete **after** the assessment.

- _____ 1. Code additional accommodations offered on the booklet cover.
- _____ 2. Record an Administration Code on the Administration Schedule for every student listed.
- _____ 3. Complete the Summary Box at the top of the Administration Schedule.
- _____ 4. Transfer Administration Codes to the student booklet covers.
- _____ 5. Set out the supplies needed for the session.
- _____ 6. Pack the Session Box.
- _____ 7. Go to the location where the assessment team will work.
- _____ 8. Account for all materials used.
- _____ 9. Write teacher names and teacher numbers on the board.
- _____ 10. Remove ancillary materials from the booklets.
- _____ 11. Finalize the Session Debriefing Form.
- _____ 12. Collect calculators appropriately.

Answers: 1. X, 2. X, 3. X, 4. X, 5. ---, 6. X, 7. X, 8. X, 9. ---, 10. X, 11. X, 12. ---.

CHAPTER 7

CONDUCTING A MAKEUP SESSION

Makeup sessions are conducted at schools that have less than 90 percent attendance on assessment day.

The objective of this chapter is to provide you with step-by-step procedures for conducting a makeup session.

In this chapter, you will

- learn how to conduct a makeup session; and
- learn how to finalize the assessment material after the makeup session and return the session material to your AC.

7

Conducting a Makeup Session

A checklist of these tasks is also provided in the Quick Checks section of this manual.

Procedure 1. Secure Assessment Materials for the Makeup Session

If the attendance at the NAEP session in a school is too low (less than 90%), your, assessment coordinator (AC) will schedule a makeup session. If this is the case, you may be asked to return to the school to administer it. In preparation for the makeup session, you must retain all materials from the original sessions until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original Session Box. If the Extended Student Background Questionnaire (ESBQ) will be conducted, the ESBQ booklets should be in the back of the session booklets.
- Gather the booklets and any required materials to be used in the makeup session, such as the timer and the “Testing in Progress—Do Not Disturb” sign, and place them on top of the original session materials.
- Obtain the Assessment Information Form, a blank Session Debriefing Form, and extra Teacher Observer Letters and Accommodation Teacher Letters.
- Protect the security of these materials. Keep the materials in your possession until returning to the school to conduct the makeup. Before leaving the school on the original assessment day, the AC will place the original Administration Schedule and Roster of Questionnaires in the NAEP Storage Envelope for the makeup session.

Procedure 2. Meet the School Coordinator and Retrieve the NAEP Storage Envelope

Upon arriving at the school, meet the school coordinator and retrieve the NAEP Storage Envelope in order to obtain the Administration Schedule(s) and Roster(s) of Questionnaires. At this time, you will also ask the school coordinator if there are any new parent or student refusals for the students invited to attend the makeup session.

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

**STORAGE
ENVELOPE**
(Use for storing Administration Schedule(s),
Student List(s), Roster(s) and other assessment materials.)

School ID: 2 2 2 - 1 2 2 - 0
School Name: Dixon Middle School
City/State: Oakland, FL

As requested, the NAEP Storage Envelope containing the
Administration Schedules, Student Lists, Roster(s) and
other NAEP material was destroyed on: _____
(date destroyed)

Signed: _____
Title: _____
Print Name: _____

School Coordinator: Sam Stewart

Your NAEP Representative: Sally Richardson

Your NAEP Representative's Phone: 309-555-0123

Assessment Date & Time: February 4, 2009 - 9:00am

Time NAEP Team will Arrive: 8:00am

NAEP Help Desk
Phone: 1-800-283-NAEP (6237)
E-mail: NAEPHelp@Westat.com

After June 1 or the end of your school year:

- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and,
- Destroy the contents of this envelope.

Procedure 3. Organize the Booklets

You will need to check the stack of assessment booklets for students invited to the makeup session. If necessary, except for the Session Number and line numbers, erase all information coded on the booklets. If a student ID label was removed after the original session, replace it with a blank removable label provided by your AC and record the student name and booklet ID number.

Procedure 4. Prepare the Room

Next, prepare the assessment location using the same guidelines discussed in **Procedure 6** in chapter 3.

Procedure 5. Conduct the Makeup Session

Be sure to conduct the makeup session following the same procedures used in the original session (see chapter 4). As in the original session, read the script verbatim and use the appropriate Question-by-Question Specifications (QxQs) to answer student questions in the background sections of the assessment.

If the ESBQ will be conducted during the makeup session, administer the session following the same procedures used in the original session.

Procedure 6. Complete the Administration Schedule

After the session, enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Mark students attending the makeup session by putting a checkmark in the Attendance (✓/A) column.

2. Shade in the Makeup Held oval at the top of the Administration Schedule.

3. Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (20–24) on the Administration Schedule. Do this by erasing the initial code and entering the Assessed in Makeup Administration Code outlined in the table below.

Assessed in Makeup Session Administration Codes	
20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session the full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

4. Complete the Summary Box at the top of the Administration Schedule as follows:

- enter the number of students assessed on the line labeled # Assessed (Makeup Session) and
- add the numbers assessed in the original and makeup sessions to obtain the TOTAL ASSESSED.

If the ESBQ was administered, complete the ESBQ Administration Schedule following the procedures in chapter 8.

Procedure 7. Code the Booklet Covers

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session, as described in **Procedure 4** in chapter 6.

If the ESBQ was administered, code the ESBQ covers using the information from the ESBQ Administration Schedule, as described in **Procedure 3** in chapter 8.

Procedure 8. Prepare the NAEP Storage Envelope

You will need to make one copy of the completed NAEP and ESBQ (if necessary) Administration Schedule(s) (front and back) and the completed Roster(s) of Questionnaires (front and back) with names still attached. Place these copies in the NAEP Storage Envelope.

Then, remove the names from the NAEP and ESBQ (if necessary) Administration Schedule(s) and the Roster(s) of Questionnaires by tearing them off at the perforation. Place the names in the NAEP Storage Envelope.

Finally, using the originals without names, make a copy of the NAEP and ESBQ (if necessary) Administration Schedule(s) (front and back) and the Roster(s) of Questionnaires (front and back). Give these copies to your AC.

Return the NAEP Storage Envelope to the school coordinator to retain until the destroy by date printed on the envelope.

Procedure 9. Repack the Session Box and Return to Your AC

Next, you will repack the Session Box according to Pearson procedure, as described in **Procedure 5** in chapter 6. When you are finished, return all assessment materials to your AC. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

Procedure 10. Finalize the Session Debriefing Form and Return to Your AC

Your final task will be to complete a Session Debriefing Form according to **Procedure 6** in chapter 6. If there were any problems, or if anything unusual happened during the makeup session, report this to your AC immediately. Give the completed Session Debriefing Form to your AC when you deliver the assessment materials for shipping.



Test Your Knowledge

Instructions: Select the answer that best completes the statement below.

1. The original Administration Schedule will be left in the _____ until the day of the makeup session.
 - a. NAEP Storage Envelope
 - b. School Folder
 - c. Session Box

2. After the makeup session, the AA conducting the session will code participating students with the appropriate Administration _____.
 - a. Codes (20–24)
 - b. Codes (10–14)
 - c. Codes (51–56)

3. After the session, the AA conducting the session will mark the Makeup Held oval at the top of the _____.
 - a. Session Debriefing Form
 - b. Administration Schedule
 - c. Assessment Information Form

4. If attendance is _____, the AC will schedule a makeup session.
 - a. less than 95 percent
 - b. less than 99 percent
 - c. less than 90 percent

5. Before leaving the school, AAs will repack the Session Box according to _____ procedure.
 - a. Pearson
 - b. NAEP
 - c. school

Answer Key: 1. a, 2. a, 3. b, 4. c, 5. a.

CHAPTER 8

CONDUCTING THE ESBQ

The ESBQ will be conducted in a small number of schools immediately following the NAEP assessment session.

The objective of this chapter is to provide you with step-by-step procedures to prepare for and administer the ESBQ.

In this chapter, you will

- learn the steps for preparing the ESBQ booklets;
- learn how to administer the ESBQ session; and
- learn the procedures for coding and checking the ESBQ booklet covers.

8

Conducting the Extended Student Background Questionnaire (ESBQ)

1. ESBQ Activities to Complete Before the Assessment

A small number of schools will participate in the ESBQ. As described in the *Overview* magazine, the ESBQ is part of the socioeconomic status special study. Your assessment coordinator (AC) will notify you if a school in your assignment has been selected for the ESBQ.

When you gather with your team to prepare the booklets, your AC will provide you with the materials you will need to prepare the ESBQs. These include the materials described below.

Procedure 1. Receive and Review the ESBQ Administration Schedule

Schools selected for the ESBQ will have an ESBQ Administration Schedule (shown on the next page) used to link the student ESBQ booklets to their demographic data and their NAEP booklet. You will use the ESBQ Administration Schedule to prepare and administer the ESBQ session. The ESBQ Administration Schedule will be preprinted with the student name, NAEP Session Number and line number, and NAEP student booklet ID number.

ESBQ Administration Schedule

School #: 992-122-0 Grade: 8
 School Name: Dixon Middle School
 Administrator's Name: Silvia Thomas

Original session scheduled for:
 Day/Date: Wed, Feb. 4
 Time: 9:00 a.m.
 Location: Cafeteria

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

Original Sample + # Substituted New Entries = Total in Sample
 # Absent (Admin. Codes 40-43, & 48) + # Absented (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

Withdrawn (Admin. Codes 51 & 59) + # Excluded (Admin. Codes 54 & 59) = TO BE ASSESSED

Make-up Needed
 # Make-up Held
 # Make-up Not Held



ESBQ 2009 Administration Schedule

This form must be completed in No. 2 pencil.

Attn. (7/18)	ESBQ Student Questionnaire		ESBQ Student Questionnaire ID #		ESBQ Admin Code
	Student Name	NAEP Session # / Line #	Original Student Booklet ID # (Column "O" on Admin. Schedule)	(Barcode ID # on SD or ESBQ Cover)	
01	Peters, Mark	RS0803 01	401 193489 7	97-	01
02	Phillips, Susan	RS0803 02	101 023578 1	97-	02
03	Pierce, Tim	RS0803 03	201 993461 4	97-	03
04	Price, Carol	RS0803 04	501 110376 0	97-	04
05	Putnam, April	RS0803 05	102 910456 2	97-	05
06	Qualls, Kimberly	RS0803 06	202 103478 2	97-	06
07	Ramos, Marisol	RS0803 07	001 004051 9	97-	07
08	Randal, Tyrone	RS0803 08	103 803987 0	97-	08
09	Reed, Utilla	RS0803 09	203 267931 5	97-	09
10	Reynolds, Michael	RS0803 10	402 245796 4	97-	10
11	Rivera, Pedro	RS0803 11	104 723467 1	97-	11
12	Robins, Sang	RS0803 12	204 101456 6	97-	12
13	Rogers-Daniel	RS0803 13	502 322019 0	97-	13
14	Rowe, Christina	RS0803 14	105 005061 3	97-	14

ESBQ Administration Codes

- ASSESSED IN ORIGINAL**
- 10 = In session full time
 - 11 = No responses in booklet
 - 12 = In session part time
 - 13 = Session incomplete
 - 14 = Other, specify on cover
- ASSESSED IN MAKEUP**
- 20 = In session full time
 - 21 = No responses in booklet
 - 22 = In session part time
 - 23 = Session incomplete
 - 24 = Other, specify on cover
- ABSENT**
- 40 = Temporary
 - 41 = Long-term
 - 42 = Chronic truant
 - 43 = Suspended
 - 44 = In school, did not attend
 - 45 = Accommodation scheduling problem
 - 46 = Parent refusal
 - 47 = Student refusal
 - 48 = Other, specify on cover
 - 49 = Session/subject refused by school
- OTHER**
- 51 = Withdrawn/Graduated
 - 52 = Unassigned book (unused)
 - 53 = Ineligible, never attends campus
 - 54 = Ineligible, never attends
 - 55 = Other
 - 56 = Not in sample

- REASONS FOR EXCLUSION**
- 60 = SD - Cannot be assessed
 - 61 = SD - Required accom. not permitted
 - 62 = ELL - Cannot be assessed
 - 63 = SD & ELL - Required accom. not permitted
 - 64 = SD & ELL - Cannot be assessed
 - 65 = SD & ELL - Required accom. not permitted
 - 66 = Excluded but assessed
 - 67 = SD - Required accom. not available
 - 68 = ELL - Required accom. not available
 - 69 = SD & ELL - Required accom. not available

Procedure 2. Prepare the ESBQ Booklets

The ESBQ booklets will be included in the Session Box for the selected schools. A set of salmon-colored removable labels will also be included for you to assign a questionnaire to each student listed on the ESBQ Administration Schedule.

You are responsible for preparing the questionnaires for every student. To do so, complete the steps on the following page.

2. ESBQ Activities to Complete During the Session

Procedure 3. Administer the ESBQ

You will administer the ESBQ as Section 5 of the assessment. Note that students requiring accommodations during the NAEP assessment should receive the same accommodations during the ESBQ.

The session script will instruct you on when and how to administer this portion of the assessment.

SECTION 5 – ESBQ, IF REQUIRED

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

Remove Label

Remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk. While you work, I will collect the labels from your desks.

You will have 5 minutes to work on this section on your own. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working.

3A. Instruct students to remove the label from the ESBQ.

The script instructs you to tell the students to remove the student ID label from the cover of the ESBQ and place it on the corner of their desk next to the label they removed from the assessment booklet cover. At the end of the session, you will collect and destroy these labels before dismissing the students.

Remove Label

Now remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk.

3B. Record attendance on the ESBQ Administration Schedule.

You must record attendance at this part of the assessment in column **A** of the ESBQ Administration Schedule as soon as students begin to work on the ESBQ.

3C. Answer students' questions during the ESBQ section.

You must respond to students' questions during the extended student background section by referring to the ESBQ Question-by-Question Specifications (QxQs), found in the back of the session scripts. You must refer to the ESBQ QxQs when helping students understand the intent of a question in the ESBQ booklet.

If a student has a question, you should walk to the student's desk and respond quietly to the question. It is NAEP policy that a student may skip any question in this section he/she does not feel comfortable answering.

3D. Collect the ESBQ booklets from students.

At the end of the session, you'll collect the ESBQ booklets with the assessment booklets. As you receive them, place them in separate stacks in ESBQ Administration Schedule order. This will help to ensure that you receive one from each student in the session. Remember, you must account for all booklets, including the ESBQ booklets, before dismissing students. If a questionnaire is missing, inform your AC immediately.

3. ESBQ Activities to Complete After the Session

Procedure 4. Complete the ESBQ Administration Schedule and Code the ESBQ Booklet Covers

A checklist of these tasks is also provided in the Quick Checks section of this manual.

4A. Enter an ESBQ Administration Code on the ESBQ Administration Schedule.

Record the ESBQ Administration Code for each student who does not already have one in the **ESBQ Admin. Code** column on the ESBQ Administration Schedule. All the ESBQ Administration Codes are listed on the right of the **ESBQ Admin. Code** column. The codes are grouped according to participation status, assessed students (Administration Codes 10–14), and absent students (Administration Codes 40–49).



ESBQ 2009
 Administration Schedule

This form must be completed in No. 2 pencil.

School #	992-122-0	Grade	8	Original session scheduled for:	Makeup session scheduled for:
School Name	Dixon Middle School	Day/Date	Wed, Feb. 4	Day/Date	
Administrator's Name	Silvia Thomas	Time	9:00 a.m.	Time	
		Location	Cafeteria	Location	
# Original Sample	26	# Absent (Admin. Codes 40-49)	2	# Assessed (Original Session)	
# Subjected New Entries	2	# Excluded (Admin. Codes 40-49)	1	# Assessed (Makeup Session)	
	Total in Sample = 28		TO BE ASSESSED = 25		TOTAL ASSESSED

Atten. (✓/A)	ESBQ Student Questionnaire	ESBQ Student Questionnaire	ESBQ Student Questionnaire ID #	ESBQ Admin. Code	ESBQ Administration Codes
	Student Name	NAEP Session # / Line #	Original Student Booklet ID # (Column "O" on Admin. Schedule)	ESBQ Student Questionnaire ID # (Barcode ID # on SD or ESBQ Cover)	
✓	Peters, Mark	RS0803 / 01	401 193489 7	97- 2 - 0 2 1 5 9 5 - 1	01 1 0
✓	Phillips, Susan	RS0803 / 02	101 023578 1	97- 2 - 8 4 2 4 0 9 - 0	02 1 0
✓	Pierce, Tim	RS0803 / 03	201 993461 4	97- 2 - 5 6 3 3 8 0 - 9	03 1 0
✓	Price, Carol	RS0803 / 04	501 110376 0	97- 2 - 6 8 4 2 7 0 - 8	04 1 0
✓	Putnam, April	RS0803 / 05	102 910456 2	97- 2 - 3 1 5 1 6 3 - 3	05 1 0
✓	Qualls, Kimberly	RS0803 / 06	202 103478 2	97- 2 - 3 3 6 0 5 2 - 4	06 1 0
A	Ramos, Marisol	RS0803 / 07	001 004051 9	97- 2 - 1 5 7 1 4 1 - 2	07 4 0
✓	Randal, Tyrone	RS0803 / 08	103 803987 0	97- 2 - 0 7 8 2 3 4 - 6	08 1 0
✓	Reed, Julia	RS0803 / 09	203 267931 5	97- 2 - 1 9 9 3 2 5 - 7	09 5 4
✓	Reynolds, Michael	RS0803 / 10	402 245796 4	97- 2 - 5 0 0 4 1 6 - 5	10 1 0
✓	Rivera, Pedro	RS0803 / 11	104 723467 1	97- 2 - 9 8 9 5 0 7 - 0	11 1 0
✓	Robins, Sang	RS0803 / 12	204 101456 6	97- 2 - 8 6 8 6 9 8 - 1	12 1 0
✓	Rogers, Daniel	RS0803 / 13	502 322019 0	97- 2 - 7 4 7 7 2 4 - 2	13 6 1
✓	Rowe, Christina	RS0803 / 14	105 005061 3	97- 2 - 6 2 6 8 3 2 - 0	14 1 0

ESBQ Administration Codes

ASSESSED IN ORIGINAL
 10 = In session full time
 11 = No responses in booklet
 12 = In session part time
 13 = Session incomplete
 14 = Other, specify on cover

ASSESSED IN MAKEUP
 20 = In session full time
 21 = No responses in booklet
 22 = In session part time
 23 = Session incomplete
 24 = Other, specify on cover

ABSENT
 40 = Temporary
 41 = Long-term
 42 = Chronic truant
 43 = Suspended
 44 = In school, did not attend
 45 = Accommodation scheduling problem
 46 = Parent refusal
 47 = Student refusal
 48 = Other, specify on cover
 49 = Session/subject refused by school

OTHER
 51 = Withdrawn/Graduated
 52 = Unassigned book (unused)
 54 = Ineligible, never attends campus
 55 = Ineligible, other
 56 = Not in sample

REASONS FOR EXCLUSION
 60 = SD - Cannot be assessed
 61 = SD - Required accom. not permitted
 62 = ELL - Cannot be assessed
 63 = ELL - Required accom. not permitted
 64 = SD & ELL - Cannot be assessed
 65 = SD & ELL - Required accom. not permitted
 66 = Excluded but assessed
 67 = SD - Required accom. not available
 68 = ELL - Required accom. not available
 69 = SD & ELL - Required accom. not available

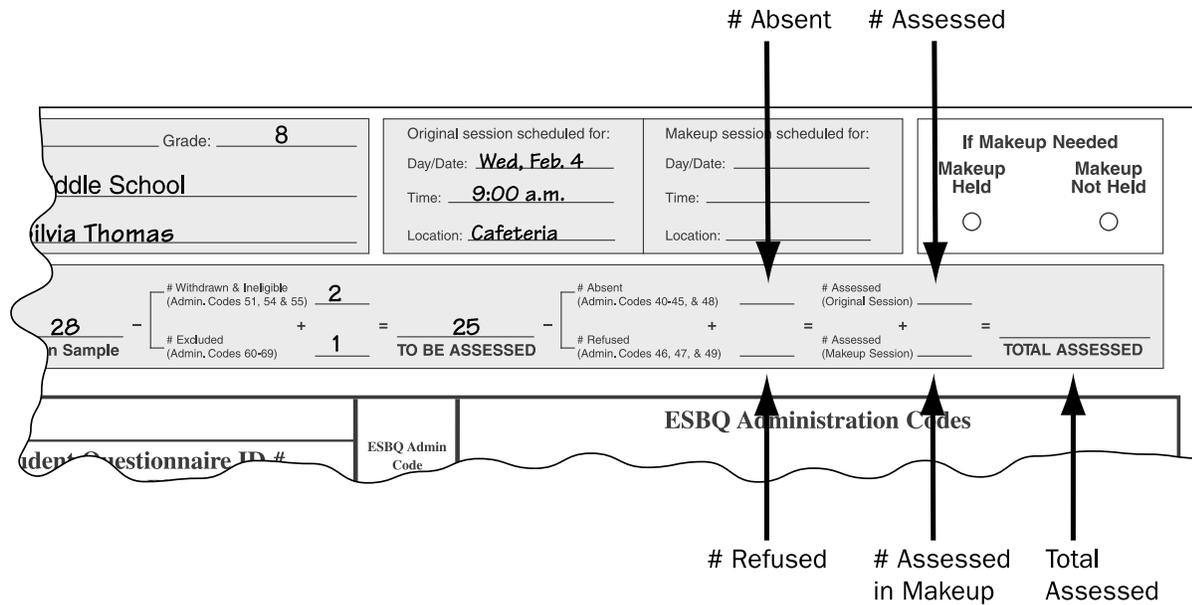
4B. Enter an ESBQ Administration Code of 52 for all unassigned ESBQ booklets.

Enter Administration Code **52** in the **ESBQ Admin. Code** column of the ESBQ Administration Schedule for all unassigned ESBQ booklets.

4C. Complete the ESBQ Summary Box.

Your AC will have already completed the first part of the ESBQ Summary Box, up to “To Be Assessed.”

It is very important that the summary information at the top of the ESBQ Administration Schedule is accurately recorded. To complete the remainder of the ESBQ Summary Box, follow the steps below.



4D. Organize ESBQ booklets back into ESBQ Administration Schedule order.

Ensure that all ESBQ booklets are in the ESBQ Administration Schedule order.

4E. Verify that student ID labels are removed from the ESBQ booklets.

The student labels must be removed from the ESBQ booklets. You must verify that this was completed by the students. If any labels are left on the ESBQ booklets, remove them now unless the student will be invited to participate in a makeup session.

4F. Enter the school ID number on the cover of each ESBQ booklet.

On each ESBQ cover, enter the seven-digit school ID number from the ESBQ Administration Schedule in the boxes labeled **School #**, as shown on the following page.

4G. Record the ESBQ Administration Codes on the ESBQ booklet covers.

Transfer each code from the ESBQ Administration Schedule to the **ESBQ Admin. Code** boxes located on the front of the corresponding ESBQ booklet.

4H. Record the NAEP student booklet ID number on the ESBQ booklet covers.

On each ESBQ booklet cover, transfer the student booklet ID number from the **Original Student Booklet ID #** column in the ESBQ Administration Schedule.

4I. Band the ESBQ booklets together and place the ESBQ Administration Schedule on top of the stack.

Once the ESBQs are completed, as shown on the next page, using a rubber band, band the ESBQ booklets together and place the ESBQ Administration Schedule on top. Do not band the ESBQ Administration Schedule with the booklets. This will tear the edges.

4J. Provide coded ESBQ booklets and the ESBQ Administration Schedule to your AC for a quality control (QC) check.



After you prepare your stack of ESBQ booklets and the ESBQ Administration Schedule, your AC will conduct a spot check to ensure they are prepared according to NAEP standards. To conduct this QC check, your AC will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your AC will check each booklet to make sure the same error has not been repeated.

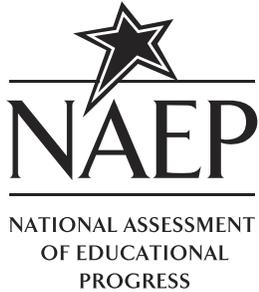
After the QC check is completed, your AC will report the QC status on the Assessment QC Record.

Completed ESBQ Cover

NAEP Admin Schedule Line # 4 from NAEP Session # RS0803

SECTION 5

Section 5



Grade 8/12 **2009 Extended Student Background Questionnaire**
Q-972

For NAEP Staff Use Only

School #

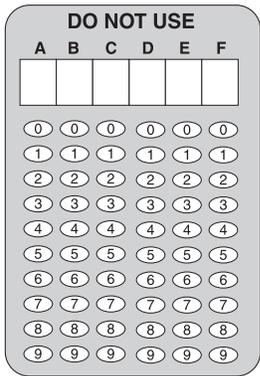
9	9	2	1	2	2	0
---	---	---	---	---	---	---

ESBQ Admin Code

1	0
---	---

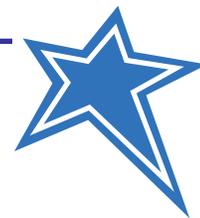
NAEP Student Booklet ID
 (from column O on Administration Schedule)

4	0	1	1	9	3	4	8	9	7
---	---	---	---	---	---	---	---	---	---



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Test Your Knowledge

Instructions: Determine if the statements below are True (T) or False (F).

- _____ 1. The ESBQ will be administered in all NAEP schools.
- _____ 2. The ESBQ will be administered as part of the NAEP assessment in selected schools.
- _____ 3. After the ESBQs have been prepared they will be inserted in the back of the NAEP assessment booklet.
- _____ 4. Students will record the school ID number on the ESBQ booklet covers during the assessment.
- _____ 5. Attendance needs to be recorded on the ESBQ Administration Schedule during the ESBQ session.

Answer Key: 1. f, 2. t, 3. t, 4. f, 5. t.

GRADE 4 SESSION SCRIPTS

Grade 4 Regular Session Script	1.1
NAEP Accommodations Guidelines	2.1
Grade 4 Accommodation Script	3.1

4th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will take reading, others math or science. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Option 1: Booklets and Materials Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in column A (Atten.) of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

Option 2: Booklets and Materials Previously Distributed

Each of you should have a booklet and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on the label, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and materials.

Remove Label

Now remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a ruler or other materials. Please look now and remove any extra materials inside the front cover of your booklet.

- Pause and wait for students to remove items.

If you have extra materials, put them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Code the Booklet Cover

Now, please look at the top-right corner of your booklet cover. If you have a mathematics booklet, locate the name of your **math** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a reading booklet, locate the name of your **reading** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a science booklet, locate the name of your **science** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If the name of your math, reading, or science teacher is not listed on the board, please raise your hand.

- Point to the teacher names and teacher numbers on the board.
- Assist students whose teachers are not listed on the board. If the teacher is not listed on the Roster, write the name of the teacher on the booklet cover and follow up with your AC after the assessment.

Booklet Directions

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud. If you have any questions, raise your hand.

- Do not admit any more students into the session.
- Read the directions, examples, and answers on the next two pages to the students.

DIRECTIONS

Your booklet has several sections. In each of Sections 1 and 2, you will have 25 minutes to answer questions about a school subject. Sections 3 and 4 ask questions about you and your classes. You will be told when to begin each section. Stop when you see this sign.



You should think carefully about your answers and answer every question. Use all the time available to complete each section. If you skip a question, go back and try to answer it before time is called.

Some of the questions ask you to choose the best answer and fill in the oval in your booklet. Example 1 shows a question like this. Read the question and fill in the oval beside the choice that you think is correct.

Example 1

<p>How many minutes are there in an hour?</p> <p><input type="radio"/> A 12</p> <p><input type="radio"/> B 24</p> <p><input type="radio"/> C 30</p> <p><input type="radio"/> D 60</p>

You should have filled in the oval for “60” because there are 60 minutes in an hour.

Other questions will ask you to write your answer on the blank line provided in your booklet. Now read Example 2 and write your answer on the blank line below.

Example 2

<p>Add 32 and 14.</p> <p>Answer _____</p>

You should answer this question by writing 46 on the answer line provided.

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you finish a section early.

Do not go past the  sign at the end of each section until you are told to do so.



Cognitive Section

- Set timer for 4 minutes.

Now turn to the next set of directions. You will have 4 minutes to read them to yourself.

Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 4 minutes, say:

Please stop.

SECTION 1

Now turn to the beginning of Section 1. Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, "You will need a calculator for this section." If you see this sentence, raise your hand now and I'll give you a calculator.

- Distribute blue calculators, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Set timer for 25 minutes.

If you don't know how to use the calculator, there are instructions at the beginning of the section and on the back cover of your booklet to help you. If you need help with the calculator at any time, please raise your hand.

You will have 25 minutes to complete Section 1. While you are working in this section, I can't help you answer the questions or explain words to you. You may either print or write your answers in cursive. Also, don't worry if the person next to you is working on questions that do not look like the ones you are working on. Not everyone has the same booklet.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It's important to show all of your work. If you need another pencil at any time, please raise your hand.

Carefully read the directions at the beginning of the section and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator or ruler only in a calculator or ruler section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work in this section only. You may not read or do other school work.

- After 10 minutes, say:

Please stop.

Raise your hand if you have a NAEP calculator and I will collect it.

- Collect calculators. Count calculators to make sure you collected all the calculators you distributed.

SECTION 2

Now go to the beginning of Section 2.

If you see the sentence, “You will need a calculator for this section,” please raise your hand.

- Distribute blue calculators, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 2. Carefully read the directions and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator or ruler only in a calculator or ruler section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work in this section only. You may not read or do other school work.

- After 10 minutes, say:

Please stop.

Raise your hand if you have a NAEP calculator and I will collect it.

- Collect calculators. Count calculators to make sure you collected all the calculators you distributed.

Background Section

SECTION 3

Now look at the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the directions, example, and answer choices on the next page to the students.

DIRECTIONS

In the next two sections, you will be asked questions about yourself and your education. We will read the first section together. To answer these questions, fill in the oval beside the answer that is true for you. For example, fill in the oval beside your answer to this question:

How many movies did you see last month on television and in movie theaters?

- Ⓐ None
- Ⓑ 1 to 5
- Ⓒ 6 to 10
- Ⓓ More than 10

You should have filled in the oval beside the answer that best tells how many movies you saw last month on television and in movie theaters. On questions like this, be sure to make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end each section.

Do not go past the  sign at the end of each section until you are told to do so.

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.



Now turn to the beginning of Section 3. I am going to read each question in Section 3 to you. Be sure to listen carefully and then mark your answer in your booklet.

IF NEW JERSEY, SAY:

If you do not want to answer Questions 1 and 2 about your race or ethnicity, you may leave them blank.

- Read the questions and answer choices beginning on the next page to the students.

SECTION 3

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

1. Are you Hispanic or Latino? Fill in **one or more ovals**. VB331330
- A No, I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**. VB331331
- A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

Section 3

For the rest of the questions in this section, fill in only **one** oval for each question.

3. Does your family get a newspaper at least four times a week? VB331333
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
4. Does your family get any magazines regularly? VB331334
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
5. About how many books are there in your home? VB331335
- Ⓐ Few (0–10)
- Ⓑ Enough to fill one shelf (11–25)
- Ⓒ Enough to fill one bookcase (26–100)
- Ⓓ Enough to fill several bookcases (more than 100)
6. Is there a computer at home that you use? VB331336
- Ⓐ Yes
- Ⓑ No
7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer. VB331337
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
8. About how many pages a day do you have to read in school and for homework? TB001101
- Ⓐ 5 or fewer
- Ⓑ 6–10
- Ⓒ 11–15
- Ⓓ 16–20
- Ⓔ More than 20
9. How often do you talk about things you have studied in school with someone in your family? VB331339
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day

10. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

VB331451

11. How often do people in your home talk to each other in a language other than English?

- Ⓐ Never
- Ⓑ Once in a while
- Ⓒ About half of the time
- Ⓓ All or most of the time



SECTION 4

- Set timer for 10 minutes.

Now turn to the beginning of Section 4. You will have 10 minutes to work on this section on your own. While you work, I will collect the label from your desk. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- If NIES, as you collect the labels, place the NIES appointment cards on the upper-right corner of the desks of students selected for NIES.
- When all students have finished Section 4, but after no more than 10 minutes, say:

Please stop working. Now close your booklet and place it face up on your desk.

SECTION 5 – ESBQ, If Required

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

Remove Label

Remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk. While you work, I will collect the label from your desk.

You will have 5 minutes to work on this section on your own. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working. Now close your booklet and place it face up on top of your other booklet.

Collect Materials

Option 1: Student Comes Forward With Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet cover. If you have a packet of materials, make sure to place the materials back in the bag. As I call your name, please come forward with your assessment booklet and materials, and then return to your seat.

- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.
- Read students' names in Administration Schedule order to collect booklets and ancillary materials.
- Verify that each student has returned an assessment booklet with any used ancillary materials.
- If the ESBQ was administered in the school, verify that each student returned the ESBQ booklet.

Option 2: AA Goes Around the Room to Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet cover. If you have a packet of materials, make sure to place the materials back in the bag. Then, place the assessment booklet on an upper corner of your desk.

- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.
- Collect the booklets and the ancillary materials.
- Verify that every student has returned an assessment booklet with any used ancillary materials.
- If the ESBQ was administered in the school, verify that each student returned the ESBQ booklet.

NIES Student Survey, If Required

Option 1: NIES to Be Administered Immediately Following the NAEP Assessment

Some of you have been invited to take a special survey after the NAEP assessment. If you have an appointment card on your desk, please remain here when I dismiss the other students. The survey should only take 15–20 minutes and then you can return to class.

- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES will be administered, if necessary.

Option 2: NIES to Be Administered at a Later Time

If you have an appointment card on your desk, you have been invited to take a special survey after the NAEP assessment. Please refer to your appointment card for the time and location where the survey will take place. The survey should only take 15–20 minutes and then you can return to class.

Thank and Dismiss Students

Before you leave I have a certificate of appreciation for each of you. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

Thank you very much for your work here today.

- Distribute Student Appreciation Certificates.
- Dismiss students according to school policy.

GRADE 4: NAEP ACCOMMODATIONS GUIDELINES

General Guidelines: Use the accommodation script whenever a separate session is required. The following accommodations typically require a separate session, but refer to the accommodation chart in chapter 5.

Accommodation	Guidelines for the Person Administering the Accommodation
<ul style="list-style-type: none"> Bilingual booklet 	<ul style="list-style-type: none"> Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Directions read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Test items read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Use the grade-appropriate bilingual session script to conduct the session.
<ul style="list-style-type: none"> Read aloud – most or all 	<ul style="list-style-type: none"> For mathematics booklets, use the Mathematics Read-Aloud Guidelines for details on how to read certain mathematical symbols and equations.
<ul style="list-style-type: none"> Test items signed 	<ul style="list-style-type: none"> For mathematics booklets, use the Mathematics Read-Aloud Guidelines for details on how to sign certain mathematical symbols and equations.
<ul style="list-style-type: none"> Braille version of test 	<ul style="list-style-type: none"> If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should use the matching, regular assessment booklet to record student answers. Use the companion booklet to follow along with the student.
<ul style="list-style-type: none"> Responds in sign language 	<ul style="list-style-type: none"> When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the students to indicate grammar or punctuation, provided that the answer can be read and understood.
<ul style="list-style-type: none"> Responds orally to scribe 	<ul style="list-style-type: none"> When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
<ul style="list-style-type: none"> Small group 	<ul style="list-style-type: none"> Use the grade-appropriate accommodation session script.
<ul style="list-style-type: none"> School staff administers 	<ul style="list-style-type: none"> School staff will use the grade-appropriate accommodation session script.
<ul style="list-style-type: none"> Breaks during test 	<ul style="list-style-type: none"> There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.

Mathematics Read-Aloud Guidelines

Read-aloud examples are given for the following categories: 1. Numbers; 2. Symbols; 3. Operations; 4. Expressions; and 5. Vocabulary. Information is provided about reading Figures and Graphs.

1. Numbers

Description	Example(s)	Read as:
General	0	Zero (not "oh")
Large whole numbers	632,407,981	"six three two comma four zero seven comma nine eight one"
	45,000,689,112	"four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056	"zero point zero five six"
	4.37	"four point three seven"
Fractions - common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths"
Fractions - not common - read as "numerator over denominator"	$\frac{14}{25}$	"fourteen over twenty-five"
	$\frac{487}{6972}$	"four hundred eighty-seven over six thousand nine hundred seventy-two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"three and one-half"
	$57\frac{3}{4}$	"fifty-seven and three fourths"
Percents	62%	"sixty-two percent"
	7.5%	"seven point five percent"
	0.23%	"zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98	"four dollars and ninety-eight cents"
	\$0.33	"thirty-three cents"
	\$5,368	"five thousand, three hundred sixty-eight dollars"
Negative numbers - do NOT read negative sign as "minus."	- 3	"negative three"
	$-\frac{5}{8}$	"negative five eighths"
	- 7.56	"negative seven point five six"
Dates (years)	1987	"nineteen eighty-seven"
	2005	"two thousand five"
Roman Numerals	I	"Roman Numeral one"
	II	"Roman Numeral two"
	III	"Roman Numeral three"
	IV	"Roman Numeral four"

Mathematics Read-Aloud Guidelines (continued)

2. Symbols

Description	Example(s)	Read as:
Operation symbols	$+$ $-$ \times \div	“plus” “minus” “times” “divided by”
Powers and roots	7^2 5^3 2^4 $\sqrt{6}$	“seven squared” “five cubed” “two to the fourth power” “the square root of six”
Parentheses - read as “the quantity”	$3(x + 2)$ $(y - 5) \div 6$	“three times the quantity ‘x’ plus two” “the quantity ‘y’ minus five (pause) divided by six”
Ratios	the ratio 2:3 the ratio 3:5:9	“the ratio two to three” “the ratio three to five to nine”
Absolute value	$ 3 $ $ -6 $ $ x + 2 $	“the absolute value of three” “the absolute value of negative six” “the absolute value of ‘x’ plus two”
Miscellaneous	π $=$ \approx $<$ \leq $>$ \geq \angle (as in $\angle AOB$) $^{\circ}\text{F}$ $^{\circ}\text{C}$	“pi” “is equal to” “approximately equal to” “is less than” “less than or equal to” “is greater than” “greater than or equal to” “angle” as in “angle ‘A’ ‘O’ ‘B’” “degrees ‘F’” “degrees ‘C’”

Mathematics Read-Aloud Guidelines (continued)

3. Operations

Description	Example(s)	Read as:
Addition – Vertical	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$	“thirteen plus twenty-seven equals”
Horizontal	$13 + 27 =$	“thirteen plus twenty-seven equals”
Subtraction – Vertical	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$	“four hundred eighty-seven minus one hundred fifty-nine equals”
Horizontal	$487 - 159 =$	“four hundred eighty-seven minus one hundred fifty-nine equals”
Multiplication – Vertical	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$	“sixty-three times forty-nine equals”
Horizontal	$63 \times 49 =$	“sixty-three times forty-nine equals”
Division – Vertical	$\begin{array}{r} 8 \\ 15 \overline{)120} \end{array}$	“fifteen into one hundred twenty equals eight”
Horizontal	$120 \div 15 = 8$	“one hundred twenty divided by fifteen equals eight”
The answer choices to questions such as “Divide: $4 \overline{)121}$ ”	Math division answer choices or math expressions that contain the letter “R” — such as 30 R1	“thirty ‘R’ one” (Do NOT read “R” as “remainder”)
Operations with boxes or shapes	$3 + \square = 15$ $\square + \triangle = 26$	“three plus box equals fifteen” “box plus triangle equals twenty-six”

Mathematics Read-Aloud Guidelines (continued)

4. Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $y = x^2 + 6x - 1$ $V = \frac{4}{3}\pi r^3$ $\frac{ t - 2 }{6} \leq 15$ $x^2 y^3 = -36$	“‘N’ plus four” “eight ‘x’ minus three” “four times the quantity ‘y’ minus two (pause) plus five equals seven” “‘y’ equals ‘x’ squared plus six ‘x’ minus one” “‘V’ equals four-thirds pi ‘r’ cubed” “the absolute value of ‘t’ minus two (pause) over six is less than or equal to fifteen” “‘x’ squared ‘y’ cubed equals negative thirty-six”
Coordinate pairs	the point $(-1, 2)$ The point A is at $(6, 3)$. A. $(-3, -4)$	“the point (pause) negative one comma two” “The point ‘A’ is at (pause) six comma three.” “‘A’ (pause) negative three comma negative four”
Answer choices with no other text	B. $\left(\frac{2}{3}, \frac{1}{5}\right)$	“‘B’ (pause) two-thirds comma one-fifth”

Mathematics Read-Aloud Guidelines (continued)

5. Vocabulary

Vocabulary	Read as:
congruent	con' gru ent
kilograms	kil' ō grams
kilometers	kil om' ě ters
isosceles	ī sōs' ě lēs
pentagonal	pen tag' ō nal
perimeter	per im' ě ter
Pythagorean	pi thag' ōr ē an
quadrilateral	qua' drī lat er al
quartile	quar' tile
theorem	thēr' um
x-intercept	"x" in ter cept
y-intercept	"y" in ter cept

Figures and Graphs

The text and numbers in figures should be read as shown in the previous tables.

No additional description or information should be provided.

Abbreviations (e.g., units such as "cm" or "ft") should be read letter by letter (e.g., "cm" should be read as "c" "m," NOT as "centimeters" and "ft" should be read as "f" "t," NOT as "feet").

A stem-and-leaf plot such as the one shown below should be read as indicated.

1	3	5	5	9
3	1			
4	2	6	7	

Read as: "The first row is one, **bar**, three, five, five, nine.
The second row is three, **bar**, one.
The third row is four, **bar**, two, six, seven."

4th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4 ACCOMMODATION

Introduction

- Place the booklets and NAEP pencils on the desks prior to the session. If there are extra materials inside the booklet covers, remove them from the booklets and place them on the upper-left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove the label from each booklet cover and place it on the upper-right corner of the desk.
- **A note about students who require Extended Time:** All instructions regarding timing are printed in blue throughout the script. If a student requires extended time, skip all blue text in the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will be answering questions in reading, math, or science. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Additional Materials

- Read the next paragraph only if students have ancillaries.

Some of your booklets may have sections in which you will need to use something extra, like a ruler or other materials. If so, you will find them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Record Teacher Names

Now, I need to find out the name of your teacher.

- Look at each student's booklet cover to determine the subject in which the student is being assessed. Ask each student to tell you his/her teacher's name. Then, refer to the Roster of Questionnaires for the teacher number and record the appropriate teacher number on the booklet cover.
- For students whose teachers are not listed on the roster, write the teacher name on the booklet cover.

Booklet Directions

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud. If you have any questions, raise your hand.

- Do not admit any more students into the session.
- Read the directions, examples, and answers on the next two pages to the students.

DIRECTIONS

Your booklet has several sections. In each of Sections 1 and 2, you will have 25 minutes to answer questions about a school subject. Sections 3 and 4 ask questions about you and your classes. You will be told when to begin each section. Stop when you see this sign.



You should think carefully about your answers and answer every question. Use all the time available to complete each section. If you skip a question, go back and try to answer it before time is called.

Some of the questions ask you to choose the best answer and fill in the oval in your booklet. Example 1 shows a question like this. Read the question and fill in the oval beside the choice that you think is correct.

Example 1

How many minutes are there in an hour?
<input type="radio"/> Ⓐ 12
<input type="radio"/> Ⓑ 24
<input type="radio"/> Ⓒ 30
<input type="radio"/> Ⓓ 60

You should have filled in the oval for “60” because there are 60 minutes in an hour.

Other questions will ask you to write your answer on the blank line provided in your booklet. Now read Example 2 and write your answer on the blank line below.

Example 2

Add 32 and 14.
Answer _____

You should answer this question by writing 46 on the answer line provided.

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you finish a section early.

Do not go past the  sign at the end of each section until you are told to do so.



Cognitive Section

Non-read aloud

- Set timer for 4 minutes.

Now turn to the next set of directions. You will read them to yourself. **You will have 4 minutes.** Please begin.

- Start timer.
- When all students have finished reading the directions, say:

Read aloud

Now look at the next set of directions and read them to yourself as I read them out loud.

- Read the directions and example in the booklet to the students. Then, say:

SECTION 1

Now turn to the beginning of Section 1.

- Read the next two paragraphs only if students require calculators.

Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, "You will need a calculator for this section." If you see this sentence, raise your hand now and I'll give you a calculator.

If you don't know how to use the calculator, there are instructions at the beginning of the section and on the back cover of your booklet to help you. If you need help with the calculator at any time, please raise your hand.

- Distribute blue calculators, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.

While you are working in this section, I can't help you answer the questions or explain words to you. You may either print or write your answers in cursive.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It's important to show all of your work.

If you have any questions or need another pencil at any time, please raise your hand.

Non-read aloud

- Set the timer for 25 minutes.

Carefully read the directions at the beginning of the section and then start working. You will have 25 minutes to complete this section. Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read or do other school work.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions to the students.
- For each student, note the time the section begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

- Monitor students, making sure they are working in the correct section of their booklets and using a calculator or ruler in a calculator or ruler section. This is easily identifiable by a "C" or "R" on the booklet page.
- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Collect calculators if any were distributed. Make sure to account for all calculators.

SECTION 2

Now turn to the beginning of Section 2.

- Read the next sentence only if students require calculators.

If you see the sentence, “You will need a calculator for this section,” please raise your hand.

- Distribute blue calculators, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.

Non-read aloud

- Set the timer for 25 minutes.

Carefully read the directions and then start working. You will have 25 minutes to complete this section. Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read or do other school work.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- For each student, note the time the section begins.

Let’s begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

- Monitor students, making sure they are working on the correct section of their booklets and using a calculator or ruler in a calculator or ruler section. This is easily identifiable by a “C” or “R” on the booklet page.
- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Collect calculators if any were distributed. Make sure to account for all calculators.

Background Section

SECTION 3

Now look at the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the directions, example, and answer choices on the next page to the students.

DIRECTIONS

In the next two sections, you will be asked questions about yourself and your education. We will read the first section together. To answer these questions, fill in the oval beside the answer that is true for you. For example, fill in the oval beside your answer to this question:

How many movies did you see last month on television and in movie theaters?

- Ⓐ None
- Ⓑ 1 to 5
- Ⓒ 6 to 10
- Ⓓ More than 10

You should have filled in the oval beside the answer that best tells how many movies you saw last month on television and in movie theaters. On questions like this, be sure to make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end each section.

Do not go past the  sign at the end of each section until you are told to do so.

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.



Now turn to the beginning of Section 3. I am going to read each question in Section 3 to you. Be sure to listen carefully and then mark your answer in your booklet.

IF NEW JERSEY, SAY:

If you do not want to answer Questions 1 and 2 about your race or ethnicity, you may leave them blank.

- Read the questions and answer choices beginning on the next page to the students.

SECTION 3

Section 3

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

1. Are you Hispanic or Latino? Fill in **one or more ovals**. VB331330
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**. VB331331
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

Section 3

For the rest of the questions in this section, fill in only **one** oval for each question.

3. Does your family get a newspaper at least four times a week? VB331333
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
4. Does your family get any magazines regularly? VB331334
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
5. About how many books are there in your home? VB331335
- Ⓐ Few (0–10)
- Ⓑ Enough to fill one shelf (11–25)
- Ⓒ Enough to fill one bookcase (26–100)
- Ⓓ Enough to fill several bookcases (more than 100)
6. Is there a computer at home that you use? VB331336
- Ⓐ Yes
- Ⓑ No
7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer. VB331337
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
8. About how many pages a day do you have to read in school and for homework? TB001101
- Ⓐ 5 or fewer
- Ⓑ 6–10
- Ⓒ 11–15
- Ⓓ 16–20
- Ⓔ More than 20
9. How often do you talk about things you have studied in school with someone in your family? VB331339
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day

10. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

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11. How often do people in your home talk to each other in a language other than English?

- Ⓐ Never
- Ⓑ Once in a while
- Ⓒ About half of the time
- Ⓓ All or most of the time



SECTION 4**Non-read aloud**

- Set timer for 10 minutes.

Now turn to the beginning of Section 4. You will have 10 minutes to work on this section. You will do this section on your own. Please begin.

- Start timer.

Read aloud

Now turn to the beginning of Section 4 and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answer choices in the booklet to the students.

- When all students have finished the section, move on to the next section.

SECTION 5 – ESBQ, If Required**Non-read aloud**

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

- Remove the label from the ESBQ booklet cover and place it on the upper-right corner of the desk.

You will do this section on your own. You will have 5 minutes to complete this section. Please open your booklet and begin.

- Start timer.

Read aloud

Now take out Section 5 from the back of your booklet.

- Remove the label from the ESBQ booklet cover and place it on the upper-right corner of the desk.

Open your booklet and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answer choices in the booklet to the students.

- When all students have finished with the section, move on to the next section.

Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet cover. If you have a packet of materials, make sure to place the materials back in the bag.

- Collect the booklets, ESBQs (if administered), ancillaries, and student ID labels. Tear up the ID labels and throw them away.
- If NIES, as you collect the materials, place the NIES appointment cards on the upper-right corner of the desks of students selected for NIES.
- If a student needed considerably more time than the others for the cognitive sections, allow him/her to continue working on the cognitive sections only.

NIES Student Survey, If Required

Option 1: NIES to Be Administered Immediately Following the NAEP Assessment

Some of you have been invited to take a special survey after the NAEP assessment. If you have an appointment card on your desk, please remain here when I dismiss the other students. The survey should only take 15–20 minutes and then you can return to class.

- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES will be administered, if necessary.

Option 2: NIES to Be Administered at a Later Time

If you have an appointment card on your desk, you have been invited to take a special survey after the NAEP assessment. Please refer to your appointment card for the time and location where the survey will take place. The survey should only take 15–20 minutes and then you can return to class.

Thank and Dismiss Students

On your pencil, you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

Thank you very much for your work here today. Before you leave, I have a certificate of appreciation for each of you.

- Distribute Student Appreciation Certificates.
- Dismiss students according to school policy.

GRADE 4 QUESTION-BY-QUESTION SPECIFICATIONS (QXQS)

General QxQs	1.1
Subject Area QxQs	2.1
Reading	2.1
Mathematics	2.9
Science	2.17
ESBQ QxQs	3.1

4th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 4

Assessment administrators may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the background section is repeated below, with an explanation of the information the question is attempting to obtain from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedia, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that he or she is living in an orphanage. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the orphanage.*

In this section, please tell us about yourself and your family. The section has 11 questions, Mark your answer in your booklet.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
- A No, I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.

The student may choose more than one category if applicable.

Help the student as much as necessary with this question. Never tell the student his or her race or ethnicity. Help explain the options to the student.

The following provides some terms that Hispanics use to describe themselves:

- *Mexican, Mexicano, Mexican American, Chicano*
- *Puerto Rican, Boricua*
- *Cuban, Cubano*
- *Other Latin American, Latino, Hispanic, or Spanish descent*

2. Which of the following best describes you? Fill in **one or more ovals**.
- A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

The student may choose more than one category if applicable.

- *If the student doesn't know race/ethnicity, you should ask the student which category best describes the student's background. If the student tells you he or she is from a particular group, such as "Navajo," "Irish," or "Japanese," then you may suggest the appropriate response category (e.g., American Indian, White, or Asian).*
- *If the student says that he or she is American, ask the student to select the next best category that describes him or her, in addition to being American.*

The following provides guidance for the response categories:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: A person having origins in any of the black racial groups of Africa. Caribbean or West Indian are other terms sometimes used.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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 a tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (The term “Native Hawaiian” does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category includes the following Pacific Islander groups: Carolinian, Fijian, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

For the rest of the questions in this section, fill in only **one** oval for each question.

3. Does your family get a newspaper at least four times a week?

- A Yes
- B No
- C I don't know.

Newspapers obtained in school are not to be included in this question.

4. Does your family get any magazines regularly?

- A Yes
- B No
- C I don't know.

Getting any magazines “regularly” is defined as currently subscribing to a weekly or monthly magazine or purchasing one “regularly”; that is, 3 out of every 4 weeks if the magazine is a weekly and at least 10 months a year if the magazine is a monthly.

5. About how many books are there in your home?
- A Few (0–10)
 - B Enough to fill one shelf (11–25)
 - C Enough to fill one bookcase (26–100)
 - D Enough to fill several bookcases (more than 100)

The total number of books should include all books—hardback, softback, or books on tapes or CDs—that are in the home (i.e., belonging to the student or the student’s family). The total number should not include magazines, newspapers, comic books, etc.

6. Is there a computer at home that you use?

- A Yes
- B No

This question refers to a computer, located in the student’s home, that the student uses for any purpose (e.g., for schoolwork, games, Internet, e-mail, etc.). Do NOT include calculators or PDAs (Personal Digital Assistants).

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

- A Yes
- B No
- C I don’t know.

An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. It can be an electronic encyclopedia, such as one available on a computer or CD. Any single comprehensive reference source would qualify as a “Yes” response. However, a dictionary, the World Almanac, or any other yearly almanac publication should not be included.

8. About how many pages a day do you have to read in school and for homework?

- A 5 or fewer
- B 6–10
- C 11–15
- D 16–20
- E More than 20

This question refers to the number of pages of reading that is typically assigned each day across all subject areas. The total number of pages should include reading that the student completes in class and as homework.

9. How often do you talk about things you have studied in school with someone in your family?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day

This question refers to any kind of discussion that the student has with parent(s), sibling(s), or other family members about schoolwork or anything studied in school. It does not include conversations that are solely concerned with the student's social or interpersonal experiences at school. Neither does it include simple questions about whether the student has any homework or has completed his or her homework.

10. How many days were you absent from school in the last month?
- A None
 - B 1 or 2 days
 - C 3 or 4 days
 - D 5 to 10 days
 - E More than 10 days

This question refers to the number of full days the student was absent from school in the last month for any reason (e.g., illness, skipped, sports events, extracurricular events, family vacation). However, missing school days due to snow or other weather conditions when the school was closed should not be included in the answer to this question. "In the last month" is defined as the last 30 days. The student should give his or her best estimate as to the number of days missed.

11. How often do people in your home talk to each other in a language other than English?
- A Never
 - B Once in a while
 - C About half of the time
 - D All or most of the time

This question focuses on the language used by people in the student's home. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

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4th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE READING: GRADE 4

Section 4

This section has 28 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often do you feel you learn a lot when you read books?
 - A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student feels that he or she learns a lot when he or she reads books. The question does not limit the student to books he or she has completed—acceptable responses are related to a student’s evaluation of his or her experiences when reading books. Reading may be in school or out of school, and may include books assigned by teachers and/or chosen by the student.

2. How often do you feel reading is one of your favorite subjects?
 - A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student feels that reading is one of his or her favorite school subjects. The question does not refer to reading as a hobby or leisure activity.

3. How often do you use either the school library or the public library to get information for a school project or homework?
 - A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses the school library or public library for his or her schoolwork. Access to the library may be initiated by the student or prompted by the teacher or parent. School projects or homework is not limited to reading class.

4. How often do you use either the school library or the public library to get information for your own use?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses the school library or public library for his or her own personal use not related to a school project or homework.

5. Do you study or do work for reading at an after-school or tutoring program?
- A Yes
 - B No

This question refers to whether the student studies or does work for reading while attending an after-school or tutoring program. These programs would include both school-based and school-sponsored programs and/or private programs. These programs would not include informal study sessions with peers or teachers.

6. In your school, do you go to book clubs, competitions, fairs, or exhibits for reading?
- A Yes
 - B No

This question refers to whether the student has ever attended (either within his or her own school grounds or on school-sponsored field trips) book clubs, competitions, fairs, or exhibits related to reading.

7. How often do you read for fun on your own time?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Almost every day

This question refers to the frequency with which the student reads for his or her own enjoyment during free time (i.e., leisure time that is independent from school requirements). Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

8. How often do you talk with your friends or family about something you have read?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Almost every day

This question refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

9. How often does your teacher ask you to make a presentation to the class about something that you have read?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student makes a presentation to communicate to the class information about material that he or she has read. The presentation might be an individual presentation or a group presentation.

10. How often does your teacher ask you to read articles or stories in a magazine or in newspapers?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student is asked by his or her teacher to read articles or stories in a magazine or newspaper. The articles or stories may be assigned by a teacher or chosen by the student and can either be read aloud or silently, at home as homework or in school.

11. How often does your teacher ask you to read aloud?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student is asked by his or her teacher to read aloud in class at school.

12. How often does your teacher ask you to read silently?

- A Never or hardly ever
- B Sometimes
- C Often
- D Always or almost always

This question refers to the frequency with which the student is asked by his or her teacher to read silently in class.

13. How often does your teacher ask you to read a book you have chosen yourself?

- A Never or hardly ever
- B Sometimes
- C Often
- D Always or almost always

This question refers to the frequency with which the student is allowed to choose a book for school assignments. Books assigned by the teacher should not be included in this question.

14. How often does your teacher ask you to write something about what you have read?

- A Never or hardly ever
- B Sometimes
- C Often
- D Always or almost always

This question refers to the frequency with which the student has been asked to integrate reading and writing by writing on tests and/or by writing for assignments that involve reading. The writing could be in-class or out-of-class; informal or formal; writing on a test, a brief or extended entry in a journal, or other writing tasks directly related to something the student has read.

15. For school this year, how often do you work in pairs or small groups to talk about something that you have read?

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D At least once a week

This question refers to the frequency with which the student engages in class-assigned, one-on-one, or small-group discussions about material that the student has read. Discussions may be in-class or out-of-class.

16. For school this year, how often do you have a class discussion about something that the class has read?
- A Never or hardly ever
 - B A few times a year
 - C Once or twice a month
 - D At least once a week

This question refers to the frequency with which the student's class engages in a discussion about material that they have read. This discussion may be lead by the teacher but must involve some student participation. That is, a teacher lecturing the students does not qualify. If a class discussion was held but the student did not speak, the student should nonetheless include this discussion in his or her answer.

17. When you have reading assignments in school, how often does your teacher give you time to read books you have chosen yourself?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Almost every day

This question refers to the frequency with which the student is allowed to choose books for school assignments. Books assigned by the teacher should not be included in this question.

18. When reading a story in class, how often does your teacher ask you to explain the story in your own words?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student, while reading a story in class (either silently or aloud), is asked to explain the story in his or her own words. This would include explanations done orally or written.

19. When reading a story in class, how often does your teacher ask you to talk about what the characters do and feel?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student, while reading a story in class (either silently or aloud), is asked to talk about what the characters do or feel. This does not include times when a teacher asks students to write about characters.

20. When reading a story in class, how often does your teacher ask you to talk about how you feel about the story?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student, while reading a story in class (either silently or aloud), is asked to talk about how he or she feels about the story. This does not include times when a teacher asks students to write about how they feel.

21. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?
- A Never
 - B Once or twice this year
 - C Once or twice a month
 - D At least once a week

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and/or for assignments that involve reading. "Long answers" are answers that require at least one paragraph. The phrase "tests and assignments that involved reading" refers to tests on materials that are read by the student and reading assignments that are given to the student.

22. This school year, did your teacher ask you to use a computer to learn new words?
- A Yes
 - B No

This question refers to whether the student has been asked by his or her teacher to use a computer to learn new words. The work may be done on computers in a classroom, in a school library, in a school computer lab, elsewhere at school, in another library, or at home. The work could include a range of computer usages: from using a formal vocabulary program to exploring articles on the web about a student's specific interests.

23. This school year, did your teacher ask you to use a computer to practice spelling and grammar?
- A Yes
 - B No

This question refers to whether the student has been asked by his or her teacher to use a computer to practice spelling and grammar. The work may be done on computers in a classroom, in a school library, in a school computer lab, elsewhere at school, in another library, or at home. The work could include a range of computer usages: from using spelling/grammar software to using a computer word-processing program to work on a grammar assignment.

24. This school year, did your teacher ask you to use a computer to write stories or reports?

- A Yes
- B No

This question refers to whether the student has been asked by his or her teacher to use a computer to write stories or reports. The work may be done on computers in a classroom, in a school library, in a school computer lab, elsewhere at school, in another library, or at home. The student should not include using the computer to do research for a story or report.

25. This school year, did your teacher ask you to read books on the computer?

- A Yes
- B No

This question refers to whether the student has been asked by his or her teacher to use a computer to read books. The work may be done on computers in a classroom, in a school library, in a school computer lab, elsewhere at school, in another library, or at home.

26. How hard was this test compared to most other tests you have taken this year in school?

- A Easier than other tests
- B About as hard as other tests
- C Harder than other tests
- D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year in all subjects, including reading.

27. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- A Not as hard as on other tests
- B About as hard as on other tests
- C Harder than on other tests
- D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on most other school tests taken this academic year in all subjects including reading.

28. How important was it to you to do well on this test?

- A Not very important
- B Somewhat important
- C Important
- D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE MATHEMATICS: GRADE 4

Section 4

This section has 24 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often do you use a computer for math at school?
 - A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student uses a computer at school for mathematics-related work—including classwork, homework, and any other mathematics-related activity. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school.

2. Do you use a computer for math homework at home?
 - A Yes
 - B No

This question refers to whether the student uses a computer at home specifically for mathematics homework. The computer could be the student's personal computer or a family computer. Do NOT include calculators or PDAs (Personal Digital Assistants).

3. Do you use the Internet at home?
 - A Yes
 - B No

This question refers to whether the student uses the Internet at home for any purpose. This Internet usage is not limited to mathematics or any other school assignments, but is looking at Internet usage in general (e.g., e-mail, playing games, etc.).

Questions 4–24. For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

4. Do you use a computer to practice or drill on math?

- A Yes
- B No

This question refers to whether the student uses a computer to practice or drill on mathematics problems. Do NOT include calculators or PDAs (Personal Digital Assistants). Some software presents practice and drills in the form of a game; therefore, with regard to a single activity, a student could legitimately answer “yes” to both this question and the following question. Alternately, a student may consider a given activity as either practice or as a game, even though an adult would conclude that it was both. In that case, the student should answer in the way that makes sense to him or her. The computer could be at home, at school, in a library, or anywhere else.

5. Do you use a computer to play math games?

- A Yes
- B No

This question refers to whether the student uses a computer to play mathematics games. The games could be played during class or outside of class, and the computer could be at home, at school, in a library, or anywhere else. As noted in reference to Question 4, many mathematics “games” are a form of practice and drill, but other possibilities exist. Because new software is constantly being created, it is not possible to specify every activity that would qualify as a “math game.” Thus, if a student considers a program that he or she uses on the computer to be a math game, a “yes” answer is appropriate with the exception of calculators or PDAs (Personal Digital Assistants).

6. Do you use a computer to make charts or graphs for math?

- A Yes
- B No

This question refers to whether the student uses a computer at home, at school, or any other place (e.g., library) specifically for making graphs or charts for math. The mathematics charts or graphs do not need to be assigned by the student’s teacher or school (e.g., could be self-initiated). Do NOT include calculators or PDAs (Personal Digital Assistants).

7. Do you use the Internet to learn things about math?

- A Yes
- B No

This question refers to whether the student uses the Internet to learn things about math. This activity may be in response to an assignment and/or self-initiated. The computer could be at home, at school, in a library, or anywhere else.

8. How often do you use e-mail, instant messages, blogs, or text messages to talk online with friends about math work?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses various electronic communication modes to talk to friends about mathematics-related work—including classwork, homework, and any other mathematics-related activity. The communication may be via computers and/or cellular phones.

9. How often do you use e-mail, instant messages, blogs, or text messages to get help with math from someone other than your teacher, family, classmates, or friends?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses various electronic communication modes to get help with math from someone other than his or her teacher, family, classmates, or friends. The communication may be via computers and/or cellular phones.

10. How often do you **use a calculator**?
- A Never or hardly ever
 - B Once in a while
 - C Almost everyday

This question refers to the frequency with which the student uses a calculator. The calculator could be used during class or outside of class, at school or outside of school. It need not be used specifically for mathematics classwork. For example, the student could use the calculator in class for a science lesson, or he or she could use it at home to calculate his or her savings.

11. What kind of **calculator** do you normally use?
- A I don't have a calculator.
 - B Regular calculator (addition, subtraction, multiplication, division)
 - C Graphing calculator

This question refers to the kind of calculator the student normally uses. The calculator could be the student's own calculator or one that is supplied by the school or by an after-school program. For fourth-grade students, anything other than a graphing calculator should be counted as a "regular calculator," even if a student happens to use a calculator that is more advanced, e.g. that can do more than add, subtract, multiply, or divide.

Graphing calculators can perform graphic functions, such as drawing graphs in the viewing window; graphing calculators supplied to fourth-grade students are likely to be simpler than those used by older students.

12. Have you ever used a graphing calculator?
- A Yes
 - B No
 - C I don't know what a graphing calculator is.

This question refers to whether the student has ever used a graphing calculator—for fun, exploration, in-class, out-of-class, or any other occasion.

13. When you take a math test or quiz, how often do you use a calculator?
- A Never
 - B Sometimes
 - C Always

This question refers to the frequency with which the student uses a calculator during tests or quizzes. The student should answer based on how he or she uses the calculator in his or her regular classroom. The calculator can be supplied by the student or by the school.

14. Do you study or do work for math at an after-school or tutoring program?
- A Yes
 - B No

This question refers to whether the student studies or does work for math while attending an after-school or tutoring program. These programs could include school-based and school-sponsored programs, and/or private programs.

15. How often do you feel your math classwork is too hard?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that his or her math classwork is too **difficult**. This question is limited to in-class assignments, activities, and tasks.*

16. How often do you feel your math classwork is too easy?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that his or her math classwork is too **easy**. This question is limited to in-class assignments, activities, and tasks.*

17. How often do you like what you do in class for math?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student likes what he or she does in class for math. This question is limited to in-class assignments, activities, and tasks.

18. How often do you feel you can do a good job on your math tests?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that he or she can do a good job on his or her math **tests**. This question would touch upon a student's assessment of his or her own preparation for and comfort with math tests and his or her evaluation of the level of difficulty of the math tests.*

19. How often do you feel you can do a good job on your math assignments?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that he or she can do a good job on his or her math **assignments**. This question would touch upon a student's assessment of his or her own preparation for and comfort with math assignments and his or her own evaluation of the level of difficulty of the math assignments.*

20. How often do you feel you like math?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that he or she likes math. Therefore, this question is **not** limited to in-class assignments, activities, and tasks, but would include a general evaluation of the student's feelings about math.*

21. How often do you feel math is one of your favorite subjects?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

This question refers to the frequency with which the student feels that math is one of his or her favorite school subjects.

22. How hard was this test compared to most other tests you have taken this year in school?
- A Easier than other tests
 - B About as hard as other tests
 - C Harder than other tests
 - D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year in all subjects including mathematics.

23. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- A Not as hard as on other tests
- B About as hard as on other tests
- C Harder than on other tests
- D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on most other school tests taken this academic year in all subjects including mathematics.

24. How important was it to you to do well on this test?

- A Not very important
- B Somewhat important
- C Important
- D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

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4th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE SCIENCE: GRADE 4

Section 4

This section has 32 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. In this school year, how often have you done activities or projects in science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has personally participated in laboratory/experimental science activities or projects at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., writing up a report of the experiment) should be included.

2. In this school year, how often have you done activities or projects to learn about living things (for example, plants, animals, bacteria)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects to learn about living things at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., preparing a written report about the activity or project) should be included.

3. In this school year, how often have you done activities or projects to learn about electricity (for example, batteries and light)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects to learn about electricity at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., preparing a written science report about electricity) should be included.

4. In this school year, how often have you done activities or projects to learn about chemicals (for example, mixing sugar or salt in water)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects to learn about chemicals at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., preparing a written science report about chemicals) should be included.

5. In this school year, how often have you done activities or projects to learn about rocks or minerals (for example, looking at different rocks)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects to learn about rocks or minerals at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., preparing a written science report about rocks or minerals) should be included.

6. In this school year, how often have you done activities or projects using a magnifying glass or microscope (for looking at small things)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects using a magnifying glass or microscope at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., completing an activity using a magnifying glass or microscope) should be included.

7. In this school year, how often have you done activities or projects using a thermometer or barometer (for making measurements)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects using a thermometer or barometer at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., using a thermometer or barometer for an experiment at home) should be included.

8. In this school year, how often have you done activities or projects using simple machines (for example, pulleys and levers)?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question asks the student the frequency with which the student has personally participated in activities or projects using simple machines such as pulleys or levers at school, at home or in extracurricular activities, such as participating in a school-sponsored club. Participation in such activities or projects should be school related. Watching a demonstration, without participating, should not be included. Class assignments completed as homework (e.g., writing a report on how pulleys or levers work) should be included.

9. In this school year, how often have you read a science textbook?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has read a science textbook. The reading could be in-class or out-of-class; at school or at any other place; assigned or unassigned reading.

10. In this school year, how often have you read a book or magazine about science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which a student reads a book that is NOT a textbook that contains information about science-related subjects. Reading a magazine about science refers to written pieces that may be news stories, short stories (fiction), or articles about specific topics. Paging through a magazine and looking at photographs or advertisements should NOT be included. The reading could be in-class or out-of-class; at school or at any other place; assigned or unassigned reading.

11. In this school year, how often have you read about science on the computer?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has read about science on a computer. The reading could be in-class or out-of-class; at school or at any other place; assigned or unassigned reading. The reading could be an e-book or article from a CD or other source; Internet site; or any other media via a computer.

12. In this school year, how often have you watched a movie, video, or DVD about science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has engaged with visual media about science. The viewing could be in-class or out-of-class; at school or at any other place; assigned or unassigned.

13. In this school year, how often have you discussed news stories about science?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which a student discusses with his or her teachers, friends, family members, or classmates a newspaper, magazine or Internet article he or she has read, or a story he or she has watched on television that presents a scientific principle or method (e.g., diving for sunken treasure) or new scientific discovery (e.g., dinosaurs).

14. In this school year, how often have you worked with other students on a science activity or project?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which the student has worked with other students on a science activity or project. The work could be in-class or out-of-class; at school or at any other place; assigned or unassigned.

15. In this school year, how often have you been asked to solve a science problem?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which the student has been asked by his or her teacher to solve a science problem. The assignment could be in-class or out-of-class and could be completed individually or by a group.

16. In this school year, how often have you presented what you learned about science to your class?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has presented what he or she has learned about science to his or her class. The presentation could be brief or extended; informal or formal. The presentation could be an individual presentation or one in which the student participated as part of a group. If a group presentation, the student should have had an active, speaking role in it.

17. In this school year, how often have you taken a science test or quiz?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has taken a science test or quiz. Tests and quizzes could be in-class or take-home; oral or written.

18. In this school year, how often have you talked about measurements or results from your science activities or projects?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has talked about data gathered from his or her science activities or projects. The student can talk about his or her results in a formal presentation to the class as an individual presentation or as a group presentation. The student could also talk informally to his or her teachers, classmates, family members or friends about the results.

19. In this school year, how often have you written a report on your science activities or projects?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has written a report on his or her science activities or projects. The report could be the student's individual work, or part of a group activity or project.

20. In this school year, how often have you been asked to write long answers to questions on tests or assignments for science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has been asked to compose long answers to questions on science tests and/or to complete writing assignments for science. "Long answers" are answers that require at least one paragraph.

21. In this school year, how often have you talked with your teacher about how you are doing in science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has talked to his or her teacher about his or her performance in science. The student may have talked to his or her teacher about performance on a particular test, assignment or lab project or performance in general.

22. In this school year, how often have you used library resources for science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has used library resources for science. The library could be the student's school library, another school's library, a public library, or any other library.

23. In this school year, how often have you used computers for science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has used a computer for science-related work—including class work, homework, and any other science-related activity for school. The work may be done on computers in a classroom, in a school library, in a school computer lab, at home, or any other location.

24. How often do you feel you can understand what the teacher talks about in science class?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that he or she can understand what his or her teacher talks about **in science class**.*

25. How often do you do science activities that are not for schoolwork?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student does science activities that are **not** for schoolwork. The activities could be done at school, but they would be self-initiated and not in response to an assignment or they could be done at home.*

26. How often do you feel you can do a good job on your science tests?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that he or she can do a good job on his or her science **tests**. Therefore, this question would touch upon a student's assessment of his or her own preparation for and comfort with his or her science tests and an evaluation of the level of difficulty of the science tests.*

27. How often do you feel you can do a good job on your science assignments?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that he or she can do a good job on his or her science **assignments**. Therefore, this question would touch upon a student's assessment of his or her own preparation for and comfort with his or her science assignments and an evaluation of the level of difficulty of the science assignments.*

28. How much do you like studying science?
- A Very little
 - B Some
 - C Quite a bit
 - D Very much

This question asks the student to estimate the level to which he or she likes studying science.

29. How often do you feel science is one of your favorite subjects?
- A Never or hardly ever
 - B Sometimes
 - C Often
 - D Always or almost always

*This question refers to the frequency with which the student feels that science is one of the student's favorite subjects. This question is **not** limited to in-class assignments, activities, and tasks, but would include a general evaluation of the student's feelings about science.*

30. How hard was this test compared to most other tests you have taken this year in school?
- A Easier than other tests
 - B About as hard as other tests
 - C Harder than other tests
 - D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year in all subjects including science.

31. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?
- A Not as hard as on other tests
 - B About as hard as on other tests
 - C Harder than on other tests
 - D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on most other school tests taken this academic year in all subjects including science.

32. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

EXTENDED STUDENT BACKGROUND QUESTIONNAIRE: GRADE 4

Assessment administrators may answer questions that students have about the questions in the Extended Student Background Questionnaire. These questions address important issues about the homes in which students live, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the Extended Student Background Questionnaire is repeated below, with an explanation of what information the question is attempting to elicit from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student he/she does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her *previous* home and school or with regard to his or her *present* home and school. Your response should be that *all* the questions refer to the student's *current situation*.

A student may notice that a question being asked here is similar to a question asked elsewhere. If a student raises a question about this, assure the student that he or she should answer each question as accurately as possible and not be concerned about other questions or responses.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines that can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person[s] in the student's home responsible for the student's day-to-day care).*
- *Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about items in the home, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage or a group home, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that the student is living in an orphanage or a group home. Answers to questions about items in the home, etc., should be based on the resources available in the orphanage or group home.*
- *In the case of students in joint-custody situations, questions that ask about "home" refer to the home in which students spend a majority of their time. If students spend equal amounts of time in the two homes, the students should refer to the home in which they are residing on the day of the test.*

In this section, please tell us about yourself and your family. This section has 7 questions. Mark your answers in your booklet.

1. Do you live in different homes with different people during the school year? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to identify children living in shared-custody arrangements. Vacation homes should not be considered “different homes with different people” for the purpose of answering this question. Students who live in one home except when on vacation should answer “No” by filling in oval B. Students who have switched foster homes should answer “Yes” by filling in oval A.

2. Which of the following people live in your home? Fill in **one** oval on each line.

	Yes	No
a. Mother/Stepmother	Y	N
b. Father/Stepfather	Y	N
c. Foster parents	Y	N
d. Grandmother or Grandfather	Y	N

The purpose of this question is to find out who lives in the student’s home. Students should refer to only one home when answering this question. For students in joint-custody arrangements, “home” refers to the home in which the students spend a majority of their time. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home in which they are residing on the day of the test. Students living in an orphanage or group home should skip this question and indicate in the margin that they live in an orphanage or group home.

3. How many brothers and sisters do you have, whether they live with you or not? Include all stepbrothers and stepsisters. Fill in only **one** oval.

- A None
- B One
- C Two
- D Three
- E Four
- F Five
- G Six or more

The purpose of this question is to determine the total number of brothers and sisters a student has, rather than just the number of brothers and sisters with whom the student currently resides. The student should include stepsiblings, half siblings, foster siblings, adopted siblings, etc.

4. Does your mother usually have a job for pay? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to determine whether the student’s mother is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a “job for pay.” “Usually” is defined as at least half of a full work week. (“At least half” also includes “more than half.”) If the student has no knowledge of his or her mother’s participation in the workforce, he or she should answer “no” to this question.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student’s home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver.

If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime.

If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a female parent or other caregiver with whom he or she has previously lived, the student should answer with respect to that female parent or caregiver.

Where there is no female present in the home and no knowledge of any female caregiver, the student should skip this question and make a note in the margin.

5. Does your father usually have a job for pay? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to determine whether the student’s father is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a “job for pay.” “Usually” is defined as at least half of a full work week. (“At least half” also includes “more than half.”) If the student has no knowledge of his or her father’s participation in the workforce, he or she should answer “no” to this question.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student’s home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver.

If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime.

If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver.

Where there is no male present in the home and no knowledge of any male caregiver, the student should skip this question and make a note in the margin.

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

	Yes	No
a. Access to the Internet	Y	N
b. Clothes dryer just for your family	Y	N
c. Electric dishwasher	Y	N
d. More than six rooms (not including bathrooms)	Y	N
e. More than one bathroom	Y	N
f. A bedroom of your own	Y	N
g. Three or more cars, trucks, or other vehicles that your family uses	Y	N

This question asks about items in the student's home. Students should answer this item for the home they referenced in earlier questions.

Access to the Internet: Refers to whether the student has access to the Internet at home. Access is for the family and by the family only (i.e., open, unsecured Wi-Fi access does not count).

Clothes dryer just for your family: Refers to whether the student has a gas or electric clothes dryer (not a clothesline, drying rack, etc.) in either the student's house or apartment unit that is only used by the student's family. Students who live in apartment complexes with communal washers and dryers should not include those dryers.

Electric dishwasher: Refers to whether the student has an electric dishwasher in the student's house or apartment unit.

More than six rooms (not including bathrooms): Refers to whether the student's house or apartment unit has more than six rooms, not counting bathrooms, porches, balconies, foyers, halls, and half-baths.

More than one bathroom: Refers to whether there is more than one bathroom in the student's house or apartment unit. Full bathrooms, half-baths, and powder rooms all count as "bathrooms."

A bedroom of your own: Refers to whether the student has his or her own bedroom in his or her house or apartment unit.

Three or more cars, trucks, or other vehicles that your family uses: Refers to the number of vehicles the student's family currently owns that run and are used by family members. Company-owned vehicles used by family members for business purposes, such as dump trucks or taxis, are not to be included in the count.

7. Do you have your own cell phone? Fill in only **one** oval.

- A Yes
- B No

This question refers to whether the student has a cell phone for his or her own use on a daily basis. The student should answer "no" if the cell phone he or she normally uses is also used by other members of the family on a regular basis.

GRADE 8 SESSION SCRIPTS

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8th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 8

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were especially chosen to represent other eighth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will take reading, others math or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Option 1: Booklets and Materials Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in column A (Atten.) of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

Option 2: Booklets and Materials Previously Distributed

Each of you should have a booklet and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on the label, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and materials.

Remove Label

Now remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a ruler/protractor or other materials. Please look now and remove any extra materials inside the front cover of your booklet.

- Pause and wait for students to remove items.

If you have extra materials, put them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Some of your booklets require using a calculator for at least one part of the booklet. If so, I will tell you when it's time to use one. You may use your own scientific or graphing calculator if your booklet requires one. However, you are not permitted to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device. If you require a calculator and do not have one, I will provide you with one later.

Code the Booklet Cover

Now, please look at your booklet cover. You will see a group of boxes labeled “School Number.”

- Point to the “School #” boxes on the Booklet Cover Poster.

The number you are to write in these boxes is **(READ NUMBER)**.

- Point to the number on the board as you read it. Repeat the number as necessary.

Now, please look at the top-right corner of your booklet cover. If you have a math booklet, locate the name of your **math** teacher on the board. Write your teacher’s two-digit number on your booklet cover in the boxes labeled “Teacher Number.”

- As you read the script, point to the math teacher numbers on the board and the “Teacher #” boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a reading booklet, locate the name of your **reading** teacher on the board. Write your teacher’s two-digit number on your booklet cover in the boxes labeled “Teacher Number.”

- As you read the script, point to the reading teacher numbers on the board and the “Teacher #” boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a science booklet, locate the name of your **science** teacher on the board. Write your teacher’s two-digit number on your booklet cover in the boxes labeled “Teacher Number.”

- As you read the script, point to the science teacher numbers on the board and the “Teacher #” boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If your math, reading, or science teacher is not listed on the board, please raise your hand.

- Assist students whose teachers are not listed on the board. If the teacher is not listed on the Roster, write the name of the teacher on the booklet cover and follow up with your AC after the assessment.

Booklet Directions

- Set timer for 2 minutes.

Now open your booklet to the directions on the first two pages. You will have 2 minutes to read the directions to yourself. Please begin.

- Start timer.
- Do not admit any more students into the session.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

Cognitive Section

- Set timer for 2 minutes.

Now look at the next set of directions. You will have 2 minutes to read them to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

SECTION 1

Now turn to the beginning of Section 1. Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, “You will need a calculator for this section.” If you see this sentence, take out your scientific or graphing calculator. If you didn’t bring one, raise your hand now and I’ll give you a calculator.

- Distribute gray calculators to students who need them, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 1. While you are working in this section, I can’t help you answer the questions or explain words to you. Don’t worry if the person next to you is working on questions that don’t look like the ones you are working on. Not every student has the same booklet.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It’s important to show all of your work. If you need another pencil at any time, please raise your hand.

Carefully read the directions at the beginning of the section and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator or ruler/protractor only in a calculator or ruler/protractor section.
- In test booklets R412, R413, R415, R416, R432, R433, R439, R440, R452, R453, R463, R464, R504, R511, R518, R525, R552, R559, and R563: If a student raises a question about Senator John Warner no longer being a senator, please give the following response:

“Senator John Warner was a senator when this booklet was printed. When answering the question, please pretend that he is still a senator.”
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

If you are using your own calculator, please put it away now. If you have a NAEP calculator, raise your hand and I will collect it.

- Collect calculators. Count calculators to make sure you collected all the calculators you distributed.

SECTION 2

Now turn to the beginning of Section 2.

If you see the sentence, “You will need a calculator for this section,” take out your scientific or graphing calculator. If you didn’t bring one, please raise your hand and I will give you a calculator.

- Distribute gray calculators to students who need them, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 2. Carefully read the directions and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator or ruler/protractor only in a calculator or ruler/protractor section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

If you are using your own calculator, please put it away now. If you have a NAEP calculator, raise your hand and I will collect it.

- Collect calculators. Count calculators to make sure you collected all the calculators you distributed.

Background Section

SECTION 3

- Set timer for 2 minutes.

Now look at the directions for Sections 3 and 4. You'll have 2 minutes to read them to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop and go to Section 3. I will read the first two questions and the answer choices with you.

IF NEW JERSEY, SAY:

You are not required to answer Questions 1 and 2 about your race or ethnicity.

- Read the questions and answer choices for Questions 1 and 2 to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
 - (A) I am not Hispanic or Latino.
 - (B) Yes, I am Mexican, Mexican American, or Chicano.
 - (C) Yes, I am Puerto Rican or Puerto Rican American.
 - (D) Yes, I am Cuban or Cuban American.
 - (E) Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**.
 - (A) White
 - (B) Black or African American
 - (C) Asian
 - (D) American Indian or Alaska Native
 - (E) Native Hawaiian or other Pacific Islander

- Set timer for 5 minutes.

You will have 5 minutes to answer the rest of the questions in Section 3 on your own. Please begin.

- Start timer.
- After 5 minutes have passed, say:

Please stop.

SECTION 4

- Set timer for 8 minutes.

Now turn to the beginning of Section 4. You will have 8 minutes to work on this section on your own. While you work, I will collect the label from your desk. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- If NIES, as you collect the labels, place the NIES appointment cards on the upper-right corner of the desks of students selected for NIES.
- When all students have finished Section 4, but after no more than 8 minutes, say:

Please stop working. Now close your booklet and place it face up on your desk.

SECTION 5 – ESBQ, IF REQUIRED

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

Remove Label

Remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk. While you work, I will collect the label from your desk.

You will have 5 minutes to work on this section on your own. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working. Now close your booklet and place it face up on top of your other booklet.

Collect Materials

Option 1: Student Comes Forward With Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet. If you have a packet of materials, make sure to place the materials back in the bag or envelope. As I call your name, please come forward with your assessment booklet and materials, and then return to your seat.

- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.
- Read students' names in Administration Schedule order to collect booklets and ancillary materials.
- Verify that each student has returned an assessment booklet with any used ancillary materials.
- If the ESBQ was administered in the school, verify that each student returned the ESBQ booklet.

Option 2: AA Goes Around the Room to Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet. If you have a packet of materials, make sure to place the materials back in the bag or envelope. Then, place the assessment booklet on an upper corner of your desk.

- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.
- Collect the booklets and the ancillary materials.
- Verify that every student has returned an assessment booklet with any used ancillary materials.
- If the ESBQ was administered in the school, verify that each student returned the ESBQ booklet.

NIES Student Survey, If Required

Option 1: NIES to Be Administered Immediately Following the NAEP Assessment

Some of you have been invited to take a special survey after the NAEP assessment. If you have an appointment card on your desk, please remain here when I dismiss the other students. The survey should only take 15–20 minutes and then you can return to class.

- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES will be administered, if necessary.

Option 2: NIES to Be Administered at a Later Time

If you have an appointment card on your desk, you have been invited to take a special survey after the NAEP assessment. Please refer to your appointment card for the time and location where the survey will take place. The survey should only take 15–20 minutes and then you can return to class.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

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GRADE 8: NAEP ACCOMMODATIONS GUIDELINES

General Guidelines: Use the accommodation script whenever a separate session is required. The following accommodations typically require a separate session, but refer to the accommodation chart in chapter 5.

Accommodation	Guidelines for the Person Administering the Accommodation
<ul style="list-style-type: none"> Bilingual booklet 	<ul style="list-style-type: none"> Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Directions read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Test items read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Use the grade-appropriate bilingual session script to conduct the session.
<ul style="list-style-type: none"> Read aloud – most or all 	<ul style="list-style-type: none"> For mathematics booklets, use the Mathematics Read-Aloud Guidelines for details on how to read certain mathematical symbols and equations.
<ul style="list-style-type: none"> Test items signed 	<ul style="list-style-type: none"> For mathematics booklets, use the Mathematics Read-Aloud Guidelines for details on how to sign certain mathematical symbols and equations.
<ul style="list-style-type: none"> Braille version of test 	<ul style="list-style-type: none"> If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should use the matching, regular assessment booklet to record student answers. Use the companion booklet to follow along with the student.
<ul style="list-style-type: none"> Responds in sign language 	<ul style="list-style-type: none"> When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the students to indicate grammar or punctuation, provided that the answer can be read and understood.
<ul style="list-style-type: none"> Responds orally to scribe 	<ul style="list-style-type: none"> When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
<ul style="list-style-type: none"> Small group 	<ul style="list-style-type: none"> Use the grade-appropriate accommodation session script.
<ul style="list-style-type: none"> School staff administers 	<ul style="list-style-type: none"> School staff will use the grade-appropriate accommodation session script.
<ul style="list-style-type: none"> Breaks during test 	<ul style="list-style-type: none"> There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.

Mathematics Read-Aloud Guidelines

Read-aloud examples are given for the following categories: 1. Numbers; 2. Symbols; 3. Operations; 4. Expressions; and 5. Vocabulary. Information is provided about reading Figures and Graphs.

1. Numbers

Description	Example(s)	Read as:
General	0	Zero (not "oh")
Large whole numbers	632,407,981	"six three two comma four zero seven comma nine eight one"
	45,000,689,112	"four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056	"zero point zero five six"
	4.37	"four point three seven"
Fractions - common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths"
Fractions - not common - read as "numerator over denominator"	$\frac{14}{25}$	"fourteen over twenty-five"
	$\frac{487}{6972}$	"four hundred eighty-seven over six thousand nine hundred seventy-two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"three and one-half"
	$57\frac{3}{4}$	"fifty-seven and three fourths"
Percents	62%	"sixty-two percent"
	7.5%	"seven point five percent"
	0.23%	"zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98	"four dollars and ninety-eight cents"
	\$0.33	"thirty-three cents"
	\$5,368	"five thousand, three hundred sixty-eight dollars"
Negative numbers - do NOT read negative sign as "minus."	- 3	"negative three"
	$-\frac{5}{8}$	"negative five eighths"
	- 7.56	"negative seven point five six"
Dates (years)	1987	"nineteen eighty-seven"
	2005	"two thousand five"
Roman Numerals	I	"Roman Numeral one"
	II	"Roman Numeral two"
	III	"Roman Numeral three"
	IV	"Roman Numeral four"

Mathematics Read-Aloud Guidelines (continued)

2. Symbols

Description	Example(s)	Read as:
Operation symbols	+ - X ÷	"plus" "minus" "times" "divided by"
Powers and roots	7^2 5^3 2^4 $\sqrt{6}$	"seven squared" "five cubed" "two to the fourth power" "the square root of six"
Parentheses - read as "the quantity"	$3(x + 2)$ $(y - 5) \div 6$	"three times the quantity 'x' plus two" "the quantity 'y' minus five (pause) divided by six"
Ratios	the ratio 2:3 the ratio 3:5:9	"the ratio two to three" "the ratio three to five to nine"
Absolute value	$ 3 $ $ -6 $ $ x + 2 $	"the absolute value of three" "the absolute value of negative six" "the absolute value of 'x' plus two"
Miscellaneous	π = \approx < \leq > \geq \angle (as in $\angle AOB$) $^{\circ}\text{F}$ $^{\circ}\text{C}$	"pi" "is equal to" "approximately equal to" "is less than" "less than or equal to" "is greater than" "greater than or equal to" "angle" as in "angle 'A' 'O' 'B'" "degrees 'F'" "degrees " 'C'"

Mathematics Read-Aloud Guidelines (continued)

3. Operations

Description	Example(s)	Read as:
Addition – Vertical	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$	“thirteen plus twenty-seven equals”
Horizontal	$13 + 27 =$	“thirteen plus twenty-seven equals”
Subtraction – Vertical	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$	“four hundred eighty-seven minus one hundred fifty-nine equals”
Horizontal	$487 - 159 =$	“four hundred eighty-seven minus one hundred fifty-nine equals”
Multiplication – Vertical	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$	“sixty-three times forty-nine equals”
Horizontal	$63 \times 49 =$	“sixty-three times forty-nine equals”
Division – Vertical	$\begin{array}{r} 8 \\ 15 \overline{)120} \end{array}$	“fifteen into one hundred twenty equals eight”
Horizontal	$120 \div 15 = 8$	“one hundred twenty divided by fifteen equals eight”
The answer choices to questions such as “Divide: $4 \overline{)121}$ ”	Math division answer choices or math expressions that contain the letter “R” — such as 30 R1	“thirty ‘R’ one” (Do NOT read “R” as “remainder”)
Operations with boxes or shapes	$3 + \square = 15$ $\square + \triangle = 26$	“three plus box equals fifteen” “box plus triangle equals twenty-six”

Mathematics Read-Aloud Guidelines (continued)

4. Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $y = x^2 + 6x - 1$ $V = \frac{4}{3}\pi r^3$ $\frac{ t - 2 }{6} \leq 15$ $x^2 y^3 = -36$	“‘N’ plus four” “eight ‘x’ minus three” “four times the quantity ‘y’ minus two (pause) plus five equals seven” “‘y’ equals ‘x’ squared plus six ‘x’ minus one” “‘V’ equals four-thirds pi ‘r’ cubed” “the absolute value of ‘t’ minus two (pause) over six is less than or equal to fifteen” “‘x’ squared ‘y’ cubed equals negative thirty-six”
Coordinate pairs	the point $(-1, 2)$ The point A is at $(6, 3)$. A. $(-3, -4)$	“the point (pause) negative one comma two” “The point ‘A’ is at (pause) six comma three.” “‘A’ (pause) negative three comma negative four”
Answer choices with no other text	B. $\left(\frac{2}{3}, \frac{1}{5}\right)$	“‘B’ (pause) two-thirds comma one-fifth”

Mathematics Read-Aloud Guidelines (continued)

5. Vocabulary

Vocabulary	Read as:
congruent	con' gru ent
kilograms	kil' ō grams
kilometers	kil om' ě ters
isosceles	ī sōs' ě lēs
pentagonal	pen tag' ō nal
perimeter	per im' ě ter
Pythagorean	pi thag' ōr ē an
quadrilateral	qua' drī lat er al
quartile	quar' tile
theorem	thēr' um
x-intercept	“x” in ter cept
y-intercept	“y” in ter cept

Figures and Graphs

The text and numbers in figures should be read as shown in the previous tables.

No additional description or information should be provided.

Abbreviations (e.g., units such as “cm” or “ft”) should be read letter by letter (e.g., “cm” should be read as “c” “m,” NOT as “centimeters” and “ft” should be read as “f” “t,” NOT as “feet”).

Read as: “The first row is one, **bar**, three, five, five, nine.
The second row is three, **bar**, one.
The third row is four, **bar**, two, six, seven.”

8th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 8 ACCOMMODATION

Introduction

- Place the booklets and NAEP pencils on the desks prior to the session. If there are extra materials inside the booklet covers, remove them from the booklets and place them on the upper-left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove the label from each booklet cover and place it on the upper-right corner of the desk.
- **A note about students who require Extended Time:** All instructions regarding timing are printed in blue throughout the script. If a student requires extended time, skip all blue text in the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other eighth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Additional Materials

- Read the next paragraph only if students have ancillaries.

Some of your booklets may have sections in which you will need to use something extra, like a ruler/protractor or other materials. If so, you will find them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Some of your booklets require using a calculator for at least one part of the booklet. If so, I will tell you when it's time to use one. You may use your own scientific or graphing calculator if your booklet requires one. However, you are not permitted to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device. If you require a calculator and do not have one, I will provide you with one later.

- Allow time for students to separate shapes.

Code the Booklet Cover

Now, please look at your booklet cover. You will see a group of boxes labeled "School Number." The number you are to write in these boxes is **(READ NUMBER)**.

- Point to the number on the board as you read it. Repeat the number as necessary.

Now, I need to find out the name of your teacher.

- Look at each student's booklet cover to determine the subject in which the student is being assessed. Ask each student to tell you his/her teacher's name. Then, refer to the Roster of Questionnaires for the teacher number and assist the students in recording the appropriate teacher number on the booklet cover.
- For students whose teachers are not listed on the roster, write the teacher name on the booklet cover and follow up with your AC after the assessment.

Booklet Directions

Non-read aloud

- Set timer for 2 minutes.

Now turn to the directions on the first two pages. *You will have 2 minutes to read the directions.* Read the directions to yourself. Please begin.

- Help students find the correct page as necessary.
- Start timer.
- Do not admit any more students into the session.
- When all students have finished reading the directions, say:

Read aloud

Now turn to the directions on the first two pages. Read the directions to yourself as I read them out loud.

- Help students find the correct page as necessary.
- Do not admit any more students into the session.
- Read the directions and example in the booklet to the students. Then say:

Cognitive Section

Non-read aloud

- Set timer for 2 minutes.

Now turn to the next set of directions and read them to yourself. *You will have 2 minutes to read the directions.* Please begin.

- Start timer.
- When all students have finished reading the directions, say:

Read aloud

Now turn to the next set of directions and read them to yourself as I read them out loud.

- Read the directions and example in the booklet to the students. Then, say:

SECTION 1

Now turn to the beginning of Section 1.

- Read the next two paragraphs only if students require calculators.

Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, “You will need a calculator for this section.” If you see this sentence, take out your scientific or graphing calculator. If you did not bring one, raise your hand now and I will give you a calculator.

If you do not know how to use the calculator, there are instructions at the beginning of the section and on the back cover of your booklet to help you. If you need help with the calculator at any time, please raise your hand.

- Distribute gray calculators as necessary, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device.

While you are working in this section, I cannot help you answer the questions or explain words to you. You may print or write your answers in cursive.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It is important to show all of your work.

If you have any questions or need another pencil at any time, please raise your hand.

Non-read aloud

- Set timer for 25 minutes.

Carefully read the directions and then start working. You will have 25 minutes to complete this section. Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions to the students.
- For each student, note the time the section begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

- In test booklets R412, R413, R415, R416, R432, R433, R439, R440, R452, R453, R463, R464, R504, R511, R518, R525, R552, R559, and R563: If a student raises a question about Senator John Warner no longer being a senator, please give the following response:

“Senator John Warner was a senator when this booklet was printed. When answering the question, please pretend that he is still a senator.”

- Monitor students, making sure they are working on the correct section of their booklets and using a calculator or ruler/protractor only in a calculator or ruler/protractor section. This is easily identifiable by a “P” or “C” on the booklet page.
- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Collect calculators if any were distributed, or have the students who used their own calculators put them away. Make sure to account for all calculators.

SECTION 2

Now turn to the beginning of Section 2.

Read the next paragraph only if students require calculators.

If you see the sentence, “You will need a calculator for this section,” please take out your scientific or graphing calculator. If you didn’t bring one, raise your hand.

- Distribute gray calculators as needed, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device.

Non-read aloud

- Set timer for 25 minutes.

Carefully read the directions and then start working. *You will have 25 minutes to complete this section.* Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- For each student, note the time the section begins.

Let’s begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

- Monitor students, making sure they are working on the correct section of their booklets and using a calculator or ruler/protractor only in a calculator or ruler/protractor section. This is easily identifiable by a “P” or “C” on the booklet page.
- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Collect calculators if any were distributed, or have the students who used their own calculators put them away. Make sure to account for all calculators.

Background Section

SECTION 3

Non-read aloud

- Set timer for 2 minutes.

Now turn to the directions for Sections 3 and 4 and read them to yourself. **You will have 2 minutes to read the directions.** Please begin.

- Start timer.
- When all students have finished reading the directions, say:

Now turn to the beginning of Section 3. I will read the first two questions and the answer choices for you.

[IF NEW JERSEY, SAY: You are not required to answer Questions 1 and 2 about your race or ethnicity.]

- Read the first two questions and answer choices in the booklet to the students. These can be found on the next page of this script.

Read aloud

Now turn to the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the booklet directions to the students.

Now turn to the beginning of Section 3.

[IF NEW JERSEY, SAY: You are not required to answer Questions 1 and 2 about your race or ethnicity.]

Let's begin.

- Read the questions and answer choices from Section 3 in the student booklet to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
 - A No, I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**.
 - A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

Non-read aloud

- Set timer for 5 minutes.

Answer the rest of the questions in Section 3 on your own. **You will have 5 minutes to complete this section.** Please begin.

- Start timer.

Read aloud

- Continue reading the questions and answer choices from Section 3 in the student booklet.

- When all students have finished Section 3, move on to the next section.

SECTION 4

Non-read aloud

- Set timer for 8 minutes.

Now turn to the beginning of Section 4. You will do this section on your own. You will have 8 minutes to complete this section. Please begin.

- Start timer.

Read aloud

Now turn to the beginning of Section 4 and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answer choices in the booklet to the students.

- When all students have finished Section 4, move on to the next section.

SECTION 5 – ESBQ, If Required

Non-read aloud

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

- Remove the label from the ESBQ booklet cover and place it on the upper-right corner of the desk.

You will do this section on your own. You will have 5 minutes to complete this section. Please open your booklet and begin.

- Start timer.

Read aloud

Now take out Section 5 from the back of your booklet.

- Remove the label from the ESBQ booklet cover and place it on the upper-right corner of the desk.

Open your booklet and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answer choices in the booklet to the students.

- When all students have finished Section 5, move on to the next section.

Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag.

- Collect the booklets, ESBQs (if administered), ancillaries, and student ID labels. Tear up the ID label and throw them away.
- If NIES, as you collect the materials, place the NIES appointment cards on the upper-right corner of the desks of students selected for NIES.
- If a student needed considerably more time than the others for the cognitive sections, allow him/her to continue working on the cognitive sections only.

NIES Student Survey, If Required

Option 1: NIES to Be Administered Immediately Following the NAEP Assessment

Some of you have been invited to take a special survey after the NAEP assessment. If you have an appointment card on your desk, please remain here when I dismiss the other students. The survey should only take 15–20 minutes and then you can return to class.

- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES will be administered, if necessary.

Option 2: NIES to Be Administered at a Later Time

If you have an appointment card on your desk, you have been invited to take a special survey after the NAEP assessment. Please refer to your appointment card for the time and location where the survey will take place. The survey should only take 15–20 minutes and then you can return to class.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil, you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

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GRADE 8 QUESTION-BY-QUESTION SPECIFICATIONS (QXQS)

General QxQs	1.1
Subject Area QxQs	2.1
Reading	2.1
Mathematics	2.7
Science	2.17
ESBQ QxQs	3.1

8th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 8

Assessment administrators may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the background section is repeated below, with an explanation of what information the question is attempting to obtain from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedia, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that he or she is living in an orphanage. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the orphanage.*

In this section, please tell us about yourself and your family. The section has 13 questions. Mark your answers in your booklet.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
- A No, I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.

The student may choose more than one category if applicable.

Help the student as much as necessary with this question. Never tell the student his or her race or ethnicity. Help explain the options to the student.

The following provides some terms that Hispanics use to describe themselves:

- *Mexican, Mexicano, Mexican American, Chicano*
- *Puerto Rican, Boricua*
- *Cuban, Cubano*
- *Other Latin American, Latino, Hispanic, or Spanish descent*

2. Which of the following best describes you? Fill in **one or more ovals**.
- A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

The student may choose more than one category if applicable.

- *If the student doesn't know race/ethnicity, you should ask the student which category best describes the student's background. If the student tells you he or she is from a particular group, such as "Navajo," "Irish," or "Japanese," then you may suggest the appropriate response category (e.g., American Indian, White, or Asian).*
- *If the student says that he or she is American, ask the student to select the next best category that describes him or her, in addition to being American.*

The following provides guidance for the response categories:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: A person having origins in any of the black racial groups of Africa. Caribbean or West Indian are other terms sometimes used.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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 a tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (The term “Native Hawaiian” does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category includes the following Pacific Islander groups: Carolinian, Fijian, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

For the rest of the questions in this section, fill in only **one** oval for each question.

3. Does your family get a newspaper at least four times a week?

- A Yes
- B No
- C I don't know.

Newspapers obtained in school are not to be included in this question.

4. Does your family get any magazines regularly?

- A Yes
- B No
- C I don't know.

Getting any magazines “regularly” is defined as currently subscribing to a weekly or monthly magazine or purchasing one “regularly”; that is, 3 out of every 4 weeks if the magazine is a weekly and at least 10 months a year if the magazine is a monthly.

5. About how many books are there in your home?
- A Few (0–10)
 - B Enough to fill one shelf (11–25)
 - C Enough to fill one bookcase (26–100)
 - D Enough to fill several bookcases (more than 100)

The total number of books should include all books—hardback, softback, or books on tapes or CDs— that are in the home (i.e., belonging to the student or the student’s family). The total number should not include magazines, newspapers, comic books, etc.

6. Is there a computer at home that you use?
- A Yes
 - B No

This question refers to a computer, located in the student’s home, that the student uses for any purpose (e.g., for schoolwork, games, Internet, e-mail, etc.). Do NOT include calculators or PDAs (Personal Digital Assistants).

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.
- A Yes
 - B No
 - C I don’t know

An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. It can be an electronic encyclopedia, such as one available on a computer or CD. Any single comprehensive reference source would qualify as a “Yes” response. However, a dictionary, the World Almanac, or any other yearly almanac publication should not be included.

8. About how many pages a day do you have to read in school and for homework?
- A 5 or fewer
 - B 6–10
 - C 11–15
 - D 16–20
 - E More than 20

This question refers to the number of pages of reading that is typically assigned each day across all subject areas. The total number of pages should include reading that the student completes in class and as homework.

9. How often do you talk about things you have studied in school with someone in your family?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day

This question refers to any kind of discussion that the student has with parent(s), sibling(s), or other family members about schoolwork or anything studied in school. It does not include conversations that are solely concerned with the student's social or interpersonal experiences at school. Neither does it include simple questions about whether the student has any homework or has completed his or her homework.

10. How many days were you absent from school in the last month?
- A None
 - B 1 or 2 days
 - C 3 or 4 days
 - D 5 to 10 days
 - E More than 10 days

This question refers to the number of full days the student was absent from school in the last month for any reason (e.g., illness, skipped, sports events, extracurricular events, family vacation). However, missing school days due to snow or other weather conditions when the school was closed should not be included in the answer to this question. "In the last month" is defined as the last 30 days. The student should give his or her best estimate as to the number of days missed.

11. How far in school did your mother go?
- A She did not finish high school.
 - B She graduated from high school.
 - C She had some education after high school.
 - D She graduated from college.
 - E I don't know.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is most responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver. If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a female parent or other female caregiver with whom he or she has previously lived, the student should answer with respect to that female parent or caregiver. If the student has never lived with a female caregiver, the student should respond with option E, "I don't know."

Option B, “She graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency. Option C, “She had some education after high school,” refers to participating in any type of postsecondary education (e.g., vocational, technical, or business school; 2-year or 4-year college or university; service academy). Option D, “She graduated from college,” refers to having a degree (e.g., B.A., B.S.) from a 4-year college, university, or service academy program. Students whose mother (or female parent figure or caregiver) started but did not complete a 2-year or 4-year program should fill in option C, not option D. If the student’s mother (or female parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

12. How far in school did your father go?
- A He did not finish high school.
 - B He graduated from high school.
 - C He had some education after high school.
 - D He graduated from college.
 - E I don’t know.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student’s home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver. If the student has never lived with a male caregiver, the student should respond with option E, “I don’t know.”

Option B, “He graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency. Option C, “He had some education after high school,” refers to participating in any type of postsecondary education (e.g., vocational, technical, or business school; 2-year or 4-year college or university; service academy). Option D, “He graduated from college,” refers to having a degree (e.g., B.A., B.S.) from a 4-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a 2-year or 4-year program should fill in option C, not option D. If the student’s father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

13. How often do people in your home talk to each other in a language other than English?
- A Never
 - B Once in a while
 - C About half of the time
 - D All or most of the time

This question focuses on the language used by people in the student’s home. It asks how often people in the student’s home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, “Never.” The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE READING: GRADE 8

Section 4

This section has 15 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. When I read books, I learn a lot.	A	B	C	D
b. Reading is one of my favorite activities.	A	B	C	D

The items in this question refer to the student's attitude toward reading. Reading is asked about in general, not specifically with reference to school. The student should express his or her own opinion.

2. How often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Read for fun on your own time	A	B	C	D
b. Talk with your friends or family about something you have read	A	B	C	D

The items in this question ask the frequency with which the student engages in various reading activities outside of school.

Read for fun on your own time: Refers to how often the student reads for his or her own enjoyment during free time (i.e. leisure time that is independent from school requirements). Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: Refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

3. Now think about reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Have a class discussion about something that the whole class has read	A	B	C	D
b. Work in pairs or small groups to talk about something that you have read	A	B	C	D

The items in this question ask the frequency with which the student discusses what he or she has read in his or her English class. The student should only include discussions that occurred in English class since the beginning of the current school year.

Have a class discussion about something that the whole class has read: Refers to the frequency with which the student’s English class has a class discussion about material that the class has read. This discussion may be led by the teacher but must involve some student participation. That is, a teacher lecturing the students does not qualify. If a class discussion was held, but the student did not speak, the student should include this discussion in his or her answer.

Work in pairs or small groups to talk about something that you have read: Refers to the frequency with which the student engages in class-assigned one-on-one or small-group discussions in English class about material that he or she has read. Discussions may be in-class or out-of class.

4. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times
a. Made a presentation to the class about something that you have read	A	B	C	D	E
b. Done a project about something that you have read (for example, written a play, created a website)	A	B	C	D	E

The items in this question ask the frequency with which the student makes presentations or does projects about something he or she reads. The student should only include presentations or projects completed in English class since the beginning of the current school year.

Made a presentation to the class about something that you have read: Refers to the frequency with which the student makes a presentation to communicate to the English class information about material that he or she has read. The presentation may be an individual presentation or a group presentation.

Done a project about something that you have read (for example, written a play, created a website): Refers to the frequency with which the student completes an English class project related to material that the student has read. The project may be an individual project or a group project. “Project” refers to a sustained activity that yields a product.

5. How often do you use either the school library or the public library to get information for a school project or homework?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses the school library or public library for his or her schoolwork. Access to the library may be initiated by the student or prompted by the teacher or parent. School projects or homework is not limited to English/language arts class.

6. How often do you use either the school library or the public library to get information for your own use?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses the school library or public library for his or her own personal use not related to a school project or homework.

7. Do you study or do work for English/language arts at an after-school or tutoring program?
- A Yes
 - B No

This question refers to whether the student studies or does work for English/language arts while attending an after-school or tutoring program. These programs could include school-based and school-sponsored programs and/or private programs. These programs would not include informal study sessions with peers or teachers.

8. In your school, do you participate in extracurricular activities such as book clubs, competitions, fairs, or exhibits for reading?
- A Yes
 - B No

This question refers to whether the student has ever attended (either within his or her own school grounds or on school-sponsored field trips) book clubs, competitions, fairs, or exhibits related to reading.

9. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?
- A Never
 - B Once or twice this year
 - C Once or twice a month
 - D At least once a week

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and/or for assignments that involve reading. "Long answers" are answers that require at least one paragraph. The phrase "tests and assignments that involved reading" refers to tests on materials that are read by the student and reading assignments that are given to the student.

10. In your English/language arts class this year, how often does your class do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Everyday or almost every
a. Read aloud	A	B	C	D
b. Read silently	A	B	C	D
c. Discuss new or difficult vocabulary	A	B	C	D
d. Explain what we have read	A	B	C	D
e. Do a group activity or project about what we have read	A	B	C	D
f. Read books we have chosen ourselves	A	B	C	D
g. Write something about what we have read	A	B	C	D
h. Discuss different interpretations of what we have read	A	B	C	D

The items in this question refer only to activities that are integrated into the student's English/language arts class. The frequency estimates are based upon the class activity (as a whole or in part), not whether the student individually engaged in the various options. Items "a," "b," and "f" all refer to reading activities done individually by students. Items "c," "d," and "h" are verbal activities undertaken by students in the classroom. Item "e" refers to an activity/project that is either written or oral, or some combination of both, completed by students. Item "g" refers to an individual writing activity. The student should only include activities done in his or her English/language arts class this school year.

11. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Everyday or almost every
a. Summarize the passage	A	B	C	D
b. Interpret the meaning of the passage	A	B	C	D
c. Question the motives or feelings of the characters	A	B	C	D
d. Identify the main themes of the passage	A	B	C	D

The items in this question refer to specific activities related to the student's reading assignments. These activities could be either written or oral responses. The student should only include activities done in his or her English/language arts class this school year.

12. In your English/language arts class this year, how often do you use a computer to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a. Learn and practice vocabulary	A	B	C	D
b. Practice spelling and grammar	A	B	C	D
c. Write stories or reports	A	B	C	D
d. Produce multimedia reports/projects	A	B	C	D
e. Read books on the computer	A	B	C	D
f. Access reading-related websites (for example, websites with book reviews and lists of recommended books)	A	B	C	D
g. Conduct research for reading and writing projects	A	B	C	D
h. Correspond with students from other schools using e-mail	A	B	C	D

The items in this question refer to the frequency with which the student uses a computer at school to do various activities. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school. The student should only include use of the computer for activities associated with his or her English/language arts class this school year.

13. How hard was this test compared to most other tests you have taken this year in school?
- A Easier than other tests
 - B About as hard as other tests
 - C Harder than other tests
 - D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year, in all subjects, including English/language arts.

14. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?
- A Not as hard as on other tests
 - B About as hard as on other tests
 - C Harder than on other tests
 - D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on most other school tests taken this academic year, in all subjects including English/language arts.

15. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE MATHEMATICS: GRADE 8

Section 4

This section has 18 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. What math class are you taking this year?
 - A Geometry
 - B Algebra II
 - C Algebra I (one-year course)
 - D First year of a two-year Algebra I course
 - E Second year of a two-year Algebra I course
 - F Introduction to algebra or pre-algebra
 - G Basic or general eighth-grade math
 - H Integrated or sequential math
 - I Other math class

This question asks what math class the student is taking this year. Mathematics course patterns differ from school district to school district; moreover, they are continually changing as more districts introduce traditional “high school” mathematics at earlier grade levels. Sometimes these more advanced classes are offered for all students and sometimes only for the most able students. To interpret performance on the NAEP mathematics assessment, it is helpful to know the type of course in which a student is enrolled and, thus, the mathematics content to which he or she has been exposed. However, given the wide variation in course titles, students may have difficulty in selecting the correct course descriptor from our list. The following descriptions of the mathematics content typically covered in each type of course may be helpful to students who are unsure what to answer. Encourage the student to give his or her best judgment, even if he or she is not certain of the correct answer.

Geometry usually involves working with theorems and proofs involving two-dimensional figures such as rectangles, triangles, and circles.

Algebra II usually involves solving quadratic equations, radical expressions and equations, and rational expressions and equations, as well as working with functional notation and right-triangle trigonometry. Algebra II would be a very advanced class for an eighth-grade student because it is usually taken after both Algebra I and Geometry.

Algebra I usually involves simplifying expressions, finding and solving linear equations and inequalities, solving systems of equations, analyzing data, and working with powers and exponents. The content is sometimes taught in a single school year and sometimes spread over two consecutive years.

Introduction to algebra or pre-algebra usually involves solving equations, using positive and negative numbers, graphing equations, and understanding probability and statistics.

Basic or general eighth-grade math usually includes topics in number sense, measurement, and conversions. Typically, this course places much less emphasis on equations than does algebra or pre-algebra.

Integrated or sequential math is a multi-year curriculum used by some schools and districts. As its name implies, it refers to a specific series of topics, taught in a specific order over more than one year, in which each topic builds upon the previous one. The interdependence of the topics distinguishes integrated/sequential math from a traditional algebra/geometry sequence, in which algebra and geometry are more independent courses. At this grade level, integrated/sequential math usually includes topics in number patterns, problem solving, area and perimeter, the Pythagorean theorem, and logic.

2. What math class do you expect to take next year?

- A Geometry
- B Algebra II
- C Algebra I (one-year course)
- D First year of a two-year Algebra I course
- E Second year of a two-year Algebra I course
- F Introduction to algebra or pre-algebra
- G Basic or general math
- H Integrated or sequential math
- I Business or consumer math
- J Other math class
- K I don't know.

This question asks what math class the student expects to take next year. Because mathematics course work is highly sequential, knowing the course that will be taken next year offers a further check on what courses the student has already completed. Students should be encouraged to give their best judgment; however, if they really have no idea what mathematics to expect in ninth grade, they should select the "I don't know" option.

Refer to the previous question for descriptions of the mathematics content typically covered in each course.

Basic or general math would be the same as "basic or general math at ninth grade."

Business or consumer math usually involves topics in commission, discount, sales tax, interest, unit pricing, and markups.

3. Do you study or do work for math at an after-school or tutoring program?

- A Yes
- B No

This question refers to whether the student studies or does work for mathematics while attending an after-school or tutoring program. These programs could include school-based and school-sponsored programs, and/or private programs.

4. How often do you feel the following way in your math class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Often	Always or almost always
a. I have a clear understanding of what my math teacher is asking me to do.	A	B	C	D
b. The math work is too easy.	A	B	C	D
c. The math work is challenging.	A	B	C	D
d. The math work is engaging and interesting.	A	B	C	D
e. I am learning.	A	B	C	D

The five items in this question assess the student's perceptions and attitudes regarding his or her current mathematics class. The student should express his or her own opinions.

Items "a," "b," and "c" assess the student's perception of the difficulty posed by the material presented in his or her current mathematics class.

Item "d" assesses how much the student enjoys his or her current mathematics class.

Item "e" assesses the student's self-perceived performance in his or her mathematics course, regardless of the material's difficulty.

5. Please indicate how much you DISAGREE or AGREE with the following statements. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Because math is fun, I wouldn't want to give it up.	A	B	C	D
b. I like math.	A	B	C	D
c. Math is one of my favorite subjects.	A	B	C	D

The items in this question assess the student's level of agreement about mathematics in general and mathematics as a school subject. The student should express his or her own opinions.

6. How often do you use these different types of calculators in your math class?

	Never use	Sometimes, but not often	Usually use
a. Basic four-function (addition, subtraction, multiplication, division)	A	B	C
b. Scientific (not graphing)	A	B	C
c. Graphing	A	B	C

The items in this question refer to the frequency with which the student uses different types of calculators while mathematics class is in session. The calculator could be supplied by the student or by the school.

Basic four-function calculator performs addition, subtraction, multiplication, and division. It does not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculator performs basic arithmetic operations plus calculating exponents and performing other advanced operations.

Graphing calculator generally has a large graphing screen. In addition to drawing graphs in the viewing window, it may accept algebraic notation and data matrices.

7. When you take a math test or quiz, how often do you use a calculator?

- A Never
- B Sometimes
- C Always

This question refers to the frequency with which the student uses a calculator during tests or quizzes. The student should answer based on how he or she uses the calculator in his or her regular classroom. The calculator can be supplied by the student or by the school.

8. For each of the following activities, how often do you use a **calculator**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. To check your work on math homework assignments	A	B	C	D	E
b. To calculate the answers to math homework problems	A	B	C	D	E
c. To work in class on math lessons led by your teacher	A	B	C	D	E

The items in this question ask about the frequency with which the student uses a calculator on mathematics homework or in class. The calculator could be supplied by the student or by the school.

To check your work on math homework assignments: Refers to the student using a calculator to confirm mathematics homework answers that he or she had previously derived without a calculator.

To calculate the answers to math homework problems: Refers to the student using a calculator to calculate answers on his or her mathematics homework.

To work in class on math lessons led by your teacher: Self-explanatory.

9. What kind of **calculator** do you usually use when you are **not in math class**?

- A None
- B Basic four-function (addition, subtraction, multiplication, division)
- C Scientific (not graphing)
- D Graphing

This question refers to the type of calculator the student usually uses when he or she is not in mathematics class. The calculator could be used for any purpose or combination of purposes, including mathematics homework, class work or homework for some other subjects, or non-school activities.

Basic Four-Function calculator performs addition, subtraction, multiplication, and division. It does not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculator performs basic arithmetic operations plus calculating exponents and performing other advanced operations.

Graphing calculator generally has a large graphing screen. In addition to drawing graphs in the viewing window, it may accept algebraic notation and data matrices.

10. How often do you use a computer for math at school?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student uses a computer at school for mathematics-related work—including class work, homework, and any other mathematics-related activity. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school.

11. Do you use a computer for math homework at home?
- A Yes
 - B No

This question refers to whether the student uses a computer at home specifically for mathematics homework. The computer could be the student's personal computer or a family computer. Do NOT include calculators or PDAs (Personal Digital Assistants).

12. On a typical day, how much time do you spend doing work for math class on a computer? Include work you do in class and for homework.
- A None
 - B Half an hour or less
 - C About 1 hour
 - D About 2 hours
 - E More than 2 hours

This question refers to the amount of time the student spends on any computer, performing work for his or her mathematics class. The student should include both work done during class and homework done outside of class. The computer could be at home, at school, in a library, or anywhere else.

13. When you are doing math for school or homework, how often do you use these **different types of computer programs**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. A spreadsheet program for math class assignments	A	B	C	D	E
b. A program to practice or drill on math facts (addition, subtraction, multiplication, division)	A	B	C	D	E
c. A program that presents new math lessons with problems to solve	A	B	C	D	E
d. The Internet to learn things for math class	A	B	C	D	E
e. A calculator program on the computer to solve or check problems for math class	A	B	C	D	E
f. A graphing program on the computer to make charts or graphs for math class	A	B	C	D	E
g. A statistical program to calculate patterns such as correlations or cross tabulations	A	B	C	D	E
h. A word processing program to write papers for math class	A	B	C	D	E
i. A program to work with geometric shapes for math class	A	B	C	D	E

The items in this question refer to the types of computer programs the student may use while studying mathematics and the frequency with which he or she uses each type of program. The student should include programs used in mathematics class and for mathematics homework. Extra credit or self-study work should be included, but not work for other classes (such as science). The computer could be at home, at school, in a library, or anywhere else.

A spreadsheet program for mathematics class assignments: Refers to the frequency with which the student uses spreadsheet programs for mathematics class assignments. Such programs include Excel, Lotus 1 2 3, etc. This activity may include using a spreadsheet program to create/display data in tables, in charts, or in graphs but should not include using a spreadsheet program to organize class assignments. The student also should not include times he or she uses tables in a word processing program (e.g., Word, Word Perfect, Notepad, etc.).

A program to practice or drill on math facts (addition, subtraction, multiplication, division): Refers to the frequency with which the student uses programs that are designed to increase mastery of basic mathematics concepts and facts, like addition, subtraction, multiplication, division, fractions, and decimals. Such programs include Math Blaster, Math Flashcards, Decimal & Fraction Maze, Math Advantage 2002, etc.

A program that presents new math lessons with problems to solve: Refers to the frequency with which the student uses programs that present entire lessons, from introducing a new concept through practice and

mastery. In some cases the lessons use a self-discovery model in which the student learns the concept by working through the problems; in other cases the concept is presented in an expository manner at the beginning of each lesson. Examples include the SMILE Program, 123Math.ca, Math Goodies, the Carnegie Algebra Tutor, etc.

The Internet to learn things for math class: Refers to the frequency with which the student uses the Internet to access websites containing substantive information about mathematics (including the application of mathematics or the history of mathematics) for mathematics class assignments. Sites might include those sponsored by encyclopedias, universities, professional societies, or museums. The student should not include his or her visits to school or to class websites for administrative purposes (e.g., to find out the day's homework assignment) or e-mail exchanges with classmates or teachers.

A calculator program on the computer to solve or check problems for math class: Refers to the frequency with which the student uses a calculator program on a computer (typically the basic or scientific calculator applications included with the computer operating systems) to solve or check problems for his or her mathematics class. The student should not include the use of hand-held calculators, even programmable calculators.

A graphing program on the computer to make charts or graphs for math class: Refers to the frequency with which the student uses a graphing program on a computer to construct charts or graphs for mathematics class. Programs include the Chart functions within Excel or Lotus, or separate programs such as CAD, DeltaGraph, Advanced Grapher, Graphmatica.

A statistical program to calculate patterns such as correlations or cross tabulations: Refers to the frequency with which the student uses a statistical program to calculate patterns for his or her mathematics class. Programs include Data Desk, ActivStats, Minitab, Mathematica, etc.

A word processing program to write papers for math class: Refers to the frequency with which the student composes a paper on the computer using word processing programs such as Microsoft Word, Word Perfect, Notepad, etc.

A program to work with geometric shapes for math class: Refers to the frequency with which the student uses graphics programs to construct and/or manipulate plane (two-dimensional) or solid (three-dimensional) geometric shapes. Programs include Sketchpad, Cabri, Cinderella, Hot Spot, Smart Draw, etc.

14. Do you use the Internet at home?
- A Yes
 - B No

This question refers to whether the student uses the Internet at home for any purpose. This Internet usage is not limited to mathematics or any other school assignments, but is looking at Internet usage in general (e.g., e-mail, playing games, etc.).

15. How often do you use e-mail, instant messages, blogs, or text messages to do any of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Talk online with friends about math work	A	B	C	D	E
b. Get help with math from someone other than your teacher, family, classmates, or friends	A	B	C	D	E

This question refers to the frequency with which the student uses various electronic communication modes to talk with his or her friends about math work or to get help with mathematics from people other than teachers, family, classmates, or friends. The communication may be via computers and/or cellular phones.

16. How hard was this test compared to most other tests you have taken this year in school?

- A Easier than other tests
- B About as hard as other tests
- C Harder than other tests
- D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. “Compared to most other tests” means school tests given this academic year in all subjects, including mathematics.

17. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- A Not as hard as on other tests
- B About as hard as on other tests
- C Harder than on other tests
- D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on most other school tests taken this academic year in all subjects, including mathematics.

18. How important was it to you to do well on this test?

- A Not very important
- B Somewhat important
- C Important
- D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

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8th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE SCIENCE: GRADE 8

Section 4

This section has 13 questions. Mark your answers in your booklet.

1. In your science class this year, which of the following topics have been covered? Fill in **one** oval on each line.

	Yes	No
a. Life science (for example, biology, the human body, or ecology)	A	B
b. Physical science (for example, energy, physics, or chemistry)	A	B
c. Earth and space science (for example, geology or astronomy)	A	B
d. Engineering and technology (for example, designing solutions to problems)	A	B

This question refers to the different types of science topics that were covered in the student's science class. The examples help to clarify for the students the specific topics that may have been covered. These are examples only and not inclusive. For example, "Life science" would include botany (or the study of plants) in addition to biology, the human body and ecology.

2. In your science class this year, have you done hands-on activities or projects with any of the following? Fill in **one** oval on each line.

	Yes	No
a. Living things (for example, plants, animals, bacteria)	A	B
b. Electricity (for example, batteries and light)	A	B
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	A	B
d. Rocks or minerals (for example, identifying types)	A	B
e. Magnifying glass or microscope (for looking at small things)	A	B
f. Thermometer or barometer (for making measurements)	A	B
g. Simple machines (for example, pulleys and levers)	A	B

This question asks the student to specify a variety of laboratory/experimental science activities in which he or she has personally participated at school. Watching a demonstration, without participating, should not be included. Any science activity performed outside of school (e.g., with a chemistry set at home) should not be included. However, extracurricular activities, such as participating in a school-sponsored club, should be included.

3. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Read a science textbook, in class or at home	A	B	C	D	E
b. Read a book or magazine about science	A	B	C	D	E
c. Read about science on the computer	A	B	C	D	E
d. Watch a movie, video, or DVD about science	A	B	C	D	E

This question asks the student to indicate the frequency with which he or she participates in a variety of activities in his or her science class.

Read a science textbook, in class or at home: Refers to the frequency with which the student has read a science textbook in-class or at home. Reading could be assigned or unassigned; printed on paper or found on the Internet.

Read a book or magazine about science: Refers to the frequency with which the student has read a book, other than a textbook, containing science-related information or a magazine that contains a news article or short stories about scientific topics in science class. Paging through a magazine and looking at photographs or advertisements should not be included. Reading could be assigned or unassigned; printed on paper or found on the Internet.

Read about science on the computer: Refers to the frequency with which the student has read an e-book or article from a CD or other source; Internet site or any other media via computer in science class. Reading could be assigned or unassigned.

Watch a movie, video, or DVD about science: Refers to the frequency with which the student has engaged with visual media about science during science class.

4. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Discuss events in the news that are related to what you are learning in science class	A	B	C	D	E
b. Work with other students on a science project or activity	A	B	C	D	E
c. Figure out different ways to solve a science problem	A	B	C	D	E
d. Present what you learned about science to your class	A	B	C	D	E
e. Take a science test or quiz	A	B	C	D	E

This question asks the student to specify the frequency with which he or she participates in various activities in his or her science class.

Discuss events in the news that are related to what you are learning in science class: Refers to the frequency with which the student has discussed with his or her teachers or classmates a newspaper, magazine or Internet article he or she has read or a story he or she has watched on television that is related to what he or she is learning in science class.

Work with other students on a science project or activity: Refers to the frequency with which the student has worked with other students in science class on a project or activity related to science.

Figure out different ways to solve a science problem: Refers to the frequency with which the student has found different ways to solve a science problem during science class. This could be part of a class project involving more than one student or done independently.

Present what you learned about science to your class: Refers to the frequency with which the student has presented what he or she has learned about science to his or her science class. The presentation could be brief or extended; informal or formal. The presentation could be an individual presentation or one in which the student participated as part of a group. If a group presentation, the student should have an active speaking role in it.

Take a science test or quiz: Refers to the frequency with which the student has taken an oral or written science test or quiz in science class.

5. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Identify questions that can be addressed through science experiments	A	B	C	D	E
b. Design a science experiment	A	B	C	D	E
c. Talk about measurements you took for your science project or activity	A	B	C	D	E
d. Talk about the results of your science project or activity	A	B	C	D	E
e. Watch your teacher do a science experiment or activity	A	B	C	D	E
f. Make graphs or charts of the results from your science project or activity	A	B	C	D	E
g. Write a report on your science project or activity	A	B	C	D	E

This question asks the student to specify the frequency with which he or she engages in a variety of activities as part of his or her science class.

Identify questions that can be addressed through science experiments: Refers to the frequency with which the student has proposed questions that could be answered by conducting a scientific experiment during his or her science class. The student does not have to conduct the experiment; only raise questions that could be answered through experimentation.

Design a science experiment: Refers to the frequency with which the student has designed an experiment during his or her science class. The student does not have to conduct the experiment, only design the experiment.

Talk about measurements you took for your science project or activity: Refers to the frequency with which the student has communicated during his or her science class about measurements he or she took for a science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

Talk about the results of your science project or activity: Refers to the frequency with which the student has communicated during his or her science class about the results of his or her science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

Watch your teacher do a science experiment or activity: Refers to the frequency with which the student has watched his or her teacher conduct a science experiment or activity. The student does not have to have participated in the experiment in any way or to have written notes or a report. All that is required is that the student watches the experiment or activity conducted by the teacher and not other students.

Make graphs or charts of the results from your science project or activity: Refers to the frequency with which the student has made graphs or charts during science class based on the results of his or her science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

Write a report on your science project or activity: Refers to the frequency with which the student has written a report during his or her science class about a science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

6. In this school year, how often have you been asked to write long answers to questions on tests or assignments for science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has been asked to compose long answers to questions on science tests and/or to complete writing assignments for science. "Long answers" are answers that require at least one paragraph.

7. In this school year, how often have you talked with your teacher about how you are doing in science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has talked to his or her teacher about his or her performance in science. The student may have talked to his or her teacher about performance on a particular test, assignment or lab project or performance in general.

8. In this school year, how often have you used library resources for science?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which the student has used library resources for science. The library could be the student's school library, another school's library, a public library, or any other library.

9. In this school year, how often have you used computers for science?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which the student has used a computer for science-related work—including class work, homework, and any other science-related activity for school. The work may be done on computers in a classroom, in a school library, in a school computer lab, at home, or any other location.

10. Please indicate how much you DISAGREE or AGREE with the following statements about science. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	[Same at:]	
a. I do science-related activities that are not for schoolwork.	A	B	C	D	[8/12]	(VC305348)
b. I like science.	A	B	C	D	[8/12]	(VC305350)
c. Science is one of my favorite subjects.	A	B	C	D	[8/12]	(VC305351)
d. I take science only because I have to.	A	B	C	D	[8/12]	(VC305352)
e. I take science only because it will help me in the future.	A	B	C	D	[8/12]	(VC305353)

In this question part "a" refers to the student's engagement in science outside of school. Parts "b," "c," "d," and "e" refer to the student's attitude toward science. The student should provide his or her opinion.

11. How hard was this test compared to most other tests you have taken this year in school?
- A Easier than other tests
 - B About as hard as other tests
 - C Harder than other tests
 - D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year in all subjects including science.

12. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?
- A Not as hard as on other tests
 - B About as hard as on other tests
 - C Harder than on other tests
 - D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on most other school tests taken this academic year in all subjects including science.

13. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

EXTENDED STUDENT BACKGROUND QUESTIONNAIRE: GRADE 8

Assessment administrators may answer questions that students have about the questions in the Extended Student Background Questionnaire (ESBQ). These questions address important issues about the homes in which students live, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the ESBQ is repeated below, with an explanation of what information the question is attempting to elicit from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student he/she does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he/she should answer certain questions in reference to his/her *previous* home and school or with regard to his/her *present* home and school. Your response should be that *all* the questions refer to the student's *current situation*.

A student may notice that a question being asked here is similar to a question asked elsewhere. If a student raises a question about this, assure the student that he/she should answer each question as accurately as possible and not be concerned about other questions or responses.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines that can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person[s] in the student's home responsible for the student's day-to-day care).*
- *Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his/her natural parents, adoptive parents, or guardians.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about items in the home, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage or a group home, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that the student is living in an orphanage or a group home. Answers to questions about items in the home, etc., should be based on the resources available in the orphanage or group home.*
- *In the case of students in joint-custody situations, questions that ask about "home" refer to the home in which students spend a majority of their time. If students spend equal amounts of time in the two homes, the students should refer to the home in which they are residing on the day of the test.*

In this section, please tell us about yourself and your family. This section has 10 questions. Mark your answers in your booklet.

1. Do you live in different homes with different people during the school year? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to identify children living in shared-custody arrangements. Vacation homes should not be considered “different homes with different people” for the purpose of answering this question. Students who live in one home except when on vacation should answer “No” by filling in oval B. Students who have switched foster homes should answer “Yes” by filling in oval A.

2. Which of the following people live in your home? Fill in **one** oval on each line.

	Yes	No
a. Mother/Stepmother	Y	N
b. Father/Stepfather	Y	N
c. Foster parents	Y	N
d. Grandmother or Grandfather	Y	N

The purpose of this question is to find out who lives in the student’s home. Students should refer to only one home when answering this question. For students in joint-custody arrangements, “home” refers to the home in which the students spend a majority of their time. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home in which they are residing on the day of the test. Students living in an orphanage or group home should skip this question and indicate in the margin that they live in an orphanage or group home.

3. How many brothers and sisters do you have, whether they live with you or not? Include all stepbrothers and stepsisters. Fill in only **one** oval.

- A None
- B One
- C Two
- D Three
- E Four
- F Five
- G Six or more

The purpose of this question is to determine the total number of brothers and sisters a student has, rather than just the number of brothers and sisters with whom the student currently resides. The student should include stepsiblings, half siblings, foster siblings, adopted siblings, etc.

4. Does your mother usually have a job for pay? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to determine whether the student's mother is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" is defined as at least half of a full work week. ("At least half" also includes "more than half.") If the student has no knowledge of his/her mother's participation in the workforce, he/she should answer "No" to this question.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver.

If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a female parent or other caregiver with whom he/she has previously lived, the student should answer with respect to that female parent or caregiver.

Where there is no female present in the home and no knowledge of any female caregiver, the student should skip this question and make a note in the margin.

5. Does your father usually have a job for pay? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to determine whether the student's father is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" is defined as at least half of a full work week. ("At least half" also includes "more than half.") If the student has no knowledge of his/her father's participation in the workforce, he/she should answer "no" to this question.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver.

If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a male parent or other male caregiver with whom he/she has previously lived, the student should answer with respect to that male parent or caregiver.

Where there is no male present in the home and no knowledge of any male caregiver, the student should skip this question and make a note in the margin.

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

	Yes	No
a. Access to the Internet	Y	N
b. Clothes dryer just for your family	Y	N
c. Electric dishwasher	Y	N
d. More than six rooms (not including bathrooms)	Y	N
e. More than one bathroom	Y	N
f. A bedroom of your own	Y	N
g. Three or more cars, trucks, or other vehicles that your family uses	Y	N

This question asks about items in the student's home. Students should answer this item for the home they referenced in earlier questions.

Access to the Internet: Refers to whether the student has access to the Internet at home. Access is for the family and by the family only (i.e., open, unsecured Wi-Fi access does not count).

Clothes dryer just for your family: Refers to whether the student has a gas or electric clothes dryer (not a clothesline, drying rack, etc.) in either the student's house or apartment unit that is only used by the student's family. Students who live in apartment complexes with communal washers and dryers should not include those dryers.

Electric dishwasher: Refers to whether the student has an electric dishwasher in the student's house or apartment unit.

More than six rooms (not including bathrooms): Refers to whether the student's house or apartment unit has more than six rooms, not counting bathrooms, porches, balconies, foyers, halls, and half-baths.

More than one bathroom: Refers to whether there is more than one bathroom in the student's house or apartment unit. Full bathrooms, half-baths, and powder rooms all count as "bathrooms."

A bedroom of your own: Refers to whether the student has his/her own bedroom in his/her house or apartment unit.

Three or more cars, trucks, or other vehicles that your family uses: Refers to the number of vehicles the student's family currently owns that run and are used by family members. Company-owned vehicles used by family members for business purposes, such as dump trucks or taxis, are not to be included in the count.

7. Do you have your own cell phone? Fill in only **one** oval.

- A Yes
- B No

This question refers to whether the student has a cell phone for his/her own use on a daily basis. The student should answer "no" if the cell phone he/she normally uses is also used by other members of the family on a regular basis.

-
8. Does your family own or rent your home, or have some other living arrangement? Fill in only **one** oval.
- A Own (or pay mortgage)
 - B Rent
 - C Other

To answer this question, students should refer to the same home they referenced to answer the earlier questions. Option C, “Other,” includes living with a friend or relative, living in an emergency housing shelter, exchanging work for housing, or being homeless. If a student does not know whether his/her family owns the home or pays rent, encourage the student to give his/her best guess.

9. How far in school did your mother go? Fill in only **one** oval.
- A She did not finish high school.
 - B She graduated from high school.
 - C She attended school after high school, but did not graduate.
 - D She graduated from a two-year college.
 - E She graduated from a four-year college.
 - F She has a master’s degree, Ph.D., M.D., law degree, or other advanced degree.

A student may notice that this question is similar to another question asked in a different questionnaire section. If a student raises a question about this, assure the student that he/she should answer this question as accurately as possible and not be concerned about other questions or responses.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student’s home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver.

If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a female parent or other caregiver with whom he/she has previously lived, the student should answer with respect to that female parent or caregiver. If there is no female parent or caregiver at all, the student should skip this question and make a note in the margin.

Option B. “She graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency.

Option C. “She attended school after high school, but did not graduate,” refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy) but not completing a degree in that course of study.

Option D. “She graduated from a two-year college,” refers to having a degree or certificate from a two-year college (e.g., A.A., A.S.). Students whose mother (or female parent figure or caregiver) started but did not complete a two-year program should fill in Option C, not Option D.

Option E, “She graduated from a four-year college,” refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose mother (or female parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not Option E.

Option F, “She has a master’s degree, Ph.D., M.D., law degree, or other advanced degree,” refers to having completed graduate education after obtaining a bachelor’s degree that led to her receiving a master’s degree, a doctorate degree, a medical doctorate degree, a J.D., or any other advanced professional degree, such as C.P.A., D.V.M., or M.B.A. If the student’s mother (or female parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

10. How far in school did your father go? Fill in only **one** oval.

- A He did not finish high school.
- B He graduated from high school.
- C He attended school after high school, but did not graduate.
- D He graduated from a two-year college.
- E He graduated from a four-year college.
- F He has a master’s degree, Ph.D., M.D., law degree, or other advanced degree.

A student may notice that this question is similar to another question asked in a different questionnaire section. If a student raises a question about this, assure the student that he/she should answer this question as accurately as possible and not be concerned about other questions or responses.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student’s home who is responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver.

If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he/she has previously lived, the student should answer with respect to that male parent or caregiver. If there is no male parent or caregiver at all, the student should skip this question and make a note in the margin.

Option B, “He graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency.

Option C, “He attended school after high school, but did not graduate,” refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy) but not completing a degree in that course of study.

Option D, “He graduated from a two-year college,” refers to having a degree or certificate from a two-year college (e.g., A.A., A.S.). Students whose father (or male parent figure or caregiver) started but did not complete a two-year program should fill in Option C, not Option D.

Option E, “He graduated from a four-year college,” refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not Option E.

Option F, “He has a master’s degree, Ph.D., M.D., law degree, or other advanced degree,” refers to having completed graduate education after obtaining a bachelor’s degree that led to his receiving a master’s degree, a doctorate degree, a medical doctorate degree, a J.D., or any other advanced professional degree, such as C.P.A., D.V.M., or M.B.A. If the student’s father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

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GRADE 12 SESSION SCRIPTS

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12th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 12

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you — from all around the country — know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things for you to keep in mind: the test takes about 90 minutes and you will be answering questions in math, reading, or science, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across **(IF PILOT STATE, SAY STATE NAME AND)*** the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

Distribute Materials

Option 1: Booklets and Materials Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in column A (Atten.) of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

* Pilot states are: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

Option 2: Booklets and Materials Previously Distributed

Each of you should have a booklet and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on the label, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and materials.

Remove Label

Now remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a pamphlet, ruler/protractor, or other materials. Please look now and remove any extra materials inside the front cover of your booklet.

- Pause and wait for students to remove items.

If you have extra materials, put them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Some of your booklets require using a calculator for at least one part of the booklet. If so, I will tell you when it's time to use one. You may use your own scientific or graphing calculator if your booklet requires one. However, you are not permitted to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device. If you require a calculator and do not have one, I will provide you with one later.

Code the Booklet Cover

Now, please look at your booklet cover. You will see a group of boxes labeled “School Number.” The number you are to write in these boxes is **(READ NUMBER)**.

- Point to the number on the board as you read it. Repeat the number as necessary.

Booklet Directions

- Set timer for 2 minutes.

Now open your booklet to the directions on the first two pages. You will have 2 minutes to read the directions to yourself. Please begin.

- Start timer.
- Do not admit any more students into the session.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

Cognitive Section

- Set timer for 2 minutes.

Now look at the next set of directions. You will have 2 minutes to read them to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

SECTION 1

Now turn to the beginning of Section 1. Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, “You will need a calculator for this section.” If you see this sentence, take out your scientific or graphing calculator. If you didn’t bring one, raise your hand now and I’ll give you a calculator.

- Distribute gray calculators to students who need them, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, an electronic writing pad, or pen-input device.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 1. While you are working in this section, I can’t help you answer the questions or explain words to you.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. If you need another pencil at any time, please raise your hand.

Carefully read the directions at the beginning of the section and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator, ruler/protractor, or ancillary F only in a calculator, ruler/protractor, or ancillary F section.
- In test booklets R407M, R408S, R415, R417, R423, R426, R431, R435, R503, R505, R515, R520, R537, and R543: If a student raises a question about Senator John Warner no longer being a senator, please give the following response:
 “Senator John Warner was a senator when this booklet was printed. When answering the question, please pretend that he is still a senator.”
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

If you are using your own calculator, please put it away now. If you have a NAEP calculator, raise your hand and I will collect it.

- Collect calculators. Count calculators to make sure you collected all the calculators you distributed.

SECTION 2

Now turn to the beginning of Section 2.

If you see the sentence, “You will need a calculator for this section,” take out your scientific or graphing calculator. If you didn’t bring one, please raise your hand and I will give you a calculator.

- Distribute gray calculators to students who need them, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.
- Set timer for 25 minutes.

You will have 25 minutes to complete this section. Carefully read the directions and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator, ruler/protractor, or ancillary F only in a calculator, ruler/protractor, or ancillary F section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

If you are using your own calculator, please put it away now. If you have a NAEP calculator, raise your hand and I will collect it.

- Collect calculators. Count calculators to make sure you collected all the calculators you distributed.

Background Section

SECTION 3

- Set timer for 2 minutes.

Now look at the directions for Sections 3 and 4. You'll have 2 minutes to read them to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop and go to Section 3. I will read the first two questions and the answer choices with you.

IF NEW JERSEY, SAY:

You are not required to answer Questions 1 and 2 about your race or ethnicity.

- Read the questions and answer choices for Questions 1 and 2 to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- A I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**.

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E Native Hawaiian or other Pacific Islander

- Set timer for 5 minutes.

You will have 5 minutes to answer the rest of the questions in Section 3 on your own.
Please begin.

- Start timer.
- After 5 minutes have passed, say:

Please stop.

SECTION 4

- Set timer for 8 minutes.

Now turn to the beginning of Section 4. You will have 8 minutes to work on this section on your own. While you work, I will collect the label from your desk. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 4, but after no more than 8 minutes, say:

Please stop working. Now close your booklet and place it face up on your desk.

SECTION 5 – ESBQ, IF REQUIRED

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

Remove Label

Remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk. While you work, I will collect the label from your desk.

You will have 5 minutes to work on this section on your own. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working. Now close your booklet and place it face up on top of your other booklet.

Collect Materials

Option 1: Student Comes Forward With Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet. If you have a packet of materials, make sure to place the materials back in the bag or envelope. As I call your name, please come forward with your assessment booklet and materials, and then return to your seat.

- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.
- Read students' names in Administration Schedule order to collect booklets and ancillary materials.
- Verify that each student has returned an assessment booklet with any used ancillary materials.
- If the ESBQ was administered in the school, verify that each student returned the ESBQ booklet.

Option 2: AA Goes Around the Room to Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials on top of your booklet. If you have a packet of materials, make sure to place the materials back in the bag or envelope. Then, place the assessment booklet on an upper corner of your desk.

- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.
- Collect the booklets and the ancillary materials.
- Verify that every student has returned an assessment booklet with any used ancillary materials.
- If the ESBQ was administered in the school, verify that each student returned the ESBQ booklet.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

GRADE 12: NAEP ACCOMMODATIONS GUIDELINES

General Guidelines: Use the accommodation script whenever a separate session is required. The following accommodations typically require a separate session, but refer to the accommodation chart in chapter 5.

Accommodation	Guidelines for the Person Administering the Accommodation
<ul style="list-style-type: none"> Bilingual booklet 	<ul style="list-style-type: none"> Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Directions read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Test items read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Use the grade-appropriate bilingual session script to conduct the session.
<ul style="list-style-type: none"> Read aloud – most or all 	<ul style="list-style-type: none"> For mathematics booklets, use the Mathematics Read-Aloud Guidelines for details on how to read certain mathematical symbols and equations.
<ul style="list-style-type: none"> Test items signed 	<ul style="list-style-type: none"> For mathematics booklets, use the Mathematics Read-Aloud Guidelines for details on how to sign certain mathematical symbols and equations.
<ul style="list-style-type: none"> Braille version of test 	<ul style="list-style-type: none"> If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should use the matching, regular assessment booklet to record student answers. Use the companion booklet to follow along with the student.
<ul style="list-style-type: none"> Responds in sign language 	<ul style="list-style-type: none"> When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the students to indicate grammar or punctuation, provided that the answer can be read and understood.
<ul style="list-style-type: none"> Responds orally to scribe 	<ul style="list-style-type: none"> When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
<ul style="list-style-type: none"> Small group 	<ul style="list-style-type: none"> Use the grade-appropriate accommodation session script.
<ul style="list-style-type: none"> School staff administers 	<ul style="list-style-type: none"> School staff will use the grade-appropriate accommodation session script.
<ul style="list-style-type: none"> Breaks during test 	<ul style="list-style-type: none"> There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.

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12th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 12 ACCOMMODATION

Introduction

- Place the booklets and NAEP pencils on the desks prior to the session. If there are extra materials inside the booklet covers, remove them from the booklets and place them on the upper-left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove the label from each booklet cover and place it on the upper-right corner of the desk.
- **A note about students who require Extended Time:** All instructions regarding timing are printed in blue throughout the script. If a student requires extended time, skip all blue text in the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(IF PILOT STATE, SAY STATE NAME AND)*** the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

* Pilot states are: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a ruler/protractor, pamphlet, or periodic table. If so, you will find them on the upper-left corner of your desk. The instructions in your booklet will tell you when to use them.

Some of your booklets require using a calculator for at least one part of the booklet. If so, I will tell you when it's time to use one. You may use your own scientific or graphing calculator if your booklet requires one. However, you are not permitted to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device. If you require a calculator and do not have one, I will provide you with one later.

Code the Booklet Cover

Now, please look at the front cover of your booklet. You will see a group of boxes labeled "School Number." The number you are to write in these boxes is **(READ NUMBER)**.

- Point to the number on the board as you read it. Repeat the number as necessary.

Booklet Directions

Non-read aloud

- Set timer for 2 minutes.

Now turn to the directions on the first two pages. Read the directions to yourself. You will have 2 minutes to read the directions. Please begin.

- Help students find the correct page as necessary.
- Start timer.
- Do not admit any more students into the session.
- When all students have finished reading the directions, say:

Read aloud

Now turn to the directions on the first two pages. Read the directions to yourself as I read them out loud.

- Help students find the correct page as necessary.
- Do not admit any more students into the session.
- Read the directions and examples in the booklet to the students. Then say:

Cognitive Section

Non-read aloud

- Set timer for 2 minutes.

Now turn to the next set of directions and read them to yourself. **You will have 2 minutes to read the directions.** Please begin.

- Start timer.
- When all students have finished reading the directions, say:

Read aloud

Now turn to the next set of directions and read them to yourself as I read them out loud.

- Read the directions and examples in the booklet to the students. Then say:

SECTION 1

Now turn to the beginning of Section 1.

- Read the next two paragraphs only if students require calculators.

Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, “You will need a calculator for this section.” If you see this sentence, take out your scientific or graphing calculator. If you didn’t bring one, raise your hand now and I will give you a calculator.

If you don’t know how to use the calculator, there are instructions at the beginning of the section and on the back cover of your booklet to help you. If you need help with the calculator at any time, please raise your hand.

- Distribute gray calculators as necessary, checking to make sure the correct students receive calculators. Make sure to keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device.

While you are working in this section, I can't help you answer the questions or explain words to you.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. If you have any questions or need another pencil at any time, please raise your hand.

Non-read aloud

- Set timer for 25 minutes.

Carefully read the directions and then start working. You will have 25 minutes to complete this section. Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions to the students.
- For each student, note the time the section begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

- In test booklets R407M, R408S, R415, R417, R423, R426, R431, R435, R503, R505, R515, R520, R537, and R543: If a student raises a question about Senator John Warner no longer being a senator, please give the following response:
 “Senator John Warner was a senator when this booklet was printed. When answering the question, please pretend that he is still a senator.”
- Monitor students, making sure they are working on the correct section of their booklets and using a calculator, ruler/protractor, or ancillary F only in a section that requires one. This is easily identifiable by a “C” or “P” or an “F” on the booklet page.
- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Collect calculators if any were distributed, or have the students who used their own calculator put them away. Make sure to account for all calculators.

SECTION 2

Now turn to the beginning of Section 2.

- Read the next paragraph only if students require calculators.

If you see the sentence, “You will need a calculator for this section,” please take out your scientific or graphing calculator. If you didn’t bring one, raise your hand.

- Distribute gray calculators, checking to make sure the correct students receive calculators. Keep track of how many calculators are distributed.
- Check to be sure students who brought a calculator are using a scientific or graphing calculator. Students are not allowed to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device.

Non-read aloud

- Set timer for 25 minutes.

Carefully read the directions and then start working. **You will have 25 minutes to complete this section.** Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the questions in the booklet to the students.
- For each student, note the time the section begins.

Let’s begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

- Monitor students, making sure they are working on the correct section of their booklets and using a calculator, ruler/protractor, or ancillary F only in a section that requires one. This is easily identifiable by a “C” or “P” or an “F” on the booklet page.
- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Collect calculators if any were distributed, or have the students who used their own calculators put them away. Make sure to account for all calculators.

Background Section

SECTION 3

Non-read aloud

- Set timer for 2 minutes.

Now turn to the directions for Sections 3 and 4 and read them to yourself. *You will have 2 minutes to read the directions.* Please begin.

- Start timer.
- When all students have finished reading the directions, say:

Now turn to the beginning of Section 3. I will read the first two questions and the answer choices for you.

[IF NEW JERSEY, SAY: You are not required to answer Questions 1 and 2 about your race or ethnicity.]

Let's begin.

- Read the first two questions and answer choices from Section 3, found on the next page, to the students.

Read aloud

Now turn to the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the booklet directions to the students.

Now turn to the beginning of Section 3.

[IF NEW JERSEY, SAY: You are not required to answer Questions 1 and 2 about your race or ethnicity.]

Let's begin.

- Read the questions and answer choices from Section 3 in the student booklet to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- A I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**.

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E Native Hawaiian or other Pacific Islander

Non-read aloud

- Set timer for 5 minutes.

Answer the rest of the questions in Section 3 on your own. **You will have 5 minutes to complete this section.** Please begin.

- Start timer.

Read aloud

- Continue reading the questions and answer choices from Section 3 in the student booklet.

- When all students have finished Section 3, move on to the next section.

SECTION 4**Non-read aloud**

- Set timer for 8 minutes.

Now turn to the beginning of Section 4. You will do this section on your own. You will have 8 minutes to complete this section. Please begin.

- Start timer.

Read aloud

Now turn to the beginning of Section 4 and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answer choices in the booklet to the students.

- When all students have finished Section 4, move on to the next section.

SECTION 5 – ESBQ, If Required**Non-read aloud**

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet.

- Remove the label from the ESBQ booklet cover and place it on the upper-right corner of the desk.

You will do this section on your own. You will have 5 minutes to complete this section. Please open your booklet and begin.

- Start timer.

Read aloud

Now take out Section 5 from the back of your booklet.

- Remove the label from the ESBQ booklet cover and place it on the upper-right corner of the desk.

Open your booklet and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answer choices in the booklet to the students.

- When all students have finished Section 5, move on to the next section.

Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover.

- Collect the booklets, ESBQs (if administered), ancillaries, and student ID labels. Tear up the ID labels and throw them away.
- If a student needed considerably more time than the others for the cognitive sections, allow him/her to continue working on the cognitive sections only.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil, you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

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GRADE 12 QUESTION-BY-QUESTION SPECIFICATIONS (QXQs)

General QxQs	1.1
Subject Area QxQs	2.1
Reading	2.1
Mathematics	2.9
Science	2.21
ESBQ QxQs	3.1

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QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 12

Assessment administrators may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the background section is repeated below, with an explanation of what information the question is attempting to obtain from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

Some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedia, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that he or she is living in an orphanage. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the orphanage.*

In this section, please tell us about yourself and your family. The section has 14 questions. Mark your answers in your booklet.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
- A No, I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.

The student may choose more than one category if applicable.

Help the student as much as necessary with this question. Never tell the student his or her race or ethnicity. Help explain the options to the student.

The following provides some terms that Hispanics use to describe themselves:

- Mexican, Mexicano, Mexican American, Chicano
- Puerto Rican, Boricua
- Cuban, Cubano
- Other Latin American, Latino, Hispanic, or Spanish descent

2. Which of the following best describes you? Fill in **one or more ovals**.
- A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

The student may choose more than one category if applicable.

- *If the student doesn't know race/ethnicity, you should ask the student which category best describes the student's background. If the student tells you he or she is from a particular group, such as "Navajo," "Irish," or "Japanese," then you may suggest the appropriate response category (e.g., American Indian, White, or Asian).*
- *If the student says that he or she is American, ask the student to select the next best category that describes him or her, in addition to being American.*

The following provide guidance for the response categories:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: A person having origins in any of the Black racial groups of Africa. Caribbean or West Indian are other terms sometimes used.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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 a tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (The term "Native Hawaiian" does not include individuals who are native to the state of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category includes the following Pacific Islander groups: Carolinian, Fijian, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

For the rest of the questions in this section, fill in only **one** oval for each question.

3. Does your family get a newspaper at least four times a week?
- A Yes
 - B No
 - C I don't know.

Newspapers obtained in school are not to be included in this question.

4. Does your family get any magazines regularly?
- A Yes
 - B No
 - C I don't know.

Getting any magazines "regularly" is defined as currently subscribing to a weekly or monthly magazine or purchasing one "regularly"; that is, 3 out of every 4 weeks, if the magazine is a weekly, and at least 10 months a year, if the magazine is a monthly.

5. About how many books are there in your home?
- A Few (0–10)
 - B Enough to fill one shelf (11–25)
 - C Enough to fill one bookcase (26–100)
 - D Enough to fill several bookcases (more than 100)

The total number of books should include all books—hardback, softback, or books on tapes or CDs—that are in the home (i.e., belonging to the student or the student's family). The total number should not include magazines, newspapers, comic books, etc.

6. Is there a computer at home that you use?
- A Yes
 - B No

This question refers to a computer, located in the student's home, that the student uses for any purpose (e.g., for schoolwork, games, Internet, e-mail, etc.). Do NOT include calculators or PDAs (Personal Digital Assistants).

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.
- A Yes
 - B No
 - C I don't know.

An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. It can be an electronic encyclopedia, such as one available on a computer or CD. Any single comprehensive reference source would qualify as a "Yes" response. However, a dictionary, the World Almanac, or any other yearly almanac publication should not be included.

8. About how many pages a day do you have to read in school and for homework?
- A 5 or fewer
 - B 6–10
 - C 11–15
 - D 16–20
 - E More than 20

This question refers to the number of pages of reading that is typically assigned each day across all subject areas. The total number of pages should include reading that the student completes in class and as homework.

9. How often do you talk about things you have studied in school with someone in your family?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day

This question refers to any kind of discussion that the student has with parent(s), sibling(s), or other family members about schoolwork or anything studied in school. It does not include conversations that are solely concerned with the student's social or interpersonal experiences at school. Neither does it include simple questions about whether the student has any homework or has completed his or her homework.

10. How many days were you absent from school in the last month?
- A None
 - B 1 or 2 days
 - C 3 or 4 days
 - D 5 to 10 days
 - E More than 10 days

This question refers to the number of full days the student was absent from school in the last month for any reason (e.g., illness, skipped, sports events, extracurricular events, family vacation). However, missing school days due to snow or other weather conditions when the school was closed should not be included in the answer to this question. “In the last month” is defined as the last 30 days. The student should give his or her best estimate as to the number of days missed.

11. How far in school did your mother go?
- A She did not finish high school.
 - B She graduated from high school.
 - C She had some education after high school.
 - D She graduated from college.
 - E I don't know.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver. If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a female parent or other caregiver with whom he or she has previously lived, the student should answer with respect to that female parent or caregiver. If the student has never lived with a female caregiver, the student should respond with option E, “I don't know.”

Option B, “She graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency. Option C, “She had some education after high school,” refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy). Option D, “She graduated from college,” refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose mother (or female parent figure or caregiver) started but did not complete a two-year or four-year program should fill in Option C, not option D. If the student's mother (or female parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

12. How far in school did your father go?
- A He did not finish high school.
 - B He graduated from high school.
 - C He had some education after high school.
 - D He graduated from college.
 - E I don't know.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver. If the student has never lived with a male caregiver, the student should respond with option E, "I don't know."

Option B, "He graduated from high school," refers to having received a high school diploma or a GED or High School Equivalency. Option C, "He had some education after high school," refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy). Option D, "He graduated from college," refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a two-year or four-year program should fill in Option C, not option D. If the student's father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

13. How often do people in your home talk to each other in a language other than English?
- A Never
 - B Once in a while
 - C About half of the time
 - D All or most of the time

This question focuses on the language used by people in the student's home. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

14. Which of the following best describes your high school program?

- A General
- B Academic or college preparatory
- C Vocational or technical

This question refers to the type of high school program in which the student is currently enrolled.

An academic or college preparatory program prepares students for college or university study.

A vocational or technical program prepares students for employment immediately after completing high school by focusing on developing job-specific skills such as auto mechanics, carpentry, computer design, etc.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE READING: GRADE 12

Section 4

This section has 20 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. When I read books, I learn a lot.	A	B	C	D
b. Reading is one of my favorite activities.	A	B	C	D

The items in this question refer to the student's attitude toward reading. Reading is asked about in general, not specifically with reference to school. The student should express his or her own opinion.

2. How often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Read for fun on your own time	A	B	C	D
b. Talk with your friends or family about something you have read	A	B	C	D

The items in this question asks the frequency with which the student engages in various reading activities outside of school.

Read for fun on your own time: Refers to how often the student reads for his or her own enjoyment during free time (i.e., leisure time that is independent from school requirements). Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: Refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

3. Now think about the reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Have a class discussion about something that the whole class has read	A	B	C	D
b. Work in pairs or small groups to talk about something that you have read	A	B	C	D

The items in this question ask about the frequency with which the student discusses what he or she has read in his or her English class. The student should only include discussions that occurred in English class since the beginning of the current school year.

Have a class discussion about something that the whole class has read: Refers to the frequency with which the student’s English class has a class discussion about material that the class has read. This discussion may be led by the teacher but must involve some student participation. That is, a teacher lecturing the students does not qualify. If a class discussion was held, but the student did not speak, the student should include this discussion in his or her answer.

Work in pairs or small groups to talk about something that you have read: Refers to the frequency with which the student engages in class-assigned, one-on-one or small-group discussions in English class about material that he or she has read. Discussions may be in-class or out-of-class.

4. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times
a. Made a presentation to the class about something that you have read	A	B	C	D	E
b. Done a project about something that you have read (for example, written a play, created a website)	A	B	C	D	E

The items in this question ask the frequency with which the student makes presentations or does projects about something he or she reads. The student should only include presentations or projects completed in English class since the beginning of the current school year.

Made a presentation to the class about something that you have read: Refers to the frequency with which the student makes a presentation to communicate to the English class information about material that he or she has read. The presentation may be an individual presentation or a group presentation.

Done a project about something that you have read (for example, written a play, created a website): Refers to the frequency with which the student completes an English class project related to material that the student has read. The project may be an individual project or a group project. “Project” refers to a sustained activity that yields a product.

5. How often do you use either the school library or the public library to get information for a school project or homework?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses the school library or public library for his or her schoolwork. Access to the library may be initiated by the student or prompted by the teacher or parent. School projects or homework is not limited to English/language arts class.

6. How often do you use either the school library or the public library to get information for your own use?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student uses the school library or public library for his or her own personal use not related to a school project or homework.

7. Do you study or do work for English/language arts at an after-school or tutoring program?
- A Yes
 - B No

This question refers to whether the student studies or does work for English/language arts while attending an after-school or tutoring program. These programs could include both school-based and school-sponsored programs and/or private programs. These programs would not include informal study sessions with peers or teachers.

8. In your school, do you participate in extracurricular activities such as book clubs, competitions, fairs, or exhibits for reading?
- A Yes
 - B No

This question refers to whether the student has ever attended (either within his or her own school grounds or on school-sponsored field trips) book clubs, competitions, fairs, or exhibits related to reading.

9. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?
- A Never
 - B Once or twice this year
 - C Once or twice a month
 - D At least once a week

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and/or for assignments that involve reading. "Long answers" are answers that require at least one paragraph. The phrase "tests and assignments that involved reading" refers to tests on materials that are read by the student and reading assignments that are given to the student.

10. In your English/language arts class this year, how often does your class do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a. Read aloud	A	B	C	D
b. Read silently	A	B	C	D
c. Discuss new or difficult vocabulary	A	B	C	D
d. Explain what we have read	A	B	C	D
e. Do a group activity or project about what we have read	A	B	C	D
f. Read books we have chosen ourselves	A	B	C	D
g. Write something about what we have read	A	B	C	D
h. Discuss different interpretations of what we have read	A	B	C	D

The items in this question refer only to activities that are integrated into the student's English/language arts class. The frequency estimates are based upon the class activity (as a whole or in part), not whether the student individually engaged in the various options. Items "a," "b," and "f" all refer to reading activities done individually by students. Items "c," "d," and "h" are verbal activities undertaken by students in the classroom. Item "e" refers to an activity/project that is either written or oral, or some combination of both, completed by students. Item "g" refers to an individual writing activity. The student should only include activities done in his or her English/language arts class this school year.

11. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a. Summarize the passage	A	B	C	D
b. Interpret the meaning of the passage	A	B	C	D
c. Question the motives or feelings of the characters	A	B	C	D
d. Identify the main themes of the passage	A	B	C	D

The items in this question refer to specific activities related to the student's reading assignments. These activities could be either written or oral responses. The student should only include activities done in his or her English/language arts class this school year.

12. In your English/language arts class this year, how often do you use a computer to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a. Learn and practice vocabulary	A	B	C	D
b. Practice spelling and grammar	A	B	C	D
c. Write stories or reports	A	B	C	D
d. Produce multimedia reports/projects	A	B	C	D
e. Access reading-related websites (for example, websites with book reviews and lists of recommended books)	A	B	C	D
f. Conduct research for reading and writing projects	A	B	C	D

The items in this question refer to the frequency with which the student uses a computer at school to do various activities. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school. The student should only include use of the computer for activities associated with his or her English/language arts class this school year.

13. How hard was this test compared to most other tests you have taken this year in school?
- A Easier than other tests
 - B About as hard as other tests
 - C Harder than other tests
 - D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year in all subjects including English/language arts.

14. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?
- A Not as hard as on other tests
 - B About as hard as on other tests
 - C Harder than on other tests
 - D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on most other school tests taken this academic year in all subjects including English/language arts.

15. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

16. Are you currently enrolled in or have you taken International Baccalaureate courses in English/language arts?
- A Yes
 - B No

This question asks the student if he or she is currently enrolled in or previously enrolled in an International Baccalaureate Diploma Programme course on literature (Group 1: Language A1) or previously enrolled in an International Baccalaureate Middle Years Programme course on reading, writing skills or literature (Language A).

17. Are you currently enrolled in or have you taken an Advanced Placement course in English/language arts? Fill in ovals for **all** that apply.
- A Yes, I am enrolled in or have taken Advanced Placement English Language.
 - B Yes, I am enrolled in or have taken Advanced Placement English Literature.
 - C No, I have never taken an Advanced Placement English/language arts course.

*Advanced Placement is a specific program, offered by the College Board, which prepares students to take Advanced Placement examinations. Students who score well on the examinations may be granted college credit for the courses they complete. However, not all students who take AP courses actually take the corresponding examinations. This question only asks whether the **course** was taken; a student should answer “yes,” even if he or she did not take the examination. The student should include AP courses he or she is enrolled in during the current school year.*

18. Are you currently enrolled in or have you taken any online English/language arts courses for high school or college credit?
- A Yes
 - B No

An online English/language arts course is an English/language arts course for which the primary mode of instruction is over the Internet. These courses cover a full syllabus and, if passed successfully, provide high school and/or college credit. The courses may or may not be offered through the student’s school.

19. How much education do you think you will complete?
- A I will not finish high school.
 - B I will graduate from high school.
 - C I will have some education after high school.
 - D I will graduate from college.
 - E I will go to graduate school.
 - F I don’t know.

This question asks the student to provide his or her best estimate concerning future educational attainment. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark “I don’t know” if he or she is completely uncertain.

20. What do you expect that your main activity will be in the year after you leave high school?
- A Working full time
 - B Attending a vocational, technical, or business school
 - C Attending a 2-year college
 - D Attending a 4-year college, service academy, or university
 - E Serving in the military
 - F Other

This question asks the student to provide his or her best estimate concerning plans to work, serve in the military, or continue his or her education after leaving high school.

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12th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE MATHEMATICS: GRADE 12

Section 4

This section has 26 questions. Mark your answers in your booklet. Unless directed otherwise, fill in only one oval for each question.

1. Which courses have you taken from eighth grade to the present? If you have taken a course more than once, give the **most recent** year you took it. Fill in **one** oval on each line. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course (such as trigonometry taught in drafting class or computer programming taught in Algebra II).

	I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.
a. Basic or general mathematics course	A	B	C	D	E	F
b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	A	B	C	D	E	F
c. Introduction to algebra or pre-algebra course	A	B	C	D	E	F
d. Algebra I course	A	B	C	D	E	F
e. Geometry course	A	B	C	D	E	F
f. Algebra II course, with or without trigonometry	A	B	C	D	E	F
g. Trigonometry (as a separate course)	A	B	C	D	E	F
h. Pre-calculus course (also called third-year algebra or elementary functions and analysis)	A	B	C	D	E	F
i. Unified, integrated, or sequential mathematics course	A	B	C	D	E	F
j. Probability or statistics course	A	B	C	D	E	F
k. Calculus course	A	B	C	D	E	F
l. Discrete or finite mathematics course	A	B	C	D	E	F
m. Other mathematics course	A	B	C	D	E	F
n. Computer programming course (such as C++, Pascal, Visual Basic, etc.)	A	B	C	D	E	F

In order to interpret performance on the NAEP mathematics assessment, it is very helpful to know the sequence of mathematics courses that each student has taken and, thus, the mathematics content to which he or she has been exposed. However, given the wide variation in course titles, students may have difficulty in selecting the correct course descriptor from this list. The following descriptions of the mathematics content typically covered in each type of course may be helpful to those who are unsure what to answer. Encourage the student to give his or her best judgment even if he or she is not certain of the correct answer.

Basic or general mathematics usually includes topics in number sense, measurement, and conversions. Typically this course places much less emphasis on equations than does algebra or pre-algebra.

Tech-prep or applied mathematics usually involves topics in industry, business, and other workplace settings and uses percents, fractions, decimals, proportions, graphs, and data. **Business or consumer mathematics** usually involves topics in commission, discount, sales tax, interest, unit pricing, and mark-ups.

Introduction to algebra or pre-algebra usually involves solving equations, using positive and negative numbers, graphing equations, and understanding probability and statistics.

Algebra I usually involves simplifying expressions, finding and solving linear equations and inequalities, solving systems of equations, analyzing data, and working with powers and exponents.

Geometry usually involves working with theorems and proofs involving two-dimensional figures such as rectangles, triangles, and circles. Solid geometry, which extends the study to three-dimensional figures, should also be included here.

Algebra II usually involves solving quadratic equations, radical expressions and equations, and rational expressions and equations, as well as working with functional notation and right-triangle trigonometry.

Trigonometry includes the study of the theory and applications of trigonometric and circular functions (such as sine, cosine, and tangent) and trigonometric relationships in right triangles.

Pre-calculus usually includes the study of functions and their graphs, including polynomials, rational functions, logarithmic and exponential functions, and trigonometric functions. Topics such as polar coordinates and complex numbers may also be included in this course.

Unified, integrated, or sequential mathematics is a multi-year curriculum used by some schools and districts. As its name implies, it refers to a specific series of topics, taught in a specific order over more than one year, in which each topic builds upon the previous one. The interdependence of the topics distinguishes unified, integrated, or sequential mathematics from a traditional algebra/geometry sequence, in which algebra and geometry are more independent courses.

Probability or statistics usually includes topics in probability, data analysis (such as mean, standard deviation, and the normal distribution), the design of statistical experiments, and making inferences from data.

Calculus includes the study of limits, derivatives, integrals, and applications of these topics in science and other contexts.

Discrete or finite mathematics usually includes topics such as logic, properties of integers, counting and combinatorics, networks and graphs, and mathematical induction.

Computer programming includes the actual writing of software programs in any language and interpreting the code in previously written computer programs.

2. Are you currently enrolled in or have you taken an Advanced Placement (AP) course in mathematics? Fill in **one or more** ovals.
- A Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB.
 - B Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC.
 - C Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics.
 - D No, I have never taken an Advanced Placement (AP) mathematics course.

*Advanced Placement is a specific program, offered by the College Board, which prepares students to take Advanced Placement examinations. Students who score well on the examinations may be granted college credit for the courses they complete. However, not all students who take AP courses actually take the corresponding examinations. This question only asks whether the **course** was taken; a student should answer “yes,” even if he or she did not take the examination. The student should include AP courses he or she has taken or is enrolled in during the current school year.*

3. Are you currently enrolled in or have you taken any **online** mathematics courses for **high school or college credit**?
- A Yes
 - B No

An online mathematics course is a mathematics course for which the primary mode of instruction is over the Internet. These courses cover a full syllabus and, if passed successfully, provide high-school and/or college credit. The courses may or may not be offered in the student’s school.

4. Are you currently enrolled in or have you taken International Baccalaureate courses in mathematics?
- A Yes
 - B No

This question asks the student if he or she is currently enrolled in or previously enrolled in an International Baccalaureate Diploma Programme course in mathematics (Group: Mathematics and Computer Science) or previously enrolled in an International Baccalaureate Middle Years Programme course in mathematics.

5. Was there a mathematics course that you would have liked to have taken this school year but did not take?
- A Yes, but my school does not offer the course.
 - B Yes, but the course was full.
 - C Yes, but I did not have the necessary prerequisites.
 - D Yes, but my schedule was full.
 - E No, there was no other course that I wanted to take.

This question asks the student if there was a mathematics course he or she (a) is not taking this school year and (b) would have liked to have taken. The first four options are for the student who is not enrolled in a mathematics course that he or she would have liked to have taken. The last option is for the student who did not want to take a mathematics course during the current school year other than the course he or she is enrolled in.

6. Please indicate how much you DISAGREE or AGREE with the following statements. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Because mathematics is fun, I wouldn't want to give it up.	A	B	C	D
b. I like mathematics.	A	B	C	D
c. Mathematics is one of my favorite subjects.	A	B	C	D

The items in this question assess the student's level of agreement about mathematics in general and mathematics as a school subject. The student should express his or her own opinions.

7. What kind of **calculator** do you usually use when you are **not in mathematics class**?

- A None
- B Basic four-function (addition, subtraction, multiplication, division)
- C Scientific (not graphing)
- D Graphing

This question refers to the type of calculator the student usually uses when he or she is not in mathematics class. The calculator could be used for any purpose or combination of purposes, including mathematics homework, class work or homework for some other subjects, or non-school activities.

Basic Four-Function calculator performs addition, subtraction, multiplication and division. It does not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculator performs basic arithmetic operations plus calculating exponents and performing other advanced operations.

Graphing calculator generally has a large graphing screen. In addition to drawing graphs in the viewing window, it may accept algebraic notation and data matrices.

8. Did you bring your own calculator for this test?

- A Yes
- B No

*This question asks the student if he or she brought his or her own calculator for the NAEP test. The question does not specifically ask if the student **used** his or her own calculator.*

9. What kind of calculator do you have available for this test?
- A Don't know (NAEP provided)
 - B Basic four-function (addition, subtraction, multiplication, division)
 - C Scientific (not graphing)
 - D Graphing

This question asks the student what type of calculator he or she had available to take the NAEP test. If the student was provided a NAEP calculator and does not know the type of calculator, he or she should indicate option A. If the student brought his or her own calculator and does not know the type, the following descriptions should help him or her provide an answer.

Basic Four-Function calculator performs addition, subtraction, multiplication and division. It does not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculator performs basic arithmetic operations plus calculating exponents and performing other advanced operations.

Graphing calculator generally has a large graphing screen. In addition to drawing graphs in the viewing window, it may accept algebraic notation and data matrices.

10. Do you use the Internet at home?
- A Yes
 - B No

This question refers to whether the student uses the Internet at home for any purpose. This Internet usage is not limited to mathematics or any other school assignments, but is looking at Internet usage in general (e.g., e-mail, playing games, etc).

11. Are you currently taking a mathematics course?
- A Yes → Go to Question 12
 - B No → Skip to Question 22

Self-explanatory.

12. Do you study or do work for mathematics at an after-school or tutoring program?
- A Yes
 - B No

This question refers to whether the student studies or does work for mathematics while attending an after-school or tutoring program. These programs could include school-based and school-sponsored programs, and/or private programs.

13. How often do you feel the following way in your mathematics class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Often	Always or almost always
a. I have a clear understanding of what my mathematics teacher is asking me to do.	A	B	C	D
b. The mathematics work is too easy.	A	B	C	D
c. The mathematics work is challenging.	A	B	C	D
d. The mathematics work is engaging and interesting.	A	B	C	D
e. I am learning.	A	B	C	D

The five items in this question assess the student's perceptions and attitudes regarding his or her current mathematics class. The student should express his or her own opinions.

Items "a," "b," and "c" assess the student's perception of the difficulty posed by the material presented in his or her current mathematics class.

Item "d" assesses how much the student enjoys his or her current mathematics class.

Item "e" assesses the student's self-perceived performance in his or her current mathematics course, regardless of the material's difficulty.

14. How often do you use these different types of calculators in your mathematics class? Fill in **one** oval on each line.

	Never use	Sometimes, but not often	Usually use
a. Basic four-function (addition, subtraction, multiplication, division)	A	B	C
b. Scientific (not graphing)	A	B	C
c. Graphing	A	B	C

The items in this question refer to the frequency with which the student uses different types of calculators while mathematics class is in session. The calculator could be supplied by the student or by the school.

Basic four-function calculator performs addition, subtraction, multiplication and division. It does not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculator performs basic arithmetic operations plus calculating exponents and performing other advanced operations.

Graphing calculator generally has a large graphing screen. In addition to drawing graphs in the viewing window, it may accept algebraic notation and data matrices.

15. When you take a mathematics test or quiz, how often do you use a calculator?

- A Never
- B Sometimes
- C Always

This question refers to the frequency with which the student uses a calculator during tests or quizzes. The student should answer based on how he or she uses the calculator in his or her regular classroom. The calculator could be supplied by the student or by the school.

16. For each of the following activities, how often do you use a **calculator**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. To check your work on mathematics homework assignments	A	B	C	D	E
b. To calculate the answers to mathematics homework problems	A	B	C	D	E
c. To work in class on mathematics lessons led by your teacher	A	B	C	D	E

The items in this question ask the frequency with which the student uses a calculator on mathematics homework or in class. The calculator could be supplied by the student or by the school.

To check your work on mathematics homework assignments: Refers to the student's using a calculator to confirm mathematics homework answers that he or she had previously derived without a calculator.

To calculate the answers to mathematics homework problems: Refers to the student's using a calculator to calculate answers on his or her mathematics homework.

To work in class on mathematics lessons led by your teacher: Self-explanatory.

17. How often do you use a computer for mathematics at school?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student uses a computer at school for mathematics-related work—including classwork, homework, and any other mathematics-related activity. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school.

18. Do you use a computer for mathematics homework at home?
- A Yes
 - B No

This question refers to whether the student uses a computer at home specifically for mathematics homework. The computer could be the student's personal computer or a family computer. Do NOT include calculators or PDAs (Personal Digital Assistants).

19. On a typical day, how much time do you spend doing work for mathematics class on a computer? Include work you do in class and for homework.
- A None
 - B Half an hour or less
 - C About 1 hour
 - D About 2 hours
 - E More than 2 hours

This question refers to the amount of time the student spends on any computer, performing work for his or her mathematics class. The student should include both work done during class and homework done outside of class. The computer could be at home, at school, in a library, or anywhere else.

20. When you are doing mathematics for school or homework, how often do you use these **different types of computer programs**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. A spreadsheet program for mathematics class assignments	A	B	C	D	E
b. A program to practice or drill on mathematics facts (addition, subtraction, multiplication, division)	A	B	C	D	E
c. A program that presents new mathematics lessons with problems to solve	A	B	C	D	E
d. The Internet to learn things for mathematics class	A	B	C	D	E
e. A calculator program on the computer to solve or check problems for mathematics class	A	B	C	D	E
f. A graphing program on the computer to make charts or graphs for mathematics class	A	B	C	D	E
g. A statistical program to calculate patterns such as correlations or cross-tabulations	A	B	C	D	E
h. A word processing program to write papers for mathematics class	A	B	C	D	E
i. A program to work with geometric shapes for mathematics class	A	B	C	D	E

The items in this question refer to the types of computer programs the student may use while studying mathematics and the frequency with which he or she uses each type of program. The student should include programs used in mathematics class and for mathematics homework. Extra credit or self-study work should be included, but not work for other classes (such as science). The computer could be at home, at school, in a library, or anywhere else.

A spreadsheet program for mathematics class assignments: Refers to the frequency with which the student uses spreadsheet programs for mathematics class assignments. Such programs include Excel, Lotus 1 2 3, etc. This activity may include using a spreadsheet program to create/display data in tables, in charts, or in graphs but should not include using a spreadsheet program to organize class assignments. The student also should not include times he or she uses tables in a word processing program (e.g., Word, Word Perfect, Notepad, etc.)

A program to practice or drill on mathematics facts (addition, subtraction, multiplication, division): Refers to the frequency with which the student uses programs that are designed to increase mastery of basic mathematics concepts and facts, such as addition, subtraction, multiplication, division, fractions, and decimals. Such programs include Math Blaster, Math Flashcards, Decimal & Fraction Maze, Math Advantage 2002, etc.

A program that presents new mathematics lessons with problems to solve: Refers to the frequency with which the student uses programs that present entire lessons, from introducing a new concept through practice and mastery. In some cases the lessons use a self-discovery model in which the student learns the concept by working through the problems; in other cases the concept is presented in an expository manner at the beginning of each lesson. Examples include the SMILE Program, 123Math.ca, Math Goodies, the Carnegie Algebra Tutor, etc.

The Internet to learn things for mathematics class: Refers to the frequency with which the student uses the Internet to access websites containing substantive information about mathematics (including the application of mathematics or the history of mathematics) for mathematics class assignments. Sites might include those sponsored by encyclopedias, universities, professional societies, or museums. The student should not include his or her visits to school or to class websites for administrative purposes (e.g., to find out the day's homework assignment) or e-mail exchanges with classmates or teachers.

A calculator program on the computer to solve or check problems for mathematics class: Refers to the frequency with which the student uses a calculator program on a computer (typically the basic or scientific calculator applications included with the computer operating systems) to solve or check problems for his or her mathematics class. The student should not include the use of hand-held calculators, even programmable calculators.

A graphing program on the computer to make charts or graphs for mathematics class: Refers to the frequency with which the student uses a graphing program on a computer to construct charts or graphs for mathematics class. Programs include the Chart functions within Excel or Lotus or separate programs, such as CAD, DeltaGraph, Advanced Grapher, Graphmatica.

A statistical program to calculate patterns such as correlations or cross tabulations: Refers to the frequency with which the student uses a statistical program to calculate patterns for his or her mathematics class. Programs include Data Desk, ActivStats, Minitab, Mathematica, etc.

A word processing program to write papers for mathematics class: Refers to the frequency with which the student composes a paper on the computer using word processing programs, such as Microsoft Word, Word Perfect, Notepad, etc.

A program to work with geometric shapes for mathematics class: Refers to the frequency with which the student uses graphics programs to construct and/or manipulate plane (two-dimensional) or solid (three-dimensional) geometric shapes. Programs include Sketchpad, Cabri, Cinderella, Hot Spot, Smart Draw, etc.

21. How often do you use e-mail, instant messages, blogs, or text messages to do any of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Talk online with friends about mathematics work	A	B	C	D	E
b. Get help with mathematics from someone other than your teacher, family, classmates, or friends	A	B	C	D	E

This question refers to the frequency with which the student uses various electronic communication modes to talk with his or her friends about math work or to get help with mathematics from people other than teachers, family, classmates, or friends. The communication may be via computers and/or cellular phones.

22. How hard was this test compared to most other tests you have taken this year in school?

- A Easier than other tests
- B About as hard as other tests
- C Harder than other tests
- D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. “Compared to most other tests” means school tests given this academic year in all subjects, including mathematics.

23. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- A Not as hard as on other tests
- B About as hard as on other tests
- C Harder than on other tests
- D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on most other school tests taken this academic year, in all subjects including mathematics.

24. How important was it to you to do well on this test?

- A Not very important
- B Somewhat important
- C Important
- D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

25. How much education do you think you will complete?

- A I will not finish high school.
- B I will graduate from high school.
- C I will have some education after high school.
- D I will graduate from college.
- E I will go to graduate school.
- F I don't know.

This question asks the student to provide his or her best estimate concerning future educational attainment. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "I don't know" if he or she is completely uncertain.

26. What do you expect that your main activity will be in the year after you leave high school?

- A Working full time
- B Attending a vocational, technical, or business school
- C Attending a 2-year college
- D Attending a 4-year college, service academy, or university
- E Serving in the military
- F Other

This question asks the student to provide his or her best estimate concerning plans to work, serve in the military, or continue his or her education after leaving high school.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

STUDENT QUESTIONNAIRE SCIENCE: GRADE 12

Section 4

This section has 19 questions. Mark your answers in your booklet.

1. Which courses have you taken from eighth grade to the present? If you have taken a course more than once, give the most recent year you took it. Fill in **one** oval on each line. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course.

	I did not take course.	I took this course in Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I am taking or have taken this course in Grade 12.
a. Earth and space science	A	B	C	D	E	F
b. Life science (other than biology)	A	B	C	D	E	F
c. Physical science (other than chemistry or physics)	A	B	C	D	E	F
d. General science	A	B	C	D	E	F
e. First-year biology	A	B	C	D	E	F
f. Second-year biology	A	B	C	D	E	F
g. First-year chemistry	A	B	C	D	E	F
h. Second-year chemistry	A	B	C	D	E	F
i. First-year physics	A	B	C	D	E	F
j. Second-year physics	A	B	C	D	E	F
k. Engineering and technology	A	B	C	D	E	F
l. Other science course	A	B	C	D	E	F

In order to interpret performance on the NAEP science assessment, it is very helpful to know the sequence of science courses that each student has taken and, thus, the science content to which he or she has been exposed.

Earth and space science usually includes a discussion of such topics as geology, geologic processes, Earth history, atmosphere and weather, oceanography, the solar system, and the universe.

Life science (other than biology), Physical science (other than chemistry or physics) and General science all tend to be introductory level courses. A **general science** course is likely to cover both life science and physical science broadly, whereas, **life science** would focus on biology and **physical science** more on chemistry and physics.

First-year biology and Second-year biology courses both include the study of living organisms and how they interact with their environment. However, the topic areas and depth of coverage will vary greatly from school to school. A student should include “First-year biology” if he or she has taken or is currently enrolled in one year of biology. A student enrolled in or having completed a second year of biology should indicate “Second-year biology.” If a student’s school only offers one year of biology, and the student has taken or is currently enrolled in the biology class, the student should indicate “First-year biology.”

First-year chemistry and Second-year chemistry would involve the study of the matter and energy in terms of atomic theory, including the structure, composition, and properties of matter and its transformations during chemical reactions. However, the topic areas and depth of coverage will vary greatly from school to school. A student should include “First-year chemistry” if he or she has taken or is currently enrolled in one year of chemistry. A student enrolled in or having completed a second year of chemistry should indicate “Second-year chemistry.” If a student’s school only offers one year of chemistry, and the student has taken or is currently enrolled in the chemistry class, the student should indicate “First-year chemistry”.

First-year physics and Second-year physics could include the study of motion, heat and energy, electricity, magnetism, optics, atoms and nuclei, and aspects of quantum phenomena. However, the topic areas and depth of coverage will vary greatly from school to school. A student should include “First-year physics” if he or she has taken or is currently enrolled in one year of physics. A student enrolled in or having completed a second year of physics should indicate “Second-year physics.” If a student’s school only offers one year of physics and the student has taken or is currently enrolled in the physics class, the student should indicate “First-year physics.”

Engineering and technology is usually a course for more advanced students and would involve the application of scientific knowledge learned in previous classes.

Other science course would be selected by the student only if he or she had a class covering science topics that weren’t covered by any of the other courses listed.

2. Are you currently enrolled in or have you taken International Baccalaureate courses in science?
- A Yes
 - B No

This question asks the student if he or she is currently enrolled in or previously enrolled in an International Baccalaureate Diploma Programme course in science (Group 4: Experimental Sciences) or previously enrolled in an International Baccalaureate Middle Years Programme course in science.

3. Are you currently enrolled in or have you taken any online science courses for high school or college credit?
- A Yes
 - B No

An online science course is a science course for which the primary mode of instruction is over the Internet. These courses cover a full syllabus and, if passed successfully, provide high school and/or college credit. The courses may or may not be offered in the student's school.

4. Are you currently enrolled in or have you taken an Advanced Placement course in science? Fill in ovals for **all** that apply.
- A Yes, I am enrolled in or have taken Advanced Placement Biology.
 - B Yes, I am enrolled in or have taken Advanced Placement Environmental Science.
 - C Yes, I am enrolled in or have taken Advanced Placement Chemistry.
 - D Yes, I am enrolled in or have taken Advanced Placement Physics B or C.
 - E Yes, I am enrolled in or have taken Advanced Placement Computer Science A or AB.
 - F No, I have never taken an Advanced Placement science course.

*Advanced Placement is a specific program, offered by the College Board, which prepares students to take Advanced Placement examinations. Students who score well on the examinations may be granted college credit for the courses they complete. However, not all students who take AP courses actually take the corresponding examinations. This question only asks whether the **course** was taken; a student should answer "yes," even if he or she did not take the examination. The student should include AP courses he or she has taken or is enrolled in during the current school year.*

5. Please indicate how much you DISAGREE or AGREE with the following statements about science. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. I do science-related activities that are not for schoolwork.	A	B	C	D	(VC305348)
b. I like science.	A	B	C	D	(VC305350)
c. Science is one of my favorite subjects.	A	B	C	D	(VC305351)
d. I take science only because I have to.	A	B	C	D	(VC305352)
e. I take science only because it will help me in the future.	A	B	C	D	(VC305353)
f. When I graduate from high school, I would like to have a job related to science.	A	B	C	D	(NEW)

In this question, part "a" refers to the student's engagement in science outside of school. Parts "b," "c," "d," "e" and "f" refer to the student's attitude toward science. The student should provide his or her opinion.

6. Are you currently taking a science course?

- A Yes → Go to Question 7.
B No → Skip to Question 15.

Self-explanatory

7. In your science class this year, have you done hands-on activities or projects with any of the following? Fill in **one** oval on each line.

	Yes	No
a. Living things (for example, plants, animals, bacteria)	A	B
b. Electricity (for example, batteries and light)	A	B
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	A	B
d. Rocks or minerals (for example, identifying types)	A	B
e. Magnifying glass or microscope (for looking at small things)	A	B
f. Thermometer or barometer (for making measurements)	A	B
g. Simple machines (for example, pulleys and levers)	A	B

This question asks the student to specify a variety of laboratory/experimental science activities in which he or she has personally participated at school. Watching a demonstration, without participating, should not be included. Any science activity performed outside of school (e.g., with a chemistry set at home) should not be included. However, extracurricular activities, such as participating in a school-sponsored club, should be included.

8. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Read a science textbook, in class or at home	A	B	C	D	E
b. Read a book or magazine about science	A	B	C	D	E
c. Read about science on the computer	A	B	C	D	E
d. Watch a movie, video, or DVD about science	A	B	C	D	E

This question asks the student to indicate the frequency with which he or she participates in a variety of activities in his or her science class.

Read a science textbook, in class or at home: Refers to the frequency with which the student has read a science textbook in class or at home. Reading could be assigned or unassigned, printed on paper or found on the Internet.

Read a book or magazine about science: Refers to the frequency with which the student has read a book, other than a textbook, containing science-related information or a magazine that contains a news article or short stories about scientific topics in science class. Paging through a magazine and looking at photographs or advertisements should not be included. Reading could be assigned or unassigned, printed on paper or found on the Internet.

Read about science on the computer: Refers to the frequency with which the student has read an e-book or article from a CD or other source, Internet site, or any other media via computer in science class. Reading could be assigned or unassigned.

Watch a movie, video, or DVD about science: Refers to the frequency with which the student has engaged with visual media about science during science class.

9. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Discuss events in the news that are related to what you are learning in science class	A	B	C	D	E
b. Work with other students on a science project or activity	A	B	C	D	E
c. Figure out different ways to solve a science problem	A	B	C	D	E
d. Present what you learned about science to your class	A	B	C	D	E
e. Take a science test or quiz	A	B	C	D	E

This question asks the student to specify the frequency with which he or she participates in various activities in his or her science class.

Discuss events in the news that are related to what you are learning in science class: Refers to the frequency with which the student has discussed with his or her teachers or classmates a newspaper, magazine or Internet article he or she has read or a story he or she has watched on television that is related to what he or she is learning in science class.

Work with other students on a science project or activity: Refers to the frequency with which the student has worked with other students in science class on a project or activity related to science.

Figure out different ways to solve a science problem: Refers to the frequency with which the student has found different ways to solve a science problem during science class. This could be part of a class project involving more than one student or done independently.

Present what you learned about science to your class: Refers to the frequency with which the student has presented what he or she has learned about science to his or her science class. The presentation could be brief or extended; informal or formal. The presentation could be an individual presentation or one in which the student participated as part of a group. If a group presentation, the student should have an active speaking role in it.

Take a science test or quiz: Refers to the frequency with which the student has taken an oral or written science test or quiz in science class.

10. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Identify questions that can be addressed through science experiments	A	B	C	D	E
b. Design a science experiment	A	B	C	D	E
c. Talk about measurements you took for your science project or activity	A	B	C	D	E
d. Talk about the results of your science project or activity	A	B	C	D	E
e. Watch your teacher do a science experiment or activity	A	B	C	D	E
f. Make graphs or charts of the results from your science project or activity	A	B	C	D	E
g. Write a report on your science project or activity	A	B	C	D	E

This question asks the student to specify the frequency with which he or she engages in a variety of activities as part of his or her science class.

Identify questions that can be addressed through science experiments: Refers to the frequency with which the student has proposed questions that could be answered by conducting a scientific experiment during his or her science class. The student does not have to conduct the experiment; only raise questions that could be answered through experimentation.

Design a science experiment: Refers to the frequency with which the student has designed an experiment during his or her science class. The student does not have to conduct the experiment, only design the experiment.

Talk about measurements you took for your science project or activity: Refers to the frequency with which the student has communicated during his or her science class about measurements he or she took for a science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

Talk about the results of your science project or activity: Refers to the frequency with which the student has communicated during his or her science class about the results of his or her science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

Watch your teacher do a science experiment or activity: Refers to the frequency with which the student has watched his or her teacher conduct a science experiment or activity. The student does not have to have participated in the experiment in any way or to have written notes or a report. All that is required is that the student watches the experiment or activity conducted by the teacher and not other students.

Make graphs or charts of the results from your science project or activity: Refers to the frequency with which the student has made graphs or charts during science class based on the results of his or her science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

Write a report on your science project or activity: Refers to the frequency with which the student has written a report during his or her science class about a science project or activity. The project or activity could be completed by the individual student or be a group project or activity. If a group project or activity, the student should have played a role in the presentation.

11. In this school year, how often have you been asked to write long answers to questions on tests or assignments for science?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which the student has been asked to compose long answers to questions on science tests and/or to complete writing assignments for science. "Long answers" are answers that require at least one paragraph.

12. In this school year, how often have you talked with your teacher about how you are doing in science?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day or almost every day

This question refers to the frequency with which the student has talked to his or her teacher about his or her performance in science. The student may have talked to his or her teacher about performance on a particular test, assignment or lab project or performance in general.

13. In this school year, how often have you used library resources for science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has used library resources for science. The library could be the student's school library, another school's library, a public library, or any other library.

14. In this school year, how often have you used computers for science?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to the frequency with which the student has used a computer for science-related work—including class work, homework, and any other science-related activity for school. The work may be done on computers in a classroom, in a school library, in a school computer lab, at home, or any other location.

15. How hard was this test compared to most other tests you have taken this year in school?
- A Easier than other tests
 - B About as hard as other tests
 - C Harder than other tests
 - D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to most other tests" means school tests given this academic year in all subjects including science.

16. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?
- A Not as hard as on other tests
 - B About as hard as on other tests
 - C Harder than on other tests
 - D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on most other school tests taken this academic year in all subjects including science.

17. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

18. How much education do you think you will complete?
- A I will not finish high school.
 - B I will graduate from high school.
 - C I will have some education after high school.
 - D I will graduate from college.
 - E I will go to graduate school.
 - F I don't know.

This question asks the student to provide his or her best estimate concerning future educational attainment. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "I don't know" if he or she is completely uncertain.

19. What do you expect that your main activity will be in the year after you leave high school?
- A Working full time
 - B Attending a vocational, technical, or business school
 - C Attending a two-year college
 - D Attending a four-year college, service academy, or university
 - E Serving in the military
 - F Other

This question asks the student to provide his or her best estimate concerning plans to work, serve in the military, or continue his or her education after leaving high school.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

EXTENDED STUDENT BACKGROUND QUESTIONNAIRE: GRADE 12

Assessment administrators may answer questions that students have about the questions in the Extended Student Background Questionnaire (ESBQ). These questions address important issues about the homes in which students live, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the ESBQ is repeated below, with an explanation of what information the question is attempting to elicit from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student he/she does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he/she should answer certain questions in reference to his/her *previous* home and school or with regard to his/her *present* home and school. Your response should be that *all* the questions refer to the student's *current situation*.

A student may notice that a question being asked here is similar to a question asked elsewhere. If a student raises a question about this, assure the student that he/she should answer each question as accurately as possible and not be concerned about other questions or responses.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines that can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person[s] in the student's home responsible for the student's day-to-day care).*
- *Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his/her natural parents, adoptive parents, or guardians.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about items in the home, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage or a group home, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that the student is living in an orphanage or a group home. Answers to questions about items in the home, etc., should be based on the resources available in the orphanage or group home.*
- *In the case of students in joint-custody situations, questions that ask about "home" refer to the home in which students spend a majority of their time. If students spend equal amounts of time in the two homes, the students should refer to the home in which they are residing on the day of the test.*

In this section, please tell us about yourself and your family. This section has 10 questions. Mark your answers in your booklet.

1. Do you live in different homes with different people during the school year? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to identify children living in shared-custody arrangements. Vacation homes should not be considered “different homes with different people” for the purpose of answering this question. Students who live in one home except when on vacation should answer “No” by filling in oval B. Students who have switched foster homes should answer “Yes” by filling in oval A.

2. Which of the following people live in your home? Fill in **one** oval on each line.

	Yes	No
a. Mother/Stepmother	Y	N
b. Father/Stepfather	Y	N
c. Foster parents	Y	N
d. Grandmother or Grandfather	Y	N

The purpose of this question is to find out who lives in the student’s home. Students should refer to only one home when answering this question. For students in joint-custody arrangements, “home” refers to the home in which the students spend a majority of their time. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home in which they are residing on the day of the test. Students living in an orphanage or group home should skip this question and indicate in the margin that they live in an orphanage or group home.

3. How many brothers and sisters do you have, whether they live with you or not? Include all stepbrothers and stepsisters. Fill in only **one** oval.

- A None
- B One
- C Two
- D Three
- E Four
- F Five
- G Six or more

The purpose of this question is to determine the total number of brothers and sisters a student has, rather than just the number of brothers and sisters with whom the student currently resides. The student should include stepsiblings, half siblings, foster siblings, adopted siblings, etc.

4. Does your mother usually have a job for pay? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to determine whether the student's mother is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" is defined as at least half of a full work week. ("At least half" also includes "more than half.") If the student has no knowledge of his/her mother's participation in the workforce, he/she should answer "No" to this question.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver.

If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a female parent or other caregiver with whom he/she has previously lived, the student should answer with respect to that female parent or caregiver.

Where there is no female present in the home and no knowledge of any female caregiver, the student should skip this question and make a note in the margin.

5. Does your father usually have a job for pay? Fill in only **one** oval.

- A Yes
- B No

The purpose of this question is to determine whether the student's father is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" is defined as at least half of a full work week. ("At least half" also includes "more than half.") If the student has no knowledge of his/her father's participation in the workforce, he/she should answer "no" to this question.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver.

If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a male parent or other male caregiver with whom he/she has previously lived, the student should answer with respect to that male parent or caregiver.

Where there is no male present in the home and no knowledge of any male caregiver, the student should skip this question and make a note in the margin.

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

	Yes	No
a. Access to the Internet	Y	N
b. Clothes dryer just for your family	Y	N
c. Electric dishwasher	Y	N
d. More than six rooms (not including bathrooms)	Y	N
e. More than one bathroom	Y	N
f. A bedroom of your own	Y	N
g. Three or more cars, trucks, or other vehicles that your family uses	Y	N

This question asks about items in the student's home. Students should answer this item for the home they referenced in earlier questions.

Access to the Internet: Refers to whether the student has access to the Internet at home. Access is for the family and by the family only (i.e., open, unsecured Wi-Fi access does not count).

Clothes dryer just for your family: Refers to whether the student has a gas or electric clothes dryer (not a clothesline, drying rack, etc.) in either the student's house or apartment unit that is only used by the student's family. Students who live in apartment complexes with communal washers and dryers should not include those dryers.

Electric dishwasher: Refers to whether the student has an electric dishwasher in the student's house or apartment unit.

More than six rooms (not including bathrooms): Refers to whether the student's house or apartment unit has more than six rooms, not counting bathrooms, porches, balconies, foyers, halls, and half-baths.

More than one bathroom: Refers to whether there is more than one bathroom in the student's house or apartment unit. Full bathrooms, half-baths, and powder rooms all count as "bathrooms."

A bedroom of your own: Refers to whether the student has his/her own bedroom in his/her house or apartment unit.

Three or more cars, trucks, or other vehicles that your family uses: Refers to the number of vehicles the student's family currently owns that run and are used by family members. Company-owned vehicles used by family members for business purposes, such as dump trucks or taxis, are not to be included in the count.

7. Do you have your own cell phone? Fill in only **one** oval.

- A Yes
- B No

This question refers to whether the student has a cell phone for his/her own use on a daily basis. The student should answer "no" if the cell phone he/she normally uses is also used by other members of the family on a regular basis.

-
8. Does your family own or rent your home, or have some other living arrangement? Fill in only **one** oval.
- A Own (or pay mortgage)
 - B Rent
 - C Other

To answer this question, students should refer to the same home they referenced to answer the earlier questions. Option C, “Other,” includes living with a friend or relative, living in an emergency housing shelter, exchanging work for housing, or being homeless. If a student does not know whether his/her family owns the home or pays rent, encourage the student to give his/her best guess.

9. How far in school did your mother go? Fill in only **one** oval.
- A She did not finish high school.
 - B She graduated from high school.
 - C She attended school after high school, but did not graduate.
 - D She graduated from a two-year college.
 - E She graduated from a four-year college.
 - F She has a master’s degree, Ph.D., M.D., law degree, or other advanced degree.

A student may notice that this question is similar to another question asked in a different questionnaire section. If a student raises a question about this, assure the student that he/she should answer this question as accurately as possible and not be concerned about other questions or responses.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student’s home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver.

If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a female parent or other caregiver with whom he/she has previously lived, the student should answer with respect to that female parent or caregiver. If there is no female parent or caregiver at all, the student should skip this question and make a note in the margin.

Option B. “She graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency.

Option C. “She attended school after high school, but did not graduate,” refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy) but not completing a degree in that course of study.

Option D. “She graduated from a two-year college,” refers to having a degree or certificate from a two-year college (e.g., A.A., A.S.). Students whose mother (or female parent figure or caregiver) started but did not complete a two-year program should fill in Option C, not Option D.

Option E, “She graduated from a four-year college,” refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose mother (or female parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not Option E.

Option F, “She has a master’s degree, Ph.D., M.D., law degree, or other advanced degree,” refers to having completed graduate education after obtaining a bachelor’s degree that led to her receiving a master’s degree, a doctorate degree, a medical doctorate degree, a J.D., or any other advanced professional degree, such as C.P.A., D.V.M., or M.B.A. If the student’s mother (or female parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

10. How far in school did your father go? Fill in only **one** oval.

- A He did not finish high school.
- B He graduated from high school.
- C He attended school after high school, but did not graduate.
- D He graduated from a two-year college.
- E He graduated from a four-year college.
- F He has a master’s degree, Ph.D., M.D., law degree, or other advanced degree.

A student may notice that this question is similar to another question asked in a different questionnaire section. If a student raises a question about this, assure the student that he/she should answer this question as accurately as possible and not be concerned about other questions or responses.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student’s home who is responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver.

If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he/she has lived the most during his/her lifetime.

If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he/she has previously lived, the student should answer with respect to that male parent or caregiver. If there is no male parent or caregiver at all, the student should skip this question and make a note in the margin.

Option B, “He graduated from high school,” refers to having received a high school diploma or a GED or High School Equivalency.

Option C, “He attended school after high school, but did not graduate,” refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy) but not completing a degree in that course of study.

Option D, “He graduated from a two-year college,” refers to having a degree or certificate from a two-year college (e.g., A.A., A.S.). Students whose father (or male parent figure or caregiver) started but did not complete a two-year program should fill in Option C, not Option D.

Option E, “He graduated from a four-year college,” refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not Option E.

Option F, “He has a master’s degree, Ph.D., M.D., law degree, or other advanced degree,” refers to having completed graduate education after obtaining a bachelor’s degree that led to his receiving a master’s degree, a doctorate degree, a medical doctorate degree, a J.D., or any other advanced professional degree, such as C.P.A., D.V.M., or M.B.A. If the student’s father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

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NIES SESSION SCRIPTS AND QUESTION-BY-QUESTION SPECIFICATIONS (QXQS)

Grade 4 NIES Session Script	1.1
Grade 4 NIES QxQs	2.1
Grade 8 NIES Session Script	3.1
Grade 8 NIES QxQs	4.1

4th

2009 NATIONAL INDIAN EDUCATION STUDY

SURVEY SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a special survey for American Indian and Alaska Native students in the United States. This survey is part of a study called the National Indian Education Study. The survey collects information on the educational experiences of American Indian and Alaska Native students like you and the role of Indian culture in your education. To make sure that all students receive the same instructions, I will be reading them to you from this script.

In this survey, you will be asked questions about you, your family, and your school experiences. Do not write your name on your survey booklet. You will not get a grade on this work. When the study is over, your answers will be combined with information from other American Indian and Alaska Native students from all over the country. The results of this study will help government leaders work with states, schools, and Indian tribes to strengthen educational programs for American Indian and Alaska Native students across the country.

Distribute Materials

Option 1: Booklets and Pencils Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in NIES Administration Schedule order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in column A (Atten.) of the NIES Administration Schedule.

Option 2: Booklets and Pencils Previously Distributed

Each of you should have a booklet with your name on it and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and pencils.

Remove Label

Now remove the label with your name on it from the booklet and place it on the upper-right corner of your desk.

Booklet Directions

Now open your booklet to the directions on page 2. Read the directions to yourself as I read them out loud.

- Read the directions, examples, and answers on the next page to the students.

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. Please answer these questions the best that you can. There are no wrong answers to any of the questions.

For most questions the choices will be written **down** the page as in Example 1. Read the example and fill in the oval that best describes you.

Example 1

1. Which of these do you enjoy doing more?
 - Ⓐ Reading a book
 - Ⓑ Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing more.

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

For a few questions you will be asked to print your answers. Please **PRINT LEGIBLY** on the lines provided.

You will be told when to begin and to stop.



Student Questionnaire

Now turn to the next page. I am going to read the questions to you. Listen while I read each question. Then mark your answer in your booklet. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

- Read the directions, questions, and answer choices on the next five pages verbatim and slowly to the students.

SECTION 1

Section 1

National Indian Education Study Grade 4 Student Questionnaire

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

1. How much do you know about your American Indian tribe or Alaska Native group? For example, you may know about the history, traditions, or arts and crafts of your tribe or group. VC759180
- A Nothing
- B A little
- C Some
- D A lot
2. How often do you go to American Indian or Alaska Native ceremonies and gatherings? VC759183
- A Never
- B Every few years
- C At least once a year
- D Several times a year
3. How often do members of your family talk to each other in your American Indian or Alaska Native language? VC759193
- A Never or hardly ever
- B Once or twice a month
- C Once or twice a week
- D Every day or almost every day
4. How often do people in your school talk to each other in your American Indian or Alaska Native language? VC759195
- A Never or hardly ever
- B Once or twice a month
- C Once or twice a week
- D Every day or almost every day

Section 1

5. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their traditions and cultures (ways of life, customs)? VC759215
- A Yes
- B No
6. During 4th grade, have you attended school field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people? VC759216
- A Yes
- B No, but other 4th-grade students did.
- C Not offered to 4th-grade students.
7. During 4th grade, have you used books, videos, or other materials about American Indian or Alaska Native people? VC759218
- A Yes
- B No
8. During 4th grade, have you used or checked out books, videos, or other materials about American Indian or Alaska Native people from your school library? VC759234
- A Yes
- B No
9. How often do you read for fun on your own time? VC759235
- A Never or hardly ever
- B Once or twice a month
- C Once or twice a week
- D Every day or almost every day
10. When my teacher talks about something interesting in class, I try to read more about it. VC759236
- A This is not like me.
- B This is a little like me.
- C This is a lot like me.
11. I enjoy reading long stories (for example, chapter books). VC759279
- A This is not like me.
- B This is a little like me.
- C This is a lot like me.
12. I enjoy reading about American Indian or Alaska Native people. VC759280
- A This is not like me.
- B This is a little like me.
- C This is a lot like me.

Section 1

13. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have. VC759283
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
14. How do you rate yourself in reading? VC759284
- Ⓐ Poor
 - Ⓑ Average
 - Ⓒ Good
 - Ⓓ Very good
15. How often do you do math for fun on your own time? For example, play math games or solve math puzzles. VC759285
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
16. When my teacher talks about math, I try to learn more about it. VC759286
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
17. How do you rate yourself in math? VC759287
- Ⓐ Poor
 - Ⓑ Average
 - Ⓒ Good
 - Ⓓ Very good
18. How often does a parent or someone else from your family help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. VC759288
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
19. How often does a teacher or another adult from your school help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. VC759289
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

Section 1

20. How often does another student ^{VC759290} from your school help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

21. How often does someone else who ^{VC759291} lives in your community or is a friend of your family help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

22. How much do you like school? ^{VC759293}
- Ⓐ Not at all
 - Ⓑ A little
 - Ⓒ Somewhat
 - Ⓓ Very much

23. Do you know the name of the ^{VC759294} American Indian tribe or Alaska Native group you belong to or are enrolled in?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ I'm not sure.

24. If you know the name of the American Indian tribe or Alaska Native group that you ^{VC759295} belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.



Section 1

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

VC759297

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.



Collect Materials

Please close your booklet. I will collect the booklets and the labels from your desk.

- Collect booklets and labels.
- Tear up the labels and throw them away.

Thank and Dismiss Students

Thank you very much for your work here today. You may keep your pencil as a thank you from the National Indian Education Study.

- Dismiss students according to school policy.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 4

Assessment administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results, and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

*Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the students' home responsible for the students' day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is **not in session**. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and the student should note in the outside margin of the page that the he or she is living in a group home or orphanage.*

Emphasize that there are no wrong answers to any of the questions.

DIRECTIONS

In this booklet, you will be asked about yourself, your education, and your family. Please answer these questions as best as you can. There are no wrong answers to any of the questions.

See the previous page for an explanation of what is meant by “your family.”

For all questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?
 - A Reading a book
 - B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

Make your answer marks clear and dark in the ovals. If you want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and stop.

National Indian Education Study

Grade 4 Student Questionnaire

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

These two paragraphs are included to orient students to the meaning of “American Indian tribe or Alaska Native group,” as used in the questionnaire. The administrator can introduce other synonyms for tribe or group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few American Indian or Alaska Native students, may not feel identification with a specific American Indian tribe or Alaska Native group. If these students are frustrated by an inability to relate to a specific tribe or group, remind them that “there are no wrong answers” to any of the questions and they should answer the questions as best as they can.

Student Questionnaire—Grade 4

NIES 2009

1. How much do you know about your American Indian tribe or Alaska Native group? For example, you may know about the history, traditions, or arts and crafts of your tribe or group.
- A Nothing
 - B A little
 - C Some
 - D A lot

This question refers to the extent to which the student is familiar with the history, traditions, arts and crafts, and other characteristics of the tribe or group with which he or she identifies. It is not necessary for the student to be able to specifically name that tribe or group. Remind students who are unable to relate to any tribe or group that all of the answers are equally acceptable. (For example, response A is not a “wrong” answer.) Many students learn their history and traditions through stories told by their parents. For example, the Apache will learn about the water monster, the Hopi about coyote, etc. Other students may learn through dance. Girls may learn to make pottery or do beadwork.

2. How often do you go to American Indian or Alaska Native ceremonies and gatherings?
- A Never
 - B Every few years
 - C At least once a year
 - D Several times a year

This question refers to the frequency with which the student attends ceremonies and gatherings, such as potlatches, powwows, and other events with an American Indian or Alaska Native focus. Attendance at inter-cultural gatherings may be included. Gatherings for occasions such as marriages or funerals may be included if they involve specific, culturally related activities.

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which an American Indian or Alaska Native language is used by members of the student’s family; it is not necessary that the student understand or speak this language. Be sure that students understand that the question asks only about American Indian and Alaska Native languages, not other non-English languages, such as Spanish.

-
4. How often do people in your school talk to each other in your American Indian or Alaska Native language?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student's American Indian or Alaska Native language is used by staff and other students in the student's school; it is not necessary that the student understand or speak this language. Be sure that students understand that the question asks only about American Indian or Alaska Native languages, not other non-English languages such as Spanish.

5. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their traditions and cultures (ways of life, customs)?
- A Yes
 - B No

This question asks whether, during the current school year, American Indian or Alaska Native people have come to the student's school to talk about American Indian or Alaska Native traditions, cultures, ways of life, and customs. Activities presented by the American Indian or Alaska Native visitors might include craft demonstrations, musical presentations, or anything else focused on American Indian or Alaska Native cultures. It is not necessary for the student to have actually attended the talk; only that some people had come to the school to talk about their traditions and cultures to any group of students.

6. During 4th grade, have you attended school field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people?
- A Yes
 - B No, but other 4th-grade students did.
 - C Not offered to 4th grade students.

This question asks whether, during the current school year, there have been school-sponsored opportunities for students to visit museums, traditional villages, and other places that feature American Indian or Alaska Native culture. Family trips or trips sponsored by organizations other than the student's school should not be included.

7. During 4th grade, have you used books, videos, or other materials about American Indian or Alaska Native people?
- A Yes
 - B No

This question asks whether the student has used books, videos, or other materials about American Indian or Alaska Native people during the current school year. The materials may have been used for personal or family use, or for school projects and assignments. "Other materials" might include DVDs and visual arts materials that focus on American Indian or Alaska Native people. The resources could be from the school, from public libraries, from community members, or from any other source.

8. During 4th grade, have you used or checked out books, videos, or other materials about American Indian or Alaska Native people from your school library?
- A Yes
 - B No

This question asks whether or not the student has used or checked out books, videos, or other materials about American Indian or Alaska Native people from the school library during the current school year. The materials may have been checked out for personal pleasure reading or for school projects and assignments. "Other materials" might include DVDs and visual arts materials that focus on American Indian or Alaska Native culture. The student should indicate option A, "Yes," only if he or she has used or checked out resources from the student's school library. If the student's school does not have a library, the student should answer option B, "No."

9. How often do you read for fun on your own time?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student reads for fun and not as part of assigned school-work. Any reading a student does, whether at school or at home, in order to complete a class assignment (such as a book report) should not be included even though the student may enjoy the assignment. If a student chooses to read during school time when other "free choice" activities are offered, however, this should be interpreted as "on your own time" and included in the response. Materials read for fun may include printed or online books, newspapers, magazines, comic books, etc.

If a student indicates that he or she has already answered this question in another questionnaire, please instruct him or her to answer it again.

10. When my teacher talks about something interesting in class, I try to read more about it.
- A This is not like me.
 - B This is a little like me.
 - C This is a lot like me.

This statement refers to reading the student does on his or her own initiative, not reading assigned to him or her after an interesting topic has been introduced by the student's teacher in class. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

11. I enjoy reading long stories (for example, chapter books).

- A This is not like me.
- B This is a little like me.
- C This is a lot like me.

This statement refers to stories divided into parts or chapters, or those that would take more than one reading session to finish. If the student is concerned that a story is long enough to be included, encourage him or her to think about a chapter in a book. The stories could be found in online or printed materials. The student should express his or her opinion.

12. I enjoy reading about American Indian or Alaska Native people.

- A This is not like me.
- B This is a little like me.
- C This is a lot like me.

This statement refers to people who are identified as American Indian or Alaska Native people. These people may or may not share the same tribal or group affiliation as the student. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

13. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have.

- A This is not like me.
- B This is a little like me.
- C This is a lot like me.

This statement refers to people whose ways of living are markedly different from that of the student. It can include differences in culture, nationality, and other factors. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

14. How do you rate yourself in reading?

- A Poor
- B Average
- C Good
- D Very good

This question asks the student to evaluate how well he or she does in general in reading, not just how well he or she does in reading class. Any criteria that the student selects as a basis for determining how well he or she reads are appropriate. The student should not consider how others, including teachers, might rate him or her. The student should express his or her opinion.

15. How often do you do math for fun on your own time (for example, play math games or solve math puzzles)?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student does mathematics activities that are not done as part of assigned school work. Any mathematics a student does, whether at school or at home, in order to complete a class assignment should not be included even though the student may enjoy the assignment. If a student chooses to do mathematics during school time when other “free choice” activities are offered, however, this should be interpreted as “on your own time” and included in the response. The mathematics activities may be paper-and-pencil, computer-based, or any other medium.

16. When my teacher talks about math, I try to learn more about it.
- A This is not like me.
 - B This is a little like me.
 - C This is a lot like me.

This statement refers to initiatives by the student to learn more about mathematics, not activities assigned by the teacher. The student should express his or her opinion.

17. How do you rate yourself in math?
- A Poor
 - B Average
 - C Good
 - D Very good

This question asks the student to evaluate how well he or she does in general in mathematics, not just how well he or she does in mathematics class. Any criteria that the student selects as a basis for determining how well he or she does in mathematics are appropriate. The student should not consider how others, including teachers, might rate him or her. The student should express his or her opinion.

-
18. How often does a parent or someone else from your family help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student gets assistance with schoolwork in person, over the phone, via e-mail, or any other means from parents or other family members. See the introductory comments for an explanation of what is meant by “your family.” If the student attends boarding school, he or she may have fewer opportunities to obtain help from family members. It is appropriate for his or her answers to reflect this reality.

19. How often does a teacher or another adult from your school help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student gets assistance with schoolwork in person, over the phone, via e-mail, or any other means from teachers or other adults associated with the student’s school.

20. How often does another student from your school help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student gets assistance with schoolwork in person, over the phone, via e-mail, or any other means from another student from his or her school. The assistance could be in-person, over the phone, via e-mail, or any other means.

21. How often does someone else who lives in your community or is a friend of your family help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student gets assistance with schoolwork in person, over the phone, via e-mail, or any other means from a community member or a friend of the family. The assistance could be in-person, over the phone, via e-mail, or any other means.

22. How much do you like school?
- A Not at all
 - B A little
 - C Somewhat
 - D Very much

This question refers to the extent to which the student likes learning at school.

23. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?
- A Yes
 - B No
 - C I'm not sure.

This question asks the student if he or she can identify his or her American Indian tribe(s) or Alaska Native group(s). Do not give assistance other than to offer or confirm locally appropriate synonyms for American Indian tribes or Alaska Native groups, such as mesa or colony. Emphasize that there are no "wrong" answers.

-
24. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

This question asks students who know the name(s) of their American Indian tribe(s) or Alaska Native group(s) to print them on the line given. Do not give assistance about names of groups, tribes, mesas, or colonies. Emphasize that correct spelling is not important. Students who answer "No" to the previous question are not expected to complete this question. Students who answer "I'm not sure" to the previous question should be encouraged to write what they think is (are) the name(s) of their tribe(s) or group(s).

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

This question gives the student the opportunity to add comments he or she would like to make about himself or herself and his or her background. It is an optional item, but the student should be encouraged to write ideas.

THANK YOU FOR PARTICIPATING.

THIS PAGE IS INTENTIONALLY LEFT BLANK.

8th

2009 NATIONAL INDIAN EDUCATION STUDY

SURVEY SCRIPT: GRADE 8

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a special survey for American Indian and Alaska Native students in the United States. This survey is part of a study called the National Indian Education Study. The survey collects information on the educational experiences of American Indian and Alaska Native students like you and the role of Indian culture in your education. To make sure that all students receive the same instructions, I will be reading them to you from this script.

In this survey, you will be asked questions about you, your family, and your school experiences. Do not write your name on your survey booklet. You will not get a grade on this work. When the study is over, your answers will be combined with information from other American Indian and Alaska Native students from all over the country. The results of this study will help government leaders work with states, schools, and Indian tribes to strengthen educational programs for American Indian and Alaska Native students across the country.

Distribute Materials

Option 1: Booklets and Pencils Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in NIES Administration Schedule order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in column A (Atten.) of the NIES Administration Schedule.

Option 2: Booklets and Pencils Previously Distributed

Each of you should have a booklet with your name on it and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and pencils.

Remove Label

Please remove the label with your name on it from the booklet and place it on the upper-right corner of your desk.

Booklet Directions

Now open your booklet to the directions on page 2. Read the directions to yourself as I read them out loud.

- Read the directions, examples, and answers on the next page to the students.
- Guidelines for reading matrix questions 1, 2, 6, 7, 8, 10, 14, 16, 19, and 20:
 Start by reading the overall questions stem. Then read each sub question as though it were a separate question, including key information from the overall stem. Then read the answer choices and pause for the student(s) to select an answer before moving on to read the next sub-question. For example, Example 2 on the next page should be read as follows:
 “Question 2. How often do you do each of the following things? Fill in one oval on each line.” (*short pause*)
 “2a. How often do you read a book? Never or hardly ever, once or twice a month, once or twice a week, or almost everyday?” (*pause for response*)
 “2b. How often do you play a game with friends? Never or hardly ever, once or twice a month, once or twice a week, or almost everyday?” (*pause for response*)

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. Please answer these questions the best that you can. There are no wrong answers to any of the questions.

For some questions the choices will be written **down** the page as in Example 1. Read the example and fill in the oval that best describes you.

Example 1

1. Which of these do you enjoy doing more?
- Ⓐ Reading a book
 - Ⓑ Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing more.

The choices for some other questions will be written **across** the page as in Example 2. Read the example and fill in one oval on each line.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Read a book	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ
b. Play a game with friends	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

For a few questions you will be asked to print your answers. Please PRINT LEGIBLY on the lines provided.

You will be told when to begin and to stop.



Student Questionnaire

Now turn to page 3. Read the directions on this page to yourself as I read them out loud.

- Read the booklet directions below verbatim to the students.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

Non-read aloud

Read and answer the questions in your booklet on your own. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

Please begin.

Read aloud

I am going to read the questions to you. Listen while I read each question. Then mark your answer in your booklet. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

Let's begin.

- Read the questions and answer choices in the booklet to the students.

1. How much do you know about each of the following? Fill in **one** oval on each line.

VC996578

- | | Nothing | A little | Some | A lot | |
|----------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Your American Indian or Alaska Native history | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996581 |
| b. Your American Indian or Alaska Native traditions and culture (way of life, customs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996582 |
| c. Issues today that are important to American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996583 |

2. How often have you participated in each of the following? Fill in **one** oval on each line.

VC996584

- | | Never | Every few years | At least once a year | Several times a year | |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Ceremonies and gatherings for people from your American Indian tribe or Alaska Native group | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996586 |
| b. Ceremonies and gatherings that bring people together from many different American Indian tribes or Alaska Native groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996587 |
| c. Other American Indian or Alaska Native activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996589 |

Section 1

3. How often do members of your family talk to each other in your American Indian or Alaska Native language? VC759193
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
4. How often do people in your school talk to each other in your American Indian or Alaska Native language? VC759195
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
5. During 8th grade, how often have any of your teachers talked to your class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people? VC996590
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

6. During 8th grade, have you attended any of the following through your school? Fill in **one** oval on each line. VC996592

- | | Yes | No, but
other
8th-grade
students
did. | Not
offered to
8th-grade
students. | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------|---------------------------------------------|----------|
| a. Presentations by American Indian or Alaska Native people about their traditions and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996594 |
| b. American Indian or Alaska Native art and craft demonstrations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996613 |
| c. Traditional American Indian or Alaska Native music and/or dance performances | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996615 |
| d. Field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996616 |

7. During 8th grade, have you used any of the following materials? Fill in **one** oval on each line. VC996617

- | | Yes | No | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | VC996619 |
| b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | VC996620 |

Section 1

8. During 8th grade, have you used any of the following materials from your school library?
Fill in **one** oval on each line. VC996621

- | | Yes | No | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | VC996622 |
| b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | VC996623 |

9. How often do you read for fun on your own time? VC759235

- A Never or hardly ever
- B Once or twice a month
- C Once or twice a week
- D Every day or almost every day

10. Here are some sentences about reading. Fill in **one** oval on each line to show whether the sentence describes a person like you. VC996624

- | | This is not like me. | This is a little like me. | This is a lot like me. | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|-------------------------|----------|
| a. When my teacher talks about something interesting, I try to read more about it. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996625 |
| b. I enjoy reading long stories (for example, chapter books). | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996626 |
| c. I enjoy reading about American Indian or Alaska Native people. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996627 |
| d. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996628 |

11. How do you rate yourself in reading?

VC759284

- Ⓐ Poor
- Ⓑ Average
- Ⓒ Good
- Ⓓ Very good

12. How often do you do mathematics for fun on your own time? For example, play mathematics games or solve mathematics puzzles.

VC759285

- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Every day or almost every day

13. When my teacher talks about mathematics, I try to learn more about it.

VC759286

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

14. How much do you know about each of the following? Fill in **one** oval on each line.

VC996631

- | | Nothing | A little | Some | A lot | |
|-----------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. American Indian or Alaska Native systems of counting | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | VC996632 |
| b. American Indian or Alaska Native symbols and designs used in mathematics | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | VC996633 |

Section 1

15. How do you rate yourself in mathematics?

VC759287

- Ⓐ Poor
- Ⓑ Average
- Ⓒ Good
- Ⓓ Very good

16. How often do any of the following people help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. Fill in **one** oval on each line.

VC996635

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. A parent or someone else from my family	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996636
b. A teacher or another adult from my school	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996637
c. Another student	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996639
d. Someone else who lives in my community or is a friend of my family	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996640



Section 1

17. During 8th grade, how often have you talked with any of your teachers outside of regular class periods? For example, to get extra help with your assignments, to talk about issues that matter to you, or just to visit. VC996641

- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Every day or almost every day

18. During 8th grade, have you played a sport or belonged to a drama, music, or other club at school? VC996643

- Ⓐ Yes
- Ⓑ No

19. During 8th grade, how many times have you talked to each of the following people about the classes you should take in high school or about what you want to do after high school? Fill in **one** oval on each line. VC996644

	Never	One time	Two or three times	Four or more times	
a. A family member	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996645
b. A teacher	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996646
c. A school counselor	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996647
d. Another student	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996648
e. Someone outside of your family or school	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996649

Section 1

20. Which of the following would you plan to do in your first year after high school? Fill in **as many ovals as apply**. VC996650

- | | | |
|--------------------------------------------------------------------------------------------------|---|----------|
| a. Go to college full time | Ⓐ | VC996651 |
| b. Go to college part time | Ⓑ | VC996652 |
| c. Go to another school (for example, career training, technical, or trade/vocational) full time | Ⓒ | VC996653 |
| d. Go to another school (for example, career training, technical, or trade/vocational) part time | Ⓓ | VC996654 |
| e. Join the military | Ⓔ | VC996655 |
| f. Work full time | Ⓕ | VC996656 |
| g. Work part time | Ⓖ | VC996657 |
| h. Travel | Ⓗ | VC996658 |
| i. Care for family | Ⓘ | VC996659 |
| j. I don't know. | Ⓙ | VC996660 |

21. How much are the things you are learning in school preparing you for the life you want to lead? VC996661

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A fair amount
- Ⓓ Very much

Section 1

22. How much do you like school?

VC759293

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ Somewhat
- Ⓓ Very much

23. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?

VC759294

- Ⓐ Yes
- Ⓑ No
- Ⓒ I'm not sure.

24. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

VC759295

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

VC759297

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.



Collect Materials

- When all students have finished the survey, say:

Please close your booklet. I will collect the booklets and the labels from your desk.

- Collect booklets and labels.
- Tear up the labels and throw them away.

Thank and Dismiss Students

Thank you very much for your work here today. You may keep your pencil as a thank you from the National Indian Education Study.

- Dismiss students according to school policy.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 8

Assessment administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results, and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

*Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the students' home responsible for the students' day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is **not in session**. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and the student should note in the outside margin of the page that he or she is living in a group home or orphanage.*

Emphasize that there are no wrong answers to any of the questions.

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. Please answer these questions as best as you can. There are no wrong answers to any of the questions.

See the previous page for an explanation of what is meant by “your family.”

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?
- A Reading a book
- B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. Here is an example. Read the example and fill in one oval on each line.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
A Read a book	A	B	C	D
B Play a game with friends	A	B	C	D

Make sure you fill in the ovals completely. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and stop.

The two sample questions are included to acquaint students with the question formats used in the questionnaire.

National Indian Education Study

Grade 8 Student Questionnaire

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

These two paragraphs are included to orient students to the meaning of “American Indian tribe or Alaska Native group,” as used in the questionnaire. The administrator can introduce other synonyms for tribe or group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few American Indian or Alaska Native students, may not feel identification with a specific American Indian tribe or Alaska Native group. If these students are frustrated by an inability to relate to a specific tribe or group, remind them that “there are no wrong answers” to any of the questions and they should answer the questions as best as they can.

Student Questionnaire—Grade 8

NIES 2009

1. How much do you know about each of the following? Fill in **one** oval on each line.

	Nothing	A little	Some	A lot
a. Your American Indian or Alaska Native history	A	B	C	D
b. Your American Indian or Alaska Native traditions and culture (way of life, customs)	A	B	C	D
c. Issues today that are important to American Indian or Alaska Native people	A	B	C	D

For this question, it is appropriate to remind students that all responses have equal value. “Nothing” is not a “wrong answer.”

This question refers to the extent to which the student is familiar with the following:

Your American Indian or Alaska Native history and Your American Indian or Alaska Native traditions and culture (way of life, customs): *Refers to the history and traditions of the particular American Indian tribe(s) or Alaska Native group(s) with which the student identifies. Many students learn their history and traditions through stories told by their parents. For example, the Apache will learn about the water monster, the Hopi about coyote, etc. Other students may learn through dance.*

Issues today that are important to American Indian or Alaska Native people: *Refers to a more inclusive community. Examples of “issues” might include land and water use, elections, and tribal sovereignty.*

2. How often have you participated in each of the following? Fill in **one** oval on each line.

	Never	Every few years	At least once a year	Several times a year
a. Ceremonies and gatherings for people from your American Indian tribe or Alaska Native group	A	B	C	D
b. Ceremonies and gatherings that bring people together from many different American Indian tribes or Alaska Native groups	A	B	C	D
c. Other American Indian or Alaska Native activities	A	B	C	D

This question refers to the frequency with which the student has participated in the following:

Ceremonies and gatherings for people from your American Indian tribe or Alaska Native group: Refers to activities such as potlatches and powwows that are associated with the particular American Indian tribe(s) or Alaska Native group(s) with which the student identifies. Gatherings for occasions such as marriages or funerals may be included if they involve ceremonies specific to the student's tribe(s) or group(s).

Ceremonies and gatherings that bring people together from many different American Indian tribes or Alaska Native groups: Refers to activities involving multiple American Indian tribes or Alaska Native groups, such as teaching camps and lodges, hunting or whaling expeditions, or other activities with a specific American Indian or Alaska Native focus.

Other American Indian or Alaska Native activities: Refers to any other activity with a specific American Indian or Alaska Native focus in which the student has participated.

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which an American Indian or Alaska Native language is used by members of the student's family; it is not necessary that the student understand or speak this language. Be sure that students understand that the question asks only about American Indian and Alaska Native languages, not other non-English languages, such as Spanish.

4. How often do people in your school talk to each other in your American Indian or Alaska Native language?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student's American Indian or Alaska Native language is used by staff and other students in the student's school; it is not necessary that the student understand or speak this language. Be sure that students understand that the question asks only about American Indian or Alaska Native languages, not other non-English languages, such as Spanish.

5. During 8th grade, how often have any of your teachers talked to your class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the teacher has talked to the student's class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people during the current school year. "Talked to your class" refers to discussions occurring during regular instructional time. However, it may be appropriate to include discussions involving specific individuals or groups, as well as discussions involving the class as a whole, depending on the instructional setting.

6. During 8th grade, have you attended any of the following through your school? Fill in **one** oval on each line.

	Yes	No, but other 8th-grade students did.	No field trips were offered to 8th-grade students.
a. Presentations by American Indian or Alaska Native people about their traditions and cultures (ways of life, customs)	A	B	C
b. American Indian or Alaska Native art and craft demonstrations	A	B	C
c. Traditional American Indian or Alaska Native music and/or dance performances	A	B	C
d. Field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people	A	B	C

This question asks whether the student has attended, during the current school year, culturally relevant presentations, demonstrations, or performances or visited places to learn more about American Indian or Alaska Native heritage through programs offered through his or her school.

7. During 8th grade, have you used any of the following materials? Fill in **one** oval on each line.

	Yes	No
a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs)	A	B
b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people	A	B

This question asks whether the student, during the current school year, has used books, videos, websites, or computer software to learn more about his or her American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) or to find out more information about current issues that are important to his or her tribe or group. The materials may have been used for personal pleasure reading or for school projects and assignments, and the materials could have been found in the school library, a public library, on the Internet, in the student's home, or any other place.

8. During 8th grade, have you used any of the following materials from your school library? Fill in **one** oval on each line.

	Yes	No
a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs)	A	B
b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people	A	B

This question asks whether the student, during the current school year, has used books, videos, websites, or computer software from the school library to learn more about his or her American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) or to find out more information about current issues that are important to his or her tribe or group. The materials may have been used for personal pleasure reading or for school projects and assignments.

9. How often do you read for fun on your own time?

- A Never or hardly ever
- B Once or twice a month
- C Once or twice a week
- D Every day or almost every day

This question refers to the frequency with which the student reads for fun and not as part of assigned school-work. Any reading a student does, whether at school or at home, in order to complete a class assignment (such as a book report) should not be included even though the student may enjoy the assignment. If a student chooses to read during school time when other “free choice” activities are offered, however, this should be interpreted as “on your own time” and included in the response. Materials read for fun may include printed or online books, newspapers, magazines, comic books, etc.

If a student indicates that he or she has already answered this question in another questionnaire, please instruct him or her to answer it again.

10. Here are some sentences about reading. Fill in **one** oval on each line to show whether the sentence describes a person like you.

	This is not like me.	This is a little like me.	This is a lot like me.
a. When my teacher talks about something interesting, I try to read more about it.	A	B	C
b. I enjoy reading long stories (for example, chapter books).	A	B	C
c. I enjoy reading about American Indian or Alaska Native people.	A	B	C
d. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have.	A	B	C

When my teacher talks about something interesting, I try to read more about it: Refers to reading the student does on his or her own initiative, not reading assigned to him or her after an interesting topic has been introduced by the student's teacher in class. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

I enjoy reading long stories (for example, chapter books): Refers to stories divided into parts or chapters, or those that would take more than one reading session to finish. If a student is concerned that a story is long enough to be included, encourage him or her to think about a chapter in a book. The stories could be found in online or printed materials. The student should express his or her opinion.

I enjoy reading about American Indian or Alaska Native people: Refers to people who are identified as American Indian or Alaska Native people. These people may or may not share the same tribal or group affiliation as the student. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have: Refers to people whose ways of living are markedly different from that of the student. It can include differences in culture, nationality, and other factors. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

11. How do you rate yourself in reading?
- A Poor
 - B Average
 - C Good
 - D Very good

This question asks the student to evaluate how well he or she does in general in reading, not just how well he or she does in reading class. Any criteria that the student selects as a basis for determining how well he or she reads are appropriate. The student should not consider how others, including teachers, might rate him or her. The student should express his or her opinion.

12. How often do you do mathematics for fun on your own time (for example, play mathematics games or solve mathematics puzzles)?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student does mathematics activities that are not done as part of assigned schoolwork. Any mathematics a student does, whether at school or at home, in order to complete a class assignment should not be included even though the student may enjoy the assignment. If a student chooses to do mathematics during school time when other “free choice” activities are offered, however, this should be interpreted as “on your own time” and included in the response. The mathematics activities may be paper-and-pencil, computer-based, or any other medium.

13. When my teacher talks about mathematics, I try to learn more about it.
- A This is not like me.
 - B This is a little like me.
 - C This is a lot like me.

When my teacher talks about mathematics, I try to learn more about it: Refers to initiatives by the student to learn more about mathematics, not activities assigned by the teacher. The student should express his or her opinion.

14. How much do you know about each of the following? Fill in **one** oval on each line.

	Nothing	A little	Some	A lot
a. American Indian or Alaska Native systems of counting	A	B	C	D
b. American Indian or Alaska Native symbols and designs used in mathematics	A	B	C	D

This question refers to the extent to which the student knows about specific components of mathematics that are unique to American Indian tribes or Alaska Native groups. Examples of systems of counting include counting the gaps between the fingers (which could represent a base-8 or base-16 counting system) or knotted cord systems. Examples of symbols and designs include pictograms (such as totem carvings) combined with tally marks. In all cases, the student needs to express his or her evaluation of his or her level of knowledge.

15. How do you rate yourself in mathematics?

- A Poor
- B Average
- C Good
- D Very good

This question asks students to evaluate how well he or she does in general in mathematics, not just how well he or she does in mathematics class. Any criteria that the student selects as a basis for determining how well he or she does in mathematics are appropriate. The student should not consider how others, including teachers, might rate him or her. The student should express his or her opinion.

16. How often do any of the following people help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a. A parent or someone else from my family	A	B	C	D
b. A teacher or another adult from my school	A	B	C	D
c. Another student	A	B	C	D
d. Someone else who lives in my community or is a friend of my family	A	B	C	D

This question refers to the frequency with which the student gets assistance with schoolwork in-person, over the phone, via e-mail, or any other means from the following people:

A parent or someone else from my family: Refers to parents or other family members. See the introductory comments for an explanation of what is meant by “my family.” If a student attends boarding school, he or she may have fewer opportunities to obtain help from family members. It is appropriate for his or her answers to reflect this reality.

A teacher or another adult from my school: Refers to teachers or other adults associated with the student’s school.

Another student: Refers to any other student, whether the other student is in the student’s class or is a friend but is in another class or attends another school.

Someone else who lives in my community or is a friend of my family: Refers to anyone helping the student who is not part of the student’s family or associated with the student’s school.

17. During 8th grade, how often have you talked with any of your teachers outside of regular class periods (for example, to get extra help with your assignments, to talk about issues that matter to you, or just to visit)?

- A Never or hardly ever
- B Once or twice a month
- C Once or twice a week
- D Every day or almost every day

This question refers to the frequency with which the student has had contact with his or her teacher during the current school year, outside of class time, regardless of what the student and teacher talk about. The communication between the student and teacher should be verbal, rather than written; e.g., e-mails should not be included as talking to a teacher.

18. During 8th grade, have you played a sport or belonged to a drama, music, or other club at school?

- A Yes
- B No

This question asks the student whether he or she has participated in any voluntary extracurricular activity at school during the current school year. The student should include participation in all types of activities, such as varsity and inter-mural athletic teams, debate squads, chess clubs, musical organizations, service clubs, school newspaper, school senate, etc.

19. During 8th grade, how many times have you talked to each of the following people about the classes you should take in high school or about what you want to do after high school? Fill in **one** oval on each line.

	Never	One time	Two or three times	Four or more times
a. A family member	A	B	C	D
b. A teacher	A	B	C	D
c. A school counselor	A	B	C	D
d. Another student	A	B	C	D
e. Someone outside of your family or school	A	B	C	D

This question refers to the frequency with which the student has talked, during the current school year with a variety of people about the high school courses he or she should take or about what he or she wants to do after high school.

20. Which of the following would you plan to do in your first year after high school? Fill in as many ovals as apply.
- | | |
|--------------------------------------------------------------------------------------------------|---|
| a. Go to college full time | A |
| b. Go to college part time | B |
| c. Go to another school (for example, career training, technical, or trade/vocational) full time | C |
| d. Go to another school (for example, career training, technical, or trade/vocational) part time | D |
| e. Join the military | E |
| f. Work full time | F |
| g. Work part time | G |
| h. Travel | H |
| i. Care for family | I |
| j. I don't know. | J |

This question gives the student several options for what he or she might do immediately after high school and asks the student to reflect on whether the option is something he or she is or is not likely to do. A student should be encouraged to give his or her best answers even though the student's expectations for the future may be relatively undeveloped.

Career training, technical, or trade/vocational school: Refers to schools in which a student learns a specific occupation, such as computer repair, cosmetology, etc. and may receive a certificate but not a college degree.

21. How much are the things you are learning in school preparing you for the life you want to lead?
- A Not at all
 - B A little
 - C A fair amount
 - D Very much

This question attempts to gauge the relevance the student attaches to schoolwork. "The life you want to lead" might be interpreted to mean having a certain job or career, or the student might give the phrase a more general focus, such as being able to live an independent and meaningful life.

22. How much do you like school?
- A Not at all
 - B A little
 - C Somewhat
 - D Very much

This question refers to the extent to which the student likes learning in school.

23. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?

- A Yes
- B No
- C I'm not sure.

This question asks the student if he or she can identify his or her American Indian tribe(s) or Alaska Native group(s). Do not give assistance other than to offer or confirm locally appropriate synonyms for American Indian tribes or Alaska Native groups, such as mesa or colony. Emphasize that there are no "wrong" answers.

24. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

This question asks students who know the name(s) of their American Indian tribe(s) or Alaska Native group(s) to print them on the line given. Do not give assistance about names of groups, tribes, mesas, or colonies. Emphasize that correct spelling is not important. Students who answer "No" to the previous question are not expected to complete this question. Students who answer "I'm not sure" to the previous question should be encouraged to write what they think is (are) the names of their tribe(s) or group(s).

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

This question gives the student the opportunity to add comments he or she would like to make about himself or herself and his or her background. It is an optional item, but the student should be encouraged to write ideas.

THANK YOU FOR PARTICIPATING.

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Preparing for Assessment Day Checklist (Chapter 2)

Procedure 5. Preparing the Booklets		
A	Check assessment booklet bundles.	<input type="checkbox"/>
	<ul style="list-style-type: none"> Verify the Bundle # on Bundle Slip matches number in Bundle # box in upper-right section of the Administration Schedule. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Verify prefixes on Bundle Slip match prefixes printed on the Administration Schedule. 	<input type="checkbox"/>
B	Record the line number and Session Number on the booklet cover.	<input type="checkbox"/>
C	Replace original booklet with separate accommodation booklet, if necessary.	<input type="checkbox"/>
D	Verify booklet ID number and attach student ID label.	<input type="checkbox"/>
	<ul style="list-style-type: none"> Begin with first student listed on the Administration Schedule and the first booklet in the first bundle for your session. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Match booklet ID number with column O of Administration Schedule. If accommodation booklet being used, match booklet number with ID in column P. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Attach student ID label to booklet cover. 	<input type="checkbox"/>
E	Check column Q for refusal, withdrawn, ineligible, and excluded students.	<input type="checkbox"/>
	<ul style="list-style-type: none"> If students are coded as refusal/withdrawn/ineligible/excluded, write the Administration Code on the student ID label and set booklet aside. 	<input type="checkbox"/>
F	Insert required ancillary materials inside the booklets.	<input type="checkbox"/>
G	Review Assessment Information Form and identify students who require accommodations.	<input type="checkbox"/>
H	Band together booklets.	<input type="checkbox"/>
	<ul style="list-style-type: none"> Band together booklets for refusal, withdrawn, ineligible, and excluded students along with original booklets for students receiving accommodation booklets. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Band together booklets for separate accommodation sessions. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Band together booklets for students participating in the regular session. 	<input type="checkbox"/>
I	Conduct a quality control (QC) check on the prepared booklets.	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 3)

Procedure 4. Receiving the Session Materials		
	Session Box (including assessment booklets with ancillary materials, accommodation booklets for separate sessions (if necessary), original Administration Schedule, and “Testing in Progress – Do Not Disturb” sign).	<input type="checkbox"/>
	Booklet Cover Poster (grades 4/8)	<input type="checkbox"/>
	10 blue calculators (grade 4)	<input type="checkbox"/>
	10 gray calculators (grades 8/12)	<input type="checkbox"/>
	Timer	<input type="checkbox"/>
	Extra ancillary materials	<input type="checkbox"/>
	No. 2 pencils	<input type="checkbox"/>
	NAEP 2009 Listing of Sampled Students in other sessions (if necessary)	<input type="checkbox"/>
	Copy of each Roster of Questionnaires (grades 4/8)	<input type="checkbox"/>
	Session Debriefing Form	<input type="checkbox"/>
	ESBQ Administration Schedule (if necessary)	<input type="checkbox"/>
	Copy of NIES Administration Schedule (if necessary)	<input type="checkbox"/>
	Student Appreciation Certificates (grade 4)	<input type="checkbox"/>
	Assessment Information Form	<input type="checkbox"/>
A	QC Assessment Booklets and review Assessment Information Form	<input type="checkbox"/>
B	Prepare Session Debriefing Form	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 3) (continued)

Procedure 6. Preparing the Room		
A	Set out supplies.	<input type="checkbox"/>
	Set out materials for easy access. <ul style="list-style-type: none"> ▪ AA manual turned to the appropriate Session Script ▪ Administration Schedule ▪ NAEP 2009 Listing of Sampled Students (if multiple sessions in the school) ▪ Copy of each Roster of Questionnaires (grades 4/8) ▪ ESBQ Administration Schedule, if necessary ▪ NIES Administration Schedule, if necessary ▪ Timer ▪ Session Debriefing Form ▪ Assessment Information Form 	<input type="checkbox"/>
	Set out materials for distribution. <ul style="list-style-type: none"> ▪ Sharpened No. 2 pencils ▪ Student Appreciation Certificates (if appropriate) ▪ Prepared assessment booklets with appropriate ancillary materials inserted into the front cover ▪ Correct number of grade-appropriate calculators ▪ Extra calculators ▪ Extra ancillary materials 	<input type="checkbox"/>
B	Erase or conceal visual materials.	<input type="checkbox"/>
C	Post “Testing in Progress—Do Not Disturb” sign outside room.	<input type="checkbox"/>
D	Hang Booklet Cover Poster at the front of room (grades 4/8).	<input type="checkbox"/>
E	Write teacher names and corresponding teacher numbers on board (grades 4/8).	<input type="checkbox"/>
F	Write school ID number on board (grades 8/12).	<input type="checkbox"/>
G	QC check the assessment room.	<input type="checkbox"/>

Completing Activities After the Assessment Checklist (Chapter 6)

Procedure 3. Completing the Administration Schedule		
A	Enter Administration Code in column Q for every student listed on the Administration Schedule.	<input type="checkbox"/>
B	Enter Administration Code 52 for all unassigned booklets on Administration Schedule.	<input type="checkbox"/>
C	<p>Complete the Summary Box.</p> <ul style="list-style-type: none"> ■ Record total number of students who did not participate in the session “# Absent” box. Include students with Admin. Codes 40-45 and 48 in column Q. ■ Record total number of parent/student refusals in the “# Refused” box. Will be coded 46 – 47 and 49 in column Q. ■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Administration Codes 10-14 and 71-82 in column Q. 	<input type="checkbox"/>

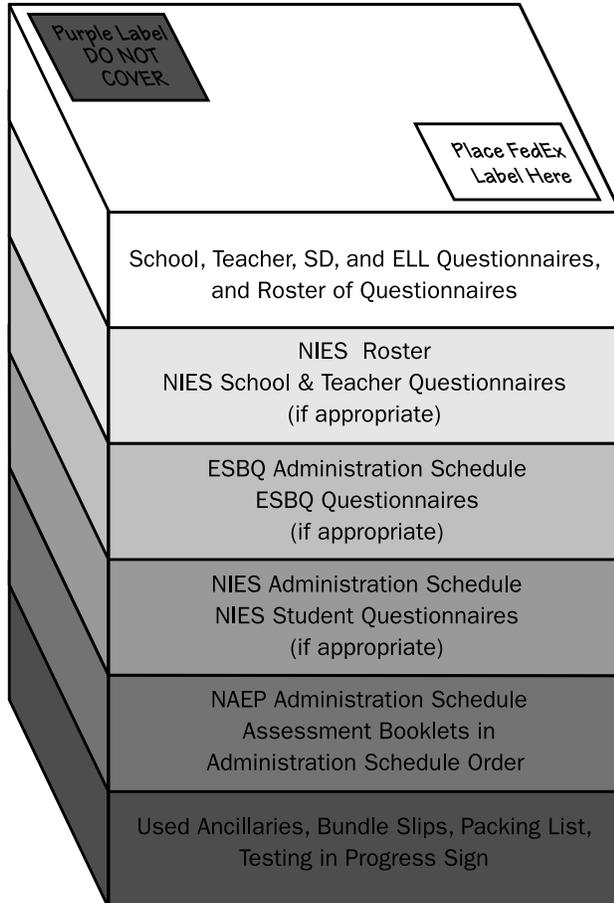
Procedure 4. Coding the Booklet Covers		
A	Organize all booklets back into Administration Schedule order.	<input type="checkbox"/>
B	Verify that the student ID labels are removed from booklets.	<input type="checkbox"/>
C	Ensure that all ancillary materials have been removed from the booklets.	<input type="checkbox"/>
D	Ensure that each booklet has the correct school ID number.	<input type="checkbox"/>
E	Verify that the students recorded their teacher numbers.	<input type="checkbox"/>
F	Transfer Administration Codes and Accommodation Codes to the student booklet covers.	<input type="checkbox"/>
G	Write an explanation on the booklet cover for an Administration Code that requires one (Administration Codes 12-14, 22-24, and 48).	<input type="checkbox"/>
H	Transfer the Planning Codes to the student booklet covers.	<input type="checkbox"/>
I	Code accommodations on the booklet cover.	<input type="checkbox"/>
J	Code the “Total Time for Accommodation (EXT)” boxes for extended time accommodations.	<input type="checkbox"/>
K	Band booklets together and place the Administration Schedule on top of the stack.	<input type="checkbox"/>
L	Provide materials to your AC to QC check.	<input type="checkbox"/>

Post-Assessment Checklist (Chapter 6)

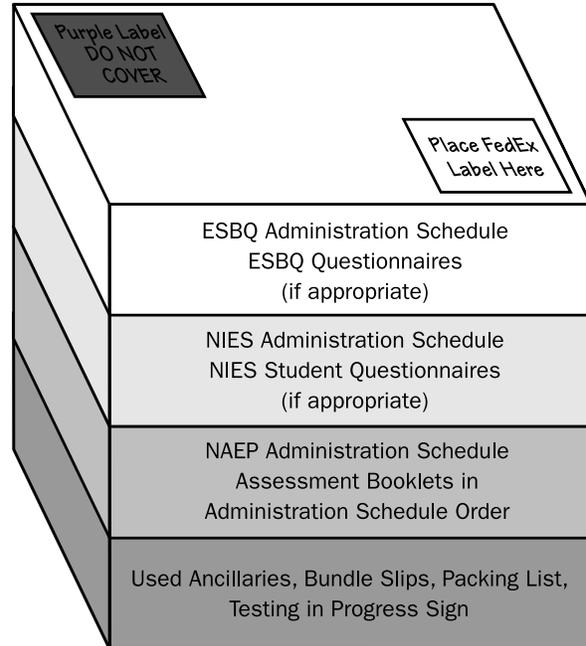
Procedure 6. Packing the Session Box(es)		
A	Pack the boxes according to Pearson procedure.	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place remaining ancillary materials that are not to be given to the AC into the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place all used and unused booklets, in Administration Schedule order, at the bottom of the box. <ul style="list-style-type: none"> ■ Place used accommodation booklets with the original booklets. ■ Fold large-print accommodation booklets and place on top of the stack of booklets. ■ Band all booklets together. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the original (blue) Administration Schedule in the box with student names removed. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If the NIES was administered, place the NIES booklets in Administration Schedule order. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the original NIES Administration Schedule in the box with student names removed. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If the ESBQ was administered, place the stack of ESBQ booklets in the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the original ESBQ Administration Schedule in the box with student names removed. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If the NIES was administered, place the NIES Roster of Questionnaires with names removed and the completed NIES School and Teacher Questionnaires in the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If you have the box for session number ending in 01, place the Roster of Questionnaires (without names), and the completed School, Teacher, SD and/or ELL Questionnaires into the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last. 	<input type="checkbox"/>
B	Provide leftover session materials to your AC.	<input type="checkbox"/>
C	Provide Session Box to your AC for final QC check of session materials.	<input type="checkbox"/>

Post-Assessment Checklist (Chapter 6) (continued)

Session XX01 Box



Remaining Session Box(es)



Makeup Session Checklist (Chapter 7)

Conducting a Makeup Session	
Procedure 1. Secure Assessment Materials for the Makeup Session	<input type="checkbox"/>
Procedure 2. Meet the School Coordinator and Retrieve the NAEP Storage Envelope	<input type="checkbox"/>
Procedure 3. Organize the Booklets	<input type="checkbox"/>
Procedure 4. Prepare the Room	<input type="checkbox"/>
Procedure 5. Conduct the Makeup Session	<input type="checkbox"/>
Procedure 6. Complete the Administration Schedule	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Mark students attending makeup session with a check mark in the Attendance column. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Shade Makeup Held oval at top of Administration Schedule. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Change Administration Code for participating students to the appropriate Assessed in Makeup Session Codes (20-24) on Administration Schedule. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Complete Summary Box at top of Administration Schedule by entering # of students assessed and add the number assessed in original and number assessed in makeup to obtain the TOTAL ASSESSED. 	<input type="checkbox"/>
Procedure 7. Code the Booklet Covers	<input type="checkbox"/>
Procedure 8. Prepare the NAEP Storage Envelope	<input type="checkbox"/>
Procedure 9. Repack the Session Box and Return to Your AC	<input type="checkbox"/>
Procedure 10. Finalize the Session Debriefing Form and Return to Your AC	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Make sure the top of the form is complete. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Complete the Session Summary section. Place a check mark in the Yes or No columns for all items and record details in column labeled "Details." 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Complete the Reaction to Session box. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Record your view of the session. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Record unusual circumstances you encountered. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Record any questions that students asked during the session 	<input type="checkbox"/>

Conducting the ESBQ Checklist (Chapter 8)

Procedure 1. Receive and Review the ESBQ Administration Schedule		
Procedure 2. Prepare the ESBQ Booklets		
A	Record the line number and Session Number on the ESBQ booklet covers.	<input type="checkbox"/>
B	Affix preprinted student ID label.	<input type="checkbox"/>
C	Record the ESBQ booklet barcode ID number on the ESBQ Administration Schedule.	<input type="checkbox"/>
D	Insert the prepared ESBQ booklet in the back of the student assessment booklet cover.	<input type="checkbox"/>
Procedure 3. Administer the ESBQ		
Procedure 4. Complete the ESBQ Administration Schedule and Code the ESBQ Booklet Covers		
A	Enter an ESBQ Administration Code on the ESBQ Administration Schedule.	<input type="checkbox"/>
B	Enter an ESBQ Administration Code of 52 for all unassigned ESBQ booklets.	<input type="checkbox"/>
C	Complete the ESBQ Summary Box.	<input type="checkbox"/>
D	Organize ESBQ booklets back into ESBQ Administration Schedule order.	<input type="checkbox"/>
E	Verify that student ID labels are removed from the ESBQ booklets.	<input type="checkbox"/>
F	Enter the school ID number on the cover of each ESBQ booklet.	<input type="checkbox"/>
G	Record the ESBQ Administration Codes on the ESBQ booklet covers.	<input type="checkbox"/>
H	Record the NAEP student booklet ID number on the ESBQ booklet covers.	<input type="checkbox"/>
I	Band the ESBQ booklets together and place the ESBQ Administration Schedule on top of the stack.	<input type="checkbox"/>
J	Provide coded ESBQ booklets to your AC for a QC check.	<input type="checkbox"/>

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Source Key:

AA = AA Manual

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IMPORTANT INFORMATION

HELP DESK FOR SCHOOLS:

1.800.283.NAEP (6237)
naephelp@westat.com
Hours: 8:00 a.m. to 8:00 p.m. EST

NAEP DESK FOR STAFF:

1.800.627.NAEP (6237)
naephelp@westat.com
Hours: 8:00 a.m. to 5:00 p.m. EST

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