COORDINATE

A MANUAL FOR ASSESSMENT COORDINATORS

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009

COORDINATE

PART 3

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 COORDINATOR MANUAL

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There are a series of icons used throughout the manual. The table below identifies the icons and their meanings.

	This icon indicates a quality control check or “QC check” will be required.
	This icon indicates the NAEP materials you are working with must be kept secured and/or confidential.
	This icon indicates the data must be entered in the School Control System (SCS) website.
	This icon indicates the task or materials are related to NIES.
	This icon indicates the task or materials are related to the ESBQ.
	This icon indicates information regarding the ordering of additional assessment materials from Westat. Detailed instructions for using the Westat MOS are provided in the *Westat MOS User’s Guide* (Appendix A).
	This icon indicates the Pearson SchoolHouse Materials Ordering and Pearson Materials Tracking System.
	Voices of Experience: These boxes offer tips and practical advice from experienced NAEP staff who have honed their skills in the field.
	This icon indicates the system used for tracking the hours worked by the assessment team.

January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
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December 2008

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28	29	30	31			

February 2009

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February 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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January 2009

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March 2009

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29	30	31				

March 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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29	30	31				

February 2009

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April 2009

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26	27	28	29	30		

CHAPTER 1

KEY NAEP FORMS

Accuracy in completion of forms is essential to the integrity of the data NAEP collects.

The objective of this chapter is to introduce you to the key NAEP forms you will use in your job as an assessment coordinator (AC). By the end of the chapter, you should be able to recognize and understand the key NAEP forms and other materials. A thorough understanding of these materials and how they are used in the assessment process will put you well on your path to being a successful NAEP team leader.

1 Key NAEP Forms

The *Coordinate Manual* contains all of the information you will need to perform your duties as an assessment coordinator (AC). It details the National Assessment of Educational Progress (NAEP) procedures prior to, during, and after the assessment. The manual is intended to be your guide throughout the NAEP process and should be kept close at all times during your assignment.

The manual is divided into 12 chapters, five appendices (four of which are about NAEP forms) at the back of the manual, and an index. As you read through the manual, feel free to highlight, make notes, and mark up pages. This is your copy, and you should make the most of it.

This first chapter introduces you to three of the key forms you will use during each phase of the assessment period and in each of your schools. After you read this chapter and before you continue on, review the other NAEP materials and forms described in the NAEP forms sections of this manual. These materials are organized in the order in which you will use them: Appendix A, Preassessment Packet Materials; Appendix B, Preassessment Visit Materials; and Appendix C, Assessment Materials. Appendix D, NIES Materials is discussed later in the manual as is Appendix E, Working With Private Schools.

1. Administration Schedule

A. Administration Schedule Role and Process

The NAEP 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. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities,
- the role of the Administration Schedule on assessment day, and
- the role of the Administration Schedule after the assessment.

This process can be seen on page 1.4 of this manual. A sample Administration Schedule is shown on page 1.6.

Role of the Administration Schedule During the Preassessment Activities
After the sample has been selected for each school, the student names and demographic data are either preprinted by Pearson or entered by hand on the Administration Schedule on the day of the assessment. The Administration Schedule then becomes the primary document an AC will use to prepare for the assessment. During the preassessment visit, you will review the student demographic data with the school coordinator and verify that the data are correct. You will also collect any missing student demographic data.

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include date of birth, gender, race/ethnicity, student with disability (SD) and/or English language learner (ELL) status(es), and National School Lunch Program (NSLP) status.

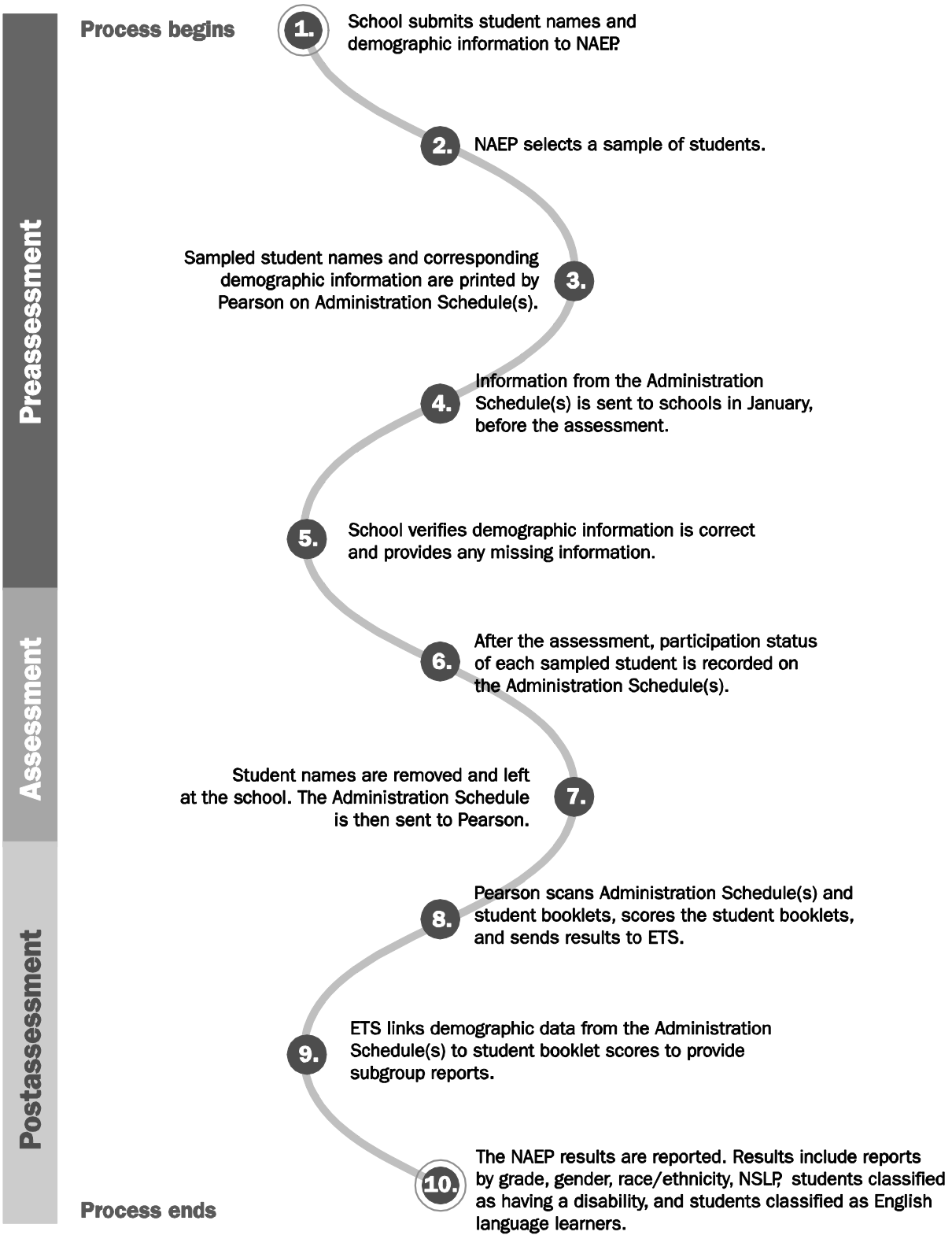
Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected during the preassessment visit, the validity of the NAEP reports is jeopardized.

After the preassessment visit, your team of assessment administrators (AAs) will use the Administration Schedule to prepare the assessment booklets.

The Role of the Administration Schedule on Assessment Day
The Administration Schedule, updated during the preassessment visit, will be used to distribute and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. These codes are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ineligible, and excluded, as well as the number of refusals.

The Role of the Administration Schedule After the Assessment
After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to Educational Testing Service (ETS). ETS will analyze them to link the scores and demographic data from the Administration Schedule to provide subgroup results for the nation and states. The NAEP results for the nation include reports by gender, race/ethnicity, students classified as SD and/or ELL, and NSLP status.


Preassessment
Assessment
Postassessment
Process begins
1. School submits student names and demographic information to NAEP.
2. NAEP selects a sample of students.
3. Sampled student names and corresponding demographic information are printed by Pearson on Administration Schedule(s).
4. Information from the Administration Schedule(s) is sent to schools in January, before the assessment.
5. School verifies demographic information is correct and provides any missing information.
6. After the assessment, participation status of each sampled student is recorded on the Administration Schedule(s).
7. Student names are removed and left at the school. The Administration Schedule is then sent to Pearson.
8. Pearson scans Administration Schedule(s) and student booklets, scores the student booklets, and sends results to ETS.
9. ETS links demographic data from the Administration Schedule(s) to student booklet scores to provide subgroup reports.
10. The NAEP results are reported. Results include reports by grade, gender, race/ethnicity, NSLP, students classified as having a disability, and students classified as English language learners.
Process ends

B. 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 that a nonsampled student 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.

Administration Schedule

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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP 2009 Administration Schedule

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

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

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Bundle #'s: 1005, 1006

Original Sample 26 + # Selected New Enrollees _____ = _____ Total In Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ + # Excluded (Admin. Codes 60-69) _____ = _____ TO BE ASSESSED - # Absent (Admin. Codes 40-45, & 48) _____ + # Refused (Admin. Codes 46, 47 & 49) _____ = _____ + # Assessed (Makeup Session) _____ = _____ TOTAL ASSESSED

Session Number
RS0803

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line # / Subject	"E" Birth Date Month		Year		"F" Sex (white 3=Female)	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Planning Code	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code	
01	Peters, Mark	232	01 R	0	4	9	5	1	1	1	4		2		2		401 193489 7		01	
02	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1		2		2		101 023578 1		02	
03	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4		2		2		201 993461 4		03	
04	Price, Carol	232	04 R	1	0	9	4	2	1	1	4		2		2		501 110376 0		04	
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1		2		2		102 910456 2		05	
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, Julia	232	09 S	0	7	9	4	2	2	1	4		2		2		203 267931 5		09	
10	Reynolds, Michael	232	10 R	0	9	9	4	1	1	1	2		2		2		402 245796 4		10	
11	Rivera, Pedro	232	11 M	1	2	9	4	1	3	2	4		1		2		104 723467 1		11	
12	Robins, Sang	232	12 S	1	0	9	4	1	4	1	4		1		2		204 101456 6		12	
13	Rogers, Daniel	232	13 R	0	6	9	5	1	5	1	1		2		2		502 322019 0		13	
14	Rowe, Christina	232	14 M	0	2	9	5	2	1	1	1		2		2		105 005061 3		14	
15 ✓	Sanders, Tina	178	15 S	1	0	9	4	2	5	1	4		2		2		205 123579 1		15	

"R" 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

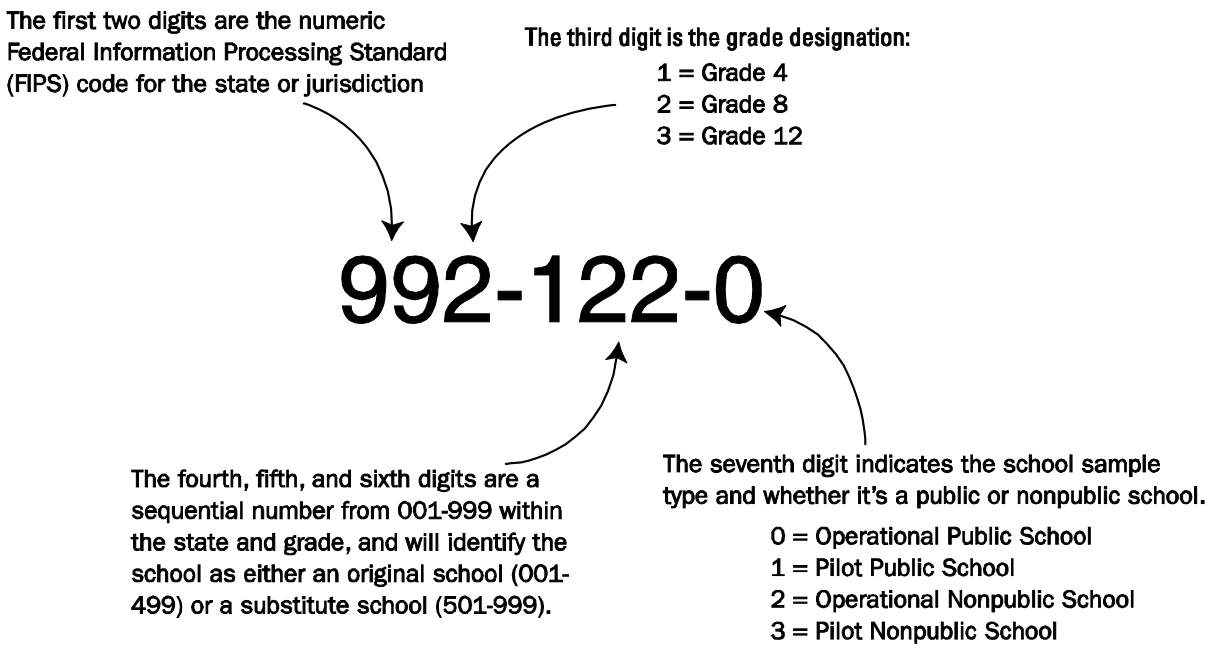
OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, never attends campus
55 = Ineligible, other
56 = Not in sample

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

Item #NA00015444

The NAEP School ID Number

A unique NAEP School Identification (ID) Number is assigned to every school sampled for NAEP. The ID is a seven-digit number. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:



The 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.**

NAEP 2009 Session Types			
Session	**Subjects**	**Grades**	**School Type**
RS	Reading/Mathematics/Science	4/8/12	Public and Private
RN[1]	Reading/Mathematics/Science	4/8	Bureau of Indian Education (BIE) and public schools in Arkansas, Kansas, Vermont, Nebraska, and the District of Columbia
RM	Reading/Mathematics	12	Public in Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia

[1] These session types are for the states not participating in state-level science. One in 19 students sampled will be assessed in science for the NAEP National Sample.

Next to 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 chart below details the purpose of each column on the Administration Schedule.

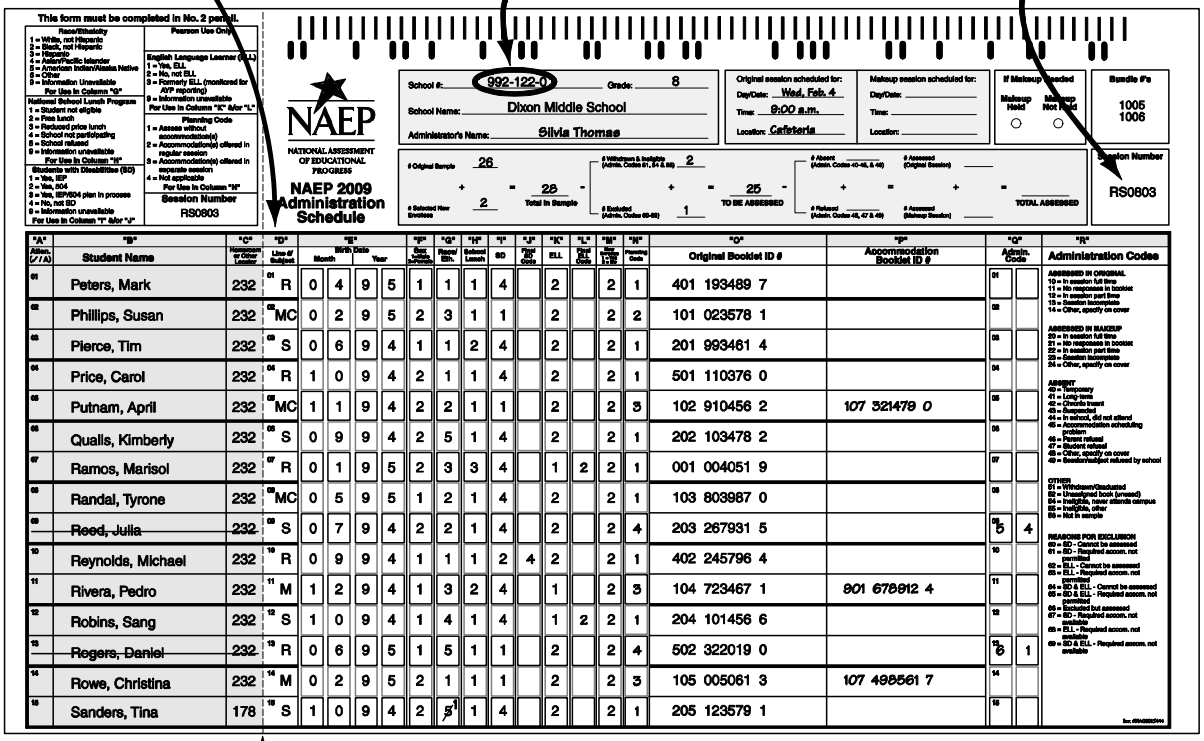
Column	Title	Use
A	**Atten.** (for "attendance")	To indicate whether a student was present or absent for the assessment.
B	**Student Name**	To list the names of the students selected for the assessment.
C	**Homeroom or Other Locator**	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. **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 SD 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 ELL 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 ***(New!)***	**Planning Code**	To record how a student will be assessed—whether in the regular session, a separate session, or if the code is not applicable.
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 ***(New!)***	**Admin. Code**	Unlike previous years, this column will not capture accommodation information. Rather, you will use it to record each student's participation status.
R	**Admin. Codes**	List of the codes and definitions for column **Q.**

The Administration Schedule: A Closer Look

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 = 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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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 "M"

Session Number
RS0803

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
NAEP 2009 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:
If Makeup needed: Makeup Held ○ Makeup Not Held ○
Bundle #'s: 1005 1006

Original Sample 26 + # Selected New Enrollees 2 = Total in Sample 28 - # Withdrawn & Ineligible (Admin. Codes 01, 04 & 05) 2 + # Excluded (Admin. Codes 03-05) 1 = TO BE ASSESSED 25 - # Absent (Admin. Codes 40-46, & 49) + # Refused (Admin. Codes 48, 47 & 49) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED
Session Number RS0803

"A" Attsn. (✓/A)	"B" Student Name	"C" Homeroom or Other Location	"D" Line # Subject	"E" Birth Date Month	Year	"F" Sex Code Schedule	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Prior SD Code	"K" ELL	"L" Prior ELL Code	"M" Sec. Accom. 1-10	Planning Code	"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	4		2		2	1	401 193489 7		01	
02	Phillips, Susan	232	02 MC	0 2	9 5	2	3	1	1		2		2	2	101 023578 1		02	
03	Pierce, Tim	232	03 S	0 6	9 4	1	1	2	4		2		2	1	201 993461 4		03	
04	Price, Carol	232	04 R	1 0	9 4	2	1	1	4		2		2	1	501 110376 0		04	
05	Putnam, April	232	05 MC	1 1	9 4	2	2	1	1		2		2	3	102 910456 2	107 321479 0	05	
06	Qualls, Kimberly	232	06 S	0 9	9 4	2	5	1	4		2		2	1	202 103478 2		06	
07	Ramos, Marisol	232	07 R	0 1	9 5	2	3	3	4		1	2	2	1	001 004051 9		07	
08	Randal, Tyrone	232	08 MC	0 5	9 5	1	2	1	4		2		2	1	103 803987 0		08	
09	~~Reed, Julia~~	~~232~~	~~09 S~~	0 7	9 4	2	2	1	4		2		2	4	203 267931 5		09 5	4
10	Reynolds, Michael	232	10 R	0 9	9 4	1	1	1	2	4	2		2	1	402 245796 4		10	
11	Rivera, Pedro	232	11 M	1 2	9 4	1	3	2	4		1		2	3	104 723467 1	901 678912 4	11	
12	Robins, Sang	232	12 S	1 0	9 4	1	4	1	4		1	2	2	1	204 101456 6		12	
13	~~Rogers, Daniel~~	~~232~~	~~13 R~~	0 6	9 5	1	5	1	1		2		2	4	502 322019 0		13 6	1
14	Rowe, Christina	232	14 M	0 2	9 5	2	1	1	1		2		2	3	105 005061 3	107 498561 7	14	
15	Sanders, Tina	178	15 S	1 0	9 4	2	5	1	4		2		2	1	205 123579 1		15	

Administration Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No response 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 response 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 refused
47 = Student refused
48 = Other, specify on cover
49 = Session/subject refused by school

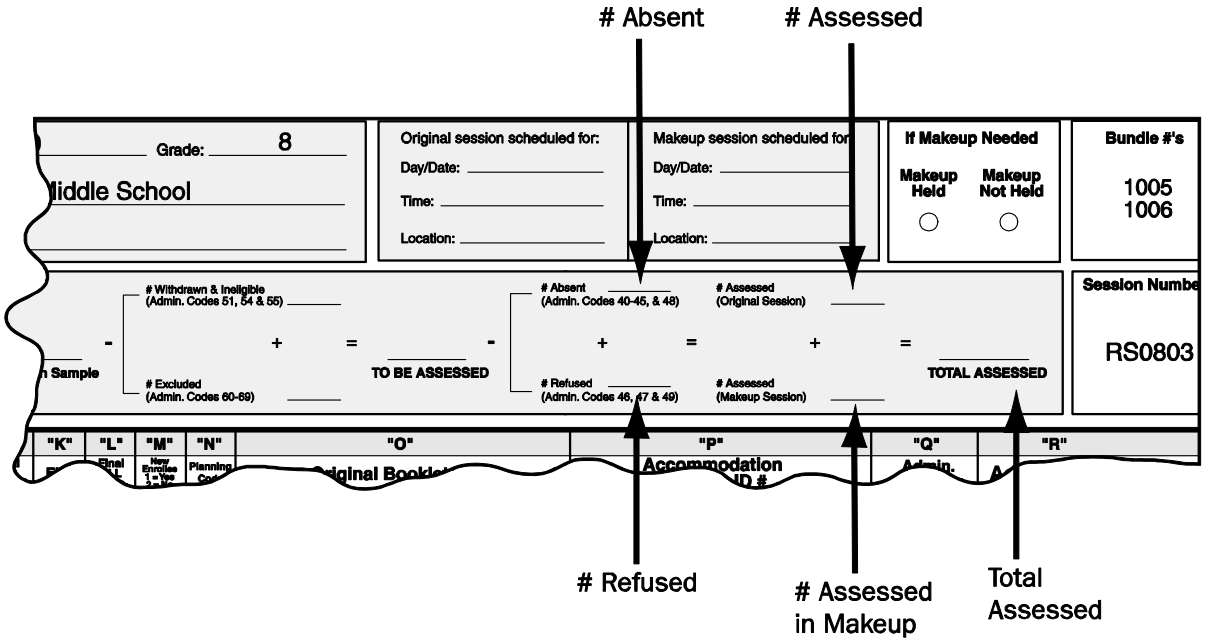
OTHER
01 = Withdrawn/Vacated
02 = Unassigned book (unused)
04 = Ineligible, never attends campus
05 = Ineligible, other
06 = Not in sample

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

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

The Summary Box

The Summary Box (the long rectangular box below the school information boxes) is used to summarize attendance data that you will record in column **Q** after the assessment. The formula in this box calculates the total number of students assessed.



Demographic Data
The demographic data on the Administration Schedule is located in the upper-left corner and includes: Race/Ethnicity, NSLP, SD, ELL, and the Planning Codes. Each of these pieces of data corresponds with the columns located in the middle of the Administration Schedule as shown below.

Race/Ethnicity
The data for Race/Ethnicity is printed in column **G** of the Administration Schedule (see page 1.12). One of the following codes will be assigned to every student sampled for NAEP:

- *Code **1** White, not Hispanic:* A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
- *Code **2** Black, not Hispanic:* A person having origins in any of the Black peoples of Africa.
- *Code **3** Hispanic:* A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
- *Code **4** Asian or Pacific Islander:* A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
- *Code **5** American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- *Code **6** Other:* A person who identifies with more than one of the non-Hispanic categories above or has a background other than the ones listed.
- *Code **9** Information unavailable:* Occasionally, schools may not retain information on Race/Ethnicity for one or more students. If so, code **9** will be used.

Race/Ethnicity

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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP 2009 Administration Schedule

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

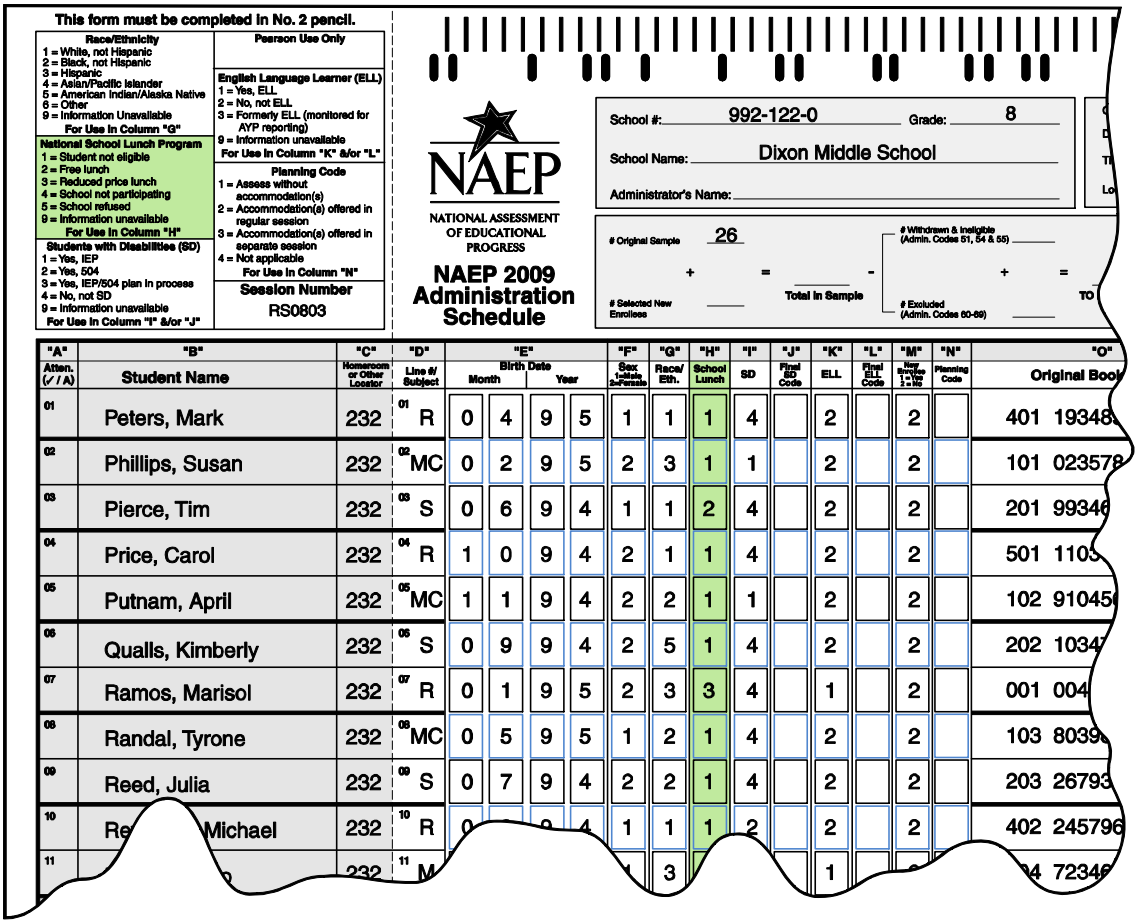
Original Sample 26 + = Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + = TO
Selected New Enrollees
Excluded (Admin. Codes 60-69)

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line #/ Subject	"E" Birth Date Month		Year		"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Planning Code	"O" Original Book
01	Peters, Mark	232	01 R	0	4	9	5	1	1	1	4		2		2		401 19348
02	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1		2		2		101 023578
03	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4		2		2		201 99346
04	Price, Carol	232	04 R	1	0	9	4	2	1	1	4		2		2		501 1103
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1		2		2		102 91045
06	Qualls, Kimberly	232	06 S	0	9	9	4	2	5	1	4		2		2		202 1034
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4		1		2		001 004
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4		2		2		103 8039
09	Reed, Julia	232	09 S	0	7	9	4	2	2	1	4		2		2		203 26793
10	Re Michael	232	10 R	0	[illegible]	[illegible]	4	1	1	1	2		2		2		402 245796
11	[illegible]	232	11 M	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3	[illegible]	[illegible]		1	[illegible]	[illegible]	[illegible]	4 72346

National School Lunch Program (NSLP)

Demographic data about the student's eligibility in a school lunch program is found in column **H** of the Administration Schedule, as shown below. These codes and the definitions are as follows:

- *Code **1** Student not eligible:* Student not eligible to participate.
- *Code **2** Free lunch:* Student receives a free lunch. Schools participating in Provisions 2 or 3 of the NSLP should code all students as "free lunch." If it is not possible to distinguish between "free" and "reduced price" for some students, all students will be coded as being eligible for free lunch.
- *Code **3** Reduced price lunch:* Student receives a reduced-price lunch.
- *Code **4** School not participating:* School does not participate in the NSLP. Code **4** is a universal code, meaning that schools electing to use it must apply it uniformly to all students on the list.
- *Code **5** School refused:* If a school or school district refuses to divulge student eligibility information, then field staff will record a **5** for students during the preassessment visit.
- *Code **9** Information unavailable:* Code **9** is used for schools indicating that school lunch eligibility data are unavailable for some or all students.



This form must be completed in No. 2 pencil.

Race/Ethnicity
1 = White, not Hispanic
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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
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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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
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3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
NAEP 2009 Administration Schedule

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

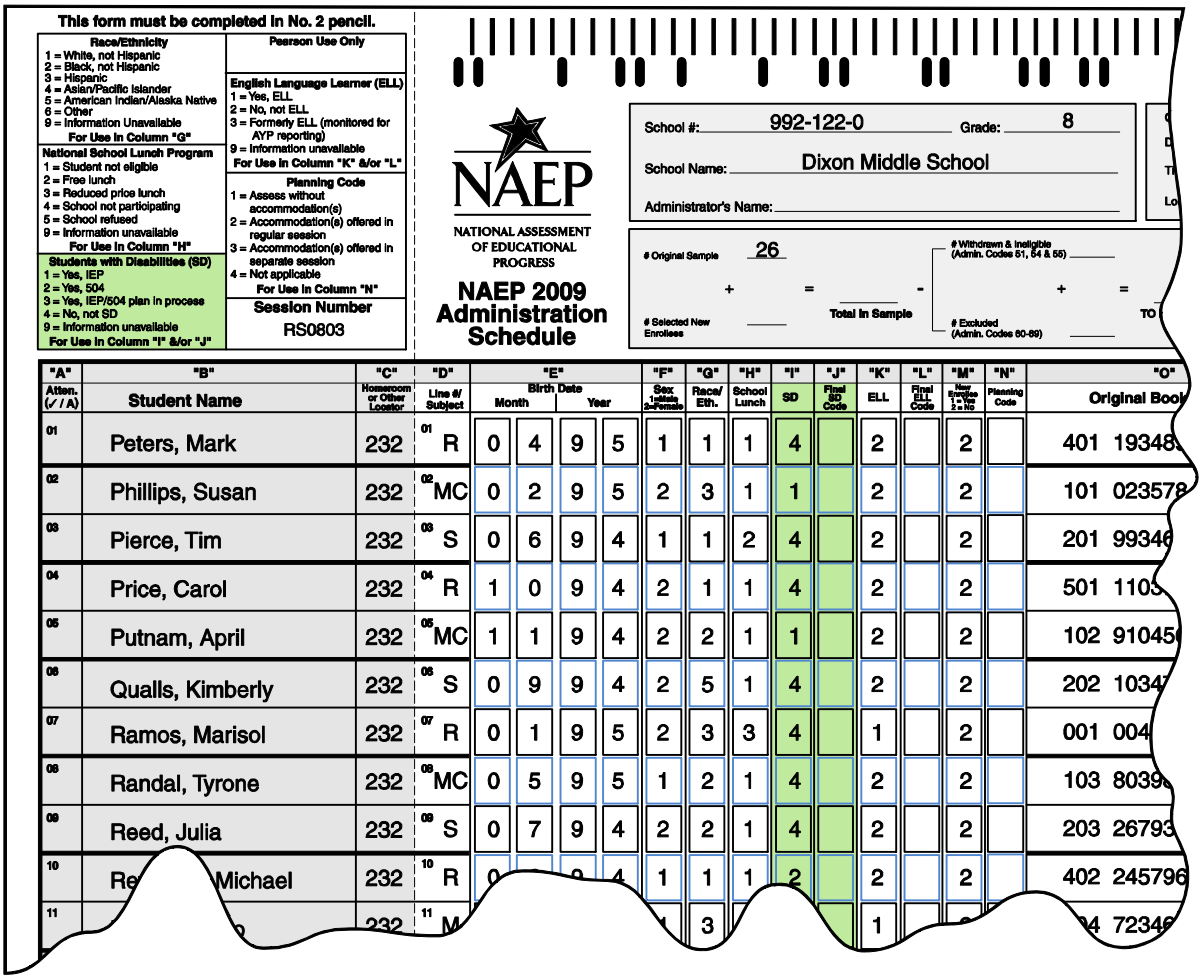
Original Sample 26 + = - + =
Selected New Enrollees
Total in Sample
Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)
Excluded (Admin. Codes 60-69)

"A" Atten. (✓/A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line #/ Subject	"E" Birth Date Month		Year		"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" Not Tested Yet 1=Yes 2=No	"N" Planning Code	"O" Original Book
01	Peters, Mark	232	01 R	0	4	9	5	1	1	1	4		2		2		401 19348
02	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1		2		2		101 023578
03	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4		2		2		201 99346
04	Price, Carol	232	04 R	1	0	9	4	2	1	1	4		2		2		501 1103
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1		2		2		102 91045
06	Qualls, Kimberly	232	06 S	0	9	9	4	2	5	1	4		2		2		202 1034
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4		1		2		001 004
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4		2		2		103 8039
09	Reed, Julia	232	09 S	0	7	9	4	2	2	1	4		2		2		203 26793
10	Re Michael	232	10 R	0	[illegible]	9	4	1	1	1	2		2		2		402 245796
11	[illegible]	232	11 M	[illegible]				1	3	[illegible]	[illegible]		1		[illegible]		4 72346

Students With Disabilities (SD)

Demographic data pertaining to students identified as SD are found in column **I** of the Administration Schedule. During the preassessment visit, you will record the final SD status in column **J** of the Administration Schedule. The codes and the definitions are as follows:

- *Code **1** Yes, IEP:* Student has an Individualized Education Program (IEP). If it is not possible to distinguish between “Yes, IEP” and “Yes, 504” for some students, code these students as “Information unavailable.”
- *Code **2** Yes, 504:* Student has a Section 504 Plan. If it is not possible to distinguish between “Yes, IEP” and “Yes, 504” for some students, code these students as “Information unavailable.”
- *Code **3** Yes, IEP/504 Plan in process:* The IEP or 504 Plan is in process and/or the student’s status is unclear.
- *Code **4** No, not SD*.
- *Code **9** Information unavailable:* This code will be used for schools indicating that SD data are currently unavailable for some or all students.


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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
NAEP 2009 Administration Schedule

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

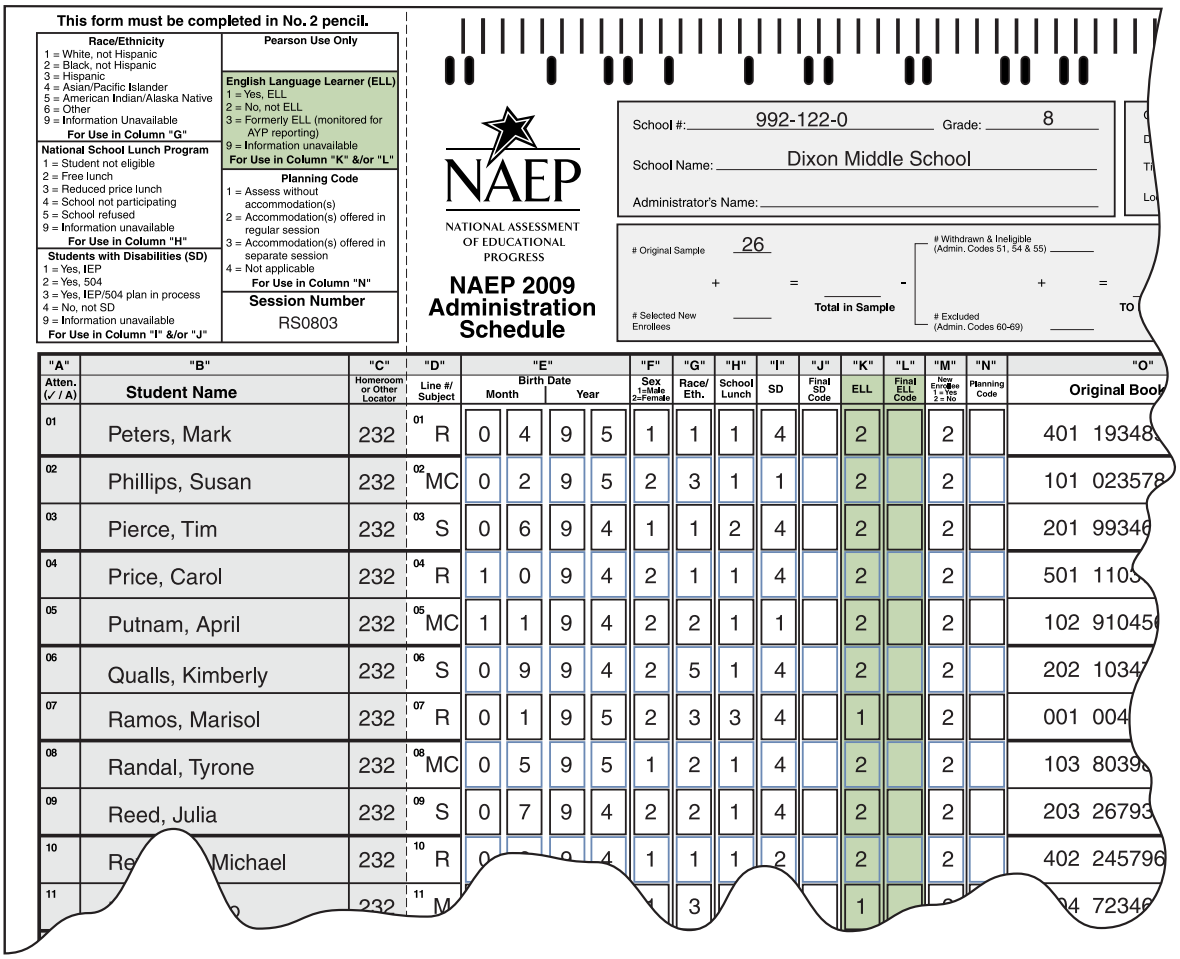
Original Sample 26 + = - + =
Selected New Enrollees
Total In Sample
Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)
Excluded (Admin. Codes 60-69)

"A" Atten. (✓/A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line #/ Subject	"E" Birth Date Month		Year		"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Planning Code	"O" Original Book
01	Peters, Mark	232	01 R	0	4	9	5	1	1	1	4		2		2		401 19348
02	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1		2		2		101 023578
03	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4		2		2		201 99346
04	Price, Carol	232	04 R	1	0	9	4	2	1	1	4		2		2		501 1103
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1		2		2		102 91045
06	Qualls, Kimberly	232	06 S	0	9	9	4	2	5	1	4		2		2		202 1034
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4		1		2		001 004
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4		2		2		103 8039
09	Reed, Julia	232	09 S	0	7	9	4	2	2	1	4		2		2		203 26793
10	Re Michael	232	10 R	0		9	4	1	1	1	2		2		2		402 245796
11		232	11 M					1	3				1				4 72346

English Language Learners (ELL)

Demographic data for students identified as ELL are reported in column **K** of the Administration Schedule. During the preassessment visit, you will record the final ELL status in column **L** of the Administration Schedule. The codes and the definitions are as follows:

- *Code **1** Yes, ELL.*
- *Code **2** No, not ELL.*
- *Code **3** Formerly ELL (and monitored for AYP reporting):* If a student has achieved full English proficiency within the previous 2 years <u>and</u> the state includes formerly ELL students in its AYP reports, the student should be coded as "formerly ELL." States that allow use of this code will be noted on the State Information Form.
- *Code **9** Information unavailable:* If the state you are working in uses this code, it will be listed on the State Information Form. This code will be used for schools indicating that ELL data are currently unavailable for some or all students.



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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
NAEP 2009 Administration Schedule

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

Original Sample 26 + = - Total in Sample
Selected New Enrollees
Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)
Excluded (Admin. Codes 60-69)

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line #/ Subject	"E" Birth Date Month	Year	"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Planning Code	"O" Original Book
01	Peters, Mark	232	01 R	0 4	9 5	1	1	1	4		2		2		401 19348
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04	Price, Carol	232	04 R	1 0	9 4	2	1	1	4		2		2		501 1103
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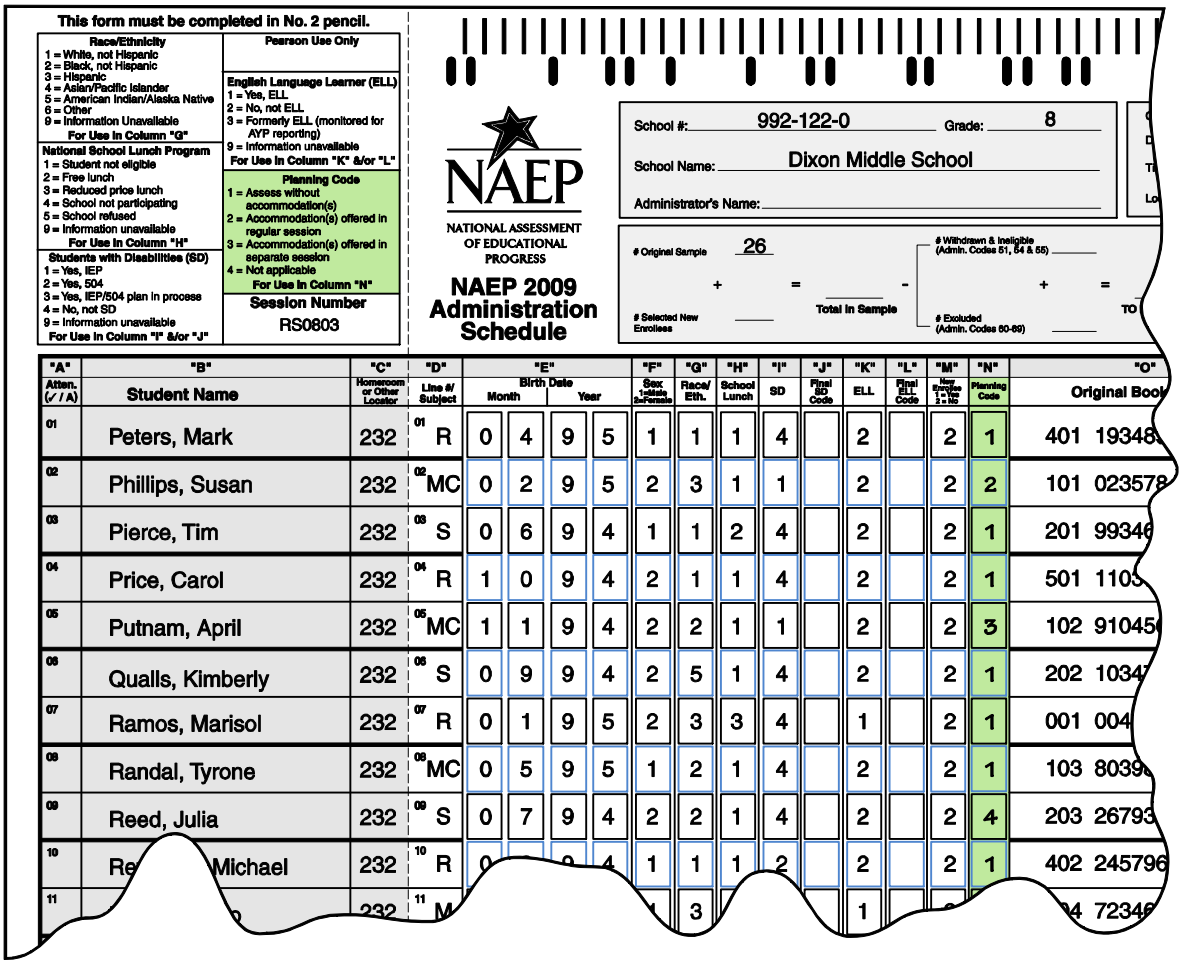
07	Ramos, Marisol	232	07 R	0 1	9 5	2	3	3	4		1		2		001 004
08	Randal, Tyrone	232	08 MC	0 5	9 5	1	2	1	4		2		2		103 8039
09	Reed, Julia	232	09 S	0 7	9 4	2	2	1	4		2		2		203 26793
10	Re Michael	232	10 R	0	9 4	1	1	1	2		2		2		402 245796
11		232	11 M			1	3				1				4 72346

Column N, the Planning Codes

After meeting with the school coordinator during the preassessment visit, assign every student a Planning Code in column **N** of the Administration Schedule. The purpose of this column is for you to be able to quickly identify how many students will be tested in the regular or separate session. You are the only person authorized to update this column. The codes are listed in the upper-left corner of the Administration Schedule and described in the table below.

Planning Codes	
1	**Assess without accommodation(s).** Used for students who can be assessed in the regular session without any accommodations. This code is used for SD and ELL students who do not require accommodations and students not classified as SD or ELL.
2	**Accommodation(s) offered in regular session.** Used exclusively for SD and/or ELL students who are offered accommodations that can be provided in the regular session.
3	**Accommodation(s) offered in separate session.** Used exclusively for SD and/or ELL students who are offered accommodations that must be given in a separate session.
4	**Not applicable.** Used for any students who are withdrawn/graduated or ineligible. Also used for SD and ELL students who are excluded (Administration Codes **60–65** and **67–69**). Students who are Excluded but Assessed (Administration Code **66**) should be given a Planning Code of **2** or **3.**



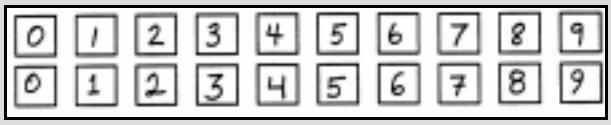
Guidelines for Completing Scannable Documents

The data you enter on many of the NAEP forms are machine-scannable. When entering pertinent information onto 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; and
- to correct computer-printed entries, strike 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:

2. *Quality Control Booklet* (QCB)

The QCB is your guide throughout the assessment process at each school. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. As an AC, you are required to complete a QCB for each school in your assignment. The QCB has been developed to ensure that accurate and consistent data are collected for each school.

NAEP 2009
QUALITY CONTROL BOOKLET

School Information	Contact Summary
School ID #: _____ Region: _____ Area: _____	AC:
Assessment Date: _____	_____
School Name: _____	
School Address: _____	PAV Conducted By:
_____	_____
Telephone #: _____	
Principal: _____	Date PAV Completed:
School Coordinator: _____	_____
Telephone #: _____	
Sessions: _____	Assigned AAs:
_____	_____
NIES: YES / NO	_____
ESBQ: YES / NO	_____
HSTS: YES/NO	_____
Take-All: YES / NO	_____
Student Sampling Summary Report? YES / NO	_____

Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions

Group #	# of Students	Date	Time	Location	Assigned AA

Schedule for NIES Survey Sessions

# of Students	If Grade 8: Read Aloud?	Date	Time	Location	Administrator

The Critical Role of the QCB in the NAEP Process

You will receive one QCB for each of the schools in your assignment and use it to record all communication with the school coordinator and to document tasks related to the preassessment visit and assess activities in the school. Each QCB will have a label on the front cover unique to the school. If multiple grades in a school are selected, you will complete one QCB per grade. The information you record in the QCB will be used to provide reports for various NAEP Alliance members. It is critical that you complete each QCB accurately and completely.

The QCB is organized into six parts:

- **Part 1** contains scripts for you to follow as you conduct the preassessment visit Scheduling and Confirmation Calls;
- **Part 2** consists of a script for you to follow as you conduct the preassessment visit and instructions for completing your preassessment visit activities;
- **Part 3** contains the Booklet Preparation QC Record, used to evaluate each AA's preparation of the assessment booklets;
- **Part 4** contains the Assessment QC Record, used to evaluate the performance of each AA during assessment activities at the school;
- **Part 5** contains the Makeup Session Worksheet and the NIES and ESBQ Worksheet; and
- **Part 6** consists of a questionnaire for conducting the School Coordinator Debriefing Interview after the assessment.

It is your responsibility to familiarize yourself with the QCB format and its content before you begin your preassessment contacts with your schools. Failure to do so could result in difficult and lengthy interactions with the school coordinators.

You will use the QCB in tandem with your AC Quick Checks to complete your preassessment tasks. The AC Quick Checks contain all of the checklists you will need to prepare for the preassessment calls and the visit.

After the AC Training, you will receive one QCB for each school in your assignment in your Westat bulk supplies. QCB labels will be given to ACs at AC Training. An example of the QCB label is shown on the following page. On the front cover of the QCB, you will affix a label that contains the following information:

- the school ID number, region, and area;
- the assessment date;
- school name;
- address;
- telephone number;
- the name of the principal;
- the name of the school coordinator;
- the school coordinator telephone number; and
- the session number(s).

The label will also indicate whether the school:

- is participating in the National Indian Education Study (NIES),
- has been selected for the Extended Student Background Questionnaire (ESBQ),
- has been selected for the High School Transcript Study (HSTS); (grade 12 only),
- has selected the Take-All option, or
- has a Student Sampling Summary Report.

If the school is NIES, ESBQ, or HSTS, you will affix a corresponding color-coded sticker onto the front of the QCB cover, as an easy way to identify if the school has been selected for one of these special studies.

Example of QCB Label

School ID #: 992-122-0 Region: FL Area: 2
Assessment Date: 02/04
School Name: DIXON MIDDLE SCHOOL
School Address: 12399 EASTERN AVENUE
OAKLAND, FL 12345
Telephone # (309) 755-5234
Principal: MARILYN BERNARD
School Coordinator: SAM STEWART
Telephone # (309) 755-5234
Sessions: RS0801, RS0802, RS0803
NIES: YES
ESBQ: YES
HSTS: NO
Take All: NO
Student Sampling Summary Report? YES

3. Assessment Information Form

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form (page 1.25) has been developed for ACs to communicate specific information to the AAs about their assignment. You will either mail your Assessment Information Forms to your AAs or give them to your AAs in person 1–2 weeks before each assessment. Upon receipt of the form, the AAs should review the accommodation information thoroughly and become familiar with the logistics and the school protocols to be followed on assessment day.

The general assessment information is provided at the top of the Assessment Information 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 *Overview* magazine and chapter 9 of this manual for information about the NIES.

The next part of the Assessment Information Form is a table that shows the session information for all sessions in the school. Beneath the session information, record directions to the school, parking information, and instructions for when and where your team will meet. If NIES sessions are to be conducted, record information for transitioning and dismissing students here.

On the front of the form, you will record the following:

- the assessment date;
- the time the AAs should arrive at the school;
- the school name and NAEP school ID number;
- the school address;
- the school coordinator's name and telephone number;
- the principal's name;
- a check mark in the appropriate box(es) if the ESBQ and/or NIES Survey will be administered;
- the NAEP session number(s) and accommodation group numbers assigned to each AA;
- whether or not the session is a regular or an accommodation session;
- the room(s) where the session(s) will be held;
- the time each session will be held;
- information about accommodations offered in the regular sessions, the Administration Schedule number of each student requiring accommodations and the abbreviation of these accommodation definitions;

- directions to the school and where to park once the AAs arrive at the school;
- instructions for meeting the assessment team;
- any other pertinent information, such as the policy for dismissing students, as well as handling persistently disruptive students and students who arrive after the session has begun; and
- if NIES, instructions for dismissing students for the NIES session.

It is important that you communicate to your AAs any protocols that the team 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. Your AAs should also be informed of how to handle ill or persistently disruptive students, as explained in *Strategies* magazine.

On the back of the Assessment Information Form, there is space for you to record information about the separate accommodation sessions (if any) that will be held at the school.

For each student in an accommodation session, use the Inclusion Worksheet to record the student's

- Group #,
- Session #,
- Line #, and
- Subject #.

Circle all accommodations that apply. If "OTH" is circled, specify which accommodation the student is offered in the NOTES sections.

Assessment Information Form

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

AC: _____ PHONE #: _____ REGION/AREA: _____

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____

SCHOOL: _____ SCHOOL ID #: _____

ADDRESS: _____

SCHOOL COORD: _____ PHONE #: _____

PRINCIPAL: _____ ❑ ESBQ ❑ NIES

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATION	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION *(Admin Sched line #; accommodations required)*
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL:

PARKING:

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM:

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

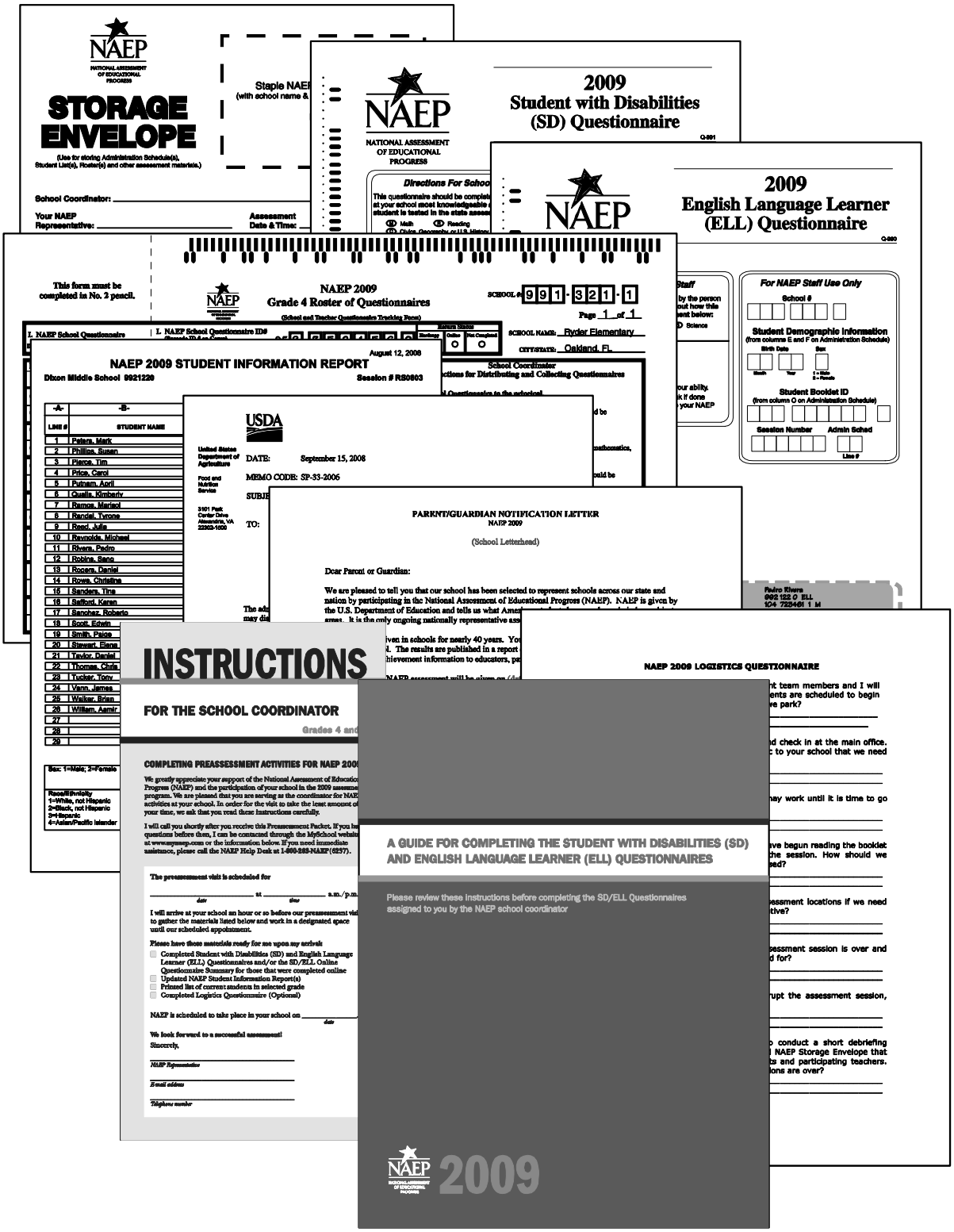
IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS:

4. Preassessment Packet

All schools will receive a Preassessment Packet during the first week of January 5, 2009. The school coordinator will use packet materials to prepare for your preassessment visit. It is important that you familiarize yourself with this packet of materials. You will reference and update many of the forms included during the preassessment visit. You should also be aware that you may be called upon to work with your supervisor in December to compile the materials for these packets.

The items in the Preassessment Packet are shown on page 1.27. A table listing the contents of the packets, including the name, quantity, and purpose of each, is shown on page 1.28. More detailed information about each form can be found in Appendix A and throughout this manual.

Preassessment Packet



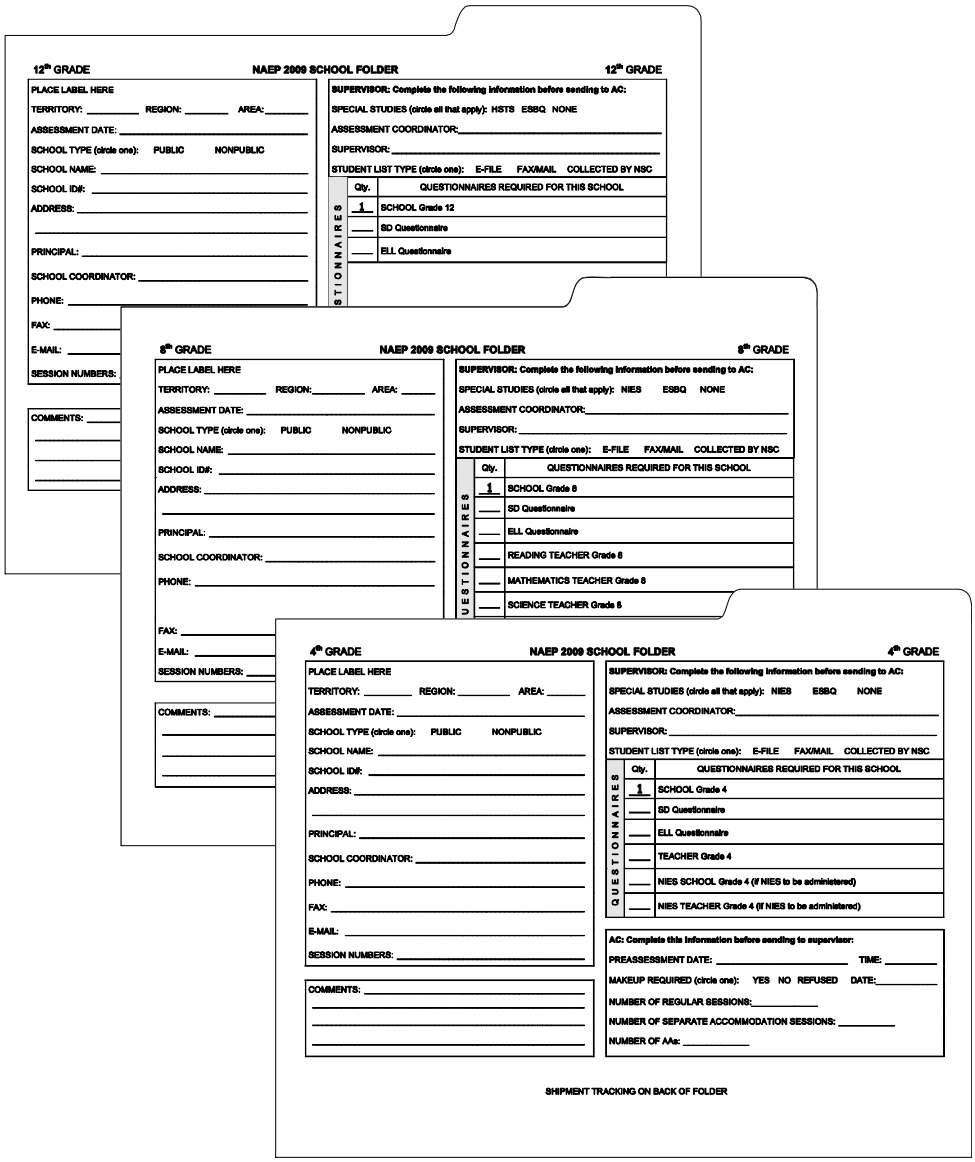
Preassessment Packet Materials		
Document Name	**Quantity**	**Purpose of Document**
Instructions for the School Coordinator brochure	One per school (grade 4/8, grade 4/8 NIES, or grade 12)	Instructions to the school coordinator for preparing NAEP materials and coordinating assessments with the supervisor.
Student Information Report	One per session	Master list of students selected for the assessment.
SD/ELL Roster of Questionnaires (copy of the original)	One for each grade 4 and grade 8 school with assigned SD and/or ELL Questionnaires	Used to assign and track each of the SD and ELL Questionnaires.
Grade 12 Roster of Questionnaires (copy of the original)	One for each grade 12 school	Used to assign and track each of the SD and ELL Questionnaires and the Grade 12 School Questionnaire.
Grade 12 School Questionnaire	One for each grade 12 school	Used to collect data about school characteristics for NAEP.
SD Questionnaire	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
A Guide for Completing the Student With Disabilities (SD) and English Language Learner (ELL) Questionnaires	One per SD and/or ELL Questionnaire	Instructions for the person completing an SD or ELL Questionnaire.
ELL Questionnaire	One for each student on the Administration Schedule classified as an English language learner	Collects important information about a student's English language proficiency.
U.S. Department of Agriculture Letter	One per school	Authorizes the disclosure of the NSLP information for the selected students.
Parent/Guardian Notification Letter (generic or state-specific version)	One per school	Notifies and explains the assessment and its importance to the parents or guardians of students selected for the assessment.
Logistics Questionnaire	One per school, also found in the QCB	Collects information to arrange assessment day logistics.
NAEP Storage Envelope	One per school (grade 4/8–red or grade 12–blue)	Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.
NIES Envelope (if necessary)	One per school that has one or more American Indian or Alaska Native students selected for NAEP	Contains the NIES Brochure, parent letter, the NIES Student Information Report that lists the students selected to participate, and the *NIES Sample Questions Booklets*.
"Destroy By" Postcard	One per school	Alerts Westat that the NAEP Storage Envelope and its contents has been destroyed.

5. School Folder

The School Folder is designed for your use and contains the most critical set of documents in the assessment process. There are three versions of the School Folder, one for each grade. For easy identification, grade 4 folders are bright green, grade 8 folders are bright yellow, and grade 12 folders are bright blue.

The folders will contain many different documents, and the contents may vary from school to school. You will receive the School Folders for schools in your assignment from your supervisor no later than the end of December 2008.

The items contained in the School Folders are shown below. A table listing the contents of the folders including the name, quantity, and purpose of each item is then shown on pages 1.30 and 1.31.



12th GRADE NAEP 2009 SCHOOL FOLDER 12th GRADE

PLACE LABEL HERE
TERRITORY: _____ REGION: _____ AREA: _____
ASSESSMENT DATE: _____
SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
SCHOOL NAME: _____
SCHOOL ID#: _____
ADDRESS: _____
PRINCIPAL: _____
SCHOOL COORDINATOR: _____
PHONE: _____
FAX: _____
E-MAIL: _____
SESSION NUMBERS:
COMMENTS:

SUPERVISOR: Complete the following information before sending to AC:
SPECIAL STUDIES (circle all that apply): HSTS ESBQ NONE
ASSESSMENT COORDINATOR: _____
SUPERVISOR: _____
STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

	Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
STIONNAIRES	1	SCHOOL Grade 12
	___	SD Questionnaire
	___	ELL Questionnaire

8th GRADE NAEP 2009 SCHOOL FOLDER 8th GRADE

PLACE LABEL HERE
TERRITORY: _____ REGION: _____ AREA: _____
ASSESSMENT DATE: _____
SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
SCHOOL NAME: _____
SCHOOL ID#: _____
ADDRESS: _____
PRINCIPAL: _____
SCHOOL COORDINATOR: _____
PHONE: _____
FAX: _____
E-MAIL: _____
SESSION NUMBERS:
COMMENTS:

SUPERVISOR: Complete the following information before sending to AC:
SPECIAL STUDIES (circle all that apply): NIES ESBQ NONE
ASSESSMENT COORDINATOR: _____
SUPERVISOR: _____
STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

	Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
UESTIONNAIRES	1	SCHOOL Grade 8
	___	SD Questionnaire
	___	ELL Questionnaire
	___	READING TEACHER Grade 8
	___	MATHEMATICS TEACHER Grade 8
	___	SCIENCE TEACHER Grade 8

4th GRADE NAEP 2009 SCHOOL FOLDER 4th GRADE

PLACE LABEL HERE
TERRITORY: _____ REGION: _____ AREA: _____
ASSESSMENT DATE: _____
SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
SCHOOL NAME: _____
SCHOOL ID#: _____
ADDRESS: _____
PRINCIPAL: _____
SCHOOL COORDINATOR: _____
PHONE: _____
FAX: _____
E-MAIL: _____
SESSION NUMBERS: _____
COMMENTS: _____

SUPERVISOR: Complete the following information before sending to AC:
SPECIAL STUDIES (circle all that apply): NIES ESBQ NONE
ASSESSMENT COORDINATOR: _____
SUPERVISOR: _____
STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

	Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
QUESTIONNAIRES	1	SCHOOL Grade 4
	___	SD Questionnaire
	___	ELL Questionnaire
	___	TEACHER Grade 4
	___	NIES SCHOOL Grade 4 (if NIES to be administered)
	___	NIES TEACHER Grade 4 (if NIES to be administered)

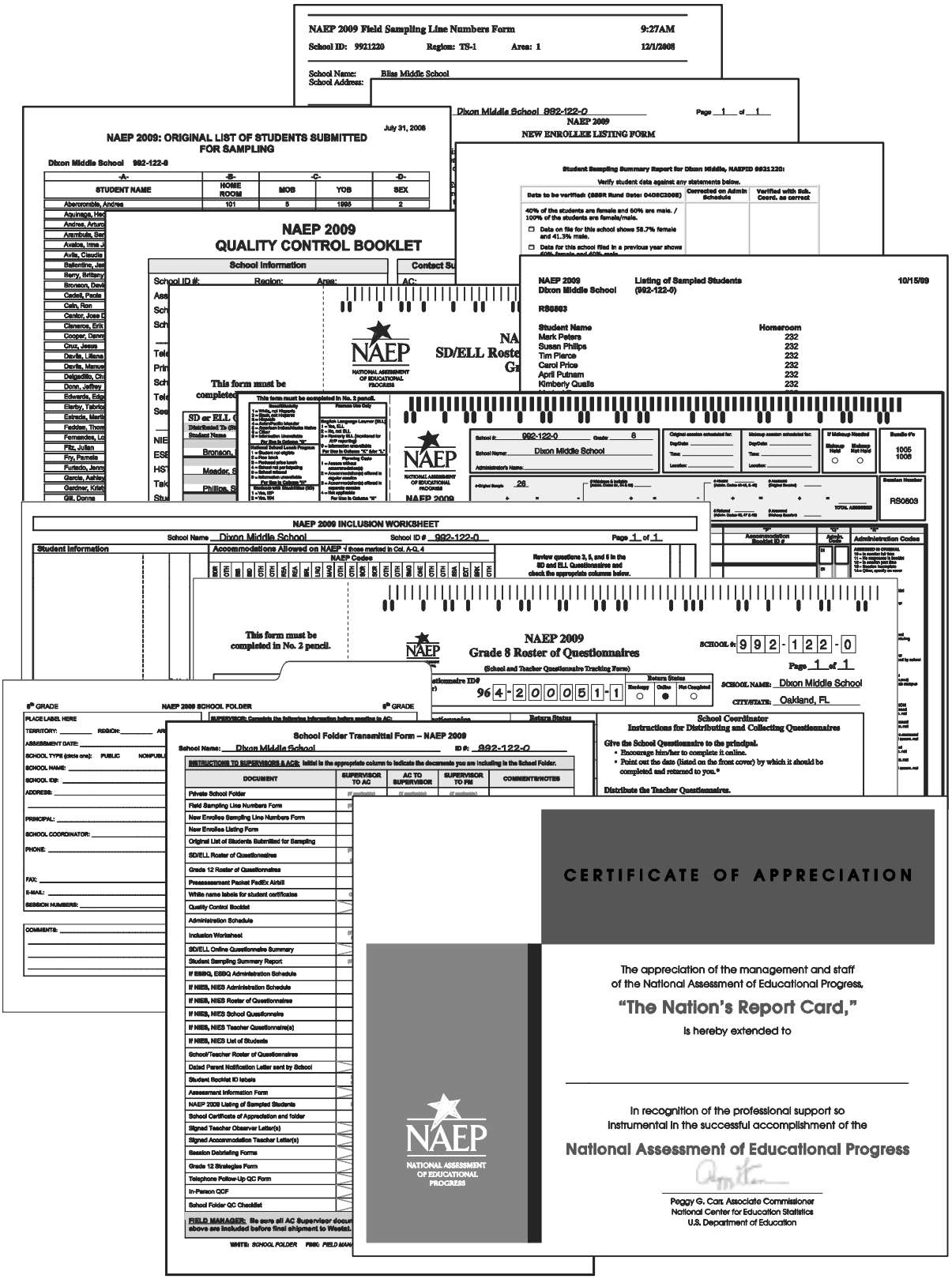
AC: Complete this information before sending to supervisor:
PREASSESSMENT DATE: _____ TIME: _____
MAKEUP REQUIRED (circle one): YES NO REFUSED DATE: _____
NUMBER OF REGULAR SESSIONS: _____
NUMBER OF SEPARATE ACCOMMODATION SESSIONS: _____
NUMBER OF AAs: _____

SHIPMENT TRACKING ON BACK OF FOLDER

School Folder Materials		
Document Name	**Quantity**	**Purpose of Document**
School Folder Transmittal Form	One per folder	Used to track of the School Folder items that should be in the folder at various times during the assessment period.
Private School Folder	One per school (private schools only)	Contains all of the documents that were used during the school recruitment phase.
Field Sampling Line Numbers Form	One per session type (schools sampled in the field only)	Lists the line numbers that were used to conduct the student sample for schools that were sampled in the field.
New Enrollee Sampling Line Numbers Form	One per session type	Lists the line numbers that are to be used to select the new enrollee sample.
New Enrollee Listing Form	One per school	Used to record the names of the newly enrolled students and their sampling status.
Original List of Students Submitted for Sampling	One per school	Is the original list of students that the school submitted to NAEP to select the student sample.
SD/ELL Roster of Questionnaires	(Quantity depends on the numbers of SD and/or ELL students)	Used for grades 4 and 8 schools to keep track of the SD and ELL Questionnaires for each SD and/or ELL student.
Grade 12 Roster of Questionnaires	(Quantity depends on the numbers of grade 12 SD and/or ELL students)	Used to keep track of the School, SD, and ELL Questionnaires distributed at grade 12 schools.
Preassessment Packet FedEx Airbill	One per folder	Retained as documentation that the packet was sent and to track the package, if necessary.
Preprinted white labels for preparing the Student Appreciation Certificates	Quantity depends on the number of students sampled (grades 8 and 12 only)	Used to place on the back of the Student Appreciation Certificates for grades 8 and 12.
Quality Control Booklet (QCB)	One per school (unless school has multiple grades)	Used to document all communication with the school coordinator throughout the preassessment and assessment period.
Administration Schedule(s)	One per session	Lists each of the students selected for NAEP, along with their demographic information and their assigned NAEP booklet.

School Folder Materials (continued)		
Document Name	**Quantity**	**Purpose of Document**
Inclusion Worksheet	(Quantity depends on the number of SD and/or ELL students)	Used to record the accommodations required for each SD and/or ELL student.
Student Sampling Summary Report	One per school, if necessary	Lists any errors in the demographic data that were detected when the student sample went through the data checks.
If ESBQ, ESBQ Administration Schedule	One per NAEP session (ESBQ schools only)	Used to link the students to their ESBQ and NAEP booklet numbers.
If NIES, NIES Administration Schedule	One per NAEP session (NIES schools only)	Used to link the students to their NIES and NAEP booklet numbers.
If NIES, NIES Roster of Questionnaires	One per school, if necessary	Used to keep track of NIES School and Teacher Questionnaires that are distributed at the school.
If NIES, NIES School Questionnaire	One per school	Distributed during the preassessment visit.
If NIES, NIES Teacher Questionnaire	(Quantity depends on the number of AI/AN students and their teachers)	Distributed during the preassessment visit.
If NIES, Listing of Sampled NIES Students	One per school	Distributed during the preassessment visit to the teachers of students sampled for the NIES.
Student booklet ID labels	One per student (schools sampled in the field)	Used to label the student booklets for schools that were sampled in the field. Pearson will not provide pre-printed labels for these schools.
School/Teacher Roster of Questionnaires	One per school (grades 4 and 8 only)	Used for grades 4 and 8 schools to keep track of the School and Teacher Questionnaires distributed at the school.
NAEP 2009 Listing of Sampled Students	One per session	Lists the students selected for NAEP provided to the school coordinator to inform teachers and handed out to AAs on assessment day to aid in directing students to the correct session.
School Appreciation Certificate and Folder	One per school	Given to school coordinators at the end of the assessment to thank them for their participation.
School ID labels	10 per school	An optional tool that you can use on any form so you do not have to hand-write the school name and ID. Used to place on the various documents in the School Folder.

School Folder Materials



Chapter 1 Summary

Upon completing this chapter, you should be able to

- recognize and understand how to use key NAEP forms,
- recognize the contents of the Preassessment Packet, and
- recognize the contents of the School Folders.

Test Your Knowledge

1. The _____ is the only document that links students selected for the NAEP sample to their demographic data.

a. Administration Schedule
b. *Quality Control Booklet*
c. Assessment Information Form
d. School Folder

2. After meeting with the school coordinator during the preassessment visit, what code will you assign in column **N** of the Administration Schedule for every student?

a. Demographic data
b. Attendance information
c. Planning Code
d. Birth date

3. It is acceptable to use a pen when filling out the Administration Schedule.

a. True
b. False

4. _____ is the only document that tracks your work with the school throughout the entire process of planning assessment activities.

a. Administration Schedule
b. *Quality Control Booklet*
c. Assessment Information Form
d. School Folder

5. Which form is used to communicate information to the assessment administrators about their assignment?

a. Preassessment Packet
b. Administration Schedule
c. Assessment Information Form
d. *Quality Control Booklet*

6. You will send the Preassessment Packet to every school in your assignment.

a. True
b. False

Answers: 1.a, 2.c, 3.b, 4.b, 5.c, 6.b

CHAPTER 2

PLANNING FOR NAEP ACCOMMODATIONS

Accommodations are differences in how the assessment is administered or how questions or responses are handled.

The objective for this chapter is to provide you with an overview of the accommodation process and the materials used in planning for these accommodations. At the conclusion of reading this chapter, you should be familiar with the accommodations provided by NAEP, the procedure for assigning accommodations, and the accommodations not allowed on NAEP.

2 Planning for NAEP Accommodations

1. The Accommodation Process

In all NAEP schools, accommodations will be provided, as necessary, for students with disabilities (SD) or English language learners (ELL). This chapter provides you with information you will need to be familiar with before conducting your preassessment visits. Specifically, you will learn about:

- materials for planning accommodations,
- accommodations allowed and not allowed on NAEP,
- resources for school staff providing accommodation information, and
- how to plan for accommodations.

Before each of these items is discussed, and how they are connected, let's look at the steps that take place during the accommodation planning process. The chart on page 2.2 provides an overview of the entire process and your role in planning for and providing accommodations to students who require them.

NAEP Accommodation Process

Preassessment

Process begins

1. School identifies students requiring special education, English language education, and/or related services. These students are classified as students with disabilities (SD) and/or English language learners (ELL).

2. NAEP asks schools to identify which students on the lists submitted for sampling are classified as SD and/or ELL as samples are drawn and Administration Schedules are printed that identify each classified SD and/or ELL student.

3. NAEP supervisors prepare and mail SD and ELL Questionnaires in the Preassessment Packet for each classified SD and/or ELL student.

4. The person at the school most knowledgeable about the student and how he/she is tested on the state test completes the SD and ELL Questionnaires either online or on the hardcopy.

5. During the preassessment visit, the AC or the assisting AA transcribes the information from the key questions in the SD and ELL Questionnaires onto the Inclusion Worksheet. The AC then uses the Inclusion Worksheet to lead the discussion on accommodations with the school coordinator. Afterwards, the AC will use the Inclusion Worksheet to plan the number and types of accommodation sessions required.

Assessment

6. After the preassessment visit, the AC will use the Inclusion Worksheet to complete the Assessment Information Form. This form communicates information about the accommodations to be administered. The AC also orders a special accommodation booklet from Pearson for any accommodation that requires one.

7. On assessment day, the AAs or school staff administers the accommodations to the students who require them.

Postassessment

8. After the assessment, the AAs will use the Assessment Information Form to code the accommodations the students were offered on the student's booklet cover (regardless of whether or not the students used them). Booklets are sent back to Pearson with the session material.

9. Pearson scans the Administration Schedule and booklet covers to generate files that contain tallies of SD and ELL classifications and accommodation information (among other data).

10. Reports are written for the states and the nation that include information on SD and ELL students.

Process ends

2. Materials Used for Planning Accommodations

The process of planning for and testing students with accommodations can be complex. There are multiple people who might be involved in the decision process of how a student is tested, the required accommodations, and how a student takes a state test vs. a NAEP test.

As an assessment coordinator (AC), your cue to planning for accommodations comes from two places: the completed SD or ELL Questionnaire, and the discussion with the school coordinator, in which you confirm the accommodation needs of the student.

The materials used for planning the accommodations include those shown in the table below.

Materials Used for Planning NAEP Accommodations	
Accommodations for NAEP Flip Chart	This chart describes the accommodations NAEP allows and how to plan and administer them. It also outlines the subjects in which each accommodation is allowed, if the accommodation is typically held in the regular or a separate session, and the additional accommodations typically offered to a student. You will use this flip chart when planning accommodations with the school coordinator during the preassessment visit.
SD and ELL Questionnaires	The questionnaires are designed to help school staff make decisions regarding student participation in NAEP. There must be a completed questionnaire for each student identified as SD and/or ELL on the Administration Schedule, regardless of whether that student will be assessed. The school staff member most knowledgeable about how each SD and/or ELL student is tested in the state assessment should complete the questionnaire.
Inclusion Worksheet	As an AC, your main tool for planning accommodations is the Inclusion Worksheet. You will transcribe the key information filled out in the SD and ELL Questionnaires onto this worksheet and then review it with the school coordinator during the preassessment visit.
A Guide for Completing the Students With Disabilities (SD) and English Language Learner (ELL) Questionnaires (A Guide for Completing SD/ELL Questionnaires)	New to the accommodation planning process this year is a resource for the school staff person completing the SD and ELL Questionnaires. The guide includes detailed explanations for each question in the SD and ELL Questionnaires, state-specific accommodation guidelines, and state accommodation chart.
State-Specific Accommodation Guidelines	The guidelines are developed by the NAEP State Coordinators and provide information on how state accommodations map to NAEP accommodations. Only accommodations allowed by the state will be allowed on NAEP.
State Accommodation Chart	This chart provides state-specific guidelines for completing the SD and ELL Questionnaires. It also contains information about which state accommodations are allowable in NAEP.

3. Accommodations for NAEP

Many SD and ELL students who require accommodations can receive them in the regular assessment session. However, some students require a separate test session, refered to as an "accommodation session," either because their Individualized Education Program (IEP) or 504 Plan requires one or because the type of accommodations they are provided must be administered in a separate session in order not to disturb the other students taking NAEP.

Generally, there are five main categories of accommodations*: Direct Linguistic Support, Modifications to the Presentation of the Test, Modifications to the Response Format of the Test, Modifications to the Timing, and Other Accommodations*. General information about each category is provided below. Details about each type of accommodations are provided in the *Accommodations for NAEP Flip Chart*.

Accommodations	Descriptions
Direct Linguistic Support: - a bilingual math or science booklet, - test items read aloud using bilingual math or science book, - the directions read aloud in Spanish, or - a bilingual dictionary.	Accommodations involving direct linguistic support require a separate accommodation session. The person administering the session will use the grade-appropriate bilingual session script to conduct the session, with the exception of bilingual dictionary accommodation.
Modifications to the Presentation of the Test: - an occasional word or phrase read aloud, - most or all of the test read aloud, - the test items signed, - the directions signed, - a Braille version of the test, or - a large-print version of the test.	Modifications to how the test material is presented to the student typically require a separate accommodation group. Others, such as a large-print booklet, are allowed to be administered in the regular session.
Modifications to the Response Format of the Test: - sign language, - a Braille typewriter, - oral responses to a scribe, - a computer or typewriter, - a template, - a special writing tool, or - the use of magnification equipment.	Accommodations where students respond with an alternate form of recording answers (i.e., sign language) requires a separate session. Other accommodations in this category, such as use of magnification equipment or a special writing tool are appropriate to include in a regular session.
Modifications to the Timing: - extended time, or - breaks during the test.	Accommodations that involve modifications to the timing of the session include extended time or breaks during the test. Extended time is allowed in both regular and separate accommodation sessions.
Other Accommodations: - Varies by school.	There are other accommodations a student may require that are not allowed on NAEP. You will determine the details about each of these "other" accommodations during your preasssessment visit to the school. Always ask your supervisor if you are unsure about whether an accommodation is permitted.

Accommodations NOT Allowed by NAEP
It is a goal of NAEP to be as inclusive as possible when it comes to students classified as SD and/or ELL. However, there are some accommodations that NAEP does not allow:

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

4. The SD and ELL Questionnaires

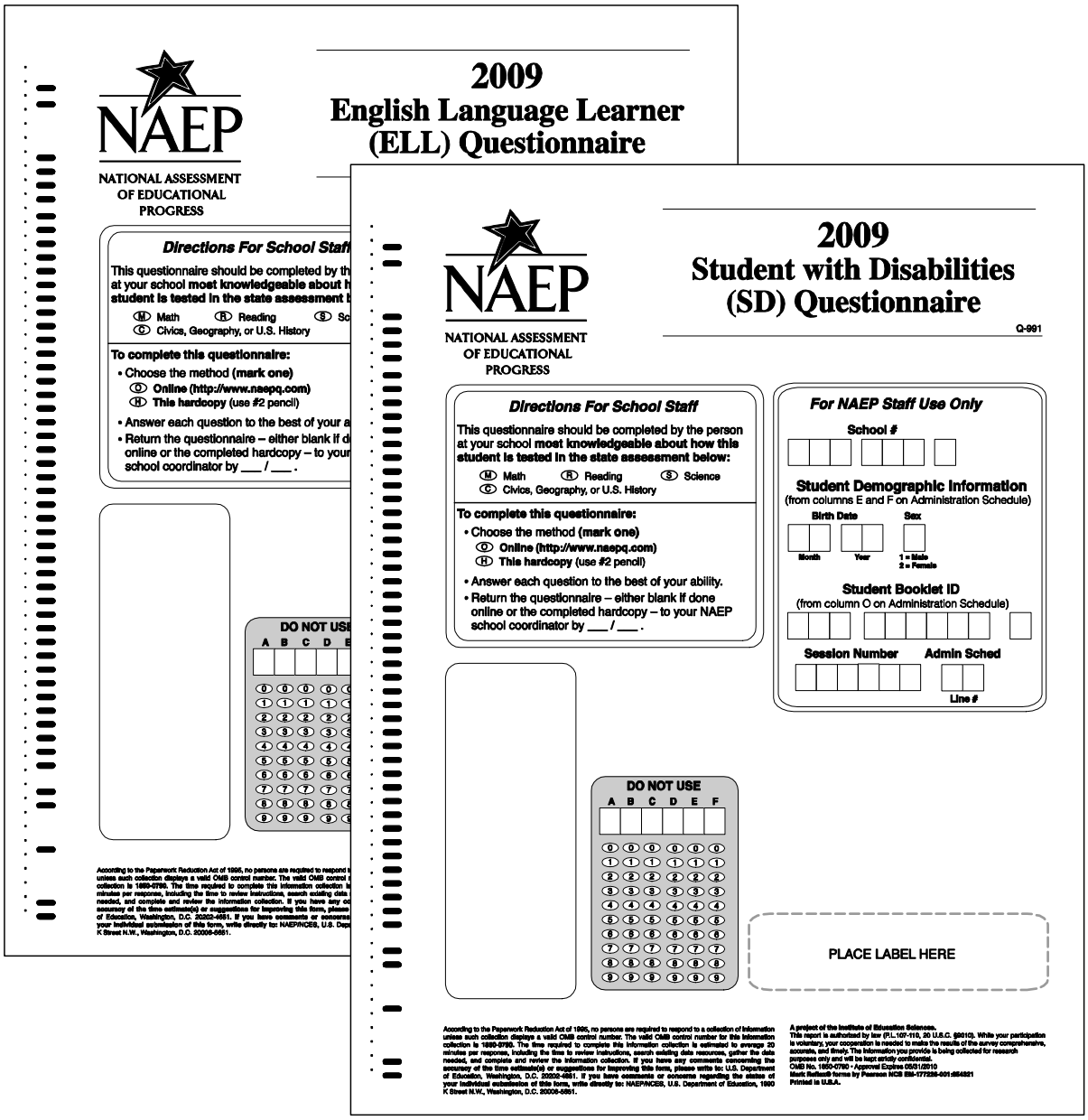
The overall goal of each SD and ELL Questionnaire is to determine:

- how SD and ELL students are assessed in the regular state academic assessment in the NAEP subject the student is selected to take;
- if the accommodations that a student receives on the regular state academic assessment in the NAEP subject are allowed on NAEP;
- if the student needs access to accommodations;
- what accommodation(s) the student needs to participate in NAEP; and
- if the student can participate in NAEP, which accommodations are allowed on NAEP.

Your role as an AC is to take the data from the questionnaires and transfer the key responses to the Inclusion Worksheet. You and the school coordinator will then use the data to plan whether the student(s) will be assessed in NAEP without accommodations; with accommodations, and if so, which ones; or excluded. **School staff are the only ones allowed to enter, edit, or remove data contained within each questionnaire**.

As an AC, you must be familiar with the content of the SD and ELL Questionnaires. The following pages describes each question from the SD and ELL Questionnaire.

The review of the SD and ELL Questionnaires begins with the covers (shown below). Note that there are two options for a school staff member to complete the SD or ELL Questionnaires—either hardcopy or online. The cover also contains the name of the student (on a label you will remove before leaving the school), and the subject the student will be tested in on NAEP. This is important because many questions in the questionnaire refer to the subject the student is taking on NAEP. If the NAEP subject is not tested on the state assessment, the person who is most familiar with how the student is tested or receives instruction in the classroom should complete the questionnaire.



UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Richard L. Smith
Acting Assistant Deputy Secretary
Office of English Language Acquisition

William K. Knudsen
Acting Director
Office of Special Education Programs

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

www.ed.gov

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Page 2 is left blank intentionally, so the next page you will review is page 3. Page 3 includes a letter from the Office of English Language Acquisition (OELA) and the Office of Special Education Programs (OSEP). As the Nation's Report Card, it is important that students taking NAEP are representative of the students taking the state assessment, so this letter encourages inclusion of SD and ELL students in NAEP.

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

1. What is this student's ELL classification? (Fill in **one** oval.)

   Ⓐ The student is currently classified as ELL and is receiving services. ➔ *Continue with Question 2.*

   Ⓑ This student is currently classified as formerly ELL and is included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). ➔ *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

   Ⓒ This student is no longer classified as ELL and is not included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). ➔ *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

VB868430

ELL

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with a Section 504 Plan.

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

1. Why is this student classified as SD? (Fill in **one** oval.)

   Ⓐ This student has a disability and has an IEP. ➔ *Continue with Question 2.*

   Ⓑ This student has a Section 504 Plan. ➔ *Continue with Question 2.*

   Ⓒ This student has a disability, but the student's IEP or Section 504 Plan is in process and/or the student's status is unclear. ➔ *Continue with Question 2.*

   Ⓓ This student does not have an IEP or Section 504 plan, but requires an accommodation to be tested. ➔ *Continue with Question 2.*

   Ⓔ This student has an IEP because he/she is classified as gifted and talented. ➔ *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

   Ⓕ This student no longer has an IEP or Section 504 Plan. ➔ *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

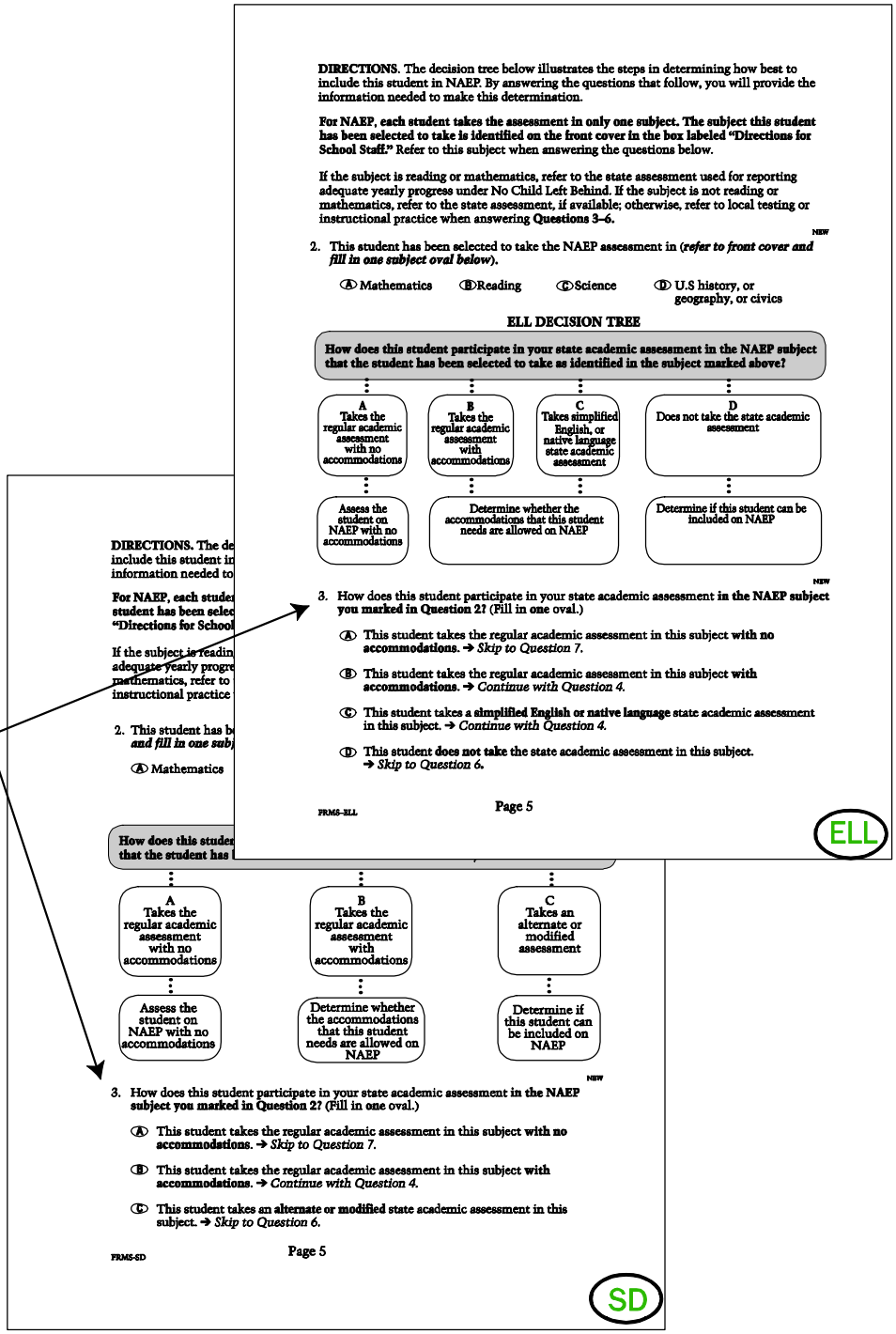
FRMS-SD

Page 4

SD

Page 4 contains general directions for completing either the SD or ELL Questionnaires, in addition to Question 1.

Question 3 reflects how the student is assessed in the state assessment in the NAEP subject.



DIRECTIONS. The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled "Directions for School Staff." Refer to this subject when answering the questions below.

If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering **Questions 3–6.**

NEW

2. This student has been selected to take the NAEP assessment in (***refer to front cover and fill in one subject oval below***).

Ⓐ Mathematics Ⓑ Reading Ⓒ Science Ⓓ U.S history, or geography, or civics

ELL DECISION TREE

How does this student participate in your state academic assessment in the NAEP subject that the student has been selected to take as identified in the subject marked above?

A	B	C	D
Takes the regular academic assessment with no accommodations	Takes the regular academic assessment with accommodations	Takes simplified English, or native language state academic assessment	Does not take the state academic assessment
Assess the student on NAEP with no accommodations	Determine whether the accommodations that this student needs are allowed on NAEP		Determine if this student can be included on NAEP

NEW

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in one oval.)

Ⓐ This student takes the regular academic assessment in this subject **with no accommodations.** → *Skip to Question 7.*

Ⓑ This student takes the regular academic assessment in this subject **with accommodations.** → *Continue with Question 4.*

Ⓒ This student takes a **simplified English or native language** state academic assessment in this subject. → *Continue with Question 4.*

Ⓓ This student **does not take** the state academic assessment in this subject. → *Skip to Question 6.*

FRMS-ELL

Page 5

ELL

A	B	C
Takes the regular academic assessment with no accommodations	Takes the regular academic assessment with accommodations	Takes an alternate or modified assessment
Assess the student on NAEP with no accommodations	Determine whether the accommodations that this student needs are allowed on NAEP	Determine if this student can be included on NAEP

NEW

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in one oval.)

Ⓐ This student takes the regular academic assessment in this subject **with no accommodations.** → *Skip to Question 7.*

Ⓑ This student takes the regular academic assessment in this subject **with accommodations.** → *Continue with Question 4.*

Ⓒ This student takes an **alternate or modified** state academic assessment in this subject. → *Skip to Question 6.*

FRMS-SD

Page 5

SD

On page 5, there is a decision tree that illustrates the decisionmaking process for how an SD or ELL student should be included in NAEP based on the subject the student is assigned in NAEP. The school staff completing the questionnaire will indicate how the student takes the state assessment (reading, mathematics, or science)—with no accommodations, with accommodations, or if the student takes an alternative assessment. The responses to these questions will guide the respondent through the rest of the questions to determine whether or not the student should be included in NAEP.

The accommodations a student receives are recorded in Question 4, column A. Transfer the recorded accommodations onto the Inclusion Worksheet.

NEW

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. ***The information in Column B will help you answer Questions 5 and 6. Column C is for your information.***

On state assessment in the NAEP subject marked in Question 2, this student:	COLUMN A	COLUMN B: Accommodations allowed on NAEP (only if received on state assessment) Reading	Math	Science	U.S. history or geography or civics	COLUMN C: If allowed on NAEP, who provides accommodation?
Direct Linguistic Support						
Has directions read aloud/repeated in English or receives assistance in English to understand directions	⬭	Standard NAEP practice				NAEP provides
Has directions only read aloud in native language	⬭	Y	Y	Y[1]	Y	Spanish/English Only NAEP provides translated materials
Has test materials read aloud in native language	⬭	N	Y[2,3]	Y[3,4,5]	N	Spanish/English Only NAEP provides translated materials
Uses a bilingual version of the test	⬭	N	Y[2]	Y[3,4]	N	Spanish/English Only NAEP provides translated materials
Uses a bilingual word-for-word dictionary without definitions	⬭	N	Y	Y	Y	School provides
Has occasional words or phrases read aloud in English	⬭	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	⬭	N	Y	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	⬭	N	N	N	N	NA
Indirect Linguistic Support (Note: NAEP takes only 90 minutes.)						
Takes the test in a small group[5]	⬭	Y	Y	Y	Y	NAEP provides
			Y	Y	Y	NAEP provides
			Y	Y	Y	School provides
			Y	Y	Y	School provides
			Y	Y	Y	NAEP provides
			Y	Y	Y	NAEP provides
			N	N	N	NA
		Check with your NAEP representative				

Tasks or Hands-On Tasks.

nds-On Tasks.
y sessions.
imed but not a speeded test.

ELL

NEW

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. ***The information in Column B will help you answer Questions 5 and 6. Column C is for your information.***

On state assessment in the NAEP subject marked in Question 2, this student:	COLUMN A	COLUMN B: Accommodations allowed on NAEP (only if received on state assessment) Reading	Math	Science	U.S. history or geography or civics	COLUMN C: If allowed on NAEP, who provides accommodation?
Presentation Format						
Has directions read aloud/repeated in English or receives assistance to understand directions	⬭	Standard NAEP practice				NAEP provides
Has directions only signed	⬭	Y	Y	Y	Y	School provides
Has test items signed	⬭	N	Y	Y	Y	School provides
Has occasional words or phrases read aloud	⬭	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud	⬭	N	Y	Y	Y	NAEP provides
Uses a Braille version of the test	⬭	Y	Y	Y[1]	Y[2]	NAEP provides
Uses a large print version of the test	⬭	Y	Y	Y[1]	Y	NAEP provides
Uses magnifying equipment	⬭	Y	Y	Y[1]	Y	School provides
Response Format						
Responds in sign language	⬭	Y	Y	Y	Y	School provides
Uses a Braille typewriter to respond	⬭	Y	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	⬭	Y	Y	Y	Y	School provides
Tape records answers	⬭	N	N	N	N	NA
Uses a computer or typewriter to respond	⬭	Y	Y	Y	Y	School provides
		Spell/grammar check not allowed				
Uses a template to respond	⬭	Y	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	⬭	Y	Y	Y	Y	School provides
Writes directly in the test booklet	⬭	Standard NAEP practice				NA
Setting Format						
Takes the test in a small group[5]	⬭	Y	Y	Y	Y	NAEP provides
Takes the test one-on-one[5]	⬭	Y	Y	Y	Y	NAEP provides
Takes the test in a study carrel	⬭	Y	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	⬭	Y	Y	Y	Y	School provides
Must have test administered by familiar person	⬭	Y	Y	Y	Y	School provides
Timing Accommodations (Note: NAEP takes only 90 minutes.)						
Receives extended time[4]	⬭	Y	Y	Y	Y	NAEP provides
Is given breaks during the test	⬭	Y	Y	Y	Y	NAEP provides
Must be allowed to take subject test over several days	⬭	N	N	N	N	NA
Other Accommodations						
Uses a calculator, including talking or Braille calculator for computation tasks	⬭	NA	N[6]	NA	NA	NA
Uses an abacus, arithmetic tables, graph paper	⬭	NA	N	NA	NA	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	⬭	N	N	N	N	NA
Receives the following accommodation(s) not listed above. _____	⬭	Check with your NAEP representative				

NA = not applicable

[1] Braille, large-print, and magnifying devices are not provided or allowed for Science Hands-on Tasks and Interactive Computer Tasks

[2] Students selected for U.S. history, civics, or geography will be assigned a Braille civics booklet.

[3] NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

[4] If state test is untimed, student may require extended time on NAEP, which is a timed but not a speeded test.

[5] Calculators are allowed on some sections of the NAEP mathematics assessment - check with your NAEP representative.

FRM5-SD

Page 6

SD

Column B indicates if the accommodation is allowed on NAEP

Column C indicates who provides each accommodation; NAEP or the school.

On page 6 (Question 4) of either the SD or ELL Questionnaire, you will find a matrix of the most common accommodations and whether or not these accommodations are permitted on NAEP. The school staff should use this chart to record only the accommodations the student receives on the state assessment (in the subject the student is taking on NAEP).

Question 5 determines if the student accommodations are allowed in the selected NAEP subject.

Question 6 is answered for students who take an alternate or modified state assessment.

NEW

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)

Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. ➔ *Skip to Question 7.*

Ⓑ No. But the student can be assessed with only the accommodations allowed on NAEP. ➔ *Skip to Question 7.*

Ⓒ No, and this student should not be assessed on NAEP. ➔ *Skip to Question 8.*

NEW

6. For students who **do not take** the state assessment **in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)

Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

_____

Ⓑ No. This student should not be assessed on NAEP.

NEW

eiving academic

English.

ELL

NEW

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)

Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. ➔ *Skip to Question 7.*

Ⓑ No. But this student can be assessed with only the accommodations allowed on NAEP. ➔ *Skip to Question 7.*

Ⓒ No. This student should not be assessed on NAEP. ➔ *Skip to Question 7.*

NEW

6. For students who take an **alternate or modified state assessment in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)

Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

_____

Ⓑ No. This student should not be assessed on NAEP.

NEW

7. Which of the following IDEA categories describe this student's identified disability(ies)? (Fill in **all** ovals that apply.)

Specific learning disability

Hearing impairment/deafness

Visual impairment/blindness

Speech or language impairment

Mental retardation

Emotional disturbance

Orthopedic impairment

Traumatic brain injury

Autism

Developmental delay (age 9 or younger)

Ⓚ Other health impairment

Ⓛ Other (specify) _____

FRMS-SD

Page 7

SD

On page 7 (Questions 5 and 6), ask questions about whether or not the accommodations recorded in the chart on Question 4 are allowed on NAEP. If so, the student will be assessed with those accommodations. If not, the question asks if the student can participate with only those accommodations that are allowed (he/she wouldn't receive the ones not allowed). If the student must have an accommodation not allowed on NAEP, or if the student takes an alternative or modified state assessment, the student will be excluded in NAEP.

NEW

8. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

Ⓐ This student performs at or above grade level.

Ⓑ This student performs one year below grade level.

Ⓒ This student performs two or more years below grade level.

Ⓓ This student is currently not receiving instruction in this subject.

Ⓔ I don't know.

VC188873

9. How would you characterize this student's English proficiency? (Fill in **one** oval in each row.)

	ELL advanced	ELL intermediate	ELL beginning	No proficiency	I don't know.	
a. Listening comprehension in English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188874
b. Speaking English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188875
c. Reading English	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC188565
			Ⓒ	Ⓓ	Ⓔ	VC188888

ELL

VC188552

8. What is the degree of this student's disability(ies)?

Ⓐ Profound/Severe

Ⓑ Moderate

Ⓒ Mild

NEW

9. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

Ⓐ This student performs at or above grade level.

Ⓑ This student performs one year below grade level.

Ⓒ This student performs two or more years below grade level.

Ⓓ This student is currently not receiving instruction in this subject.

Ⓔ I don't know.

FRMS-SD

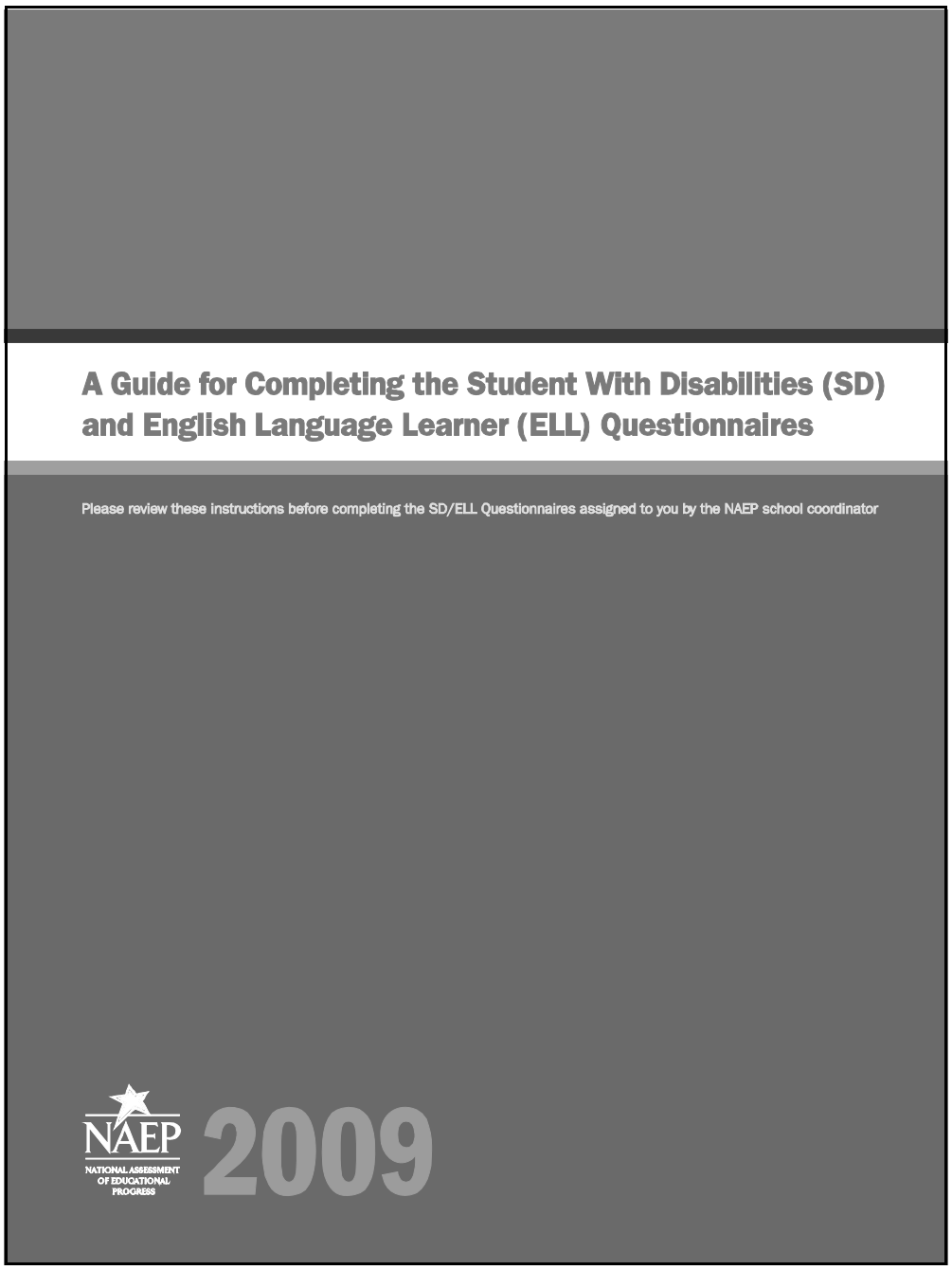
Page 8

SD

Depending on the SD or ELL Questionnaire, page 8 contains questions relating to the degree of disability of the student and the grade level in which the student performs.

5. *A Guide for Completing the SD/ELL Questionnaires*

To better assist the person completing the SD or ELL Questionnaire, *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* was developed. This guide (shown below) provides answers to commonly asked questions made by school staff when completing the SD or ELL Questionnaires. This guide also provides in-depth instructions for each question of the SD or ELL Questionnaire.


A Guide for Completing the Student With Disabilities (SD) and English Language Learner (ELL) Questionnaires

Please review these instructions before completing the SD/ELL Questionnaires assigned to you by the NAEP school coordinator

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 2009

6. State-Specific Guidance for Completing the SD and ELL Questionnaires

NAEP State Coordinators posted *State-Specific SD/ELL Guidelines* (shown below) on the MySchool website for schools to access. Your supervisor downloaded these specific guidelines for each school in his/her assignment, made copies, and inserted them in the back of the guide shown on page 2.13. The supervisor then included the guide in the Preassessment Packet of materials (see Appendix A).

These additional guidelines provide state-specific information about how to complete each question on the SD or ELL Questionnaire.

2009 National Assessment of Educational Progress

State Specific Guidance for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires

Please review these TS State specific instructions for completing the SD and/or ELL Questionnaires assigned to you by the NAEP school coordinator.

Section/Question	SD Questionnaire	ELL Questionnaire
Question 1.	**Option D** – TS State allows all students certain accommodations. If a student does not have an IEP or 504 plan and needs an accommodation to access the test, mark option D in this question.	**Option B** – TS State records formerly ELL students for AYP reporting. The state policy for formerly ELL is as follows: Students identified as ELL, who have exited ELL identification in the last two years, should be included in the calculations for determining the status of the ELL subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.
Decision Tree	**Option C** – Takes an alternate or modified assessment. The alternate assessments in TS State are the TS State Academic Alternate Portfolio (TAAP) and TS State Modified End-of-Grade Tests (TMEOG). **Decision C** – Students taking the TAAP should not be included in the NAEP assessment. Most students taking the TMEOG should be included in the NAEP assessment since it is a "paper-pencil" assessment.	**Option D** – Does not take the state academic assessment. **Decision D** – In TS State, the state-identified English language proficiency test will be used for participation in the state assessment for students who are in their first year of U.S. schools and have scored below Intermediate High on the reading section of the state-identified English language proficiency test.
Accommodations Chart	Please refer to the TS State NAEP 2009 Accommodations Chart to see how the NAEP accommodations compare to TS State accommodations. Some accommodations allowed in TS State are not allowed on the NAEP assessment. Some of these are testing over multiple days and the use of calculators on the mathematics assessment. **Testing Over Multiple Days** – The NAEP assessment is composed	

7. State Accommodations Chart

In addition to *A Guide for Completing SD/ELL Questionnaires*, and the state-specific guidance, the NAEP State Coordinators may also provide schools with a State Accommodations Chart. The State Accommodations Chart is a document customized by the NAEP State Coordinators that shows how the NAEP accommodations compare to state accommodations. This chart includes state-specific information about the accommodation, and how it is typically administered. The school coordinator can use this tool to compare state and NAEP accommodations, as some accommodations that are allowed in states are now allowed on the NAEP assessment.

NAEP			What Is It?	How NAEP Administers It	State Accommodations
Direct Linguistic Support	Directions read aloud in native language	Subjects: Reading, Math & Science	This accommodation requires that the session script instructions be read aloud in Spanish.	• This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session.	
Direct Linguistic Support	Test items read aloud in native language	Subjects: Math & Science	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 booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish.	• 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.	
Direct Linguistic Support	Bilingual booklet	Subjects: Math & Science	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.	• This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.	
Direct Linguistic Support	Bilingual dictionary without definitions	Subjects: Math & Science	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 a "bilingual word list."	• 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 NAEP Assessment Administrator (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.	

8. The Inclusion Worksheet

The Inclusion Worksheet, shown below, contains the following preprinted information: student name; session #/line #; subject; and whether the student is classified as SD, ELL, or both.

R, M, S, is the Subject the accommodation is allowed in

Accommodations allowed on NAEP

Separate

Regular

NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

Student Information | Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4 | NAEP Codes | Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Student Name	Session # Line #	Subject R=Reading M=Math S=Science	SD/ ELL	Directions only read aloud in native language (m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m, s)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Responds in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Points or responds orally to a scribe (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administer (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in NOTES column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES	Group #	Planning Code (1=W/O Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=W/A)
				BDR	OTH	BIB	BID	OTH	OTH	REA	REA	BRL	LRG	MAG	OTH	OTH	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH							
				S	S	S	R	R	S	R	S	S	R	R	R	R	S	R	R	R	S	S	R	R	S	R	S	R							
Bronson, David	RS0801 18	S	SD																																
Meader, Susan	RS0802 10	S	SD																																
Phillips, Susan	RS0803 02	M	SD																																
Putnam, April	RS0803 05	M	SD																																
Ramos, Marisol	RS0803 07	R	ELL																																
Reynolds, Michael	RS0803 10	R	SD																																
Rivera, Pedro	RS0803 11	M	ELL																																
Robins, Sang	RS0803 12	S	ELL																																
Rogers, Daniel	RS0803 13	R	SD																																
Rowe, Christina	RS0803 14	M	SD																																
				BDR	OTH	BIB	BID	OTH	OTH	REA	REA	BRL	LRG	MAG	OTH	OTH	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH							

Student Information is preprinted

After the preprinted information, there are a number of boxes labeled “Accommodations Allowed in NAEP.” These accommodations match those printed in Question 4 of the SD and ELL Questionnaires. Next to each accommodation is an “r,” “m,” or “s.” These letters indicate which subject allows the accommodation.

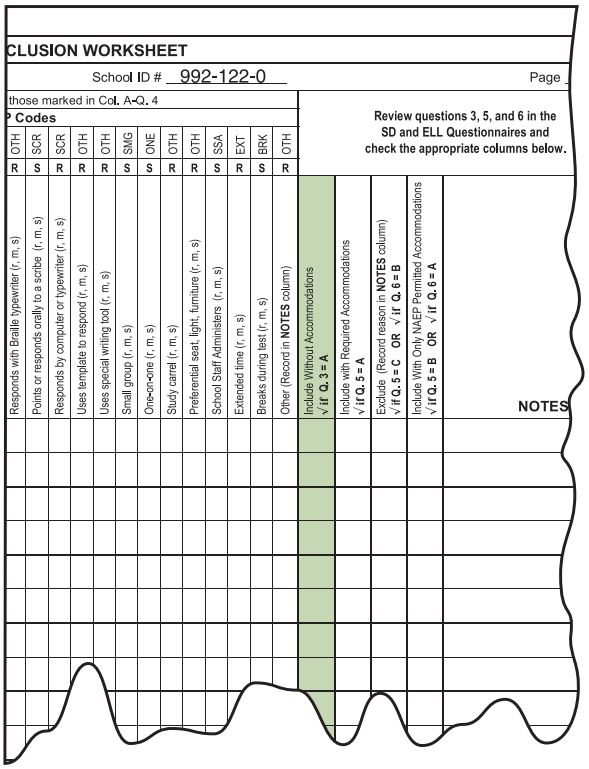
Each accommodation listed on the Inclusion Worksheet has an accompanying designation of “S” (Separate) or “R” (Regular). These designations are informational guides as to which type of session the particular accommodation is usually administered in. They are for guidance only.

As an AC, you may not assume to know which accommodations are appropriate for any SD or ELL students. You must ask the school coordinator to verify any accommodations required, as indicated in the SD and ELL Questionnaires.

You will use the Inclusion Worksheet during the preassessment visit to transcribe the key questions in the SD and ELL Questionnaires and plan for accommodations. Let’s first look at the information in this document.

After the long list of accommodations, the next section of the Inclusion Worksheet indicates how each student will be assessed based on responses to specific questions from the SD and ELL Questionnaires. Students identified as SD and/or ELL will either be included without accommodations or with all required accommodations, or will be excluded or included with only NAEP-permitted accommodations.

- **Include Without Accommodations—**Just because a student is classified as SD or ELL does not mean the student requires an accommodation on NAEP. In fact, many SD and/or ELL students are assessed in the regular assessment without accommodations. This column corresponds with Question 3 in the SD and ELL Questionnaires that asks if a student can be assessed without accommodations. If Question 3 is answered "A," you will check this column for the student.


CLUSION WORKSHEET

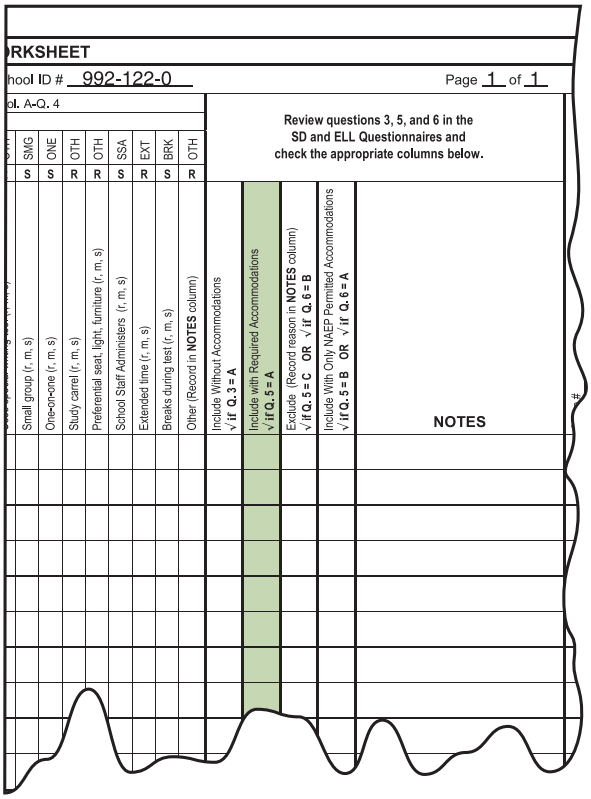
School ID # 992-122-0 Page

those marked in Col. A-Q. 4

P Codes

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

	OTH	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH					
	R	S	R	R	R	S	S	R	R	S	R	S	R					
Responds with Braille typewriter (r, m, s)														Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES
Points or responds orally to a scribe (r, m, s)																		
Responds by computer or typewriter (r, m, s)																		
Uses template to respond (r, m, s)																		
Uses special writing tool (r, m, s)																		
Small group (r, m, s)																		
One-on-one (r, m, s)																		
Study carrel (r, m, s)																		
Preferential seat, light, furniture (r, m, s)																		
School Staff Administers (r, m, s)																		
Extended time (r, m, s)																		
Breaks during test (r, m, s)																		
Other (Record in NOTES column)																		


RKSHEET

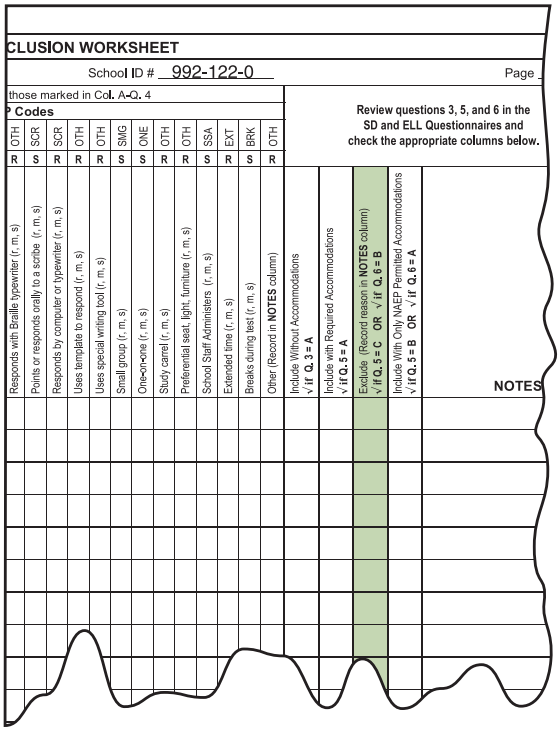
hool ID # 992-122-0 Page 1 of 1

ol. A-Q. 4

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH					
	S	S	R	R	S	R	S	R					
Small group (r, m, s)									Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES
One-on-one (r, m, s)													
Study carrel (r, m, s)													
Preferential seat, light, furniture (r, m, s)													
School Staff Administers (r, m, s)													
Extended time (r, m, s)													
Breaks during test (r, m, s)													
Other (Record in NOTES column)													

- **Include With Required Accommodations—** This column corresponds with Question 5 in the SD and ELL Questionnaires, which asks if the accommodations the student requires are allowed on NAEP. If Question 5 is answered "A," you will check this column for the student.



CLUSION WORKSHEET

School ID # 992-122-0 Page

those marked in Col. A-Q. 4

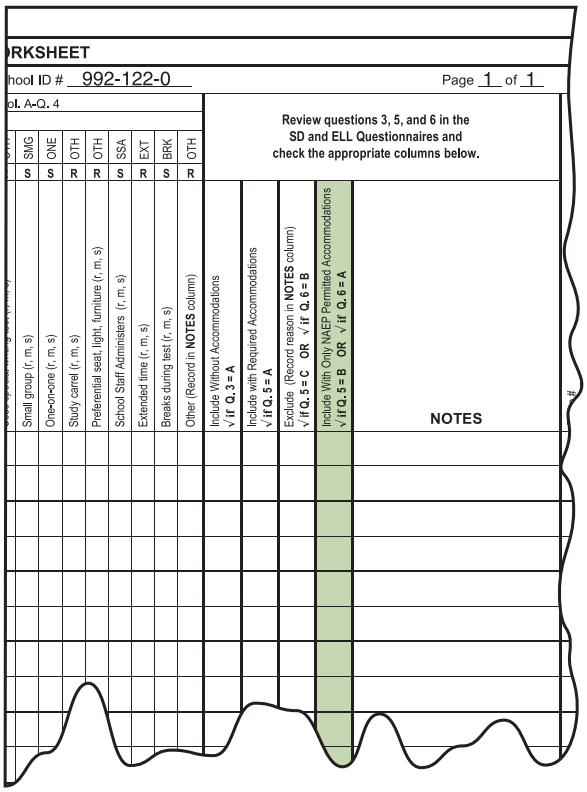
Codes

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Responds with Braille typewriter (r, m, s)	Points or responds orally to a scribe (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administers (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in **NOTES** column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in **NOTES** column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES
OTH	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH					
R	S	R	R	R	S	S	R	R	S	R	S	R					

- **Exclude—**Sometimes a student will be excluded because either the accommodations required are not permitted on NAEP, or the student's IEP or 504 Plan states he/she cannot be tested. This column corresponds to Question 5 response C or Question 6 response B in the SD and ELL Questionnaire. You will need to determine the reason for the exclusion. Record the reason in the **NOTES** column so you can record the appropriate Exclusion Code on the Administration Schedule, in column **Q**, during the preassessment visit. NAEP's Exclusion Codes are shown on page 2.20.

- **Include With Only NAEP-Permitted Accommodations—**Sometimes a student requires an accommodation that is not permitted in NAEP. This column corresponds to Question 5 response B or Question 6 response A in the SD and ELL Questionnaires. These responses will determine if the student can be assessed with only the accommodations that are permitted. For example, if a reading student is typically given the read aloud, extended time, and one-on-one accommodations, the student could be excluded because the read aloud is not permitted in reading. However, the school can indicate whether or not the student can be tested with only those accommodations that are permitted in reading. In this instance, it would be the extended time and one-on-one accommodations.



RKSHEET

hool ID # 992-122-0 Page 1 of 1

ol. A-Q. 4

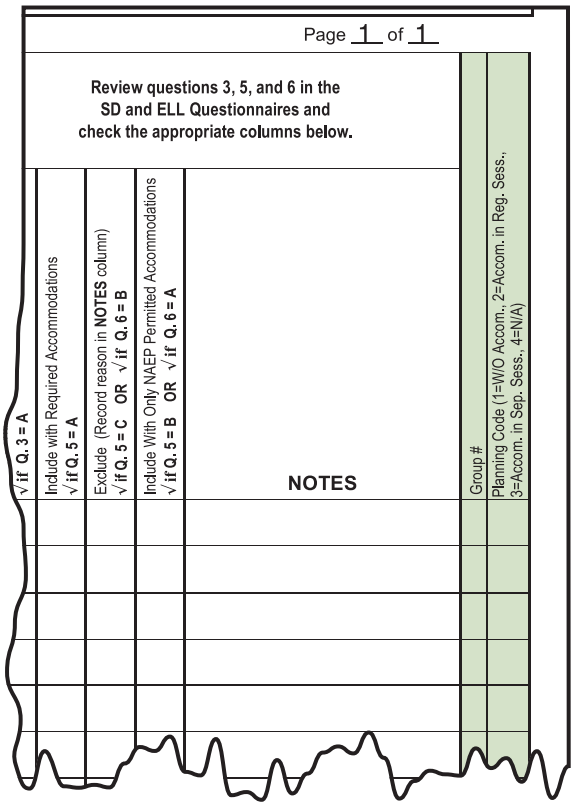
Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administers (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in **NOTES** column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in **NOTES** column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES
SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH					
S	S	R	R	S	R	S	R					

If a student requires one of these accommodations and cannot be included in the assessment with only NAEP-permitted accommodations, he/she will be excluded from using one of the Administration Codes listed below.

Reasons for Exclusion	
60	**SD—Cannot be assessed.** Student whose 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.

Once the Inclusion Worksheet is completed and you have discussed with the school coordinator how the SD and/or ELL students will be assessed in NAEP, you will use the Group # column to group the students into accommodation sessions. Mark all students who will be assessed in the regular session with an "R." Categorize the separate accommodation sessions by accommodation type and then group them together. For example, assign a "1" to all students who will be tested together in a read aloud session (remember that a read aloud session must be grouped by subject); assign a "2" to all students who will be tested in a bilingual booklet session.


Page 1 of 1

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

√ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES	Group #	Planning Code (1=W/O Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=N/A)

Finally, your last step in completing the accommodation planning process is to assign a Planning Code in the Planning Code column of the Inclusion Worksheet.

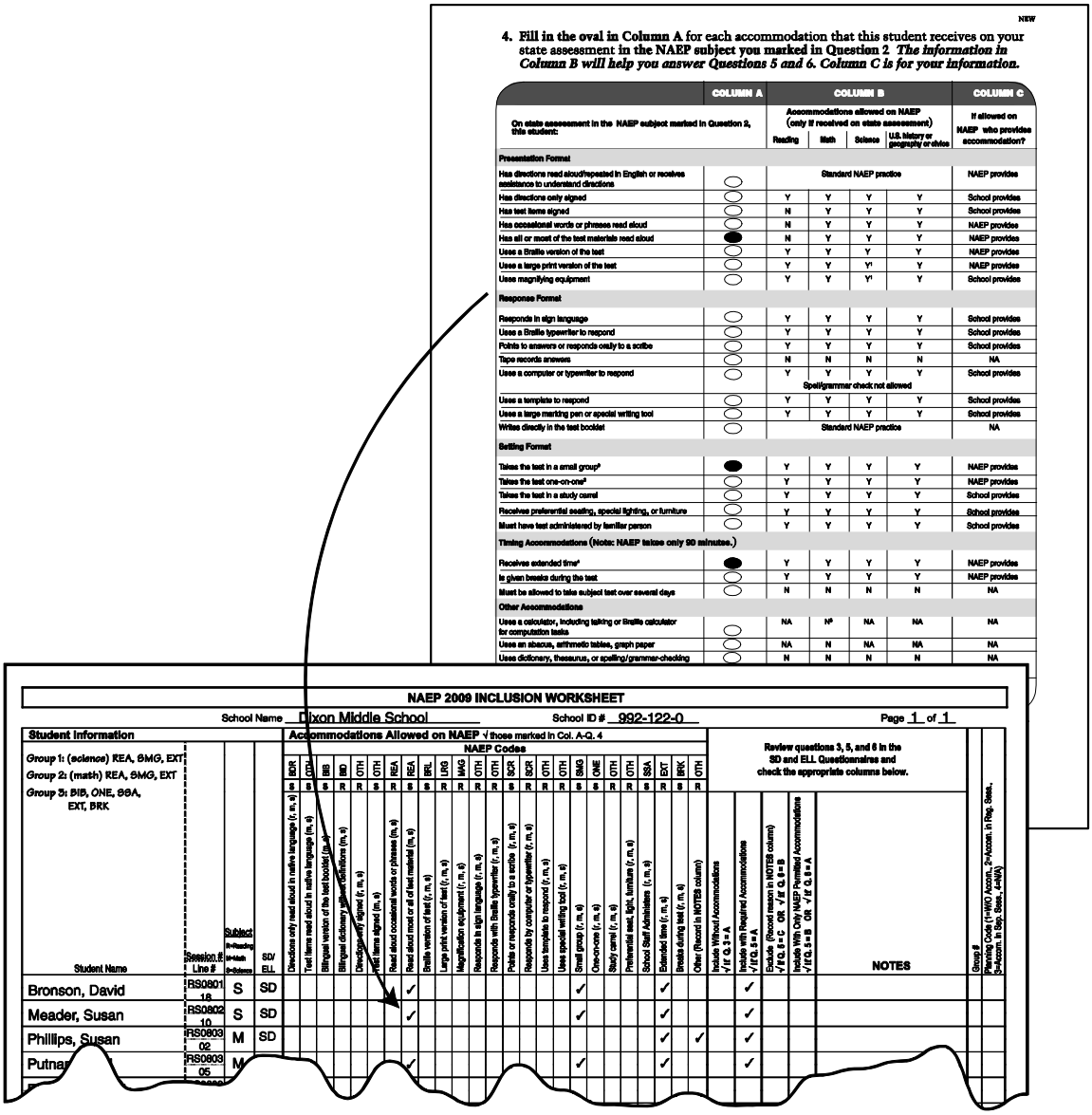
After the Inclusion Worksheet is completed, you will transcribe a Planning Code to all students on the Administration Schedule. The Planning Code is assigned to provide a quick way for you and the assessment administrators (AAs) to see which students will be assessed without accommodation, assessed with accommodations in the regular session, and assessed with accommodations in a separate session.

The Planning Codes and a description of how they are used are provided in the table below.

Planning Codes to Assign in Column P of the Administration Schedule	
1	**Assess without accommodation(s).** Used for all students who are not classified as SD and/or ELL, and for students who are classified, but who can be assessed in a regular session.
2	**Accommodation(s) offered in regular session.** Used for SD and/or ELL students who are offered accommodations that can be provided in the regular session.
3	**Accommodation(s) offered in separate session.** Used for SD and/or ELL students who are offered accommodations that must be given in a separate session.
4	**Not applicable.** Used for students who are withdrawn/graduated or ineligible. Also used for students who are excluded (Administration Codes **60–65** and **67–69**). Note: Do not use this code for students who are Excluded but Assessed (Administration Code **66**). These students should be given an Accommodation Code of **2** or **3.**

9. Transcribe the SD and ELL Questionnaires Onto the Inclusion Worksheet

Now that you have reviewed the components of the SD and ELL Questionnaires, and the Inclusion Worksheet, the next step is to see how these two documents work together. During the preassessment visit, you will take the key information from the completed questionnaire and transcribe it onto the Inclusion Worksheet. The pages to follow display a completed SD Questionnaire and corresponding Inclusion Worksheet, along with instructions about how to transcribe the data during the preassessment visit.



NEW

4. **Fill in the oval in Column A** for each accommodation that this student receives on your state assessment in the **NAEP subject you marked in Question 2**. ***The information in Column B will help you answer Questions 5 and 6. Column C is for your information.***

On state assessment in the NAEP subject marked in Question 2, this student:	COLUMN A	COLUMN B: Accommodations allowed on NAEP (only if received on state assessment) Reading	Math	Science	U.S. history or geography or civics	COLUMN C: If allowed on NAEP who provides accommodation?
Presentation Format						
Has directions read aloud/repeated in English or receives assistance to understand directions	○	Standard NAEP practice				NAEP provides
Has directions only signed	○	Y	Y	Y	Y	School provides
Has test items signed	○	N	Y	Y	Y	School provides
Has occasional words or phrases read aloud	○	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud	●	N	Y	Y	Y	NAEP provides
Uses a Braille version of the test	○	Y	Y	Y	Y	NAEP provides
Uses a large print version of the test	○	Y	Y	Y[1]	Y	NAEP provides
Uses magnifying equipment	○	Y	Y	Y[1]	Y	School provides
Response Format						
Responds in sign language	○	Y	Y	Y	Y	School provides
Uses a Braille typewriter to respond	○	Y	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	○	Y	Y	Y	Y	School provides
Tape records answers	○	N	N	N	N	NA
Uses a computer or typewriter to respond	○	Y	Y	Y	Y	School provides
		Spell/grammar check not allowed				
Uses a template to respond	○	Y	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	○	Y	Y	Y	Y	School provides
Writes directly in the test booklet	○	Standard NAEP practice				NA
Setting Format						
Takes the test in a small group[2]	●	Y	Y	Y	Y	NAEP provides
Takes the test one-on-one[2]	○	Y	Y	Y	Y	NAEP provides
Takes the test in a study carrel	○	Y	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	○	Y	Y	Y	Y	School provides
Must have test administered by familiar person	○	Y	Y	Y	Y	School provides
Timing Accommodations (Note: NAEP takes only 90 minutes.)						
Receives extended time[4]	●	Y	Y	Y	Y	NAEP provides
Is given breaks during the test	○	Y	Y	Y	Y	NAEP provides
Must be allowed to take subject test over several days	○	N	N	N	N	NA
Other Accommodations						
Uses a calculator, including talking or Braille calculator for computation tasks	○	NA	N[5]	NA	NA	NA
Uses an abacus, arithmetic tables, graph paper	○	NA	N	NA	NA	NA
Uses dictionary, thesaurus, or spelling/grammar-checking	○	N	N	N	N	NA

NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

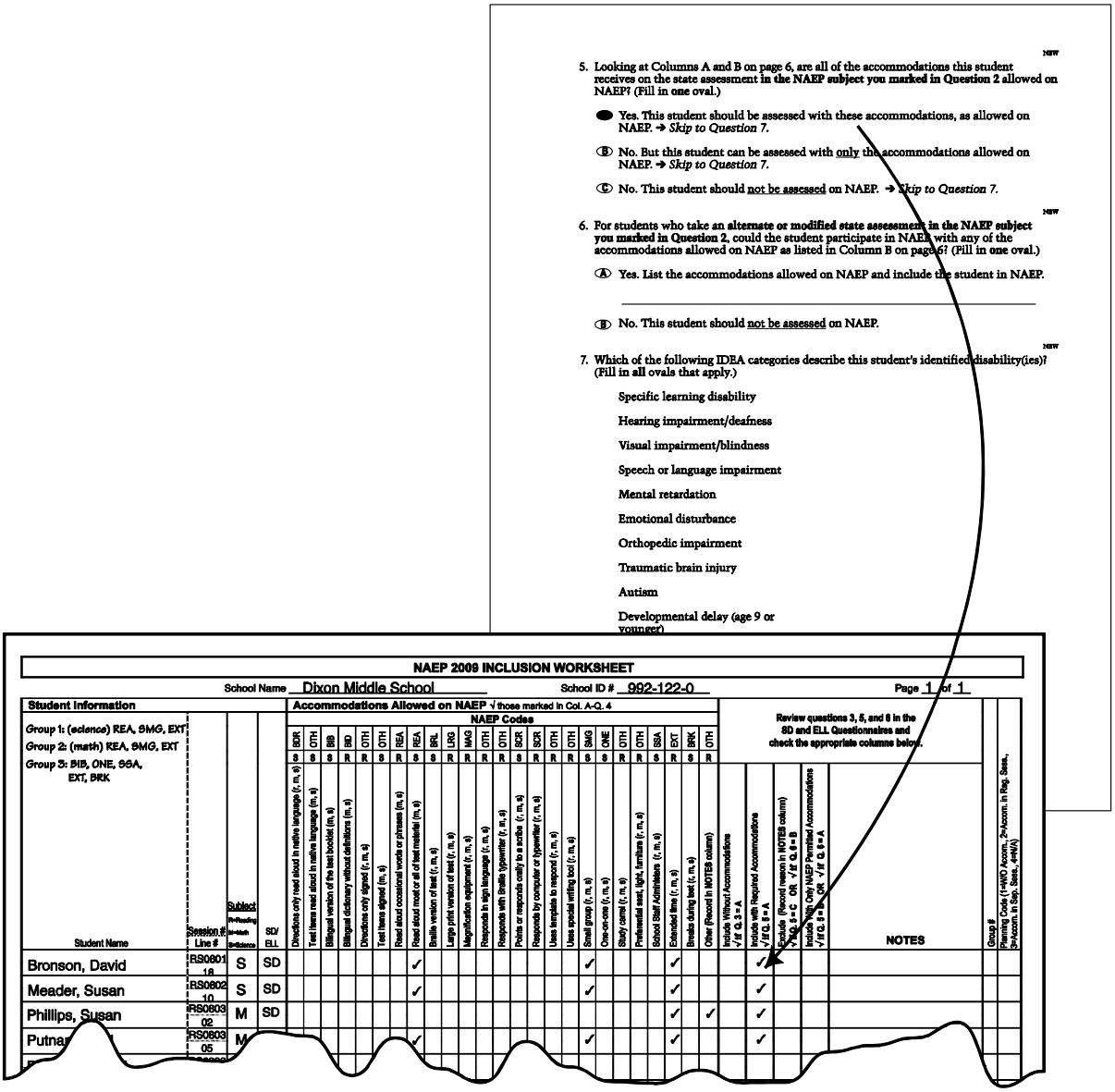
Student Information — Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4 — NAEP Codes — Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Group 1: (science) REA, SMG, EXT
Group 2: (math) REA, SMG, EXT
Group 3: BIB, ONE, SSA, EXT, BRK

Student Name	Session # Line #	Subject (R=Reading, M=Math, S=Science)	SD/ ELL	Directions only read aloud in native language (r, m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m, s)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Responds in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Points or responds orally to a scribe (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administers (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in NOTES column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES	Group #	Reporting Code (1=NIO Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., A=All)
				BOR	CTR	BIB	BID	OTH	OTH	REA	REA	BRL	LRG	MAG	OTH	OTH	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH							
				S	S	S	R	R	S	R	S	S	R	R	R	R	S	R	R	R	S	S	R	R	S	R	S	R							
Bronson, David	RS0801 18	S	SD								✓										✓					✓				✓					
Meader, Susan	RS0802 10	S	SD								✓										✓					✓				✓					
Phillips, Susan	RS0803 02	M	SD																							✓		✓		✓					
Putnam	RS0803 05	M									✓										✓					✓				✓					

The first thing you will do is look at Question 4 on page 6. Place a check mark in the appropriate column(s) titled “Accommodations Allowed on NAEP” on the Inclusion Worksheet, as shown above.

Transcribing the SD Questionnaire



5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment in the NAEP subject you marked in Question 2 allowed on NAEP? (Fill in one oval.)

   - Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to Question 7.*
   - B No. But this student can be assessed with only the accommodations allowed on NAEP. → *Skip to Question 7.*
   - C No. This student should not be assessed on NAEP. → *Skip to Question 7.*

6. For students who take an alternate or modified state assessment in the NAEP subject you marked in Question 2, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in one oval.)

   - A Yes. List the accommodations allowed on NAEP and include the student in NAEP.
   - B No. This student should not be assessed on NAEP.

7. Which of the following IDEA categories describe this student's identified disability(ies)? (Fill in all ovals that apply.)

   - Specific learning disability
   - Hearing impairment/deafness
   - Visual impairment/blindness
   - Speech or language impairment
   - Mental retardation
   - Emotional disturbance
   - Orthopedic impairment
   - Traumatic brain injury
   - Autism
   - Developmental delay (age 9 or younger)

NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

Student Information: Group 1: (science) REA, SMG, EXT; Group 2: (math) REA, SMG, EXT; Group 3: BIB, ONE, SGA, EXT, BRK

Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4

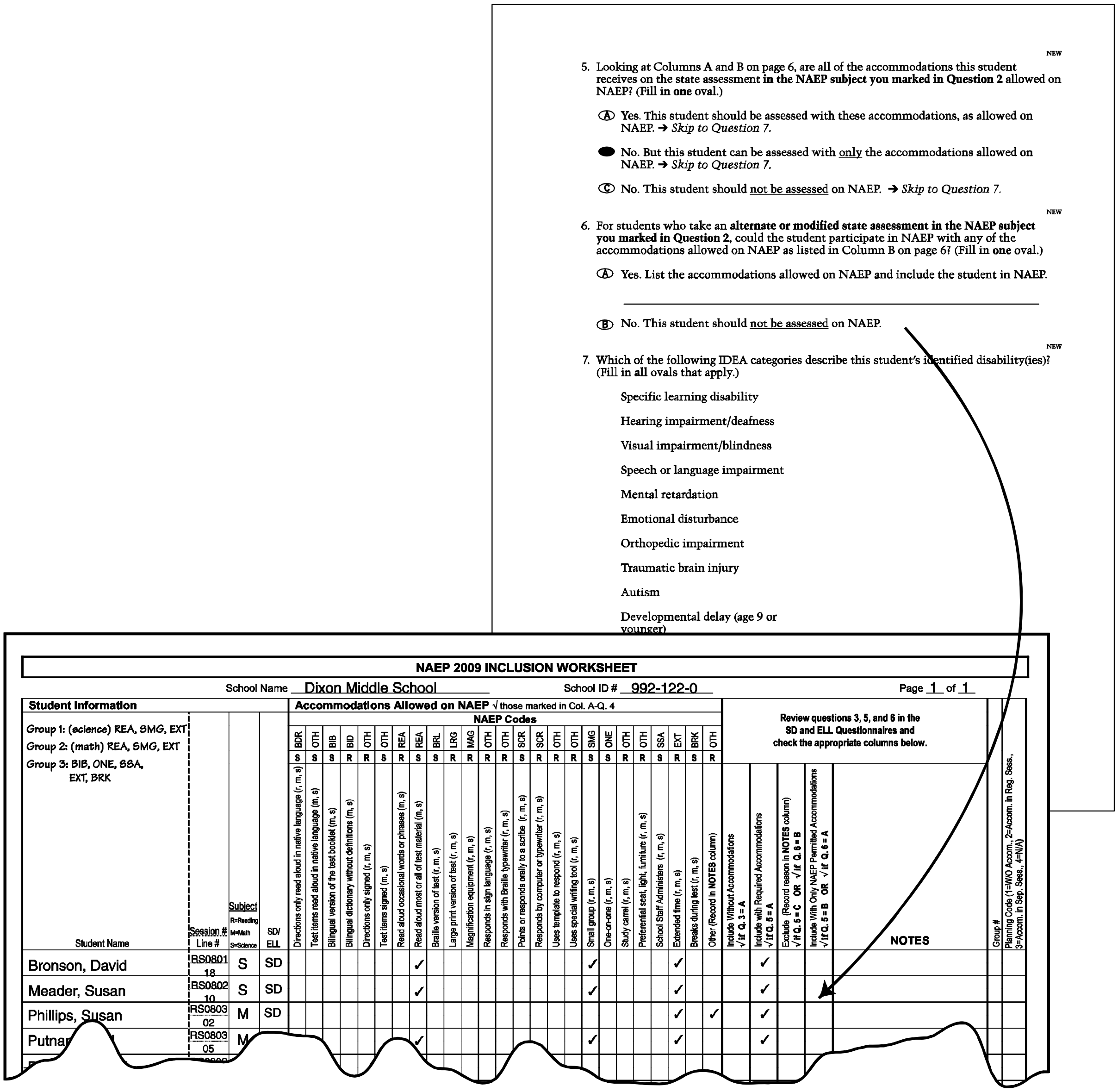
NAEP Codes

Student Name	Session # Line #	Subject (R=Reading M=Math S=Science)	SD/ ELL	Directions only read aloud in native language (r, m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m, s)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Responds in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Points or responds orally to a scribe (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administers (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in NOTES column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES	Group #	Planning Code (1=W/O Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=W/A)
				BDR	OTH	BIB	BID	OTH	OTH	REA	REA	BRL	LRG	MAG	OTH	OTH	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SGA	EXT	BRK	OTH							
				S	S	S	R	R	S	R	S	S	R	R	R	R	S	R	R	R	S	S	R	R	S	R	S	R							
Bronson, David	RS0601 18	S	SD								✓										✓					✓				✓					
Meader, Susan	RS0602 10	S	SD								✓										✓					✓				✓					
Phillips, Susan	RS0603 02	M	SD																							✓		✓		✓					
Putnam, [illegible]	RS0603 05	M	[illegible]								✓										✓					✓				✓					

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Next, look at the answer to Question 5 on page 7. If the answer is "A," place a check mark in the Inclusion Worksheet column titled "Include With Required Accommodations."

Transcribing the SD Questionnaire



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5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)

   Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. ➔ *Skip to Question 7.*

   ● No. But this student can be assessed with only the accommodations allowed on NAEP. ➔ *Skip to Question 7.*

   Ⓒ No. This student should not be assessed on NAEP. ➔ *Skip to Question 7.*

NEW

6. For students who take an **alternate or modified state assessment in the NAEP subject you marked in Question 2,** could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)

   Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

   Ⓑ No. This student should not be assessed on NAEP.

NEW

7. Which of the following IDEA categories describe this student's identified disability(ies)? (Fill in **all** ovals that apply.)

   Specific learning disability
   Hearing impairment/deafness
   Visual impairment/blindness
   Speech or language impairment
   Mental retardation
   Emotional disturbance
   Orthopedic impairment
   Traumatic brain injury
   Autism
   Developmental delay (age 9 or younger)

NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

Student Information

Group 1: (science) REA, SMG, EXT
Group 2: (math) REA, SMG, EXT
Group 3: BIB, ONE, SSA, EXT, BRK

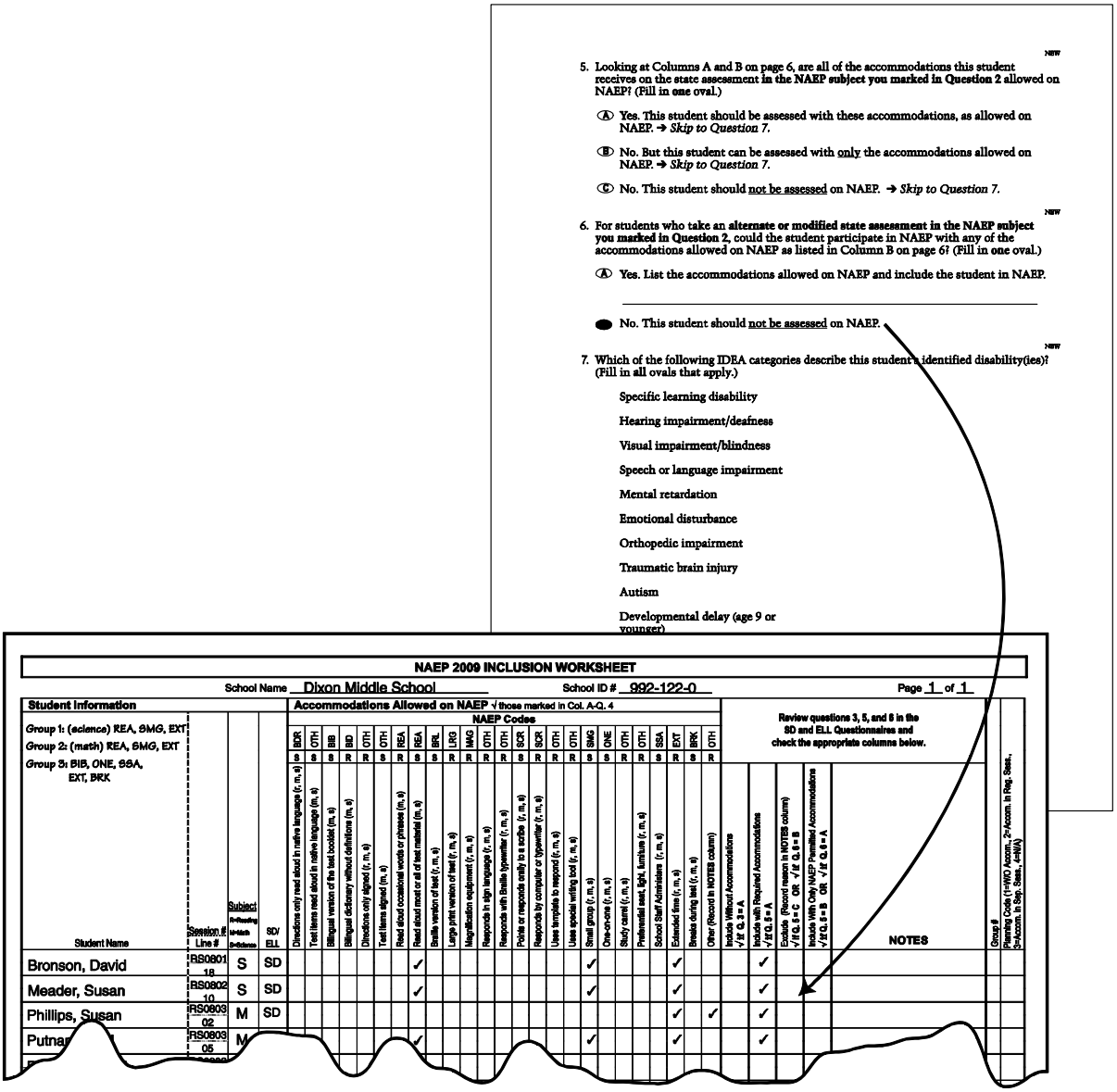
Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4 — NAEP Codes

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Student Name	Session # Line #	Subject R=Reading M=Math S=Science	SD/ ELL	BDR S Directions only read aloud in native language (r, m, s)	OTH S Test items read aloud in native language (m, s)	BIB S Bilingual version of the test booklet (m, s)	BID R Bilingual dictionary without definitions (m, s)	OTH R Directions only signed (r, m, s)	OTH S Test items signed (m, s)	REA R Read aloud occasional words or phrases (m, s)	REA S Read aloud most or all of test material (m, s)	BRL S Braille version of test (r, m, s)	LRG R Large print version of test (r, m, s)	MAG R Magnification equipment (r, m, s)	OTH R Responds in sign language (r, m, s)	OTH R Responds with Braille typewriter (r, m, s)	SCR S Points or responds orally to a scribe (r, m, s)	SCR R Responds by computer or typewriter (r, m, s)	OTH R Uses template to respond (r, m, s)	OTH R Uses special writing tool (r, m, s)	SMG S Small group (r, m, s)	ONE S One-on-one (r, m, s)	OTH R Study carrel (r, m, s)	OTH R Preferential seat, light, furniture (r, m, s)	SSA S School Staff Administers (r, m, s)	EXT R Extended time (r, m, s)	BRK S Breaks during test (r, m, s)	OTH R Other (Record in NOTES column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES	Group #	Planning Code (1=W/O Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=N/A)
Bronson, David	RS0801 18	S	SD								✓										✓					✓				✓					
Meader, Susan	RS0802 10	S	SD								✓										✓					✓				✓					
Phillips, Susan	RS0803 02	M	SD																							✓		✓		✓					
Putna	RS0803 05	M									✓										✓					✓				✓					

Look at the answers to Question 5 and 6. If the answer to Question 5 is "B" or the answer to Question 6 is "A," place a check mark in the Inclusion Worksheet column "Include With Only NAEP Permitted Accommodations."

Transcribing the SD Questionnaire



5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment in the NAEP subject you marked in Question 2 allowed on NAEP? (Fill in one oval.)

   Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. ➔ *Skip to Question 7.*

   Ⓑ No. But this student can be assessed with only the accommodations allowed on NAEP. ➔ *Skip to Question 7.*

   Ⓒ No. This student should not be assessed on NAEP. ➔ *Skip to Question 7.*

6. For students who take an alternate or modified state assessment in the NAEP subject you marked in Question 2, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in one oval.)

   Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

   ● No. This student should not be assessed on NAEP.

7. Which of the following IDEA categories describe this student's identified disability(ies)? (Fill in all ovals that apply.)

   Specific learning disability
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   Emotional disturbance
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   Autism
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NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

Student Information: Group 1: (science) REA, SMG, EXT; Group 2: (math) REA, SMG, EXT; Group 3: BIB, ONE, SSA, EXT, BRK

Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4

NAEP Codes

Student Name	Session # Line #	Subject (S=Reading, M=Math, S=Science)	SD/ ELL	Directions only read aloud in native language (r, m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m, s)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Responds in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Points or responds orally to a scribe (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administers (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in NOTES column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 6 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 6 = A	NOTES	Group #	Planning Code (1=W/O Accom., 2=Accom. In Reg. Sess., 3=Accom. In Sep. Sess., 4=N/A)
				BDR	OTH	BIB	BID	OTH	OTH		REA		BRL	LRG	MAG	OTH	OTH	SCR	SCR	OTH	SMG	ONE	OTH	OTH	SSA	EXT	BRK	OTH							
				S	S	S	R	R	S	R	S	S	R	R	R	R	S	R	R	R	S	S	R	R	S	R	S	R							
Group 1: (science) REA, SMG, EXT; Group 2: (math) REA, SMG, EXT; Group 3: BIB, ONE, SSA, EXT, BRK																													Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.						
Bronson, David	RS0801 18	S	SD								✓										✓					✓				✓					
Meader, Susan	RS0802 10	S	SD								✓										✓					✓				✓					
Phillips, Susan	RS0803 02	M	SD																							✓		✓		✓					
Putnam	RS0803 05	M									✓										✓					✓				✓					

If Question 5 on page 7 is answered “C” or Question 6 is answered “B,” these students are excluded from NAEP. Place a check mark in the Inclusion Worksheet column titled “Exclude.”

10. The SD/ELL Online Questionnaire Summary

If the SD or ELL Questionnaire was completed online, you will receive the SD/ELL Online Questionnaire Summary from the school coordinator. This printout contains the responses to the questions in the SD or ELL Questionnaire that are transcribed onto the Inclusion Worksheet. You will transfer this information onto the Inclusion Worksheet as you would do for the hardcopy version of the SD and ELL Questionnaire.

SD/ELL Online Questionnaire Summary

School Name: Dixon Middle School
NAEP ID Number: 9921220

Session#/Line#	Student Booklet ID Number	Subject	SD/ELL	Q3 - How does student participate in state test? A= Without Accom.	Q4 What accommodations does student receive on state test in assigned NAEP subject?	Q5 Are accommodations student receives allowed on NAEP? A= Yes B= No, assess w/allowed accom. C= No, do not assess	Q6 Could student participate with only NAEP permitted accommodations? A=Yes (list accommodations) B=No, do not assess
RS0801/18	211 321679 1	Science	SD	B	Read aloud most or all Small group Extended time	A	
RS0803/02	101 023578 1	Mathematics	SD	B	Extended time Other - read aloud to self	A	
RS0803/05	102 910456 2	Mathematics	SD	B	Read aloud most or all Small group Extended time	A	
RS0803/11	104 723467 1	Mathematics	ELL	B	Bilingual version of test booklet One on one School staff administers Breaks during test	A	
RS0803/13	502 322019 0	Reading	SD	B	Read aloud most or all One-on-one Study carrel Extended time		C
RS0803/14	105 005061 3	Mathematics	SD	B	Read aloud most or all Small group Extended time	A	

NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

Student Information | Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4 | NAEP Codes

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

Student Name	Session # Line #	Subject (R=Reading M=Math S=Science)	SD/ELL	BDR ⊕ Directions only read aloud in native language (r, m, s)	OTH ⊕ Text items read aloud in native language (m, s)	BIB ⊕ Bilingual version of the test booklet (m, s)	BID R Bilingual dictionary without definitions (m, s)	OTH R Directions only signed (r, m, s)	OTH $ Text items signed (m, s)	REA R Read aloud occasional words or phrases (m, s)	REA ⊕ Read aloud most or all of test material (m, s)	BRL ⊕ Braille version of test (r, m, s)	LRG R Large print version of test (r, m, s)	MAG R Magnification equipment (r, m, s)	OTH R Responds in sign language (r, m, s)	OTH R Responds with Braille typewriter (r, m, s)	SCR $ Points or responds orally to a scribe (r, m, s)	SCR R Responds by computer or typewriter (r, m, s)	OTH R Uses template to respond (r, m, s)	OTH R Uses special writing tool (r, m, s)	SMG $ Small group (r, m, s)	ONE R One-on-one (r, m, s)	OTH R Study carrel (r, m, s)	OTH R Preferential seat, light, furniture (r, m, s)	SSA $ School Staff Administers (r, m, s)	EXT R Extended time (r, m, s)	BRK $ Breaks during test (r, m, s)	OTH R Other (Record in NOTES column)	Include Without Accommodations √ if Q. 3 = A	Include with Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 6 = C OR √ if Q. 5 = B	Include With Only NAEP Permitted Accommodations √ if Q. 6 = B OR √ if Q. 5 = A	NOTES	Group #	Planning Code (1=W/O Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=N/A)
Bronson, David	RS0801 18	S	SD								✓									✓						✓				✓					
Meader, Susan	RS0802 10	S	SD								✓									✓						✓				✓					
Phillips, [illegible]an	RS0803 02	M	SD																							✓		✓		✓			Read Aloud to Self		
Putn[illegible]	RS0803 05	[illegible]									✓									✓						✓				✓					

Chapter 2 Summary

Upon completing this chapter, you should be able to

- understand the accommodations provided for NAEP,
- describe the procedure for transcribing the SD and ELL Questionnaires,
- understand how to use the Inclusion Worksheet, and
- understand the accommodations not allowed by NAEP.

Test Your Knowledge

1. ____ The decision about whether to offer extended time is based on directions from the school.

2. ____ The school coordinator first receives the SD and/or ELL Questionnaire for each student identified as SD/ELL in the Preassessment Packet.

3. ____ The columns on the Inclusion Worksheet, titled “Include With Required Accommodations,” correspond to Question 5.

4. ____ Each student listed on the Administration Schedule should also be assigned a Planning Code.

5. ____ Students assigned a Planning Code of **2** or **3** are not required to have an accommodation recorded on the student booklet cover.

6. ____ Accommodation Codes should be recorded on the student booklet cover only after the assessment.

Answers: 1.T, 2.T, 3.T, 4.T, 5.F, 6.T

CHAPTER 3

BEFORE THE PREASSESSMENT VISIT

During your telephone calls with the school coordinator, maintain a good rapport by being courteous and professional.

In this chapter, you will learn about the activities that take place before the preassessment visit. These activities include making a Scheduling Call to schedule the preassessment visit, making a Confirmation Call to confirm the preassessment visit, and preparing the School Questionnaire, the Teacher Questionnaire, and the Roster of Questionnaires. At the conclusion of the chapter, you should be familiar with the steps needed to complete the activities mentioned above as well as how **Part 1** of the *Quality Control Booklet* (QCB) fits into this task.

3 Before the Preassessment Visit

1. Overview of Preassessment Activities

You will conduct your preassessment visits during the month of January. Most of these visits should be completed before the assessment period begins on January 26th. Use **Part 1** of the *Quality Control Booklet* (QCB) to document your preassessment scheduling activities with each school. Once you are ready to begin your contacts with the schools, prepare each QCB by reviewing the information on the label and highlighting or making notes where appropriate throughout the appropriate section(s). **Part 1** encompasses two procedures that are required to schedule preassessment activities. These procedures include:

In order to prepare for the Scheduling and Confirmation Calls, reference the AC Quick Checks.

Procedure 1: Conduct the Scheduling Call ..... pg. 1.2

Procedure 2: Conduct the Confirmation Call ..... pg. 1.4

Procedure 1. Conduct the Scheduling Call

Before making the preassessment visit, you will conduct two telephone calls with the school coordinator. The Scheduling Call is first. The purpose of this call is to confirm the assessment date and schedule a date and time for your preassessment visit. The second call is a Confirmation Call. The purpose of this call is to verify receipt of the Preassessment Packet and to review what needs to be ready when you arrive at the school. You will follow the instructions in **Part 1** of the QCB as you conduct and document the two preassessment telephone calls with each school.

Begin scheduling the preassessment visits immediately after the assessment coordinator (AC) Training. Scheduling telephone calls for all of the schools in your assignment must be completed by Friday, December 19, 2008. If you are unable to reach the school coordinator by December 19th, report this to your supervisor immediately.

Steps to Prepare for the Scheduling Call

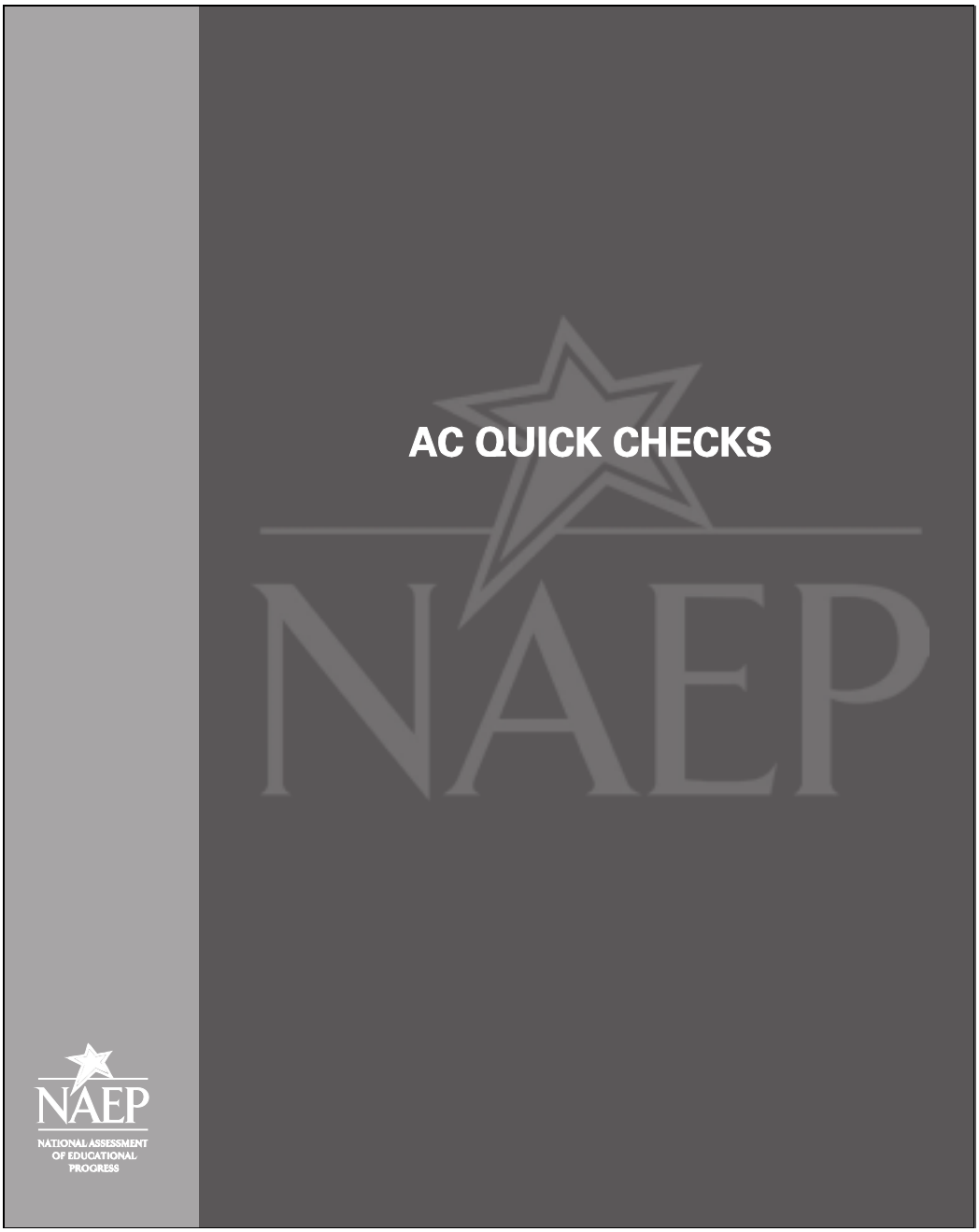
The steps to prepare for the Scheduling Call are outlined in the AC Quick Checks and are as follows:

- Review the QCB label and the School Control System (SCS) to determine the following:
  - the sessions to be conducted at the school,
  - the school coordinator's name and contact information, and
  - the assessment date.
- Determine the approximate length of the preassessment visit. You will need approximately 1 hour of the school coordinator's time for the preassessment visit. This does not include the hour you will need to arrive before the visit to work independently, or the time it will take to complete your activities after the visit at the school. Add additional time if there are many students identified as students with disabilities (SD) and/or English language learners (ELL), substantial information is missing on the Administration Schedule(s), or the school is participating in the National Indian Education Study (NIES).
- Identify several dates and times that you will be available to conduct the preassessment visit.
  - Schedule small schools with few (or no) SD and/or ELL first, beginning on January 5, 2009.
- Fill in the blanks and circle or highlight the appropriate text where options are listed in parentheses in **Procedure 2,** Conduct the Scheduling Call.

Have your calendar, School Folder, and other reference materials ready for the call.

In most cases, you will take one assessment administrator (AA) along to help you with your preassessment visits. If the number of students being assessed at a school is very small, you should be able to conduct the visit by yourself. For all other schools, plan to bring the same AA with you to each preassessment visit. Choose one AA from your team who you think will be best at working with you on this task.

AC Quick Checks



Immediately after AC Training, you must begin contacting each school in your assignment to confirm the assessment date and schedule the preassessment visit. When calling the school, use the script in **Procedure 1** in **Part 1** of the QCB.

Contact the schools in your area with the earliest assessment dates first. This telephone call should take no longer than 10 minutes per school, so all of your telephone calls should be completed within a few days. Begin the call by introducing yourself, NAEP, and the grade level to be assessed.

> Hello, _____ (*name of school coordinator*). My name is _____ and I represent the National Assessment of Educational Progress, or NAEP. How are you today? As you know, NAEP will be assessing your [*4th/8th/12th*]-grade students on _____ (assessment date). I'm calling today to schedule a date and time for our preassessment visit.
> On January 5th, *(or the first date the school is in session)* you'll receive a packet of important materials from NAEP. As soon as you receive the packet, please open it and read the *Instructions for the School Coordinator* brochure that outlines the activities you'll need to complete right away. On the day of our scheduled visit, I'll arrive at the school about an hour before our appointment time to gather some materials from you and then work in a designated space until our meeting.

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

At this time, you will also discuss receipt of the Preassessment Packet and the *Best Practices for Improving Twelfth-Grade NAEP Participation* (*Best Practices Guide);* if this is a grade 12 school. Tell the school coordinator that you will arrive an hour or so before your scheduled appointment to gather some completed materials and work in a designated space until the time of your meeting.

1-1. Now, let's set a date and time for the preassessment visit. This visit should take approximately _____ hour(s). Will _____ (*date*) work for you?

- Continue suggesting dates/times until a mutually convenient schedule is established.

Preassessment visit date: _____

Preassessment visit time: _____
(This is the appointment time with the school coordinator.)

Preassessment visit arrival time: _____
(This is the time you will arrive at the school to gather the materials and work independently until your appointment.)

Suggest a date and time for the preassessment visit (continue suggesting dates and times until you establish a mutually convenient schedule). Record the date and the arrival and visit times in the spaces provided in the QCB.

1-2. As I mentioned, I'll need about an hour before our appointment time to review and prepare materials. So, if I arrive at _____, would that be okay? Is there a space for my team and I to work before our meeting that day?

Work space: _____

Arrange for a work area to complete the independent work you (and your AA) will be doing before the visit. Record the location in the space provided in **Part 1, Procedure 1-2** of the QCB.

1-3. I will call you shortly after you receive the packet of materials to review the contents and the activities you'll need to complete before the visit. I'll also answer any questions you may have at that time.

In **Procedure 1-3,** alert the school coordinator that you will be calling after he/she receives the Preassessment Packet to review the contents, answer questions, and confirm the preassessment visit date and time.

1-4. Do you have a direct telephone number and e-mail address that I may use to contact you?

School Coordinator Direct Telephone Number: _____

School Coordinator E-mail Address: _____

- Prompt for spelling and repeat to confirm accuracy.

Click on the General tab in the SCS to enter this information after the call.

Next, in **Procedure 1-4,** ask the school coordinator for his/her direct telephone number and e-mail address. Be sure to confirm the spelling of the e-mail address. You will need to enter this information in the SCS after the call.

1-5. Are you generally available by e-mail or telephone? _____

When is the best time to contact you? _____

In **Procedure 1-5,** inquire about the best method to contact the school coordinator and the best time he/she can be reached.

Finally, make sure the school coordinator has your full name, contact telephone number, and/or e-mail address.

After the call, send the "Scheduling Call" e-mail that is located at the bottom of the Preassm't Tab in the SCS.

After the Scheduling Call Sample E-Mail Template

Dear [SCHOOL COORDINATOR NAME],

This is to confirm our meeting on [PREASSESSMENT VISIT DATE] at [PREASSESSMENT VISIT TIME] to finalize plans for the NAEP assessment in your school. You will be receiving a Preassessment Packet from NAEP on January 5, 2009. Be sure to open it immediately and review the *Instructions for the School Coordinator* brochure. This brochure provides instructions on what to complete before, during, and after our visit.

As a reminder, I will be arriving at the school at [TIME] to work in the [ROOM] until our scheduled appointment.

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

Thank you,

[ASSESSMENT COORDINATOR NAME]
NAEP Assessment Coordinator
[ASSESSMENT COORDINATOR E-MAIL]
[ASSESSMENT COORDINATOR PHONE NUMBER]

After the call is over, mark any callback dates on your calendar and enter the following information into the SCS:

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

Procedure 2. Conduct the Confirmation Call

Beginning on Monday, January 5, 2009, you must conduct a Confirmation Call with each school. To prepare for the Confirmation Call, refer to your AC Quick Checks. The following are the steps to prepare for the Confirmation Call:

1. Verify the Preassessment Packet was delivered by either calling FedEx or using the FedEx website.
2. Review the SCS for the number of teachers who teach reading, mathematics, or science (grades 4 and 8). You will confirm this number during the call and ask for the teachers' names in order to prepare the questionnaires.
3. Record the teacher names onto the fourth- or eighth-grade Roster of Questionnaires as the school coordinator reads them to you.
4. Check the QCB cover to determine if any students will participate in the NIES Survey. If so, fill in the blanks in the call script and have the NIES Administration Schedule and an NIES Generic Packet ready.
5. Fill in the blanks and circle or highlight the appropriate text in the call script to ensure the flow of the call goes more smoothly.
6. Determine if you'll need to ask the school coordinator for more detailed directions to the school.
7. Have the appropriate *Instructions for the School Coordinator* brochure out and ready for review.
8. Remember to have your calendar open when you place the call.

Because the supervisors will ship the Preassessment Packets via FedEx to all school coordinators on January 2, 2009, you must begin calling the schools on January 5, 2009.

> Hello, _____ (*school coordinator's name*), this is _____ (*your name*) representing the National Assessment of Educational Progress, or NAEP. We spoke in December and scheduled a preassessment visit for _____ (*date/time*). I'm calling to confirm that you received the Preassessment Packet from NAEP and to review with you the activities that need to be completed before the visit.

Introduce yourself and remind the school coordinator of your last telephone call and the date and time of the preassessment visit.

2-1. Did you receive the Preassessment Packet of materials that was delivered by FedEx?

FedEx tracking number_____ Signed by _____

☐	Yes	▪ Continue.
☐	No	▪ Describe the packet and tracking information they received from FedEx.

▪ If the packet still cannot be located, arrange to call the school coordinator back and contact your supervisor.

Callback date: _____ Time: _____

Next, verify that the school coordinator has received the Preassessment Packet. If the school coordinator has not received it, describe what it looks like. If the packet still cannot be located, look at the tracking information you recorded in **Procedure 2-1** of the QCB and let the school coordinator know the date and time of delivery and the name of the person who signed for it. If the packet still cannot be located, verify the school coordinator's shipping address and contact your supervisor immediately to send another Preassessment Packet. You will need to reschedule the preassessment visit if there is not enough time for the school coordinator to receive the packet prior to the visit.

2-2. Please locate the packet now so we can review the materials. First, locate the brochure titled *Instructions for the School Coordinator*. Open the brochure, and let's review the panel on the left titled "Activities to Complete Before the Preassessment Visit."

Locate the correct version of the school coordinator brochure

- Grade 4 and 8, not NIES (yellow);
- Grade 4 and 8, NIES (blue); or
- Grade 12 (purple).

It is very important that you discuss all the items in the brochure so that the school coordinator can properly prepare for the visit.

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

Since the information you collect at the preassessment visit varies between school and grade level, three versions of the *Instructions for the School Coordinator* brochure have been developed. These versions include

- Grade 4 and 8, not NIES;
- Grade 4 and 8, NIES; and
- Grade 12.

Have the appropriate version of the *Instructions for the School Coordinator* brochure open for the Confirmation Call. This brochure includes many topics, all of which will help ensure the school coordinator and the AC have a successful preassessment visit. Beginning with the panel titled *Activities to Complete Prior to the Preassessment Visit*, review each item (shown below) in detail with the school coordinator, so that he/she can prepare for the visit.

- Distribute and collect the SD and/or ELL Questionnaires;
- Review *A Guide for Completing the Student's With Disabilities (SD) and English Language Learners (ELL) Questionnaires;*
- Provide instructions for printing the SD/ELL Online Questionnaire Summary;
- Review and update the Student Information Report;
- Request a current list of students be ready, and ask that the list be printed in alphabetical order by last name;
- Send the dated Parent/Guardian Notification Letter; and
- Complete the Logistics Questionnaire.

After you review the steps the school coordinator needs to accomplish before the preassessment visit, you will review the materials he/she needs to have ready for you when you arrive at the school. You and an AA will work with these materials for about 1 hour or so prior to meeting with the school coordinator.

In addition to the tasks described above, if NIES, you will also discuss the following additional item and task:

- The NIES Envelope and its contents, and
- Review and update the NIES Student Information Report according to the instructions at the top of the form.

The contents in the NIES Envelope include the NIES Brochure, the NIES Student Information Report, the *NIES Sample Questions Booklet*, and the NIES Parent/Guardian Notification Letter.

To complete the NIES Student Information Report, the school coordinator will need to verify that each student listed is American Indian/Alaska Native, and record the reading and/or mathematics teacher for these students.

2-3. **IF GRADE 4 OR 8:** Next, I need to verify the number of teachers who teach reading, mathematics, or science to [4th/8th]-grade students, and then I need their names so I can prepare the NAEP Teacher Questionnaires.

SCS

- Verify the number of teachers and then record their names on the Roster of Questionnaires.
- If the number of teachers in the SCS and the actual number differs, prompt the school coordinator for accuracy.

Teacher type	SCS # of teachers	Actual # of teachers	Teacher names
Grade 4 Reading/mathematics/science			RECORD ON ROSTER OF QUESTIONNAIRES
Grade 8 Reading			
Grade 8 Mathematics			
Grade 8 Science			

Are these all of the teachers, including any resource, special education, or nongrade-level teachers, who may teach reading, mathematics, or science to students in the [4th/8th] grade?

Ask for the names of all reading, mathematics, and science teachers so you can prepare the NAEP Teacher Questionnaires before the visit. As the school coordinator gives you the names, record them in the Teacher Name column on the Roster of Questionnaires. For grade 4, record all the teacher names you are given, starting on side 1. For grade 8, record the reading teachers on side 1, and the mathematics and science teachers on side 2 (an example is shown on page 3.18).

If the number of teachers in the SCS differs from the actual number provided by the school coordinator, prompt the school coordinator to be sure your information is accurate. You do not need to update the teacher numbers in the SCS.

2-4. **IF GRADE 12:** In the fall your principal was sent a copy of the *Best Practices for Improving Twelfth-Grade NAEP Participation,* which is a binder that includes strategies for encouraging student participation and motivation on NAEP.

The *Best Practices Guide* can also be accessed online through the MySchool website at **www.mynaep.com.** Prior to my visit, please look through the online version or the hardcopy binder, so that we can discuss motivating students selected for NAEP.

Procedure 2-4 is specific to grade 12 schools. The script introduces the grade 12 challenge and the *Best Practices Guide*. The *Best Practices Guide*, available as a hardcopy binder or online, was sent to every grade 12 public school in the fall. However, the school coordinator may not be aware of the binder or may not have received it from the principal. Let the school coordinator know that the *Best Practices Guide* can also be accessed through the MySchool website, located at www.mynaep.com, and encourage him/her to look at the binder prior to

the preassessment visit. During the preassessment visit, you and the school coordinator will review the binder together and discuss strategies for securing grade 12 participation.

2-5. Do you have any questions about the packet of materials you received or the materials I will need from you when I arrive?

_____

_____

_____

_____

Finally, wrap up the call by

- answering any other questions the school coordinator has,
- verifying the work area for the independent work you (and your AA) will be doing during the visit,
- asking where you will be able to collect the materials upon your arrival, and
- making sure the school coordinator has your full name and contact telephone number.

2-6. As a reminder, I'll be arriving 1 hour before our visit and working in _____ (*room*) until our scheduled appointment. Where should I go to collect the materials I'll need when I arrive?

Materials location: _____

Be sure to enter the updated preassessment visit date and time into the SCS, if necessary.

After the call is completed, plan to send the “Confirmation Call” e-mail that is located at the bottom of the Preassm’t Tab in the SCS. The text in the Confirmation Call e-mail template is tailored to the grade of the selected school, and whether or not the school is NIES. Feel free to modify the text in the e-mail template as appropriate.

After the Confirmation Call E-Mail Template

Dear [SCHOOL COORDINATOR NAME],

This is to confirm our meeting on [PREASSESSMENT VISIT DATE] at [PREASSESSMENT VISIT TIME] to finalize plans for the NAEP assessment in your school. Per our conversation, please have the following materials ready for me when I arrive:

- Completed hardcopy SD and ELL Questionnaires. If any were completed online, please print the SD/ELL Online Questionnaire Summary. We will use the data in the questionnaires to determine what, if any, accommodations each SD and/or ELL student will receive on NAEP.
- Updated NAEP Student Information Report. Review the demographic student data for accuracy and fill-in any missing data. Revisions should be made directly on the report. Also identify any students who are withdrawn or graduated, are ineligible because they do not attend classes on-site, or who are neither enrolled nor attend the school in the [FOURTH / EIGHTH / TWELFTH] grade.
- [IF NIES, SHOW THE FOLLOWING:] Updated NIES Student Information Report. Follow the school coordinator instructions at the top of the form that describe how to review the student’s race codes and record the names of each student’s reading and math teacher. Updates should be written directly on the form.
- Printed list of all students currently enrolled in the [FOURTH / EIGHTH / TWELFTH] grade. This list should include all the students in alphabetical order, by last name, and their birth dates.
- Completed Logistics Questionnaire (optional). Your answers provide important information regarding proper protocol in your school. By completing this questionnaire ahead of time, it will make our visit shorter.

As a reminder, I will be arriving at the school at [TIME] to work in the [ROOM] until our scheduled appointment. Please call or e-mail me if you have questions.

Thank you,
[ASSESSMENT COORDINATOR NAME]
NAEP Assessment Coordinator
[ASSESSMENT COORDINATOR E-MAIL]
[ASSESSMENT COORDINATOR PHONE NUMBER]

If the school coordinator does not have e-mail, and you think it is necessary, you may call again to remind him/her of the visit.

Procedure 3. Prepare for the Preassessment Visit

After the Confirmation Call, you will prepare for the preassessment visit by completing **Procedures 3A–3M.**

You can also refer to the AC Quick Checks for the tasks associated with preparing for the preassessment visit.

3A. Prepare the NAEP School Questionnaires (grades 4 and 8 only).

School and Teacher Questionnaires will be sent to you by your supervisor in late December along with the prepared School Folders. Note that grade 12 schools will have already received their School Questionnaires in the Preassessment Packet.

Using the school staff names that you received during the Confirmation Call and recorded on the roster, you will need to complete the information on the front of the School and Teacher Questionnaire covers before the preassessment visit.

To prepare the School Questionnaire cover, you will do the following:

- Write the school ID number in the box labeled **School #.**
- Record the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
- Place a blank removable label in the lower-right corner of the cover. Write the principal's name on the label (if available in the SCS).

An example is shown on the next page.

Example of a Prepared School Questionnaire

NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009
Grade 8

School Questionnaire (A)

(School Characteristics and Policies)

Q-964

Directions For School Staff

To complete this questionnaire:

- Choose the method **(mark one)**
  - (O) **Online (http://www.naepq.com)**
  - (H) **This hardcopy** (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by 02 / 03 .

For NAEP Staff Use Only

School #

9 9 2 1 2 2 0

964 – 200051 – 1

DO NOT USE

A	B	C	D	E	F

Mrs. Bernard

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 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 for research purposes only and will be kept strictly confidential.
OMB No. 1850-0790 • Approval Expires 05/31/2010
Mark Reflex® forms by Pearson NCS EM-177226-001:654321
Printed in U.S.A.

3B. Prepare NAEP Teacher Questionnaires (grades 4 and 8 only).

The NAEP Teacher Questionnaires will be distributed as follows:

- Grade 4—Teachers of grade 4 students will be asked to complete one Teacher Questionnaire, which covers all the subjects being assessed (reading, mathematics, and science).
- Grade 8—Teachers will be asked to complete a subject-specific Reading Teacher Questionnaire, a Mathematics Teacher Questionnaire, and/or a Science Teacher Questionnaire.
- Grade 12—There are no Teacher Questionnaires at this grade.

To prepare the covers, take out the correct number of grade-appropriate Teacher Questionnaires from your bulk supplies.

- For each questionnaire, you will do the following:
  - Write the NAEP school ID number on the questionnaire cover.
  - Record the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
  - Record the teacher ID number from the Roster of Questionnaires on the line where you recorded the teacher's name during the Confirmation Call.
  - Place a blank removable label in the lower-right corner of the cover.
  - Record the teacher's name on the label.

An example is shown on the next page.

Be sure to bring extra grade-appropriate questionnaires to the preassessment visit in case the list of teacher names you obtained during the Confirmation Call is incorrect. In this case, you will need to prepare new Teacher Questionnaires while at the school for the preassessment visit.

Example of Prepared NAEP Teacher Questionnaire

This form must be completed in No. 2 pencil.

NAEP 2009
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 9

NAEP School Questionnaire
stributed to: Mrs. Bernard

I. NAEP School Questionnaire ID#
(Barcode ID # on Cover)
964-200051-1

Return Status: Hardcopy ○ Online ○ Not Completed ○

SCHOOL NA
CITY/ST

I. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Return Status		
	Teacher Name	Teacher #	Reading Teacher Questionnaire ID #	Hardcopy	Online	Not Completed
1	Mr. Thomas	01	986-530162-1	○	○	○
2	Mrs. Smith	02	986-363015-2	○	○	○
3	Mr	03	986-	○	○	○

School Coordinat
Instructions for Distributing and Col

Give the School Questionnaire to the principal.
- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) completed and returned to

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009
Grade 8

Teacher Questionnaire
(Reading)

Q-986

Directions For School Staff

To complete this questionnaire:
- Choose the method (mark one)
  - Online *(preferred method)* (http://www.naepq.com)
  - This hardcopy (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by 02 / 03 .

For NAEP Staff Use Only

School #
992 122 0

TEACHER #
01

986 – 530162 – 1

DO NOT USE
A B C D E F

Mr. Thomas

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 for research purposes only and will be kept strictly confidential.
OMB No. 1850-0790 • Approval Expires 05/31/2010
Mark Reflect® forms by Pearson NCS 888-177289-091:654821
Printed in U.S.A.

3C. Prepare the Roster of Questionnaires.

In addition to preparing the questionnaires, you will also need to prepare a Roster of Questionnaires for each school before the preassessment visit. All rosters are preprinted by Pearson with each school's name and ID number. You will receive the appropriate school-specific roster from Pearson to place in the School Folder. The rosters for grades 4 and 8 are as follows:

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

To complete the grade 4 or grade 8 rosters (as shown in the exhibit below):

- Record the School Questionnaire ID number on the roster.
- Record the principal's name in the space provided on the roster (if available in the SCS).
- For grade 4, enter the Teacher Questionnaire ID number for each Teacher Questionnaire prepared for the school on the corresponding Teacher Questionnaire ID number line.
- For grade 8, enter the Teacher Questionnaire ID number for each Teacher Questionnaire prepared for the school on the corresponding Teacher Questionnaire ID number line. The name of the reading teacher is recorded on the front of the roster, and the names of the mathematics and science teachers are recorded on the back of the roster.

This form must be completed in No. 2 pencil.

NAEP 2009
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 992-122-0
Page 1 of 1

I. NAEP School Questionnaire
Distributed to: Mrs. Bernard

I. NAEP School Questionnaire ID#
(Barcode ID # on Cover) 964-200051-1

Return Status		
Hardcopy	Online	Not Completed
○	○	○

SCHOOL NAME: Dixon Middle School
CITY/STATE: Oakland, FL

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Return Status		
Line	Teacher Name	Line	Reading Teacher Questionnaire ID #	Hardcopy	Online	Not Completed
01	Mr. Thomas	01	986-530162-1	○	○	○
02	Mrs. Smith	02	986-363015-2	○	○	○
03	Mr. Williams	03	986-325384-1	○	○	○
04		04	986- -	○	○	○
05		05	986- -	○	○	○
06		06	986- -	○	○	○
07		07	986- -	○	○	○
08		08	986- -	○	○	○
09		09	986- -	○	○	○
10		10	986- -	○	○	○
11		11	986- -	○	○	○
12		12	986- -	○	○	○
13		13	986- -	○	○	○
14		14	986- -	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

Give the School Questionnaire to the principal.
- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

Distribute the Teacher Questionnaires.
- Give a subject appropriate questionnaire to each teacher who teaches reading, mathematics, or science to eighth-grade students.
- Encourage teachers to complete them online.
- Point out the date (listed on the front cover) by which they should be completed and returned to you.*

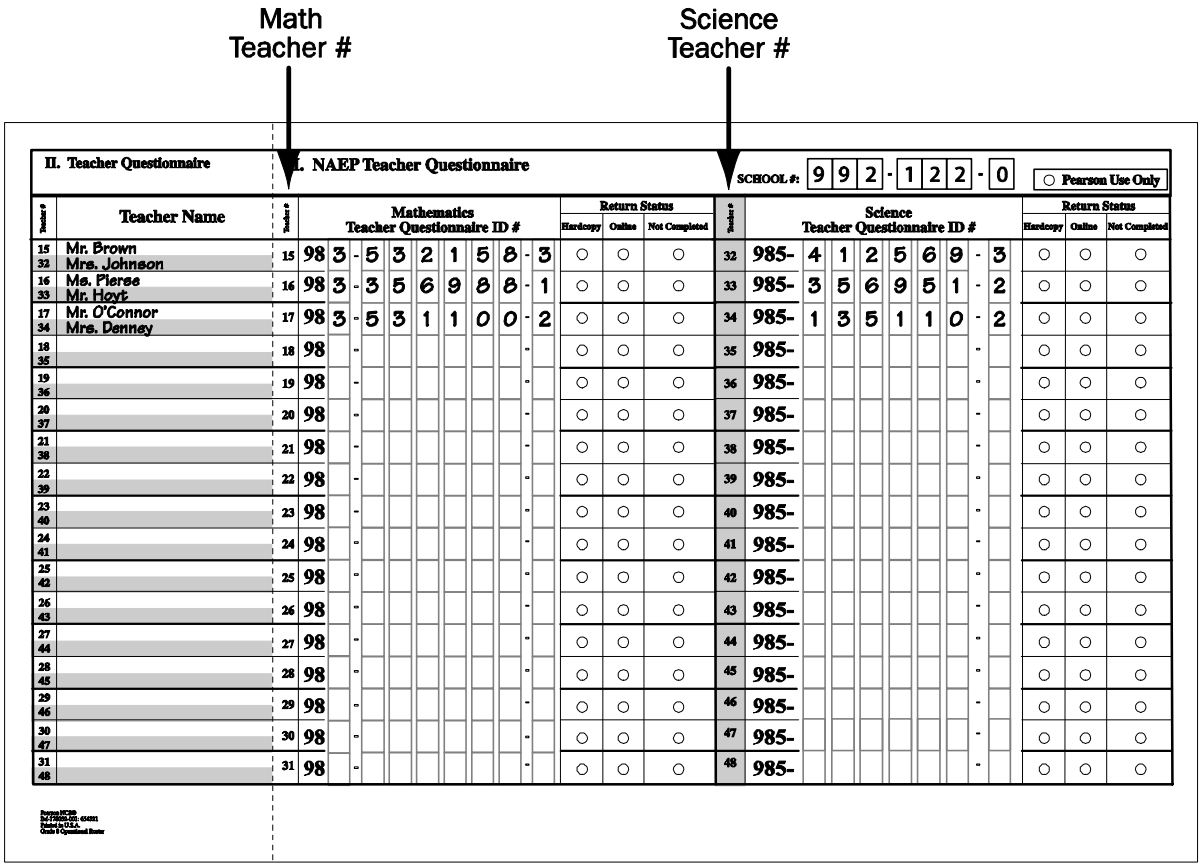
Mark the appropriate "Return Status" oval.
- As each hardcopy is returned to you, mark the "Return Status" (Hardcopy or Online) on this Roster of Questionnaires based on how it was completed.
- If a questionnaire is not returned to you, mark the "Not Completed" oval.

Keep this Roster and all completed questionnaires together.
The NAEP Representative will collect them from you on assessment day.

*School staff who complete the questionnaires online should return the blank hardcopy questionnaires to you with the "online" oval shaded on the front cover.

- On the back of the grade 8 roster, you will find that the teacher subjects alternate every other one. Teacher line numbers 15–31 are assigned to mathematics teachers, and teacher numbers 32–48 are assigned to science teachers. In the Teacher Name column, record a mathematics teacher first on line number 15 then record the corresponding Mathematics Teacher Questionnaire ID #.

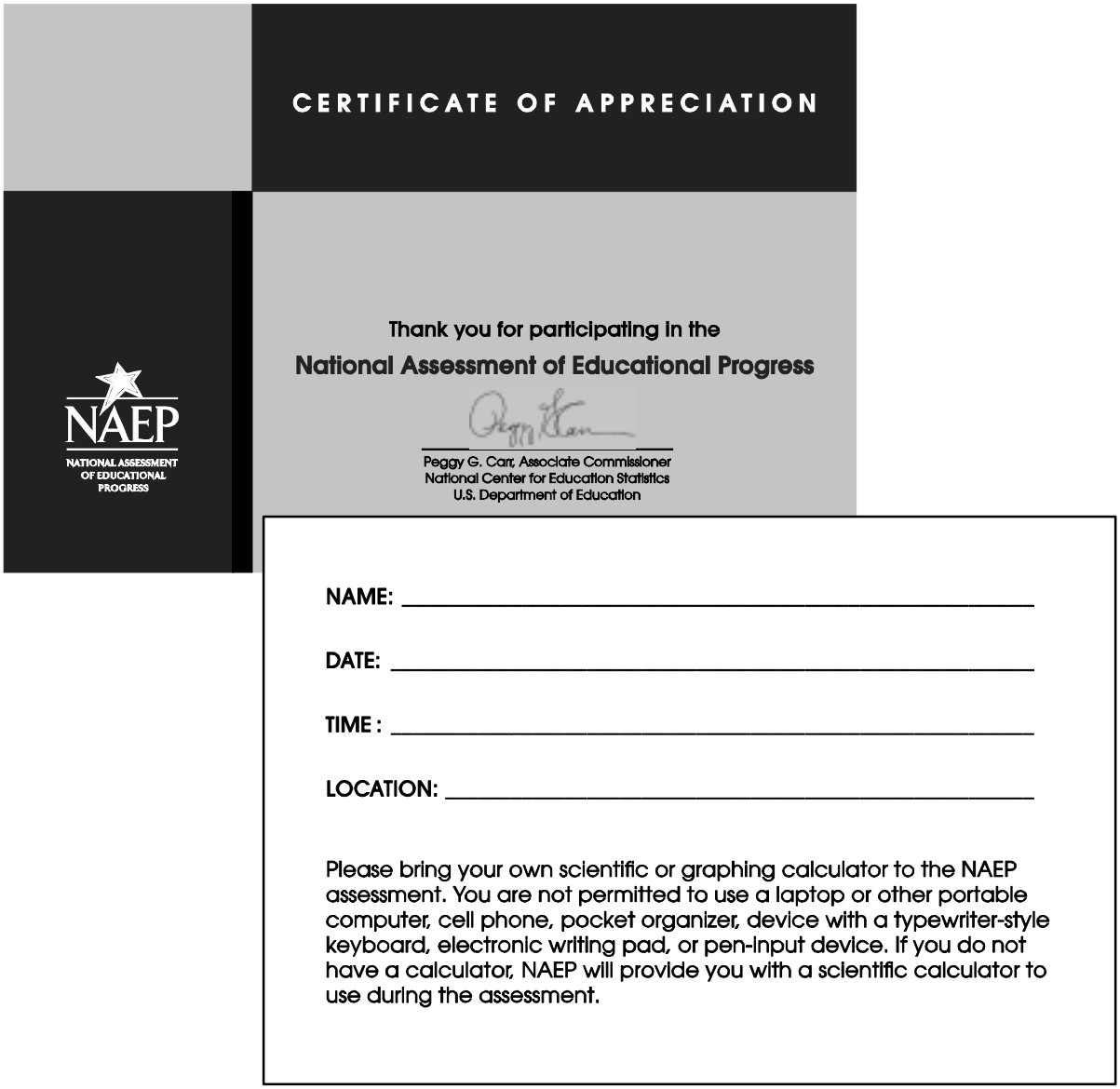
Science teachers are recorded in the shaded row beginning on line number 32. Record the name of the science teacher and the corresponding Teacher Questionnaire ID # in the Science Teacher Questionnaire ID # column. There is a Return Status column for both the mathematics teacher and the science teacher. An example of the back of the roster is shown below.



In large schools, you may find that you have more teacher names than lines allotted on the roster. If this is the case, take a blank roster and locate the subject of the teacher. Cross out the number on the roster and renumber with the next available number. For example, on the back of the grade 8 roster, numbers 15–31 can be assigned to a mathematics teacher. On the blank roster, cross out "15" and start with teacher number 49 (the next available number, because the science teacher numbers are 32–48).

3D. Prepare the Student Appreciation Certificates (grades 8 and 12 only).

The Student Appreciation Certificates are distributed to students to express appreciation for their participation in NAEP. Schools may use these certificates as an appointment card to remind grade 8 and 12 students of the assessment date and location. You will pass out the certificates to the grade 4 students at the end of the assessment session as a "Thank You," so these do not need to be prepared in advance.



CERTIFICATE OF APPRECIATION

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Thank you for participating in the
National Assessment of Educational Progress

Peggy G. Carr, Associate Commissioner
National Center for Education Statistics
U.S. Department of Education

NAME: _____

DATE: _____

TIME : _____

LOCATION: _____

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.

Students selected for mathematics with a section requiring a calculator will receive an appointment card with instructions for bringing a scientific or graphing calculator to the assessment. There will be a preprinted message on the back of the certificate for students selected in mathematics who need a calculator. Check column **C** on the Administration Schedule for the letters "MC"—an indication that the student has a mathematics booklet with

a section requiring a calculator. If students do not bring a calculator on the day of the assessment, you will provide one for them.

Students are not permitted to bring the following:

- a laptop or portable computer,
- a pocket organizer,
- a device with a typewriter-style keyboard,
- an electronic writing pad,
- a pen-input device, or
- a cell phone.

Prepare all the eighth- and twelfth-grade certificates by affixing the white student-specific name/ID label to the back of the certificate. Only the students with an MC indicator on the Administration Schedule need the special calculator certificates. If you prefer, this task can be done by the AA during the preassessment visit.

3E. Prepare the Teacher Notification Letter.

The purpose of the Teacher Notification Letter is to tell teachers which students have been selected for the assessment and when the assessment is taking place in their school. Prepare one copy of the Teacher Notification Letter for each school. You will provide it to the school coordinator during the preassessment visit, with instructions that copies should be made and distributed to each of the teachers who have students in their class(es) selected for NAEP, if they wish to do so.

Prepare the letter by filling in

- the date,
- the grade in the “TO:” line,
- your name in the “FROM:” line, and
- the Session Numbers for each session scheduled at the school.

NIES 2009

You will fill in the time and location for regular and accommodation sessions during the preassessment visit. If the school is participating in the NIES, you will fill in the date, time, and location for the NIES Survey session(s) during the preassessment visit as well.

An example of the Teacher Notification Letter is shown on the next page.

Example of a Prepared Teacher Notification Letter

NAEP 2009 TEACHER NOTIFICATION LETTER

Date: 01/14/09

TO: Grade 8 Teachers

FROM: Sally Richardson, NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2009 administration of the National Assessment of Educational Progress (NAEP).

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 more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

Each NAEP assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION #	DATE	TIME	LOCATION
RS0801			
RS0802			
RS0803			

Another important component of NAEP is the National Indian Education Study (NIES), which is administered to all American Indian and Alaskan Native (AI/AN) students who are sampled for NAEP. In your school:

☐ the AI/AN students sampled for NAEP will complete the NIES Questionnaire (20-30 minutes) on the following day and time:

DATE	TIME	LOCATION

☐ there are no AI/AN students sampled for NAEP.

It is very important to the results of the study that all students selected for NAEP attend the correct session. Each attached list of students indicates the session each student must attend. Please assist us by seeing that students attend the sessions on time.

Please contact your school's NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP website at http://nces.ed.gov/nationsreportcard/.

We look forward to working with you, and we thank you for helping us to show the world the achievement of American students.

3F. Review the QCB label to determine if the school is a "Take-All" school.

The "Take-All" option is in schools that assess all students in the grade. In most cases, these will be grade 4 schools, and the students' names will be printed on the Administration Schedule(s) in alphabetical order. If the school has chosen the "Take-All" option, check the Administration Schedules to see if column **C,** Homeroom or Other Locator, has been completed (since that is often how the students will be grouped for the assessment).

3G. Review the QCB label to determine if there is a Student Sampling Summary Report.

Determine if there is a Student Sampling Summary Report that must be reviewed with the school coordinator. If the school has this report, it will be indicated on the QCB label, and the report should be in the School Folder. If this is the case, verify that the report is in the School Folder. An example of this report is in Appendix B, pages B.22–B.23.

3H. Review the QCB label to determine if the ESBQ will be conducted at the school.

Bring the *ESBQ Sample Questions Booklet* if the QCB label indicates the ESBQ will be conducted at the school. Refer to *Overview* magazine for more information about the ESBQ study.

3I. Review the QCB label to determine if the NIES will be conducted in the school.

If the school is not NIES, bring the generic packet of NIES materials in case any students are identified with a Race Code of **5** (American Indian/Alaska Native). Refer to *Overview* magazine for more information about the NIES study.

3J. Verify that the NAEP 2009 New Enrollee Sampling Line Numbers Form is in the School Folder.

You will use the NAEP 2009 New Enrollee Sampling Line Numbers Form in **Part 2, Procedure 2** during the preassessment visit. Make sure it is in the School Folder. A blank New Enrollee Listing Form will accompany the instructions. If these documents are not in the School Folder, contact your supervisor in time for him/her to send them to you before the preassessment visit. An example of these documents is in Appendix B, pages B.19–B.20.

3K. Review Part 2 of the QCB.

To help prepare you for the preassessment visit, fill in the blanks and circle or highlight the appropriate text in **Part 2** of the QCB, where options are listed in parentheses.

3L. Review the State Information Form to determine if you will need to bring additional publications to the school.

The State Information Form indicates if you will need to bring a supply of *Frameworks* or *NAEP Sample Questions Booklets* to the school. If so, record the information in **Procedure 3J-9** of the QCB.

3M. Gather and organize materials for the visit.

Next, gather the materials you will need to bring with you to the visit. A list of these materials is found in your AC Quick Checks and described below.

The School Folder contains all the materials listed on the School Folder Transmittal Form, including:

- *Quality Control Booklet;*
- Original Administration Schedule for each session;
- Original ESBQ Administration Schedule for each session, if applicable;
- Preprinted Inclusion Worksheet;
- Grade 12, Roster of Questionnaires, if applicable;
- New Enrollee Sampling Line Numbers Form;
- New Enrollee Listing Form;
- Original List of Students Submitted for Sampling;
- NAEP 2009 Listing of Sampled Students;
- Student Sampling Summary Report (if applicable);
- If grade 8 or 12, white name labels for use on the Student Appreciation Certificates;
- If grade 4 or 8, School and Teacher Questionnaires and Roster of Questionnaires;
- If grade 4 or 8, SD/ELL Roster of Questionnaires (if applicable);
- If grade 12, Certificates of Community Service;
- Teacher Notification Letter;
- If grade 8 or 12 only, the NAEP Student Appreciation Certificates;
- State-specific Parent/Guardian Notification Letter or NAEP generic Sample Parent/Guardian Notification Letter (for private schools and public schools that do not have a state-specific letter);
- *Frameworks* and *NAEP Sample Questions Booklets*, if applicable;

- If grade 12, bring the *Best Practices for Improving Twelfth-Grade NAEP Participation (Best Practices Guide)*;
- *Measure Up;*
- *Locating Private School Results on the Web;*
- *ESBQ Sample Questions Booklets*, if applicable;
- *Teacher's Guide to NAEP*;
- School staff accommodation scripts;
- Extra U.S. Department of Agriculture Letters;
- Extra grade-appropriate School, Teacher, SD, and ELL Questionnaires;
- Your calendar;
- Directions to the school; and
- Basic office supplies.

If the school is NIES, bring the NIES Administration Schedule, the NIES Roster of Questionnaires, and the NIES School and NIES Teacher Questionnaires.

Chapter 3 Summary

Upon completing this chapter, you should be able to

- describe what you must do to prepare for and conduct the preassessment visit Scheduling Calls and Confirmation Calls,
- demonstrate how to use the QCB to complete activities before making the preassessment visit, and
- understand the materials preparation before making the preassessment visit.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

1. _____ The purpose of the Scheduling Call is to confirm the assessment date and schedule the preassessment visit.

2. _____ During the Confirmation Call, it is optional to review the *Instructions for the School Coordinator* brochure.

3. _____ You do not have to reschedule the preassessment visit if the school coordinator does not have time to receive the Preassessment Packet before the visit.

4. _____ During the Confirmation Call, you will receive the names of the school staff who will fill out the Teacher Questionnaires.

5. _____ The Roster of Questionnaires for each school should be prepared before the preassessment visit.

6. _____ If the school is not identified as NIES, it is not necessary to bring the generic NIES packet of materials to the preassessment visit.

Answers: 1. T, 2. F, 3. F, 4. T, 5. T, 6. F

CHAPTER 4

CONDUCTING THE PREASSESSMENT VISIT

The purpose of the preassessment visit is to gather data from the school for NAEP and to get the information your team of assessment administrators (AAs) will need on assessment day.

This chapter explains how to conduct each procedure of the preassessment visit using **Part 2** of the *Quality Control Booklet* (QCB) as your guide. The procedures outlined in the QCB will guide you through the preassessment visit—from the time you arrive at the school, to completing your independent work, to meeting with the school coordinator. By the end of the chapter, you should be able to understand the procedures and materials needed to make the preassessment visit a success.

4 Conducting the Preassessment Visit

The preassessment visit is an in-person visit conducted at each school in your assignment. This visit provides an opportunity for you to establish a positive rapport with the school coordinator while planning for the assessment.

On the day of the scheduled preassessment visit, you and the assisting assessment administrator (AA) will arrive an hour before the appointment with the school coordinator to collect materials and conduct independent work, as described in **Part 2** of the *Quality Control Booklet* (QCB).

To conduct the visit, you will follow the script provided in **Part 2** of the QCB.

The visit is divided into four parts, which correspond with the four procedures listed in **Part 2** of the QCB.

Part 2:
Conduct the Preassessment Visit

*This section of the QCB provides you with step-by-step instructions for completing the preassessment visit. Arrive at the school an hour or so before your appointment with the school coordinator to gather the completed information and work independently, as instructed in **Procedure 2.** During the visit, you'll review **Procedure 3** with the school coordinator.*

Procedure 1: Gather Materials From School Coordinator to Complete Work Independently ..... pg. 2.2

Procedure 2: Work Independently ..... pg. 2.3
- **2A:** Select the Sample of Newly Enrolled Students ..... pg. 2.4
- **2B:** Identify Withdrawn, Ineligible, and Students Not Enrolled ..... pg. 2.6
- **2C:** Update Missing or Incorrect Student Demographic Data ..... pg. 2.7
- **2D:** Update SD and ELL Classifications ..... pg. 2.8
- **2E:** Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet ..... pg. 2.9
- **2F:** Complete NIES Tasks ..... pg. 2.11
- **2G:** Review Logistics Questionnaire ..... pg. 2.14
- **2H:** Prepare to Conduct Visit ..... pg. 2.15

Procedure 3: Meet with the School Coordinator ..... pg. 2.16
- **3A:** Confirm Results of the New Enrollee Selection ..... pg. 2.17
- **3B:** Confirm Withdrawn, Ineligible, and Students Not Enrolled ..... pg. 2.18
- **3C:** Confirm Missing or Incorrect Student Demographic Data and Review Student Sampling Summary Report, If Applicable ..... pg. 2.19
- **3D:** Confirm SD and ELL Classifications ..... pg. 2.21
- **3E:** Review the Inclusion Worksheet and Discuss Accommodations ..... pg. 2.23
- **3F:** Grades 4 and 8: Distribute and Discuss School and Teacher Questionnaires ..... pg. 2.26
- **3G:** Verify Parent/Guardian Notification ..... pg. 2.27
- **3H:** Grades 4 and 8: Discuss NIES, If Applicable ..... pg. 2.29
- **3I:** Discuss Grade 12 Participation, If Applicable ..... pg. 2.32
- **3J:** Make Assessment Arrangements ..... pg. 2.34
- **3K:** Discuss Logistics Questionnaire ..... pg. 2.39
- **3L:** Confirm Callback ..... pg. 2.41

Procedure 4: Complete Additional Tasks Before Leaving the School ..... pg. 2.42

Procedure 1. Gather Materials From School Coordinator to Complete Work Independently

The preassessment visit begins with a brief meeting with the school coordinator. **Procedure 1** will walk you through the process of gathering materials from the school coordinator that you will need to complete **Procedures 2A** through **2H.**

1-2. Do you have the following materials?

Check those items collected from the school coordinator.

- ☐ **Updated Student Information Report**
  - ☐ Entered missing demographic information.
  - ☐ Reviewed student demographic data for accuracy.
  - ☐ Determined if there have been changes in students identified as SD and/or ELL.
  - ☐ Identified which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed.
- ☐ **Completed SD and/or ELL Questionnaires and/or SD/ELL Online Questionnaire Summary for those completed online.**
- ☐ **Current list of students in the selected grade**
  - ☐ List contains birth dates (and any other demographic information, if available).
- ☐ **Logistics Questionnaire (optional)**
- ☐ **Updated NIES Student Information Report, if applicable**
  - ☐ Reviewed Race Codes for accuracy.
  - ☐ Entered students' reading and math teachers' names.

Upon arriving at the school, meet with the school coordinator to pick up the materials needed to complete your independent work: the updated Student Information Report(s); the completed SD and ELL Questionnaires or SD/ELL Online Questionnaire Summary; a current list of students; the Logistics Questionnaire; and if National Indian Education Study (NIES), an updated NIES Student Information Report. In some instances, you may pick up the materials from the school secretary instead of the school coordinator. In either case, introduce yourself and the AA assisting you. Then, go to the room where you will be working to begin your independent tasks. In **Procedure 1-2,** check those items collected from the school coordinator when you begin your independent work.

1-3. **IF ONE OR MORE ITEMS IS NOT COMPLETE:** Could you please complete _____ (*insert item*) and bring it to the room where I'll be working? Anything you can complete before our scheduled appointment will make the visit much faster.

Items that cannot be provided before the visit will be collected and/or discussed during the meeting with the school coordinator.

If all materials are not ready when you arrive, ask the school coordinator to collect the materials and bring them to you during your independent work in **Procedure 1-3.** Record which materials she/he does not have completed. If the school coordinator cannot complete the items and bring them to you during your independent work, ask for them in **Procedure 3** when you meet with the school coordinator.

1-4. When I am finished with my work, where can I find or contact you?

In **Procedure 1-4,** inquire about how to locate the school coordinator when you have completed your work.

Procedure 2. Work Independently

Procedure 2 involves the work you will be completing to prepare for your meeting with the school coordinator. You will complete this work at the school in a designated work space on the day of the preassessment visit, about an hour prior to your scheduled appointment.

Organize the task:

- Now that you are ready to begin your independent work, organize your workspace and set out anything that will help you work through the independent work. These items include having any highlighters, Post-it notes, or any extra writing utensils available. When beginning a procedure, set out only the materials you will need to complete the task; a list of those items is included at the top of each procedure.

As you begin your independent work, start with **Procedure 2.** In this procedure, organize the task of completing your independent work by making sure you have plenty of work space to spread out your NAEP materials, and set out any highlighters, Post-it notes, or any other supplies you may need to complete your independent work. At the beginning of each procedure, there is a list of materials you will need to complete the task ahead of you. Make sure you only have out those materials needed.

Procedure 2 is divided into eight subprocedures.

Procedure 2: Work Independently ..... pg. 2.3
- **2A:** Select the Sample of Newly Enrolled Students ..... pg. 2.4
- **2B:** Identify Withdrawn, Ineligible, and Students Not Enrolled ..... pg. 2.6
- **2C:** Update Missing or Incorrect Student Demographic Data ..... pg. 2.7
- **2D:** Update SD and ELL Classifications ..... pg. 2.8
- **2E:** Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet ..... pg. 2.9
- **2F:** Complete NIES Tasks ..... pg. 2.11
- **2G:** Review Logistics Questionnaire ..... pg. 2.14
- **2H:** Prepare to Conduct Visit ..... pg. 2.15

An AA will help you complete some of these subprocedures. **Part 2** of the QCB includes footnotes for tasks the AA can or should complete. Generally, these tasks are associated with the transfer of information from one NAEP document to another. You will check the AA's work for accuracy.

At the beginning of each subprocedure is a list of materials required for its completion. Keep only the necessary materials in front of you during your work to alleviate confusion and promote organization.

Procedure 2A. Select the Sample of Newly Enrolled Students

In **Procedure 2A,** you will be selecting the sample of newly enrolled students. The definition of a newly enrolled student is **any** student not on the Original List of Students Submitted for Sampling, this could be a student who was inadvertently left off the original list or a newly enrolled student. The procedure begins with a list of the materials you will need to complete the task.

To complete this task, you'll need:

- Current list of students enrolled in the sampled grade;
- Original List of Students Submitted for Sampling to NAEP in the fall;
- NAEP 2009 New Enrollee Sampling Line Numbers Form;
- New Enrollee Listing Form;
- Administration Schedule(s);
- ESBQ Administration Schedule (if applicable); and
- SD and ELL Questionnaires, Inclusion Worksheet, and Roster of Questionnaires (if necessary).

The *Instructions for the School Coordinator* brochure requests that the school coordinator print out a current list of students in the selected grade. The list must include birth date information. However, no further demographic information is required on the list. Any missing demographic information for new enrollees added to the sample will be obtained during your visit with the school coordinator.

2A-1.

- Compare the current list of students to the Original List of Students Submitted for Sampling. Highlight the names of students on the current list that are **not** on the Original List of Students Submitted for Sampling.[1]
- **Year-Round Schools.**
  Students who will be on break/vacation on the school's scheduled assessment date should not have been listed by the school. If they were, they should not be identified as "new enrollees." They are not eligible to be included in the assessment.
- Copy the highlighted student names from the list of currently enrolled students onto the New Enrollee Listing Form.
- Note the line number of the last student listed on the New Enrollee Listing Form. If there are more student names than line numbers, call your supervisor before proceeding.

[1] AA can do this task.

To complete **Procedure 2A-1,** compare the current list of students with the Original List of Students Submitted for Sampling. (The Original List of Students Submitted for Sampling will be in the School Folder.) When comparing the two lists, it may be helpful to have your assisting AA read the names from the current list of students to you. Designate a "new enrollee" highlighter color and have the AA highlight the names of students that appear on the current list of enrolled students but ***do not*** appear on the Original List of Students

Submitted for Sampling. Then, record the highlighted names and demographic information, if available, on the New Enrollee Listing Form.

Year-Round Schools. If the school is a multitrack year-round school, eligible students who will be on break on assessment day should not have been listed on the current list of enrolled students. However, if they are, they should be clearly marked on the list as on break. These students should not be considered new enrollees. Their names should not be highlighted.

2A-2.

How many grade (4/8/12) students are recorded on the New Enrollee Listing Form?

☐ No students.	▪ Skip to **Procedure 2B.**
☐ There are students listed on the New Enrollee Listing Form.	▪ Record number of students identified as new enrollees (must be greater than 0). _____

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

2A-3.

Conduct sampling of new enrollees by doing the following:

- For each of the line numbers listed on the New Enrollee Sampling Line Numbers Form, enter the session type (RS, RN, or RM) generated by the Student Data System (SDS), next to the line number on the New Enrollee Listing Form.
- **Record each newly sampled student's name and birth date on the Administration Schedule with the appropriate session type and with the fewest students; or if the school is a take-all, add them to the Administration Schedule for their homeroom.** If demographic data was included, record that information in columns **C, E** through **I,** and **K** on the Administration Schedule. Otherwise, you will collect it during the visit (or send the AA to collect demographic data from the school coordinator).
- On the Administration Schedule, record a **1** in column **M,** indicating the student is a new enrollee.
- Record the total number of new enrollees sampled and added to the Administration Schedule: _____.
- Store the New Enrollee Listing Form, the original List of Students, and the current List of Students in the NAEP Storage Envelope.

To select the sample of newly enrolled students, use the New Enrollee Listing Form and the NAEP 2009 New Enrollee Sampling Line Numbers Form (shown on the following page).

The New Enrollee Listing Form has consecutive numbers in the Line # column. Refer to the NAEP 2009 New Enrollee Sampling Line Numbers Form for the set of line numbers used to select the sample. Then, record the session type (e.g., RS) in the Sampled column for the students on the New Enrollee Listing Form whose line numbers correspond to those found on the NAEP 2009 New Enrollee Sampling Line Numbers Form. The students with a session type are the sample of new enrollees.

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

Add the sampled students to the Administration Schedule with the same session type (e.g., RS) and fewest students. Record any demographic information that you have for the student. You will collect any missing demographic information during the visit. Also be sure to record a “1” in column **M** on the Administration Schedule(s), designating this student as a new enrollee, as shown in the following exhibit.

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

ESBQ **2A-4.**	**ESBQ ALERT:** If ESBQ, record the new enrollees onto the ESBQ Administration Schedule.

Procedure 2A-4 is specific to schools selected for the Extended Student Background Questionnaire (ESBQ). Any new enrollees added to the Administration Schedule must also be added to the ESBQ Administration Schedule in the same order.

2A-5.	**SD/ELL ALERT:** If any sampled newly enrolled students are SD and/or ELL, prepare an SD and/or ELL Questionnaire, and add the information to the appropriate Roster of Questionnaires and the Inclusion Worksheet.

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

Example of Adding Selected New Enrollees to Administration Schedule

School name & ID: Dixon Middle School 992-122-0 Page 1 of 1

NAEP 2009

NEW ENROLLEE LISTING FORM

Directions: Obtain a list of the currently enrolled students from the school coordinator and compare it to the list that was submitted for sampling. Below, record the names and demographic information of those students whose names are on the list of currently enrolled students, but are NOT on the list from which the sample was selected.

Using the *New Enrollee Sampling Line Numbers Form*, select the sample of these students. Record the appropriate session type abbreviation (RS, RN, RM, PI, SH, CS, CE) in the "Sampled" column for those students who have been sampled. Write their names and demographic data on the appropriate Administration Schedules remembering to enter a "1" in column M since these are considered new enrollees.

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

-B- Student Name	-C- Home-room	-E- Birth Date (MM/YYYY)	-F- Sex	-G- Race/ Eth.	-H- NSLP status	-I- SD	-K- ELL	-M- New En.	For Sampling Use Only: Line No.*	For Sampling Use Only: Sampled
Greene, Karol	101	04/1995	2	1	1	4	2	1	1	RS
Jones, Ray	101	06/1995	1	1	1	4	2	1	2	
Nelson, Jan	220	01/1995	2	1	1	4	2	1	3	RS
								1	4	
								1	5	
								1	6	
								1	7	

"A" Atten. (✓/A)	"B" Student Name	"C" Homeroom or Other Location	"D" Line No.	"E" Birth Date Month	Day	Year	"F" Sex	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Read 25 Code	"K" ELL	"L" Read 25 L Code	"M" New Enrollee	"N" Placebo Code	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code	"R" Administration Codes
16	Safford, Karen	178	16 R	0	9	9	5	2	1	1	4		2		2		002 103456 7		16
17	Sanchez, Roberto	178	17 M	0	5	9	5	1	3	3	4		2		2		106 110021 4		17
18	Scott, Edwin	178	18 S	0	2	9	4	1	5	1	4		2		2		206 923478 3		18
19	Smith, Paige	178	19 R	1	1	9	5	2	1	1	4		2		2		403 234967 2		19
20	Stewart, Elena	178	20 MC	1	0	9	4	2	3	2	4		2		2		107 010876 1		20
21	Taylor, Daniel	178	21 S	1	2	9	4	1	1	3	4		2		2		207 810967 9		21
22	Thomas, Chris	178	22 R	0	6	9	4	1	1	1	4		2		2		503 010190 0		22
23	Tucker, Tony	178	23 MC	0	9	9	4	1	1	3	4		2		2		108 923790 0		23
24	Vann, James	178	24 S	1	1	9	5	1	1	1	4		2		2		208 012407 3		24
25	Walker, Brian	178	25 R	0	3	9	5	1	1	1	4		2		2		003 013429 1		25
26	Williams, Aamir	178	26 M	0	7	9	4	1	1	2	4		2		2		109 001290 2		26
27	Greene, Karol	101	27 S	0	4	9	5	2	1	1	4		2		1		209 129674 4		27
28	Nelson, Jan	220	28 R	0	1	9	5	2	1	1	4		2		1		404 987546 9		28
29			29 MC														110 245789 7		29
30			30 S														210 823581 0		30
31			31 R														504 993241 3		31
32			32 M														111 278119 0		32
33			33																33
34			34																34

992-122-0
RS0801 P2
00509-6

This form must be completed in No. 2 pencil.

Procedure 2B. Identify Withdrawn, Ineligible, and Students Not Enrolled

In **Procedure 2B,** you will identify the withdrawn and ineligible students and code the Administration Schedule(s) accordingly. The procedure begins with a list of materials you will need to complete the task:

To complete this task, you'll need:

- Student Information Report(s) with students identified as withdrawn or graduated, or ineligible because they do not attend campus, and are neither enrolled nor attend the school in the grade to be assessed;
- Administration Schedule(s);
- SD/ELL Roster of Questionnaires (grades 4/8) or Grade 12 Roster of Questionnaires;
- Inclusion Worksheet; and
- ESBQ Administration Schedule(s), if applicable.

The *Instructions for the School Coordinator* brochure requested that the school coordinator indicate directly on the Student Information Report(s) which students are withdrawn, graduated, or ineligible. You will review these designations with the school coordinator during your scheduled visit.

2B-1. Using the designations assigned by the school coordinator on the **Student Information Report(s),** complete the following:

☐ Students are designated as **"Withdrawn/ Graduated"** on the Student Information Report.	▪ Enter Administration Code **51** in column **Q** on the Administration Schedule(s). For students no longer enrolled in the school due to the student being withdrawn, graduated, or expelled.
☐ Students are designated as **"Ineligible, Never Attends Campus"** on the Student Information Report.	▪ Enter Administration Code **54** in column **Q** on the Administration Schedule(s). For students listed as enrolled but not physically attending the school (e.g., home schooled or attending all classes off campus.)
☐ Students are designated as **"Ineligible, Other"** on the Student Information Report.	▪ Enter Administration Code **55** in column **Q** on the Administration Schedule(s). If the student was not the eligible because he/she is not in the grade being assessed, or not enrolled in the school, such as a foreign exchange student.

In **Procedure 2B-1,** use the Student Information Report(s) to update ineligible codes. First, look for "withdrawn/graduated" students on the Student Information Report(s). These are students who are no longer enrolled in the school because they have withdrawn, graduated,

or have been expelled. Enter Administration Code **51** in column **Q** on the Administration Schedule(s) for these students.

Next, enter the number of students the school coordinator has marked as “ineligible/never attends campus” with Administration Code **54** column **Q** on the Administration Schedule(s). These are students who are ineligible because they are enrolled but never physically attend the school, such as homeschooled students or students attending all classes off campus.

Finally, enter the number of students the school coordinator has marked as “ineligible/other” with Administration Code of **55** in column **Q** of the Administration Schedule(s). These are students who are not eligible for the assessment for other reasons, such as not being in the grade being assessed or being a foreign exchange student. This code does not apply to students who are excluded because of an SD and/or ELL status. Give these students an Administration Code of **55** in column **Q** on the Administration Schedule(s).

2B-2. For each student coded a **51, 54,** or **55:**

- Draw a line through each student’s name up to the perforation on the Administration Schedule(s).
- If any of these students were classified as SD and/or ELL, line through their information on the Inclusion Worksheet.
- **ESBQ ALERT:** If ESBQ, update the ESBQ Administration Schedule(s) accordingly.

In **Procedure 2B-2,** look for each student with an Administration Code of **51, 54,** or **55.** Draw a line through the student’s name up to the perforation on the Administration Schedule(s), as shown on page 4.12. Do not put a line through any information for a student beyond the perforation. No other information needs to be completed for those students.

If any of these students were classified as SD and/or ELL, line through the student’s information on the Inclusion Worksheet.

If the school is participating in the ESBQ, draw a line through the student’s name on the ESBQ Administration Schedule for each student coded a **51, 54,** or **55,** and assign the corresponding ESBQ Administration Code.

Example of Coding Ineligible Students

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)
9 = Information unavailable
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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP 2009 Administration Schedule

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

Original session scheduled for: Day/Date: Time: Location:
Makeup session scheduled for: Day/Date: Time: Location:
If Makeup Needed: Makeup Held ○ Makeup Not Held ○
Bundle #'s: 1005, 1006

Original Sample 26 + = Total in Sample
Selected Now Enrolled
- # Withdrawn & Ineligible (Admin. Codes 01, 04 & 05) + = TO BE ASSESSED
Excluded (Admin. Codes 60-69)
- # Absent (Admin. Codes 40-46, & 48) + = # Assessed (Original Session) + = TOTAL ASSESSED
Refused (Admin. Codes 48, 47 & 49) # Assessed (Makeup Session)

Session Number: RS0803

"A" Attem. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line of Subject	"E" Birth Date Month	Year	"F" Sex Male=1 Female=2	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Prof SD Code	"K" ELL	"L" Prof ELL Code	"M" Ref. Date T/C m m d d	"N" Planning Code	"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	4		2		2		401 193489 7		01		ASSESSED IN ORIGINAL 10 = In session full time 11 = No response 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 response 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 refused 47 = Student refused 48 = Other, specify on cover 49 = Session/subject refused by school OTHER 01 = Withdrawn/Graduated 02 = Unassigned book (unused) 04 = Ineligible, never attends campus 05 = Ineligible, other 06 = 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
02	Phillips, Susan	232	02 MC	0 2	9 5	2	3	1	1		2		2		101 023578 1		02		
03	Pierce, Tim	232	03 S	0 6	9 4	1	1	2	4		2		2		201 993461 4		03		
04	Price, Carol	232	04 R	1 0	9 4	2	1	1	4		2		2		501 110376 0		04		
05	Putnam, April	232	05 MC	1 1	9 4	2	2	1	1		2		2		102 910456 2		05		
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, Julia~~	~~232~~	~~09 S~~	~~0 7~~	~~9 4~~	~~2~~	~~2~~	~~1~~	~~4~~		~~2~~		~~2~~		~~203 267931 5~~		09 5	4	
10	Reynolds, Michael	232	10 R	0 9	9 4	1	1	1	2	4	2		2		402 245796 4		10		
11	Rivera, Pedro	232	11 M	1 2	9 4	1	3	2	4		1		2		104 723467 1		11		
12	Robins, Sang	232	12 S	1 0	9 4	1	4	1	4		1	2	2		204 101456 6		12		
13	Rogers, Daniel	232	13 R	0 6	9 5	1	5	1	1		2		2		502 322019 0		13		
14	Rowe, Christina	232	14 M	0 2	9 5	2	1	1	1		2		2		105 005061 3		14		
15	Sanders, Tina	178	15 S	1 0	9 4	2	~~5~~ 1	1	4		2		2		205 123579 1		15		

Procedure 2C. Update Missing or Incorrect Student Demographic Data

In **Procedure 2C,** you will update student demographic data on the Administration Schedule(s). Refer to pages 1.12–1.16 for definitions of the codes used in columns **E–H** on the Administration Schedule. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- Student Information Report(s) with missing data entered and/or corrections made; and
- Administration Schedule(s).

The *Instructions for the School Coordinator* brochure requests that the school coordinator enter missing or incorrect data directly onto the Student Information Report(s). During your independent work, you will transfer any corrections and/or additions from the Student Information Report(s) to the Administration Schedule(s). The changes you make to the Administration Schedule(s) will be reviewed with the school coordinator during your visit.

2C-1. Check to see if the school coordinator entered **missing demographic information** on the Student Information Report(s).*

☐	There is no missing demographic data.	▪ Continue with **Procedure 2C-2.**
☐	Missing demographic information has been filled in by the school coordinator on the Student Information Report(s).	▪ Transfer the missing information to the Administration Schedule(s).

* Except for SD and ELL codes. These will be addressed in **Procedure 2D.**

To complete **Procedure 2C-1,** look at columns **E–H** on the Administration Schedule(s) to determine if there is any missing information. If columns **E–H** are complete, check the "There is no missing demographic data" box and go to **Procedure 2C-2.**

If the school coordinator provided missing demographic data, check the second box and transfer the missing information from the Student Information Report(s) to the Administration Schedule(s). You may have the AA complete this task.

2C-2.	Check to see if the school coordinator **made any corrections** to information on the Student Information Report(s).*	
	☐ There are no corrections on the Student Information Report(s).	▪ Continue with **Procedure 2D.**
	☐ Corrections have been made on the Student Information Report(s) by the school coordinator.	▪ Transfer the corrections from the Student Information Report(s) to the Administration Schedule(s).

* Except for SD and ELL codes. These will be addressed in **Procedure 2D.**

To complete **Procedure 2C-2,** review the Student Information Report(s) to determine if the school coordinator made corrections to the information. If corrections were made, you or your assisting AA will transfer those corrections from the Student Information Report(s) to the Administration Schedule(s) and check the box "Corrections have been made on the Student Information Report(s) by the school coordinator." If there were no corrections, indicate so in the QCB and continue with **Procedure 2D-1.**

Procedure 2D. Update SD and ELL Classifications

In **Procedure 2D,** you will update SD and ELL classifications. Refer to pages 1.14–1.15 for definitions of the codes you will use in columns **J** and **L** on the Administration Schedule. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- Student Information Report(s) with updates or revisions to SD and ELL columns;
- Administration Schedule(s);
- the SD/ELL Roster of Questionnaires;
- the Inclusion Worksheet; and
- extra SD and/or ELL Questionnaires.

The *Instructions for the School Coordinator* brochure requests that the school coordinator record any change in SD or ELL classifications directly on the Student Information Report(s). Make any noted revisions to the Administration Schedule(s). Changes will be verified with the school coordinator during the visit.

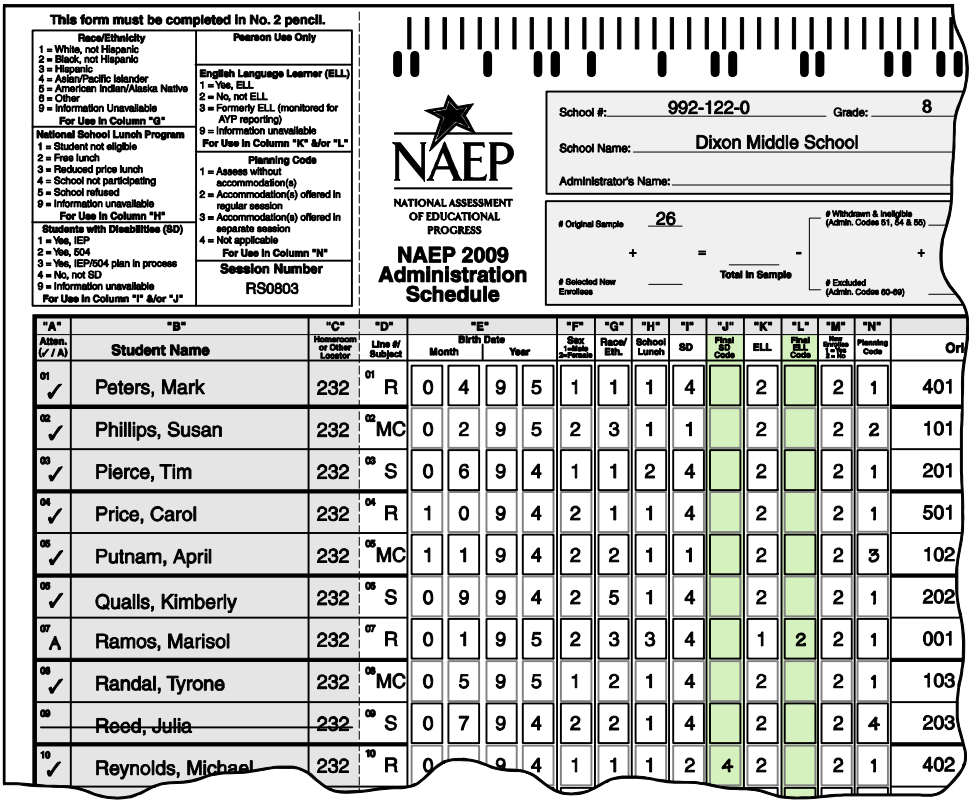
2D-1.	Review the SD and ELL codes on the Student Information Report(s) and check to see if changes have been made.	
	☐ There are changes to the SD and ELL codes.	▪ Continue with **Procedure 2D-2.**
	☐ There are no changes to the SD and ELL codes.	▪ Skip to **Procedure 2E.**

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

2D-2. If one or more students are <u>now classified as SD and/or ELL</u> complete the following steps:

- ☐ On the Administration Schedule, record a **"1-Yes, IEP," "2-Yes, 504,"** or **"3-Yes, IEP/504 in process."** in the Final SD column or a **"1-Yes, ELL"** in the Final ELL column for the newly classified students.
- ☐ On the Inclusion Worksheet, record the student's name, Session#/Line#, subject, and SD/ELL status.
- ☐ Prepare SD and/or ELL Questionnaires for newly classified students.
- ☐ Add these students to the Roster of Questionnaires.
- ☐ Give the SD and/or ELL Questionnaires to the school coordinator during the visit.

At **Procedure 2D-2,** you are looking for students who are newly classified as SD or ELL. If any students who were coded **4** for "No, not SD" in the SD column or **2** for "No, not ELL" in the ELL column are now classified as SD or ELL, you will enter a **1** for "Yes, IEP," **2** for "Yes, 504," or **3** for "Yes, IEP/504 in process" for "Yes" in column **J,** labeled "Final SD Code," or a **1** in column **L,** labeled "Final ELL Code," on the Administration Schedule, as shown in the following exhibit.



This form must be completed in No. 2 pencil.

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

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
NAEP 2009 Administration Schedule

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

Original Sample 26 + # Selected New Enrollees ___ = ___ Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) ___ + # Excluded (Admin. Codes 60-69) ___

"A" Atten. (✓ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line #/ Subject	"E" Birth Date Month		Year		"F" Sex 1=Male 2=Female	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Final SD Code	"K" ELL	"L" Final ELL Code	"M" New Enrollee 1=Yes 2=No	"N" Planning Code	Ori
01 ✓	Peters, Mark	232	01 R	0	4	9	5	1	1	1	4		2		2	1	401
02 ✓	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1		2		2	2	101
03 ✓	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4		2		2	1	201
04 ✓	Price, Carol	232	04 R	1	0	9	4	2	1	1	4		2		2	1	501
05 ✓	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1		2		2	3	102
06 ✓	Qualls, Kimberly	232	06 S	0	9	9	4	2	5	1	4		2		2	1	202
07 A	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4		1	2	2	1	001
08 ✓	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4		2		2	1	103
09	~~Reed, Julia~~	~~232~~	09 S	0	7	9	4	2	2	1	4		2		2	4	203
10 ✓	Reynolds, Michael	232	10 R	0	[illegible]	9	4	1	1	1	2	4	2		2	1	402

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

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

2D-3. If one or more students coded as SD and/or ELL are no longer classified as SD and/or ELL complete the following steps:

- ☐ On the Administration Schedule, record a **"4-No, not SD"** in the Final SD column or a **"2-No, not ELL"** or **"3-Formerly ELL[1]"** in the Final ELL column for the no longer classified or formerly classified students.
- ☐ If a questionnaire is not completed, shade the "not completed" oval in the Return Status column on the roster.
- ☐ If a questionnaire was completed for the student(s) no longer classified, shade the "online" or "hardcopy" oval in the Return Status column on the roster.
- ☐ Line through the student's information on the Inclusion Worksheet and record reason in Notes column.

[1] To only be used in states that allow the use of this code.

At **Procedure 2D-3,** you are looking for students who are no longer classified as SD and/or ELL. If any students are no longer classified as SD and/or ELL, you will enter a **4** for "No, not SD" in column **J,** labeled "Final SD Code," or a **2** for "No, not ELL" in column **L,** labeled "Final ELL Code," on the Administration Schedule. If the school coordinator indicates that the ELL student is now classified as "Formerly ELL" (monitored for adequate yearly progress [AYP] reporting), which means the student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its AYP reports, the student should be coded as "Formerly ELL," or code **3,** in column **L.** If you are allowed to use code **3** in your state, it will be noted on the State Information Form. Contact your supervisor if you have any questions about using this code.

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

Remember: If you receive a blank questionnaire that was not completed online, shade the "not completed" oval. If the questionnaire has any questions completed, record the appropriate status in the Return Status column on the roster.

Procedure 2E. Transcribe SD/ELL Questionnaire Data Onto Inclusion Worksheet

In **Procedure 2E,** you will transcribe information found in the SD and ELL Questionnaires or the SD/ELL Online Questionnaire Summary onto the Inclusion Worksheet. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- the preprinted Inclusion Worksheet that identifies all the students listed as SD and/or ELL, including those newly classified;
- completed hardcopy SD and ELL Questionnaires;
- the SD/ELL Online Questionnaire Summary for any SD/ELL Questionnaires completed online; and
- the SD/ELL Roster of Questionnaires.

The *Instructions for the School Coordinator* brochure instructs the school coordinator to distribute and collect the completed SD and/or ELL Questionnaires.

2E-1. Review the roster to identify the number of SD and/or ELL Questionnaires distributed, and for those returned to you either hard copy or online and shade the appropriate oval in the Return Status column. Then complete the following:

☐	All SD and ELL Questionnaires returned or included on the SD/ELL Online Questionnaire Summary.	▪ Continue with **Procedure 2E-2.**
☐	Some SD and ELL Questionnaires have not been returned (including any for newly classified students and new enrollees).	▪ ____ Missing. Highlight the names of the missing students on the Inclusion Worksheet.
☐	There are no SD and/or ELL students in this school.	▪ Skip to **Procedure 2F.**

Procedure 2E begins by asking you to check the appropriate box in **Procedure 2E-1.** If the school coordinator returned the SD and ELL Questionnaires or the SD/ELL Online Questionnaire Summary (if applicable), you will indicate that and continue with **Procedure 2E-2.**

Record the status of the completed questionnaires on the roster. Occasionally, you will get a questionnaire for a student who is withdrawn or ineligible. For these students, you will still shade in a status of "Hardcopy" or "Online" in the Return column on the roster.

If you do not receive a questionnaire for a student, you will shade the "Not Completed" oval on the roster.

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

missing questions during your meeting with the school coordinator. Continue to **Procedure 2E-2** for the completed questionnaires.

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

2E-2. Using the completed SD and ELL Questionnaires, and the Inclusion Worksheet, follow these instructions:[1]

- Go to page 6 in the questionnaire and transcribe the accommodations shaded in column **A** by placing a check mark in the Accommodations Allowed on NAEP columns on the Inclusion Worksheet.
- Look at the answer to **Question 3.** If the question is answered "A," place a check mark in the Inclusion Worksheet column titled Include Without Accommodations.
- Look at the answer to **Question 5.** If the question is answered "A," place a check mark in the Inclusion Worksheet column titled Include with Required Accommodations.
- Look at the answers to **Questions 5 and 6.** If Question 5 is answered "C" or Question 6 is answered "B," place a check mark in the Inclusion Worksheet column titled Exclude.
- Look at the answers to **Questions 5 and 6.** If Question 5 is answered "B" or Question 6 is answered "A," place a check mark in the Inclusion Worksheet column titled Include With Only NAEP Permitted Accommodations.

[1] AA can do this task with your direction and oversight. Remember, the AA is to transcribe the information exactly as it appears on the questionnaire.

Procedure 2E-2 requires you to transfer information from any completed SD and/or ELL Questionnaires to the Inclusion Worksheet. Refer to pages 2.22–2.25 in chapter 2 for details on how to transcribe the key questions in the questionnaires onto the Inclusion Worksheet.

2E-3. If any of the SD or ELL Questionnaires were completed online, use the SD/ELL Online Questionnaire Summary printout to transcribe the accommodation data onto the Inclusion Worksheet. Begin with the first row, Session#/Line#, and work your way through each row. Because the SD or ELL Questionnaire was completed online, it will be blank. Hold onto the questionnaire for now; you will have the school coordinator dispose of it before leaving the school.

If any of the SD/ELL Questionnaires were online, the school coordinator should have printed out an SD/ELL Online Questionnaire Summary, which you collected upon arriving at the school. Using the SD/ELL Online Questionnaire Summary, transcribe the data from it onto the Inclusion Worksheet in **Procedure 2E-3.** You may have your assisting AA complete this task; however, be sure to perform a quality control (QC) check. On the SD/ELL Online Questionnaire Summary, begin with the first row of data and transcribe column by column onto the Inclusion Worksheet, as shown in chapter 2.

For confirmed SD and/or ELL students, you may encounter a situation where the SD/ELL Online Questionnaire Summary has empty data in the columns, either because the data is missing or not entered due to skip patterns inside the questionnaires. It is important that you become familiar with the SD and ELL Questionnaires, and how their skip patterns work with both the SD/ELL Online Questionnaire Summary and the Inclusion Worksheet. Here are some general rules to keep in mind when considering if data is missing or incomplete on the SD/ELL Online Questionnaire Summary:

- Generally, either Question 3, 5, or 6 is filled in.
- The only times when there should be no data in Question 4 is when Question 3 = A or Question 6 = A or B.

Remember, if the student is confirmed as no longer SD or ELL, you will not have any data on the SD/ELL Online Questionnaire Summary.

In addition to missing data, you may also encounter situations where the school completed both the hardcopy and the online version of the questionnaires. In these cases, review the data in each one to see which questionnaire is more complete. When in doubt, ask the school coordinator.

After you transfer the data onto the Inclusion Worksheet, you will be reviewing each student's status with the school coordinator at the preassessment visit. During that meeting, check to be sure you have the information needed to plan accommodations, and if not, obtain additional information during your discussion. Remember to place a circled check mark on the Inclusion Worksheet anytime a change is made during your discussion that is not reflected in the questionnaire. You should suggest that the revisions are made to the questionnaires (either online or on the hardcopy), but you are not required to rectify the data inside the SD and ELL Questionnaires—that is the responsibility of the school coordinator. If the school coordinator updates the hardcopy questionnaire and it supersedes the online version, write a note on the cover of the questionnaire telling Pearson which version to use.

Procedure 2F. Complete NIES Tasks

Some schools are pre-identified as NIES, meaning you know before the preassessment visit that the school has American Indian/Alaska Native (AI/AN) students. During your independent work, it is possible that a school not previously identified as NIES now has students with Race Codes of **5,** meaning they are now eligible for the NIES. In addition, schools previously identified as NIES may no longer have any eligible AI/AN students.

Procedure 2F is when you will work through the process for determining if the school is NIES. You will work through **Procedure F** for every school in your assignment. Because there is a special set of procedures for conducting this task, pages 9.6–9.10 in chapter 9 describes the steps for completing this part of the QCB.

To complete this task, you'll need:

- NIES Administration Schedule;
- NIES Roster of Questionnaires;
- NIES Student Information Reports;
- Administration Schedules(s); and
- NAEP Student Information Reports.

Procedure 2G. Review Logistics Questionnaire

In **Procedure 2G,** you will review the information provided by the school coordinator on the Logistics Questionnaire to ensure that you understand the information completely. Depending on where you live, your supervisor may have made minor changes to the questions in order to reflect weather conditions that might affect the assessment schedule (e.g., a fog delay schedule).

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

To complete this task, you'll need:

- the Logistics Questionnaire.

2G-1.

- Review the Logistics Questionnaire and determine if you need to discuss anything with the school coordinator.
- Continue to **Procedure 2H.**

Procedure 2H. Prepare to Conduct Visit

In **Procedure 2H,** you will prepare to conduct the preassessment visit with the school coordinator. Following this procedure, you will meet with the school coordinator to finish the remaining preassessment tasks in **Procedures 3** and **4.**

In order to make the visit with the school coordinator go smoothly, prepare for the visit by reviewing Procedure 3. In Procedure 3, you should:

- Cross out sections in **Procedure 3** that will not be reviewed.
- Prefill any items in **Procedure 3** that you are able to at this time.
- Review completed Inclusion Worksheet and plan for the accommodation discussion with the school coordinator.
- Refer to the AC Quick Checks to prepare for conducting the visit.

Data that can be prefilled includes the following items:

- **Procedure 3C-3** (Student Sampling Summary Report),
- **Procedure 3H-1** (NIES Status),
- **Procedure 3J-9** (Distribution of Frameworks and Sample Questions Booklets), and
- **Procedure 3K-2** (Status of Logistics Questionnaire).

If a school is in grade 4 or 8, you can cross out these procedures:

- **Procedure 3I** (Discuss Grade 12 Participation), and
- **Procedure 3L-2** (Discuss High School Transcript Study).

If a school is grade 12, you can cross out these procedures:

- **Procedure 3F** (Distribute and discuss grades 4 and 8 questionnaires),
- **Procedure 3H** (NIES), and
- **Procedure 3J-7** (NIES).

You may also cross out procedures related to the ESBQ (**Procedure 3J-4**) or NIES (**Procedures 3H-2–3H-6** and **Procedure 3J-7**), if the school is not eligible for participation.

Procedure 3. Meet With the School Coordinator

The goal of the preassessment visit is twofold: First, you will review the items completed during your independent work; and second, you will discuss some additional items in order to prepare for the assessment day.

Meet with the school coordinator and conduct the visit.

3-1. Hello, and thank you for taking the time to meet with me today. The purpose of our visit is to prepare for the NAEP assessment. We've got a lot of information to cover in the next hour, including the inclusion of newly enrolled students, confirming demographic data and student eligibility, planning for accommodation sessions, parent/guardian notification, and the logistics of the assessment. Please bear with me if I sound a bit formal or pause to record information. Let's get started, and if you have any questions, let me know.

Procedure 3-1 begins with you meeting the school coordinator using the script provided. The information you cover with the school coordinator during the visit includes discussing the inclusion of newly enrolled students, collecting and confirming student demographic data, confirming student eligibility, planning for accommodation sessions, discussing parent/guardian notification, and finally, the logistics of the assessment.

Procedure 3A. Confirm Results of the New Enrollee Selection

In **Procedure 3A,** you will be confirming the sample of newly enrolled students. The procedure begins with a list of materials you will need to complete the following task.

To complete this task, you'll need:

- to have completed all the steps in **Procedure 2A**, and
- Administration Schedule(s) with new students added.

You will begin **Procedure 3A-1** by telling the school coordinator how many students were added to the assessment sample. Then, read from the Administration Schedule the names of the newly enrolled students who were added to the sample.

3A-1. After comparing the current list of students you supplied today with the List of Students Submitted for Sampling to NAEP in the fall, [a/*some/no*] student(s) was/were added to the assessment sample.

- **IF NO STUDENTS WERE ADDED TO THE SAMPLE:** Skip to **Procedure 3B-1.**
- **IF STUDENTS WERE ADDED TO THE SAMPLE:** Read aloud the names of the new enrollees from the Administration Schedule.

3A-2. **IF MISSING DEMOGRAPHIC DATA ON NEW ENROLLEES:** Now I need to work with you to gather some missing demographic data:

- Read student name and missing data.
- Gather any missing demographic information from columns **C** and **E** through **K,** and record it on the Administration Schedule.
- If any new enrollees are SD and/or ELL, prepare an SD and/or ELL Questionnaire and record student information on the Inclusion Worksheet. Also, record these students on the SD/ELL Roster.* Hold onto prepared questionnaires until **Procedure 3D-2.**

In **Procedure 3A-2,** if any newly enrolled students have missing demographic data, you will collect the missing information immediately from the school coordinator and record it on the Administration Schedule.

If any newly enrolled students are classified as SD and/or ELL, remember to prepare an SD and/or ELL Questionnaire. You can do this task after the visit, but it must be done before you leave the school.

Procedure 3B. Confirm Withdrawn, Ineligible, and Students Not Enrolled

In **Procedure 3B,** confirm that you have the correct designations for students withdrawn/graduated, ineligible, and not enrolled. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- to have completed all of the steps in **Procedure 2B;**
- Administration Schedule(s);
- Student Information Report(s); and
- an ESBQ Administration Schedule(s), if applicable.

To confirm that withdrawn and ineligible students have been properly identified, read the names of the students and their updated status to the school coordinator. Have the school coordinator verify that each student has been coded properly.

3B-1. On the Student Information Report, you indicated [*some/no*] students were withdrawn or graduated. Can you confirm that this is accurate?

- Read names of students coded 51 on the Administration Schedule.

☐	Yes	▪ Continue with **Procedure 3B-2.**
☐	No	Make updates on the Administration Schedule(s).

In **Procedure 3B-1,** ask the school coordinator to confirm any students identified as withdrawn/graduated (**51**) on the Student Information Report, and record any updates on the Administration Schedule.

3B-2. On the Student Information Report, you indicated [*some/no*] students were ineligible, never attends campus. Can you confirm that this is accurate?

- Read names of students coded 54 on the Administration Schedule.

☐	Yes	▪ Continue with **Procedure 3B-3.**
☐	No	Make updates on the Administration Schedule(s).

In **Procedure 3B-2,** ask the school coordinator to confirm any students identified as ineligible, never attends campus (**54**) on the Student Information Report, and record any updates on the Administration Schedule.

3B-3. On the Student Information Report, you indicated [*some/no*] students were ineligible, for other reasons such as not being in the grade assessed. Can you confirm that this is accurate?

- Read names of students coded **55** on the Administration Schedule.

☐	Yes	▪ Continue with **Procedure 3B-4.**
☐	No	Make updates on the Administration Schedule(s).

In **Procedure 3B-3,** ask the school coordinator to confirm any students identified as ineligible, for other reasons, such as not being in the grade assessed, (**55**) on the Student Information Report, and record any updates on the Administration Schedule.

ESBQ **3B-4.**

- If necessary, update the withdrawn/ineligible codes on the ESBQ Administration Schedule.

ESBQ

Procedure 3B-4 is for schools selected for the ESBQ. Because there is an ESBQ Administration Schedule, you will need to make the same updates for withdrawn and ineligible students to the ESBQ Administration Schedule, once the school coordinator has confirmed the updated student statuses. Updates to the ESBQ Administration Schedule can be made after the preassessment visit.

Procedure 3C. Confirm Missing or Incorrect Student Demographic Data and Review the Student Sampling Summary Report, If Applicable

In **Procedure 3C,** confirm that the revisions you made to the demographic data on the Administration Schedule(s) are correct. You will also review any issues included on the Student Sampling Summary Report, if applicable. The procedure begins with a list of the items you will need to complete the task.

To complete this task, you'll need:

- to have completed all of the steps in **Procedure 2C;**
- a NAEP Administration Schedule with revisions and/or corrections from the Student Information Report; and
- a Student Sampling Summary Report (if applicable).

3C-1. On the Student Information Report, you recorded [*some/no*] corrections to the student demographic information.*

IF NO CORRECTIONS MADE: Are the demographic data on the Student Information Report accurate?

☐	Yes	▪ School coordinator confirmed the demographic data on the Administration Schedule(s) are accurate.
☐	No _____ *Total number of corrections*	▪ Make corrections to each Administration Schedule as indicated by the school coordinator.

IF SOME CORRECTIONS MADE: Let's review the corrections now to be sure the data I have are correct.

- Read corrections on the Administration Schedule.

☐	_____ *Total number of corrections*	▪ Review the corrections to each Administration Schedule. ▪ Confirm with the school coordinator all demographic data.

* Except for SD and ELL codes. These are addressed in **Procedure 3D.**

If no revisions were made, you must verify that the demographic data are correct as recorded. If corrections were made, review them with the school coordinator and then enter the total number of corrections in the line provided. It is important for the school coordinator to review each revision and confirm that the demographic data are accurate.

3C-2. **IF MISSING DATA:** I also need to collect some missing demographic data (columns **E** through **M**).

☐	_____ *Total number of missing data*	▪ Review the missing data on each Administration Schedule and enter updates from the school coordinator. ▪ Tally the number of missing data and enter that number here.

In **Procedure 3C-2,** collect any missing demographic data from columns **E** through **M,** if applicable. Refer to pages 1.11–1.16 in chapter 1 for details about the demographic codes on the Administration Schedule.

3C-3. **Student Sampling Summary Report:**

▪ Does this school have a Student Sampling Summary Report?

☐ Yes

☐ No Skip to **Procedure 3D.**

When a school's student list is received for sampling, NAEP runs a series of quality control checks on the data. Any questions or issues identified about the student lists are printed on a report called the Student Sampling Summary Report. I have a copy of this report for your school.

Let's review each issue to verify if the data are correct as printed on the Student Information Report or if corrections need to be made.

▪ Review each item on the Student Sampling Summary Report and for each, mark on the Student Sampling Summary Report if the item is "Corrected on Admin Schedule" or "Verified as Correct." Some of these corrections may have already been identified in **Procedure 3C-1.**

☐ All items were verified correct.

☐ Some corrections were made.

If the school has a Student Sampling Summary Report, it will be noted on the QCB label and included in the School Folder. At **Procedure 3C-3,** record whether you received a Student Sampling Summary Report for that school. If not, skip to **Procedure 3-D.** If you did receive one, you will review the report with the school coordinator.

In fall 2008, a series of statistical checks were run on all of the original lists of students submitted to NAEP for sampling. Any checks that resulted in a warning message were printed on a Student Sampling Summary Report (SSSR). A list of these warning messages can be found in Appendix B, page B.16. Your supervisor will review each SSSR with you before the preassessment visit. Each unresolved issue on the SSSR will need to be addressed with the school coordinator. Make any corrections necessary on the

Administration Schedule(s), and mark those items as “Corrected on Admin Schedule” on the SSSR. For those items on the SSSR that were verified as correct, simply mark “Verified as Correct.” After your review, place the completed SSSR back into the School Folder. This information will need to be entered into the SCS after the preassessment visit.

Procedure 3D. Confirm SD and ELL Classifications

In **Procedure 3D,** confirm the accuracy of the changes made to SD and ELL classifications. The procedure begins with a list of the items you will need to complete the task.

To complete this task, you'll need:

- to have completed **Procedure 2D;**
- SD and/or ELL Questionnaires for students newly classified as such;
- Administration Schedule(s); and
- Student Information Report(s).

3D-1. On the Student Information Report, you reported [*some/no*] revisions to [*SD and/or ELL*] classifications.

IF REVISIONS REPORTED: Let's review those revisions now to be sure the data I have are correct.

☐	▪ Review the newly classified SD and/or ELL students on each Administration Schedule.	• School coordinator confirmed that the newly classified students identified on the Administration Schedule(s) are accurate. • SD and/or ELL Questionnaires are required for newly classified students.
☐	▪ Review the no longer classified SD and/or ELL students on each Administration Schedule.	• School coordinator confirmed that the no longer classified students identified on the Administration Schedule(s) are accurate. • SD and/or ELL Questionnaires are not needed for students no longer classified.

IF NO REVISIONS REPORTED: Can you confirm that there are no students newly classified or no longer classified as SD and/or ELL?

☐	Yes	▪ Continue with **Procedure 3E.**
☐	No	▪ Make updates on the Administration Schedule(s).

Following the script in **Procedure 3D-1,** you will begin by reviewing the names of students who are newly classified as SD and/or ELL. These students require SD and/or ELL Questionnaires. You should have prepared these questionnaires while working independently, and they can be distributed to the school coordinator now.

In **Procedure 3D-1,** also review the status of each student no longer classified as SD and/or ELL. The school coordinator must verify the revised status of each student. SD and/or ELL Questionnaires are no longer required for these students.

3D-2. **IF DISTRIBUTING SD AND/OR ELL QUESTIONNAIRES:** Here [*is a/are*] questionnaire(s) for the [*newly classified student(s)/newly enrolled students*]. Would it be possible for you to have these completed before I leave today? This will ensure that we will be able to finalize all assessment arrangements while I am here today.

☐	Yes	▪ Once completed, transcribe data onto the Inclusion Worksheet.
☐	No	▪ Schedule callback date and time to collect information in key questions in order to transcribe onto the Inclusion Worksheet. **Date/Time:** _____

In **Procedure 3D-2,** distribute the SD and/or ELL Questionnaires of the new enrollees and the newly classified SD and ELL students to the school coordinator. Request that the questionnaires be completed and returned to you before you leave the school that day. This will make preparing for the assessment easier. If it is not possible to have the questionnaires returned to you at the preassessment visit, schedule a callback to collect the necessary information.

Procedure 3E. Review the Inclusion Worksheet and Discuss Accommodations

In **Procedure 3E,** confirm the information that was transcribed to the Inclusion Worksheet and then plan accommodations accordingly. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- to have completed **Procedure 2E;**
- an Inclusion Worksheet with SD and/or ELL Questionnaire data transcribed;
- Administration Schedule(s);
- ESBQ Administration Schedule (if applicable); and
- the *Accommodations for NAEP Flip Chart.*

Procedure 3E-1 outlines the steps to follow for the review of the information on the Inclusion Worksheet. In schools with a large number of SD and ELL students, you may ask the school coordinator if he/she thinks it would be helpful to have the person most knowledgeable about the selected students' accommodations present at this time.

3E-1. Review Accommodation Information:

All of the information from the completed SD and/or ELL Questionnaires has been transcribed onto this Inclusion Worksheet. I need to review this information with you to determine accommodations for each student.[1]

- Review **each** student on the Inclusion Worksheet. Point out the subject the student will be assessed in, the accommodation(s) received on the state assessment, and whether or not the accommodation(s) is permitted in NAEP.
  - **If "Include Without Accommodations" box is checked:** Verify that the student will be assessed in the regular session without accommodations.
  - **If "Include With Required Accommodations" box is checked:** Plan details for providing the required accommodation(s). Refer to the *Accommodations for NAEP Flip Chart* as needed.
  - **If "Exclude" box is checked:** Verify the reason for the student's exclusion.
    - Enter the appropriate Exclusion Code (**60–65, 67–69**) on the Administration Schedule, and write the reason in the Notes section of the Inclusion Worksheet. Line through the student's name on the Administration Schedule.
    - Line through the student's name on the ESBQ Administration Schedules, if applicable, and assign the appropriate ESBQ Administration Codes.
    - Also, line through the student's name on the NIES Administration Schedule and assign one of the appropriate Excused from NIES codes of **60**, **62**, or **64.**
  - **If "Include With Only NAEP Accommodations" box is checked:** Provide only the accommodations allowed on NAEP. Refer back to the SD and/or ELL Questionnaire for clarification on what those accommodations are.

NOTE: Place a check mark and circle any changes made during your discussion with the school coordinator on the Inclusion Worksheet. However, never make revisions or updates on the SD and/or ELL Questionnaires. Only school staff are allowed to record or edit information inside the questionnaires.

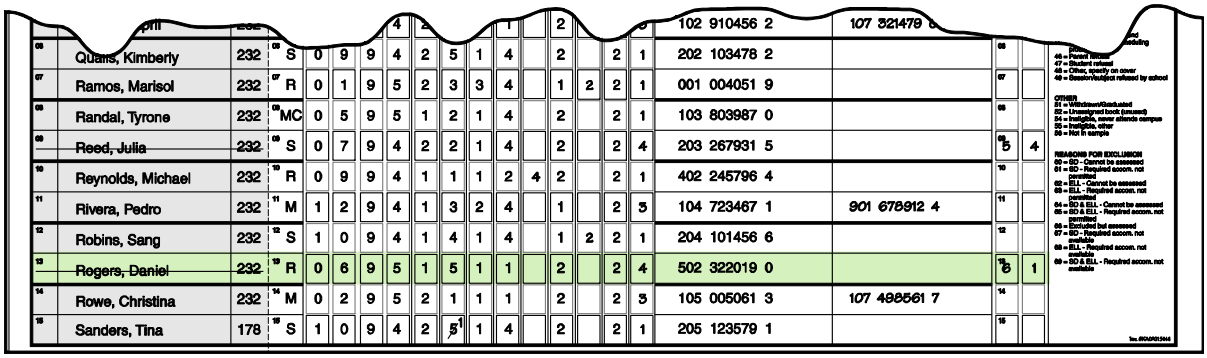
[1] In schools with large numbers of SD and ELL students, you may ask the school coordinator if he/she thinks it would be helpful to have someone knowledgeable about these student accommodations present at this time.

Review the information for each student listed on the Inclusion Worksheet with the school coordinator and point out the subject being assessed and the accommodations the student receives on the state assessment, as indicated in the SD and/or ELL Questionnaires completed for that student. Then, tell the school coordinator whether these accommodations are permitted in NAEP. Refer to the *Accommodations for NAEP Flip Chart* to determine if the accommodations checked are permitted.

If the Include Without Accommodations box is checked, verify that the student will be assessed in the regular session without any accommodations.

If the answer to Question 5 in the SD or ELL Questionnaire is “A,” place a check mark in the Include with Required Accommodations box. Plan the details for providing the accommodations with the school coordinator. Again, you will use the *Accommodations for NAEP Flip Chart* for the planning process. Refer to the completed questionnaires if questions arise.

For students with the Exclude column checked on the Inclusion Worksheet, you will need to verify the reason for the exclusion with the school coordinator. Record this reason in the Notes section of the Inclusion Worksheet. Enter the appropriate Administration Codes **60–69** in column **Q** on the Administration Schedule for the excluded students, and line through their name. Refer to the exclusion codes found in chapter 2, page 2.19. Update the Planning Code in column **N** of the Administration Schedule to **4.**



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05	Quams, Kimberly	232	05 S	0	9	9	4	2	5	1	4		2		2	1	202 103478 2			05			
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4		1	2	2	1	001 004051 9			07			
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4		2		2	1	103 803987 0			08			
09	~~Reed, Julia~~	~~232~~	09 S	0	7	9	4	2	2	1	4		2		2	4	203 267931 5			09	5	4	
10	Reynolds, Michael	232	10 R	0	9	9	4	1	1	1	2	4	2		2	1	402 245796 4			10			
11	Rivera, Pedro	232	11 M	1	2	9	4	1	3	2	4		1		2	3	104 723467 1	901 678912 4		11			
12	Robins, Sang	232	12 S	1	0	9	4	1	4	1	4		1	2	2	1	204 101456 6			12			
13	~~Rogers, Daniel~~	~~232~~	13 R	0	6	9	5	1	5	1	1		2		2	4	502 322019 0			13	6	1	
14	Rowe, Christina	232	14 M	0	2	9	5	2	1	1	1		2		2	3	105 005061 3	107 498561 7		14			
15	Sanders, Tina	178	15 S	1	0	9	4	2	5	1	4		2		2	1	205 123579 1			15			

If any students are excluded from NAEP and it is an ESBQ school, line through the student’s name on the ESBQ Administration Schedule and assign an appropriate ESBQ Administration Code.

If any of the accommodations a student receives on the state assessment are not permitted in NAEP, the student can still be assessed if the Include With Only NAEP Accommodations column is checked for the student. This means the student will be assessed with <u>only</u> the NAEP-permitted accommodations.

If any students are excluded from NAEP, and it is an NIES school, line through the student’s name on the NIES Administration Schedule and assign an appropriate Excused from NIES Admin. Code (**60, 62,** or **64**).

Handling Requests to Accommodate Students Not Formally Classified as SD

On a rare occasion, schools will request a student not formally classified as SD to receive an accommodation on NAEP. This means the student does not have an Individualized Education Program (IEP) or a Section 504 Plan. These requests happen most often in private schools, where students are often not formally classified. If you conduct a preassessment visit, and the request is made to accommodate a student not identified as SD, do the following:

1. Provide the school staff member with an SD Questionnaire, and ask that he/she complete the questionnaire for the student. Question 1 asks why the student is classified as SD, and response “D” states that “This student does not have an IEP or Section 504 Plan, but requires an accommodation to be tested.”
2. Plan on providing the accommodation(s) for the student, as long as it is permissible on NAEP.
3. After the preassessment visit, contact your supervisor for instructions on how to code the SD column on the Administration Schedule.

3E-2. **Review Special Situations:**

If a student is excluded because of a calculator: Review column **C** in the Administration Schedule for the student, and if the subject is listed as "MC," let the school coordinator know that the student might require a calculator in one or both sections. Then ask if the student can still be included. Make a note on the Inclusion Worksheet if the student can be assessed.

Discuss Extended Time: As you review each student on the Inclusion Worksheet, look at the accommodations that typically require extended time (i.e., read aloud—most or all, bilingual booklet, scribe, Braille booklet). If a student requires one of these accommodations and the Extended Time column on the Inclusion Worksheet is not checked, have a conversation with the school coordinator to see if the student is typically accommodated with extended time. The decision about whether or not to provide extended time is based on the direction from the school. If extended time will be offered, mark it on the Inclusion Worksheet.

Review Special Situations:

Calculators. Some students selected for mathematics are excluded from NAEP because they use calculators on their state mathematics assessments, and students on NAEP only use calculators for those sections requiring one. However, if a student is excluded because he/she is assigned a mathematics booklet, check column **C** on the Administration Schedule. If "MC" is listed, let the school coordinator know that the student's assigned booklet allows the use of a calculator for at least one section. For any sections not requiring a calculator, let the school coordinator know that the computation problems do not require a student to use a calculator. Ask if the student can still be included, and always abide by the school coordinator's decision.

Discussing Extended Time. It is important to be aware of the accommodations in which the mode of administration may require extended time (e.g., read aloud—most or all, or using a bilingual booklet, a scribe, a Braille booklet, etc.). In order for the student to use certain accommodations, it will naturally take longer than for students taking the regular assessment.

Therefore, when discussing extended time, do the following:

Review the *Accommodations for NAEP Flip Chart* to see which accommodations have "EXT" in the Typical Additional Accommodations column. These accommodations will usually have the "extended time" oval shaded on the SD and/or ELL Questionnaires.

If the student requires an accommodation that typically requires extended time but the "extended time" oval is not shaded in the questionnaire, you will need to have a conversation with the school coordinator to see if the student is usually accommodated with extended time. If so, place a check mark in the Extended Time column on the Inclusion Worksheet and circle it. **Do not add or remove a response from the SD and/or ELL Questionnaires. Only the school staff may record responses in the questionnaires.**

If “extended time” is marked because the state test is untimed, you may need to remind the school coordinator that NAEP is not a “speeded” test, and therefore it is unlikely that students will require much more time than the regular session allows.

Remember, the ultimate decision about whether or not to allow extended time is based on the directions from the school.

3E-3. **Plan for Accommodation Groups:**

- Determine with the school coordinator how students will be provided accommodations—in the regular session, individually, or in a small group. The school coordinator should give guidance on how the student typically receives the accommodation(s) for state assessments, local assessments, or instructional practice.

Discuss accommodations typically administered in separate sessions: Look at the accommodations that typically require a small group or one-on-one session (i.e. read aloud-most or all, bilingual booklet, scribe, Braille booklet). If a student requires one of these accommodations and small group or one-on-one is not checked on the Inclusion Worksheet, have a conversation with the school coordinator to see if the student is typically accommodated separately. If the student will be administered the accommodation in a separate session, check the small group or one-on-one box on the Inclusion Worksheet.

If more than one student requires the same accommodation in a separate session: Whenever possible, you should plan to assess them together. This grouping will most likely happen with the “read aloud—most or all” and the “bilingual math and science booklet” accommodations. Remember to group the “read aloud—most or all” according to the subject in which the students were **originally** assigned (mathematics or science).

Plan your separate accommodation session groups: Assign a group number to each separate session and then record that number in the **Group #** column on the Inclusion Worksheet.

- Count the number of different accommodation session group numbers and record in **Procedure 3E-4.**

Assign a Planning Code for each student on the Inclusion Worksheet.

Plan for Accommodations:

Now look at each student on the Inclusion Worksheet and determine if these students will be assessed in the regular session, a small group, or a one-on-one session. Check the Small Group column for students being assessed in a small group. Check the One-on-one column for students requiring the assessment be administered in an individual session.

If more than one student requires the same accommodation in a separate accommodation session, plan to assess them together whenever possible. This grouping will most likely happen with the read aloud and the bilingual booklet accommodations. Remember: You will need a separate session for each read aloud subject.

Group numbers

NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page 1 of 1

Student Information				Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4																																							
Group 1: (science) KEA, SMG, EXT Group 2: (math) KEA, SMG, EXT Group 3: BIB, ONE, SBA, EXT, BRK				NAEP Codes																																							
				BDR	OTH	BIB	BID	OTH	OTH	RSA	RSA	RSA	BRL	LRG	MAG	OTH	OTH	SCR	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SBA	EXT	BRK	OTH													
				#	#	#	#	R	R	#	#	#	#	R	R	R	R	#	#	R	R	R	#	#	R	R	#	R	#	R													
Student Name	Session # Line #	Subject R=Reading M=Math S=Science	SD/ ELL	Directions only read aloud in native language (r, m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m, s)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Responds in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Prompt or responds orally to a scribe (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	Check-work (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	School Staff Administer (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record in NOTES column)	Include Without Accommodations √ in Q. 3 or 4	Include With Required Accommodations √ if Q. 5 = A	Exclude (Record reason in NOTES column) √ if Q. 5 = C OR √ if Q. 5 = B	Include With Only NAEP Permitted Accommodations √ if Q. 5 = B OR √ if Q. 5 = A	NOTES	Group #	Planning Code (1=NAEP Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=NA)
Bronson, David	RS0601 18	S	SD								✓											✓						✓				✓						1	3
Meader, Susan	RS0602 10	S	SD								✓											✓						✓				✓						1	3
Phillips, Susan	RS0603 02	M	SD																									✓		✓		✓				Read Aloud to Self		R	2
Putnam, April	RS0603 05	M	SD								✓											✓						✓				✓						2	3
~~Ramos, Marisol~~	RS0603 07	R	ELL																																	No longer ELL			1
~~Reynolds, Michael~~	RS0603 10	R	SD																																	No longer SD			1
Rivera, Pedro	RS0603 11	M	ELL			✓																	✓				✓		✓			✓						3	3
~~Robins, Sang~~	RS0603 12	S	ELL																																	No longer ELL			1
~~Rogers, Daniel~~	RS0603 13	R	SD								✓												✓	✓				✓						✓		Read Aloud not Permitted in Reading			4
Rowe, Christina	RS0603 14	M	SD								✓											✓						✓				✓						2	3
				BDR	OTH	BIB	BID	OTH	OTH	RSA	RSA	RSA	BRL	LRG	MAG	OTH	OTH	SCR	SCR	SCR	OTH	OTH	SMG	ONE	OTH	OTH	SBA	EXT	BRK	OTH													

Now, record a group number for each separate session in the Group # column on the Inclusion Worksheet (as shown above). Be sure to assign a separate number to each one-on-one session.

Next, assign a Planning Code for each student on the Inclusion Worksheet. The Planning Code provides you and your AAs a snapshot of which students will be assessed without accommodations, assessed with accommodations in a regular session, and assessed with accommodations in a separate session. Refer to chapter 1, page 1.16, and chapter 2, page 2.20, for a complete description of these codes.

Finally, it is important to note that the Inclusion Worksheet should be a reflection of all the accommodation decisions you have made with the school coordinator. The accommodation information on the Inclusion Worksheet will then be used to prepare the Assessment Information Form.

Then, count the number of separate sessions and inform the school coordinator how many accommodation sessions are required. Record this number in **Procedure 3E-4.**

3E-4. ▪ Based on our discussion, we will need to conduct _____ (number) separate accommodation sessions. We will discuss the logistics of the separate session(s) in a few minutes.

Count the number of excluded students in each subject. Record that information in **Procedure 3E-5.** You will enter this information into the SCS after the preassessment visit.

3E-5. According to our discussion, there are:

_____ *(number)* of SD-only students excluded in reading

_____ *(number)* of ELL-only students excluded in reading

_____ *(number)* of SD and ELL students excluded in reading

_____ *(number)* of SD-only students excluded in mathematics

_____ *(number)* of ELL-only students excluded in mathematics

_____ *(number)* of SD and ELL students excluded in mathematics

_____ *(number)* of SD-only students excluded in science

_____ *(number)* of ELL-only students excluded in science

_____ *(number)* of SD and ELL students excluded in science

Voices of Experience:

For schools with large SD and ELL populations, another way to discuss accommodations is to:

1. List all students on the Inclusion Worksheet in the same manner as for schools with small populations of SD/ELL students.
2. Group questionnaires with the same accommodations together in a bundle.
3. For students who have the bilingual booklets accommodation, separate those selected for mathematics and science.
4. When you meet with the school coordinator, begin the discussion by accommodations “type” rather than by “student.”
5. Give the stacks to the school coordinator one at a time. Explain the accommodation recommended on the questionnaire and what is allowable. Discuss any students who have a one-on-one accommodation or will need school staff to help administer the session.
6. Return to the workroom and code the Inclusion Worksheet. You might want to highlight those students who will need accommodations outside of the regular session. Determine how many accommodation sessions will be required and make arrangements with the school coordinator.

Procedure 3F. Grades 4 and 8: Distribute and Discuss School and Teacher Questionnaires

In **Procedure 3F,** provide the school coordinator with the School and Teacher Questionnaires. This procedure is only completed for grade 4 and grade 8 schools.

The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- a prepared NAEP School Questionnaire (grade 4 or 8);
- prepared NAEP Teacher Questionnaires (grade 4 or 8); and
- a photocopy of the Grade 4 or 8 Roster of Questionnaires.

Begin **Procedure 3F** by giving the school coordinator the School Questionnaire.

3F-1. **GRADE 4 OR 8:** Here is the School Questionnaire for you to give to the principal. [She/he] can complete it either online or in the hardcopy form.

3F-2. **GRADE 4 OR 8:** We ask that teachers who teach reading, mathematics, or science to [*4th/8th*]-grade students at your school complete a questionnaire either online or on hardcopy.

I have Teacher Questionnaires for the following teachers:

- Read the teacher names from the prepared Teacher Questionnaires and then give the questionnaires to the school coordinator.

Are there any teacher names missing, including any resource, special education, ELL, or nongrade-level teachers, who may teach reading, mathematics, or science to students in the sampled grade?

- If a teacher was overlooked when preparing the Teacher Questionnaires, make a note and prepare a questionnaire for each additional teacher, and add the teacher name and barcode to the Roster of Questionnaires after the meeting, but before you leave the school.

Note that the due date for the completed questionnaires is the day before the assessment. Directions for completing the questionnaires are on the booklet cover.

Here is a copy of the roster; just fill in the appropriate oval in the Return Status column as each questionnaire is returned to you. I'll collect the roster and questionnaires on the day of the assessment.

Now, verify with the school coordinator that you have prepared Teacher Questionnaires for all of the teachers who teach mathematics, reading, and science to students in the sampled grade. Begin by reading the names from the prepared Teacher Questionnaires. Ask the school coordinator if any teachers have been overlooked.

If a teacher was missed, add the teacher to the Roster of Questionnaires. You will prepare the Teacher Questionnaires after the visit, but before you leave the school.

Inform the school coordinator that both the School and Teacher Questionnaires can be completed either online or in the hardcopy form and that the deadline is the day before the assessment. The online questionnaires tend to take less time to complete, so be sure to emphasize this when discussing the Teacher Questionnaires.

Then, give a copy of the Roster of Questionnaires to the school coordinator. Tell the school coordinator to fill in the appropriate oval in the Returned column to indicate if each questionnaire was done in either the hardcopy form or the online form as each questionnaire is completed and returned.

The school coordinator should return to you both the completed hardcopy questionnaires and the blank questionnaires—if completed online—and the completed copy of the Roster of Questionnaires on the day of the assessment.

Procedure 3G. Verify Parent/Guardian Notification

In **Procedure 3G,** you will collect a signed and dated copy of the Parent/Guardian Notification Letter. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- A copy of the Parent/Guardian Notification Letter that was sent to the school.

The No Child Left Behind legislation requires that the parents of students selected for NAEP be notified *in writing* that their child has been selected for NAEP and that student participation is voluntary. NAEP must have a copy of the dated Parent/Guardian Notification Letter in order to proceed with the assessment.

Procedure 3G secures a copy of the dated Parent/Guardian Notification Letter for NAEP's files. This procedure also obtains details as to when, to whom, and how the notification was sent. All of the information obtained in this procedure will be entered into the SCS after the visit.

3G-1. Now, let's review the status of parent/guardian notification. A copy of the Parent/Guardian Notification Letter was included in your packet of materials.

Have parents and guardians of your [*4th/8th/12th*]-grade students been notified about the NAEP assessments?

☐ Yes	▪ Ask the school coordinator for a signed and dated copy of the Parent/Guardian Notification Letter. ▪ Store the copy of the notification in the School Folder.	• Continue with **Procedure 3G-2.**
☐ No	▪ Remind the school coordinator that you will need a copy of the dated notification on or before assessment day, and that without the copy, the assessments will have to be rescheduled. If new enrollees were added, remind the school coordinator to notify those parents. ▪ Arrange a date and time to call the school coordinator back to verify that the notification has been sent.	• Callback date/time: _____ • Skip to **Procedure 3H.**

If the parents/guardians have been notified, check the "Yes" box in **Procedure 3G-1,** and ask the school coordinator for a copy of the dated Parent/Guardian Notification Letter. Continue on to **Procedure 3G-2.**

If the parents/guardians of selected students have not been notified, urge the school coordinator to notify them as soon as possible. Stress the importance of this notification by reminding the school coordinator that you will need a copy of the dated notification before assessments can be administered. If you do not have a copy of this dated notification on assessment day, the assessments will have to be rescheduled. Arrange a callback date and time to verify that the notification was sent. Skip to **Procedure 3H.**

3G-2. When were the Parent/Guardian Notification Letters sent?

Record the date sent: _____

The date on the Parent/Guardian Notification Letter lets you know when the letter was prepared. However, it is necessary to know specifically when the notification was sent. Ask the school coordinator for this information and record it in **Procedure 3G-2.**

3G-3. How were the parents/guardians notified?

SCS

Read list and check one:

- ☐ Was a letter mailed home?
- ☐ Was a letter sent home with students?
- ☐ Was a notice posted in a newsletter?
- ☐ Or was some other method used? Record other method: _____

Ask how the parents/guardians were notified. Read the options provided in **Procedure 3G-3** and check one. If the school coordinator answers "some other way used," you will need to record the method used.

3G-4. Were notifications sent to only the parents/guardians of the sampled students or to the parents/guardians of all of the students in the grade?

SCS

- ☐ Parents/guardians of sampled students only.
- ☐ Parents/guardians of all students in the grade.

Ask the school coordinator if only parents/guardians of sampled students were notified or if the parents/guardians of all students in the grade were notified. Check the appropriate box in **Procedure 3G-4.**

3G-5.

SCS

- Record the date the school coordinator provided you with the dated Parent/Guardian Notification Letter copy.

  _____

In **Procedure 3G-5,** record the date the school coordinator provided you with the dated Parent/Guardian Notification Letter.

3G-6.

- Have any parents/guardians or students refused to participate?

SCS

- ☐ Yes How many? _____
- ☐ No
  - Continue with **Procedure 3G-7.**

In **Procedure 3G-6,** record if any parent/guardian or students have refused, and if so, record how many.

3G-7. **IF NEW ENROLLEES WERE ADDED:** As mentioned earlier, we selected new enrollees for the sample. Have the parents or guardians of these students been notified about the NAEP assessments?

☐	Yes	▪ Continue with **Procedure 3H.**
☐	No	▪ Urge the school coordinator to notify the parents/guardians of newly selected students as soon as possible. ▪ Remind the school coordinator that if the parents/guardians of the newly selected students have not been notified before assessment day, the assessment for these students will have to be rescheduled. ▪ Arrange a date and time to call the school coordinator back to verify that the notification has been sent. **Date/Time:** _____

If new enrollees have been added to the sample, continue with **Procedure 3G-7.** If the parents/guardians of sampled new enrollees have been notified, check the "Yes" box in **Procedure 3G-7** and continue with **Procedure 3H.**

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

Procedure 3H. Grades 4 and 8: Discuss NIES, If Applicable

In **Procedure 3H,** you will discuss NIES for schools that have AI/AN students who have been selected for NAEP. Instructions for completing this procedure in the QCB are found in chapter 9, page 9.15.

3H-1. Check the appropriate box:

☐	This school is not NIES.*	▪ Skip to **Procedure 3I.**
☐	This school <u>was</u> identified as NIES before the visit and is still eligible.	▪ Continue with **Procedure 3H-2.**
☐	This school was <u>not</u> NIES before the visit and is now eligible.	▪ Skip to **Procedure 3H-4.**

* This also includes schools no longer identified as NIES because there are no eligible AI/AN students.

Procedure 3H-1 should be checked for **every** school in your assignment, regardless if the school is NIES or not.

Procedure 3I. Discuss Grade 12 Participation, If Applicable

For grade 12 schools, you will discuss ways to maximize student participation in **Procedure 3I.**

If this is a grade 12 school, discuss ways to maximize student participation. To complete this task, you'll need:

- the *Best Practices Guide*; and
- Certificates of Community Service (if applicable).

Procedure 3I begins with a list of materials to complete the task. You should also refer to the Grade 12 Challenge in *Overview* magazine.

3I-1. Have you reviewed either the hardcopy *Best Practices Guide* or the electronic version of the binder on the MySchool website?

☐	Yes	Let's take a few minutes to review the contents of the *Best Practices Guide* together.
☐	No	I have a *Best Practices Guide* that contains many tips, techniques, and materials for maximizing student participation. Let's take a few minutes to review the contents together.

Begin by turning to the 12th Grade Challenge tab and review the main points with the school coordinator. These points include student participation rates since 2007, the impact of grade 12 strategies on student participation, and incentives schools actually use.

In **Procedure 3I-1,** ask the school coordinator to locate his/her copy of the *Best Practices Guide*. If the binder cannot be located, use your copy to review and discuss strategies for encouraging students to show up and do their best on NAEP. Begin by opening to the tab labeled "The Twelfth-Grade Challenge" and discuss the main points with the school coordinator.

3I-2. **Prepare and Schedule:** Open the *Best Practices Guide* to the Prepare and Schedule tab.

I'd like to begin by talking about how to get the word out to your students, your staff and faculty, and parents that NAEP is coming to your school. The more students and teachers understand about NAEP, the more likely they will participate and put forth their best effort. NAEP provides online resources for students and staff, including videos, PowerPoint presentations, and printed materials for your use.

Discuss the main points of the Prepare and Schedule tab, and work through the Work With Teachers tab.

In **Procedure 3I-2,** move on to discuss the contents of the Prepare and Schedule tab. This tab contains information about placing NAEP on the school calendar and notifying students of the assessment, and it offers ideas for getting the word out about NAEP.

3I-3. Next, let's talk about how your school handles testing in general and how we can follow that model when we come on assessment day. NAEP has found that scheduling sessions to begin at various times throughout the day increases student attendance. We'll be as flexible as possible when determining the number of sessions to schedule and when they should start.

How do you notify students of daily events? _____

Are some students off campus part of the day? _____

Do some of your students not have a first-period class? _____

Do teachers sometimes not release students from their classes because they don't want students to miss what's going on in class? If so, what schedule(s) would accommodate the most students? _____

In **Procedure 3I-3,** discuss with the school coordinator the general testing practices used in the school, such as how students are notified about testing and the best time to schedule NAEP. For example, students in grade 12 may not have a first-period class. Therefore, scheduling an assessment for 9:00 a.m. would produce low participation. This is also the time to talk about any other scheduling conflicts, such as teachers who do not release their students from class.

3I-4. **Discuss Motivation:** Turn to the Motivate Students tab of the *Best Practices Guide*.

Since NAEP is not given to all students, I'd like to talk to you about the ways we can motivate the selected students and be sure they participate on the assessment day. Informing students about NAEP prior to the assessment day is an important strategy to promote student participation. The *Best Practices Guide* has a PowerPoint presentation and short video you can share with seniors prior to the assessment.

Review the main points of the Motivation tab, noting that these strategies have proven to be effective in other schools. Next, review the list of incentives.

Procedure 3I-4 is the time to review specific strategies to motivate students to attend the assessment. Turn to the Motivate Students tab in the *Best Practices Guide*. Not all students are selected for NAEP, so talk with the school coordinator about how to motivate these students. Some of these strategies include (1) showing students a NAEP video, (2) having the principal make an announcement at a school assembly, and (3) including an article about NAEP in the school newspaper.

3I-5. Participation is only part of the picture. Motivating students to put forth their best effort is another concern. Many educators who have analyzed past assessment results are convinced that they under-represent student achievement for high schools students. NAEP would like your ideas on how to motivate students to do their best on the assessment.

What do you think is the best way to motivate twelfth-grade students who have been selected for the assessment? _____

_____

What could teachers do to motivate students to participate and do their best on NAEP? Would they be willing to do this? _____

_____

Will you, the principal, and/or your teachers lend their support by attending the sessions and perhaps give a few words of introduction about the importance of NAEP? _____

_____

Procedure 3I-5 focuses on motiviating students to do their best on NAEP. Follow the scripted questions in this procedure for generating ideas from the school coordinator on what will work in his/her school to motivate students to do their best on the assessment. There is a suggested list of incentives in this procedure that schools have used in the past to encourage students.

3I-6. **Distribute the Grade 12 Strategies Form:** Hand the school coordinator the Grade 12 Strategies Form.

Now that we have reviewed the *Best Practices Guide,* please use this form to keep track of the strategies you use to encourage student participation and faculty support. I'll collect it from you on the day of the assessment. NAEP will use the information reported on this form to compare what strategies increase student participation.

In **Procedure 3I-6,** distribute the Grade 12 Strategies Form to the school coordinator. This form is critical in capturing the incentives and methods the school will actually use on assessment day to encourage participation. For each grade 12 school, you must have the Grade 12 Strategies Form completed. You will collect the Grade 12 Strategies Form on assessment day. If the information is not completed, you will collect the information during the School Coordinator Debriefing Interview.

NOTE: You will also have the Certificates of Community Service to distribute to the school coordinator and a student letter for grade 12 students. Be sure to provide these items to the school coordinator before leaving the school.

3I-7. **IF GRADE 12:** Do you have the completed Grade 12 School Questionnaire?

☐	Yes	
☐	No	Collect it on assessment day.

Procedure 3I-7 is for grade 12 schools. If the school coordinator has collected the completed grade 12 School Questionnaire from the principal, collect it now. Otherwise, you will collect it on assessment day.

Procedure 3J. Make Assessment Arrangements

In **Procedure 3J,** you will schedule the assessment sessions. The procedure begins with a list of materials you will need to complete the task.

To complete this task, you'll need:

- the Administration Schedule;
- if ESBQ, the *ESBQ Sample Questions Booklet*;
- the Inclusion Worksheet, if separate accommodation sessions;
- if NIES, the NIES Administration Schedule;
- Volunteer Certificates (if needed);
- a Teacher Notification Letter;
- a Teacher Observer Letter;
- the *Teacher's Guide* (one per Teacher Questionnaire);
- the *Sample Questions Booklets* and Frameworks, if necessary; and
- Student Appreciation Certificates (if grades 8 or 12).

3J-1.	▪ Review QCB label and check one:	
	☐ School is a "Take-All" school.	▪ Continue with **Procedure 3J-2**.
	☐ School is NOT a "Take-All" school.	▪ Skip to **Procedure 3J-4**.

3J-2. Please tell me how you would like students grouped on assessment day. Students can be grouped by homeroom or another way.

☐	Homeroom	
☐	Another Way	Specify: _____

You will begin this procedure by determining how the students will be grouped in the Take-All schools. Schools are identified as "Take-All" if the number of students enrolled in the sampled grade is less than or equal to the number of students sampled to take NAEP. Most Take-All schools are grade 4, since NAEP allows us up to 120 grade 4 students to be sampled. The label on the front cover of the QCB will inform you if the school is a Take-All school. If it is, ask the school coordinator if the students should be grouped by homeroom or in another way. Record how the school would like the students to be grouped.

Once the school coordinator has identified the classroom in which each student should be assessed, **Procedure 3J-2** instructs you to record this information in column **C** of the Administration Schedule.

3J-3.	▪ Review column **C** on the Administration Schedule(s) for locator information.	
	☐ Column **C** is blank on Administration Schedule(s).	• Record locator for each student.
	☐ Column **C** is completed on Administration Schedule(s).	• Ask school coordinator to verify the locator for each student and make any corrections.

Record any notes about how students should be grouped:

_____

_____

_____

_____

In **Procedure 3J-3,** you will review column **C** on the Administration Schedule(s) for student locator information. Any blanks in the column need to be filled in if students are to be assessed in their homerooms. If students are to be assessed in their homeroom or other intact class, you will need to reorganize the Administration Schedule after the visit. There is space in **Procedure 3J-3** for you to record any notes that are pertinent to how the school would like the students to be grouped.

3J-4. **IF SCHOOL WAS SELECTED FOR ESBQ:** At the end of the session, the students will be asked fewer than 10 additional student background questions. The data from these extra background questions will be used to research how to improve the socioeconomic status indicator used by NAEP. The questions will take 5 minutes. Here is a copy of the questions and their rationales for you to share with school staff or parents who may be interested. (Show *ESBQ Sample Questions Booklets.*)

ESBQ Participation—Check the appropriate status:

- ❑ **Cooperating—**The school will participate in ESBQ.
- ❑ **Pending—**(Default disposition; update this status when a school provides a decision). Enter a callback date and time: _____.
- ❑ **Refusal—**The school has said that they will not participate in the survey.

  Record reasons: _____.

After the visit, contact your supervisor immediately.

Procedure 3J-4 is specific to schools selected for the ESBQ. For these schools, you will show the school coordinator an *ESBQ Sample Questions Booklet*, which contains the questions asked of students and the rationale for the questions. Explain to the school coordinator that the additional questions will take students an extra 5 minutes at the end of the session. Assume that the school will allow the students to participate, unless the school coordinator indicates otherwise. Place a check mark in the Participation Status code, and then continue with **Procedure 3J-5.** After the preassessment visit, you will enter the ESBQ participation status in the Special Studies tab of the SCS.

NOTE: In the SCS, all ESBQ schools are set to a default status code of Pending. You must change the disposition when a school provides a decision on participating. The disposition codes are Cooperating, Pending, and Refusal.

3J-5. Now I'd like to verify the date(s) and set the time and location for each of the regular and accommodation sessions scheduled for your school. My records show that we will be conducting _____ (*number*) regular assessment session(s) in your school on _____ (*assessment day*).

Each regular session will take approximately 90 minutes.

Let's start with the regular session(s). As I name the session, please tell me at what time we can begin the session and where the session can be held.

- Record the start time and location for each regular session on the front of the QCB.

In **Procedure 3J-5,** discuss the time and location for each of the regular and accommodation sessions. You should plan to conduct all regular sessions at the same time. Begin with the regular sessions, and record the start time and location for each regular session on the front cover of the QCB.

3J-6. **IF SEPARATE ACCOMMODATION SESSIONS WILL BE HELD:** We've also determined that we will need to conduct _____ *(number)* separate accommodation session(s). Some of these sessions may take longer than 90 minutes, if the students need extra time.

As I name the session, please tell me at what time we can begin the session and where the session can be held.

- Read the separate accommodation sessions as grouped on the Inclusion Worksheet. Record the start time and location for each accommodation on the front of the QCB.
- As a rule of thumb, schedule one separate accommodation session during the regular session, and schedule any others after the regular session. Separate accommodation sessions administered by school staff can be scheduled during the regular session.
- If school staff are going to administer a session, determine if the school coordinator would like the teachers to be given scripts ahead of time; and if so, leave a copy.

If separate accommodation sessions will be held, discuss the time and location for each in **Procedure 3J-6.** Use the Inclusion Worksheet to identify the separate accommodation sessions.

When possible, schedule one separate accommodation session at the same time as the regular sessions. Additional accommodation sessions should be scheduled after the regular sessions are completed. If the school only has two separate accommodation sessions and two regular sessions, you may schedule them simultaneously as long as you have an available AA on your team. School staff administering accommodation sessions should be scheduled for after the regular assessment, when possible. Record the time and location of the separate accommodation sessions on the QCB cover.

If the school coordinator requests all of the regular and accommodation sessions scheduled at the same time, you can ask the school coordinator if there are school staff available to conduct an accommodation session. While a school staff person can administer an accommodation session in order to fulfill this request, note that only an AA is allowed to conduct the regular session.

This year, school staff administering the assessment may receive a copy of the session script before assessment day. Plan to leave at least one copy with the school coordinator during the preassessment visit and have extras available on assessment day. School staff should return the School Staff Accommodation Scripts at the end of the assessment.

Occasionally, a school will refuse an accommodation session due to scheduling or staffing problems (e.g., if the student requires the test be administered by a school staff member but that staff member is not available). In these instances, students assigned to that session will be coded Administration Code **45** – Accommodation scheduling problem on the Administration Schedule, column **Q.**

3J-7. **IF NIES WILL BE HELD:** We will also be conducting the NIES Survey with ____ (*number*) students. The survey will take approximately 15 to 20 minutes. When do you want the NIES to be conducted?

- ☐ After the session.
- ☐ Later in the day.

- Record the start time and location for each NIES session on the front cover of the QCB.
- If the school coordinator does not want to conduct the NIES Survey on the day of the assessment, record the suggested survey day and time below and speak with your supervisor about scheduling staff to return to the school:

Date/Time: _____

We plan to notify students of their selection of the NIES at the end of the regular session by distributing an appointment card. The NAEP representative administering the regular session will place an appointment card on the student's desk. The appointment card provides information to the student about his/her selection in the NIES and the date, time, and the location the student should go to attend.

- If the school coordinator objects to using the NIES appointment cards to notify students, ask the school coordinator how he/she would like to notify the student.

In **Procedure 3J-7,** make arrangements for the NIES session. Refer to chapter 9 for a detailed decription of making NIES Survey arrangements.

Next, update the NAEP 2009 Listing of Sampled Students based on the Administration Schedule with any new enrollees. Also, update the NAEP 2009 Listing of Sampled Students for any students who are excluded, or have a code of **51, 54,** or **55.** Also, record the accommodation group number next to the student name before making copies for teachers. Your AA can do this task.

3J-8. Teacher support for NAEP is very important. We find that the more teachers are aware of NAEP, the better our student attendance is for the assessments. Before I leave today, I will provide you with a Teacher Notification Letter and a list of the students selected for NAEP. This letter briefly explains NAEP and lists the date, time, and location of the assessment.

Please distribute this letter to your [*4th/8th/12th*]-grade teachers along with the names of the selected students, so the teachers can plan accordingly. I also have a supply of the *Teacher's Guide to NAEP* publication that you can distribute to teachers. This guide provides detailed information about NAEP that is of specific interest to teachers.

We also suggest that you announce NAEP at your next faculty meeting, so teachers will not assign a test or activity during NAEP assessment time.

- Provide as many *Teacher's Guides* as many as there are Teachers, (no more than 5).

If NIES: Before I leave today, I will provide you with a Listing of Sampled Students for NIES to give to the teachers of students selected for the NIES.

In **Procedure 3J-8,** discuss teacher support for NAEP. Ask the school coordinator to distribute the Teacher Notification Letter. The Teacher Notification Letter briefly explains NAEP and specifies the dates, times, and locations of the assessment sessions. The school coordinator may copy this letter and provide it to all of the teachers in the selected grade.

Provide copies of the *Teacher's Guide to NAEP* publication, which includes detailed information about NAEP that is of specific interest to teachers. Provide one guide per teacher, leaving a maximum of five at the school.

3J-9.

☐ Frameworks and/or *Sample Question Booklets* were distributed by the NAEP State Coordinator.	▪ Continue with **Procedure 3J-10.**
☐ No Frameworks and/or *Sample Question Booklets* have been distributed.	

IF FRAMEWORKS AND *SAMPLE QUESTIONS BOOKLETS* WERE NOT DISTRIBUTED: I also have a set of subject Frameworks for you. Your teachers may be interested in reviewing these Frameworks.

Here [*is a/are*] Sample Questions Booklet(s) for grade [*4th/8th/12th*] for you [*and your principal*]. You can also show the booklet(s) to parents or other interested parties who have questions about the NAEP assessment.

If the NAEP State Coordinator has not already done so, give the school coordinator a set of Frameworks and the *NAEP Sample Questions Booklet* in **Procedure 3J-9.**

3J-10. I also have a *Measure Up* newsletter that contains NAEP and other assessment news targeted to teachers.

- Distribute *Measure Up*.

Private Schools: I also have a brochure on how to locate private school results for NAEP on the web.

- Distribute Locating Private School Results on the Web.

For grades 4 and 8, distribute the *Measure Up* newsletters. For private schools in your assignment, distribute the brochure titled *Locating Private School Results on the Web.*

3J-11 **IF GRADE 8 OR 12:** I have brought Student Appreciation Certificates to inform selected students of the time and location of the assessment and to thank them in advance for their participation. Also, students selected for math, who have a section that requires a calculator, should bring their own scientific calculator to the assessment. We will have calculators available for students who don't have a calculator or forget theirs. These certificates notify students of the type of calculator they can use. Before I leave today, I will prepare the certificates for distribution as appointment cards. Will you distribute the certificates to the selected students before assessment day?

☐	Yes	
☐	No	▪ Record how the school will notify students and leave one copy of the certificate with the school coordinator if he/she elects not to use the certificates: _____

In **Procedure 3J-11,** show the school coordinator the Student Appreciation Certificates (grades 8 and 12 only). Explain that these certificates may be used to inform selected students of the time and location of the assessment and to thank them in advance for their participation. For students in grades 8 and 12, selected for math that require a calculator, as indicated by "MC" in column **C** of the Administration Schedule, you also have special certificates asking students to bring a calculator to the session. The school is not required to use them. If the school does use the certificates, you or the assisting AA will prepare them and leave them for the school coordinator. Ask the school coordinator how he/she will distribute the certificates and record the response.

If the school coordinator elects to not use the certificates as appointment cards, record how the school plans to notify the students.

3J-12. We have found that students respond more positively when they know that the assessment has the backing of the school administration.

Is it possible for the principal or another school staff member to encourage students to do their best on NAEP during the daily announcements or to be present at the beginning of each session to introduce the assessment and reinforce its importance to students?

- ☐ Yes ▪ Record details: _____
- ☐ No

Procedure 3J-12 explains to the school coordinator that students respond more positively to the assessment when they know it has the backing of the school administration. Ask if it is possible to include an announcement to encourage students to do their best or to possibly have a staff member introduce the assessment at the beginning of each session.

3J-13. We encourage a teacher to stay in each room during the assessments.

Is it possible to have teachers present in each session?

- ☐ Yes
- ☐ No

In **Procedure 3J-13,** ask the school coordinator if it is possible to have a teacher be present in each session. If yes, review the Teacher Observer Letter.

3J-14. NAEP guidelines stipulate that a makeup session must be scheduled if less than 90 percent of the students are present on assessment day. It is critical that every effort be made to ensure that all students who are in school and selected for the assessment attend the sessions. If needed, I'll discuss makeup arrangements with you as part of a debriefing interview on assessment day.

In **Procedure 3J-14,** explain to the school coordinator that a makeup session must be scheduled if less than 90 percent of the students are present and participate on assessment day.

3J-15. The materials we have completed today will be placed in the [red/blue] NAEP Storage Envelope (red envelope for grades 4 and 8, blue envelope for grade 12) that was included in your Preassessment Packet. I will need to access the NAEP Storage Envelope as soon as I arrive on assessment day. In the event that you are unavailable when I arrive, where will the NAEP Storage Envelope be stored and which staff person can retrieve it for me?

Location: _____

Staff Person/Title: _____

You will ask the school coordinator where the NAEP Storage Envelope will be located when you arrive on the day of the assessment. Finally, ask where you will be able to locate the school coordinator when the assessment sessions are complete, so you can conduct a debriefing interview, and record the information in **Procedure 3J-15.**

Procedure 3K. Discuss Logistics Questionnaire

In **Procedure 3K,** you will review and gather logistical information for the assessment. The procedure begins with a list of the items you will need to complete the task.

To complete this task, you'll need:

- Completed Logistics Questionnaire (if applicable).

While you were working independently, you were instructed to review the Logistics Questionnaire and note the status of it in **Procedure 3K.**

3K-1. So that we may be more sensitive to the needs of your students, could you tell us if there have been any traumatic events that have affected your school, students, or community in the past year?

_____

_____

In case of an emergency, how can you be contacted from the classroom?

_____

_____

3K-2.

- Follow the directions associated with the box you checked while working independently.

☐	Logistics Questionnaire not completed.	• Continue with **Procedure 3K-3.**
☐	Logistics Questionnaire completed but needs review.	• Review questions you have with the school coordinator.
☐	Logistics Questionnaire completed. No further review necessary.	• Place Logistics Questionnaire in QCB. Continue with **Procedure 3L-1.**

In Procedure 3K-1, ask the school coordinator about traumatic events in the school and record how your staff should proceed in the event of an emergency. **Procedure 3K-1** should be discussed with every school coordinator, regardless of whether the Logistics Questionnaire has been completed.

3K-3. **NAEP 2009 LOGISTICS QUESTIONNAIRE (REPRINTED)**

On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?

_____

_____

We will wear our NAEP Identification Badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?

_____

_____

Is there a room where the assessment team may work until it is time to go to the assessment locations and a place for our team to work after the assessment?

_____

_____

Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?

_____

_____

How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?

_____

_____

How should we dismiss students when the assessment session is over and the materials have been collected and accounted for?

_____

_____

Is there anything scheduled that might interrupt the assessment session, such as a fire drill or assembly?

_____

_____

When the assessment is over, I will need to conduct a short debriefing interview with you and give you the completed NAEP Storage Envelope that will contain the names of the selected students and participating teachers. Where can I find you after the assessment sessions are over?

_____

_____

In **Procedure 3K-3,** if the Logistics Questionnaire was not completed, you will have to go over it now with the school coordinator. The questionnaire is reprinted in the QCB in **Procedure 3K-3.**

3L-1. **IF NECESSARY:** Let's confirm the date(s) and time(s) I'm scheduled to call you back to collect the outstanding data.

- Confirm callback date(s)/time(s) and the outstanding information needed. Enter date/time in your calendar.

  Callback Date: _____ Time: _____

- Check off needed information.

  ____ Parent/Guardian Notification Letter (Original Sample)

  ____ Parent/Guardian Notification Letter (New Enrollee Sample)

  ____ SD/ELL Questionnaires

  ____ Discuss accommodations and complete Inclusion Worksheet

  ____ Other:_____

SEND A REMINDER E-MAIL PRIOR TO THE SCHEDULED CALLBACK. MARK THIS ON YOUR CALENDAR. SEE CHAPTER 4 FOR AN E-MAIL TEMPLATE.

If the school coordinator completed the Logistics Questionnaire and you have no questions, you will skip to **Procedure 3L-1,** Confirm the Callback. Confirm any required callbacks you have scheduled with the school coordinator. Mark in your calendar to send a reminder in an e-mail to the school coordinator prior to the scheduled callback.

3L-2. **IF GRADE 12 HIGH SCHOOL TRANSCRIPT STUDY:**

- Please be aware that another NAEP representative may be contacting you regarding your school's involvement in the High School Transcript Study in a few weeks. The High School Transcript Study is a periodic survey of transcripts from high school graduates and is separate from what we have discussed today. Your principal has been notified about the High School Transcript Study and has been sent information about it.

3L-3. Do you have any questions before I leave? _____

_____

- Respond to questions, as necessary. Continue with **Procedure 3L-4.**

3L-4.

- I need to go back to where I was working to take care of a few more items, including making some photocopies. I appreciate all the time you have taken to help me prepare for the assessments. Before I leave today, I will have a few things to give you. Where can I find you?

_____

Procedure 3L-2 applies to only grade 12 schools selected for the High School Transcript Study (HSTS). The HSTS is a period survey of transcripts of high school graduates. A NAEP representative assigned to work with the schools selected for this study will contact his/her assigned schools after each preassessment visit in January. If a school coordinator has any questions about the HSTS, make note of it and contact your supervisor after the call. The NAEP supervisor assigned to the HSTS at a school will return the call and follow up with the school coordinator. In this procedure, the AC needs only to inform the school coordinator that another NAEP representative might be in contact to discuss his/her school's involvement.

To complete **Procedure 3L-3,** answer any questions the school coordinator may have. The preassessment visit with the school coordinator is now complete.

Excuse yourself to return to your work area to complete a few additional tasks in **Procedure 3L-4** before leaving the school. Return the NAEP Storage Envelope to the school coordinator before you leave the school.

Procedure 4. Complete Additional Tasks Before Leaving the School

In **Procedure 4,** you will return to your independent work area to complete the preassessment visit wrap-up activities. **Procedure 4A-1** is a checklist of tasks to guide you through completing the tasks before leaving the school.

4A-1.

Return to the work area to complete the remaining preassessment visit tasks.

- ☐ Enter a Planning Code in column **N** on the Administration Schedule for each student.
  1 = Assess without accommodation(s)
  2 = Accommodation(s) offered in regular session
  3 = Accommodation(s) offered in separate session
  4 = Not applicable
- ☐
  - Record the start time and location for each regular, and accommodation session on the Teacher Notification Letters now.
  - Update the listing of sampled students based on the Administration Schedule (new enrollees, excluded students, and any student with an Administration Code of **51, 54,** or **55**). Also, note the accommodation group number next to the student. Make sure this step is completed before making copies for teachers.[1]
- ☐ If grade 8 or 12: Prepare the back of the Student Appreciation Certificates. Also, prepare the appointment cards with the calculator note on the back.
- ☐ Prepare NAEP Storage Envelope by making photocopies of the following documents (keeping the original in the School Folder):
  - Administration Schedule(s),
  - ESBQ Administration Schedule,
  - SD/ELL Roster of Questionnaires,
  - Grade 12 Roster of Questionnaires,
  - Grade 4 or 8 Roster of Questionnaires, and
  - Inclusion Worksheet.

  Also, place the following documents in the NAEP Storage Envelope if you haven't done so already:
  - Student Information Report(s),
  - Original List of Students,
  - Current List of Students, and
  - New Enrollee Listing Form (if completed).

FOR ALL NIES SCHOOLS:

- ☐ Prepare Questionnaires for newly identified schools.
- ☐ For each eligible NIES student, record their reading and math teacher number on the NIES Administration Schedule.
- ☐ Record session information on the Teacher Notification Letter and update Listing of Sampled Students for NIES.
- ☐ Make a photocopy of the NIES Administration Schedule and the NIES Roster of Questionnaires and place them in the NAEP Storage Envelope.
- ☐ Place the original of the NIES Student Information Report in the NAEP Storage Envelope.

FOR ALL SCHOOLS:

- ☐ Give the completed NAEP Storage Envelope and other items (questionnaires, certificates, prepared appointment cards etc.) to the school coordinator.

[1] AA can do this.

- Code the Administration Schedule(s) for students receiving accommodations. In column **N** of the Administration Schedule(s), enter one Planning Code (**1–4**) for all students, as described in chapter 1 on page 1.16. As a rule:
  - If a student is identified as withdrawn or excluded at the preassessment visit, the student is assigned a **4** in column **N**.
  - At the preassessment visit, if there are student or parent refusals, the student is assigned a **4** in column **N**.
- Record the start time and location for each regular and accommodation session on the Teacher Notification Letter.
- Update the NAEP 2009 Listing of Sampled Students by lining through the names of students who are withdrawn, ineligible, or excluded, and by identifying students who will be assessed in accommodation groups together. Schools can use this list to release students selected for NAEP from class.
- If grade 8 or 12, prepare the back of the Student Appreciation Certificates.
- Prepare the appointment cards with the calculator note.
- Finally, prepare the NAEP Storage Envelope by making photocopies of the following (keeping the originals in the School Folder):
  - the Administration Schedule,
  - the ESBQ Administration Schedule (if applicable),
  - the Grade 4 or 8 Roster of Questionnaires,
  - SD/ELL Roster of Questionnaires,
  - Grade 12 Roster of Questionnaires,
  - Grade 4 or 8 Roster of Questionnaires, and
  - the Inclusion Worksheet.
- Place these other documents in the NAEP Storage Envelope:
  - Student Information Report(s),
  - Original List of Students Submitted for Sampling,
  - Current List of Students, and
  - the New Enrollee Listing Form (if completed).

Prepare questionnaires for newly identified NIES schools. Also, record the reading and mathematics teacher numbers onto the NIES Administration Schedule. Update the Teacher Notification Letter and the Listing of Sampled Students for the NIES. See page 9.11–9.13 for more information.

- Make a photocopy of the NIES Administration Schedule and the NIES Roster of Questionnaires. Place these items in the NAEP Storage Envelope.
- Provide the school coordinator with the updated Listing of Sampled Students for the NIES.
- Place the NIES Student Information Report in the NAEP Storage Envelope.

Fill out the assessment date and time on the cover of the NAEP Storage Envelope. Finally, before you leave the school, provide the complete NAEP Storage Envelope to the school coordinator and other items such as questionnaires or certificates.

Record After Visit

4A-2. Were there any problems during the preassessment visit?

☐ Yes

☐ No

▪ Record comments:

_____

_____

_____

4A-3. How long were you in the school?

(a) Working independently both before and after the actual visit with the school coordinator:

____ hour(s) _____ minute(s)

(b) Working with the school coordinator:

____ hour(s) _____ minute(s)

Westat is interested in obtaining feedback from you, the AC, about the preassessment visit to help improve the process in future years of NAEP. Your answers to **Procedures 4A-2** and **4A-3** of the QCB will provide summary information about any problems experienced during the preassessment visit and how long the visit took.

ENTER THIS DATA ON THE "PREASSM'T" TAB IN THE SCS

Ensure you have all the data necessary to enter in the SCS after the visit:

Select the Sample of Newly Enrolled Students.

☐ **Procedure 2A-2,** page 2.4 and **Procedure 2A-3,** page 2.5

Student Sampling Summary Report, if necessary.

☐ **Procedure 3C-3,** page 2.20

Complete the Inclusion Worksheet and Discuss Accommodations and the Number of Excluded Students.

☐ **Procedure 3E-5,** page 2.24

Discuss Parent/Guardian Notification.

☐ **Procedure 3G,** pages 2.26 – 2.27

NIES and ESBQ Schools

Confirm School as NIES (you must update this field for every school).

☐ **Procedure 3H-1,** page 2.28

ENTER THIS DATA ON THE "SPECIAL STUDIES" TAB IN THE SCS

Discuss, NIES, if applicable (Procedure 3H-6, page 2.30).

☐ NIES participation status

Discuss ESBQ, if applicable (Procedure 3J-4, page 2.34).

☐ ESBQ participation status

Finally, you can either use page 2.43 in the QCB as a checklist of items to enter into the SCS, or you can record the actual data that you will be entering into the SCS after the visit. All of the information needed to complete this table will be found within the QCB. Be sure you have all of the information required to enter into the SCS before you leave the school.

The preassessment visit is now finished.

Chapter 4 Summary

Upon completing this chapter, you should now be able to:

- Demonstrate how to use the QCB to complete the following preassessment activities:
  - Collect materials from the school coordinator,
  - Complete independent work, and
  - Conduct the preassessment visit.

Test Your Knowledge

Instructions: Select the answer that best completes the statement or answers the question.

1. During the portion of the preassessment visit when you work independently, which of these steps will you NOT complete?

- **a.** review the Logistics Questionnaire
- **b.** select the sample of newly enrolled students
- **c.** update SD and ELL classifications
- **d.** record assessment arrangements

2. Students might be marked "ineligible" on the Student Information Report for several reasons. Which of these reasons would NOT result in the student being classified as "ineligible"?

- **a.** The student refused to participate.
- **b.** The student is not in the grade being assessed.
- **c.** The student is homeschooled.
- **d.** The student attends all classes off campus.

3. During the preassessment visit, you will transcribe the information from the SD and ELL Questionnaires onto the _____.

- **a.** Administration Schedule
- **b.** Student Information Report
- **c.** NIES Roster
- **d.** Inclusion Worksheet

4. Which of the following is intended to guide you through the process of planning for accommodation arrangements?

- **a.** the *NAEP Sample Questions Booklet*
- **b.** the *Accommodations for NAEP Flip Chart*
- **c.** the SD/ELL Roster of Questionnaires
- **d.** the Administration Schedule

5. If a school staff member is required to administer an accommodation session but is not available on assessment day, that student should receive Administration Code:

- **a.** **67, 68,** or **69** (SD/ELL-required accommodation not available)
- **b.** **45** (Accommodation scheduling problem)
- **c.** **40** (Temporary)
- **d.** **48** (Other, specify on cover)

Answers: 1-d, 2-a, 3-d, 4-b, 5-b

CHAPTER 5

AFTER THE PREASSESSMENT VISIT

The activities you will complete after the preassessment visit are designed to make the assessments in your area go as smoothly as possible.

This chapter describes the activities that take place immediately after the preassessment visit. These activities include completing all the required paperwork after the visit, scheduling assessment administrators (AAs) to conduct the sessions, organizing the materials you will need for the assessment, and ordering any additional materials, as needed. At the conclusion of the chapter, you should be familiar with the activities described above.

5 After the Preassessment Visit

Procedure 1. Record That the Preassessment Visit Is Complete on the Back Cover of the QCB

The Record of Preassessment Contacts, located on the back cover of the *Quality Control Booklet* (QCB), is for you to record each contact or attempted contact with the school during your preassessment activities. These include telephone calls, voice-mail messages, e-mails, and in-person visits.

The preassessment visit is one of your most important contacts, but many assessment coordinators (ACs) forget to record it here. Record the date, time, and the result of the contact.

Record of Preassessment Contacts			
Date	Time	Spoke With	Result

Procedure 2. Record the Callback Date(s) and Time(s) in Your Calendar

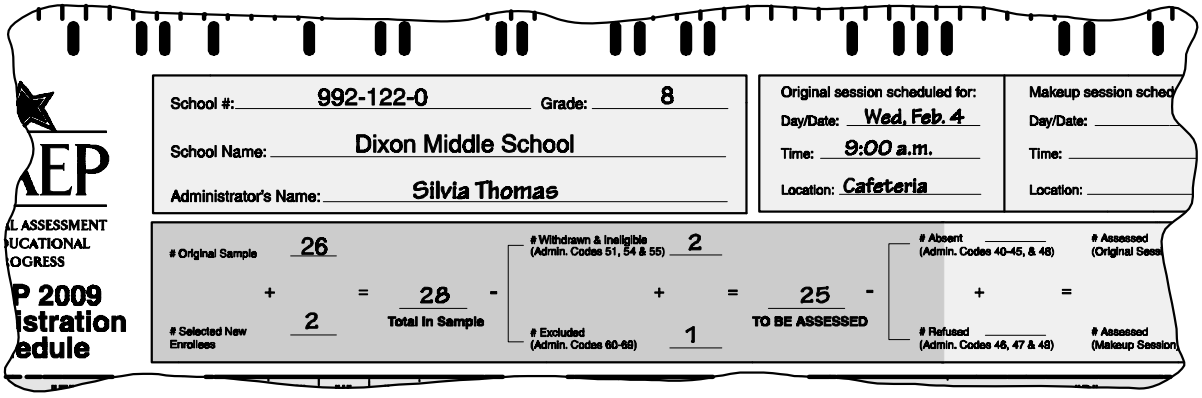
Check **Procedure 3L-1** of the QCB. If you have scheduled any callbacks to the school coordinator, you should have recorded them here. Copy the date(s) and time(s) for the callback(s) from this page into your appointment calendar, so you remember to make the callbacks at the agreed-upon time.

Procedure 3. Place the Dated Copy of the Parent/Guardian Notification Letter in the School Folder

If you did not do so during the preassessment visit, place the dated copy of the Parent Guardian Notification Letter in the School Folder. If you did not receive a dated copy of the letter, remember to place it in the School Folder when you do acquire it from the school coordinator. As a reminder, the assessment cannot begin until you have collected the Parent/Guardian Notification Letter.

Procedure 4. Complete Part 1 of the Summary Box at the Top of the Administration Schedule

Complete the first part of the Summary Box, as shown in the shaded portion of the example below:



- The number of students in the original sample should have been preprinted by Pearson or already entered by you on the line labeled **# Original Sample.** If not, enter the total number of students originally listed on the Administration Schedule.
- On the line labeled **# Selected New Enrollees,** enter the number of students you added to the Administration Schedule coded as a **1** in column **M.**
- Add the **# Selected New Enrollees** to the **# Original Sample.** Enter the sum on the line labeled **Total in Sample.**
- On the line labeled **# Withdrawn & Ineligible,** enter the total number of selected students who have withdrawn from the school (Administration Code = **51**), and any students who are ineligible (Administration Codes = **54** and **55**).
- On the line labeled **# Excluded,** enter the total number of selected students who were excluded from the assessment by the school (Administration Codes = **60-69**).
- Subtract the **# Withdrawn and Ineligible** and the **# Excluded** from the **Total in Sample,** and enter the difference on the line labeled **TO BE ASSESSED.**

If there is missing student information to be collected on the assessment day that may affect these summary totals, you may wait to complete this procedure until you have obtained the missing information from the school coordinator. Now that you know the session information, you can complete the date, time, and location at the top of the Administration Schedule.

If the school is participating in the Extended Student Background Questionnaire (ESBQ), repeat the steps above for the Summary Box on the ESBQ Administration Schedule.

If the school is participating in the NIES, repeat the steps above for the Summary Box on the NIES Administration Schedule.

Procedure 5. Place Completed Questionnaires in the Session Box

You have collected and updated several forms during the preassessment visit. If you collected completed hardcopies of the SD and/or ELL Questionnaires from the school coordinator, you should band these together and place them in Session Box 1. You will ship them back to Pearson after the assessment. Hold onto any blank SD and/or ELL Questionnaires that were completed online. You will give them to the school coordinator to dispose of them after the assessment.

Procedure 6. Enter Pertinent Information Into the SCS

Go back through **Part 2** of the QCB and identify the information you are required to enter into the School Control System (SCS). Look for the SCS icons to help you find the items that require SCS entry. Refer to the *SCS User's Guide* in *Systems: The AC Guide to Using NAEP Systems* for details on entering this information.

Procedure 7. Review and Revise the Assessment Schedule

You are responsible for scheduling the assessment administrators (AAs) on your team. Develop a tentative AA schedule and distribute it to your team at the AA Training. After each preassessment visit, you should review and revise this schedule as necessary.

To determine the number of AAs required for a school:

- First, review the number of regular and separate accommodation sessions listed on the cover of the QCB.
- Then, schedule enough AAs to conduct all regular sessions and one separate accommodation session simultaneously.
- Additional accommodation sessions should be scheduled after the regular sessions are completed.
- If a school has only two separate accommodation sessions and two regular sessions, you may schedule them simultaneously as long as you have an available AA on your team.
- Generally, assign one AA per regular or separate accommodation session.
- Because all regular sessions can be conducted in the same room (the timing and the session scripts for all subjects are the same), some schools may ask that you conduct large, combined sessions. While this is not encouraged, space constraints in some schools make it necessary. It is important that you have the appropriate number of AAs scheduled to conduct and monitor these sessions. Plan to have one AA for every 30 students in combined sessions.

7A. Enter names of AAs on the front cover of the QCB.

You will enter the AA assignments in the **Contact Summary, Schedule for Regular Assessment Sessions, Schedule for Accommodation Sessions,** and **Schedule for NIES Survey Sessions** boxes on the front cover of the QCB, as shown below.

NAEP 2009
QUALITY CONTROL BOOKLET

School Information

School ID #: 992-122-0 Region: FL Area: 2

Assessment Date: 02/04

School Name: DIXON MIDDLE SCHOOL

School Address: 12399 EASTERN AVENUE
OAKLAND, FL 12345

Telephone # (309) 755-5234

Principal: MARILYN BERNARD

School Coordinator: SAM STEWART

Telephone # (309) 755-5234

Sessions: RS0801, RS0802, RS0803

NIES: YES

ESBQ: YES

HSTS: NO

Take All: NO

Student Sampling Summary Report? YES

Contact Summary

AC:
Sally Richardson

PAV Conducted By:
Sally Richardson

Date PAV Completed:
January 14

Assigned AAs:
Mary
Janet
Silvia

Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA
RS0801	34	02/04	9:00 am	Cafeteria	Mary
RS0802	34	02/04	9:00 am	Cafeteria	Janet
RS0803	27	02/04	9:00 am	Cafeteria	Silvia

Schedule for Accommodation Sessions

Group #	# of Students	Date	Time	Location	Assigned AA
1	2	02/04	12:30 pm	Music Room	Mary
2	2	02/04	12:30 pm	Library	Silvia
3	1	02/04	9:00 am	Rm. 402	Mrs. Parks, Staff

Schedule for NIES Survey Sessions

# of Students	If Grade 8: Read Aloud?	Date	Time	Location	Administrator
2	No	02/04	11:00 am	Cafeteria	Sally Richardson

7B. Become familiar with situations that may affect your assessment schedule.

Previous NAEP assessments have taught us that assessments generally run smoothly and according to procedure. On occasion, however, you may encounter a situation that requires special attention, such as those described below. Even though these situations occur infrequently, you must know how to handle them. Remember to document and discuss any unusual situations with your supervisor.

- **Makeup Sessions.** A makeup session is a small session that must be held at a given school on a later date if the attendance at the school is below 90 percent. It is best to complete the makeup as soon after the original session as possible. Be sure to examine your calendar to be certain that your schedule will accommodate the date suggested by the school. You may schedule an AA to return to the school to conduct the makeup session without you. If the school is eager to get the makeup out of the way but the dates it offers conflict with your team's schedule, talk to your supervisor about the possibility of someone else covering the session.

- **Accommodation Sessions.** Separate accommodation sessions may be conducted for students with disabilities (SD) and/or English language learners (ELL). You will need to be familiar with the differences in the administrative process of these sessions as well as with the allowable accommodations for these students. In schools with four to six regular sessions, schedule regular sessions in the morning and separate accommodation sessions afterward to match the total number of AAs on your team. In schools with three or fewer regular sessions, schedule as many separate accommodation and regular sessions concurrently as the number of AAs you have on your team. In staffing sessions where students will be accommodated, remember that it is important that the AA assigned to the session be comfortable working with special needs children. For example, an AA with a special education background would be ideal.

  If students are being accommodated as part of the regular session, the AA administering the session may need additional help. Depending on the nature of the accommodations, an additional AA for every three to five accommodated students might be necessary. Each AA should know in advance the student(s) with whom they will be working and the nature of the accommodation. Accommodation information is communicated to your AAs via the Assessment Information Form (on page 5.9).

- **When the AA Cannot Conduct the Session.** The assessment rules specify that only an individual who attended the AA Training can administer the assessment. The exception to this is when a school staff member administers an accommodation session. This may happen when a school wants accommodation sessions conducted at the same time as the regular sessions or when a student's accommodation requires a familiar person to administer the assessment. In this case, ask the school coordinator to assign one or more school staff members to administer the accommodations sessions and provide the school coordinator with a copy of the session script. These school staff members must sign the Accommodation Teacher Letter.

- **Multiple Sessions.** In grade 12 schools, you may need to schedule several sessions in an attempt to assess as many students as possible. Contact your supervisor immediately if you will need additional AAs to cover the multiple sessions scheduled in the school.
- **Rescheduling Sessions Due to Bad Weather.** In some areas of the country, bad weather could prevent the school from holding a scheduled assessment or prevent you from reaching the school. If a school is closed due to inclement weather, contact the school coordinator the following morning to reschedule. The school's decision to open or delay opening will depend largely on whether the buses can run. If the school opens the following day, you should be able to make it to the session, unless you already have sessions at another school scheduled that day. Be alert for changes in the school's schedule.
- **The School Postpones the Assessment.** If the school coordinator calls to inform you that the school will need to postpone the assessment, attempt to reschedule it immediately. Be sure to notify your supervisor of any schedule changes. The changes could have an effect on the schedule in other areas or require the use of a Troubleshooter AA. Troubleshooter AAs are assigned to each territory to assist where needed.
- **Conducting Sessions in Spanish.** In order for an AC or AA to administer an assessment in Spanish, he/she needs to be NAEP-certified. Therefore, any AAs who have not passed the written and verbal Spanish certification cannot administer NAEP sessions in Spanish (bilingual booklet or bilingual directions read aloud). Once an AC or AA passes the NAEP Spanish certification, he/she is considered certified on NAEP.

Procedure 8. Communicate Assessment Information to Your AAs Using the Assessment Information Form

The Assessment Information Form (on page 5.8) communicates specific information to your AAs about each school and the accommodation sessions being held at the school. Fill out one Assessment Information Form for each school either on a hardcopy or electronically. The Assessment Information Form can be distributed to AAs by regular mail or in person 1 to 2 weeks before each assessment. The method you choose may depend on your geographic proximity to the members of your team. Student names should never be written on the Assessment Information Form.

Assessment Information Form

ACCOMMODATION SESSION INFORMATION

STUDENT INFORMATION

GROUP#	SESSION#	LINE#	SUBJECT	ACCOMMODATION(S) (circle all that apply)	NOTES	EXT: OOG SECT 1 STARTING		EXT: OOG SECT 2 STARTING	
1	R50801	15	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	9:55	9:37	10:02
2	R50803	14	M	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		9:10	9:55	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					
				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					
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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 (Admin Sched line #: accommodations required)
R50801	(R) / A	Cafeteria	9:00 am	Mary	
R50802	(R) / A	Cafeteria	9:00 am	Janet	
R50803	(R) / A	Cafeteria	9:00 am	Silvia	#2: EXT, OTH (Read Aloud to self) No "EXT" used
1	R / (A)	Music Room	12:30 pm	Mary	
2	R / (A)	Library	12:30 pm	Silvia	
3	R / (A)	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.

Procedure 9. Verify Assessment Materials and Order Any Additional Materials From Pearson or Westat

After each preassessment visit, check the Session Boxes you received for that school, gather other materials needed from your bulk supplies, and order additional materials, if necessary. It is important to verify school materials immediately after each preassessment visit so you will have adequate time to order and receive additional supplies from Pearson and/or Westat.

You are also responsible for making sure all materials and supplies used during the assessment remain in good condition. If you receive any damaged or misprinted materials or supplies that cannot be used, do not dispose of them. Contact Pearson for replacements. All damaged or misprinted booklets must be accounted for and returned to Pearson.

Security and Confidentiality Alert

Remember that you must account for all used and unused assessment booklets throughout the assessment process.

School Materials

After the completion of each preassessment visit, complete the following steps:

1. Open the school's Session Box(es) and check that the Bundle #s on the Administration Schedules match those on the Bundle Slips in the box, as shown on the following page.

Example of Bundle Slip and Administration Schedule

DESCRIPTION: TB, NAEP, 09, GR8, RS, BNDL - 16
BUNDLE #: 1006
INVENTORY #: N000012345
TI-108 CALCULATOR "C"
RULER/PROTRACTOR "P"
SET "G"
SET "V"
106
206
403
107 C
207
503
108 C
208
003
109
209
404
110 C
210
504
111 PV

DESCRIPTION: TB, NAEP, 09, GR8, RS, BNDL - 16
BUNDLE #: 1005
INVENTORY #: N000012345
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
502
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
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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
RS0603

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
NAEP 2009 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:
If Makeup Needed: Makeup Held ○ Makeup Not Held ○
Bundle #'s: 1005 1006
Session Number: RS0603

Original Sample 26 + # Selected New Sample 2 = Total in Sample 28 - # Withdrawn & Ineligible (Admin. Codes 01, 04 & 05) 2 + # Excluded (Admin. Codes 60-69) 1 = TO BE ASSESSED 25 - # Absent (Admin. Codes 40-45, & 49) + # Refused (Admin. Codes 46, 47 & 48) + # Assessed (Makeup Session) = # Assessed (Original Session) + = TOTAL ASSESSED

"A" Attem. (✓/A)	"B" Student Name	"C" Numerator of Other Leader	"D" Line of Subject	"E" Birth Date Month	Year	"F" Sex Code Between	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" Pred Pred Code	"K" ELL	"L" Pred Pred Code	"M" Acc. Code T1-M	"N" Planning Code	"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	4		2		2	1	401 193489 7		01	
02 ✓	Phillips, Susan	232	02 MC	0 2	9 5	2	3	1	1		2		2	2	101 023578 1		02	
03 ✓	Pierce, Tim	232	03 S	0 6	9 4	1	1	2	4		2		2	1	201 993461 4		03	
04 ✓	Price, Carol	232	04 R	1 0	9 4	2	1	1	4		2		2	1	501 110376 0		04	
05 ✓	Putnam, April	232	05 MC	1 1	9 4	2	2	1	1		2		2	3	102 910456 2	107 321479 0	05	
06 ✓	Qualls, Kimberly	232	06 S	0 9	9 4	2	5	1	4		2		2	1	202 103478 2		06	
07 A	Ramos, Marisol	232	07 R	0 1	9 5	2	3	3	4		1	2	2	1	001 004051 9		07	
08 ✓	Randal, Tyrone	232	08 MC	0 5	9 5	1	2	1	4		2		2	1	103 803987 0		08	
09	~~Reed, Julia~~	232	09 S	0 7	9 4	2	2	1	4		2		2	4	203 267931 5		09 5	4
10 ✓	Reynolds, Michael	232	10 R	0 9	9 4	1	1	1	2	4	2		2	1	402 245796 4		10	
11 ✓	Rivera, Pedro	232	11 M	1 2	9 4	1	3	2	4		1		2	3	104 723467 1	901 678912 4	11	
12 ✓	Robins, Sang	232	12 S	1 0	9 4	1	4	1	4		1	2	2	1	204 101456 6		12	
13	~~Rogers, Daniel~~	232	13 R	0 6	9 5	1	5	1	1		2		2	4	502 322019 0		13 6	1
14 ✓	Rowe, Christina	232	14 M	0 2	9 5	2	1	1	1		2		2	3	105 005061 3	107 498561 7	14	
15 ✓	Sanders, Tina	178	15 S	1 0	9 4	2	5	1	4		2		2	1	205 123579 1		15	

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 refused
47 = Student refused
48 = Other, specify on cover
49 = Session/subject refused by school

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (abuse)
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

2. Check that:

- the prefix numbers of the booklet IDs printed on the Bundle Slips match the numbers that are printed in column **O** on the Administration Schedule, and
- the Bundle Slip numbers match those preprinted in the upper-right corners of the Administration Schedule.

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

3. Check the materials in your shipment against the packing lists and Administration Schedule to verify that you have sufficient supplies.

Bulk Supplies
The remaining assessment materials are what NAEP calls “bulk supplies.” Bulk supplies refer to materials that you may or may not need at each session. Most of these materials will come from Pearson, but a few will come from Westat.

Pearson Bulk Supplies
Calculators and timers are located in your bulk supplies from Pearson and not in the Session Box. You will use the timers from your Pearson bulk supplies for every assessment. You will also use the calculators for every grade 4 assessment. The remaining bulk materials are for you to use if you need extra materials for your sessions.

Pearson Session Box Supplies
The following tables identify, by grade, the materials that will be packed in each Session Box.

Grade 4	RS and RN Sessions
Quantity	**Item**
1-2 bundles	Grade 4 Reading/Mathematics/Science Booklets (14 per bundle; 28 total booklets)
Varies	Mathematics Manipulative Set "G" (prepunched)
Varies	Mathematics Set "K," Foam Shapes
Varies	Rulers "R"
1	Sign "Testing in Progress—Do Not Disturb"
2	Rubber Bands
36	NAEP Pencils
28	Preprinted Student ID Labels (salmon)
1	Return Shipment Label
1–2 bundles	Grade 4 ESBQ Booklets, if needed (14 per bundles; 28 total booklets)
28	ESBQ Students ID Labels, if needed (salmon)
1–10 bundles	NIES Student Surveys (3 per bundle), if needed
Varies	NIES Student ID Labels, if needed (salmon)

Grade 8	RS and RN Sessions
Quantity	**Item**
1–2 bundles	Grade 8 Reading/Mathematics/Science Booklets (16 per bundle; 32 total booklets)
Varies	Mathematics Shapes "G" (student punches out)
Varies	Ruler/Protractor "P"
Varies	Mathematics one white flattened box and one NAEP Ruler/Protractor Set "V" (student punches out)
1	Sign "Testing in Progress—Do Not Disturb"
2	Rubber Bands
36	NAEP Pencils
32	Preprinted Student ID Labels (salmon)
1	Return Shipment Label
1–2 bundles	Grade 8 ESBQ Booklets, if needed (16 per bundle; 32 total booklets)
32	ESBQ Student ID Labels (salmon)
1–10 bundles	NIES Student Questionnaires, if needed (3 per bundle)
Varies	NIES Student ID Labels, if needed (salmon)

Grade 12	RS and RM Sessions
Quantity	**Item**
1–2 bundles	Grade 12 Reading/Mathematics/Science Booklets (16 per bundle; 32 total booklets)
Varies	Mathematics Spinner on Cardstock "N"
Varies	Mathematics Folding Card "O"
Varies	Mathematics Ruler/Protractor "P"
Varies	Mathematics Set "Z"
Varies	Mathematics Reference Sheet "U"
Varies	Mathematics Reference Sheet in envelope "F"
Varies	Reading Pamphlet—*Applying for a Federal Job* "J"
Varies	*Guide to Metro Fares* "M"
Varies	Social Security Application "S"
Varies	Science Periodic Table of Elements "Q"
1	Sign "Testing in Progress—Do Not Disturb"
2	Rubber Bands
36	NAEP Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label
2 bundles	ESBQ Booklets, if needed (16 per bundle; 32 total booklets)
1 sheet	ESBQ Student ID Labels; if needed (salmon)

Other Bulk Supplies	
Quantity	**Item**
5	Administration Schedules (blank)
5	Grade 4 Roster of Questionnaires (blank)
5	Grade 8 Roster of Questionnaires (blank)
5	Grade 12 Roster of Questionnaires (blank)
15	SD/ELL Rosters
6	Grade 4 School Questionnaires
6	Grade 8 School Questionnaires
6	Grade 12 School Questionnaires
10	Grade 4 Teacher Questionnaires
10	Grade 8 Mathematics Teacher Questionnaires
10	Grade 8 Reading Teacher Questionnaires
10	Grade 8 Science Teacher Questionnaires
50	SD Questionnaires
50	ELL Questionnaires
1 Bundle	Grade 4 Booklets (14 per bundle)
1 Bundle	Grade 8 Booklets (16 per bundle)
3 Bundles	Grade 4 Read-Aloud Math Booklets (6 per bundle)
3 Bundles	Grade 8 Read-Aloud Math Booklets (6 per bundle)
3 Bundles	Grade 4 Read-Aloud Science Booklets (6 per bundle)
3 Bundles	Grade 8 Read-Aloud Science Booklets (6 per bundle)

Other Bulk Supplies (continued)	
Quantity	**Item**
	ESBQ Administration Schedules (blank)
	NIES Administration Schedules (blank)
1 bundle	Grade 12 Booklets
	Grade 4/8 NIES School Questionnaire
	Grade 4 NIES Teacher Questionnaire
	Grade 8 Teacher Questionnaire
	Grade 4 NIES Student Survey
	Grade 8 NIES Student Survey
	Grade 4 ESBQ Booklets
	Grades 8/12 ESBQ Booklets
	Read-Aloud Science Booklets

Student Booklets in Bulk
Your Pearson bulk supplies will include the following unassigned booklets:

- grade 4, grade 8, and grade 12 assessment booklets for regular sessions, and
- grade 4 and grade 8 read-aloud accommodation booklets for mathematics and science.

If you discover during the preassessment visit that you will need additional read-aloud booklets for grade 12 sessions or other accommodation booklets, you must order them from Pearson.

Always use the Bulk Security Checklist (shown on page 5.16) to keep track of the booklets included in your bulk supplies. The checklist lists all of the booklets included in your bulk supplies. After receiving your bulk supplies, check that you have all of the booklets listed on the Bulk Security Checklist and record the date that you received each booklet. As you use the booklets, you will record the issue date, school and session information, date and time the book is returned to Pearson, and the tracking number. You will return this completed checklist to your field manager at the end of the assessment so that all of your bulk booklets can be tracked.

Bulk Security Checklist

NAEP 2009
Bulk Security Checklist

Supervisor: Mr. Smith Seq. # 001

Region #: IA01

Bundle # / Book ID's	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
90001					
2310000091					
0010000000					
1900000001					
2040000060					
0900450680					
1157534689					
0091123794					
2171234567					
1360005594					
0340023364					
2340078532					
1310000666					
0160011189					
2043333365					
0204444835					
1360452189					
2333333789					
80001					
2320000091					
0020000000					
1910000001					
2050000060					
0910450680					
1167534689					
0101123794					
2181234567					
1350005594					
0360023364					
2320078532					
1300000666					
0170011189					
2053333365					
0214444835					
1370452189					
2343333789					

Instructions: This form is for your use only. Do not return to Pearson.
The "Received" column is to record the date you received the books from Pearson
The "Date Issued" column is to record the date you used book.
The "School/Session" column is to record school number and session number.
The "Date/Time Returned" column is to record date returned to Pearson.
The "Tracking Number" column is to record the tracking number used to return the book(s).

Requesting Additional Student Booklets
You must also request the following accommodation booklets not included in your bulk supplies from Pearson, as needed:

- large-print booklets,
- grade 12 read-aloud booklets,
- bilingual booklets for mathematics and science, and
- Braille booklets for reading, mathematics, and science.

Read-Aloud Booklets

If a student requires the read aloud most or all accommodation, he/she must be assigned a read-aloud booklet.

A small number of read-aloud booklets for grades 4 and 8 are provided in your Pearson bulk supplies. When a student requires a read-aloud booklet, pull a read-aloud booklet from your bulk supplies. Also take a matching booklet for the AA who will administer the session. If you do not have enough read-aloud booklets for the student(s) requiring one and for the AA to read from, order more from Pearson.

When ordering a read-aloud booklet, you will need to provide the student's original booklet ID.

(Reminder: The read-aloud accommodation is not offered for students assessed in reading, therefore there is no read-aloud reading booklet.)

Special Instructions for Ordering Large-Print Booklets

In the Pearson Materials Ordering Site (MOS), there will be three entries for the three different types of large-print reading books. Record the school ID and the original student ID for which you are ordering a large-print booklet in the Special Instructions box on the Pearson MOS ordering page. Your order will not be fulfilled if this information is missing.

You must account for all of the regular and accommodation booklets that you receive in your bulk supplies or via short shipment from Pearson. Use the Pearson Materials Tracking System (MTS) to indicate that you received all of the booklets shipped to you.

Westat Bulk Supplies
The bulk supplies you will receive from Westat are listed below.

AC Westat Bulk Supplies	
Publications	**# Provided**
A Guide for Completing SD/ELL Questionnaires	1
Teacher's Guide to NAEP	Customized
NAEP Sample Questions Booklet (Grades 4, 8, and 12)	Customized
ESBQ Sample Questions Booklet	Customized
NIES Sample Questions Booklet	Customized
Mathematics Framework	Customized
Reading Framework	Customized
Science Framework	Customized
Measure Up Newsletter	Customized
Locating Private School Results on the Web	Customized
Grade 12 Materials: Certificates of Community Service and Student Letters	Customized
Grade 12: *Best Practices Guide*	Customized
Forms and Materials	
Quality Control Booklets (QCBs)	20
"Destroy by" Postcards	20
Removable Labels (blank)	5 sheets
Student Appreciation Certificates—Generic	60 pads
Student Appreciation Certificates—Calculator Reminder	20 pads
Session Debriefing Forms	75
Inclusion Worksheets (blank)	5
AA Assessment Information Forms	75
Grade 12 Strategies Form	Customized
Teacher Observer Letter	75
Accommodation Teacher Letter	50
Teacher Notification Letter	25
School Staff Accommodation Scripts	5
NSLP/USDA Confidentiality Agreement	10
NIES Appointment Cards	Customized
Alphabetical Table Tents	1 set
Grade 4 Student Booklet Cover Poster *(for distribution to AAs)*	6
Grade 8 Student Booklet Cover Poster *(for distribution to AAs)*	6
Administrative Material	
Non-Exempt Fieldworker I T&E Reports *(25 are for distribution to AAs)*	50
Trip and Expense Reports	5
FedEx Airbills	25

How to Order Additional Materials

Both Pearson and Westat maintain an MOS that can be accessed from the MyNAEP website and will enable you to order materials by completing an electronic order form. You may place orders on both the Westat and Pearson websites 24 hours a day, 7 days a week. To receive overnight orders from Pearson, they must be placed by 3 p.m., Central time.

You may also order materials from Pearson via telephone or e-mail. Before you call or e-mail Pearson, you must complete the NAEP Materials Request Form (shown on page 5.20) included in your bulk supplies from Pearson.

To place your order by telephone or if you need to speak with someone about an order you placed on the MOS, contact Westat or Pearson at the telephone numbers or e-mail addresses shown below.

Materials Ordering Sites		
Contact Method	**Westat Warehouse**	**Pearson Help Desk**
Website	www.mynaep.com	www.mynaep.com
Telephone	1-800-283-6237	1-888-627-6237
E-mail	NAEPWarehouse@Westat.com	NAEPmaterials@prod.pearson.com
Hours	9 a.m. to 5:30 p.m., Eastern time	7 a.m. to 4:30 p.m., Central time

NAEP Materials Request Form

Quantity	Units	Description	Quantity	Units	Description
		Ancillary/Bulk Materials			
	Each	Gr4, Set G		Box	NAEP Pencils, Set of 36
	Each	Set K, Gr4, Foam Shapes		Box	NIES Pencils, Set of 36
	Each	Rulers "R"		Each	Sign, Do Not Disturb
	Each	Gr8/12, Set G		Each	Rubber bands
	Each	Set V, Gr8, Box w/protractor		Each	Digital Timers
	Each	Protractor/ruler "P"		Pkg	AAA Batteries, pkg/4
	Each	Gr12, Spinner "N"		Each	Tape Dispensers
	Each	Gr12, Folding Card "O"		Each	Sealing Tape Rolls
	Each	Gr12, Math Formulas, "U"		Each	Supplemental Shipping Envelopes
	Each	Formulas, Gr12, "F"		Each	Return Mailing Labels –Bulk
	Each	Gr12, Pkg Z		Each	Return Mailing Labels – Sessions
	Each	Gr12 Applying for a Federal Job, "J"		Each	Sealing Tape Rolls
	Each	Gr12, Metro Guide, "M"			
	Each	Gr12, S.S. Card Instructions, "S"			
	Each	Gr12, Periodic Table, "Q"			

2009 NAEP MATERIALS REQUEST FORM OPERATIONAL

***E-mail Address: NAEPMaterials@prod.pearson.com** ***Phone Number: 1-888-627-NAEP (6237)**

Date: _____ Date Needed: _____ Test Date: _____ School #: _____

Name: _____ Region/Area #: _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box) *CITY, STATE, ZIP CODE*

Phone Number: ( ) _____ - _____ E-mail Address: _____

Quantity	Units	Description	Quantity	Units	Description
		Session Bundles			**Accommodations Books**
	Bundle	Grade 4 RS w/ancillaries			***Grade 4***
	Bundle	Grade 4 RN w/ancillaries		Each	Gr4 Math Read Aloud
	Bundle	Grade 8 RS w/ancillaries		Each	Gr4 Science Read Aloud
	Bundle	Grade 8 RN w/ancillaries		Each	Gr4 Math Large Print
	Bundle	Grade 12 RS w/ancillaries		Each	Gr4 Reading Large Print (if original book is R401-R450)
	Bundle	Grade 12 RM w/ancillaries		Each	Gr4 Reading Large Print (if original book is R501-R060)
		Questionnaires		Each	Gr4 Reading Large Print (if original book is R001-R560)
	Pkg	SD Questionnaire, Pkg-25		Each	Gr4 Science Large Print
	Pkg	ELL Questionnaire, Pkg - 25		Each	Gr4 Math Bilingual, w/script
	Pkg	Gr4 Teacher Questionnaires, Pkg – 25		Each	Gr4 Science Bilingual, w/script
	Pkg	Gr8 Math Teacher Ques., Pkg - 25		Each	Gr4 Math Braille w/companion
	Pkg	Gr8 Reading Teacher Ques., Pkg – 25		Each	Gr4 Reading Braille w/companion book
	Pkg	Gr8 Science Teacher Ques., Pkg - 25		Each	Gr4 Science Braille w/companion book
	Pkg	Gr4 School Questionnaires, Pkg – 20			***Grade 8***
	Pkg	Gr8 School Questionnaires, Pkg – 20		Each	Gr8 Math Read Aloud
	Pkg	Gr12 School Questionnaire, Pkg – 20		Each	Gr8 Science Read Aloud
	Pkg	NIES, School Ques., Pkg – 20		Each	Gr8 Math Large Print
	Pkg	NIES, Gr4 Teacher Ques., Pkg – 25		Each	Gr8 Reading Large Print (if original book is R001-R091)
	Pkg	NIES, Gr8 Teacher Ques., Pkg - 25		Each	Gr8 Reading Large Print (if original book is R401-R472)
	Pkg	NIES, Gr4 Student Ques., Pkg – 3		Each	Gr8 Reading Large Print (if original book is R501-R578)
	Pkg	NIES, Gr8 Student Ques., Pkg – 3		Each	Gr8 Science Large Print
	Pkg	GR4 ESBQ Student Pkg – 14		Each	Gr8 Math Bilingual w/script
	Pkg	GR8/12 ESBQ Student Pkg – 16		Each	Gr8 Science Bilingual, w/script
	Pkg	Gr4, ESBQ, Bilingual Pkg – 5		Each	Gr8 Math Braille w/companion book
	Pkg	Gr8/12, ESBQ, Bilingual Pkg – 5		Each	Gr8 Reading Braille w/companion book
		Tracking Forms		Each	Gr8 Science Braille w/companion book
	Each	NAEP Administration Schedule, '09			***Grade 12***
	Each	NIES Administration Schedule, '09		Each	Gr12 Math Read Aloud
	Each	ESBQ Administration Schedule, '09		Each	Gr12 Science Read Aloud
	Each	SD/ELL Roster, '09		Each	Gr12 Math Large Print
	Each	Gr4 Roster of Questionnaires, '09		Each	Gr12 Reading Large Print
	Each	Gr8 Roster of Questionnaires, '09		Each	Gr12 Science Large Print
	Each	Gr12 Roster of Questionnaires, '09		Each	Gr12 Math Braille w/companion book
	Each	NIES Roster of Questionnaires, '09		Each	Gr12 Reading Braille w/companion book
				Each	Gr12 Science Braille w/companion book
					(Continued on Other Side)

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Chapter 5 Summary

Upon completing this chapter, you should be able to

- use the QCB to record the status of the preassessment visit, contacts, and AA's assignments;
- place the dated Parent/Guardian Notification Letter in the School Folder (if received);
- complete the Summary Box on the Administration Schedule;
- enter appropriate data in the SCS;
- communicate session and accommodation information to your AAs via the Assessment Information Form;
- verify assessment materials; and
- order materials if necessary.

Test Your Knowledge

Instructions: Fill in the blank with the correct word or words.

1. The _____ allows you to communicate specific information to your AAs about their assignment and about the accommodation sessions being held at the school.

2. If you do not receive a dated copy of the _____, you cannot administer the assessment.

3. If you retrieved completed SD and/or ELL Questionnaires from the school coordinator, you should band these together. Place them in the _____ and then ship them back to Pearson after the assessment.

4. If a student requires the read aloud most or all accommodation he/she must be assigned a _____.

5. Using the _____, you will indicate that you received all of the booklets shipped to you.

Answers: 1-Assessment Information Form, 2-Parent/Guardian Notification Letter, 3-Session Box 1, 4-Read-aloud booklet, 5-Pearson MTS

CHAPTER 6

PRIOR TO ASSESSMENT DAY

All assessment materials should be prepared and checked for quality control (QC) prior to assessment day.

To be prepared for the school's assessment, the following activities should be conducted immediately before the scheduled assessment day: assigning accommodation booklets to students, preparing the assessment booklet covers with your assessment administrators (AAs), conducting a QC check of the prepared booklets using **Part 3** of the *Quality Control Booklet* (QCB), and gathering materials to bring to the school. At the conclusion of the chapter, you should be familiar with the tasks described above.

6 Prior to Assessment Day

Procedure 1. Distribute the Assessment Information Form to Your Assessment Administrators (AAs)

You must communicate information about regular sessions and accommodation sessions to your AAs prior to the assessment day through the Assessment Information Form as described in **Procedure 8** of chapter 5.

Procedure 2. Assign Accommodation Booklets

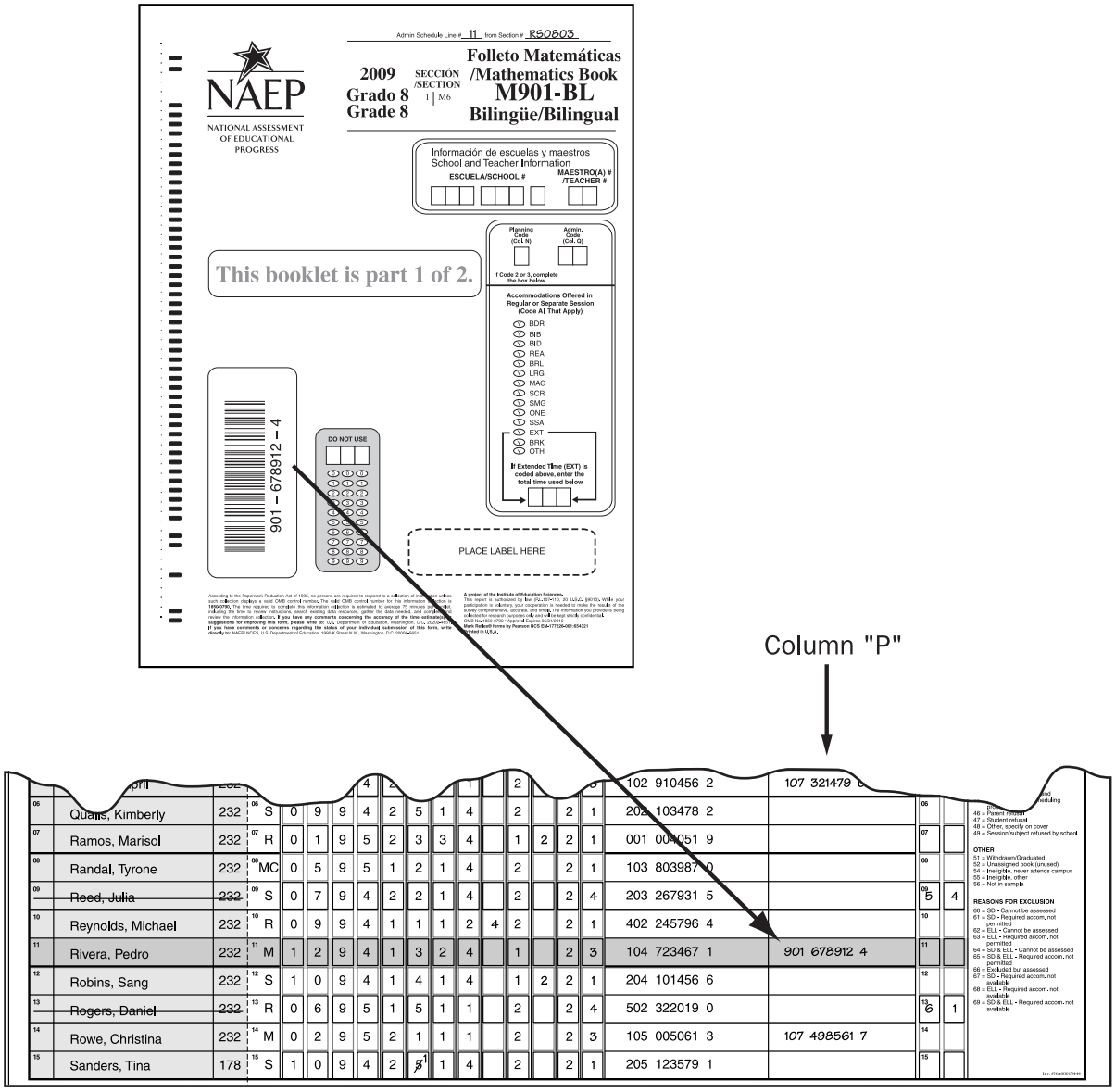
The first activity to complete prior to assessment day is to assign an accommodation booklet to each student requiring one. Refer to the table below for a list of available accommodation booklets.

Accommodation	Subjects Allowed	Grades Booklet Is Available
(BIB) Bilingual booklet	Mathematics Science	4, 8 4, 8
(LRG) Large-print booklet	Reading Mathematics Science	4, 8, 12 4, 8, 12 4, 8, 12
(REA) Read aloud	Mathematics Science	4, 8, 12 4, 8, 12
(BRL) Braille booklet	Reading Mathematics Science	4, 8, 12 4, 8, 12 4, 8, 12

To assign an accommodation booklet, enter the appropriate accommodation booklet ID number in column **P** on the Administration Schedule (labeled **Accommodation Booklet ID #**), as shown below. Record the Admin. Schedule Line# and Session# in the space provided at the top of the booklet cover. Repeat for each student requiring a separate accommodation booklet. Do not record the actual accommodations on the booklet cover at this time. Your AA will be responsible for coding this information after the assessment.

Place the assigned booklet in the appropriate Session Box on top of the bundles of booklets.

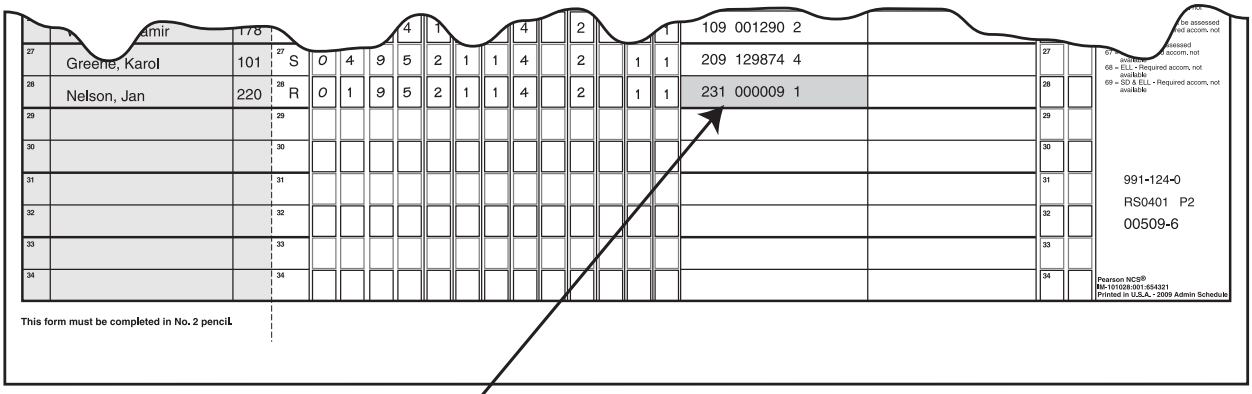
Example of Assigning an Accommodation Booklet

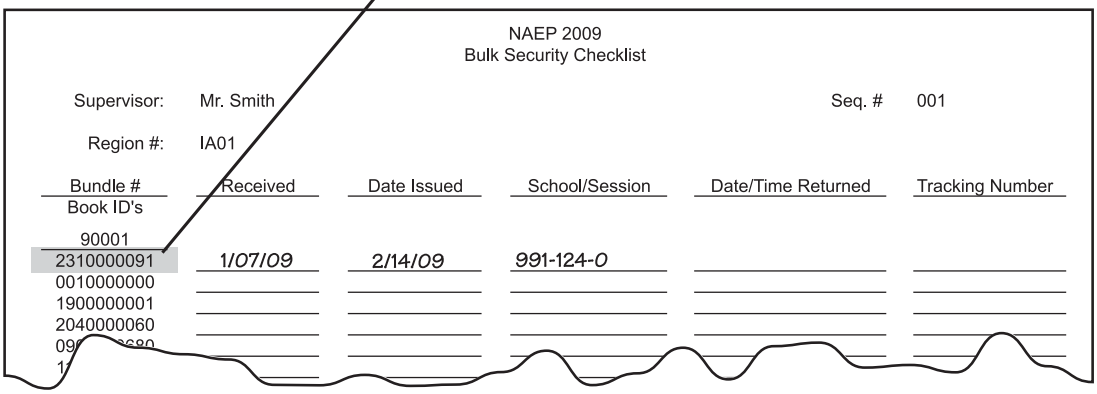


Procedure 3. Assign Booklets to Students Newly Added to the Administration Schedule

If you added any new enrollees to the sample during the preassessment visit, there may not be enough preprinted booklet numbers assigned in column **O** of the Administration Schedule. In this case, assign a booklet (from your bulk supplies) in the order they appear on the Bulk Security Checklist by completing the following:

- in column **O** of the Administration Schedule, write the appropriate booklet ID number;
- in column **D** of the Administration Schedule, if a subject is not preprinted, assign one as determined by the booklet assigned;
- on the Bulk Security Checklist, write the date the booklet was issued, the school ID number, and the Session Number next to the appropriate booklet ID number; and
- put the booklet in the appropriate Session Box on top of the bundles of booklets.





NOTE: If all the rows on the Administration Schedule are full, use a blank Administration Schedule from your bulk supplies to add on additional students.

Procedure 4. Gather Local AAs to Prepare Assessment Booklets for the Upcoming Week

Once a week during the assessment period, you will assemble local AAs to prepare the booklets for assessments scheduled for the following week. Before your AAs arrive, do the following:

- Decide which AA will prepare the booklets for each session. It is best for the AA who will conduct a session to prepare the booklets for that session, but this may not always be possible.
- Gather the following materials for each session to give to the AA who will be preparing the materials for the session:
  - Administration Schedule;
  - The Session Box containing:
    1. student ID labels,
    2. assessment booklets,
    3. ancillary materials, and
    4. accommodation booklets, if necessary.
  - If necessary, ESBQ booklets and labels.

NOTE: Pearson packed each Session Box with the average number of ancillary items needed for a session. There will be sessions in your assignment that require more ancillaries than were provided for in the Session Box. Therefore, it is important you provide the additional materials you received in your bulk supplies for AAs to use when preparing the booklets.

Voices of Experience—Tips for Preparing Booklets for Take-All Schools

When you and your AAs prepare the booklets for the week's upcoming assessment, follow these procedures:

- Make one copy of the NAEP 2009 Listing of Sampled Students for each grade 4 classroom, plus one extra set (your copy).
- Designate one set of each NAEP 2009 Listing of Sampled Students copy for each classroom.
- On each NAEP 2009 Listing of Sampled Students, the AAs will highlight each student who belongs in that classroom using a different highlighted color for each classroom. (Also highlight the student's names and classrooms on the extra set.)
- Have the AAs prepare the booklets in original Administration Schedule order. Be sure to record the Session Number and line number from the original Administration Schedule onto the booklet covers.
- Sort the booklets into three piles by highlighted color (i.e., classroom).
- 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 highlighted color that corresponds to the materials inside.

Procedure 5. Perform a QC Check of the Prepared Booklets and Report Their Status in the QCB

Once AAs have finished preparing the booklets, you are responsible for conducting a quality control (QC) check of the booklets. Additionally, your team of AAs should conduct its own QC check to make sure the booklets have been prepared properly, but you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and conduct a "spot check" to verify that the booklets have been prepared correctly. As a general rule, run every third or fourth booklet in each stack through the comprehensive series of checks beginning on page 6.6.

Procedures 5A through 5K on the following pages will help you identify any major errors with the booklet preparation. If you find any errors, consult the AA immediately, and together with the AA, check each booklet to make sure that the same error has not been repeated.

Once you have completed the QC check of the booklets, report the status of the materials in **Part 3** of the *Quality Control Booklet* (QCB) on the Booklet Preparation QC Record, shown on page 6.6. There is one Booklet Preparation QC Record in the QCB. Use one row of the record for each AA.

Evaluate the AA's preparation of the booklets on a rating scale of 1 through 3. The rating categories are defined as follows:

1. **AA Met:** The AA conducted **all** tasks associated with preparing the booklets according to NAEP standards.
2. **AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with preparing the booklets according to NAEP standards.
3. **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 →	

5A. Ensure that the AA has prepared the correct booklets for the session.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and the session type. Check that the **Bundle #** on the slip matches the number printed in the **Bundle #** box in the upper-right and section of the Administration Schedule.

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

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

5C. Verify that the original booklet has been replaced with a separate accommodation booklet, if necessary.

Students who require accommodation booklets in the regular session should have the accommodation booklet substituted for the original booklet. Every student who receives an accommodation booklet will have an accommodation booklet ID number assigned to him/her in column **P** labeled Accommodation Booklet ID # on the Administration Schedule.

Verify that

- for each student assigned an accommodation booklet in the regular session, the AA has removed the original booklet from the pile and replaced it with an accommodation booklet, and
- the original booklet has been coded with an Administration Code of **52** on the cover and set aside.

Also verify that the accommodations booklets for students who will be assessed in a separate accommodation session have been removed from the stack and banded together for the accommodation session.

Booklets for students who will be assessed in a separate accommodation session should be separated, banded together, and stored in the Session Box.

5D. Verify that the booklet ID number on the preprinted label matches the booklet ID number on the Administration Schedule and the booklet cover.

Check that the AA has put a line across the booklet ID number on the student label and recorded the number of the accommodation booklet so the label ID number matches the accommodation booklet ID number column **P** of the Administration Schedule.

Check that

- the label is attached;
- the booklet ID number matches the Administration Schedule in column **O**, labeled **Original Booklet ID #,** or column **P,** labeled **Accommodation Booklet ID #;**
- the ID number on the affixed label and the ID number printed on the booklet cover match; and
- if the student has been assigned a separate accommodation booklet, the AA has written the accommodation booklet ID number on the affixed label.

5E. Verify that any booklets assigned to ineligible, withdrawn, parent refusals, student refusals, or excluded students have been pulled from the stack and banded together.

Check that

- codes of **45–47, 49, 51, 54–55,** or **60–65** and **67–69** have been entered as the Administration Code in column **Q** on the Administration Schedule;
- the booklets corresponding to students with these codes have been removed from the stack and banded together; and
- these booklets have the corresponding Administration Code written on the preprinted label.

5F. Ensure that the correct ancillary materials have been placed inside the front cover of the assessment booklets.

Ancillary materials required for each booklet are identified by the letter(s) next to the booklet version number in the upper-right corner of the booklet cover. Verify that the correct ancillary materials have been placed inside the front cover of the correct assessment booklet.

NOTE: The calculator and the foam shapes are the only ancillary items not placed in the booklet during booklet preparation.

5G. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

Banding together the stack of booklets will prevent the booklets from becoming mixed up or separated prior to the final steps of preparation on assessment day.

Conduct a spot check of the booklets to ensure that

- each student's line number and Session Number have been recorded in the spaces provided in the upper-right corner of the booklet; and
- all assessment booklets are in the proper Administration Schedule order.

Place the Administration Schedule back in the School Folder.

Procedure 6. Monitor AAs Preparing the Extended Student Background Questionnaires (ESBQs), If Necessary

For schools selected for the ESBQ, AAs will be responsible for preparing the ESBQ booklets for every student listed on the ESBQ Administration Schedule. ACs will be provided with an ESBQ Administration Schedule in each School Folder. To monitor the AAs preparing the ESBQ booklets, reference chapter 8 of the *AA Manual*. As the questionnaires are prepared, check that the AAs stack them in ESBQ Administration Schedule order.

6A. Verify that the ESBQ student label matches the NAEP booklet student label.

Check that the correct ESBQ student label also matches the NAEP booklet label.

6B. Verify that the NAEP Administration Schedule line number and Session Number are recorded in the space provided.

Check that the AA has recorded the Administration Schedule line number and Session Number on the cover of the ESBQ booklet.

6C. Verify that the correct ESBQ barcode is recorded on the ESBQ Administration Schedule.

Check that the barcode on the cover of the ESBQ booklet matches the barcode ID # on the ESBQ Administration Schedule. Note that an ESBQ booklet must be assigned for every line that has a NAEP student booklet ID number, regardless of whether or not a student is assigned to the number.

6D. Verify that the ESBQ booklets are placed in the back of the student booklets, if applicable.

If the school is participating in the ESBQ, ensure that the AAs preparing the ESBQ booklets have ones in the back of the regular NAEP booklet.

Procedure 7. Prepare NIES Surveys, If Necessary

If the school is confirmed NIES, you will need to prepare the NIES Surveys. Refer to page 9.22 in chapter 9 for the procedures.

Procedure 8. Review the Quality Control Booklet

Review **Parts 1–3** of the QCB to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

- Make note of the information you need to collect from the school coordinator when you arrive at the school.
- Review the date, day, and time of the assessment.
- Review directions to the school and parking instructions.
- Review the Assessment Information Form that you prepared for your team to verify that it is complete.
- Verify which AAs will administer each session at the school.

Procedure 9. Review Materials in the School Folder

Review the materials in the School Folder to ensure that you bring the correct materials for the school. Verify that you have the Administration Schedule(s) for the school and all of the other critical documents that should be included. Use the School Folder Transmittal Form located in the School Folder to check these documents.

Procedure 10. Review Security and Confidentiality Procedures for Missing Booklets and Materials

It is your responsibility to account for all assessment materials you receive. **All session materials must remain under lock and key.** Your supervisor must be notified within 1 hour in the event that any of the session materials are missing.

Confidentiality Procedures

- Never, under any circumstances, allow anyone to examine NAEP assessment booklets, whether they are completed or unused. School staff members may ask you or your AAs to see the assessment booklets or have questions concerning their content. If so, become familiar with the Guidelines for Viewing Assessment Materials on the following page.
- 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 (www.mynaep.com) and NAEP (http://nces.ed.gov/nationsreportcard) websites.
- 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 an 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.

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, 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.

Missing Booklets
From the time that Pearson ships student booklets to the time that you return them to Pearson, the student booklets should all be accounted for. In the event of a missing booklet, you should make every attempt to locate it.

If a missing booklet is identified after the session, locate the school coordinator immediately. Provide the student's name, and ask the school coordinator to locate the student. If the student has the missing booklet, the school coordinator should be able to retrieve it. If the school coordinator is not able to locate the student or the booklet, contact your supervisor right away by telephone and provide the missing booklet ID number. Your supervisor will contact the home office. Do not wait to contact your supervisor via e-mail when you get home.

To help ensure that all booklets are accounted for, review the following guidelines before each assessment day:

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. 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, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.
- Account for all used and unused materials when the assignment is completed.

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

Procedure 11. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day, you should gather all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- School Folder containing the QCB, the Administration Schedules, and Roster of Questionnaires that you will use for each session;
- *AC* and *AA Manuals*;
- extra session scripts for school staff (in case an AA forgets to bring his/hers);
- Teacher Observer Letter(s);
- Accommodation Teacher Letter(s);
- your NAEP ID badge;

- Session Boxes; and
- bulk supplies (including ancillary items).

If there will be an NIES session held at the school on assessment day, you will also need the following items:

- prepared NIES Student Questionnaires,
- the NIES Administration Schedule,
- NIES Roster of Questionnaires, and
- NIES pencils.

Check your packed assessment materials one more time to verify you have the correct box(es) of materials from Pearson for the school as well as any additional materials you will need for assessment day, including copies of the NAEP 2009 Listing of Sampled Students and Roster(s) for each AA. The table below and on page 6.14 provides a list of what is required from your session and bulk supplies for every grade 4, 8, or 12 assessment session conducted at a school.

Assessment Day Session Materials		
Materials for Each Grade 4 Session	**Materials for Each Grade 8 Session**	**Materials for Each Grade 12 Session**
• Original Administration Schedule • Copies of the NAEP 2009 Sampled Student Listing Form • ESBQ Administration Schedule, if necessary • 1 copy of the Roster of Questionnaires • 1 box of prepared session materials with – accommodation booklets, if necessary, – additional booklets assigned to students added to the Administration Schedule, if necessary, and – ESBQ booklets, if necessary • 1 "Testing in Progress—Do not Disturb" sign • Timer • Student Appreciation Certificates • Booklet Cover Poster • Session Debriefing Form • 5 blue calculators • 1 box of pencils	• Original Administration Schedule • Copies of the NAEP 2009 Sampled Student Listing Form • ESBQ Administration Schedule, if necessary • 1 copy of the Roster of Questionnaires • 1 box of prepared session materials with – accommodation booklets, if necessary, – additional booklets assigned to students added to the Administration Schedule, if necessary, and – ESBQ booklets, if necessary • 1 "Testing in Progress—Do not Disturb" sign • Timer • Session Debriefing Form • Booklet Cover Poster • 5 gray calculators	• Original Administration Schedule • Copies of the NAEP 2009 Sampled Student Listing Form • ESBQ Administration Schedule, if necessary • 1 box of prepared session materials with – accommodation booklets, if necessary, – additional booklets assigned to students added to the Administration Schedule, if necessary, and – ESBQ booklets, if necessary • 1 "Testing in Progress—Do not Disturb" sign • Timer • Session Debriefing Form • 5 gray calculators

Assessment Day Session Materials (continued)		
Extra Materials to Have Available for AA's Use Grade 4 Session	**Extra Materials to Have Available for AA's Use Grade 8 Session**	**Extra Materials to Have Available for AA's Use Grade 12 Session**
• 1 "Ancillary Materials Gr4, Math" bag (from bulk supplies) that contains the following - Ruler R (3), - Set G (3), and - Set K (3). • 10 blue calculators • 1 box of pencils	• 1 "Ancillary Materials Gr8" bag (from bulk supplies) that contains the following - Protractor/Ruler P (3), - Set G (3), and - Set V (3). • 10 gray calculators • 1 box of pencils	• 1 "Ancillary Materials Gr12" bag (from bulk supplies) that contains the following • Protractor/Ruler P (3), • Set G (3), • Set O (3), • Spinner N (3), • Pamphlet J (3), • Pamphlet S (3), • Sheet U (3), • Envelope F (set 3) • Pamphlet M (3), • Sheet Q (3), • 10 gray calculators, and • 1 box of pencils.

Chapter 6 Summary

Upon completing this chapter, you should now be able to

- describe the process for assigning accommodation booklets,
- describe what you need to do before your AAs can prepare the assessment booklets,
- explain the importance of careful preparation before assessment day, and
- understand the procedures to keep materials and booklets secure.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

_____ **1.** Accommodations can be recorded on the student booklet cover before the assessment.

_____ **2.** After AAs have prepared the booklets, the AC is responsible for performing a QC check on the booklets.

_____ **3.** For students who will be assessed in a separate accommodation session, band their original booklet and their accommodation booklet together when you prepare the booklets for the assessment.

_____ **4.** Ancillary materials should be placed in the back of the student's booklet.

_____ **5.** If your AA informs you of a missing booklet, you should notify your supervisor by e-mail when you get home.

_____ **6.** The QCB, Administration Schedule, and Roster of Questionnaires are all forms you are required to bring to every assessment.

_____ **7.** You can lend school staff an unused booklet if they sign the Teacher Confidentiality Letter.

Answers: 1-f, 2-t, 3-f, 4-f, 5-f, 6-t, 7-f

CHAPTER 7

LEADING ASSESSMENT DAY: BEFORE THE SESSION

Arrive at the school early enough to finalize any outstanding details and perform a quality control (QC) check of your assessment administrators' (AAs') work.

This chapter provides step-by-step procedures detailing your responsibilities on assessment day before the sessions begin, including meeting any NAEP observers and understanding the rules of interacting with them, retrieving required documents and information from the school coordinator, and overseeing your assessment teams' preparations for the sessions at the school. At the conclusion of this chapter, you should understand your role on assessment day.

7 Leading Assessment Day: Before the Session

Procedure 1. Report to the School on Time

Arrive at the school at least 1 hour before the assessment begins.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP ID Badge on before you enter the school. Have a photo ID with you also, in case one is required by the school.

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

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

While this is the overall purpose of site visits, each type of 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 assuring that all field procedures are working as planned. In addition, your supervisor is required to observe each assessment team during the field period. He/she will be evaluating the team's performance using a standardized in-person observation form.

All site visits by any of these groups will be scheduled in advance with your supervisor. A staff member from the observing organization will contact the supervisor affiliated with each selected school to inform him/her that the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration. Your supervisor will inform you prior to the assessment day if you are expected to have observers at a given school in your assignment.

2A. Meet NAEP observers, if necessary.

If observers will be present, plan to meet them at the school office or other arranged location after you check in with the school. Observers will typically plan to arrive at the same time as the assessment team so they can observe all assessment day activities. Treat the observers as if they are your guests and you are the host. They will want to follow and watch you and your assessment administrators (AAs) as you prepare for and conduct the assessment.

2B. Follow guidelines for interacting with observers.

Please carefully study the following guidelines for your interactions with NAEP observers before you begin the assessments in your assignment. Most importantly, remember that your interactions with observers represent NAEP staff across the nation. Courtesy and professionalism must 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 to the observers. It should be possible for NAEP staff to perform job tasks while taking little or no notice of the observations. Observers generally try to find a seat where they can watch all of the 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 indeed performed.

- **"Looking Over the Shoulder" Observation**

  Observers will likely want to see 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 some 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 for supervisors and field managers, are not there to advise NAEP staff on proper procedures. Examples of what should and should not be expected of observers are presented in the table on page 7.3. Allowable actions are check marked.

	Observers				
Action by Observer	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:	--	--	--	--	✓

Furthermore, it is never appropriate to discuss payroll, personnel, or other in-house business with observers other than supervisors, field managers, or home office staff.

2C. NAEP State Coordinators perform the QA activities.

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 (QC) 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. The NAEP State Coordinator will contact the field manager at least 1 week before the observation to inform him/her of the observation. The field manager will supply the NAEP State Coordinator with the contact information for the assessment coordinator (AC), and the NAEP State Coordinator will contact the AC directly for assessment logistics. Your supervisor will inform you if a NAEP State Coordinator will be conducting an observation at any school in your region.

NAEP State Coordinators will be provided with a checklist (see page 7.4) that they are to complete 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
			• **Assessment team:**
			○ Reports to the school at least 1 hour before the assessment
			○ Wears NAEP ID badges
			○ Wears professional attire
			○ Has all necessary materials
			• **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
			• **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**
			• **Assessment team:**
			○ Exhibits professional and unobtrusive behavior at all times
			• **Assessment Coordinator (AC):**
			○ Observes the AA without being intrusive
			• **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**
			• **Assessment team:**
			○ Accounts for all NAEP materials before dismissing students
			• **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

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.

After the assessment, the NAEP State Coordinator will send the results of the observation to your field manager who will in turn share the results with your supervisor.

Procedure 3. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. At this stage in the assessment process, the NAEP Storage Envelope contains the Student Information Report and a copy of the Roster of Questionnaires. If the school coordinator is not readily available, refer to your *Quality Control Booklet* (QCB) for the location of the NAEP Storage Envelope, which you recorded during the preassessment visit.

Procedure 4. Obtain a Dated Copy of the Parent/Guardian Notification Letter, If Necessary

If you were not able to obtain a dated copy of the Parent/Guardian Notification Letter from the school coordinator during the preassessment visit, you will need to do so prior to the assessment start time.

If you are not able to secure this documentation that the parents/guardians have been notified, you must postpone the assessment and reschedule for another day. For that reason, it is wise to call or e-mail the school coordinator a day or two before the assessment to verify the letter has been distributed.

Reminder!

If you receive the dated copy of the Parent/Guardian Notification Letter for the first time on assessment day, place it into the School Folder and, after the assessment, update the parent notification information in the School Control System (SCS).

Procedure 5. Ask the School Coordinator If Any Parents/Guardians or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator reports that students or parents/guardians have refused participation, code the refusals on the Administration Schedule(s).

If a parent/guardian has refused to allow his/her child to participate, enter Admin. Code **46** in column **Q** on the Administration Schedule next to the student's name.

If a student has refused to participate, enter Admin. Code **47** in column **Q** on the Administration Schedule next to the student's name.

Procedure 6. Review the Administration Schedule for Incomplete or Missing Data

Review the Administration Schedule for any missing data.

At this point, it is critical that columns E through N on the Administration Schedule are complete. If there are data still missing, ask the school coordinator to provide the data as soon as possible.

Columns **E** through **N** should not have ***any*** missing data. The only columns where it is acceptable to have empty boxes are in column **J**, labeled **Final SD Code,** and column **L**, labeled **Final ELL Code.**

If any new data gathered, such as withdrawals, affect the totals in **Part 1** of the Summary Box at the top of the Administration Schedule, recalculate the numbers you entered here after the preassessment visit.

Double-check that the Planning Code in column **N** is completed accurately.

Procedure 7. Go to the Location Where the Assessment Team Will Work

The AAs should organize the assessment materials in the location identified in the QCB before it is time to go to the separate assessment locations. Remain in this location with your team as much as possible, so you are available to oversee activities before the assessment and answer questions from your AAs.

Procedure 8. Prepare the Assessment Quality Control (QC) Record

Prepare the Assessment QC Record by

- writing the name(s) of the AA in the space provided,
- placing a check mark in the appropriate session type,
- if an accommodation group, writing in the group number, and
- completing the "Prior to the session" information.

How to Use the Assessment QC Record in Part 4 of the QCB

On assessment day, your principal role is to manage the assessment and to perform QC checks on the work of your team of AAs.

The Assessment QC Record is the official documentation that you have conducted the required QC checks for each AA at each school. As shown in the example on page 7.9, the Assessment QC Record provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

The Assessment QC Record divides the AA procedures as follows:

- Quality Control Procedures to Complete Prior to the Session
- Quality Control Procedures to Complete During the Session
- Quality Control Procedures to Complete After the Session

The procedures listed are the AAs' responsibilities. It is your job to use this form to evaluate the performance of your team of AAs and to ensure that any errors or omissions are corrected.

Directions for Using the Assessment QC Record:

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:	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: • did not require immediate intervention, • did not affect statistical validity, • did not result in missing or incorrect data, or • did not place student either at an advantage or a disadvantage when responding to assessment items. When you give a "2" rating, describe the problem and the action you took to correct it in the adjacent "Comments" column.
3. AA Did Not Meet:	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: • 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:	Use this code when you were not able to observe the AA conducting the procedure.
5. Not Conducted:	Use this code when the procedure was not applicable or did not have to be completed for the given session.

Assessment QC Record

Assessment QC Record

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

The Sequence of Monitoring AAs

When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, try to do the following:

- Observe the first AA reading the introduction and distributing materials.
- Observe the second AA timing and monitoring the session.
- Observe the third AA collecting booklets and dismissing students.
- If there are more than three AAs at a school, modify this sequence so that you observe each AA for part of a session.
- Across schools, rotate the AA on which you start observing so that you equally observe each AA doing each set of tasks.
- If all sessions are combined into one large room, you will observe all AAs in the entire session.
- If a school staff member is administering an a ccommodation session, include him/her in your monitoring. Just write "School Staff Member" for the AA's name on the Assessment QC Record.

Part 4:
Assessment QC Record

Part 4 of this Quality Control Booklet is the record you will use to conduct all QC checks on assessment day. Refer to your manual for details on how to conduct this QC check.

Directions:

There are six identical pages following this page, which lists the tasks for which you should evaluate each AA. Use one page per AA. If you need additional pages, make copies of these pages as necessary, and keep the additional pages with the QCB.

Record an AA's name at the top of each page and indicate if you are observing a regular or accommodation session.

Record your evaluation of the AA for each task in the spaces provided on the page by circling a rating of 1 through 5. The ratings are defined as follows:

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:	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: • did not require immediate intervention, • did not affect statistical validity, • did not result in missing or incorrect data, or • did not place student either at an advantage or a disadvantage when responding to assessment items. When you give a "2" rating, describe the problem and the action you took to correct it in the adjacent "Comments" column.
3. AA Did Not Meet:	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: • 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:	Use this code when you were not able to observe the AA conducting the procedure.
5. Not Conducted:	Use this code when the procedure was not applicable or did not have to be completed for the given session.

4.1

Procedure 9. Give AAs Their Session Materials

Your team of AAs will have already prepared the booklets the week prior to the assessment. However, all assessment materials must remain in your possession until assessment day. You will give each AA the appropriate Session Box, containing the prepared booklets and other session materials, before the session begins on assessment day.

Also, give each AA a Session Debriefing Form to complete. AAs should fill out the session information at the top prior to the start of the session.

After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and verify that the booklets have been prepared correctly. This procedure is important because, in some cases, the AA who will be administering the session is not the AA who prepared the booklets. In these cases, reviewing the booklet preparation on assessment day is not only a QC check on another AA's work, but also a way for the administering AA to become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or need accommodations).

AAs will also need to confirm that during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

The process of helping the AAs organize for the sessions will take up most of the time before the assessment begins. Therefore, it is important to give your AAs their session materials as soon as possible after they arrive at the school.

Procedure 10. Ask the School Coordinator to Accompany You and Your Team to the Assessment Locations

Ask the school coordinator to accompany you and the AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence will help with the introductions to teachers.

Procedure 11. Introduce Yourself and Your Team to the Teacher

As you enter each room, if possible, introduce yourself to the teacher or other school staff members who are present. An important time to create a positive rapport with the school and its students occurs when you meet a teacher.

The following is an example of how you might introduce yourself and your team to a teacher:

> "Hello, (TEACHER NAME). On behalf of the NAEP team, thank you very much for welcoming us at your school and allowing us to use your classroom (OR OTHER ROOM). My name is (YOUR NAME), and I will be supervising NAEP activities at your school today. I have a team of (# OF AAs) who will be working closely with me to administer NAEP. We look forward to working with you and your students."

Procedure 12. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the assessment location during the session to observe and assist in classroom control.

For any teacher or other school staff members who will remain in the assessment room, you must also do the following:

- Tell him/her that the AA will conduct the session by reading from a script and explain that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student's concern or question in this way.
- Distribute the Teacher Observer Letter, which provides instructions on the staff member's role during the assessment. This letter contains a nondisclosure statement to sign because he/she will have access to the assessment booklets and data.
- After the teacher or staff member has signed the Teacher Observer Letter, give the top copy to the teacher/staff member and place the bottom copy in the School Folder.
- Stress to any observers that they cannot read the actual test booklets.

Teachers who will be assisting in or conducting an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form includes directions to teachers who will be conducting or assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

NOTE: School staff assisting students requiring an accommodation in the regular session should be given the Accommodation Teacher Letter to read and sign.

Procedure 13. Conduct the QC Check of Assessment Rooms

Once the AAs have finished preparing the room, you are responsible for conducting a final QC check. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment QC Record.

To conduct a QC check of the rooms, walk around to each assessment location and check for the following:

13A. Check that all supplies needed for the session are organized and assessment materials are ready for distribution.

Materials to be set out and easily accessible:	Materials to be ready for distribution:
• the *AA Manual*, turned to the appropriate session script; • the Administration Schedule for the session; • copies of the NAEP 2009 Listing of Sampled Students for other sessions (if there is more than one session); • copies of the Roster of Questionnaires (grades 4 and 8); • ESBQ Administration Schedule (if necessary); • NIES Administration Schedule (if necessary); • timer; • Session Debriefing Form; and • Assessment Information Form.	• sharpened NAEP No. 2 pencils, • Student Appreciation Certificates (grade 4), • prepared assessment booklets with appropriate ancillary materials inserted into the front cover, • correct number of grade-appropriate calculators, • extra grade appropriate calculators, and • extra ancillary materials.

Voices of Experience:

The NAEP materials need to be organized in the assessment room *without* disturbing the items on the teacher's desk or other table being used. Similarly, no one should go through a classroom desk looking for or taking supplies that might be needed. AAs should always bring to the assessment location all of the office supplies that might be required.

13B. Make sure any visual materials that would assist the students are concealed.

The AA is responsible for concealing any items that could assist the student in taking the assessment. These items could be information on the board, multiplication tables, or other items related to the subjects being assessed. AAs should not erase anything written on boards unless given specific approval to do so from the school.

13C. Check that the "Testing in Progress—Do Not Disturb" sign has been posted outside the room.

This sign should be posted on the door of the room, if possible. If this sign is not posted prominently, the testing could be disrupted.

Voices of Experience:

If tape is not available, AAs should use extra "removable labels" to tape the sign to the door.

13D. For grades 4 and 8, check that the Booklet Cover Poster has been posted at the front of the room.

AAs will use either the grade 4 or grade 8 Booklet Cover Poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. This poster should be hung at the front of the room next to these numbers. The AA should not write on the booklet cover, but instead point to the school ID and teacher number as appropriate during the session.

13E. For grades 8 and 12, check that the school ID number is written on the board.

The script will instruct all grade 8 and 12 students to record the school ID number on their booklet covers.

To reduce the possibility for error, the AA will enter the school ID number on all grade 4 booklets after the assessment.

Voices of Experience:

If a session is being conducted in a room without a board, make arrangements with the school coordinator to have a portable board or easel in place. If this is not possible, write the school ID and teacher numbers with a marker on a large piece of paper and have the AA post it at the front of the room.

13F. For grades 4 and 8, check that teacher names (by subject for grade 8) and their corresponding two-digit teacher number are written on the board.

The script will instruct all grade 4 and grade 8 students to record their teacher's two-digit number on their booklet covers. Therefore, the AA will need to write the

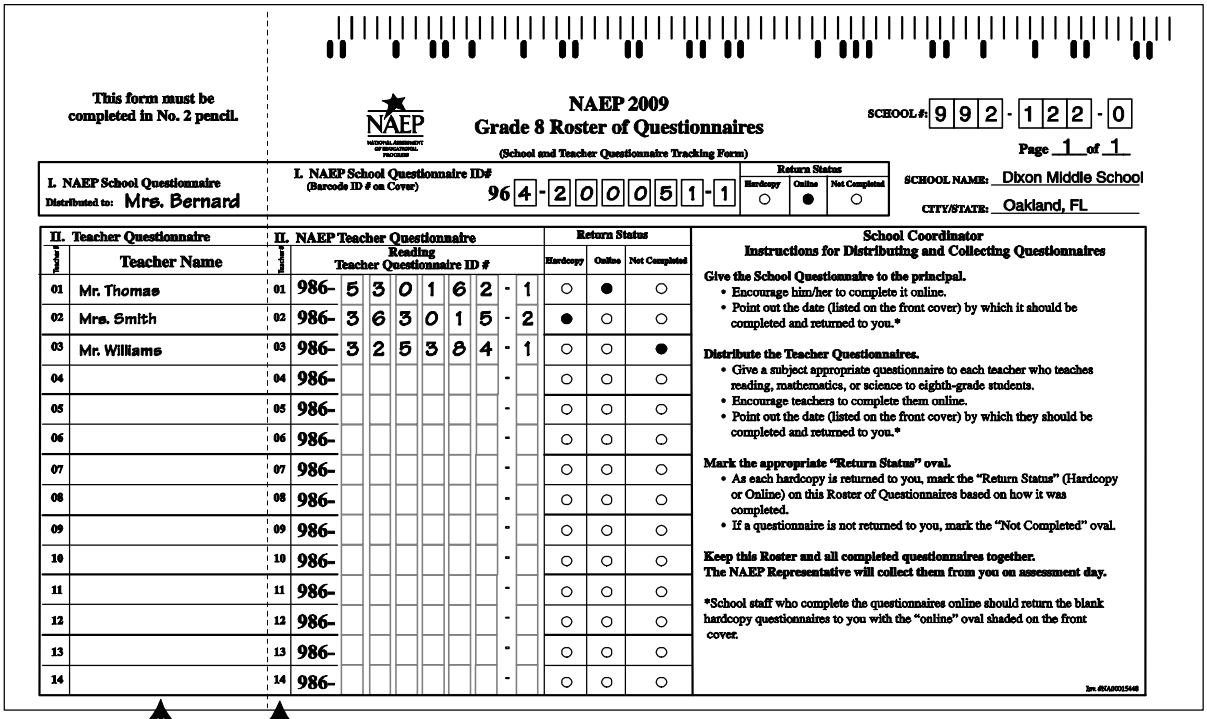
- teacher names (by subject for grade 8), and
- corresponding two-digit teacher numbers on the board in front of the room.

If the classroom has a dry erase board, double-check that the marker is not permanent before writing on the board.

The teacher names and corresponding two-digit numbers are found on the Roster of Questionnaires, as shown below.

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/or number can disrupt the flow of the assessment session and create a difficult situation for the AA to handle.



This form must be completed in No. 2 pencil.

NAEP 2009
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 992-122-0
Page 1 of 1

I. NAEP School Questionnaire
Distributed to: Mrs. Bernard

I. NAEP School Questionnaire ID#
(Barcode ID # on Cover)
964-20005 51-1

Return Status: Hardcopy ○ Online ● Not Completed ○

SCHOOL NAME: Dixon Middle School
CITY/STATE: Oakland, FL

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Return Status		
Teacher #	Teacher Name	Teacher #	Reading Teacher Questionnaire ID #	Hardcopy	Online	Not Completed
01	Mr. Thomas	01	986-5301623-1	○	●	○
02	Mrs. Smith	02	986-3630153-2	●	○	○
03	Mr. Williams	03	986-3253844-1	○	○	●
04		04	986-	○	○	○
05		05	986-	○	○	○
06		06	986-	○	○	○
07		07	986-	○	○	○
08		08	986-	○	○	○
09		09	986-	○	○	○
10		10	986-	○	○	○
11		11	986-	○	○	○
12		12	986-	○	○	○
13		13	986-	○	○	○
14		14	986-	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

Give the School Questionnaire to the principal.
- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

Distribute the Teacher Questionnaires.
- Give a subject appropriate questionnaire to each teacher who teaches reading, mathematics, or science to eighth-grade students.
- Encourage teachers to complete them online.
- Point out the date (listed on the front cover) by which they should be completed and returned to you.*

Mark the appropriate "Return Status" oval.
- As each hardcopy is returned to you, mark the "Return Status" (Hardcopy or Online) on this Roster of Questionnaires based on how it was completed.
- If a questionnaire is not returned to you, mark the "Not Completed" oval.

Keep this Roster and all completed questionnaires together.
The NAEP Representative will collect them from you on assessment day.

*School staff who complete the questionnaires online should return the blank hardcopy questionnaires to you with the "online" oval shaded on the front cover.

Teacher Name

Teacher Number

13G. Report the QC check on procedures to complete prior to the session on the Assessment QC Record.

Once you have conducted a check of each assessment room, report the status on the Assessment QC Record. If the requirement has not been met, please provide an explanation in the Comments column.

Chapter 7 Summary

Upon completing this chapter, you should be able to do the following:

- understand the guidelines for interacting with observers,
- facilitate the process of getting signed observer letters for teachers and staff members who will stay in the room for the session,
- check that the AAs have prepared the assessment rooms according to procedure, and
- understand how to use the Assessment QC Record.

Test Your Knowledge

Instructions: Fill in the blank with the correct word or words.

1. Which four observers should not be asked questions about assessment procedures during their observations? _____, _____, _____ and _____.

2. When a parent refuses to allow his/her child to participate in NAEP, a code of ___ should be assigned to the Administration Schedule. When a student refuses to participate, he/she should receive a code of ____ on the Administration Schedule.

3. After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and _____.

4. The top copy of the Teacher Observer Letter is handed to the _____ and the bottom copy is placed in the _____.

5. The _____ is the official documentation that you have conducted the required QC checks for each AA at each school.

Answers: 1. NCES, ETS, Pearson, NSC 2. 46; 47 3. verify booklets have been prepared correctly
4. Teacher; School Folder 5. Assessment Quality Control (QC) Record

CHAPTER 8

LEADING ASSESSMENT DAY: DURING THE SESSION

You are responsible for ensuring that NAEP procedures are followed at all times during the assessment.

This chapter provides step-by-step procedures detailing your responsibilities during the sessions on assessment day. Specifically, your role is to observe and evaluate the assessment administrators (AAs) administering, monitoring, and ending their assigned sessions. At the conclusion of this chapter, you should be familiar with the procedures for observing and evaluating AAs.

8 Leading Assessment Day: During the Session

You will observe and evaluate the assessment administrators (AAs) administering regular and accommodation assessment sessions. Use the Assessment Quality Control (QC) Record in **Part 4** of the *Quality Control Booklet* (QCB) as your guide for overseeing the sessions. In many ways, your oversight role during the assessment is a challenging one. Without being intrusive or overbearing, you need to allow each AA the latitude to conduct the assessment in a way he/she prefers, as long as he/she is still operating within the parameters of standard NAEP procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so observers and students do not hear.

The following, also printed in the QCB, provides instructions for monitoring all of your AAs at each school.

The Sequence of Monitoring AAs
When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, try to do the following:

- Observe the first AA reading the introduction and distributing materials.
- Observe the second AA timing and monitoring the session.
- Observe the third AA collecting booklets and dismissing students.
- If there are more than three AAs at a school, modify this sequence so you observe each AA for part of a session.
- Across schools, rotate the first AA you observe, so you are able to observe each AA equally doing each set of tasks.
- If all sessions are combined into one large room, you will observe all of the AAs for the entire session.
- If a school staff member is administering an accommodation session, include him/her in your monitoring. Just write “School Staff Member” for the AA’s name on the Assessment QC Record.

To conduct a thorough QC check, observe that the AA has performed the following:

Procedure 1. Observe and Evaluate AAs Beginning the Session

Observe that the AAs performed the following:

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

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of the NAEP 2009 Listing of Sampled Students to determine in which session, if any, the student belongs.

Under no circumstance should the AA allow another student to substitute for a sampled student who is absent from the session. It is your responsibility to make sure this is clear to your assessment team.

1B. Began the session on time.

When AAs have begun to administer assessment sessions, walk around to each session to verify that the sessions started on time, as scheduled.

If the session has not begun, assist the AA with whatever is needed to start as quickly as possible.

If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, he/she should wait a few minutes before beginning the session. Rarely should the wait exceed 5 minutes.

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

There are six different session scripts depending on the grade and type of session being conducted:

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

Review the scripts to ensure that you know which one should be used for each assessment session.

During your observation, confirm that the AAs are using the correct scripts. This is critical because the scripts differ in wording, procedures, and required materials.

Procedure 2. Observe and Evaluate AAs Following the Session Script

Observe that the AA performed the following:

2A. Read the session script verbatim.

It is important for the AAs to read the script with fluency and expression. Fluency means it is evident that the AA has practiced the script ahead of time and is familiar with its syntax. Expression means the AA reads the script naturally and comfortably, so students easily understand it.

This is a skill that will be practiced during the AA Post Training. It is your responsibility to ensure that the AAs are able to read a script according to standard NAEP procedures.

AAs need to read all sections of the scripts verbatim in order to ensure all sessions are administered the same way throughout the country, except during an accommodation session. Depending on the type of accommodation being offered, it may be necessary for the AA to modify the accommodation session script. In these cases, the script should be used as a guide for the type of modifications NAEP allows.

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

There are two methods written into the script that AAs can choose from when they distribute the booklets. The AA must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if the AA selects the most appropriate method for booklet distribution.

You are evaluating the AA to verify that this decision was made ahead of time, and the AA has selected the most appropriate method.

- **Option 1.** AAs will call the students in Administration Schedule order to the front of the room to receive their booklets.

- **Option 2.** AAs will place the booklet and a pencil on each student's desk prior to the student's arrival.

For large sessions, AAs can arrange the booklets on a table alphabetically by student names and then, as the students enter the room, ask them to find their booklet and take a seat. Give the AAs a set of the alphabetical table tents included in your bulk supplies for this purpose.

How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives at the assessment location during booklet distribution, the AA should ask the student to wait at the front of the room while he/she finishes distributing booklets. Then, the AA should check in the late student(s); give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student to a seat.
2. If a student arrives after the AA and/or the students have begun to read the booklet directions, the AA should instruct the student to return to his/her classroom or to the office, according to the school's preference. **No student may be admitted once booklet directions are being read.**

It is important for the AA to follow these procedures and ensure that the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

2C. Instructed students to remove the student ID label from the cover of their booklet.

You are verifying that the AA confirmed that every student had removed the student ID label from the cover of his/her booklet and placed this label on the corner of the desk. This procedure is critical for protecting the confidentiality of students, because the names of students must never leave the school on the booklets.

The AA must collect and destroy these labels before dismissing any students from the session.

2D. Checked that students removed additional materials from inside the booklet cover.

After the students remove the student ID labels from their booklets, the AA should instruct them to remove any additional material from the front cover of their booklet and place the materials on the corner of their desks.

For grade 8 sessions, the AA should also have checked that students, who were required to separate mathematics manipulatives, did so in the section of the booklet requiring one, and placed them back into the original packet.

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

Each booklet must have a school ID number recorded on the cover. The script instructs students in grades 8 and 12 to enter this information on the front cover of their booklets before beginning the assessment.

To collect accurate data, it is critical that students enter the correct school ID number. Before the assessment starts, the AA should write this number clearly on the board so students can easily reference it.

AAs should 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.

NOTE: Students in grade 4 are not asked to enter the school ID number themselves; the AA will enter it on the booklet cover following the assessment.

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

For grades 4 and 8, the session script read by the AA instructs students to enter the teacher information on the front cover of their booklets.

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. Prior to the assessment, the AA should print these numbers clearly on the board so students can easily reference them.

You should observe the AA as he/she walks around the classroom and conducts a spot check of students' booklets to ensure that students have entered this information on the front cover of their booklet.

2G. Provided the booklet directions appropriately for the grade level.

Verify that the AA has

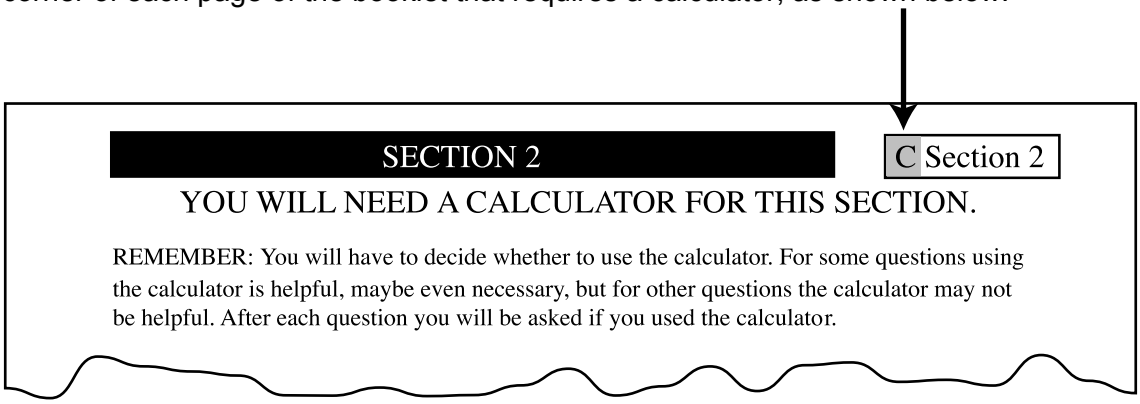
- read the directions aloud for using the assessment booklet, if grade 4; or
- instructed the students to read the directions to themselves for using the assessment booklet, if grade 8 or 12.

2H. For grade 4, distributed and collected calculators appropriately.

Some students taking the mathematics assessment will need to use a calculator. For grade 4, the AA will distribute (as needed) and then collect the blue NAEP calculators. For grades 8 and 12, students may use their own calculator. However, if a student needs a calculator, the AA should provide the student with a gray NAEP calculator.

Because it is very important that students have a calculator only when working in a section that requires one, calculators for grade 4 must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. You should observe the AA as he/she follows the script instructions for distributing and collecting calculators throughout the session.

Not all booklets or all sections within a booklet will require a calculator. If a mathematics booklet requires a calculator, a large "C" 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, as shown below.



The purpose of the "C" is to allow the AA to walk around the room and glance at the student's booklet to verify whether the student should be using a calculator. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA verifies that students have received calculators when needed. To provide an accurate picture of what students know and can do, students must be given equal access to materials.

2I. For grades 8 and 12, checked to see that students used NAEP-appropriate calculators.

Students in grades 8 and 12 are encouraged to bring their own scientific or graphing calculators during the assessment as long as they are not a laptop or other portable computer, a pocket organizer, a cell phone, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device.

Confirm that the AAs have verified the calculators are NAEP-appropriate and used only during sections requiring a calculator.

2J. Checked to see that students used math ancillaries in sections requiring one.

Students should only use math ancillaries in a section of the booklet that requires one. Specifically:

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

Procedure 3. Observe and Evaluate AAs Monitoring Sessions

In addition to conducting QC checks to verify that the AAs are using the session scripts and administering the sessions as described in **Procedure 1,** you will also conduct QC checks to ensure that the AAs are effectively monitoring the sessions.

While students are taking the assessment, check that the AA is walking up and down the aisles and moving through the classroom. The AA's presence and behavior should be unobtrusive and professional.

On occasion, you should observe the AA standing at the back of the room to inconspicuously watch the students. The AA's attention must always be focused on the students.

The AA should be performing many of the checks outlined in this chapter, such as the calculator and ancillary materials check. The AA should also be following standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise, which are described in the *AA Manual* and *Strategies* magazine.

Finally, other than recording information about student questions or issues on the Session Debriefing Form, an AA should not be completing paperwork during the assessment. It is important that AAs take this responsibility seriously; effectively monitoring the assessment session can prevent errors in administration.

The following subprocedures are tasks you will observe and evaluate the AAs on while they are monitoring the session.

Observe that the AA performed the following:

3A. Timed sections appropriately.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions for students to answer. These sections are followed by subject-area and general background questions.

Background and cognitive sections are timed while students work independently, except for the Grade 4 General Background Section. This section is read aloud to grade 4 students. The session script provides instructions to the AA for the presentation and timing of each section.

The following chart displays the time for each session:

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	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)
Section 5	Extended Student Background Questions (if necessary)	5 minutes

Upon a request from a school, the AA may allow the students to take a break between sections of the assessment. The time the AA should allow for a break will vary by grade and by school. You should inform the AA when and how long a break should be and any special procedures from the school that he/she should follow.

AAs are also responsible for ensuring that students who finished sections early do not go back to previous sections or work ahead in the booklets. Verify that

- The AA told students who finished a section early that they may not go back to previous sections or work ahead in the booklet.
- If a student is working in the wrong section of the booklet, the AA used a gentle reminder of the correct section as a prompt (e.g., **"You should be working on Section 2 now"**). The AA should continue to stand near the student until he/she sees the student working in the correct section.
- The AA encouraged any student who completed a section of the booklet before time was called to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to read or work on his/her homework or other non-NAEP activity.

3B. Followed NAEP procedure for answering students' questions about how to record answers.

Questions about where and how to record answers are the only type of questions that the AA may answer in his/her own words. Verify the AA has clarified students' questions about how or where to record answers, if necessary.

3C. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment.

Ensure that the AA has not helped students respond to any item in a cognitive section. The AA may not provide any specific information, answers, or instructions about any question, or any assistance in reading or spelling.

- If a student asked a question about a cognitive block item (other than about how or where to record an answer), ensure that the AA replied with this scripted response: "I'm sorry. I cannot answer any questions in this section. Please reread the question and do the best you can."
- Be certain that the AA has read and clarified directions to students, as needed.

3D. Followed NAEP procedure for responding to students' questions during the general background section.

The NAEP procedure for responding to students' questions during the background sections is different from the NAEP procedure for responding to questions during the cognitive blocks. Ensure that

- The AA responded to students' questions during the general background section by referring to the Question-by-Question Specifications (QxQs) within each session script.
- The AA answered questions from students by walking to the student's desk and responding quietly to the question.
- If several students had the same question, the AA advised all students of the question and answer in the session.
- The AA advised students that they may skip any general background question they do not feel comfortable answering.

3E. Followed NAEP procedure for answering students' questions during the subject-area background section.

Ensure that

- The AA responded to students' questions during the subject-area background section by referring to the reading, mathematics, or science background section QxQs found in the back of each session script.
- The AA answered questions from students by walking to the student's desk and responding quietly to the question.
- The AA has not attempted to advise all students of the answers to questions in the session asked by individual students. Unlike in the general background section, students' questions in the subject-area background sections will vary depending on the subject area of their assessment booklet.
- The AA advised students that they may skip any subject-area background question they do not feel comfortable answering.

Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions

The AA's primary role is to administer the session and clarify the directions for the students. To truly assess the student's knowledge, it is important for the AA to refrain from giving and/or prompting answers. Here are some basic guidelines for the AA to follow and for you to observe.

The AA may

- modify the accommodation session script, depending on the type of accommodation being offered;
- answer students' questions regarding the general background section of the booklet, the booklet directions, and how to record answers;
- allow students to take a break between booklet sections; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary by the school.

The AA may NOT

- provide assistance on assessment items. Students may look for validation on certain items; the AA may not indicate verbally or nonverbally his/her recommendations. Instead, the AA is encouraged to remind students to answer questions to the best of their ability.
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her Individualized Education Program (IEP) or 504 Plan that are not normally used by the student during testing.

Procedure 4. Observe and Evaluate the AAs Administering the ESBQ, If Necessary

The Extended Student Background Questionnaire (ESBQ) is not required for all schools. If the ESBQ is required at the school, you should observe how the AA administered the ESBQ using the session script.

4A. Instructed students to remove the label from the ESBQ booklet.

The AA should also have instructed students to remove the ESBQ student ID label from the ESBQ booklet and place it next to their NAEP label in the upper-right corner of the desk.

4B. Answered students' questions during the ESBQ section.

Verify that the AA responded to students' questions during this section by referring to the ESBQ QxQs, located in the back of the session scripts.

Procedure 5. Observe and Evaluate How the AAs End the Session

5A. Collected student ID labels.

Before the end of the ESBQ assessment session, verify that the AA has collected both the ESBQ and NAEP student ID labels from the corner of every student's desk, according to the instructions in the session scripts.

Student ID labels must be properly disposed of to maintain the confidentiality of students. Therefore, it is critical that the names of students be removed from the booklets.

Once the AA has collected both student ID labels, the AA must destroy them. You should observe the AA as he/she tears up the labels and places them in the trash.

Security and Confidentiality Alert

No names on the completed booklets and questionnaires are to leave the school on assessment day. It is your responsibility to make sure that your AA team destroys the student ID labels. Failure to remove all names from the booklets violates NAEP security and confidentiality.

5B. If NIES, distributed appointment cards.

If the school is participating in the NIES, and the school has elected to conduct the NIES Survey immediately following the NAEP assessment, the AA will hand the selected students an NIES Appointment Card to notify them of their selection.

Verify that the AA has carried out this transition in an orderly and timely manner, and according to the instructions in the NAEP session script.

5C. Collected NAEP materials at the end of the assessment.

At the end of the session, you should observe that the AA has selected an appropriate method for collecting the booklets and distributing Student Appreciation Certificates, if necessary. Check that the AA counts the booklets and accounts for all of them. Below are two suggested collection methods. However, the AA may find it necessary to devise another method, depending on time constraints and grade level. Be prepared to give suggestions for collection methods to AAs in unique situations.

- **Option 1.** The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet (and ESBQ, if necessary) with used ancillary materials. As the booklets are collected, confirm that the AA has set the booklets face down, one on top of the other.

  Collecting booklets in Administration Schedule order will make the AA's responsibilities following the assessment session easier.

- **Option 2.** Verify that the AA has instructed students to place the assessment booklet (and ESBQ, if necessary) in the upper corner of their desk or workspace. You should observe the AA as he/she collects a booklet from each student in Administration Schedule order. As the AA collects the booklets, you should also observe the AA as he/she verifies all used ancillary materials.

  If the testing is in a cafeteria or auditorium, verify that an AA is stationed at each exit during booklet collection to ensure that a student does not leave the testing area with a booklet.

5D. Accounted for all NAEP materials before dismissing students.

It is critical to account for all NAEP materials before dismissing students from the assessment session. You should observe the AA as he/she accounts for each and every assessment booklet, whether completed or blank, as well as NAEP calculators and used ancillary materials.

After collecting NAEP materials, you should observe the AA as he/she counts the used booklets to confirm that the number matches the number of students present at the session. You should also observe the AA as he/she counts the blank booklets to confirm that the number he/she has after the session is the same as the number the AA had before the session.

If the AA finds any NAEP booklets missing, including blank or ESBQ booklets, students are not to be dismissed until the missing booklets have been located.

For grades 4 and 8, you should also observe the AA as he/she counts the calculators to confirm that the number collected matches the number the AA had before the session began.

If the AA finds that he/she is missing any items, such as a calculator, you should observe the AA as he/she explains to the students what is missing and asks them to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

5E. Dismissed students according to school protocol outlined on the Assessment Information Form.

The AA should dismiss students at the conclusion of the assessment session in the manner you have provided on the Assessment Information Form.

At this time, you are confirming that the AA has read this information in advance and is implementing the correct procedure for that particular school.

To maintain a good rapport with the school, it is important that the AA follow the school protocol.

When the assessment has ended, you will want to verify that your AAs have

- appropriately handled difficult situations pertaining to students' behaviors or attitudes, and
- appropriately handled unexpected situations that arose during the session.

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 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 **Procedure 4** in chapter 6.

Behavior	Guidelines
Becomes disruptive and out of control	• If a student does not remain in the session, write **"Disruptive behavior"** and the line number of the student on the Session Debriefing Form.
Reluctant or refuses to participate	• If the 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 the line number of the student on the Session Debriefing Form.
Emotionally upset	• If a student does not remain in the session, write **"Emotionally upset"** and the line number of the student on the Session Debriefing Form.
Asks to leave the session	• If a student leaves and returns for any reason, record on the booklet cover the time and section number when the student left and the time and section number when the student returned. • If a student cannot complete the session, collect the booklet and other materials. • Write the reason the student left the session on the booklet cover.
Becomes ill	• If a student does not remain in the session, write **"Student became ill"** and the line number of the student on the Session Debriefing Form.

Listed below are three special situations that may arise, guidelines for how the AA should respond, and instructions for how the AA should document the situation and code the student booklet covers. If any of these situations happened, ensure that the AA responded appropriately.

Situation	Guidelines	Coding and Notes of Explanation
Student received defective assessment materials	• If a student discovers a defective booklet after beginning work, replace the booklet with another of the same version number, if possible. • 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 the booklet ID number of the defective booklet on the front cover of the replacement booklet. • Record the booklet ID number of the replacement booklet on the cover of the defective booklet. • Write **"Defective booklet"** on the defective booklet cover. • Use Administration Code **14.**
School fire alarm	• Your first priority is safety and the removal 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: – 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 to make sure the correct number of students are with you. Then check the timer and note the time remaining in the session. – 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 and place it at the top of the Session Box. • If you cannot continue the session, use Administration Code **13.**
School lockdown	• 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 their instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. – In most cases, the assessment can proceed through a lockdown. If the session was interrupted, when a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing to account for the lost time.	• Write a brief note explaining the lockdown and place it at the top of the Session Box. • If you cannot continue the session, use Administration Code **13.**

Chapter 8 Summary

At the conclusion of this chapter, you should be able to

- observe and evaluate AAs on assessment day,
- observe and evaluate the ESBQ administration, and
- recognize how AAs should handle difficult situations.

Test Your Knowledge

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

1. If, after all session materials have been collected, the AA finds that a booklet is missing, the AA should _____.

- **a.** dismiss students and note on the Administration Schedule that one booklet is missing
- **b.** determine which student's booklet is missing by checking the labels against the Administration Schedule
- **c.** subtract 1 from the total number of students assessed
- **d.** not dismiss any students until the missing booklet is located

2. If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, the AA should _____.

- **a.** substitute students from another class
- **b.** dismiss all the students, and ask the AC to schedule a makeup session
- **c.** wait a few minutes before beginning the session
- **d.** begin the session, and let the four students begin when they arrive

3. Grade 4 students are given _____ to complete subject-area background questions.

- **a.** 20 minutes
- **b.** 10 minutes
- **c.** 5 minutes
- **d.** as long as they need

4. Before the end of the assessment session, the AA should collect the student ID labels from the corner of every student's desk and _____.

- **a.** dispose of them
- **b.** put them in the School Folder
- **c.** put them in the plastic bag marked "used labels"
- **d.** check them against the Administrative Schedule

5. If you discover that a calculator is missing when you collect materials at the end of the assessment, you should _____.

- **a.** tell the students' teacher
- **b.** keep the students in the room until the calculator is located
- **c.** ask students to check their belongings for the missing item
- **d.** send a student to find the school coordinator

Answers: 1.d, 2.c, 3.b, 4.a, 5.c

CHAPTER 9

OVERVIEW OF THE NIES

Accuracy in preparation and administration of the NIES is essential to the integrity of the data collected for this special study.

This chapter provides a description of the NIES, the materials needed to administer the session, and the procedures for completing NIES tasks. NIES activities occur at the Scheduling Call and Confirmation Call, the preassessment visit, and during the assessment. At the conclusion of this chapter, you should be familiar with the procedures for completing each of the NIES activities.

9 Overview of the NIES

1. About the NIES

The National Indian Education Study (NIES) is an important study sponsored by the Office of Indian Education in the U.S. Department of Education and is designed to provide valuable information on the education of American Indian/Alaska Native (AI/AN) students. The NIES Survey is administered to AI/AN students in grades 4 and 8 who have been selected to take reading, mathematics, and science NAEP assessments.

Approximately 30 percent of the schools selected for NAEP are expected to be eligible to participate in the NIES. Because the NIES Survey includes questions related to the impact of AI/AN culture on the educational experiences of AI/AN students, only students with a Race Code of **5** are eligible to participate.

A school can be identified as NIES at two points in the NAEP schedule: during sampling activities in the fall, or at the preassessment visit. Each school in the sample will fall into one of the following four categories:

- Eligible, previously identified: If one or more AI/AN students attend the school and are sampled for NAEP.
- Eligible, identified during the visit: When new enrollees who are AI/AN are added to the sample.
- Eligible, identified during the visit: If a student's Race Code is updated to **5** (AI/AN).
- Ineligible, previously identified: If selected students are determined to no longer be coded AI/AN.
- Ineligible, previously identified: If selected students will not be able to participate in NAEP.

To differentiate between the various scenarios, a school identified for the NIES during the sampling visit is referred throughout this manual as “previously identified as NIES,” and schools identified as NIES during the preassessment visit are referred to as “newly identified as NIES.” The script in the *Quality Control Booklet* (QCB) is your guide to determining a school’s inclusion in the NIES.

1A. Key NIES Materials

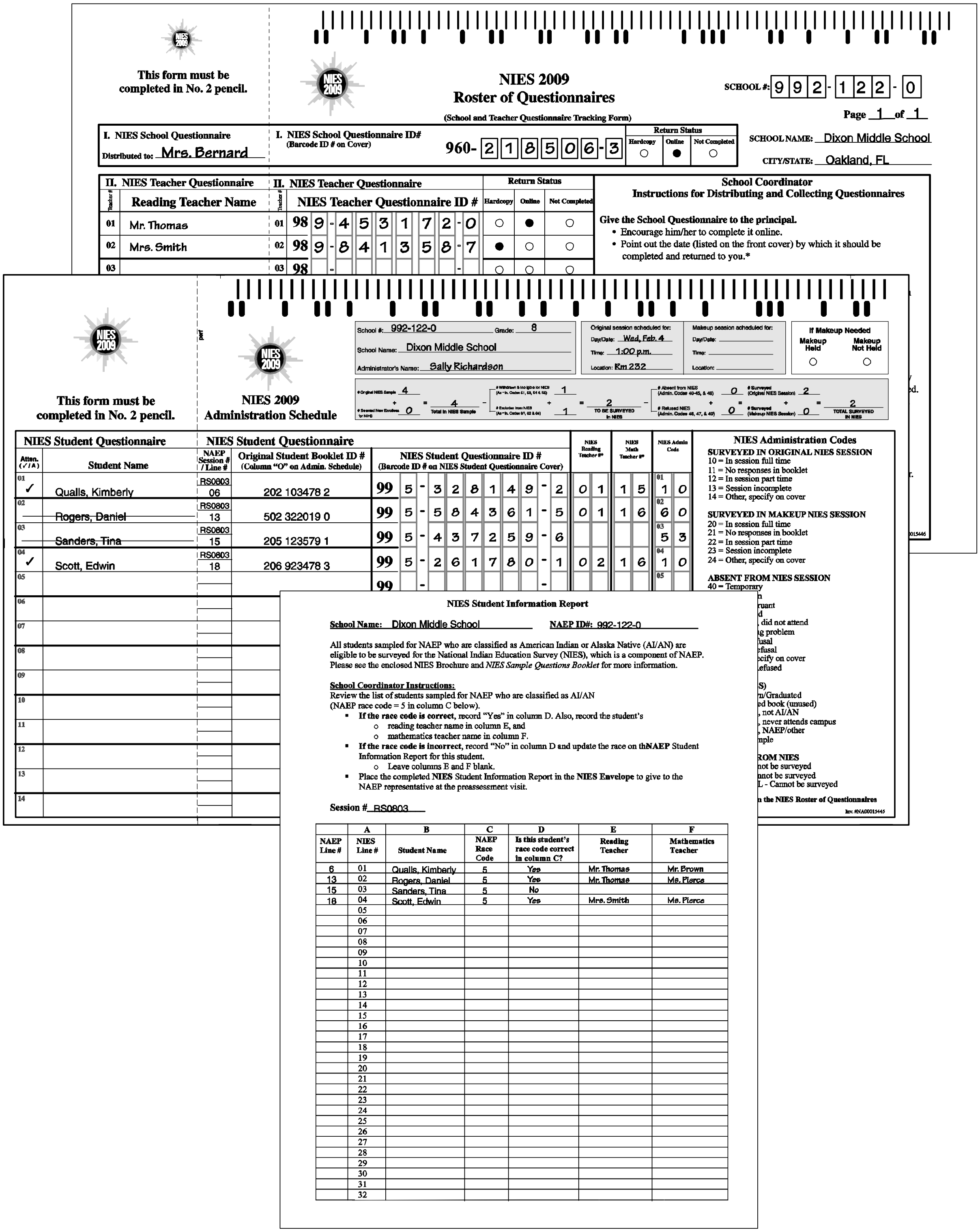
In order to capture better-quality data, there are three NIES-specific materials that you will use to complete NIES procedures:

- **NIES Administration Schedule.** For schools previously identified as NIES, the NIES Administration Schedule comes preprinted by session with the name of the school, the school ID#, the grade, the NIES student names, and the original NAEP booklet ID# from the NAEP Administration Schedule. There will be an NIES Administration Schedule for each session containing one or more students with a Race Code of **5.** Your supervisor will include the NIES Administration Schedule for previously identified NIES schools in the School Folder.
- **NIES Roster of Questionnaires.** For schools previously identified as NIES, the NIES Roster of Questionnaires will be preprinted by Pearson with the school name, city, state, and school ID#.
- **NIES Student Information Report.** For schools previously identified as NIES, your supervisor will print the NIES Student Information Report from the Student Data System (SDS). It will include the school’s name, the school ID#, the Session Number, and information about each student with a Race Code of **5.**

Another key new NIES document is the *Instructions for the School Coordinator* brochure for grades 4 and 8. This brochure (see page 9.4) will be included in the Preassessment Packet sent by your supervisor to schools previously identified as NIES.

A complete description of the NIES materials is located in Appendix D.

Key NIES Materials



NIES 2009
Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

This form must be completed in No. 2 pencil.

SCHOOL #: 992-122-0

Page 1 of 1

SCHOOL NAME: Dixon Middle School

CITY/STATE: Oakland, FL

I. NIES School Questionnaire	I. NIES School Questionnaire ID# (Barcode ID # on Cover)	Return Status: Hardcopy	Online	Not Completed
Distributed to: Mrs. Bernard	960-2185063	○	●	○

Teacher #	II. NIES Teacher Questionnaire: Reading Teacher Name	Teacher #	II. NIES Teacher Questionnaire ID #	Hardcopy	Online	Not Completed
01	Mr. Thomas	01	98 9-4531720	○	●	○
02	Mrs. Smith	02	98 9-8413587	●	○	○
03		03	98	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

Give the School Questionnaire to the principal.

- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

NIES 2009
Administration Schedule

This form must be completed in No. 2 pencil.

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Sally Richardson

Original session scheduled for: Day/Date: Wed, Feb. 4 Time: 1:00 p.m. Location: Rm 232

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Line	Atten. (✓/A)	Student Name	NAEP Session # / Line #	Original Student Booklet ID # (Column "O" on Admin. Schedule)	NIES Student Questionnaire ID # (Barcode ID # on NIES Student Questionnaire Cover)	NIES Reading Teacher #*	NIES Math Teacher #*	NIES Admin Code
01	✓	Qualls, Kimberly	RS0803 06	202 103478 2	99 5-328149-2	01	15	10
02		~~Rogers, Daniel~~	RS0803 13	502 322019 0	99 5-584361-5	01	16	60
03		~~Sanders, Tina~~	RS0803 15	205 123579 1	99 5-437259-6			53
04	✓	Scott, Edwin	RS0803 18	206 923478 3	99 5-261780-1	02	16	10
05					99 -			

NIES Administration Codes

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

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

ABSENT FROM NIES SESSION
40 = Temporary

NIES Student Information Report

School Name: Dixon Middle School NAEP ID#: 992-122-0

All students sampled for NAEP who are classified as American Indian or Alaska Native (AI/AN) are eligible to be surveyed for the National Indian Education Survey (NIES), which is a component of NAEP. Please see the enclosed NIES Brochure and *NIES Sample Questions Booklet* for more information.

School Coordinator Instructions:
Review the list of students sampled for NAEP who are classified as AI/AN (NAEP race code = 5 in column C below).

- **If the race code is correct**, record "Yes" in column D. Also, record the student's
  - reading teacher name in column E, and
  - mathematics teacher name in column F.
- **If the race code is incorrect**, record "No" in column D and update the race on the NAEP Student Information Report for this student.
  - Leave columns E and F blank.
- Place the completed NIES Student Information Report in the NIES Envelope to give to the NAEP representative at the preassessment visit.

Session #: RS0803

A NAEP Line #	NIES Line #	B Student Name	C NAEP Race Code	D Is this student's race code correct in column C?	E Reading Teacher	F Mathematics Teacher
6	01	Qualls, Kimberly	5	Yes	Mr. Thomas	Mr. Brown
13	02	Rogers, Daniel	5	Yes	Mr. Thomas	Ms. Pierce
15	03	Sanders, Tina	5	No		
18	04	Scott, Edwin	5	Yes	Mrs. Smith	Ms. Pierce
	05					
	06					
	07					
	08					
	09					
	10					
	11					
	12					
	13					
	14					
	15					
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	30					
	31					
	32					

Procedure 1. Conduct the Confirmation Call

Prior to the preassessment visit, you will complete a Confirmation Call with every school in your assignment. For schools previously identified as NIES, in **Procedure 2-2,** ask the school coordinator to locate the *Instructions for the School Coordinator* brochure from the Preassessment Packet. Have the brochure open and ready to review during the visit.

INSTRUCTIONS

FOR THE SCHOOL COORDINATOR

Grades 4, 8, and NIES

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2009

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2009 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. In order for the visit to take the least amount of your time, we ask that you read these instructions carefully.

I will call you shortly after you receive this Preassessment Packet. If you have questions before then, I can be contacted through the MySchool website at **www.mynaep.com** or the information below. If you need immediate assistance, please call the NAEP Help Desk at **1-800-283-NAEP** (6237).

The preassessment visit is scheduled for

January 14, 2009 (*date*) at 10:00 (*time*) a.m./p.m.

I will arrive at your school an hour or so **before** our preassessment visit to gather the materials listed below and work in a designated space until our scheduled appointment.

Please have these materials ready for me upon my arrival:

- ✔ Completed Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires and/or the SD/ELL Online Questionnaire Summary for those that were completed online
- ✔ Updated NAEP Student Information Report(s)
- ✔ Updated NIES Student Information Report
- ✔ Printed list of current students in selected grade
- ✔ Completed Logistics Questionnaire (Optional)

NAEP is scheduled to take place in your school on 2/4/09 (*date*).

We look forward to a successful assessment!

Sincerely,

Sally Richardson
NAEP Representative

sallyrichardson@naepmail.westat.com
E-mail address

309-755-1633
Telephone number

Ask the school coordinator to take out the NIES Student Information Report. The school coordinator will need to confirm that the students selected for NIES all have a Race Code of **5** (AI/AN). For students with a confirmed Race Code of **5,** the school coordinator will record the names of the mathematics and reading teachers onto the NIES Student Information Report. If one teacher teaches both subjects, the teacher should be listed twice. You will collect the completed NIES Student Information Report when you arrive at the school for the preassessment visit.

The NIES portion of the Confirmation Call is now complete. Continue with **Procedure 2-2** in the QCB.

Procedure 2. Work Independently

Because a school can be previously identified or newly identified as NIES, there are two sets of NIES materials specific to each scenario. For previously identified NIES schools, your supervisor will prepare materials listed in the first two columns in the chart below. Your supervisor will also prepare a generic packet of materials (third column below) for schools that are newly identified as NIES at the preassessment visit.

NIES Packet	School Folder	Generic Packet
For schools previously identified as NIES, your supervisor will send the following materials in the Preassessment Packet: • the NIES Envelope, labeled "Important NIES Survey Materials," • the NIES Brochure, • the NIES Student Information Report (printed from the SDS), • the *NIES Sample Questions Booklet*, and • the sample NIES Parent/Guardian Notification Letter.	For schools previously identified as NIES, check that your supervisor included the following NIES materials in the School Folder: • the NIES Administration Schedule (preprinted with the NIES student names and their NAEP booklet ID number), • the NIES Roster of Questionnaires, • a blank NIES School Questionnaire, • blank grade-specific NIES Teacher Questionnaires, and • the Listing of Sampled Students for NIES.	If a school has not been previously identified as NIES, you will need to bring the generic packet of NIES materials to the school with you. Your supervisor will prepare the generic packet and send it directly to you with your School Folders. The generic packet of NIES materials includes: • the NIES Envelope, • the NIES Brochure, • the *NIES Sample Questions Booklet*, • the NIES Student Information Report (blank), • the NIES Roster of Questionnaires (blank), • the NIES Administration Schedule (blank), • one NIES School Questionnaire, • two grade-appropriate NIES Teacher Questionnaires, and • a sample NIES Parent/Guardian Notification Letter.

When you arrive at the school for the preassessment visit, you should collect the NIES Envelope with the updated NIES Student Information Report. For every school (regardless of their NIES status), you will need to work through **Procedure 2F** in order to confirm the eligibility status of the school for NIES.

To complete this task, you'll need:

- NIES Administration Schedule;
- NIES Roster of Questionnaires;
- NIES Student Information Reports;
- Administration Schedules(s); and
- NAEP Student Information Reports.

2F-1. Was this school previously identified as NIES (i.e., prior to the visit)?

☐	Yes	Continue with **Procedure 2-F2.**
☐	No	Skip to **Procedure 2F-6.**

In **Procedure 2F-1,** check "Yes" if the school was previously identified as NIES in the fall and continue with **Procedure 2F-2.** If the school was not previously identified as NIES, check "No" and skip to **Procedure 2F-6.**

2F-2. **If the school was previously identified as NIES (i.e., prior to the visit), complete the following:**

Were any new enrollees with a Race Code of **5** added to the sample?

☐	Yes	Add to **NIES** Administration Schedule and **NIES** Student Information Report.
☐	No	

Did the school coordinator update the Race Code to **5** for any students on the NAEP Student Information Reports?

☐	Yes	Add to **NIES** Administration Schedule and **NIES** Student Information Report.
☐	No	

Were any sampled students with a Race Code of **5** identified as Withdrawn (**51**), Ineligible (**54**), or Not Enrolled (**55**)?

☐	Yes	Assign appropriate **NIES** Admin Codes on the **NIES** Administration Schedule.
☐	No	

Procedure 2F-2 is for schools previously identified as NIES prior to the visit. The three-fold purpose of this procedure is to 1) check for any new enrollees with a Race Code of **5;** 2) confirm if the school coordinator updated the Race Code to **5** for any students on the

NAEP Student Information Report; and 3) check for any students with a Race Code of **5** who are withdrawn, ineligible, or not enrolled.

If there are new enrollees with a Race Code of **5,** add the student names to the NIES Administration Schedule and the NIES Student Information Report. If the school coordinator updated any Race Codes to **5** on the NAEP Student Information Report, you will also add these students to the NIES Administration Schedule and the NIES Student Information Report. Finally, if any sampled students with a Race Code of **5** are withdrawn, ineligible, or not enrolled, assign an appropriate NIES Administration Code of **51, 54,** or **55** on the NIES Administration Schedule.

2F-3.	Do you have the completed NIES Student Information Report from the school coordinator?	
☐	Yes	
☐	No	If possible, collect the missing information now and continue. Otherwise, skip to **Procedure 2G** and collect missing information at the beginning of the meeting.
	Are all of the students listed on the NIES Student Information Report confirmed as a Race Code of **5** in column **D?**	
☐	Yes	
☐	No	For any students whose Race Code is no longer **5:** ▪ Assign NIES Admin Code **53** (ineligible, not AI/AN) on the NIES **Administration Schedule**, and line through student's name. ▪ Update Race/Ethnicity code (column **G**) on the **NAEP Administration Schedule.**

Use the completed NIES Student Information Report to complete **Procedure 2F-3.** If you do not have the completed NIES Student Information Report, ask the school coordinator to review it and make updates. You cannot continue with **Procedure 2F** until you have the updated NIES Student Information Report.

With the completed NIES Student Information Report, verify that all the students listed have a Race Code of **5** in column **D.** If any students with a Race Code of **5** are no longer confirmed, or were incorrectly assigned a Race Code of **5,** these students are not eligible for the NIES, and you will record an NIES Administration Code of **53** (Ineligible, not AI/AN) on the NIES Administration Schedule. Make sure the Race Code has also been corrected on the Administration Schedule of the regular session.

2F-4.	After all the updates have been made, are there any eligible students with a Race Code of **5** in this school?	
	☐ Yes	These students are eligible for NIES. (Continue with **Procedure 2F-5.**)
	☐ No	This school is not eligible for NIES. Make sure that all students listed on the **NIES Administration Schedule** have an appropriate NIES Admin Code, and record the NIES School Status Code in **Procedure 3H-6** as Ineligible (no American Indian [AI]/Alaska Native [AN] students) for entry in the SCS. Skip to **Procedure 2G.**

In **Procedure 2F-4,** you will review all the updates and determine if there are any students with a Race Code of **5** who are not withdrawn, never attend campus, or are other, ineligible. If "Yes," the school is still eligible for NIES, and you should continue with **Procedure 2F-5.**

If "No," the school is no longer eligible for NIES. Make sure the students listed on the NIES Administration Schedule have appropriate NIES Administration Codes and record the NIES Status code as Ineligible (no AI/AN students) in **Procedure 3H-6.** After the preassessment visit, update this code in the School Control System (SCS). Since this school is no longer eligible for NIES, skip to **Procedure 2G.**

2F-5.	Do you know the reading and mathematics teachers for all the NIES students?	
	☐ Yes	Use the AC Quick Checks to prepare NIES Teacher and School Questionnaires. Skip to **Procedure 2G.**
	☐ No	Collect missing teacher names during the meeting with the school coordinator and prepare these NIES Teacher Questionnaires after the meeting. Skip to **Procedure 2G.**

In **Procedure 2F-5,** confirm that you know the reading and mathematics teachers of the students confirmed with a Race Code of **5** on the NIES Student Information Report. For every student with both the reading and mathematics teacher recorded, complete **Procedure 2F-6.** If there are any confirmed students on the NIES Student Information Report but no teachers recorded, you will collect that information during the visit with the school coordinator. Then prepare the appropriate NIES School and Teacher Questionnaires, as shown on pages 9.12–9.13. After completing **Procedure 2F-5,** skip to **Procedure 2G.**

2F-6.	**If the school was not previously identified as NIES (i.e., not NIES before visit) complete the following:**
	Were any new enrollees with a Race Code of **5** added to the sample?
	☐ Yes
	☐ No
	Did the school coordinator update the Race Code to **5** for any students on the NAEP Student Information Report?
	☐ Yes
	☐ No

The purpose of **Procedure 2F-6** is to walk you through the process of determining whether a school not previously identified as NIES is now eligible for NIES. First, determine if any new enrollees added to the sample have a Race Code of **5.** Next, locate the Student Information Report for NAEP, and check to see if the school coordinator updated the Race Code to **5** for any students listed. If so, move on to **Procedure 2F-7.**

2F-7.	After all the updates have been made, are there any students with a Race Code of **5** who are not coded **51** (Withdrawn), **54** (Never attends school), or **55** (Ineligible, other) in this school?	
	☐ Yes	These students are eligible for NIES. (Continue with **Procedure 2F-8.**)
	☐ No	This school is not eligible for NIES. (Skip to **Procedure 2G.**)

In **Procedure 2F-7,** you will review the updates and determine if there are any students with a Race Code **5** who are not withdrawn, never attend campus, or are otherwise ineligible. If "Yes," the school is newly identified as eligible for NIES, and you should continue with **Procedure 2F-8.** If "No," this school is still not eligible for NIES, and you should skip to **Procedure 2G.**

2F-8. Locate the generic NIES packet sent from your supervisor and complete the following steps:

- For each eligible student with a Race Code of 5, complete the following columns on the blank NIES Student Information Report and NIES Administration Schedule:
  - A (Session # and Line #),
  - B (Student Name), and
  - C (Race Code).
- Put the NIES Roster of Questionnaires in the School Folder.
- Put the prepared NIES Administration Schedule in the School Folder.
- Put the prepared NIES Student Information Report in the generic packet.

You will review the NIES packet with the school coordinator during the meeting.

Continue on with **Procedure 2G.**

In **Procedure 2F-8,** locate the generic packet of NIES materials provided by your supervisor and pull out the NIES Student Information Report. Fill in the school name and school ID#. For each eligible student with a Race Code of **5,** complete the following columns:

- A (Session ID and Line #),
- B (Student Name), and
- C (Race Code).

During the preassessment visit, you will ask the school coordinator to confirm these students are AI/AN. At this point, you have not met with the school coordinator, so you cannot collect the names of the reading and mathematics teachers. Work through the steps outlined in **Procedure 2F-8** and continue with **Procedure 2G-1.**

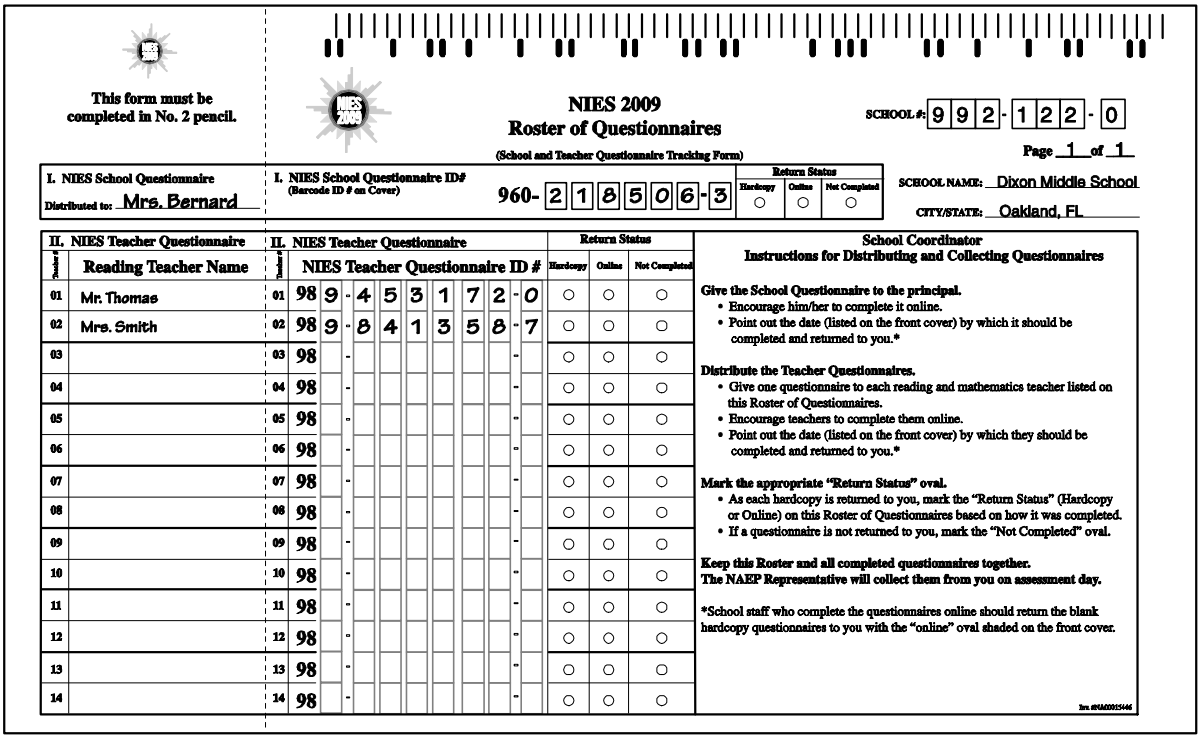
If this results in no students with a Race Code of **5** taking the NAEP assessment, the school is no longer eligible for NIES, and you should alert the school coordinator and skip to **Procedure 3I-1.** Otherwise, if the school is still eligible for NIES, continue with **Procedure 3H.**

2A. Prepare the NIES Roster of Questionnaires and the School and Teacher Questionnaire covers.

To prepare the NIES Roster of Questionnaires:

- Record the School Questionnaire ID number on the roster.
- Record the principal's name in the space provided on the roster.
- Fill in the name of the reading teacher on the front of the roster and the name of the mathematics teacher on the back of the roster.

Fill in the corresponding NIES Teacher Questionnaire number from the barcode on the Teacher Questionnaire cover. If one teacher is teaching both reading and mathematics to NIES students, list that teacher twice: once in the front for reading and once on the back for mathematics. That teacher will have two teacher numbers, but only one barcode (recorded in both places) for his/her NIES Teacher Questionnaire.



This form must be completed in No. 2 pencil.

NIES 2009
Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 992-122-0
Page 1 of 1

I. NIES School Questionnaire
Distributed to: Mrs. Bernard

I. NIES School Questionnaire ID#
(Barcode ID # on Cover)
960-2185063

Return Status: Hardcopy ○ Online ○ Not Completed ○

SCHOOL NAME: Dixon Middle School
CITY/STATE: Oakland, FL

II. NIES Teacher Questionnaire		II. NIES Teacher Questionnaire		Return Status		
Item	Reading Teacher Name	Item	NIES Teacher Questionnaire ID #	Hardcopy	Online	Not Completed
01	Mr. Thomas	01	98 9-453172-0	○	○	○
02	Mrs. Smith	02	98 9-841358-7	○	○	○
03		03	98 -	○	○	○
04		04	98 -	○	○	○
05		05	98 -	○	○	○
06		06	98 -	○	○	○
07		07	98 -	○	○	○
08		08	98 -	○	○	○
09		09	98 -	○	○	○
10		10	98 -	○	○	○
11		11	98 -	○	○	○
12		12	98 -	○	○	○
13		13	98 -	○	○	○
14		14	98 -	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

Give the School Questionnaire to the principal.
- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

Distribute the Teacher Questionnaires.
- Give one questionnaire to each reading and mathematics teacher listed on this Roster of Questionnaires.
- Encourage teachers to complete them online.
- Point out the date (listed on the front cover) by which they should be completed and returned to you.*

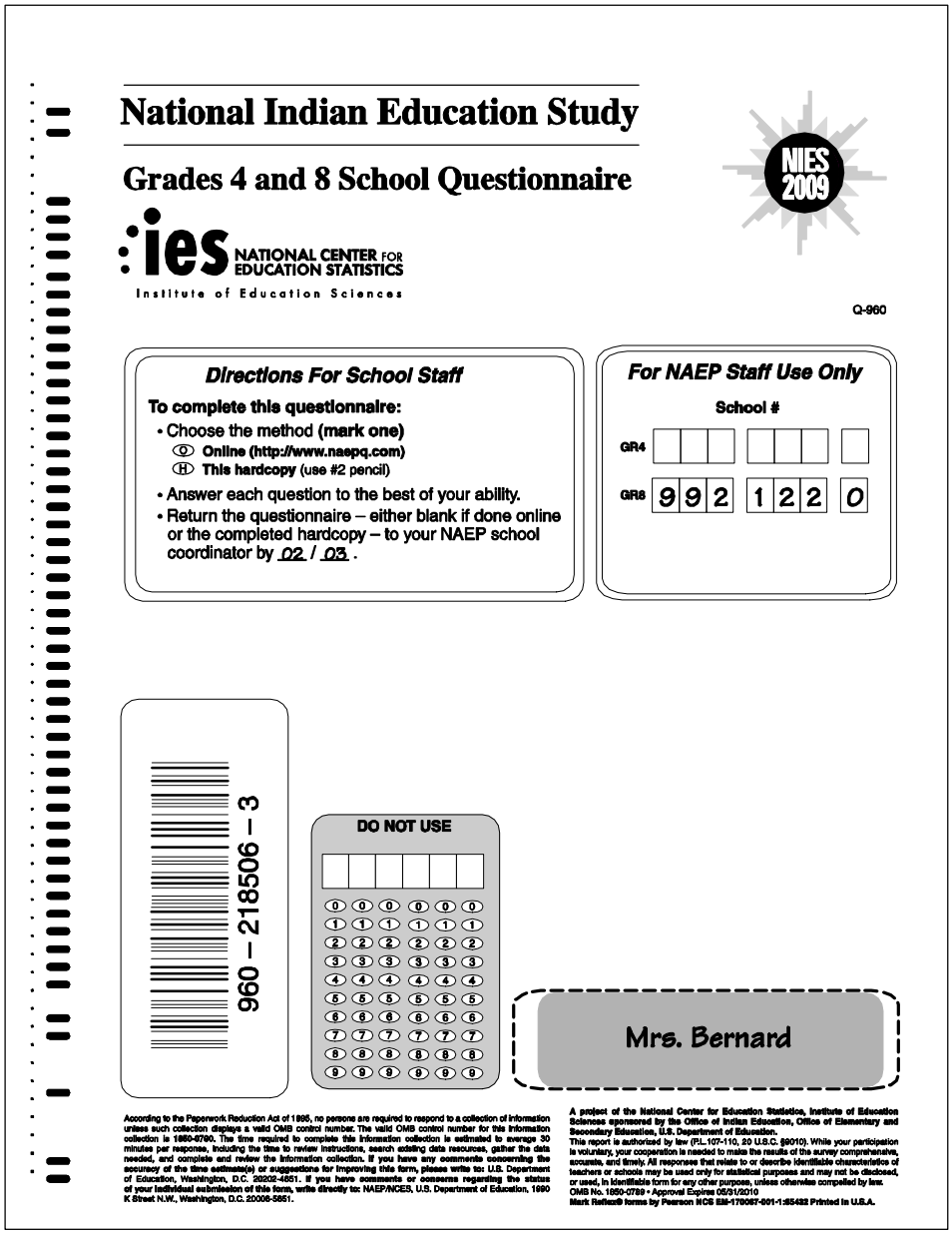
Mark the appropriate "Return Status" oval.
- As each hardcopy is returned to you, mark the "Return Status" (Hardcopy or Online) on this Roster of Questionnaires based on how it was completed.
- If a questionnaire is not returned to you, mark the "Not Completed" oval.

Keep this Roster and all completed questionnaires together.
The NAEP Representative will collect them from you on assessment day.

*School staff who complete the questionnaires online should return the blank hardcopy questionnaires to you with the "online" oval shaded on the front cover.

There is one NIES School Questionnaire for grades 4 and 8. The School Questionnaire is intended for the principal to complete either on hardcopy or online. Follow the steps described below to prepare the NIES School Questionnaire:

- Write the school ID number in the box labeled **School #.**
- Fill out the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
- Place a blank removable label in the lower-right corner of the cover. Write the principal's name on the label.



National Indian Education Study

Grades 4 and 8 School Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES 2009

Q-960

Directions For School Staff

To complete this questionnaire:

- Choose the method **(mark one)**
  - Ⓞ **Online (http://www.naepq.com)**
  - Ⓗ **This hardcopy** (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by 02 / 03 .

For NAEP Staff Use Only

School #

GR4

GR8 9 9 2 1 2 2 0

960 – 218506 – 3

DO NOT USE

Mrs. Bernard

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 1850-0780. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics, Institute of Education Sciences sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0789 • Approval Expires 05/31/2010
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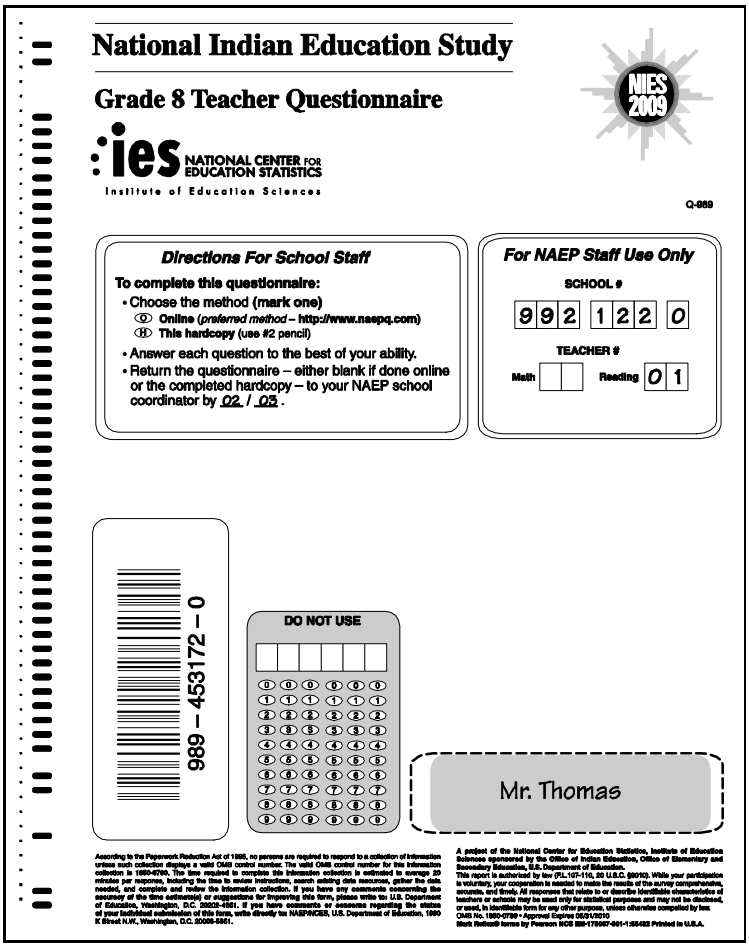
There is one NIES Teacher Questionnaire for grade 4 and one for grade 8. Both the reading and mathematics teachers of grade 4 and 8 NIES students will be asked to complete an NIES Teacher Questionnaire, regardless of the NAEP subject the student is assigned to take. For students in grade 4, this will most likely be the same teacher. For students in grade 8, both the mathematics and reading teachers will be asked to complete an NIES Teacher Questionnaire. Teacher Questionnaires can be completed either on hardcopy or online.

Follow the steps described below to prepare the NIES Teacher Questionnaire:

- Write the NAEP school ID number on the questionnaire cover.
- Fill out the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).
- Record the reading and mathematics teacher ID numbers from the NIES Roster of Questionnaires.
- Place a blank removable label in the lower-right corner of the cover.
- Record the teacher's name on the label.
- Place the Teacher Questionnaires back in the NIES Envelope.


National Indian Education Study

Grade 8 Teacher Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES 2009

Q-989

Directions For School Staff

To complete this questionnaire:
- Choose the method (mark one)
  - Online (preferred method – http://www.naepq.com)
  - This hardcopy (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by 02 / 03 .

For NAEP Staff Use Only

SCHOOL #
9 9 2 1 2 2 0

TEACHER #
Math
Reading 0 1

989 – 453172 – 0

DO NOT USE

Mr. Thomas

Procedure 3. Meet With the School Coordinator

This year, only students eligible for NIES who take the NAEP assessment will be surveyed in NIES. Therefore, if during the preassessment visit in **Procedure 3E,** you and the school coordinator determine that students eligible for NIES will be excluded from the NAEP assessment, these students should not be surveyed for the NIES. Assign these students the appropriate EXCUSED FROM NIES Administration Code from the NIES Administration Schedule.

The EXCUSED FROM NIES Codes on the NIES Administration Schedule are as follows:

- **60** = SD - cannot be surveyed
- **62** = ELL - cannot be surveyed
- **64** = SD & ELL - cannot be surveyed

On the NAEP Administration Schedule, you will notice there are several choices for assigning an excluded code. However, for the NIES, the categories are collapsed, and you will have to assign the most appropriate EXCUSED FROM NIES Code based on the choices provided on the NIES Administration Schedule. For example, if an SD student is excluded from the regular assessment because his accommodation is not permitted, you will assign a code of **61** (SD required accomm. not permitted) in column **Q** on the Administration Schedule. The same student will receive a code of **60** (SD - cannot be surveyed) on the NIES Administration Schedule. An example of this is shown on page 9.15.

Example of Updating NIES Administration Schedule With Excluded Students

MEET WITH THE SCHOOL COORDINATOR — Part 2

PROCEDURE 3E: REVIEW THE INCLUSION WORKSHEET AND DISCUSS ACCOMMODATIONS

To complete this task, you'll need:

- to have completed Procedure 2E;
- an Inclusion Worksheet with SD and/or ELL Questionnaire data transcribed;
- Administration Schedule(s);
- ESBQ Administration Schedule (if applicable); and
- the *Accommodations for NAEP Flip Chart.*

3E-1. Review Accommodation Information:

All of the information from the completed SD and/or ELL Questionnaires has been transcribed onto this Inclusion Worksheet. I need to review this information with you to determine accommodations for each student.[1]

- Review each student on the Inclusion Worksheet. Point out the subject the student will be assessed in, the accommodation(s) received on the state assessment, and whether or not the accommodation(s) is permitted in NAEP.
  - If "Include Without Accommodations" box is checked: Verify that the student will be assessed in the regular session without accommodations.
  - If "Include With Required Accommodations" box is checked: Plan details for providing the required accommodation(s). Refer to the *Accommodations for NAEP Flip Chart* as needed.
  - If "Exclude" box is checked: Verify the reason for the student's exclusion.
    - Enter the appropriate Exclusion Code (69-55, 57-69) on the Administration Schedule, and write the reason in the Notes section of the Inclusion Worksheet.
    - Line through the student's name on the Administration Schedule.
    - Line through the student's name on the ESBQ Administration Schedules, if applicable, and assign the appropriate ESBQ Administration Codes.
    - Also, line through the student's name on the NIES Administration Schedule and assign one of the appropriate Excused from NIES codes of 60, 62, or 64.
  - If "Include With Only NAEP Accommodations" box is checked: Provide only the accommodations allowed on NAEP. Refer back to the SD and/or ELL Questionnaire for clarification on what those accommodations are.

NOTE: Place a check mark and circle any changes made during your discussion with the school coordinator on the Inclusion Worksheet. However, never make revisions or updates on the SD and/or ELL Questionnaires. Only school staff are allowed to record or edit information inside the questionnaires.

[1] In schools with large numbers of SD and ELL students, you may ask the school coordinator if he/she thinks it would be helpful to have someone knowledgeable about these student accommodations present at this time.

2.22

This form must be completed in No. 2 pencil.

NIES 2009 Administration Schedule

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name:

Original session scheduled for: Day/Date: Time: Location:

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

NIES Student Questionnaire							
Attnc. (✓/A)	Student Name	NAEP Session # / Line #	Original Student Booklet ID # (Column "O" on Admin. Schedule)	NIES Student Questionnaire ID # (Barcode ID # on NIES Student Questionnaire Cover)	NIES Reading Teacher #	NIES Math Teacher #	NIES Admin Code
01	Qualls, Kimberly	R90803 06	202 103478 2	99			60
02	Rogers, Daniel	R90803 13	502 322019 0	99			53
03	Sanders, Tina	R90803 15	205 123579 1	99			
04	Scott, Edwin	R90803 16	206 923478 3	99			
05				99			
06				99			
07				99			
08				99			
09				99			
10				99			
11				99			
12				99			
13				99			
14				99			

NIES Administration Codes

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

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

ABSENT FROM NIES SESSION
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended
44 = In school, did not attend
45 = Scheduling problem
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

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

EXCUSED FROM NIES
60 = SD - Cannot be surveyed
62 = ELL - Cannot be surveyed
64 = SD & ELL - Cannot be surveyed

*As recorded on the NIES Roster of Questionnaires

Any student excluded from NAEP is **not** eligible to participate in the NIES. Students are identified as excluded in **Procedure 3E-1** during your visit with the school coordinator. When a student is excluded, you are instructed in **Procedure 3E-1** to line through the student's name on the Administration Schedule and assign an excluded code. If the school is NIES, you will also line through the student's name on the NIES Administration Schedule and assign an appropriate excused code of **60, 62,** or **64.**

NOTE: The NIES is a survey and not a test of cognitive abilities, so any type of accommodation is allowed. You will not code or collect any accommodation information for students participating in the NIES.

The NIES discussion with the school coordinator takes place toward the end of the preassessment visit in **Procedure 3H.** At this point in the visit, set aside materials not related to the NIES and have the materials available, as described at the beginning of **Procedure 3H.**

If any student is identified as "5" in column G (Race/Ethnicity) and not withdrawn, ineligible, not enrolled, or excluded on the Administration Schedule, the NIES Survey will need to be conducted.

To complete this task, you'll need:

- to have prepared the NIES School Questionnaire;
- to have prepared the grade-appropriate NIES Teacher Questionnaires;
- a copy of the prepared NIES Roster of Questionnaires;
- the NIES Administration Schedule; and
- the generic NIES packet (for schools identified as NIES during visit).

3H-1.	Check the appropriate box:	
☐	This school is not NIES.*	▪ Skip to **Procedure 3I.**
☐	This school was identified as NIES before the visit and is still eligible.	▪ Continue with **Procedure 3H-2.**
☐	This school was not NIES before the visit and is now eligible.	▪ Skip to **Procedure 3H-4.**

In **Procedure 3H-1,** check the appropriate NIES status and update the status for every school in your assignment. Your choices are as follows:

- This school is not NIES. If the school is not NIES, there is nothing else for you to do in **Procedure 3H,** and you will skip to **Procedure 3I.**
  - If the school was previously identified as NIES and is no longer NIES (has no eligible AI/AN students), inform the school coordinator.
- This school was identified as NIES before the visit and is still eligible. If the school was identified as NIES before the visit and is still eligible, continue on with **Procedure 3H-2.**

- This school was not NIES before the visit and is now eligible. If the school was not NIES before the visit and is now eligible, you will skip to **Procedure 3H-4** and introduce the NIES Survey to the school coordinator.

Update **Procedure 3H-1** in the Preassm't tab of the SCS for every school in your assignment, regardless of whether it is NIES or not. The default option is "Not Answered," and you must update this status to one of these three options:

- This school is not NIES,
- This school was NIES before the visit and is still eligible, or
- This school was not NIES before the visit and is now eligible.

For a school previously identified as NIES, start with **Procedure 3H-2.** If the school is newly identified as NIES, you will start with **Procedure 3H-4.**

3H-2. **IF SCHOOL WAS IDENTIFIED AS NIES BEFORE THE PREASSESSMENT VISIT AND IS STILL ELIGIBLE:** Next, we're going to discuss the National Indian Education Study survey that will be administered. _____ *(number)* student(s) who [*have/has*] been selected for NAEP [*is/are*] identified as American Indian or Alaska Native. Typically, the NIES sessions are conducted after the NAEP sessions, but we will discuss that in a few minutes.

In **Procedure 3H-2,** inform the school coordinator of the number of students eligible to participate and that the sessions are typically conducted after the NAEP sessions.

3H-3. Because students will participate in the NIES Survey, a short questionnaire will be administered to the principal and reading and mathematics teachers of [those/that] student(s).

Using the teacher names you provided on the NIES Student Information Report, I prepared these NIES Teacher Questionnaires for you to distribute to the correct teachers.

Please distribute this NIES School Questionnaire to the principal. Both the NIES Teacher and School Questionnaires can be completed online or in the hardcopy form.

- Hand the school coordinator the prepared NIES School and Teacher Questionnaires and the copy of the NIES Roster of Questionnaires.

Use this Roster of Questionnaires to keep track of the Teacher and School Questionnaires that you distribute to school staff. I'll collect the completed hardcopy form on assessment day.

- Skip to **Procedure 3H-5.**

In **Procedure 3H-3,** distribute the prepared NIES School and Teacher Questionnaires, along with a copy of the NIES Roster of Questionnaires. If you did not have the NIES

teacher names before the visit, collect the names of missing reading and mathematics teachers for students confirmed with a Race Code of **5.** You will prepare the questionnaires after the visit, but before you leave the school. Point out to the school coordinator that these questionnaires can be completed either on hardcopy or online and that you will collect them on the day of the assessment. Skip to **Procedure 3H-5.**

3H-4. **IF SCHOOL WAS NOT NIES BEFORE THE VISIT AND IS NOW ELIGIBLE IDENTIFIED AS NIES AT THE PREASSESSMENT VISIT:** During this visit, we identified _____ (*number*) student(s) who [*have/has*] been selected for NAEP who [*is/are*] identified as American Indian or Alaska Native.

A short survey will be administered to [*that/those*] student(s), their reading and mathematics teachers, and the principal. This survey is part of the National Indian Education Study (NIES), and it focuses on Indian education and the role of Indian culture in education. A brochure is included in this envelope that provides details about the study. Typically, the NIES sessions are conducted after the NAEP sessions, but we will discuss that in a few minutes. (**PROVIDE NIES PACKET.**)

(SHOW *NIES SAMPLE QUESTIONS BOOKLET*): The student survey questions will take 15 to 20 minutes and will include questions about students' familiarity with and exposure to their native cultures, as well as questions about students' general school experiences. Here is a copy of the questions and their rationales for you to share with school staff or parents who may be interested.

(IF NOT PREVIOUSLY COMPLETED, HAND SCHOOL COORDINATOR THE NIES STUDENT INFORMATION REPORT): Please verify that these students have a Race Code of **5,** and fill in their reading and math teachers' names. I will prepare the NIES Questionnaires for these teachers and the principal, and give them to you before I leave today.

For schools newly identified as NIES, begin your discussion with the school coordinator at **Procedure 3H-4.** Discuss the number of students identified as AI/AN. Introduce the NIES to the school coordinator and provide him/her with the generic NIES packet of materials and briefly go over its contents. Also provide the school coordinator with the *NIES Sample Questions Booklet* and explain that the survey will take 15–20 minutes. Finally, hand the school coordinator the NIES Student Information Report and ask him/her to verify that the students have a Race Code of **5.** The school coordinator will need to complete the NIES Student Information Report by filling in the reading and mathematics teachers of the confirmed NIES students.

Before leaving the school, you will need to prepare the NIES School and Teacher Questionnaires and give them back to the school coordinator along with a copy of the NIES Roster of Questionnaires. Continue with **Procedure 3H-5.**

3H-5. **IF GRADE 8:** Would you prefer the survey questions be read aloud to the students or that the students read and answer the questions silently?

☐ Read survey aloud.	▪ Note "Yes" on cover of QCB.
☐ Do not read survey aloud.	▪ Note "No" on cover of QCB.

In grade 4 schools, the NIES Survey is read aloud to the students. In grade 8 schools, the school coordinator should decide whether the NIES Survey should be read aloud to students or if the students should read the survey silently. Check which method the school coordinator prefers in **Procedure 3H-5** and make a note of it on the cover of the QCB.

3H-6. **NIES Participation—Check the appropriate status:**

- ❑ **Cooperating—**The school will participate in NIES.
- ❑ **Pending—**Default disposition. Update this status when a school provides a decision. Enter a callback date and time: _____.
- ❑ **Refusal—**The school has said that they will not participate in the survey.

  Record reasons: _____.

  After the visit, contact your supervisor immediately.
- ❑ **Ineligible—**Has sampled grade, but no eligible AI/AN students. Use this code if the school was identified as NIES, but it was determined after the visit that there are no AI/AN students who will take NAEP.

Procedure 3H-6 is the NIES participation status check. There are four possible participation statuses:

- **Cooperating.** The school will participate in the NIES.
- **Pending.** Check this default status if the school has not decided at the preassessment visit if they will participate in the NIES. Record a callback date and time to obtain a final decision.
- **Refusal.** The school refuses to participate in the NIES (after the visit, contact your supervisor, if this is checked).
- **Ineligible.** The school has the sampled grade, but no eligible students, or it is determined after the visit that a school is not eligible.

After the preassessment visit, you will need to update the status of pending to reflect the decision of the school coordinator; enter this information into the Special Studies tab of the SCS. **Procedure 3H** is now complete.

3A. Make assessment arrangements.

3J-7. **IF NIES WILL BE HELD:** We will also be conducting the NIES Survey with _____ (*number*) students. The survey will take approximately 15 to 20 minutes. When do you want the NIES to be conducted?

- ☐ After the session.
- ☐ Later in the day.

- Record the start time and location for each NIES session on the front cover of the QCB.
- If the school coordinator does not want to conduct the NIES Survey on the day of the assessment, record the suggested survey day and time below and speak with your supervisor about scheduling staff to return to the school:

  Date/Time: _____

We plan to notify students of their selection of the NIES at the end of the regular session by distributing an appointment card. The NAEP representative administering the regular session will place an appointment card on the student's desk. The appointment card provides information to the student about his/her selection in the NIES and the date, time, and the location the student should go to attend.

- If the school coordinator objects to using the NIES appointment cards to notify students, ask the school coordinator how he/she would like to notify the student.

When scheduling the NIES, there are two options you will offer the school coordinator for when the NIES will be conducted:

- immediately after all the NAEP regular sessions have been completed, or
- later on assessment day (i.e., after lunch).

In **Procedure 3J-7,** make arrangements for the NIES session. Record the start time and the location on the front cover of the QCB. If the school coordinator wants to schedule the NIES on a day other than the assessment day, record the suggested day and time and speak with your supervisor about scheduling after the visit. The choice of when the NIES will be conducted is left up to the discretion of the school coordinator. The same holds true for how students are notified of their selection in the NIES. The school coordinator knows the students and whether or not extra precautions need to be put in place to avoid singling out students selected for the NIES. The standard practice for notifying NIES students this year is for the assessment administrator (AA) to distribute an NIES appointment card at the end of the regular session. Thus, student names are never called out loud, and students can be notified in a sensitive way. If the school coordinator prefers not to use the appointment cards, inquire about how he/she plans to notify the students and honor the request. However the school coordinator decides to transition students from the regular session to the NIES session should be communicated clearly to your AAs both on the Assessment Information Form and in person.

3J-8. Teacher support for NAEP is very important. We find that the more teachers are aware of NAEP, the better our student attendance is for the assessments. Before I leave today, I will provide you with a Teacher Notification Letter and a list of the students selected for NAEP. This letter briefly explains NAEP and lists the date, time, and location of the assessment.

Please distribute this letter to your [*4th/8th/12th*]-grade teachers along with the names of the selected students, so the teachers can plan accordingly. I also have a supply of the *Teacher's Guide to NAEP* publication that you can distribute to teachers. This guide provides detailed information about NAEP that is of specific interest to teachers.

We also suggest that you announce NAEP at your next faculty meeting, so teachers will not assign a test or activity during NAEP assessment time.

- Provide as many *Teacher's Guides* as there are Teacher Questionnaires.

If NIES: Before I leave today, I will provide you with a Listing of Sampled Students for NIES to give to the teachers of students selected for the NIES.

In **Procedure 3J-8,** let the school coordinator know that you will provide him/her with a Listing of Sampled Students for the NIES before you leave.

3B. Complete NIES activities before leaving the school.

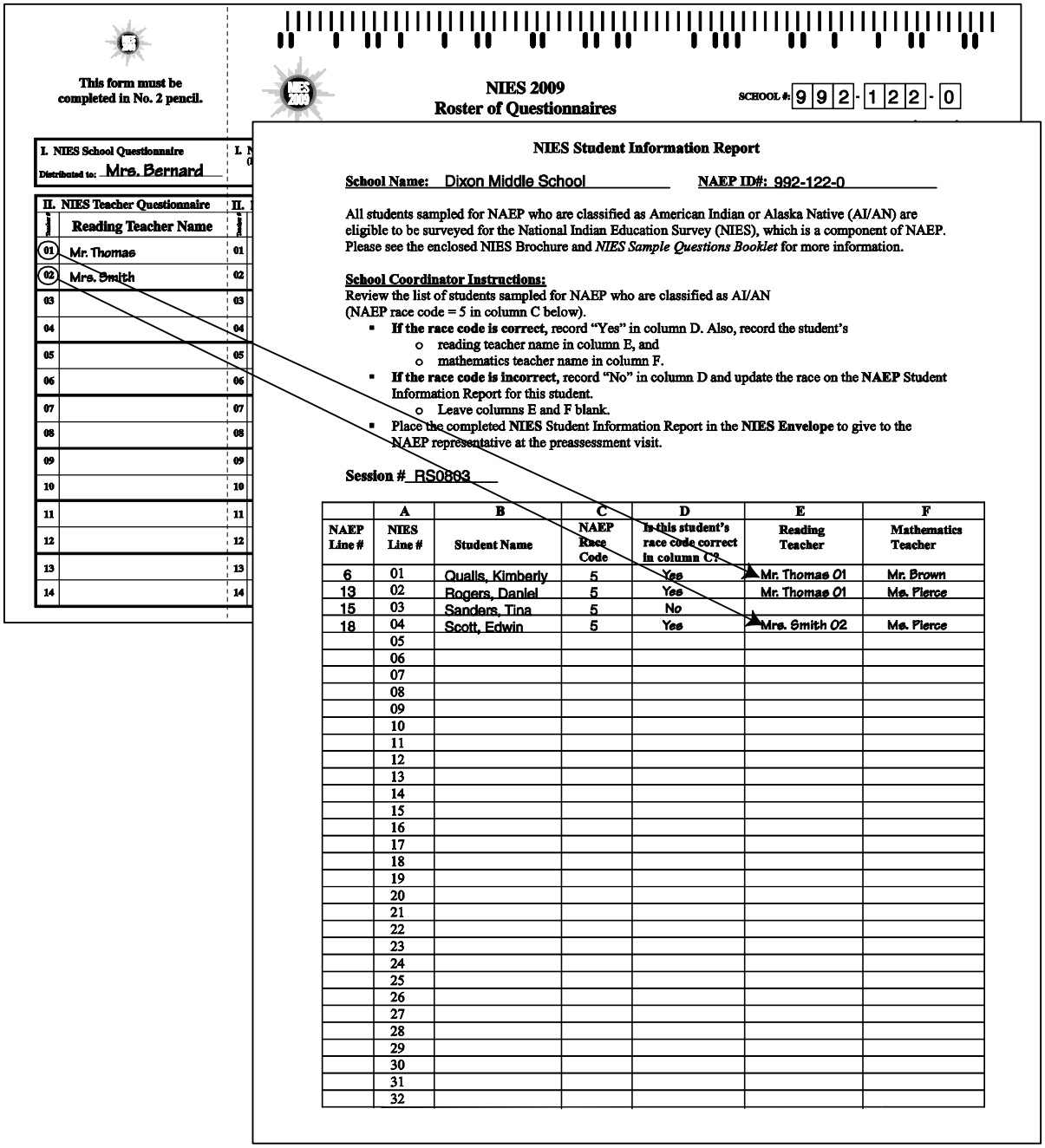
For all NIES schools:

- Prepare questionnaires for newly identified schools.
- Record the Teacher Number on the NIES Administration Schedule.
- Record session information on the Teacher Notification Letter and update the Listing of Sampled Students for NIES.
- Make a photocopy of the NIES Administration Schedule and the NIES Roster of Questionnaires. Place these items in the NAEP Storage Envelope.
- Place the NIES Student Information Report in the NAEP Storage Envelope.

Procedure 4. Update the NIES Administration Schedule

4A. Record the NIES Teacher Numbers from the NIES Roster onto the NIES Student Information Report.

For each eligible NIES student, record their reading and mathematics teacher numbers onto the NIES Administration Schedule. To do this, use your prepared NIES Roster, and record the corresponding NIES Teacher Number next to the appropriate teacher name on the NIES Student Information Report (shown below).



This form must be completed in No. 2 pencil.

NIES 2009
Roster of Questionnaires

SCHOOL #: 992-122-0

I. NIES School Questionnaire
Distributed to: Mrs. Bernard

II. NIES Teacher Questionnaire

Teacher #	Reading Teacher Name
01	Mr. Thomas
02	Mrs. Smith
03	
04	
05	
06	
07	
08	
09	
10	
11	
12	
13	
14	

NIES Student Information Report

School Name: Dixon Middle School NAEP ID#: 992-122-0

All students sampled for NAEP who are classified as American Indian or Alaska Native (AI/AN) are eligible to be surveyed for the National Indian Education Survey (NIES), which is a component of NAEP. Please see the enclosed NIES Brochure and *NIES Sample Questions Booklet* for more information.

School Coordinator Instructions:
Review the list of students sampled for NAEP who are classified as AI/AN (NAEP race code = 5 in column C below).

- **If the race code is correct,** record "Yes" in column D. Also, record the student's
  - reading teacher name in column E, and
  - mathematics teacher name in column F.
- **If the race code is incorrect,** record "No" in column D and update the race on the NAEP Student Information Report for this student.
  - Leave columns E and F blank.
- Place the completed NIES Student Information Report in the **NIES Envelope** to give to the NAEP representative at the preassessment visit.

Session # RS0863

	A	B	C	D	E	F
NAEP Line #	NIES Line #	Student Name	NAEP Race Code	Is this student's race code correct in column C?	Reading Teacher	Mathematics Teacher
6	01	Qualls, Kimberly	5	Yes	Mr. Thomas 01	Mr. Brown
13	02	Rogers, Daniel	5	Yes	Mr. Thomas 01	Ms. Pierce
15	03	Sanders, Tina	5	No		
18	04	Scott, Edwin	5	Yes	Mrs. Smith 02	Ms. Pierce
	05					
	06					
	07					
	08					
	09					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
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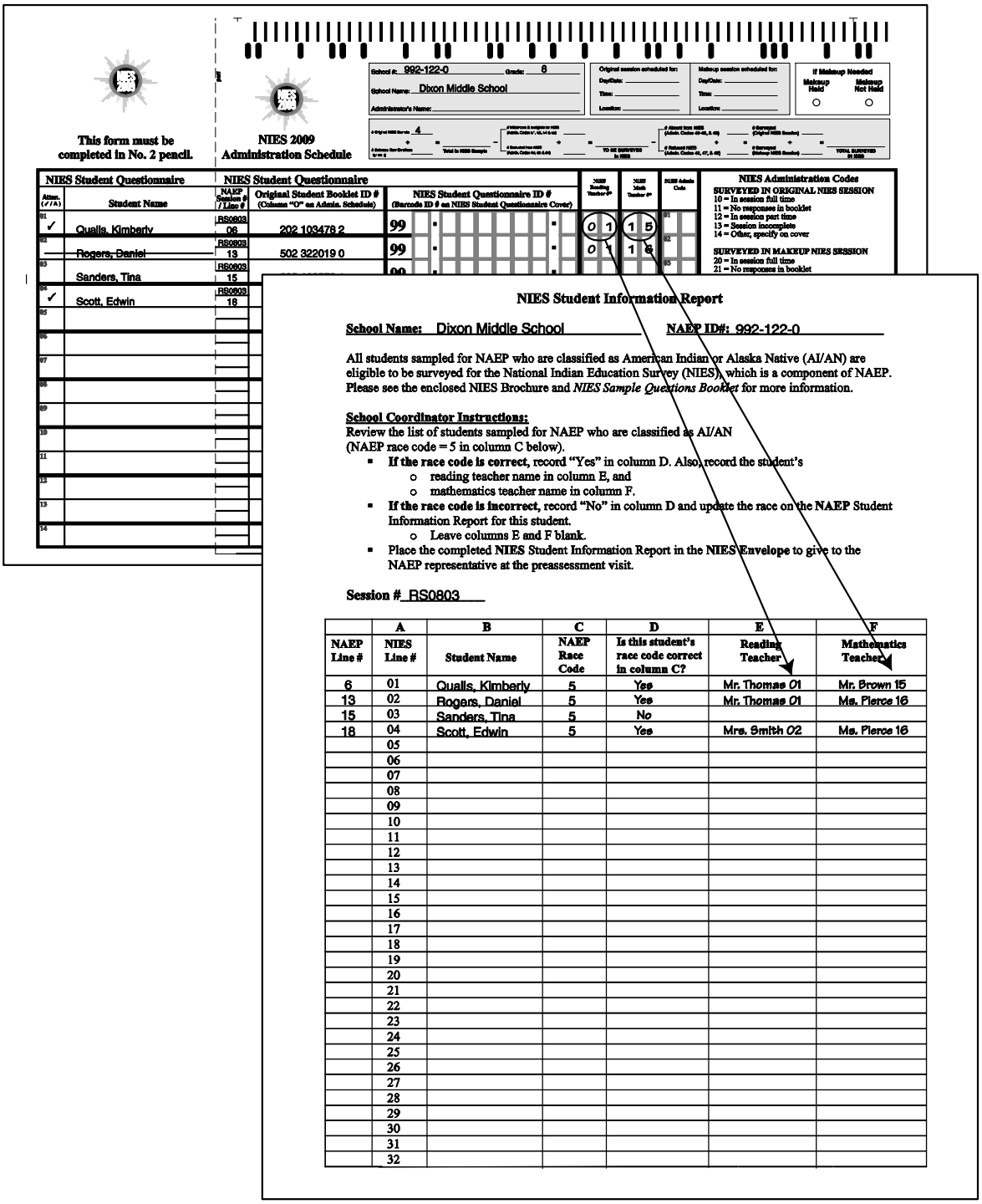
	30					
	31					
	32					

4B. Transfer the NIES Teacher Number onto the NIES Administration Schedule.

At this point, you have recorded the appropriate NIES Teacher Number next to the teacher name on the NIES Student Information Report. The NIES Student Information Report now links the teacher name to the student. Your next step is to transfer the NIES Teacher Number from the NIES Student Information Report onto the NIES Administration Schedule (shown below).



This form must be completed in No. 2 pencil.

NIES 2009 Administration Schedule

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name:

NIES Student Questionnaire			NIES Student Questionnaire				
Attsn. (✓/A)	Student Name	NAEP Session # / Line #	Original Student Booklet ID # (Column "O" on Admin. Schedule)	NIES Student Questionnaire ID # (Barcode ID # on NIES Student Questionnaire Cover)	NIES Reading Teacher #	NIES Math Teacher #	NIES Admin Code
✓	Qualls, Kimberly	RS0803 06	202 103478 2	99	01	15	
	Rogers, Daniel	RS0803 13	502 322019 0	99	01	16	
	Sanders, Tina	RS0803 15		00			
✓	Scott, Edwin	RS0803 18					

NIES Administration Codes

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

SURVEYED IN MAKEUP NIES SESSION
20 = In session full time
21 = No responses in booklet

NIES Student Information Report

School Name: Dixon Middle School NAEP ID#: 992-122-0

All students sampled for NAEP who are classified as American Indian or Alaska Native (AI/AN) are eligible to be surveyed for the National Indian Education Survey (NIES), which is a component of NAEP. Please see the enclosed NIES Brochure and *NIES Sample Questions Booklet* for more information.

School Coordinator Instructions:
Review the list of students sampled for NAEP who are classified as AI/AN (NAEP race code = 5 in column C below).

- **If the race code is correct,** record "Yes" in column D. Also, record the student's
  - reading teacher name in column E, and
  - mathematics teacher name in column F.
- **If the race code is incorrect,** record "No" in column D and update the race on the NAEP Student Information Report for this student.
  - Leave columns E and F blank.
- Place the completed NIES Student Information Report in the NIES Envelope to give to the NAEP representative at the preassessment visit.

Session # RS0803

	A	B	C	D	E	F
NAEP Line #	NIES Line #	Student Name	NAEP Race Code	Is this student's race code correct in column C?	Reading Teacher	Mathematics Teacher
6	01	Qualls, Kimberly	5	Yes	Mr. Thomas 01	Mr. Brown 15
13	02	Rogers, Daniel	5	Yes	Mr. Thomas 01	Ms. Pierce 16
15	03	Sanders, Tina	5	No		
18	04	Scott, Edwin	5	Yes	Mrs. Smith 02	Ms. Pierce 16
	05					
	06					
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	32					

Procedure 5. Prepare the NIES Student Surveys and NIES Appointment Cards

It is the responsibility of the AC to prepare the NIES Student Questionnaires. The cover of the questionnaire for each grade is printed in a different color ink for easy distinction. The covers look similar to the covers of the NAEP assessment booklets, but can easily be identified by the NIES logo in the upper-right corner.

The NIES Student Questionnaires will be shipped to you in the Session Box(es) for schools that were previously identified during the sampling as NIES. Each bundle of NIES Surveys contains three booklets. You will receive enough surveys for the sampled students identified as AI/AN in the session. You will receive a set of salmon-colored student ID labels in the Session Box that you will affix to the questionnaire covers. These student ID labels will also have “NIES” printed on them. For schools that are identified during the preassessment visit, you will need to use the grade-appropriate NIES Surveys, the blank NIES Administration Schedule, and the removable labels from your Pearson bulk supplies.

To prepare the NIES Student Questionnaires, you will need the following materials:

- the NIES Administration Schedule (from the School Folder),
- a blank NIES Student Questionnaire for each student listed on the NIES Administration Schedule (this includes students who are withdrawn, ineligible, or excluded), and
- the preprinted (or blank) salmon-colored removable student ID labels.

To prepare the questionnaires:

- Affix a salmon-colored ID label to each questionnaire cover (complete the label if it is blank). This will make it easier for you to match the student with the correct teacher number(s) and to distribute the booklets to the correct student during the session.
- Enter the NAEP Administration Schedule Line# from the Administration Schedule, and
- Enter the NAEP Session Number at the very top of the questionnaire.

An example of a completed Grade 8 NIES Student Questionnaire cover is shown on page 9.25.

Do not complete any of the information in the box labeled “For NAEP Staff Use Only.” You will record this information after the NIES session.

For any NIES students coded as withdrawn or ineligible **(51–56)** and excluded **(60, 62, 64),** you still must prepare an NIES Student Questionnaire.

Every line of the NIES Administration Schedule that has a pre-printed or handwritten NAEP Student Booklet ID will need to have a NIES Student Questionnaire assigned and an Administration Code filled in.

Grade 8 NIES Student Questionnaire Cover

NAEP Admin Schedule Line # 06 from NAEP Session # RS0803

National Indian Education Study

Grade 8 Student Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES 2009

Q-995

For NAEP Staff Use Only

School #

Teacher #

M R

NIES Admin Code

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

995 – 328149 – 2

DO NOT USE

992-122-0 RS0803 SEQ# 00001
202 103478 2 ADMIN SCHED LINE# 6
Qualls, Kimberly NIES

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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 for research purposes only and will be kept strictly confidential.
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5A. Record the NIES Barcode ID Number onto the NIES Administration Schedule.

Once you prepare the NIES Student Surveys, update the NIES Administration Schedule by recording the NIES **Barcode ID #** on the NIES Administration Schedule.

5B. Prepare the NIES Appointment Cards.

Next, prepare the NIES Appointment Cards from your bulk supplies. Record when the survey will take place (immediately after NAEP or later), and the date, time, and room.

Procedure 6. Prepare to Conduct the NIES Student Survey

As has been done in previous years, the AC is responsible for administering and monitoring the NIES Survey to eligible students. Typically, the NIES will be administered following the regular NAEP session. However, if a school schedules the NIES on a different day than the NAEP assessment, the AC is still required to return to that school and administer the NIES.

6A. AA distributes NIES Appointment Card at the end of NAEP session.

You will have discussed with the school coordinator when and where the NIES will be administered, and you will communicate this to your AAs on the Assessment Information Form. Although you are responsible for administering the NIES Survey, your AAs are responsible for informing the students about the survey and distributing the NIES Appointment Cards.

As the AAs walk around the room collecting the student ID labels, they will place the NIES Appointment Cards on the upper-right corner of the students' desks who will be asked to participate in the survey. Every effort must be made on the part of the AA to be sensitive to the students' feelings, and to not do anything to make the students feel singled out when being asked to participate in the NIES.

6B. Transition student from NAEP to the NIES Survey.

The script (shown on page 9.27) instructs the AAs to invite the selected students to participate in the NIES. Depending on when the NIES will be conducted, the AA follows 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.
The AA will ask the students, to whom the AAs distributed the NIES Appointment Cards, to remain in the room after the other students have been dismissed. If necessary, they 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 the AAs distributed the NIES Appointment Cards, that later in the day, they will be taking part in a special survey and should refer to their appointment card for the time and location where the survey will take place.

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 neccesary.

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.

6C. Begin the session.

Before the session begins, make sure you have a signed Teacher Observer Letter for any classroom teacher or school staff member who intends to remain in the room during the NIES Survey. The observer must read and sign the letter and return it to you before the session begins. School staff that remain in the room may not answer any questions that students ask, talk to anyone during the survey, or provide assistance on the assessment items.

6D. Use the correct session script to conduct the NIES Survey.

Once all of the students have arrived at the survey location and have been seated, you will conduct the survey by following the NIES Survey Script for the appropriate grade level. There is one grade 4 script and one grade 8 script. The NIES Session Scripts and the NIES Question-by-Question Specifications (QxQs) for each grade's NIES Student Questionnaire are located in the back of the *AA Manual*.

Procedure 7. Follow the Session Script

7A. Read the session script verbatim.

Since you will be conducting the NIES Survey sessions, you must become thoroughly familiar with each script and be able to read each fluently. The script should be read word for word (with expression) to make sure that all survey sessions for a given grade are administered the same way throughout the country.

7B. Distribute the questionnaires and take attendance.

After you read the introduction, the script instructs you to distribute the NIES Student Questionnaires and pencils. There are special NIES pencils to give the students in these sessions. Do not use the NAEP pencils.

There are several methods for distributing the NIES Student Questionnaires:

- The first is to call the students to the front of the room individually in the order they are listed on the NIES Administration Schedule. Hand each student his/her preassigned questionnaire and an NIES pencil. In most schools, this is how you will distribute the questionnaires, because you will have very few students in the session, or students will have already been assembled for the regular session.
- Another method for distributing materials is to place a preassigned questionnaire and a pencil at each student's desk.

As you distribute the questionnaires, record each student's attendance status for the survey by writing a check mark (✓) for present or an **A** for absent in the Atten. column on the NIES Administration Schedule. If a student is absent, also record an **A** on the student's questionnaire cover and place the booklet to the side to avoid giving an assigned questionnaire to the wrong student.

"Who me? I'm not American Indian."

If a student arrives at the survey session and tells you that he/she is neither of American Indian nor Alaska Native heritage, you should ask the student if he/she would mind completing the survey anyway, and then determine the student's correct race/ethnicity with the school coordinator after the session.

If you and the school find that the student's race was coded incorrectly on the NIES Administration Schedule, and the student is not American Indian or Alaska Native, give the student an Administration Code of "Ineligible, not AI/AN" on both the NIES Administration Schedule and the student's questionnaire cover. If the school determines that the student's race is correctly recorded as AI/AN but the student refuses to complete the survey, give the student an Administration Code of "Student refusal." Administration Codes for the NIES Survey are discussed in detail later in this chapter.

7C. Instruct students to remove the student ID label from the cover of their questionnaires.

After all of the students have received a questionnaire, the script instructs you to tell the students to remove the student ID label from the cover of their questionnaire and place it on the corner of their desk. 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.

7D. For grade 4, read the questionnaire directions aloud.

For grade 4 sessions, you will read aloud the entire survey to the students. The directions for using the NIES Student Questionnaires are presented on the first page of the questionnaires and are also printed for you in the session script. Read these directions aloud to the students in all grade 4 sessions.

7E. For grade 8, read the questionnaire directions and survey aloud, as instructed by the script.

Read the questionnaire directions aloud for grade 8 students. However, grade 8 NIES schools have the option of having the student survey read aloud to the students or having the students complete the questions silently to themselves. Refer to **Procedure 3H-6** in the QCB to determine if the school coordinator requested you read all of the survey questions and answer choices aloud to the students.

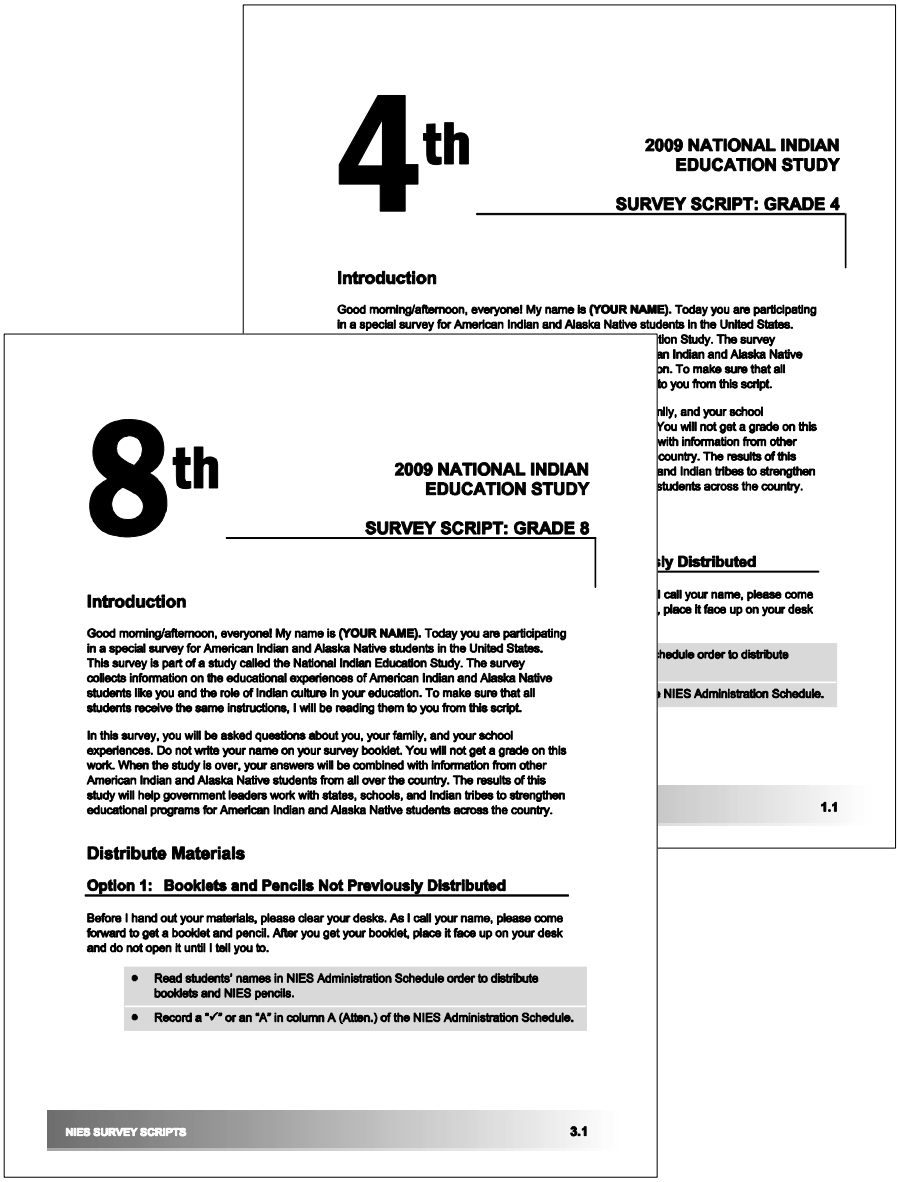
How to Handle Latecomers to NIES Sessions

- Ask students who arrive during the questionnaire distribution to wait at the front of the room while you finish. Then check in the students, give each his/her assigned questionnaire and a pencil, and direct each student to a seat.
- If you have a large session and four or more students listed on the NIES Administration Schedule are not present after you have checked in students who have arrived, 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 a school staff member is present, discuss the possibility of finding the missing students. Proceed with the survey 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.
- **Students may be admitted to the survey session at any time.** Because the survey is not timed and we want to include as many selected students as possible, do not turn away a student who arrives after the other students have begun answering the questionnaire items. If a student arrives late to a grade 4 session or a grade 8 session where you are reading all the questions aloud, ask the student to begin working on the question the rest of the students are on. If the school schedule allows, the late student may stay to complete the questionnaire after the others have been dismissed. If a student arrives late to a grade 8 session where students are working at their own pace, direct the late student to begin working from the beginning of the questionnaire. If the student needs extra time to complete the questionnaire after the other students have finished and the school schedule allows, he/she may stay after the others have been dismissed.

Procedure 8. Administer the NIES Survey

The Grade 4 NIES Survey Script, found in the *AA Manual,* contains all of the questions and answer choices you must read aloud to students in grade 4 sessions.

Grade 4 and grade 8 NIES Survey sessions are expected to take about 15–20 minutes, depending on whether the questions are read aloud. These times include distributing the materials and checking attendance, administering the questionnaire, collecting materials, and dismissing the students. The actual reading of the survey questions is not timed. You should allow all the time needed, within reason, for all students in a session to complete the questionnaire in order to obtain the best possible data on the survey. In past years, most students completed the set of NIES Survey questions within 10–15 minutes. An example of the NIES Survey Scripts are shown below.



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.

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.

NIES SURVEY SCRIPTS 3.1

Procedure 9. Monitor the NIES Survey Session

The following rules and guidelines should be in effect while monitoring the NIES Survey session. Some are similar to those used for NAEP sessions, but many are different.

9A. Answer students' questions.

Once students have begun the questionnaire, you may answer certain student questions that are described below:

- A student may skip any question he/she does not feel comfortable answering.
- To assist you in answering questions about the questionnaire items, you are provided QxQs. Refer to them to help students understand the intent of a question. The purpose of the QxQs is to allow you to respond to these questions in a standardized manner. Therefore, you must refer to the QxQs for standardized responses. There is a different set of QxQs for each grade, and you should become thoroughly familiar with each set before your first NIES Survey session.
- Questions about the survey items should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question to avoid disrupting the other students. Only if several students ask the same question should you advise the entire session of the question and answer.

Example of the Grade 4 and Grade 8 QxQs

4th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY
STUDENT QUESTIONNAIRE: GRADE 4

Assessment Administrators (AAs) 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

students who are not living with their natural
apply to students' adoptive parents, guardians, or
sponsible for the students' day-to-day care). For
d on the natural family or other caregivers with
dents living full time in a group home or
t be answered, and the student should note in the
p home or orphanage.

stions.

4.1

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY
STUDENT QUESTIONNAIRE: GRADE 8

Assessment Administrators (AAs) 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 she or he 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.

SESSION SCRIPTS 4.1

9B. Answer student questions about how to record answers.

Because the NIES Survey instrument is a questionnaire and not a cognitive test (as is NAEP), there is no need to offer students testing accommodations. However, since we do want to obtain the best possible data from the survey, students should be offered any help they need in reading, understanding, and answering the questions. The following are some suggestions for how to accomplish this.

- **Student needs questions and answer categories read aloud.** For grade 4 sessions, the script instructs you to read all survey questions and answer categories to all of the students as a group. At grade 8, if there are a number of students who will need to have the questions read aloud, the school coordinator will likely have decided to have all of the questions read aloud to all of the students in the session. If there are only a few grade 8 students who need this option and the school coordinator does not want you to read the questions aloud to all of the students, you may conduct a separate read-aloud session (this will be rare). If there are students in a regular grade 8 session who need certain words or passages read aloud to them, you may do so quietly at each student's desk.
- **Student needs extended time.** Because the student survey is not timed, this will be a non-issue in most cases. Allow as much time as needed within reason and within the school's schedule for all students in a session to complete the questionnaire. If the school identifies one or more students who may need substantially more time to complete the questionnaire, during the preassessment visit, arrange with the school coordinator for the student(s) to stay and finish the questionnaire after the others have been dismissed, or administer the survey to any student who requires the extra time in a one-on-one or small group setting.
- **Student has limited English proficiency.** If a student's English skills are so limited that the school believes the student cannot understand the questionnaire items in written or spoken English, the student may use a bilingual dictionary of his/her own or provided by the school. We cannot offer students a translation of the entire questionnaire into another language. If the student needs a word translated now and then and a school staff member is available to translate, that is acceptable.
- **Student needs help to physically record the answers.** If the school can provide a scribe, a computer, or other assistance to help the student record his/her answers, allow this to take place. If the help the student needs is better suited to a one-on-one or small group setting, you will have already arranged for such a session during the preassessment visit.
- **Student needs a large-print booklet.** If the student needs enlarged text in order to adequately read the questions and record the answers, you may enlarge the student's questionnaire (or ask the school to do so). Standard enlargement size is 129 percent of the original size, but you may enlarge the questionnaire to any size the student requires. Be sure to band together the enlarged version with the original NIES Student Questionnaire when you prepare the survey materials for shipping to Pearson.

- **Student needs a one-on-one or small group.** If the school determines that a student needs the survey to be administered in a one-on-one or small group setting in order to participate, you will have scheduled an appropriate session during the preassessment visit.

Remember, this is not an assessment. It is not necessary to administer the NIES Survey in the same way that the student is tested on NAEP or on the state assessment.

Procedure 10. End the Session

Once all of the students have finished answering the questions, the script instructs you to collect the questionnaires and remove the student ID labels from every desk. After you collect the labels, tear them up and throw them away. **Remember:** The names of NIES participants must never leave the school on the completed questionnaires or on other NIES Survey documents.

If time allows, call the students by name in NIES Administration Schedule order so the students bring their questionnaires to you. This procedure enables you to easily account for all of the questionnaires. In large sessions or if time is not sufficient, instruct the students to pass the questionnaires to the end of their row of seats for collection. Regardless of which collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students become eager to leave once the survey is over. Students may keep the NIES pencils as a thank-you gift for participating in the NIES Survey.

You must account for all of the NIES Student Questionnaires at the end of the session. When you have accounted for all of the questionnaires, the script instructs you to thank the students and release them according to the school's preference. If a student finishes the NIES Survey before other students, he/she should remain in the classroom until all students are finished. Once all the NIES students are finished completing the survey, dismiss the students as a group, after you have collected all of the NIES Surveys.

Procedure 11. Activities to Complete After the Session

11A. Go to the location where your AAs are working.

Once you have excused the students, go to the location where your AAs are working.

After conducting the NIES Survey session, you will be responsible for completing the NIES Administration Schedule and NIES Student Questionnaire covers.

11B. Enter an NIES Administration Code for each student on the NIES Administration Schedule.

Based on the results of the session, record an Administration Code for every student listed on the NIES Administration Schedule in the NIES Admin Code column. The NIES Administration Codes are similar to those of the NAEP Administration Codes. The NIES Administration Codes and the guidelines for using them are detailed below and on page 9.37.

NIES Administration Codes

Surveyed Students—Original Session	
10	**In session full time.** Surveyed in original session.
11	**No responses in booklet.** Student was in original session full time, but there were no responses in the questionnaire.
12	**In session part time.** Student left the original session and did or did not return. Specify the reason on the questionnaire cover. Refer to your Session Debriefing Form for notes made during the assessment.
13	**Session incomplete.** Original session was interrupted, and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
14	**Other, specify on cover.** Use this code for any situation covered by the other SURVEYED IN ORIGINAL NIES SESSION Codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Surveyed Students—Makeup Session	
20	**In session full time.** Surveyed in makeup session.
21	**No responses in booklet.** Student was in makeup session full time, but there were no responses in the questionnaire.
22	**In session part time.** Student left the makeup session and did or did not return. Specify the reason on the questionnaire cover. Refer to your Session Debriefing Form for notes made during the assessment.
23	**Session incomplete.** Makeup session was interrupted, and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
24	**Other, specify on cover.** Use this code for any situation covered by the other SURVEYED IN MAKEUP NIES SESSION Codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Absent Student Codes	
40	**Temporary.** Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence.
41	**Long-term.** Student has been absent from school for 2 weeks or more due to 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 day of survey but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
45	**Scheduling problem.**
46	**Parent refusal.** Parent/guardian officially notified school that he/she refused to allow student to participate in the survey.
47	**Student refusal.** Student officially notified school or NAEP staff that he/she refused to participate in the survey before being given a questionnaire.
48	**Other, specify on cover.** Use this code for any absence not covered by codes **40–47.** Specify reason on questionnaire cover.
49	**Session Refused.** Use this code for a school refusal of the entire NIES session.

Other Student Codes	
51	**Withdrawn/Graduated.** Student is no longer enrolled in the school.
52	**Unassigned book (unused).**
53	**Ineligible, not AI/AN.** Use this code for a student who is found not to be of American Indian or Alaska Native decent. Explain fully on the questionnaire cover how you determined the student was ineligible.
54	**Ineligible, never attends campus.** Use this code for a student who is listed as enrolled but is not physically attending school (e.g. home schooled or attending classes off campus).
55	**Ineligible, NAEP/other.** Use this code for a student who was not eligible for the survey for any other reason (e.g., not in the grade being surveyed). Explain fully on the questionnaire cover how you determined the student was ineligible.
56	**Not in Sample (NIS).** Use this code for any student not sampled but surveyed at the convenience of the school.

NOTE: The EXCUSED FROM NIES Codes are the same codes used for students excluded from the NAEP assessment.

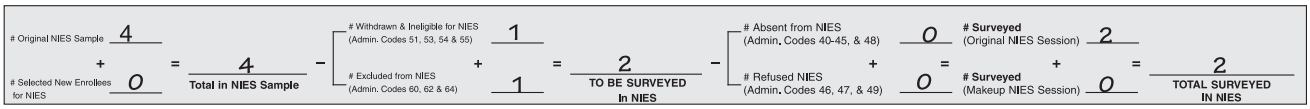
Excused From NIES Codes	
60	**SD - Cannot be surveyed.** Use for any SD student who was excluded from the NAEP assessment.
62	**ELL - Cannot be surveyed.** Use for any ELL student who was excluded from the NAEP assessment.
64	**SD & ELL - Cannot be surveyed.** Use for any SD and ELL student who was excluded from the NAEP assessment.

11C. Enter an NIES Administration Code on every line of the NIES Administration Schedule with a barcode.

Since there are three NIES student booklets in a bundle, it is possible you will have unassigned NIES booklets. Any booklets you do not use can be returned to your bulk supply.

11D. Complete the Summary Box at the top of the NIES Administration Schedule.

It is very important that the summary information at the top of the NIES Administration Schedule is accurately calculated and recorded, as shown below. You will need to enter this summary data into the SCS after the session.



11E. Total the Summary Box information on the NIES Administration Schedule.

Since NIES Administration Schedules are printed by session, you may have multiple NIES Administration Schedules. If this is the case, add up the information in the Summary Boxes on each of the NIES Administration Schedules. To complete this task, use the NIES worksheet in **Part 5** of the QCB and add up the following fields:

- Original Sample,
- New Enrollee,
- Total in Sample,
- Withdrawn/Ineligible,
- Excluded,
- Absent,
- Refused, and
- Total Surveyed.

Enter the total of these fields in the Special Studies tab of the SCS after you leave the school.

11F. Determine if an NIES makeup session needs to be held.

If the school is participating in the NIES and a makeup session needs to be held for NAEP, plan to also hold a makeup session for NIES, if there were any students absent from the NIES session(s). If a makeup session is not needed for NAEP, there will be no makeup session for the NIES.

11G. Organize all NIES Student Questionnaires back into NIES Administration Schedule order.

Put all NIES Student Questionnaires back in NIES Administration Schedule order, including those for absent, excluded, withdrawn, and ineligible students. While you are doing this, check to see that you have one questionnaire for each student listed on the NIES Administration Schedule regardless of whether the student was surveyed.

11H. Verify that student ID labels are removed from NIES Student Questionnaires.

All student ID labels must be removed from the NIES Student Questionnaires. Verify that the students completed this. If any were left on the covers, including those NIES Student Questionnaires assigned to students who did not attend the assessment, remove them now, unless these students will be invited to participate in a makeup session.

11I. Enter the following information in the spaces provided on the cover of each NIES Student Questionnaire:

- the school ID number;
- the teacher number(s) from the Administration Schedule that you entered during the preassessment visit. For both grades 4 and 8, be sure to record a teacher number in both Teacher Number boxes;
- the NIES Admin Code; and
- the NAEP student booklet ID number from the NIES Administration Schedule.

If the student has the same teacher for both reading and mathematics (as will be the case for most fourth-graders), that teacher will have two different NIES Teacher Numbers (one for reading and one for mathematics).

Similarly, if the student has one teacher for reading and a different teacher for mathematics (as will be the case for most eighth-graders), each teacher will have his/her own number and his/her own questionnaire (one for reading and one for mathematics). In both cases, record the student's reading teacher number in the box labeled **"Reading,"** and the mathematics teacher number in the box labeled **"Math."**

If the student is withdrawn, ineligible, excluded, or refused, you still need to complete the information on the cover of the students' NIES Questionnaire, including:

- the school ID number,
- the NIES Admin Code, and
- the NAEP student booklet ID number.

11J. Transfer the NIES Administration Codes to the NIES Student Questionnaire covers.

On the NIES Administration Schedule, you will have recorded an Administration Code in the NIES Admin Code column for each student. Transfer each code from the NIES Administration Schedule to the **Admin. Code** box located on the front cover of the corresponding NIES Student Questionnaire.

11K. Band the NIES questionnaires together and place in the NIES Administration Schedule on top.

Then, using a rubber band, band together all the questionnaires for the school. If there are more questionnaires for a school than will fit in one rubber band, band them together by NIES session. Place the questionnaires and NIES Administration Schedule in the Session Box.

Procedure 12. Prepare Materials for Leaving the School

12A. Prepare NIES materials for the NAEP Storage Envelope.

For the NIES Administration Schedule, make one copy with the student names attached. This will be placed in the NAEP Storage Envelope. Next, remove the list of student names at the perforated edge and also place them in the NAEP Storage Envelope.

Make a copy of the NIES Administration Schedule, without the names, and place in the School Folder. Also, place the original NIES Administration Schedule, without the names, in the Session Box.

Make one copy, with the teacher names attached, of the NIES Roster of Questionnaires, and place it in the NAEP Storage Envelope. Remove the list of teacher names from each roster by tearing at the perforated edges, and place the rosters in the NAEP Storage Envelope.

Make a copy of the roster without the names and place it in the School Folder. Place the original Roster of Questionnaires, without the names, in the Session Box.

Finally, place the NIES Student Information Report in the NAEP Storage Envelope.

12B. Complete the Session Debriefing Form.

Complete the Session Debriefing Form and place it in the School Folder. You are now finished with NIES activities.

12C. Pack the NIES materials to ship to Pearson.

Your AAs will pack the Session Box materials. Refer to the guidelines for packing Session Boxes, according to Pearson procedure, on page 6.12 of the *AA Manual*.

Chapter 9 Summary

At the conclusion of this chapter, you should be familiar with the following:

- the key NIES materials;
- the inclusion of students in the NIES;
- how to complete the NIES tasks during your independent work;
- how to discuss NIES with the school coordinator;
- the procedures for preparing NIES questionnaires (student, teacher, and school); and
- how to administer the NIES.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

1. ___ A school can only participate in the NIES on the same day as the regular NAEP assessment.

2. ___ If a student who is scheduled for the NIES tells you he/she is not of American Indian or Alaska Native heritage, and there is no time before the assessment begins to check with the school to verify the accuracy of the student's Race/Ethnicity Code, you should ask the student if he/she would mind completing the survey anyway, and determine after the session whether the coding is correct.

3. ___ Use the NIES Administration Schedule to record the names of the NIES teachers.

4. ___ Students excluded from NAEP are eligible to participate in the NIES.

5. ___ On the NIES Student Questionnaire, a student may skip any questions he/she does not feel comfortable answering.

6. ___ NIES Survey sessions are expected to take about 20–25 minutes for grade 8 students and 30 minutes for grade 4 students.

7. ___ Students who arrive late for the NIES Survey may be admitted at any time because the survey is not timed, and we want to include as many selected students as possible.

8. ___ Student ID labels on the NIES Student Questionnaire will be removed by Pearson after the questionnaires are linked with students' NAEP assessment results.

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

CHAPTER 10

LEADING ASSESSMENT DAY: AFTER THE SESSION

Before you leave the school, you are responsible for ensuring that everything is completed accurately and accounted for.

This chapter provides step-by-step procedures detailing your responsibilities on assessment day after the sessions have ended but before you leave the school, including how to conduct quality control (QC) checks of your assessment administrators' (AAs') work, how to determine if a makeup session will need to be held, and how to conduct school debriefing activities with the school coordinator and your AAs. At the conclusion of this chapter, you should understand what procedures to perform after the session.

10 Leading Assessment Day: After the Session

Procedure 1. Go to the Work Location for the Assessment Team

After the session, meet your assessment administrators (AAs) in the location where your team will be working. If the school is participating in the National Indian Education Study (NIES), you will administer the NIES session and then meet your AAs. If you cannot meet your AAs immediately following the session, they should take the initiative to begin postassessment activities and have their work prepared and ready for you to conduct a quality control (QC) check when you arrive.

Procedure 2. Verify That Your AAs Accounted for All Materials Used

The AAs are responsible for returning all NAEP materials to you immediately following the assessment 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. If any assessment booklets are missing, contact the school coordinator to locate the student and retrieve the missing booklet. At this point, collect materials from the AAs that identify the names of students and teachers such as the NAEP 2009 Listing of Sampled Students, and the copy of the roster.

Procedure 3. Verify the Administration Schedule Has Been Completed Accurately

Immediately following the session, the AA team should have taken the initiative and conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this QC check, report the status of each AA's Administration Schedule in the Assessment QC Record of **Part 4** of the *Quality Control Booklet* (QCB). If the requirement has not been met, provide an explanation in the Comments column. **To conduct a thorough QC check of the Administration Schedules, perform the following checks:**

3A. Verify that each student listed on the Administration Schedule has an Administration Code entered in column Q.

Entering an Administration Code in column **Q** of the Administration Schedule is the AA's first responsibility after students have been dismissed. Check that:

- the AA entered an Administration Code for each student listed on the Administration Schedule by running your finger down column **Q** to verify that there is an entry for every student, and
- the code the AA has entered is consistent with what you have observed during the course of the assessment session.

The Administration Codes and their definitions are printed below and on the following pages. These codes and guidelines are also printed on the Administration Schedule.

NOTE: The Administration Codes the AA will enter based on the session results are limited to the assessed student codes **10–14,** and the absent codes **40–44** and **47–48.**

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. Refer to your Session Debriefing Form for notes made during the assessment.
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.

Definitions of Administration Codes Used in Column Q (continued)	
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.
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.

Definitions of Administration Codes Used in Column Q (continued)	
Reasons for exclusion (continued)	
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.

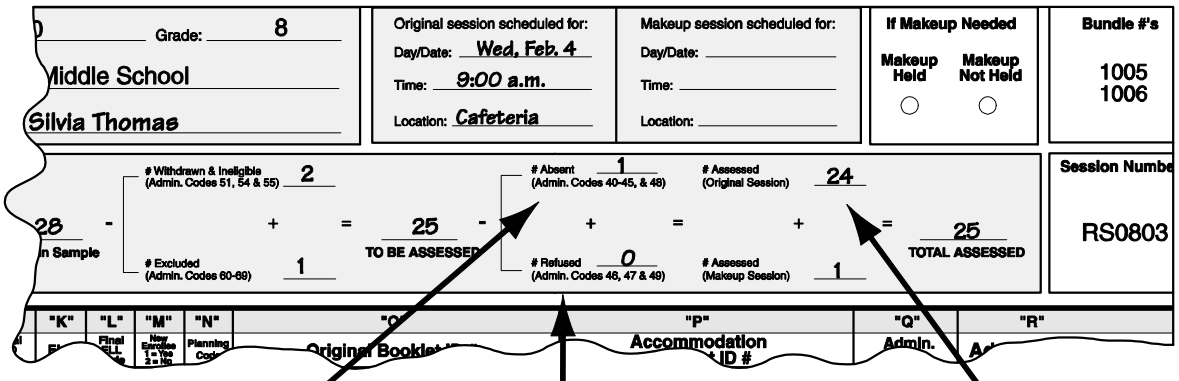
3B. Verify that an Administration Code of 52 has been entered for all unassigned booklets on the Administration Schedule.

Verify that for all unassigned booklets, the AA entered Administration Code **52 = Unassigned book (unused)** in column **Q** of the Administration Schedule. These are lines on the Administration Schedule where there is a preprinted booklet ID number but the booklet was never assigned to a student.

NOTE: Blank lines that do not have a preprinted booklet number should not be given an Administration Code.

3C. Verify the Summary Box has been completed accurately.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded, as described below.



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, 48,** and **49** 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.**

You will need to verify these Summary Box totals before performing the calculations to determine if a makeup session is necessary.

"Not in Sample" Students, Administration Code 56

If a school required some students to be included in the assessment even though they were not sampled, you will have added the students' names to the bottom of the Administration Schedule prior to the assessment. You will also have entered the Administration Code **56 = Not in Sample** for these students in column **Q** on the Administration Schedule.

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

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

NOTE: If a school refuses to allow a session to be conducted, code all assigned booklets **49 = Session/subject refused by school** on the Administration Schedule. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. Return the refused Session Box of materials to Pearson with the other Session Boxes.

Procedure 4. Verify That the Booklet Covers Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets were completed properly. You will evaluate the AA on how well he/she completed the QC check in the QCB. However, you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and spot check that the booklet covers have been completed correctly. As a general rule, run every third or fourth booklet in the stack through the comprehensive series of checks provided below.

This procedure will help you determine if the AA is making any major errors. If you find any errors, consult the AA immediately and jointly check each booklet to make sure the error has not been repeated.

Once you have conducted this check, report the status of each AA's materials in the Assessment QC Record in **Part 4** of the QCB.

To conduct a thorough QC check of booklets, perform the following checks:

4A. Ensure that all booklets, including those separated during the preparation activities, are in Administration Schedule order.

Check that:

- there is one booklet for each selected student, regardless of whether the student was assessed, and
- all booklets are in Administration Schedule order, including booklets for absent, excluded, withdrawn, and ineligible students, as well as students assessed with an accommodation booklet.

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

All student ID labels must be removed from the booklets. Following the session script, the AA should have instructed students to do this before they were dismissed from the assessment session. Check that the labels were removed from all booklets, including the Extended Student Background Questionnaire (ESBQ) and those belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

4C. Verify that ancillary materials were removed from the booklets.

Check that the AA has removed all ancillary materials from the student booklets.

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

Check that:

- for grade 4, the AA entered on each booklet the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**; and
- for grades 8 and 12, students have entered the correct school ID number; if not, verify that the AA has entered it.

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

Check that all grade 4 and grade 8 students have recorded a teacher number on their booklet. While there is no way you or the AA can know if the student has entered the correct teacher number, it is the AA's responsibility to verify that students in grades 4 and 8 entered a teacher number in the proper space on their booklets.

NOTE: Students in accommodation sessions may have written their teacher's name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the names of the teachers from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the roster and let the AA know what the newly assigned teacher number is. You will also need to provide the appropriate additional questionnaire for the school coordinator to give to the teacher.

4F. Verify the Administration Codes were transferred to the student booklet covers.

Check that the AAs transferred each Administration Code from the Administration Schedule (column **Q**) to the Admin. Code boxes located on the front cover of the corresponding booklet.

4G. Verify that any Administration Code requiring an explanation has one on the front 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, verify the AA documented the details on the Session Debriefing Form. Check that the AAs wrote a clear explanation on the booklet cover for each student given one of these codes. The AA should not write in the booklet timing tracks (down the left side of the cover or on the boxes with recorded information).

4H. Verify that the Planning Code recorded on the booklet cover matches the Planning Code in column N on the Administration Schedule.

To collect all of the information about the students who were assessed with accommodations, a list of accommodations offered has been printed on the front cover of every booklet. The AA should have shaded the oval for every accommodation offered to the student. As described earlier, your AAs should transcribe this information from the Assessment Information Form, as shown on the next page.

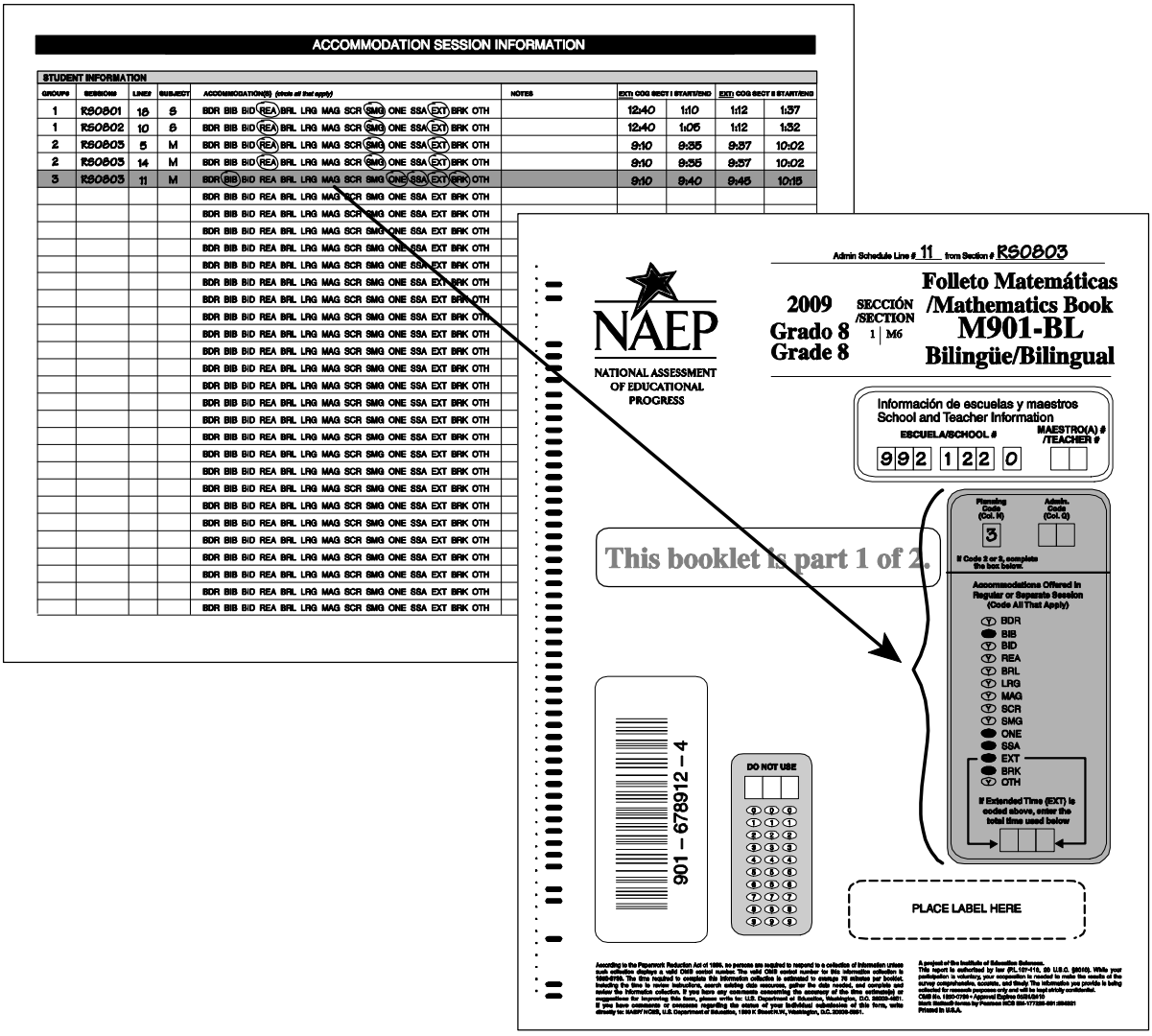
For students requiring an accommodation, check that the AA has

- recorded the Planning Code of **2** or **3** from column **N** on the Administration Schedule to Planning Code (Col. N) on the booklet cover; and
- shaded in the appropriate ovals on the front of the student's booklet cover to reflect all accommodations offered to the student.

4I. Verify that the accommodations have been recorded on the student booklet cover.

The accommodation codes are recorded by the AA on the student's booklet cover after the assessment. Students who were assessed with an accommodation should have the ovals for all accommodations offered shaded on the student's booklet cover, regardless of the accommodation. For students who are not classified with disabilities (SD) or as English language learners (ELL), there should be no accommodations recorded on the student booklet cover.

Example of Transferring Accommodations Onto the Student Booklet Cover



ACCOMMODATION SESSION INFORMATION

STUDENT INFORMATION									
GROUP#	SESSION#	LINE#	SUBJECT	ACCOMMODATION(S) (check all that apply)	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
2	RS0803	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	RS0803	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					
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				BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					

4J. Verify that students who required the extended time accommodation (EXT) have the "Total Time" recorded on the front cover.

For students who received the extended time accommodation, check that in the **Total Time for Accommodation (EXT)** boxes on the booklet cover, the AA has:

- entered the total number of minutes the student took to complete the cognitive sections of the assessment booklet,
- entered "**050**" if a student who was offered extended time did not take more than the standard 50 minutes of time to complete the cognitive sections, and
- not entered a number of minutes that is more than three times the regular amount of time allocated for the cognitive sections of the booklet (i.e., no more than 150 minutes), which is the limit for the extended time accommodation.

4K. Ensure that all booklets have been banded together and the Administration Schedule is placed on top of the stack of booklets for the regular session.

Verify that:

- the correct Administration Schedule is placed on top of each stack of booklets for the regular session, and
- the Administration Schedule is not banded with the booklets. This will tear the edges.

Procedure 5. Verify That the ESBQ Administration Schedule(s) and ESBQ Booklets Were Coded Correctly, If Necessary

If the ESBQ was administered at the school, you will need to include the ESBQ Administration Schedule and the ESBQ booklets in your QC activities. Conduct a spot check to ensure that the ESBQ booklets have been prepared according to NAEP standards. Run every third or fourth ESBQ booklet in the stack through a comprehensive series of checks. If you find any errors, you and your AAs will check each booklet to make sure the same error has not been repeated.

5A. Entered an ESBQ Administration Code on the ESBQ Administration Schedule.

Verify that the AAs recorded the ESBQ Administration Code for each student without one in the ESBQ Admin Code column in the ESBQ Administration Schedule. All of the ESBQ Administration Codes are listed on the right side of the ESBQ Admin Code column. The codes are grouped according to participation status: assessed students (ESBQ Administration Codes **10–14**) or absent students (ESBQ Administration Codes **40–49**).

5B. Entered an ESBQ Administration Code of 52 for all unassigned ESBQ booklets.

Every line of the ESBQ Administration Schedule that has a NAEP Student Booklet ID # pre-printed on it will need to have an ESBQ booklet assigned to it and an ESBQ Administration Code recorded. Therefore, check that the AA has entered an ESBQ Administration Code of **52** was assigned in the ESBQ Admin Code column of the ESBQ Administration Schedule for all unassigned ESBQ booklets.

5C. Completed the ESBQ Summary Box.

Check that the summary information at the top of the ESBQ Administration Schedule is accurately recorded.

5D. Totaled the Summary Box information on the ESBQ Administration Schedule.

Since ESBQ Administration Schedules are printed by session, you may have multiple ESBQ Administration Schedules. If this is the case, add up the information in the Summary Boxes on each of the ESBQ Administration Schedules. Enter the total of these fields in the Special Studies tab of the School Control System (SCS) after you leave the school. To complete this task, use the ESBQ worksheet in **Part 5** of the *Quality Control Booklet* and add up the following fields:

- Original sample,
- New Enrollee,
- Total in Sample,
- Withdrawn/Ineligible,
- Excluded,
- Absent,
- Refused, and
- Total Assessed.

5E. Organized ESBQ booklets back into ESBQ Administration Schedule order.

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

5F. Verified that student ID labels were removed from the ESBQ booklets.

The student labels must be removed from the ESBQ booklets. You must verify that this was checked by your AAs.

5G. Ensured that each ESBQ booklet cover has the correct school ID number.

Check that on each grade 4, 8, and 12 ESBQ booklet cover, the school ID number from the ESBQ Administration Schedule is recorded in the boxes labeled **School #.**

5H. Recorded the Administration Codes on the ESBQ booklet covers.

Check that the AA transferred each code from the ESBQ Administration Schedule to the ESBQ Admin. Code boxes located on the front of the corresponding ESBQ booklets.

5I. Recorded the NAEP student booklet ID number on the ESBQ booklet covers.

Check that the AA recorded the NAEP student booklet ID number on the ESBQ booklet covers, including for students who are withdrawn, ineligible, and excluded.

5J. Banded the ESBQ booklets together and placed the ESBQ Administration Schedule on top of the stack.

The ESBQ booklets should be banded together and the ESBQ Administration Schedule should be placed on top of the stack. The AA should not band the ESBQ Administration Schedule with the booklets. This will tear the edges.

Procedure 6. Complete School Staff Questionnaire Activities

To complete the questionnaire activities, do the following:

6A. Collect the questionnaires from school staff, if necessary.

Retrieve any outstanding school staff questionnaires from the school coordinator, including any blank questionnaires completed online.

NOTE: You should have collected the SD and ELL Questionnaires at the preassessment visit. If you did not collect all of them prior to the assessment, collect them now.

Band together all questionnaires that were completed online. You will hand them to the school coordinator after the debriefing interview and instruct him/her to throw them away. Any questionnaire filled out on the hardcopy form must be retained and included in the Session Box to ship to Pearson.

At this point, if you find there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members before you leave the school. If this is not possible, you must leave a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) with the school coordinator so that the school can return the completed questionnaires directly to Pearson.

If the school is participating in the NIES, collect any outstanding NIES school staff questionnaires at this time. Any NIES Questionnaires that are not returned to you before you leave the school must be completed and returned directly to Pearson in the Supplemental Shipping Envelope. NIES and NAEP Questionnaires can be combined and mailed in one envelope.

6B. Verify that each Roster of Questionnaires has been filled out accurately and completely.

Verify that each roster has been completed accurately and fully by:

- entering any missing information on the roster(s),
- reviewing all information that is entered to make sure that it is correct, and
- carefully reviewing the back of the grade 8 roster to confirm the mathematics and science teacher numbers are assigned correctly.

6C. Update the status of the questionnaires on the appropriate Roster of Questionnaires.

As completed questionnaires are returned to you, update their status in the Return Status column in the NAEP section on the original roster:

- Shade the **Hardcopy** oval for questionnaires completed on hardcopy.
- Shade the **Online** oval for questionnaires completed electronically.
- Shade the **Not completed** oval for any questionnaires not completed or returned.

NIES 2009

If the school is participating in the NIES, shade in the appropriate ovals in the Return Status column on the NIES Roster of Questionnaires as completed questionnaires are returned to you.

The Importance of Completing Rosters

For every set of School, Teacher, SD, ELL, and NIES Questionnaires, Pearson must receive a completed, original version of the Roster of Questionnaires. If the roster is not placed in the Session Box, or if a photocopy is sent instead of the original, the roster has to be recreated at Pearson in order to scan the data. This means someone has to piece together all the information that belongs on the roster before the processing and analysis can begin. Therefore, it is very important that the completed, original Roster of Questionnaires is always sent in with your Session Box materials at the end of the assessment.

6D. Verify that the covers of the questionnaires have been filled out accurately and completely.

For completed hardcopy questionnaires, you will need to

- enter any missing information on the cover, and
- review all information entered on the cover to make sure that it is accurate.

6E. Remove the label on the front cover of each questionnaire.

Before giving the questionnaires to the school coordinator, your supervisor affixed a removable label to the front cover of each SD, ELL, School, and Teacher Questionnaire. Remove and destroy the label from each questionnaire before packing the questionnaires in the Session Box to send to Pearson.

If the school is participating in the NIES, be sure to remove and destroy the labels from the NIES School and Teacher Questionnaires as well.

Procedure 7. Determine Whether a Makeup Session Must Be Held

When assessment attendance at a school is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session), # Refused,** and **# Absent.** It is your responsibility to compute the response rate for the school and determine if a makeup is necessary.

- To calculate the assessment attendance, use the Makeup Session Worksheet located in **Part 5** of the QCB (shown on the following page). Round percentages to the nearest whole percentage.
- If a makeup session is not required, complete the **# Assessed (Makeup Session)** and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. Enter “0” for **# Assessed (Makeup Session)** and enter the same number as **# Assessed (Original Session)** on the **TOTAL ASSESSED** blank.
- If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

If the school is participating in the NIES and a makeup session needs to be held for NAEP, plan to also hold a makeup session for the NIES on the same day as the NAEP makeup session if there were any students absent from the NIES session(s). If a makeup session is not needed for NAEP, there will be no makeup session for the NIES in that school.

Example of Makeup Session Worksheet

Part 5:
Makeup Session Worksheet

If the assessment attendance at a school is less than 90 percent, a makeup session must be held.

Use the steps listed below to calculate the assessment attendance percentage and determine if a makeup session needs to be scheduled. If the percentage is .5 or above, round up, or .4 or below round down.

1. Calculate the total of the **"TO BE ASSESSED"** values of all sessions.	TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 1. ___
2. Calculate the total of the **# Refused** values (Admin. Codes 46-47) of all sessions PLUS any students coded as "49 – session/subject refused by school."	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 2. ___
3. Subtract the total of the **# Refused** from the total of the **TO BE ASSESSED.** **Subtract line 2 from line 1.**	3. ___
4. Calculate the total of the **# Assessed (Original Session)** values for all sessions.	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 4. ___
5. Calculate the assessment attendance percentage. **Divide line 4 by line 3 and then multiply by 100.**	5. ___
6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? **(Rounded to the nearest whole percent.)**	6. Yes ☐ No ☐ *Check One*

Procedure 8. Organize Materials

8A. Prepare materials.

After verifying that information entered on all of the forms is complete and accurate, use the table below to guide you through the process of preparing materials for the NAEP Storage Envelope and School Folder:

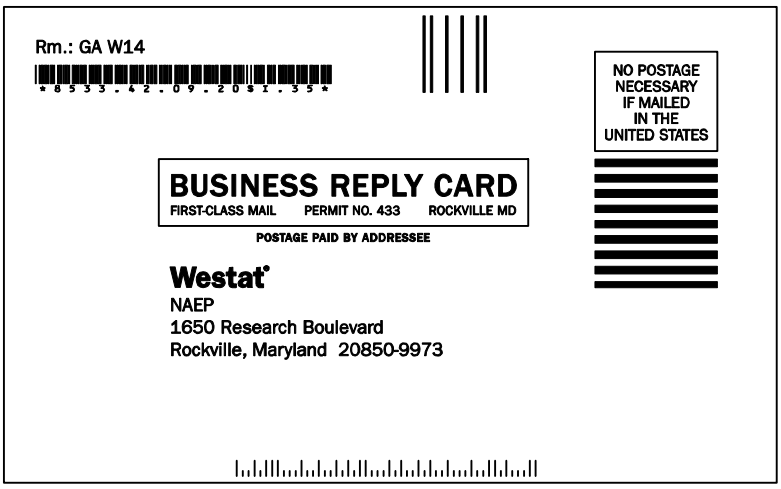
Form	Action	Final Placement
Administration Schedule (including NIES and ESBQ, if applicable)	• Make one copy with student names attached.	NAEP Storage Envelope
	• Remove the list of student names at the perforated edge.	NAEP Storage Envelope
	• Make a copy of the Administration Schedule, without names.	School Folder
	• Place the original Administration Schedule, without names.	Session Box
Roster of Questionnaires (including NIES, if applicable)	• Make one copy with teacher names attached.	NAEP Storage Envelope
	• Remove the list of teacher names from each roster by tearing at the perforated edge.	NAEP Storage Envelope
	• Make a copy of the roster without names.	School Folder
	• Place the original Roster of Questionnaires, without names.	Session Box 01
Inclusion Worksheet	• Make one copy with student names attached.	NAEP Storage Envelope
	• Remove the list of student names by cutting off the Student Information column.	NAEP Storage Envelope
	• Place the original Inclusion Worksheet, without names.	School Folder
NAEP 2009 Listing of Sampled Students **Listing of Sampled Students for NIES**	• Collect original and all copies of the Listing of Sampled Students from your AAs.	NAEP Storage Envelope
Student Information Report	• Place the original Student Information Report.	NAEP Storage Envelope
New Enrollee Listing Form	• Place the original New Enrollee Listing Form.	NAEP Storage Envelope
SD/ELL Online Questionnaire Summary	• Place the original SD/ELL Online Questionnaire Summary.	School Folder

If a makeup session will be held at the school:

- Leave the names attached to the Administration Schedule and Roster of Questionnaires.
- Fold back the names and make one copy of the Administration Schedule and Roster of Questionnaires for your School Folder.
- Leave the Administration Schedules and roster with the names attached in the NAEP Storage Envelope at the school to be accessed on the day of the makeup session(s).
- After the makeup session(s), the AA will finalize the NAEP Storage Envelope and provide you with final copies of the Administration Schedule and Roster of Questionnaires for the School Folder.

8B. Record the NAEP school ID number on the "Destroy by" postcard.

Record the school ID number, school name, city, and state (from the Administration Schedule) in the space provided on the "Destroy by" postcard, as shown in the example below.

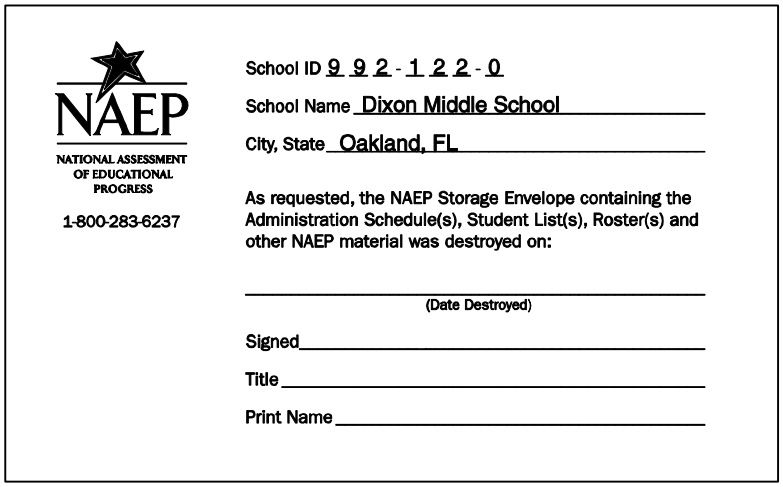

Rm.: GA W14

8533.42.09.2091.35

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD
FIRST-CLASS MAIL PERMIT NO. 433 ROCKVILLE MD
POSTAGE PAID BY ADDRESSEE

Westat
NAEP
1650 Research Boulevard
Rockville, Maryland 20850-9973


NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
1-800-283-6237

School ID 9 9 2 - 1 2 2 - 0
School Name Dixon Middle School
City, State Oakland, FL

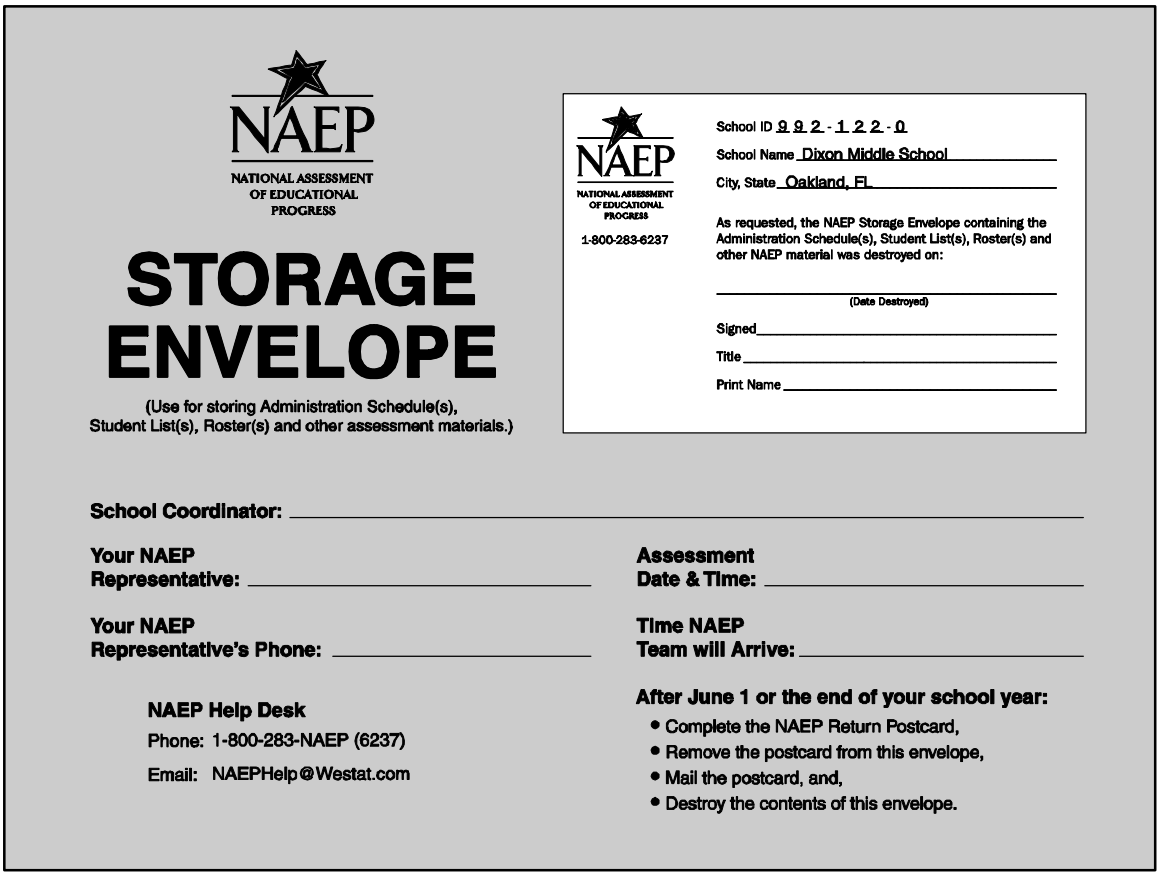
As requested, the NAEP Storage Envelope containing the Administration Schedule(s), Student List(s), Roster(s) and other NAEP material was destroyed on:

_____
(Date Destroyed)

Signed_____
Title_____
Print Name_____

8C. Staple the "Destroy by" card to the front of the NAEP Storage Envelope.

Staple the "Destroy by" card to the front of the NAEP Storage Envelope in the upper-right corner, as shown here:


NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

STORAGE ENVELOPE

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

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
1-800-283-6237

School ID 9 9 2 - 1 2 2 - 0
School Name Dixon Middle School
City, State Oakland, FL

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), Student List(s), Roster(s) and other NAEP material was destroyed on:

(Date Destroyed)

Signed
Title
Print Name

School Coordinator:

Your NAEP Representative:

Your NAEP Representative's Phone:

Assessment Date & Time:

Time NAEP Team will Arrive:

NAEP Help Desk
Phone: 1-800-283-NAEP (6237)
Email: 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.

NOTE: For grade 12 schools, the contents of the NAEP Storage Envelope will be destroyed by December 31, 2009.

Procedure 9. Perform Final Check of Session Box Materials

To conduct a final check of the Session Box materials, perform the following:

9A. Receive the Session Box from the AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, the AA will pack the session materials in the Session Box and give the box to you.

It is your job to make sure that the AA packs the Session Box properly and returns it to you.

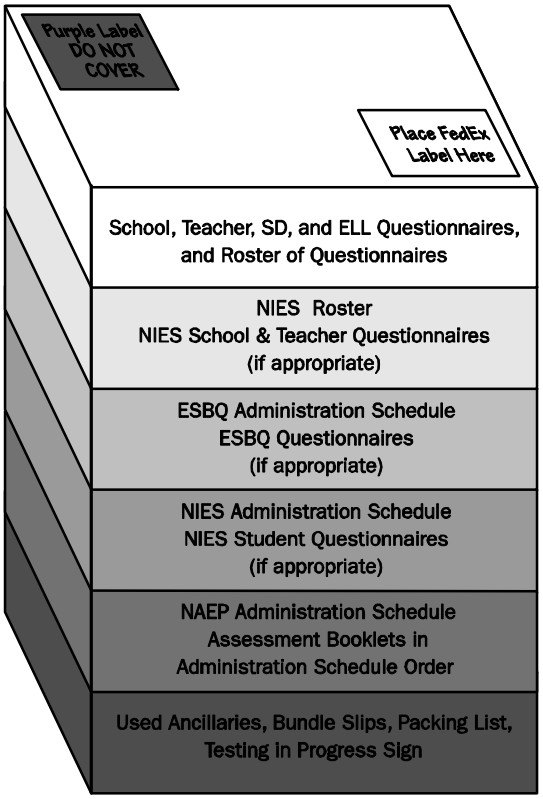
9B. Place the completed questionnaires in the Session Box.

Once you have received the Session Boxes from the AAs, place the school staff questionnaires you have collected from the school coordinator at the top of Session XX01 Box along with the completed original Roster of Questionnaires.

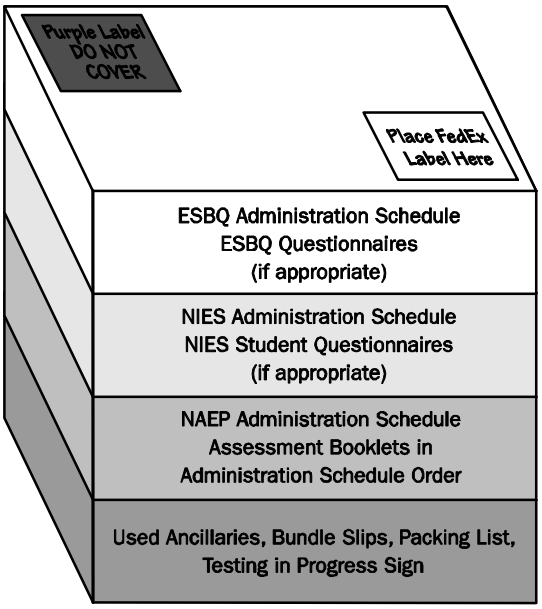
NIES 2009

If there are NIES school staff questionnaires at the school, place them along with the NIES Roster of Questionnaires in Session XX01 Box underneath the NAEP school staff questionnaires.

Session XX01 Box



Remaining Session Box(es)



9C. Verify that the boxes are packed according to Pearson procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagram of the Session Boxes. When the box is completely packed, place the pillow pack to use as a filler before sealing the boxes.

In this procedure, you are conducting a final comprehensive check of the Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all of his/her responsibilities following the assessment, and that you have included all other required materials.

Double-check the following:

- There is an original Administration Schedule without names in each Session Box. **Verify that the AA has included the original (blue) Administration Schedule and NOT a photocopy.** You will need to place any copies of the Administration Schedule(s) in the NAEP Storage Envelope.
- The ancillary materials are included in the box to be mailed to Pearson.

9D. Receive bulk supply session materials from the AA.

Following the assessment, the AA will have a number of materials that should be returned to you. These include:

- all calculators;
- all unused ancillaries;
- used foam shapes (Manipulative Set “K”), rulers, and ruler/protractors;
- extra pencils;
- session timer;
- any extra “Testing in Progress” signs that you may have provided from your bulk supplies (the signs that were shipped in the Session Boxes should be returned in the Session Boxes); and
- Booklet Cover Posters.

If you have not already done so, be sure to also collect any and all copies of:

- Administration Schedules, and
- ESBQ and NIES student lists.

During this final QC check, ask for these materials if you have not received them from the AA.

Procedure 10. Complete School Debriefing Activities

10A. Review Session Debriefing Form.

The Session Debriefing Form is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup, accommodation, and NIES sessions.

The AA should have partially filled out the form prior to the session. After the AA finalizes the form, you will need to review it. If any problems or unusual situations arose during the administration of the assessment, speak with the AA about them. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved. If no unusual situations or problems occurred, it is not necessary to speak with your AA about the information he/she wrote on the form.

After you have reviewed the form, initial it in the space provided in the top-right corner, and place it in the School Folder.

10B. Debrief the school coordinator.

What you need to know:

- You arranged this interview during the preassessment visit.
- The interview should take no more than 5–10 minutes.
- **The Rule:** The interview should be conducted only on the day of the original assessment.
- **The Exception to the Rule:** If you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope, used ancillary items, and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the interview over the telephone and confirm he/she has received the NAEP Storage Envelope.
- For makeup session(s), contact the school coordinator following the makeup session(s) only if something unusual happened during the session.

What you need to do:

- Use the scripted debriefing questionnaire in **Part 6** of the QCB to conduct the interview and record the school coordinator's answers to the questions.
- Obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation.
- **If grade 12, obtain the completed Grade 12 Strategies Form. If the school coordinator did not complete one, you will need to collect the information and transcribe the data into the Special Studies tab of the SCS. An example of the Grade 12 Strategies Form is shown on the following page.**
- Thank the school coordinator, leave the NAEP Storage Envelope, give the school coordinator ancillary materials that can be left at the school, hand him/her any questionnaires completed online and instruct him/her to throw these away, and present the School Certificate of Appreciation.

Example of Grade 12 Strategies Form

Grade 12 Strategies Form

In order to obtain more information on grade 12 student participation and motivation, we would like to know which strategies were used in the school. Please answer the following questions:

Note: Please record only the items that were actually used by the school, not those that the school had said they would use, but didn't.

1. How willing was the school to participate in NAEP? Would you say:

- ☐ Very willing
- ☐ Somewhat willing
- ☐ Somewhat unwilling
- ☐ Very unwilling

Prepare and Schedule NAEP

2. Which of the following methods did the school use to **prepare for NAEP?**

- ☐ The school **did not do anything extra** to prepare NAEP.
- ☐ Add NAEP to **school calendar**
- ☐ Use the **MySchool website** to **track** assessment activities for NAEP
- ☐ Use the **MySchool website** to **communicate** with the NAEP staff
- ☐ Use the **electronic version** of the ***Best Practices Guide*** from the MySchool website to download and customize resources
- ☐ Send **notification letter** to students selected for NAEP before assessment day
- ☐ Put an **announcement** about NAEP on the **school website**
- ☐ Post a **PowerPoint presentation** about NAEP on the **school website**
- ☐ Put an announcement in the **school bulletin** the week before the assessment
- ☐ **Announce** the **date** to the **PTA** or parent advisory committee
- ☐ Give **teachers** a **list of students** with **testing time** and **location**
- ☐ Provide **NAEP staff** with a **master list** of where students are at the beginning of the assessment
- ☐ **Stagger starting times** to accommodate student schedules
- ☐ Work around the **schedules** of students in **Advanced Placement** classes
- ☐ Use the **NAEP Appointment Card**
- ☐ Make an **announcement** on the **day** of the assessment
- ☐ Put an announcement in the **school bulletin** on assessment day
- ☐ Other (please specify)

Work with Teachers

3. Which of the **following methods** did the school use to **inform teachers** about the importance of NAEP?

- ☐ The school **did nothing to inform teachers** about the importance of NAEP.
- ☐ Place ***Measure Up*** flyer in the **faculty lounge**
- ☐ **Announce NAEP** at a school **faculty meeting**
- ☐ Show the **NAEP teacher video** to school faculty
- ☐ Share the **NAEP teacher PowerPoint** presentation
- ☐ Use the **talking points** to answer teacher questions about NAEP
- ☐ Other (please specify)

Example of Grade 12 Strategies Form (continued)

Grade 12 Strategies Form (continued)

Motivate Students

4. Which of the **following methods** did the school use to **motivate the selected students** and be sure they show up?

- ☐ The school **did nothing to motivate** the students.
- ☐ Show the **NAEP student video** to selected students
- ☐ Share the **NAEP student PowerPoint** presentation
- ☐ Publish an **article** about NAEP in **school newspaper**
- ☐ Provide students **references** to the **NCES websites** to find additional resources and past results
- ☐ **Senior class meeting** to discuss NAEP
- ☐ **Senior class president** make an announcement about NAEP at a class meeting
- ☐ **Senior class advisors** urge the students to participate
- ☐ School coordinator **meets with students selected** for NAEP in small groups before the assessment
- ☐ Use **talking points** to answer student questions about NAEP
- ☐ **Invite teachers** to attend **assessment sessions**
- ☐ Have the **principal greet students** at the sessions
- ☐ Give a **pep talk** prior to the beginning of each **assessment session**
- ☐ Thank students for participating in NAEP (please specify):
  - ○ **Informal**—(e.g., verbal thank you from school coordinator, principal, senior counselor, etc.)
  - ○ **Formal**—(e.g., letter, certificate, recognition at assembly, etc.)
- ☐ Other (please specify)

Incentives

5. Which of the following incentives did the schools give to the students who participated?

- ☐ The **school provided no incentives** for the students.
- ☐ **NAEP Certificate** of Volunteer Service
- ☐ Free **tickets** to a school event
- ☐ **Recognition** at a school or awards assembly
- ☐ A **lottery** for a **yearbook**
- ☐ A **lottery** for **prom tickets**
- ☐ Lunch or hall **passes**
- ☐ **Preferential parking** passes
- ☐ **Pizza party** (or any other type of party where food/prizes/entertainment/etc. were provided)
- ☐ Other (please specify)

10C. Schedule a makeup session with the school coordinator, if necessary.

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

- Hold one makeup at a school (unless the school had assessments for more than one grade).
- Invite all students who were absent (not refused).
- All makeup session students can be assessed in a single location even if the students are listed on more than one Administration Schedule, unless they are being accommodated in separate sessions.
- Include the ESBQ as part of the makeup, if necessary.

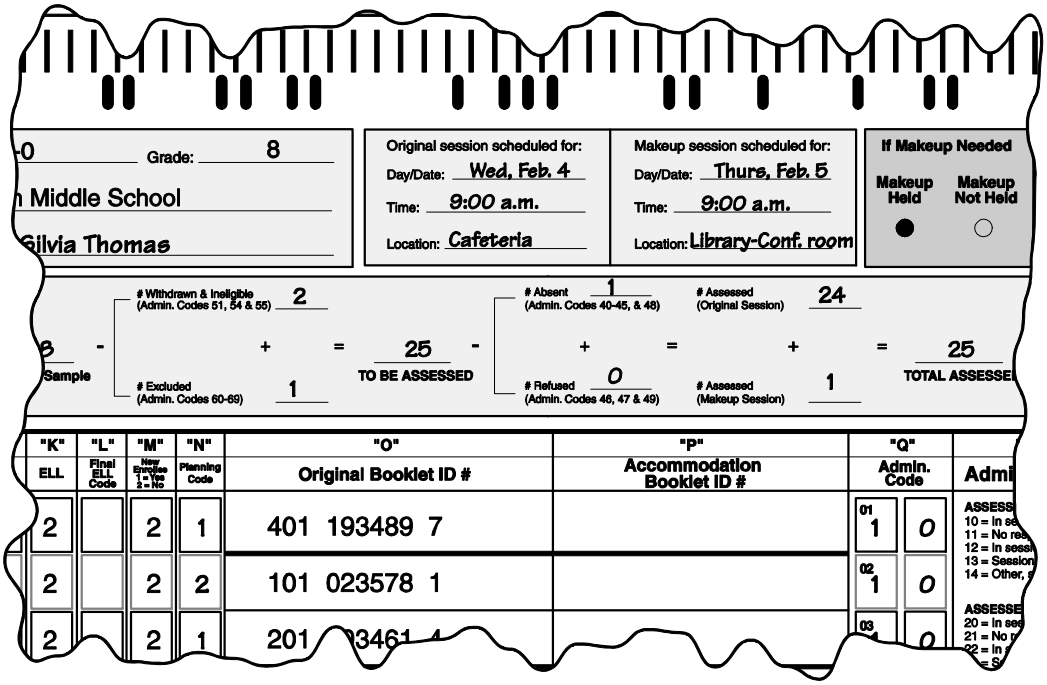
If the NIES Survey was conducted at the school and any students were absent from the survey session, hold an NIES makeup session immediately after the NAEP makeup session.

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. The makeup sessions are just as important as regular sessions. Your responsibility as an AC is to encourage makeup sessions to be completed when necessary. If the school is still reluctant, be sure to record the situation and discuss the matter with your supervisor immediately. In some situations, a makeup may be difficult (e.g., in the case of chronically absent students).

If a makeup session is needed but refused by the school, shade in the **Makeup Not Held** oval at the top of the Administration Schedule (as shown on page 10.26).

Once the makeup session is scheduled, record the date, time, and location of the session in the box provided at the top of the Administration Schedule.

Record the date of the makeup session in the SCS, so that Pearson knows when to expect the Session Boxes for the school. See the *SCS User's Guide* in *Systems: The AC Guide to Using NAEP Systems* for more information.



-0 Grade: 8

n Middle School

Silvia Thomas

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

Makeup session scheduled for:
Day/Date: Thurs, Feb. 5
Time: 9:00 a.m.
Location: Library-Conf. room

If Makeup Needed
Makeup Held ●
Makeup Not Held ○

6 - # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) 2 + # Excluded (Admin. Codes 60-69) 1 = 25 TO BE ASSESSED - # Absent (Admin. Codes 40-45, & 48) 1 + # Refused (Admin. Codes 46, 47 & 49) 0 = # Assessed (Original Session) 24 + # Assessed (Makeup Session) 1 = 25 TOTAL ASSESSE

Sample

"K" ELL	"L" Final ELL Code	"M" New Enrollee 1 = Yes 2 = No	"N" Planning Code	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code	Admi
2		2	1	401 193489 7		01 1 0	ASSESS 10 = In se 11 = No res 12 = In sess 13 = Session 14 = Other,
2		2	2	101 023578 1		02 1 0	
2		2	1	201 [illegible]3461 4		03 [illegible] 0	ASSESSE 20 = In se 21 = No r 22 = In = S

Procedure 11. Arrange With Staff to Conduct a Makeup Session, If Necessary

If a makeup session is required, complete the following:

11A. Assign the AA(s) to conduct the session.

The AAs conducting the makeup sessions will be returning to the school without you or the other team members. Therefore, when possible, choose one or two of your most competent AAs to conduct all of the makeup sessions.

11B. Notify the AA(s) about conducting the makeup session.

Before your assessment team leaves the school on assessment day, notify the AA(s) that you have scheduled the makeup session. Be sure to give the AA(s) an Assessment Information Form with the time, date, and location where the makeup will take place, as well as other pertinent information. If the AA is not present at the school on the original assessment day, contact the AA with his/her new assignment.

11C. Give the AA the session materials he/she will need to conduct the makeup session.

The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Be sure to give the AA assigned to conduct the session the materials he/she will need before leaving the school on assessment day, and remind the AA about security and confidentiality procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to him/her as soon as possible.

Guidelines for conducting the makeup session, coding the booklet covers, and packing the Session Box are included in chapter 7 of the *AA Manual*. A checklist of these activities is also included in the AA Quick Checks in the back of the *AA Manual*.

Security and Confidentiality

Be sure that the AAs know how to protect the security of these materials in the interim by following the NAEP security and confidentiality guidelines. Review these procedures with the AA before handing the materials to him/her.

If an NIES makeup session will also be conducted, you—not an AA—will need to conduct both the NAEP makeup session and the NIES makeup session at the school.

After conducting the makeup session, the AA will return the assessment materials to you. You will be responsible for shipping the Session Box(es) to Pearson as soon as possible after the makeup session.

Chapter 10 Summary

At the conclusion of this chapter, you should be able to

- verify that the Administration Schedule has been completed correctly,
- confirm that the booklet covers were completed accurately,
- complete the school coordinator debriefing activities, and
- schedule a makeup session.

Test Your Knowledge

Instructions: Determine if the statements below are true (t) or false (f).

_____ **1.** Entering an Administration Code in column **Q** (labeled Admin. Code) of the Administration Schedule is the AA's first responsibility after students have been dismissed.

_____ **2.** Verify that for all unassigned booklets, the AA entered Administration Code **52 = Unassigned book** in column **Q** of the Administration Schedule.

_____ **3.** If a student is assigned a Planning Code of **2** or **3** in column **N** of the Administration Schedule, there should also be a Planning Code recorded on the student's booklet cover.

_____ **4.** You will need to verify the Summary Box totals on the Administration Schedule before adding up the totals to determine if a makeup session is necessary.

_____ **5.** A code of "050" should be entered for a student who was offered extended time, but did not take more than the standard 50 minutes to complete the cognitive sections.

_____ **6.** If you find, after the assessment, that some Teacher Questionnaires have not been completed, you can count these as missing.

_____ **7.** If a makeup session is going to be held at the school, leave the student names attached to the Administration Schedule and Roster of Questionnaires.

Answers: 1. F, 2. T, 3. T, 4. T, 5. T, 6. F, 7. T

CHAPTER 11

RESPONSIBILITIES AFTER LEAVING THE SCHOOL

Shipping the completed assessment materials is one of your most important tasks.

This chapter describes the procedures that must be completed following each assessment. Your responsibilities include conducting a quality control (QC) check of any makeup session materials, shipping Session Boxes to Pearson, entering assessment information into the School Control System (SCS), and finalizing School Folders. At the conclusion of this chapter, you should be familiar with all the guidelines for completing the tasks described above.

11 Responsibilities After Leaving the School

Procedure 1. Conduct a Quality Control (QC) Check of Makeup Session Materials, If Necessary

If a makeup session was held, it is your responsibility to conduct a QC check of the assessment administrator's (AA's) work with the makeup session materials before you prepare the session materials for shipping.

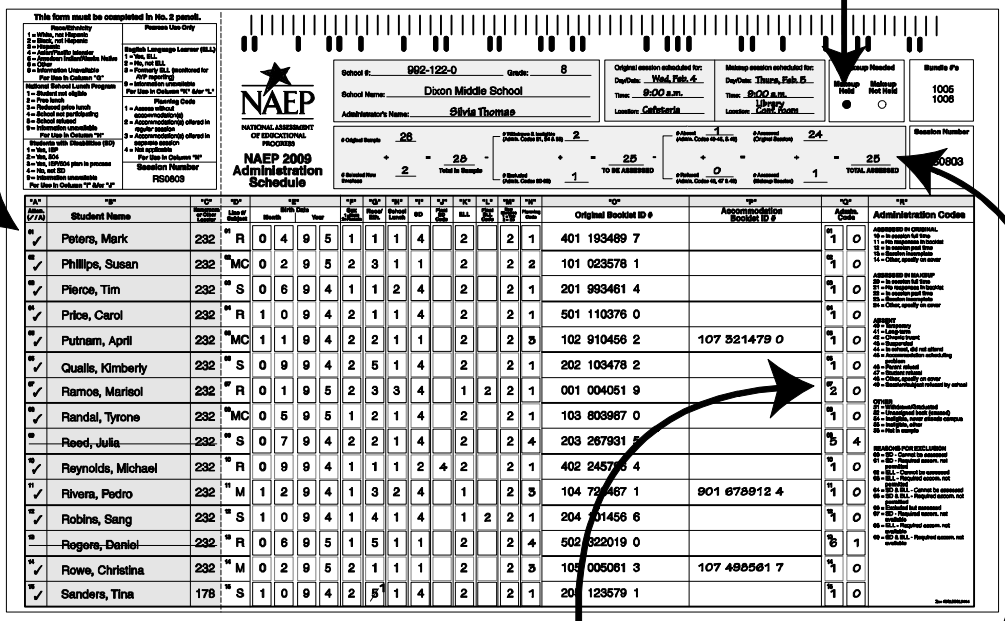
The AA will enter the results from the makeup session on the Administration Schedules. On each Administration Schedule, complete the following steps:

1. Make sure the **Makeup Held** oval is shaded.
2. Verify that the AA changed the Administration Code for each student who participated in the makeup session. The AA should have erased the initial absent code and entered one of the ASSESSED IN MAKEUP codes (**20**–**24**).
3. Check that the AA completed the remaining entries in the Summary Box. The number of students who participated. In the makeup session should be written on the line labeled **# Assessed (Makeup Session).** This number should be added to the line labeled **# Assessed (Original Session)** and the sum written on the line labeled **TOTAL ASSESSED.**
4. After you finish checking the Administration Schedules, check the booklet covers. Using the information from the Administration Schedules, review the booklet covers for all of the students invited to attend the makeup session. Ensure that the covers are coded correctly, according to the same procedures for coding booklet covers in a regular session (as described in the *AA Manual*).
5. Repeat the above procedures for any Extended Student Background Questionnaire (ESBQ) makeup sessions, if one was conducted.

The Makeup Session Process

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.

Procedure 2. Ship Session Boxes to Pearson

You are responsible for shipping the completed materials to Pearson as soon after the session as possible and no later than 1 day after the assessment or makeup session. Follow these next steps for preparing and shipping boxes.

2A. Attach the FedEx return labels to the boxes.

Place a prepaid, preaddressed FedEx Express 2-day return label on each box that is to be returned (see example on the next page).

The FedEx tracking number is scanned at the time of pickup, so do not make any alterations to the label or use a photocopied label. FedEx will not accept packages with altered or photocopied return labels. If you do not have enough FedEx return labels (one is required for each box), call Pearson at 1-888-627-6237.

FedEx Return Label

ORIGIN ID: GAIA (301)251-1500
MIDDLE SCHOOL #1
ASSESSMENT COORD
1850 RESEARCH BLVD
992-122-0 RS0803
ROCKVILLE, MD 20850
UNITED STATES US

EstWgt: 1 LB
SYSTEM#: 9784022/ESDS0400

BILL THIRD PARTY

PAT STEARNS
PEARSON
2510 NORTH DODGE ST

IOWA CITY IA 52200
(319)341-4712
PGMSSN:015092 NAEP 2009

SEQ:00000

FedEx
Express

FEDEX RETURNS AA
** 2DAY **

TRK# 0221 7900 4838 0420

TT PROA

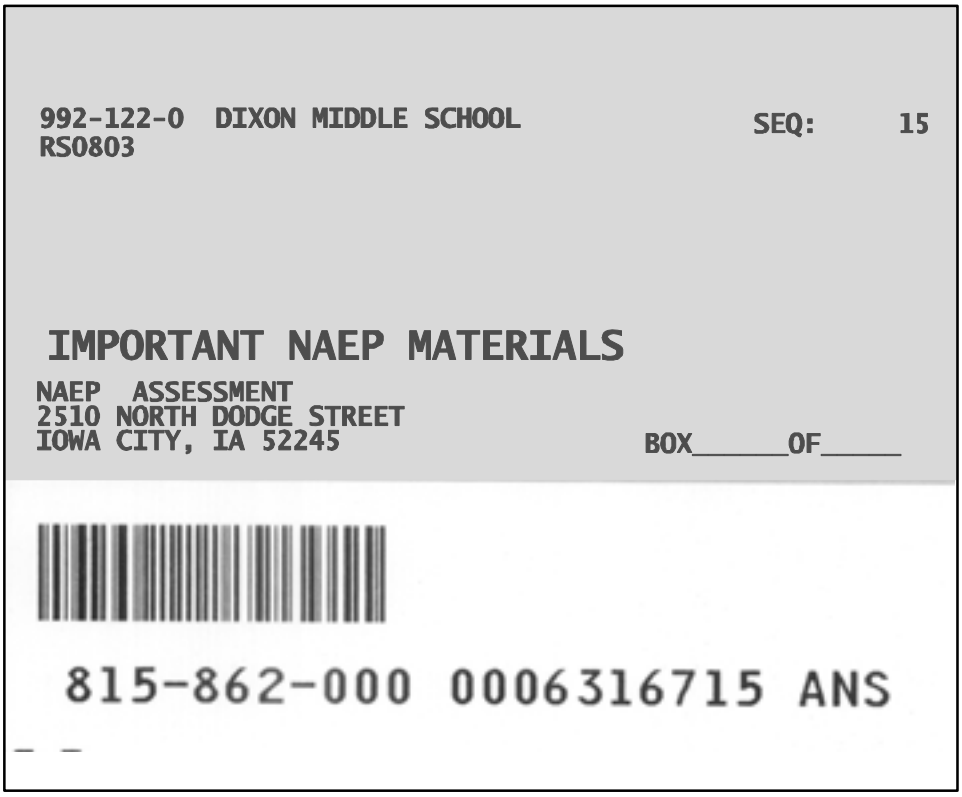
52200
IA-US
CID

TRCK: 7900 4838 0420

TO SCHEDULE PICKUP CALL FEDEX AT 800-463-3339, ENTER 9 AT PROMPT
THEN ENTER ACCOUNT NUMBER 341175062 FOR CUSTOMER SERVICE

2B. Complete the purple label on each box.

Each Session Box will arrive from Pearson with a purple label on the side that says "Important NAEP Materials." On the "Box __ of __" line, fill in the number sequence of the boxes being returned for the school (e.g., Box 1 of 3, Box 2 of 3, etc.). These numbers are important because they help to confirm that all of the boxes have been received at Pearson. If the purple label becomes damaged, replace it with the extra label provided in the Session Box.



2C. Arrange for FedEx to pick up the boxes.

You may drop off the boxes at any FedEx location or call 1-800-GOFEDEX (1-800-463-3339) to schedule a pickup. You may give the sealed boxes to an AA to drop off at a FedEx location, if necessary.

Do not leave the boxes unattended for pickup. Do not leave the boxes at the school or at any other FedEx pickup location unattended.

If you call FedEx for a scheduled pickup, have the following information available when you call:

- **Shipping type, Express or Ground:** This is critical, as FedEx has different business units for ground and air, which do not overlap. Express will be used for session shipments. Ground will be used for returning bulk materials at the end of your assessment period;
- contact name;
- contact telephone number;
- pickup address;
- Zip Code (the representative will then verify the city by the Zip Code that you provide);
- the number of boxes you are shipping; and
- the average package weight (use 8 pounds per Session Box, 15 pounds per bulk box).

FedEx will give you a confirmation number and the date of the pickup. In most cases, your pickup will be scheduled for the following business day or the date you requested. In some large metropolitan areas, if you call FedEx early in the day, your pickup may be scheduled for that same day.

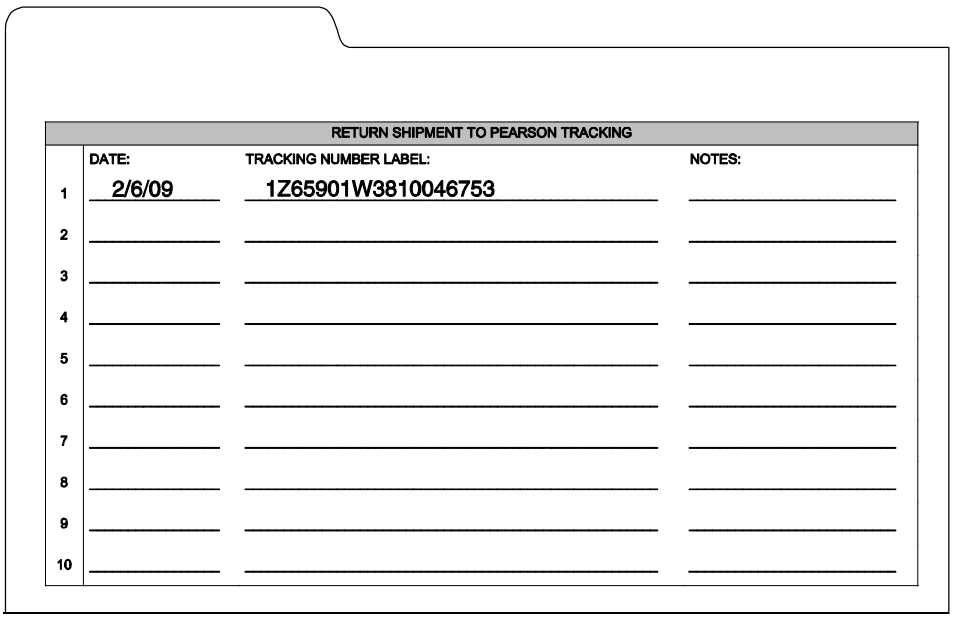
2D. Destroy the remaining labels.

After returning your materials for this project, any remaining FedEx labels must be destroyed. These are project-specific labels and cannot be reused.

Procedure 3. Record Shipping Information on the School Folder and the *Quality Control Booklet* (QCB)

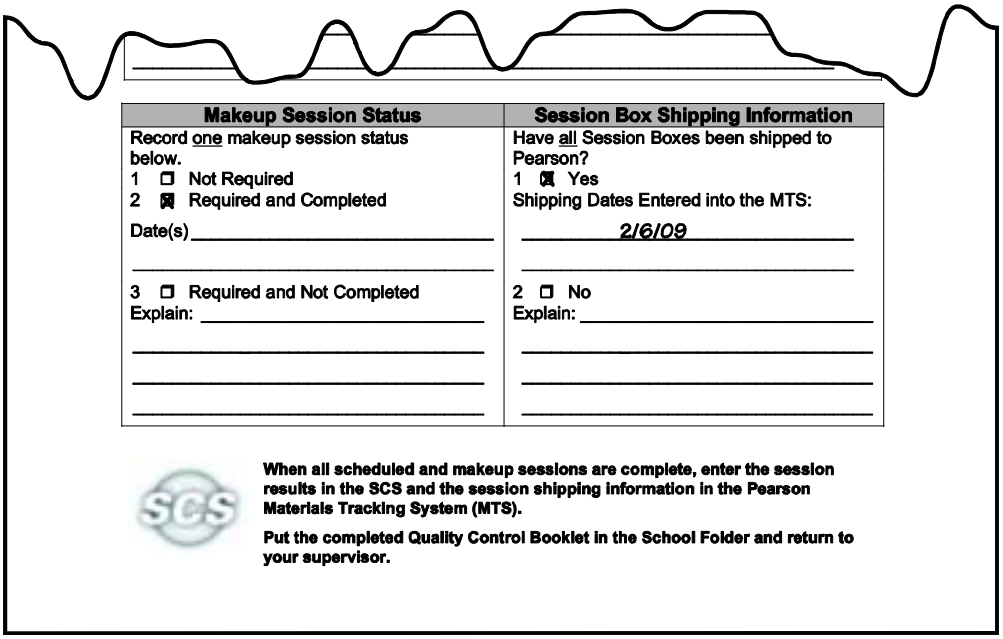
At the bottom of the FedEx return shipping label, there is a small, peel-off label preprinted with the tracking number.

Peel off the label with the tracking number and affix it to the back cover of the School Folder. Then, in the space provided next to the tracking number, record the date you shipped the box.



RETURN SHIPMENT TO PEARSON TRACKING			
	DATE:	TRACKING NUMBER LABEL:	NOTES:
1	2/6/09	1Z65901W3810046753	
2			
3			
4			
5			
6			
7			
8			
9			
10			

Enter the Makeup Session Status and the Session Box Shipping Information on the back cover of the QCB.



Makeup Session Status	Session Box Shipping Information
Record one makeup session status below. 1 ☐ Not Required 2 ☒ Required and Completed Date(s) _____ 3 ☐ Required and Not Completed Explain: _____	Have all Session Boxes been shipped to Pearson? 1 ☒ Yes Shipping Dates Entered into the MTS: 2/6/09 2 ☐ No Explain: _____

When all scheduled and makeup sessions are complete, enter the session results in the SCS and the session shipping information in the Pearson Materials Tracking System (MTS).

Put the completed Quality Control Booklet in the School Folder and return to your supervisor.

Procedure 4. Enter Assessment Information Into the School Control System (SCS) and the Pearson Materials Tracking System (MTS)

The following table outlines the information you need to enter into the SCS and MTS. The *SCS User's Guide* and the *Pearson MTS User's Guide* in *Systems*: *The AC Guide to Using NAEP Systems* have details on how to enter this information.

SCS and MTS Entries

Session Disposition/Type	SCS Entry	MTS Entry
Makeup session is scheduled	Enter scheduled makeup date.	N/A
Completed NAEP session	From the Summary Boxes of the Administration Schedules in the School Folder, enter the: • number of students in the new enrollee sample; • number of withdrawn, ineligible, excluded, and absent students; • number of refusals (parent, student, and session/subject); and • number of students assessed in the regular and makeup sessions.	From the School Folder, enter: • the shipping date for each Session Box, and • the tracking number for each Session Box.
	From the Summary Boxes of the ESBQ Administration Schedule(s), enter the total: • number of newly added students; • number of withdrawn, ineligible, excluded, and absent students; • number of refusals (parent and student); and • total number of students assessed in the regular session and makeup session.	
	From the Grade 12 Strategies Form, enter the data into the Special Studies tab.	

SCS and MTS Entries (Continued)

Session Disposition/Type	SCS Entry	MTS Entry
	From Summary Boxes of the NIES Administration Schedule(s), enter the total: • number of newly added students; • number of withdrawn, ineligible, excluded, and absent students; • number of refusals (parent and student); and • total number of students surveyed in the regular session and makeup session.	• Not applicable if the NIES Survey was conducted on the assessment day. • If the NIES Survey materials were shipped separately from the NAEP Session Boxes: - mark the box of materials not used in the MTS, - enter the shipping date, and - enter the tracking number of the NIES shipment (envelope or box).
All sessions for this school are complete	Update the "Assessment Complete?" field from **No** to **Yes.**	N/A

Procedure 5. Finalize School Folders

At this point, the names of students should not be on any document, on the QCB, or on any form sent to your supervisor in the School Folder. As a reminder, no student names should be written anywhere on the documents sent with the finalized School Folders.

Finalize each School Folder by referring to the School Folder Transmittal Form. Put your initials over each item in the AC to Supervisor column, on the School Folder Transmittal Form, and then keep a copy for your files.

As a general rule of thumb, when in doubt, leave any form not listed in the School Folder Transmittal Form in the School Folder. If you are unsure about whether a document or note should be left in the School Folder, follow this guideline as long as student names are not listed on the document in question. A sample of a completed School Folder Transmittal Form is shown below.

School Folder Transmittal Form – NAEP 2009

School Name: Dixon Middle School **ID #:** 992-122-0

INSTRUCTIONS TO SUPERVISORS AND ACS:
Initial in the appropriate column to indicate the documents you are including in the School Folder.

DOCUMENT	SUPERVISOR TO AC	AC TO SUPERVISOR	SUPERVISOR TO FM	COMMENTS/NOTES
Private School Folder	(If applicable)	(If applicable)	(If applicable)	
Field Sampling Line Numbers Form	(If applicable) GL	(If applicable) SR	(If applicable)	
New Enrollee Sampling Line Numbers Form	Printout GL	Printout SR	Printout	
New Enrollee Listing Form	Blank GL	N/A	N/A	
Original List of Students Submitted for Sampling	Original GL	N/A	N/A	
SD/ELL Roster of Questionnaires	(If applicable) Original, Grades 4/8 GL	(If applicable) Photocopy, without names SR	(If applicable) Photocopy, without names	
Grade 12 Roster of Questionnaires	Original	Photocopy, without names	Photocopy, without names	
Preassessment Packet FedEx Airbill	Receipt GL	Receipt SR	Receipt	
White name labels for student certificates	Grades 8/12 GL	N/A	N/A	
Quality Control Booklet	N/A	Completed	Completed	
Administration Schedule	Original GL	Photocopy, without names SR	Photocopy, without names	
Inclusion Worksheet	(If applicable) Prepopulated GL	(If applicable) Photocopy, Without names SR	(If applicable) Photocopy, Without names	
SD/ELL Online Questionnaire Summary	N/A	(If applicable) Printout SR	(If applicable) Printout	
Student Sampling Summary Report	(If applicable)	(If applicable)	(If applicable)	
If ESBQ, ESBQ Administration Schedule	Original GL	Photocopy, without names SR	Photocopy, without names	
If NIES, NIES Administration Schedule	Original GL	Photocopy, without names SR	Photocopy, without names	
If NIES, NIES Roster of Questionnaires	Original GL	Photocopy, without names SR	Photocopy, without names	
If NIES, NIES School Questionnaire	Original GL	N/A	N/A	
If NIES, NIES Teacher Questionnaire(s)	Original GL	N/A	N/A	
School/Teacher Roster of Questionnaires	Original GL	Photocopy, without names SR	Photocopy, without names	
Dated Parent Notification Letter sent by School	N/A	Copy from School SR	Copy from School	
Student Booklet ID labels	If sampled after 4/26 GL	N/A	N/A	
Assessment Information Form	N/A	Completed SR	Completed	
NAEP 2009 Listing of Sampled Students	By session GL	N/A	N/A	
School Certificate of Appreciation and folder	Original GL	N/A	N/A	
Signed Teacher Observer Letter(s)	N/A	(If applicable) White copy only SR	(If applicable) White copy only	
Signed Accommodation Teacher Letter(s)	N/A	(If applicable) White copy only SR	(If applicable) White copy only	
Session Debriefing Forms	N/A	Completed, 1 per session SR	Completed, 1 per session	
Grade 12 Strategies Form	N/A	(If applicable) Completed	(If applicable) Completed	
Telephone Follow-Up QC Form	N/A	N/A	(If applicable)	
In-Person QCF	N/A	N/A	(If applicable)	
School Folder QC Checklist	N/A	N/A	Completed	
FIELD MANAGER: Be sure all AC Supervisor documents above are included before final shipment to Westat.		**FM Initials**	**Comments**	

WHITE: *SCHOOL FOLDER* **PINK:** *FIELD MANAGER* **BLUE:** *SUPERVISOR* **GOLD:** *AC* **GREEN:** *SUPERVISOR*

The School Folder must contain all required information, because Westat staff will frequently refer to the contents during booklet processing and statistical checks. If the photocopy of the final Administration Schedule for each session or the Roster of Questionnaires is not included in the School Folder, your supervisor may ask you to return to the school to obtain it.

It is important to note that once your supervisor receives the School Folder, he/she will check each folder using the School Folder Quality Control Checklist. The checks on this QC checklist are used to ensure that all the documents in the School Folder are completed accurately.

NOTE: If any data on the forms in the School Folder are incorrect or missing, this will be documented in your personnel file.

School Folder Quality Control Checklist

AC Name: _____

School Name: _____ **NAEP ID:** _____

Yes	No	
		1. Check the Front and Back Covers of the Folder
☐	☐	Has all necessary information been filled in on the front cover? If no, list what's missing: _____
☐	☐	Have the tracking numbers been entered on the back cover?
		2. Verify the School Folder contains all of the necessary materials. Use the School Folder Transmittal Form to make sure all necessary materials are included. Do not discard any items from the folder, including private school recruitment documents.
☐	☐	Are all of the required items included in the folder? If no, list what's missing: _____
☐	☐	Is the correct NAEP ID on all documents?
☐	☐	Have any documents with student or staff names been left in the folder? (If yes, remove and destroy names before sending folder in.)
		3. Review the Administration Schedule
☐	☐	Are all demographic boxes (columns E-M) and planning codes (column N) filled in? If no, list what's missing: _____
☐	☐	Do the summary box entries match the Admin Code counts? (If no, make the corrections in red pen and check the SCS to make sure the entries are correct.)
		4. Review the Rosters of Questionnaires Scan all rosters for completeness and accuracy.
☐	☐	Have the rosters been filled in completely and correctly? If no, list what's missing/inaccurate: _____
		5. Review Accommodations using Inclusion Worksheet and Admin Schedule
☐	☐	Have the planning codes been assigned correctly?
☐	☐	Do the planning codes on the Inclusion Worksheet match the planning codes on the Admin Schedule?
☐	☐	Do students who are noted as no longer SD and/or ELL on Inclusion Worksheet have an updated SD and/or ELL code on the Admin Schedule?
		6. Review the QCB Thumb through the QCB to verify that the AC has entered all of the necessary information. Make copies of those pages that have missing or incorrect data and place them in the AC's personnel file.
☐	☐	Has all necessary information been entered on front cover? If no, list what's missing: _____
☐	☐	Has all necessary information been entered on back cover? If no, list what's missing: _____
☐	☐	Are all required parts of the QCB filled in? If no, list what's missing: _____
☐	☐	Review the AA Assessment QC Records. Flag pages that document positive and negative feedback. Follow up with the AC to make sure copies of those pages have been made for the AAs' personnel files.
		7. ESBQ Schools
☐	☐	Has the ESBQ Admin Schedule been filled in completely and correctly? If no, list what's missing/inaccurate: _____
		8. NIES Schools
☐	☐	Has the NIES Admin Schedule been filled in completely and correctly? If no, list what's missing/inaccurate: _____
☐	☐	Has the NIES Roster of Questionnaires been filled in completely and correctly? If no, list what's missing/inaccurate: _____
☐	☐	Are the teachers listed on the NIES Roster also listed on the NAEP Teacher/School Roster of Questionnaires?
☐		**I reviewed missing/incorrect items with the AC on _____ (date).**

White: *School Folder* Yellow: *Supervisor*

Procedure 6. Ship School Folders to Your Supervisor

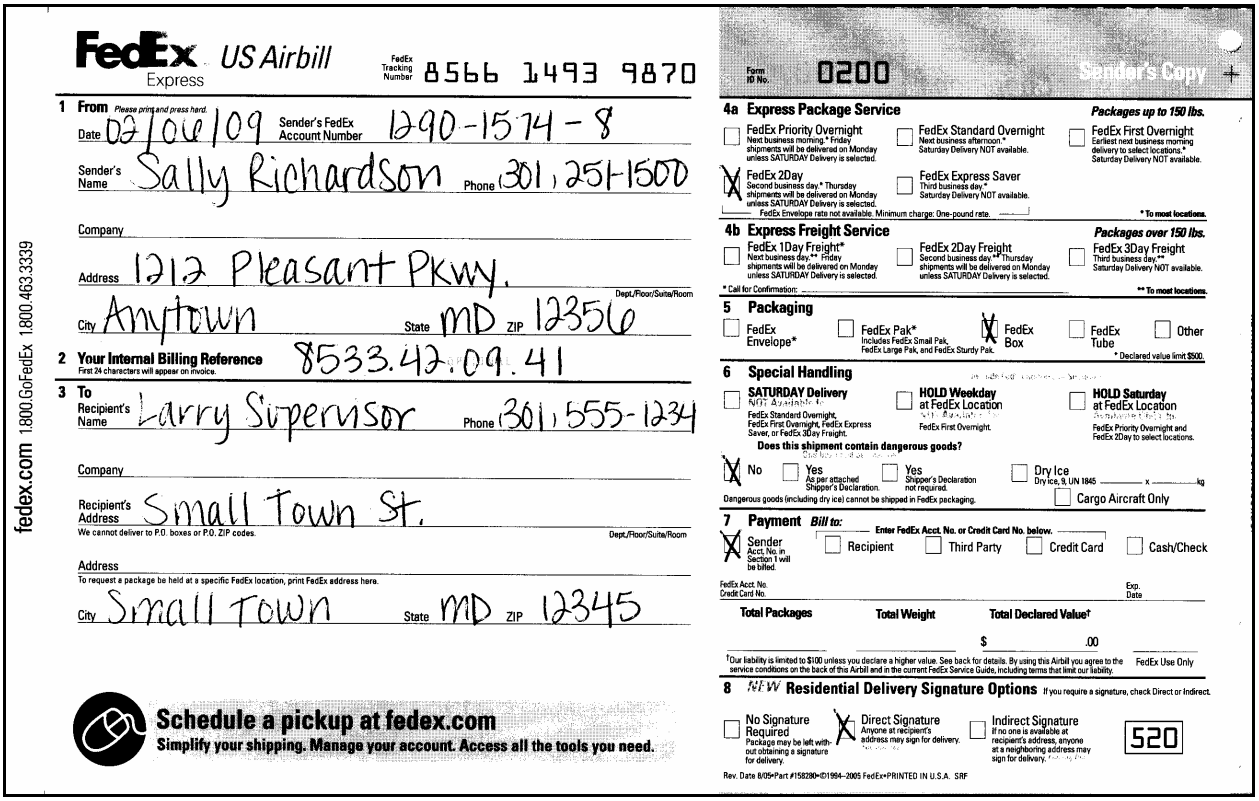
During the first week of your assessments, ship the first two or three School Folders on Thursday for FedEx overnight delivery to arrive to your supervisor on Friday. After the first shipment, send the School Folders every Friday for delivery on Tuesday (2-day FedEx).

NOTE: Use blank FedEx labels to send the folders to your supervisor, not the preprinted FedEx labels that you use to return the Session Boxes to Pearson.

There are two options for getting your package to FedEx:

- The courier will come to your house or other designated location and pick up the package. To request a pickup time or to get a list of FedEx locations, call 1-800-GO-FEDEX or go to their website at: http://www.fedex.com/us.
- Drop off your package at any FedEx location.

Below is an example of how the FedEx label to your supervisor needs to be completed.


FedEx Express US Airbill
FedEx Tracking Number 8566 1493 9870
Form ID No. 0200 Sender's Copy
1 From Please print and press hard.
Date 02/06/09 Sender's FedEx Account Number 1290-1574-8
Sender's Name Sally Richardson Phone (301) 251-1500
Company
Address 1212 Pleasant Pkwy. Dept./Floor/Suite/Room
City Anytown State MD ZIP 12356
2 Your Internal Billing Reference 8533.42.09.41
First 24 characters will appear on invoice.
3 To
Recipient's Name Larry Supervisor Phone (301) 555-1234
Company
Recipient's Address Small Town St.
We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room
Address
To request a package be held at a specific FedEx location, print FedEx address here.
City Small Town State MD ZIP 12345
4a Express Package Service — Packages up to 150 lbs.
FedEx Priority Overnight
FedEx Standard Overnight
FedEx First Overnight
FedEx 2Day
FedEx Express Saver
4b Express Freight Service — Packages over 150 lbs.
FedEx 1Day Freight
FedEx 2Day Freight
FedEx 3Day Freight
5 Packaging
FedEx Envelope*
FedEx Pak*
FedEx Box
FedEx Tube
Other
6 Special Handling
SATURDAY Delivery
HOLD Weekday at FedEx Location
HOLD Saturday at FedEx Location
Does this shipment contain dangerous goods?
No
Yes
Dry Ice
Cargo Aircraft Only
7 Payment Bill to:
Sender
Recipient
Third Party
Credit Card
Cash/Check
Total Packages
Total Weight
Total Declared Value
8 NEW Residential Delivery Signature Options
No Signature Required
Direct Signature
Indirect Signature
520
fedex.com 1.800.GoFedEx 1.800.463.3339
Schedule a pickup at fedex.com
Simplify your shipping. Manage your account. Access all the tools you need.

Chapter 11 Summary

At the conclusion of this chapter, you should be familiar with the following:

- how to perform QC procedures for makeup sessions,
- how to enter assessment information into the SCS and the MTS,
- how to report assessment progress to your supervisor,
- how to finalize School Folder contents, and
- how to pack and ship the Session Boxes back to Pearson.

Test Your Knowledge

Instructions: Select the answer that best completes the statement.

1. When conducting a QC check of makeup session materials, the AA should have erased the initial absent code on the Administration Schedule and entered _____.

- **a.** one of the other codes (**51–56**)
- **b.** one of the Assessed in Original Session codes (**10–14**)
- **c.** one of the Assessed in Makeup Session codes (**20–24**)
- **d.** the AA should not have erased the initial absent code

2. Two to three School Folders from the assessments conducted during the first week must be shipped to your supervisor _____.

- **a.** on Thursday for overnight delivery
- **b.** within 2 days
- **c.** every Friday
- **d.** as soon as possible

3. When you make arrangements for shipping the Session Boxes to Pearson, _____.

- **a.** have FedEx pick up the boxes from the school
- **b.** use express shipping (air) only
- **c.** use ground shipping only
- **d.** mark all of the boxes “Confidential”

4. When finalizing a School Folder, use the _____ to account for all documents:

- **a.** the QCB
- **b.** the School Folder Transmittal Form
- **c.** the Westat School Folder Form
- **d.** the School Folder Quality Control Checklist

5. When you ship the session materials to Pearson, peel off the tracking number from the FedEx shipping label and affix it to the _____.

- **a.** the Administration Schedule
- **b.** the School Information Form
- **c.** the back cover of the School Folder
- **d.** the QCB

Answers: 1-c, 2-a, 3-b, 4-b, 5-c

CHAPTER 12

ACTIVITIES AFTER TRAINING

After attending the AC Training, you may be asked to assist your supervisor with post-training activities.

This chapter provides the schedule of events you will follow after AC Training, including assisting your supervisor with sampling and preparing Preassessment Packets, receiving your School Folders, developing a schedule for assessment administrators (AAs), receiving assessment materials, participating in AA Training, and communicating weekly with your supervisor. At the conclusion of this chapter, you should understand your post-training tasks.

12 Activities After Training

After you return home from training, your assessment coordinator (AC) responsibilities will begin immediately. These include several preliminary activities that you will complete both on your own and with your supervisor. Be sure to prepare yourself for every facet of your assignment by rereading this manual and familiarizing yourself with the forms and materials you will be working with on a regular basis.

Procedure 1. Assist With Sampling Activities, If Necessary

From late November through December 2008, your supervisor will select the sample of students to be assessed in schools in your area if the state, district, or school did not send an electronic list of students for sampling. Your supervisor may enlist your help with the tasks involved in sampling students for the assessment at these schools.

These activities will require you to

- review and prepare the student lists for selection, and
- enter the sampled students' names and other demographic information into a tracking system called the Student Data System (SDS) on your supervisor's computer.

Your participation in these activities will depend on the sampling activities completed in your area before you begin your assignment. Your supervisor will provide details about your responsibilities with regard to student sampling and provide further instruction.

Procedure 2. Prepare Preassessment Packets With Your Supervisor

Your role in this task is to work with your supervisor to compile materials for the Preassessment Packets according to standard NAEP procedures.

Preparing the Preassessment Packets with your supervisor gives you an opportunity to become familiar with the materials you will be using to communicate with the schools. Throughout December 2008, you and your supervisor will assemble the Preassessment Packets that are mailed to participating schools. The Preassessment Packets contain important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

The supervisors will send the Preassessment Packets to the schools via FedEx on January 2, 2009. Your supervisor will coordinate a time, date, and location with you for preparing the Preassessment Packets. He/she will also have all of the materials needed to prepare the packets and will provide instructions on packet assembly.

The documents included in the Preassessment Packet are listed in chapter 1 and in Appendix A, Preassessment Packet Materials. One of the most important documents included in the Preassessment Packet is the Parent/Guardian Notification Letter. The letter is generic or, in some states, the state has prepared a specific letter. Only one letter is posted per state in Step 2 of the MySchool website. It is important that the correct letter is included in each school's Preassessment Packet.

Procedure 3. Receive the School Folders From Your Supervisor

It is the AC's role in this task to

- ensure you receive one School Folder for each school in your assignment, and
- review the contents of the School Folders.

The School Folder contains the most critical set of documents in the assessment process. You may receive the School Folders from your supervisor in a few different ways. In some cases, your supervisor may ask you to help prepare School Folders in your area. If you assist in assembling, your supervisor may choose to give them to you at that time; otherwise, your supervisor will mail them to you. If you do not receive the School Folders by the end of December 2008, contact your supervisor.

The School Folders will contain many different documents, and the contents may vary from school to school. When you receive them, it is your responsibility to check that every School Folder contains the documents listed at the top of the School Folder Transmittal Form, which is also included in the folder. Your supervisor will initial each document listed on the School Folder Transmittal Form.

You are required to sign for each box of assessment materials delivered to you. Do not sign for all the boxes delivered to you from FedEx until you have verified that all the boxes on the list are in the shipment. If you sign for a box that is not in the shipment, it will be much more difficult to track that box since FedEx considers it as delivered.

Procedure 4. Develop a Tentative Schedule for Assessment Administrators (AAs) With Your Supervisor

You are responsible for scheduling the AAs on your team. Typically, there are three to five AAs per team. The number of AAs on your team depends on the

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

You will work with your supervisor in December 2008 and January 2009 to develop a tentative schedule for your AAs. Be prepared to give each AA his/her schedule at the AA In-Person Training in January. After each preassessment visit, once you know whether accommodation sessions will be necessary and the time and location of each one, you will review and revise this schedule as necessary.

Instructions for scheduling AAs using standard NAEP procedures are included in chapter 5, After the Preassessment Visit. Please read this chapter carefully before developing your tentative schedule, and again as you revise your schedule after the preassessment visits.

Procedure 5. Receive and Secure Assessment Materials From Pearson

Beginning January 5, 2009, Pearson will send you via FedEx the materials needed to conduct all the assessments in your area. The boxes will be sent to your home address unless you have informed Pearson, by updating the Pearson Materials Tracking System (MTS) before December 17, 2008, that a different name or address should be used.

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

Your role in this task is to determine that you have received

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

Calculate the number of boxes you receive. In order to plan effectively, after AC Training, calculate the number of boxes that you should receive. To calculate the maximum number of boxes that you will receive, use the following equation:

([# of schools] x [# of sessions]) + (6 bulk supply boxes) = total # of boxes

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

As soon as you receive all of the boxes:

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

The packing slips will indicate the number of boxes in each shipment. If you do not receive all of the boxes in a shipment, or if you do not receive an expected shipment, contact your supervisor immediately.

In the MTS, you will need to record

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

Details on using the MTS to inventory your assessment materials are provided in your home study and in *Systems: The AC Guide to Using the NAEP Systems.*

Procedure 6. Participate in AA Training

Each state will have one or more AA Trainings, generally held during the first 3 weeks of January 2009. A small number of AA Training sessions will be held in December, shortly after the AC Training. One of your responsibilities as an AC is to attend the AA Training in your area. At that training, you will review each AA's home study quiz and monitor your team as it completes training exercises.

Before your first assessment, you will also meet with your team of AAs to review a few post-training items, including the session scripts and the contents of the Session Boxes. During this meeting, you will also prepare the assessment booklets for the first week. Be sure to reinforce the activities that will take place before, during, and after the assessment sessions at this meeting. This short follow-up training will provide a place for your AAs to ask questions and develop as a team. It will also reinforce the information that was presented at the AA Training.

Additional details will be provided about your role in both of these training sessions after your AC Training in December.

Procedure 7. Communicate Weekly With Your Supervisor

It is critical that you and your supervisor stay in close contact during the preassessment period. Once the assessments start, the weekly telephone calls you conduct with your supervisor will change from reporting the status of your preassessment calls and visits, to reporting your assessment progress. Have the School Folders and all other materials you will need ready for the call.

At this stage of the assessment process, your call with your supervisor will include reporting

- the schedule of AAs assigned to upcoming assessments,
- the performance of AAs (see next page),
- troubleshooting needs,
- the shipment of assessment materials,
- the status of SCS entries,
- observations conducted by NAEP staff, and
- staffing or other problems you have or may encounter.

Voices of Experience: Addressing Important Questions or Issues

If you have a question or issue that requires immediate attention, including staff hours and management issues, do not wait for your scheduled call to contact your supervisor. If he/she is unavailable, contact your field manager or the NAEP staff Help Desk at 1-888-283-NAEP (6237).

Discussing AA Performance With Your Supervisor

If you are experiencing performance problems with an AA, as discussed in the *Leadership* magazine, you will first want to discuss the problem directly with the AA. Document the problem, any discussions you have with him/her, and the situation's resolution or outcome. It is a good idea to put this documentation in the form of an e-mail to your supervisor.

Your weekly report call is the time to inform or update your supervisor about the problem and discuss the actions you have taken so far. Your supervisor is required by a new Westat corporate policy to complete a Documentation Log for any performance problems with a field staff member (both ACs and AAs). Your supervisor will use the information you provide to complete this form.

If you are unsure about how to proceed with an AA with whom you are experiencing difficulties, discuss the situation with your supervisor as soon as possible. Your supervisor can offer valuable suggestions for working with your team of AAs, especially in problematic situations. Do not delay discussing AA problems with your supervisor. The NAEP field period is very short, and most problems can be corrected quickly and will provide you with a quality and effective team member for the remainder of the assessment period.

At the conclusion of the assessment period, you and your supervisor will complete an evaluation form for each AA. If you report problems with an AA's performance on this form, you and your supervisor are required to have written documentation to back up the ratings you give the AA. Therefore, you must document in writing all performance problems with an AA and discuss them with your supervisor at the time the problem arises—not at the end of the assessment period.

Your role in this task is to prepare your questions and materials to ensure a productive weekly report call with your supervisor. Your supervisor will plan this activity with you during the AC Training. The first call will be scheduled for the week after training. In preparation for the call, gather the following materials:

- Log of Schools (if provided by your supervisor) on which you have recorded the status of activities for each school;
- School Folders for the schools you are currently working on;
- Administration Schedule (if postassessment, this will be the copy without names);
- *Quality Control Booklets* (QCBs) for the schools you are currently working on;
- the assessment and staff assignment calendar;
- notes or questions pertaining to your assignment;
- notes of any issues with particular staff; and
- notes to discuss National Indian Education Study (NIES) schools.

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

- **Review of schools.** Supervisors will review the requirements for schools in your assignments, including the contents of the School Folder and missing demographic information from key NAEP documents such as the Administration Schedule. Your supervisor will also discuss any Student Sampling Summary Reports (SSSRs) for each of your schools and discuss how to talk about the data checks from this report with the school coordinator.
- **Private schools.** Schools that have a sticker on the cover of a private School Folder require extra attention. Your supervisor will review documents from the private School Folder with you and point out any special requests such as wearing a headdress or matching the gender of the AA to the gender of the students. If during your preassessment visit at a private school any requests are made by the administrator, you should bring them to the attention of your supervisor during this call. Some private schools decide to drop out of NAEP, and if they do, attempt to find out a reason from the administrator.
- **Scheduling telephone calls.** Discuss the progress of the Scheduling Calls in your assignment and inform the supervisor of any scheduling conflicts with the preassessment visit dates that have been set. Your supervisor will also inquire about whether or not you are up to date with entering the preassessment visit date and time in the School Control System (SCS).
- **Confirmation telephone calls.** Discuss the status of the Confirmation Call and inform your supervisor of any problems.
- **Preassessment visits.** Your supervisor will be asking about the preassessment visits and the results of any discussions about special studies the school is sampled for. For grade 12 schools, your supervisor will ask how, overall, the discussion with the school coordinator went by using the *Best Practices for Improving Twelfth-Grade NAEP Participation*.
- **Preparing for assessments.** For the assessments in the upcoming week, you will review the arrangements for booklet preparation, the requirements for each school, and discuss staffing arrangements and the schedule of AAs.

As the assessment period gets underway, topics related to the assessment and post-assessment will be discussed, including:

- **Results of assessment day.** You will also discuss the assessments that are completed, including any makeup sessions. Your supervisor will review the schools selected for the NIES or the Extended Student Background Questionnaire (ESBQ), as well as any grade 12 strategies that were implemented. Provide your supervisor with an update of your postassessment SCS entries.
- **Personnel issues.** The reporting call is also a time for you to discuss any personnel issues about your AAs both individually and as a team. This includes informing your supervisor of any situations where you had to intervene in a session (e.g., if your AA left materials unattended) or you had to retrain AAs on a procedure.
- **Postassessment activities.** Under this topic, your supervisor will ask about any session materials missing at Pearson (4 days after shipment) and will check to see if your SCS entries are current.
- **Administrative tasks.** Finally, your supervisor will review past and upcoming hours charged by you and your team of AAs, and will ensure that your Hours Tracking System (HTS) entries are current.

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

Once the assessment period begins, you will discuss a somewhat different list of issues with your supervisor during this weekly call.

Chapter 12 Summary

Upon completing this chapter, you should be able to

- understand the activities you will complete after training,
- familiarize yourself with the activities your supervisor may need assistance completing,
- understand your responsibilities regarding AA Training, and
- prepare for the weekly call with the supervisor.

APPENDIX A

PREASSESSMENT PACKET MATERIALS

A

Appendix A. Preassessment Packet Materials

The materials described in this section are used to prepare the Preassessment Packet. Each school will be sent one packet of materials prior to the preassessment visit. Supervisors will prepare the packets and may ask for your assistance in the process.

Instructions for the School Coordinator Brochure

This brochure (page A.2) is included in the Preassessment Packet and provides the school coordinator with the list of items included in the packet and instructions for what needs to be done prior to the preassessment visit. During the Confirmation Call, you need to review this brochure with the school coordinator.

This year, there are three versions of the *Instructions for the School Coordinator* brochure: a combined one for grades 4 and 8, one for grade 12, and one with information related to the National Indian Education Study (NIES) at grades 4 and 8. Each version of the brochure has information specific to the grade level being assessed, and you should become familiar with the information in all three of them.

Instructions for the School Coordinator Brochure

INSTRUCTIONS

FOR THE SCHOOL COORDINATOR

Grades 4, 8, and NIES

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2009

We greatly appreciate your support of the National A
Progress (NAEP) and the participation of your schoo
program. We are pleased that you are serving as the
activities at your school. In order for the visit to tak
your time, we ask that you read these instructions c

you receive this Preassess
an be contacted through
information below. If yo
NAEP Help Desk at 1-80

is scheduled for

at

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Questionnaire (Optiona

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ccessful assessment!

INSTRUCTIONS

FOR THE SCHOOL COORDINATOR

Grades 4 and 8

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2009

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2009 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. In order for the visit to take the least amount of your time, we ask that you read these instructions carefully.

I will call you shortly after you receive this Preassessment Packet. If you have questions before then, I can be contacted through the MySchool website at **www.mynaep.com** or the information below. If you need immediate assistance, please call the NAEP Help Desk at **1-800-283-NAEP** (6237).

The preassessment visit is scheduled for

_____ at _____ a.m./p.m.
date *time*

I will arrive at your school an hour or so **before** our preassessment visit to gather the materials listed below and work in a designated space until our scheduled appointment.

Please have these materials ready for me upon my arrival:

- ☐ Completed Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires and/or the SD/ELL Online Questionnaire Summary for those that were completed online
- ☐ Updated NAEP Student Information Report(s)
- ☐ Printed list of current students in selected grade
- ☐ Completed Logistics Questionnaire (Optional)

NAEP is scheduled to take place in your school on _____.
date

We look forward to a successful assessment!

Sincerely,

_____
NAEP Representative

_____
E-mail address

_____
Telephone number

INSTRUCTIONS

FOR THE SCHOOL COORDINATOR

Grade 12

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2009

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2009 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. In order for the visit to take the least amount of your time, we ask that you read these instructions carefully.

I will call you shortly after you receive this Preassessment Packet. If you have questions before then, I can be contacted through the MySchool website at **www.mynaep.com** or the information below. If you need immediate assistance, please call the NAEP Help Desk at **1-800-283-NAEP** (6237).

The preassessment visit is scheduled for

_____ at _____ a.m./p.m.
date *time*

I will arrive at your school an hour or so **before** our preassessment visit to gather the materials listed below and work in a designated space until our scheduled appointment.

Please have these materials ready for me upon my arrival:

- ☐ Completed Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires and/or the SD/ELL Online Questionnaire Summary for those that were completed online
- ☐ Updated NAEP Student Information Report(s)
- ☐ Printed list of current students in selected grade
- ☐ Completed Logistics Questionnaire (Optional)

NAEP is scheduled to take place in your school on _____.
date

We look forward to a successful assessment!

Sincerely,

_____
NAEP Representative

_____
E-mail address

_____
Telephone number

Student Information Report

The Student Information Report (shown below) is a session-level document that contains the sampled student names and all of the demographic information that the Administration Schedule contains. Your supervisor will print out and provide you with one Student Information Report for each session.

On the *Instructions for the School Coordinator* brochure, the school coordinator is asked to review the Student Information Report and update any missing demographic data.

August 12, 2008

NAEP 2009 STUDENT INFORMATION REPORT

Dixon Middle School 9921220 **Session # RS0803**

-A-	-B-	-C-	-E-		-F-	-G-	-H-	-I-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
1	Peters, Mark	232	4	1995	1	1	1	4	2
2	Phillips, Susan	232	2	1995	2	3	1	1	2
3	Pierce, Tim	232	6	1994	1	1	2	4	2
4	Price, Carol	232	10	1994	2	1	1	4	2
5	Putnam, April	232	11	1994	2	2	1	1	2
6	Qualls, Kimberly	232	9	1994	2	5	1	4	2
7	Ramos, Marisol	232	1	1995	2	3	3	4	12
8	Randal, Tyrone	232	5	1995	1	2	1	4	2
9	Reed, Julia home-schooled	232	7	1994	2	2	1	4	2
10	Reynolds, Michael	232	9	1994	1	1	1	24	2
11	Rivera, Pedro	232	12	1994	1	3	2	4	1
12	Robins, Sang	232	10	1994	1	4	1	4	12
13	Rogers, Daniel	232	6	1995	1	5	1	1	2
14	Rowe, Christina	232	2	1995	2	1	1	1	2
15	Sanders, Tina	178	10	1994	2	5 1	1	4	2
16	Safford, Karen	178	9	1995	2	1	1	4	2
17	Sanchez, Roberto	178	5	1995	1	3	3	4	2
18	Scott, Edwin	178	2	1994	1	5	1	4	2
19	Smith, Paige	178	11	1995	2	1	1	4	2
20	Stewart, Elena	178	10	1994	2	3	2	4	2
21	Taylor, Daniel	178	12	1994	1	1	3	4	2
22	Thomas, Chris	178	6	1994	1	1	1	4	2
23	Tucker, Tony	178	9	1994	1	1	3	4	2
24	Vann, James	178	11	1995	1	1	1	4	2
25	Walker, Brian moved - withdrawn	178	3	1995	1	1	1	4	2
26	William, Aamir	178	7	1994	1	1	2	4	2
27									
28									
29									

STUDENT DEMOGRAPHIC CODES

Sex: 1=Male; 2=Female

SD: 1=Yes, IEP; 2=Yes, 504;
3=Yes, IEP/504 plan in process;
4=No, not SD; 9= Information unavailable

ELL: 1=Yes; 2=No; 3=Formerly ELL;
9=Information unavailable

Race/Ethnicity
1=White, not Hispanic
2=Black, not Hispanic
3=Hispanic
4=Asian/Pacific Islander
5=American Indian/Alaska Native
6=Other
7=School does not collect this information
9=Information unavailable

National School Lunch Program (NSLP)
1=Student not eligible
2=Free lunch
3=Reduced price lunch
4=School not participating
9=Information unavailable

SD and ELL Questionnaires

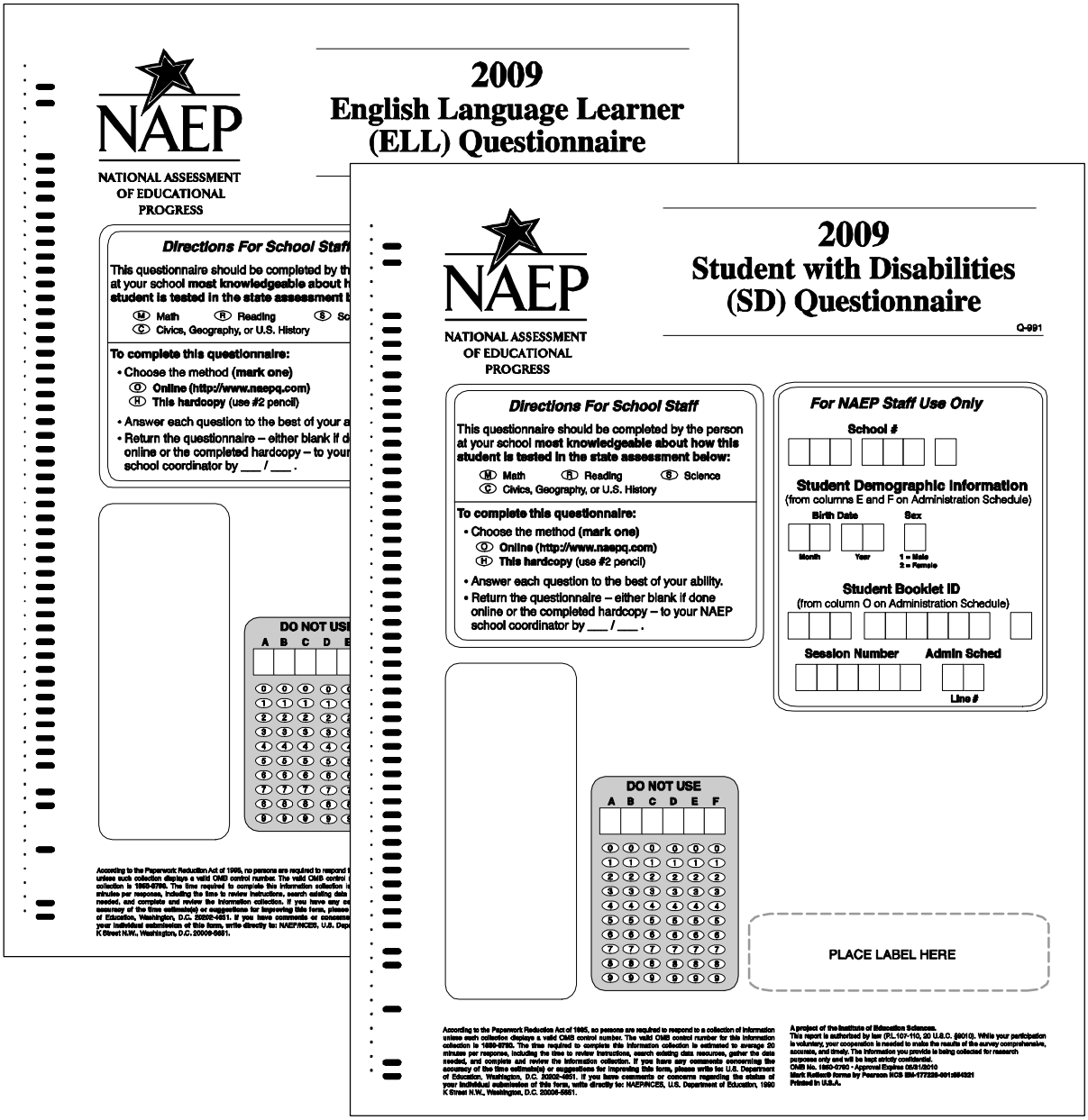
Students who have disabilities (SD) and/or who have been identified as English language learners (ELL) require an additional questionnaire to be completed by the school staff member most knowledgeable about their testing ability. School staff members are asked to complete two types of questionnaires:

- SD Questionnaire; and
- ELL Questionnaire.

These questionnaires (page A.5) will be used to collect additional information for NAEP and to assist the school coordinator in making informed decisions about how SD and ELL students will be assessed. The school coordinator or staff member most knowledgeable about the SD and/or ELL student has the option of completing the questionnaire either on **hardcopy** or **online.**

The school coordinator's instructions for distributing and collecting SD and/or ELL Questionnaires are printed on the right side of the SD/ELL Roster of Questionnaires. You will collect the completed hardcopy questionnaires and the blank questionnaires for those completed online during the preassessment visit. Then you will transcribe the results of the hardcopy questionnaires onto the Inclusion Worksheet.

SD and ELL Questionnaires



NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009
English Language Learner (ELL) Questionnaire

Directions For School Staff

This questionnaire should be completed by the person at your school most knowledgeable about how this student is tested in the state assessment below:

(M) Math (R) Reading (S) Science
(C) Civics, Geography, or U.S. History

To complete this questionnaire:
- Choose the method (mark one)
  - (O) Online (http://www.naepq.com)
  - (H) This hardcopy (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by ___ / ___ .

DO NOT USE
A B C D E F

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009
Student with Disabilities (SD) Questionnaire

Q-991

Directions For School Staff

This questionnaire should be completed by the person at your school most knowledgeable about how this student is tested in the state assessment below:

(M) Math (R) Reading (S) Science
(C) Civics, Geography, or U.S. History

To complete this questionnaire:
- Choose the method (mark one)
  - (O) Online (http://www.naepq.com)
  - (H) This hardcopy (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by ___ / ___ .

For NAEP Staff Use Only

School #

Student Demographic Information
(from columns E and F on Administration Schedule)

Birth Date: Month, Year
Sex: 1 = Male, 2 = Female

Student Booklet ID
(from column O on Administration Schedule)

Session Number
Admin Sched
Line #

DO NOT USE
A B C D E F

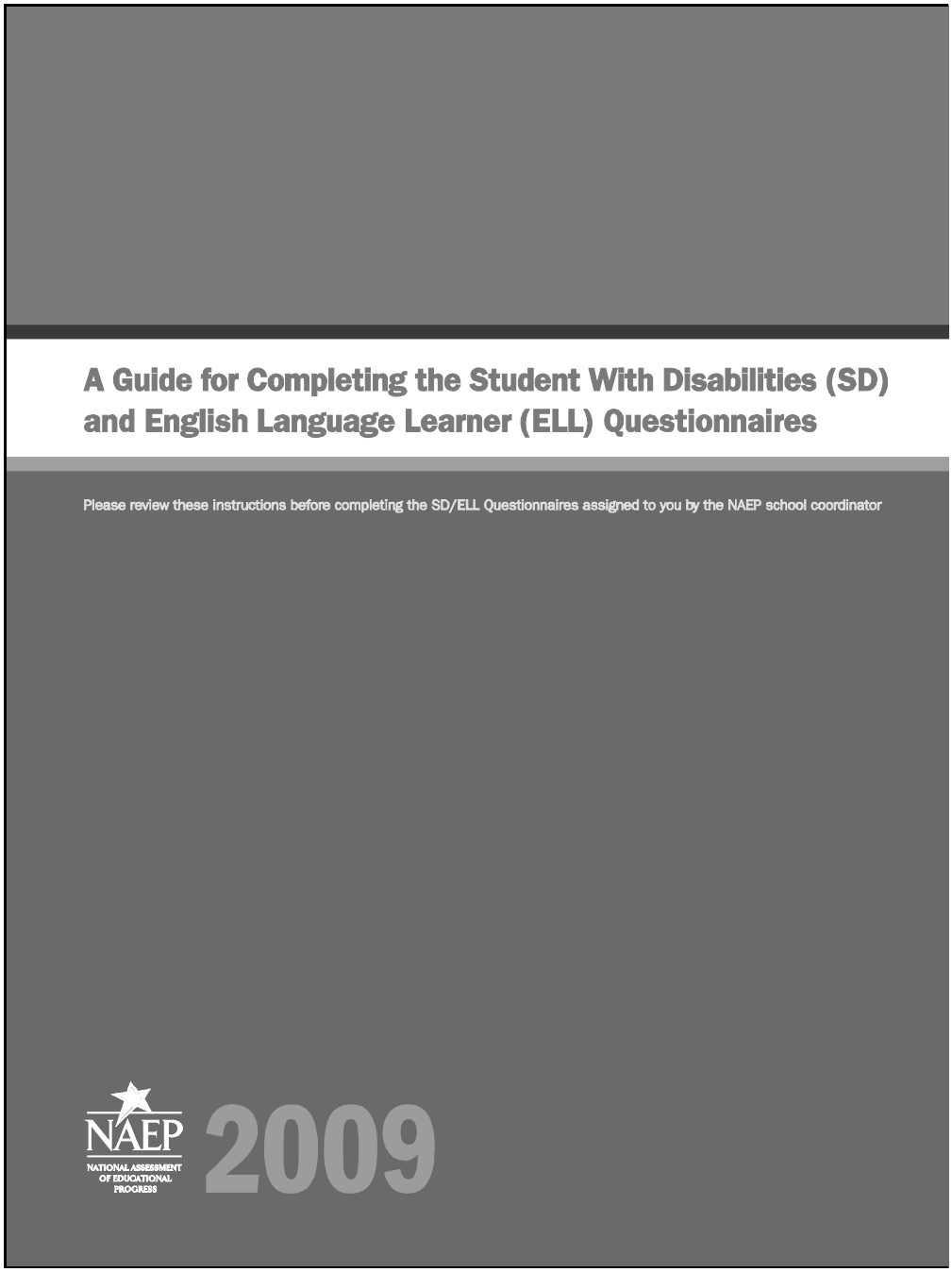
PLACE LABEL HERE

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). 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 for research purposes only and will be kept strictly confidential.
OMB No. 1850-0790 • Approval Expires 08/31/2010
Mark Reliant® forms by Pearson NCS SM-177238-001:894321
Printed in U.S.A.

Guide for Completing the Student With Disabilities (SD) and English Language Learner (ELL) Questionnaires

The *Guide for Completing SD/ELL Questionnaires* (shown below) provides step-by-step information on filling out the SD and ELL Questionnaires. The person completing the SD and ELL Questionnaires is provided with detailed instructions on how to answer each question within the questionnaire. Your supervisor may also have inserted into this guide state-specific SD/ELL guidelines for each state in your assignment.



A Guide for Completing the Student With Disabilities (SD) and English Language Learner (ELL) Questionnaires

Please review these instructions before completing the SD/ELL Questionnaires assigned to you by the NAEP school coordinator

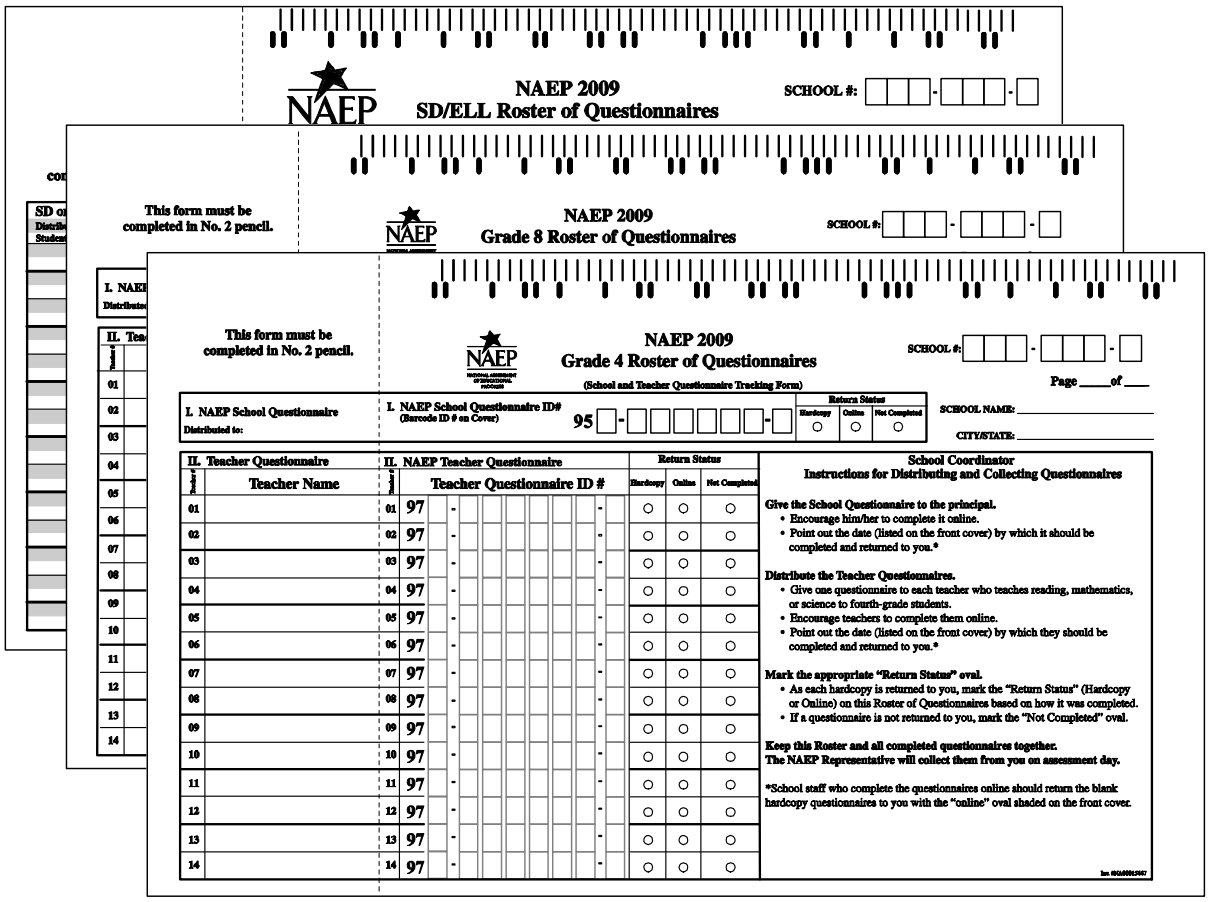
NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 2009

The SD/ELL Roster of Questionnaires—Grades 4 and 8

There is one combined SD/ELL Roster of Questionnaires available for grade 4 and grade 8 schools. The Roster of Questionnaires (shown below) is the document that links the completed NAEP school staff questionnaires to the principals and teachers of sampled students. Therefore, it is important that the rosters are completed correctly to ensure that questionnaire data are linked to the correct teachers and schools. If incorrect information is recorded on the roster, the final NAEP results will not be accurate. Your supervisor will include a copy in the Preassessment Packet.

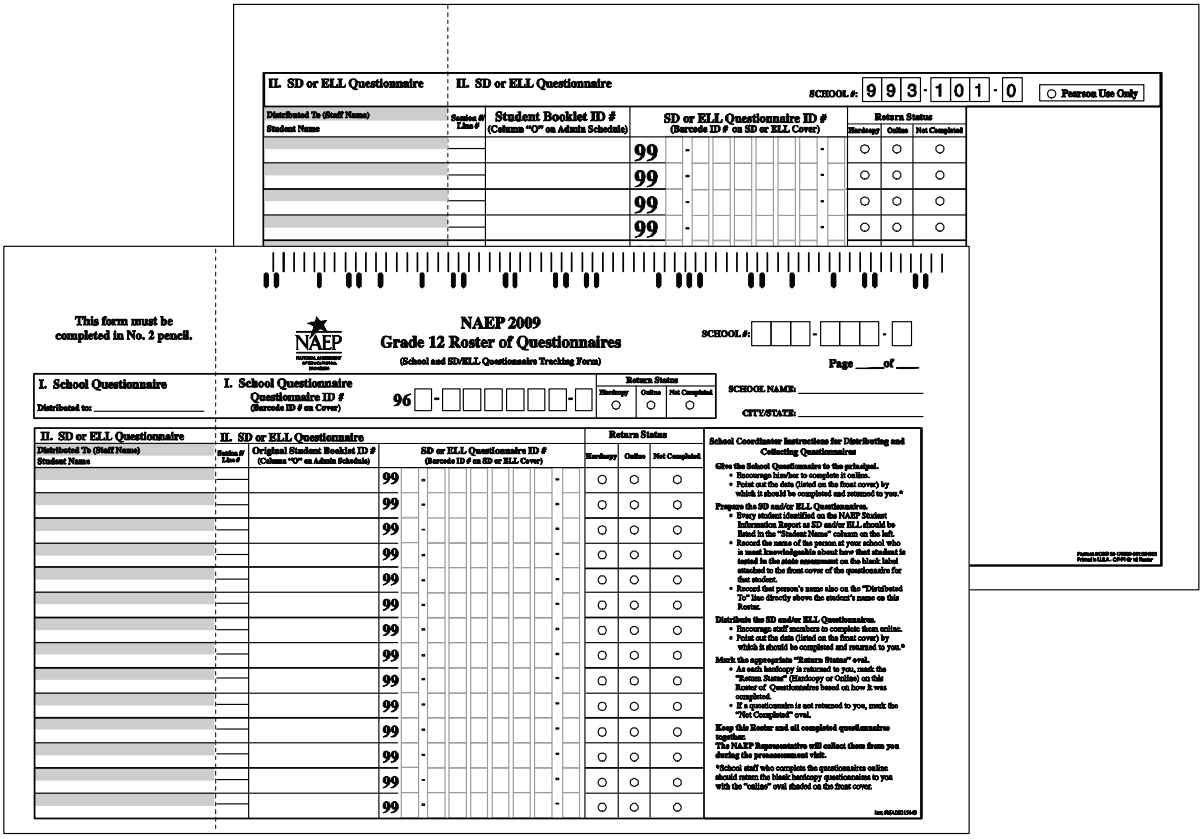
There are four versions of the rosters:

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



The Grade 12 Roster of Questionnaires

The front of the Grade 12 Roster of Questionnaires (shown below) contains tracking information for the School Questionnaire, and the back of the roster contains tracking information for the grade 12 SD or ELL Questionnaires. If the school has any SD and/or ELL students, the student information will be preprinted by Pearson on the grade 12 roster. Your supervisor will include a copy of the grade 12 roster in the Preassessment Packet.



This form must be completed in No. 2 pencil.

NAEP 2009
Grade 12 Roster of Questionnaires
(School and SD/ELL Questionnaire Tracking Form)

SCHOOL #: 9 9 3 - 1 0 1 - 0 ○ Pearson Use Only

Page ____ of ____

I. School Questionnaire
Distributed to: _____

I. School Questionnaire
Questionnaire ID #
(Barcode ID # on Cover)
96 - - -

Return Status: Hardcopy ○ Online ○ Not Completed ○

SCHOOL NAME: _____

CITY/STATE: _____

II. SD or ELL Questionnaire

Distributed To (Staff Name) / Student Name	Section # / Line #	Original Student Booklet ID # (Column "O" on Admin Schedule)	SD or ELL Questionnaire ID # (Barcode ID # on SD or ELL Cover)	Return Status: Hardcopy	Online	Not Completed
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○
			99 - -	○	○	○

School Coordinator Instructions for Distributing and Collecting Questionnaires

Give the School Questionnaire to the principal.
- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

Prepare the SD and/or ELL Questionnaires.
- Every student identified on the NAEP Student Information Report as SD and/or ELL should be listed in the "Student Name" column on the left.
- Record the name of the person at your school who is most knowledgeable about how that student is tested in the state assessment on the black label attached to the front cover of the questionnaire for that student.
- Record that person's name also on the "Distributed To" line directly above the student's name on this Roster.

Distribute the SD and/or ELL Questionnaires.
- Encourage staff members to complete them online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

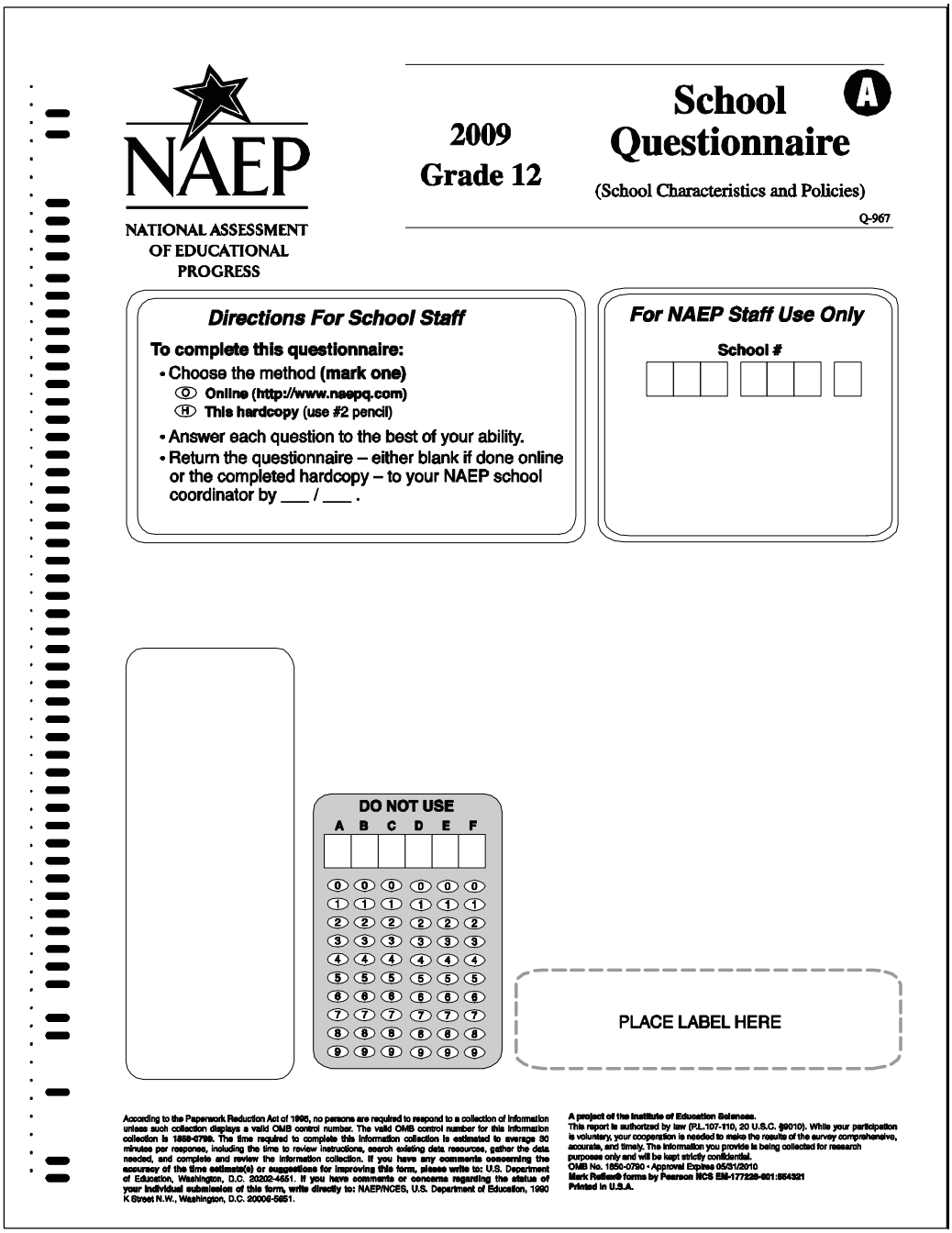
Mark the appropriate "Return Status" oval.
- As each hardcopy is returned to you, mark the "Return Status" (Hardcopy or Online) on the Roster of Questionnaires based on how it was completed.
- If a questionnaire is not returned to you, mark the "Not Completed" oval.

Keep the Roster and all completed questionnaires together.
The NAEP Representative will collect them from you during the preassessment visit.

*School staff who complete the questionnaires online should return the blank hardcopy questionnaires to you with the "online" oval shaded on the front cover.

The Grade 12 School Questionnaire

The NAEP School Questionnaire is the only document used to collect detailed background information from principals or school administrators. Since there are no Grade 12 Teacher Questionnaires, supervisors will prepare a Grade 12 School Questionnaire and send it with any required prepared SD and/or ELL Questionnaires to each grade 12 school along with the Grade 12 Roster of Questionnaires in the Preassessment Packet. Principals may complete the questionnaire using **one** method: online or hardcopy. Online questionnaires are located at www.naepq.com.



NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009 Grade 12

School Questionnaire (A)

(School Characteristics and Policies)

Q-967

Directions For School Staff

To complete this questionnaire:

- Choose the method **(mark one)**
  - (O) **Online (http://www.naepq.com)**
  - (H) **This hardcopy** (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by ___ / ___ .

For NAEP Staff Use Only

School #

DO NOT USE

A B C D E F

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 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 for research purposes only and will be kept strictly confidential.
OMB No. 1850-0790 • Approval Expires 05/31/2010
Mark Reflex® forms by Pearson NCS EM-177226-801:554321
Printed in U.S.A.

U.S. Department of Agriculture Letter

A letter from the U.S. Department of Agriculture (shown below), authorizing the release of National School Lunch Program data, as part of the NAEP data collection process, is sent to the school coordinator in the Preassessment Packet.

USDA

United States Department of Agriculture

Food and Nutrition Service

3101 Park Center Drive
Alexandria, VA
22302-1500

MEMO CODE: SP 40-2008

DATE: September 29, 2008

SUBJECT: Reaffirmation of Policy on Limited Disclosure of Children's Eligibility Information to the National Assessment of Educational Progress (NAEP)

TO: Special Nutrition Programs
All Regions

State Agencies
Child Nutrition Programs
All States

The administrators of the NAEP have asked that we remind school food authorities that they may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of a Federal or State education program, as permitted by section 9(b)(6)(A)(ii)(I) of the Richard B. Russell National School Lunch Act. Persons directly connected to the administration or enforcement of NAEP are authorized recipients of children's free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs also are eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term "persons directly connected" for the purpose of disclosure to NAEP includes Federal, State and local program operators responsible for NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate NAEP purposes.

We recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with NAEP officials. We suggest that the agreement be signed by both the school food authority and NAEP officials, as

AN EQUAL OPPORTUNITY EMPLOYER

Parent/Guardian Notification Letter

The No Child Left Behind Act requires that the parents of students sampled for the NAEP assessment be notified that their child has been selected and that participation is voluntary. NAEP has developed a sample Parent/Guardian Notification Letter (page A.12) for schools to use or modify as necessary. Schools are encouraged to print the letter on their school letterhead before sending to parents. Sometimes a school may choose to notify parents by including a statement about NAEP in a newsletter, and this is acceptable. While signed consent is not a NAEP requirement (although some schools, districts, or states may require it), NAEP does require you to collect a dated copy of the Parent/Guardian Notification Letter that each school sends before assessments can be conducted.

States, districts, or schools determine how parents are notified. The method used can be found on the State Information Form. In the fall, public schools receive either a state-specific letter or the NAEP Parent/Guardian Notification Letter from the NAEP State Coordinator. Private schools receive a letter from their gaining cooperation supervisor. Your supervisor will include a copy of the appropriate (either state-specific or generic) Parent/Guardian Notification Letter to schools in the Preassessment Packet.

Parent/Guardian Notification Letter

PARENT/GUARDIAN NOTIFICATION LETTER
NAEP 2009

(School Letterhead)

Dear Parent or Guardian:

We are pleased to tell you that our school has been selected to represent schools across our state and nation by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information.

NAEP has been given in schools for nearly 40 years. You may have taken the assessment yourself when you were in school. The results are published in a report called *The Nation's Report Card* which provides reliable student achievement information to educators, parents, and other citizens.

In our school, the NAEP assessment will be given on (date) in reading, mathematics, or science. In addition, a few students may be assessed as part of a field test in other subjects. Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some background questions such as how often they use computers and what types of classes they take.

It will take approximately 90 minutes for students to complete NAEP. The results are completely confidential, and your child's grades will not be affected. Your child may be excused from participation for any reason, is not required to finish the assessment, and may omit any test question. While NAEP is voluntary, we depend on student participation to collect information on student achievement that will inform improvements in education. **Your child will represent many other students, so participation is very important.** However, if you do not want your child to participate, please notify me in writing by (date).

There is no need to study in preparation for NAEP. We do ask parents to encourage their children's best efforts and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit the web site at: http://nces.ed.gov/nationsreportcard. If you have questions or would like to review a booklet that includes the background questions and sample assessment questions, please contact me at (telephone number) or via e-mail at (e-mail address).

We are excited that our school will be participating in NAEP, and we are pleased that your child (may be/has been) selected. **We know that (school name)'s students will help us to show what American students know and can do!**

Sincerely,

School Principal

Logistics Questionnaire

The Logistics Questionnaire contains questions related to the assessment day logistics. If the school coordinator does not complete the questionnaire before the preassessment visit, the questions are reprinted in your *Quality Control Booklet* (QCB) for you to ask the school coordinator during the preassessment visit.

NAEP 2009 LOGISTICS QUESTIONNAIRE

On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?

_____

_____

We will wear our NAEP Identification Badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?

_____

_____

Is there a room where the assessment team may work until it is time to go to the assessment locations and a place for our team to work after the assessment?

_____

_____

Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?

_____

_____

How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?

_____

_____

How should we dismiss students when the assessment session is over and the materials have been collected and accounted for?

_____

_____

Is there anything scheduled that might interrupt the assessment session, such as a fire drill or assembly?

_____

_____

When the assessment is over, I will need to conduct a short debriefing interview with you and give you the completed NAEP Storage Envelope that will contain the names of the selected students and participating teachers. Where can I find you after the assessment sessions are over?

_____

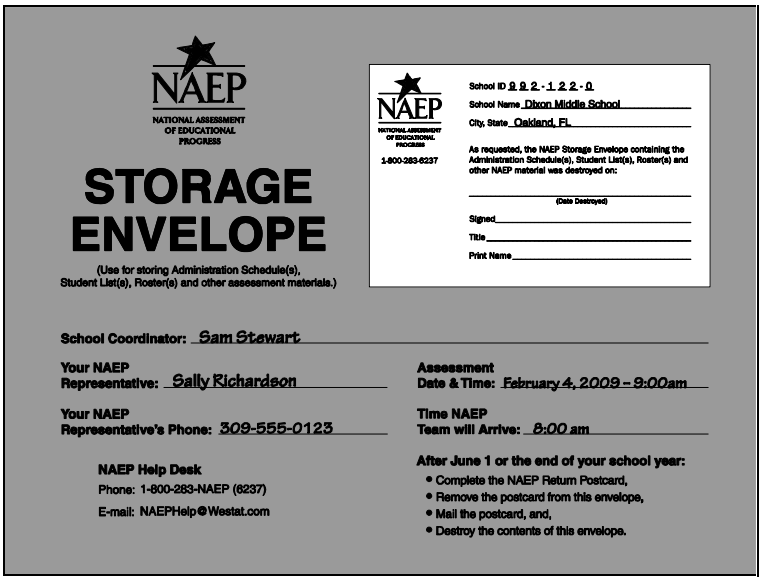
_____

NAEP Storage Envelope

There are two versions of the NAEP Storage Envelope (shown below). The traditional red NAEP Storage Envelope is for grades 4, 8, and 12. Instructions on the outside of the envelope tell the school coordinator to dispose of all assessment documents by June 1, 2009, or the end of the school year.

A second NAEP Storage Envelope, colored blue, is for grade 12 schools. Instructions on the envelope indicate that the school coordinator should dispose of the envelope and all of its contents on or around December 31, 2009.

Both versions of the NAEP Storage Envelope will stay at the school throughout the assessment period and will be used by you and the school coordinator to store various assessment-related documents, such as Administration Schedules, Rosters of Questionnaires, and completed School and Teacher Questionnaires.


NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

STORAGE ENVELOPE

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

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
1-800-283-6237

School ID 9 9 2 - 1 2 2 - 0
School Name Dixon Middle School
City, State Oakland, FL

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), Student List(s), Roster(s) and other NAEP material was destroyed on:

(Date Destroyed)

Signed
Title
Print Name

School Coordinator: Sam Stewart

Your NAEP Representative: Sally Richardson

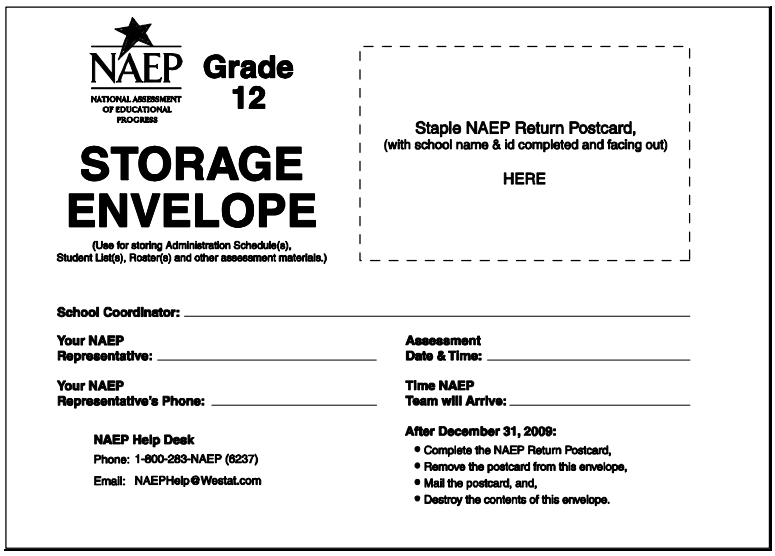
Your NAEP Representative's Phone: 309-555-0123

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

Time NAEP Team will Arrive: 8:00 am

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.


NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Grade 12

STORAGE ENVELOPE

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

Staple NAEP Return Postcard,
(with school name & id completed and facing out)

HERE

School Coordinator:

Your NAEP Representative:

Your NAEP Representative's Phone:

Assessment Date & Time:

Time NAEP Team will Arrive:

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

After December 31, 2009:
- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and,
- Destroy the contents of this envelope.

“Destroy By” Postcard

After June 1 or by the end of the school year, the school coordinator in grade 4 and 8 schools is instructed to complete the “Destroy By” Postcard and send it to Westat, indicating that the contents of the NAEP Storage Envelope have been destroyed. For grade 12 schools, the contents of the envelope should be destroyed on or around December 31, 2009.

Rm.: GA W14

8533.42.09.20$I.35

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST-CLASS MAIL PERMIT NO. 433 ROCKVILLE MD

POSTAGE PAID BY ADDRESSEE

Westat

NAEP
1650 Research Boulevard
Rockville, Maryland 20850-9973

NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1-800-283-6237

School ID __ __ __ - __ __ __ - __

School Name _____

City, State _____

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), Student List(s), Roster(s) and other NAEP material was destroyed on:

_____
(Date Destroyed)

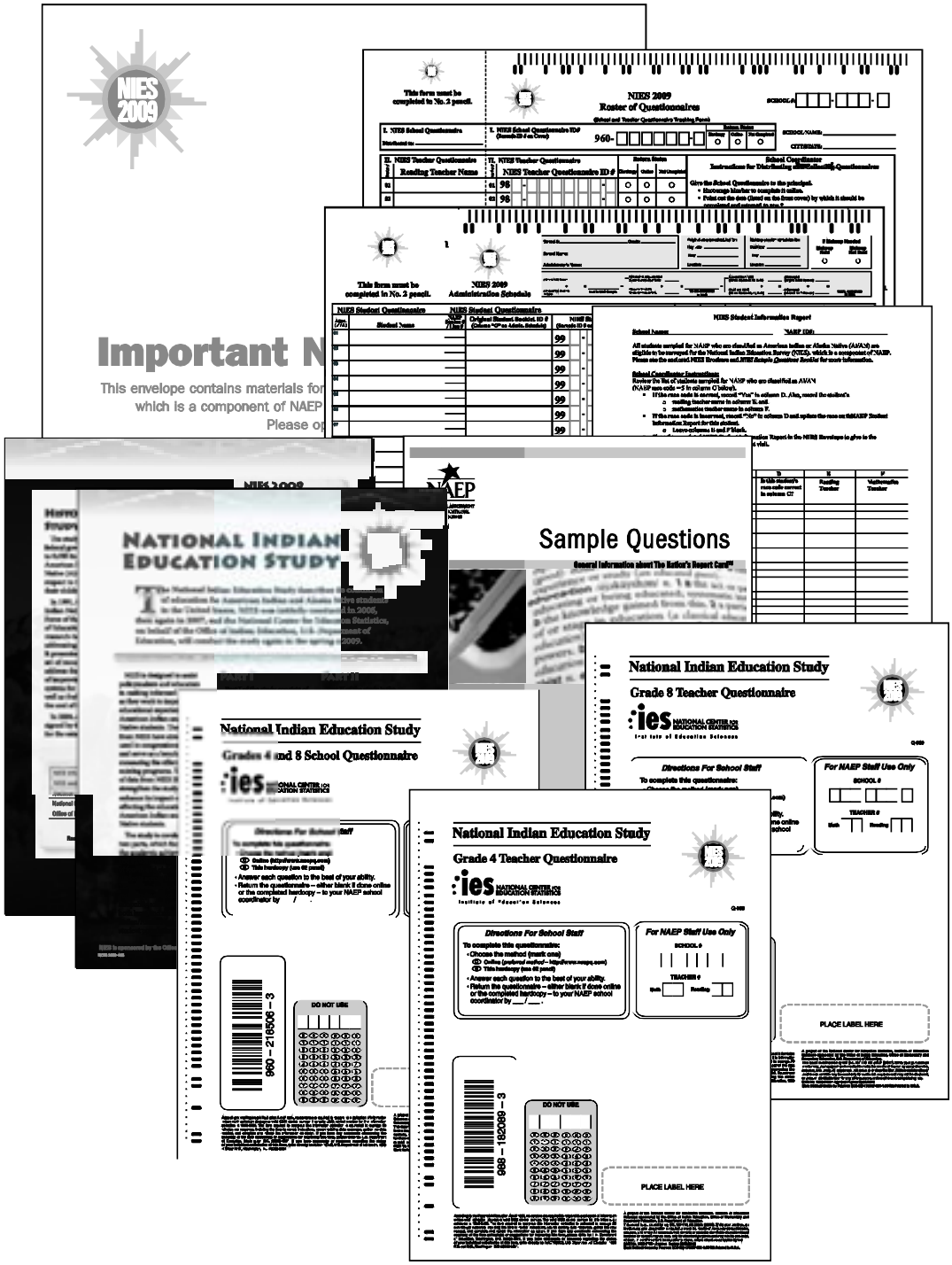
Signed _____

Title _____

Print Name _____

NIES Envelope

If a school is identified as eligible for the National Indian Education Study (NIES) during sampling, your supervisor will include an NIES envelope in the Preassessment Packet. The contents of the NIES envelope include the NIES Brochure, an NIES parent letter, an NIES Student Information Report, and *NIES Sample Questions Booklets*. More information can be found about these items in Appendix D.



APPENDIX B

PREASSESSMENT VISIT MATERIALS

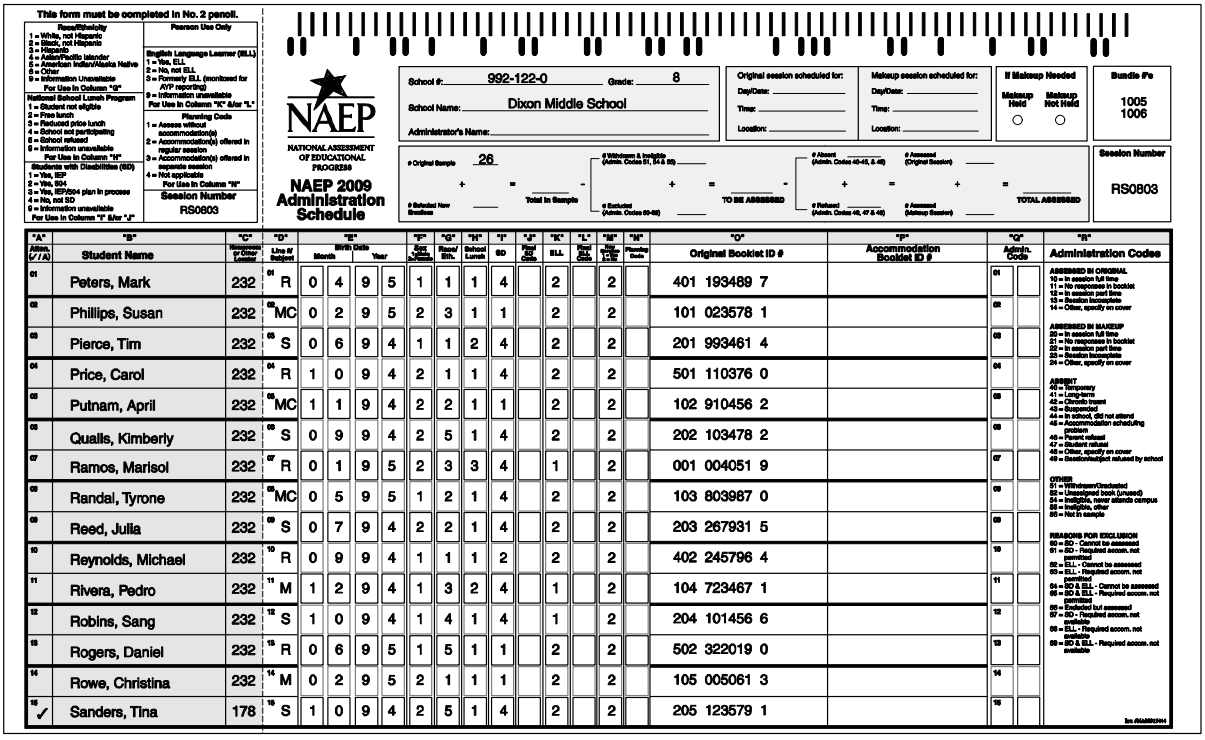
B

Appendix B. Preassessment Visit Materials

Administration Schedules

The NAEP Administration Schedule (shown below) is the 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.

There are two other Administration Schedules in 2009: The Extended Student Background Questionnaire (ESBQ) (shown on page B.2) and the National Indian Education Study (NIES) versions are used to link student data to the regular NAEP assessment. The Administration Schedule for the NIES is described and shown in Appendix D.



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"

Pearson Use Only

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "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
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS®
NAEP 2009 Administration Schedule

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

Original session scheduled for: Day/Date: Time: Location:
Makeup session scheduled for: Day/Date: Time: Location:
If Makeup Needed: Makeup Held ○ Makeup Not Held ○
Bundle #'s: 1005 1006

Original Sample 26 + = - Total in Sample
Selected New Students
Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + = - TO BE ASSESSED
Excluded (Admin. Codes 52-53)
Absent (Admin. Codes 42-45, & 48) + = + = TOTAL ASSESSED
Refused (Admin. Codes 46, 47 & 49)
Assessed (Original Session)
Assessed (Makeup Session)

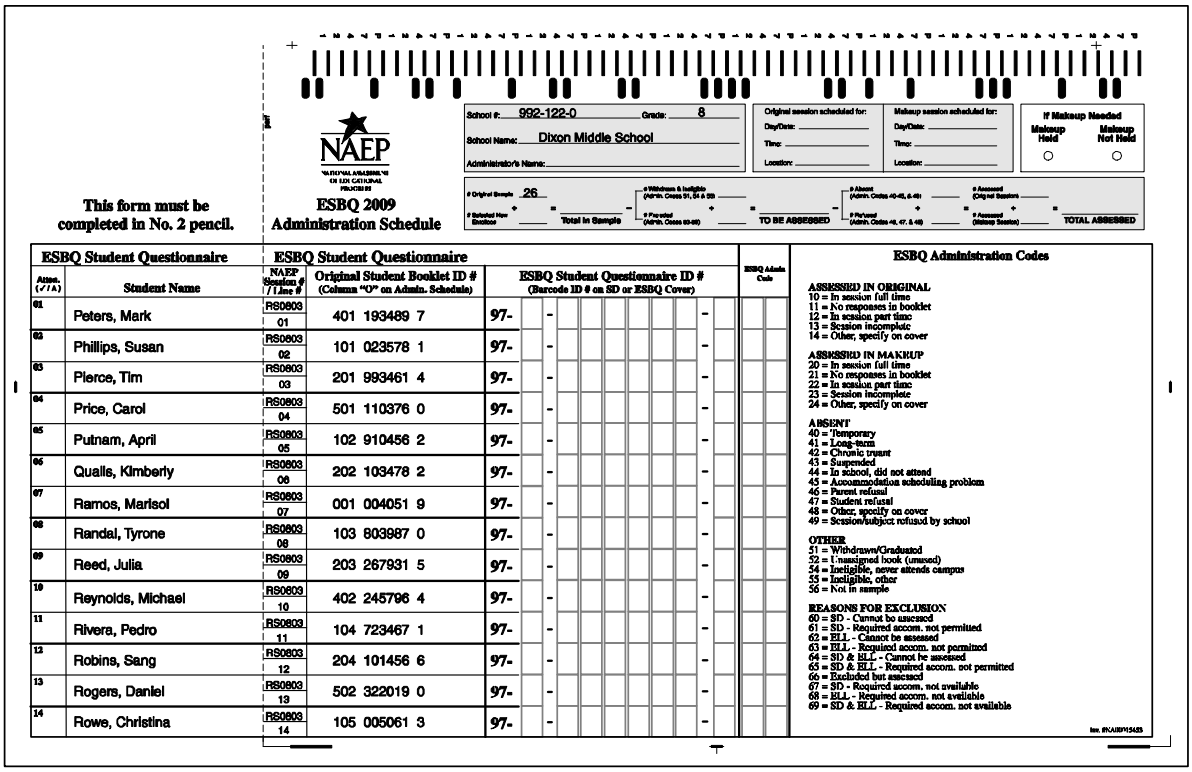
Session Number RS0803

"A" Attes. (✓/A)	"B" Student Name	"C" Respondent or Other Locator	"D" Line # Subject	"E" Birth Date Month	Year	"F" Sex (M/F/Omit)	"G" Race/Eth.	"H" School Lunch	"I" SD	"J" Rev SD Code	"K" ELL	"L" Rev ELL Code	"M" Rev Ineligible (L=3)	"N" Planning Code	"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	4		2		2		401 193489 7		01		ASSESSED IN ORIGINAL 10 = In session full time 11 = No response 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 response 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 refused 47 = Student refused 48 = Other, specify on cover 49 = Session/subject refused by school OTHER 51 = Withdrawn/Excluded 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 66 = SD & ELL - Required accom. not permitted 65 = Excluded but assessed 67 = SD - Required accom. not available 68 = ELL - Required accom. not available 69 = SD & ELL - Required accom. not available
02	Phillips, Susan	232	02 MC	0 2	9 5	2	3	1	1		2		2		101 023578 1		02		
03	Pierce, Tim	232	03 S	0 6	9 4	1	1	2	4		2		2		201 993461 4		03		
04	Price, Carol	232	04 R	1 0	9 4	2	1	1	4		2		2		501 110376 0		04		
05	Putnam, April	232	05 MC	1 1	9 4	2	2	1	1		2		2		102 910456 2		05		
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, Julia	232	09 S	0 7	9 4	2	2	1	4		2		2		203 267931 5		09		
10	Reynolds, Michael	232	10 R	0 9	9 4	1	1	1	2		2		2		402 245796 4		10		
11	Rivera, Pedro	232	11 M	1 2	9 4	1	3	2	4		1		2		104 723467 1		11		
12	Robins, Sang	232	12 S	1 0	9 4	1	4	1	4		1		2		204 101456 6		12		
13	Rogers, Daniel	232	13 R	0 6	9 5	1	5	1	1		2		2		502 322019 0		13		
14	Rowe, Christina	232	14 M	0 2	9 5	2	1	1	1		2		2		105 005061 3		14		
15 ✓	Sanders, Tina	178	15 S	1 0	9 4	2	5	1	4		2		2		205 123579 1		15		

The ESBQ Administration Schedule (shown below) is only used for the schools sampled for the ESBQ. The ESBQ Administration Schedule does not replace the Administration Schedule for NAEP assessment; instead, it is used in conjunction with the Administration Schedule. If an ESBQ session is administered in one of your schools, you are responsible for completing two Administration Schedules: one for NAEP and one for the ESBQ.

The ESBQ Administration Schedule will be preprinted with student information in the Student Name, NAEP Session #/ Line #, and Original Student Booklet ID # columns.

ESBQ Administration Schedule



NAEP

This form must be completed in No. 2 pencil.

ESBQ 2009 Administration Schedule

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name:

Original session scheduled for: Day/Date: Time: Location:

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Original Sample 26 + # Selected New Students = Total in Sample − # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) + # Excluded (Admin. Codes 60-69) = TO BE ASSESSED − # Absent (Admin. Codes 40-46, & 49) + # Refused (Admin. Codes 48, 47, & 49) = # Assessed (Original Session) + # Assessed (Makeup Session) = TOTAL ASSESSED

ESBQ Student Questionnaire		ESBQ Student Questionnaire				
Attns. (✓/A)	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)		ESBQ Admin Code
01	Peters, Mark	RS0603 01	401 193489 7	97- - -		
02	Phillips, Susan	RS0603 02	101 023578 1	97- - -		
03	Pierce, Tim	RS0603 03	201 993461 4	97- - -		
04	Price, Carol	RS0603 04	501 110376 0	97- - -		
05	Putnam, April	RS0603 05	102 910456 2	97- - -		
06	Qualls, Kimberly	RS0603 06	202 103478 2	97- - -		
07	Ramos, Marisol	RS0603 07	001 004051 9	97- - -		
08	Randal, Tyrone	RS0603 08	103 803987 0	97- - -		
09	Reed, Julia	RS0603 09	203 267931 5	97- - -		
10	Reynolds, Michael	RS0603 10	402 245796 4	97- - -		
11	Rivera, Pedro	RS0603 11	104 723467 1	97- - -		
12	Robins, Sang	RS0603 12	204 101456 6	97- - -		
13	Rogers, Daniel	RS0603 13	502 322019 0	97- - -		
14	Rowe, Christina	RS0603 14	105 005061 3	97- - -		

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

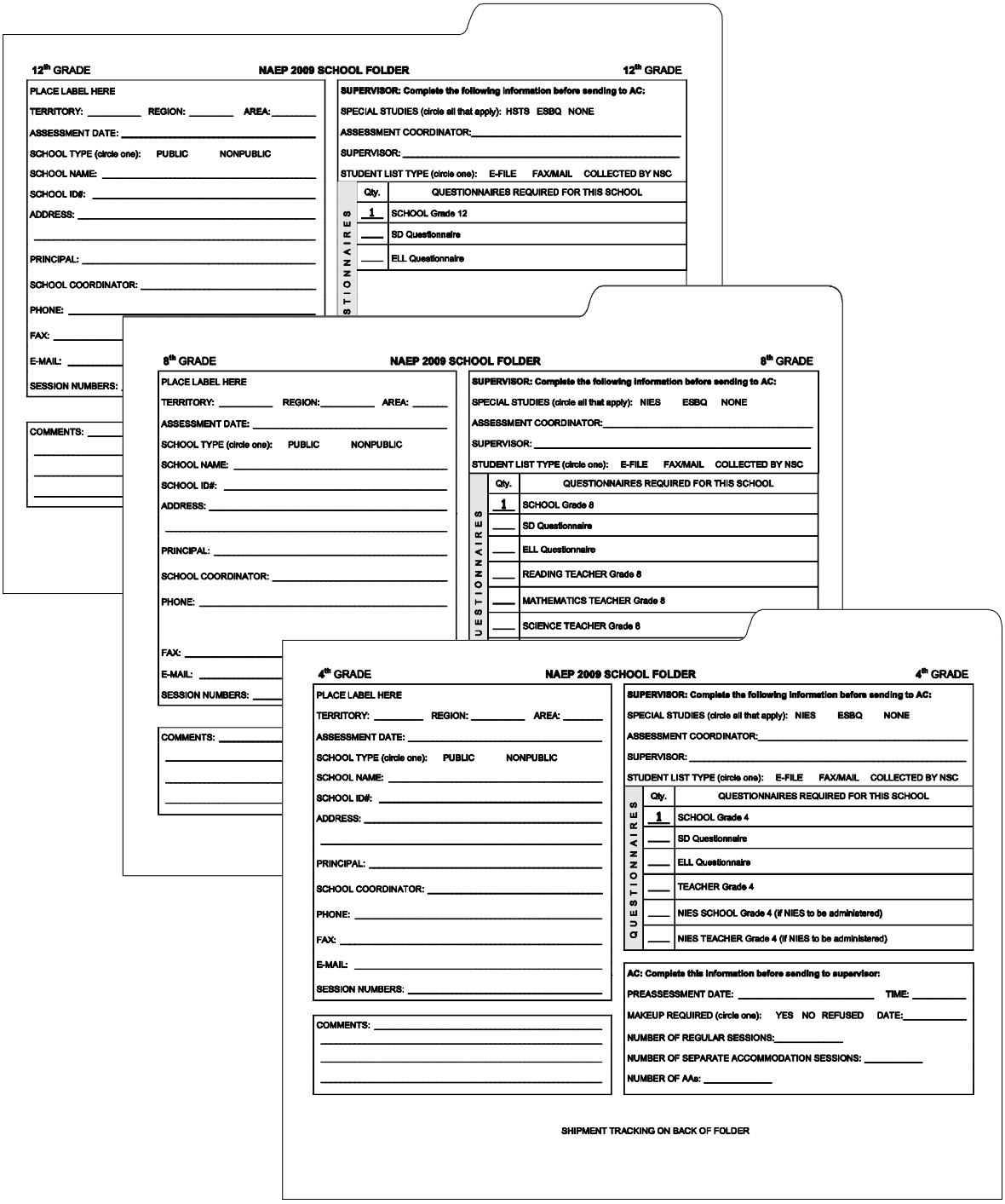
OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
54 = Ineligible, never attends campus
55 = Ineligible, other
56 = Not in sample

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

Inv. 8NAIBP15453

The School Folder

The School Folder (shown below) contains the most critical set of documents in the assessment process. There are three versions of the School Folder—one for each grade. For easy identification, grade 4 folders are bright green, grade 8 folders are bright yellow, and grade 12 folders are bright blue. Detailed information about the School Folder is provided in chapter 1.



12th GRADE NAEP 2009 SCHOOL FOLDER 12th GRADE

PLACE LABEL HERE
TERRITORY: _____ REGION: _____ AREA: _____
ASSESSMENT DATE: _____
SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
SCHOOL NAME: _____
SCHOOL ID#: _____
ADDRESS: _____
PRINCIPAL: _____
SCHOOL COORDINATOR: _____
PHONE: _____
FAX: _____
E-MAIL: _____
SESSION NUMBERS: _____

COMMENTS: _____

SUPERVISOR: Complete the following information before sending to AC:
SPECIAL STUDIES (circle all that apply): HSTS ESBQ NONE
ASSESSMENT COORDINATOR: _____
SUPERVISOR: _____
STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
1	SCHOOL Grade 12
___	SD Questionnaire
___	ELL Questionnaire

8th GRADE NAEP 2009 SCHOOL FOLDER 8th GRADE

PLACE LABEL HERE
TERRITORY: _____ REGION: _____ AREA: _____
ASSESSMENT DATE: _____
SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
SCHOOL NAME: _____
SCHOOL ID#: _____
ADDRESS: _____
PRINCIPAL: _____
SCHOOL COORDINATOR: _____
PHONE: _____
FAX: _____
E-MAIL: _____
SESSION NUMBERS: _____

COMMENTS: _____

SUPERVISOR: Complete the following information before sending to AC:
SPECIAL STUDIES (circle all that apply): NIES ESBQ NONE
ASSESSMENT COORDINATOR: _____
SUPERVISOR: _____
STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
1	SCHOOL Grade 8
___	SD Questionnaire
___	ELL Questionnaire
___	READING TEACHER Grade 8
___	MATHEMATICS TEACHER Grade 8
___	SCIENCE TEACHER Grade 8

4th GRADE NAEP 2009 SCHOOL FOLDER 4th GRADE

PLACE LABEL HERE
TERRITORY: _____ REGION: _____ AREA: _____
ASSESSMENT DATE: _____
SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
SCHOOL NAME: _____
SCHOOL ID#: _____
ADDRESS: _____
PRINCIPAL: _____
SCHOOL COORDINATOR: _____
PHONE: _____
FAX: _____
E-MAIL: _____
SESSION NUMBERS: _____

COMMENTS: _____

SUPERVISOR: Complete the following information before sending to AC:
SPECIAL STUDIES (circle all that apply): NIES ESBQ NONE
ASSESSMENT COORDINATOR: _____
SUPERVISOR: _____
STUDENT LIST TYPE (circle one): E-FILE FAX/MAIL COLLECTED BY NSC

Qty.	QUESTIONNAIRES REQUIRED FOR THIS SCHOOL
1	SCHOOL Grade 4
___	SD Questionnaire
___	ELL Questionnaire
___	TEACHER Grade 4
___	NIES SCHOOL Grade 4 (if NIES to be administered)
___	NIES TEACHER Grade 4 (if NIES to be administered)

AC: Complete this information before sending to supervisor:
PREASSESSMENT DATE: _____ TIME: _____
MAKEUP REQUIRED (circle one): YES NO REFUSED DATE: _____
NUMBER OF REGULAR SESSIONS: _____
NUMBER OF SEPARATE ACCOMMODATION SESSIONS: _____
NUMBER OF AAs: _____

SHIPMENT TRACKING ON BACK OF FOLDER

School Folder Transmittal Form

Insert or staple a School Folder Transmittal Form (shown below) inside every School Folder. Your supervisor will initial the contents of the School Folder before he/she passes it on to you. At the end of the assessment, when you are ready to ship the folder back to your supervisor, initial the folder contents in the AC to Supervisor column. When your field manager receives the folder, he/she will check to be sure all rows have been initialed or have a comment to ensure that all steps have been completed.

School Folder Transmittal Form – NAEP 2009

School Name: _____ **ID #:**_____

INSTRUCTIONS TO SUPERVISORS AND ACS:
Initial in the appropriate column to indicate the documents you are including in the School Folder.

DOCUMENT	SUPERVISOR TO AC	AC TO SUPERVISOR	SUPERVISOR TO FM	COMMENTS/NOTES
Private School Folder	(If applicable)	(If applicable)	(If applicable)	
Field Sampling Line Numbers Form	(If applicable)	(If applicable)	(If applicable)	
New Enrollee Sampling Line Numbers Form	Printout	Printout	Printout	
New Enrollee Listing Form	Blank	N/A	N/A	
Original List of Students Submitted for Sampling	Original	N/A	N/A	
SD/ELL Roster of Questionnaires	(If applicable) Original, Grades 4/8	(If applicable) Photocopy, without names	(If applicable) Photocopy, without names	
Grade 12 Roster of Questionnaires	Original	Photocopy, without names	Photocopy, without names	
Preassessment Packet FedEx Airbill	Receipt	Receipt	Receipt	
White name labels for student certificates	Grades 8/12	N/A	N/A	
Quality Control Booklet	N/A	Completed	Completed	
Administration Schedule	Original	Photocopy, without names	Photocopy, without names	
Inclusion Worksheet	(If applicable) Preprinted	(If applicable) Photocopy, Without names	(If applicable) Photocopy, Without names	
SD/ELL Online Questionnaire Summary	N/A	(If applicable) Printout	(If applicable) Printout	
Student Sampling Summary Report	(If applicable)	(If applicable)	(If applicable)	
If ESBQ, ESBQ Administration Schedule	Original	Photocopy, without names	Photocopy, without names	
If NIES, NIES Administration Schedule	Original	Photocopy, without names	Photocopy, without names	
If NIES, NIES Roster of Questionnaires	Original	Photocopy, without names	Photocopy, without names	
If NIES, NIES School Questionnaire	Original	N/A	N/A	
If NIES, NIES Teacher Questionnaire(s)	Original	N/A	N/A	
School/Teacher Roster of Questionnaires	Original	Photocopy, without names	Photocopy, without names	
Dated Parent Notification Letter sent by School	N/A	Copy from School	Copy from School	
Student Booklet ID labels	If sampled after 11/26	N/A	N/A	
Assessment Information Form	N/A	Completed	Completed	
NAEP 2009 Listing of Sampled Students	By session	N/A	N/A	
School Certificate of Appreciation and folder	Original	N/A	N/A	
Signed Teacher Observer Letter(s)	N/A	(If applicable) White copy only	(If applicable) White copy only	
Signed Accommodation Teacher Letter(s)	N/A	(If applicable) White copy only	(If applicable) White copy only	
Session Debriefing Forms	N/A	Completed, 1 per session	Completed, 1 per session	
Grade 12 Strategies Form	N/A	(If applicable) Completed	(If applicable) Completed	
Telephone Follow-Up QC Form	N/A	N/A	(If applicable)	
In-Person QCF	N/A	N/A	(If applicable)	
School Folder QC Checklist	N/A	N/A	Completed	
FIELD MANAGER: Be sure all AC Supervisor documents above are included before final shipment to Westat.		**FM Initials**	**Comments**	

WHITE: *SCHOOL FOLDER* **PINK:** *FIELD MANAGER* **BLUE:** *SUPERVISOR* **GOLD:** *AC* **GREEN:** *SUPERVISOR*

State Information Form

Your field manager has developed a State Information Form (shown on page B.6) for the state in which you work. The purpose of the form is to notify you about specific state issues or requirements that you need to know to properly conduct assessments, collect questionnaires, and otherwise deal with schools. It will include agreements or requirements that the states expect assessment coordinators (ACs) and assessment administrators (AAs) to observe when in schools. It will also include information about whether the state- or NAEP-provided Parent/Guardian Notification Letter is used; the demographic variables used during E-Filing (e.g., the “Information unavailable at this time” [shown as blanks], will require you to collect the missing data at the preassessment or assessment visit); or if the “formerly ELL“ code is used (only used in specific states); as well as information about specific accommodations that are or are not permitted by the states.

Your supervisor will review this form with you during AC Training and keep you up to date on any changes made to it during the assessment period.

State Information Form

NAEP 2009
State Information Form

1. **State Contact Information**

Date Last Updated:	**State:** **TUDA(s):**
NAEP State Coordinator (NSC):	**Primary Phone:** **Fax:** **Email:** **Preferred method of communication:**
	Check if this is a new NSC (start date after September 2006).

2. **TUDA Contact Information**

TUDA: **TUDA Coordinator:**	**Primary Phone:** **Fax:** **Email:** **Preferred method of communication:**
Communication:	**____Only through NSC** **____Both NSC and TUDA Coordinator** **____Directly with TUDA Coordinator**
TUDA: **TUDA Coordinator:**	**Primary Phone:** **Fax:** **Email:** **Preferred method of communication:**
Communication:	**____Only through NSC** **____Both NSC and TUDA Coordinator** **____Directly with TUDA Coordinator**
TUDA: **TUDA Coordinator:**	**Primary Phone:** **Fax:** **Email:** **Preferred method of communication:**
Communication:	**____Only through NSC** **____Both NSC and TUDA Coordinator** **____Directly with TUDA Coordinator**

1

Confidentiality Agreement

The National School Lunch Program (NSLP) is a federal meal program that provides low-cost or free lunches to eligible students. A letter from the U.S. Department of Agriculture, authorizing the release of the NSLP data as part of the NAEP data collection process, is sent to the school coordinator in the Preassessment Packet.

For most schools, the NSLP data was already released during the student list submission process by the school, district, or state in the fall of 2008. However, if some or all of the NSLP data is missing on the Administration Schedule, you must attempt to collect it during the preassessment visit. In this case, refer the school to the U.S. Department of Agriculture letter (shown below). If a school requests a confidentiality agreement in writing to release the NSLP data on their students, the confidentiality form is available for you to sign and use for this purpose.

UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Agreement Between NAEP Officials and School Food Authority Regarding Collection of Free and Reduced Price Meals Data

Under this agreement, a NAEP Official, as an agent of the National Center for Education Statistics (NCES), U.S. Department of Education, shall collect the eligibility status for free or reduced price meals for the children sampled for the National Assessment of Educational Progress (NAEP). An agent of the School Food Authority shall provide the eligibility information to the NAEP Official.

Both parties understand that:

- The School Food Authority shall provide the eligibility status to the NAEP Official for those children selected to participate in NAEP.
- The NAEP Official shall adhere to Section 303 of the National Assessment of Educational Progress Authorization Act, Title III of the Education Sciences Reform Act of 2002, 20 U.S.C. 9621, which states that:
  - NCES shall use the eligibility information as part of the federal administration of NAEP under the requirement to Òinclude information on special groups, including, whenever feasible, information collected, cross tabulated, compared, and reported byÉsocioeconomic status.Ó NCES uses eligibility for free and reduced price meals as a proxy for socioeconomic status.
  - NCES may Òonly collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information.Ó
  - ÒTheCommissioner for Education Statistics shall ensure that all personally identifiable information about students, their academic achievement, and their families, and that information with respect to individual schools, remains confidential, in accordance with section 552a of title 5, United States Code.Ó
- Under the Privacy Act of 1974 (section 552a of title 5, United States Code), should there be a case of unauthorized disclosure, civil action may be brought against the U.S. Department of Education.

U.S. Department of Education:	NAEP Official:	School Food Authority:
(Signature)	(Signature)	(Signature)
Peggy Carr (Name)	(Name)	(Name)
Associate Commissioner (Title)	(Title)	(Title)
National Center for Education Statistics (Organization)	(Organization)	(School)
1990 K Street NW, 8th Floor (Address)	(Address)	(Address)
Washington, DC 20006 (City, State, Zip)	(City, State, Zip)	(City, State, Zip)

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Quality Control Booklet (QCB)

The QCB (shown below) is your guide throughout the assessment process at each school. Because the QCB is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities, you must complete one for each school. The QCB has been developed to ensure that accurate and consistent data are collected for each school. Detailed information about the QCB is provided in chapter 1.

NAEP 2009
QUALITY CONTROL BOOKLET

School Information	Contact Summary
School ID #: _____ Region: _____ Area: _____	AC:
Assessment Date: _____	_____
School Name: _____	
School Address: _____	PAV Conducted By:
_____	_____
Telephone #: _____	
Principal: _____	Date PAV Completed:
School Coordinator: _____	_____
Telephone #: _____	
Sessions: _____	Assigned AAs:
_____	_____
NIES: YES / NO	_____
ESBQ: YES / NO	_____
HSTS: YES/NO	_____
Take-All: YES / NO	_____
Student Sampling Summary Report? YES / NO	_____

Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions

Group #	# of Students	Date	Time	Location	Assigned AA

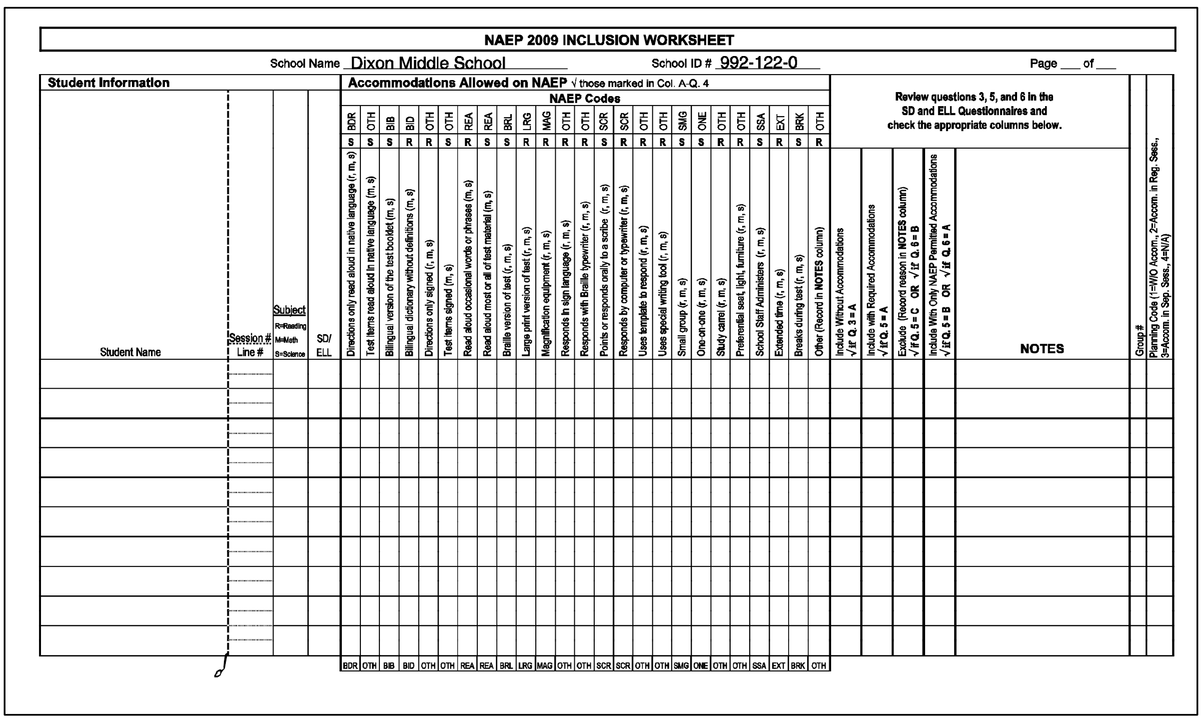
Schedule for NIES Survey Sessions

# of Students	If Grade 8: Read Aloud?	Date	Time	Location	Administrator

The Inclusion Worksheet

You will use the NAEP Inclusion Worksheet (shown below) to keep track of accommodation decisions for all students classified as SD (with disabilities) and/or ELL (English language learners) at each school. When you receive this form in the School Folder from your supervisor, it will be preprinted with the names of the SD and/or ELL students in the school along with the subject in which each student is selected to be assessed.

You or your assisting AA will transcribe accommodation information onto the Inclusion Worksheet at the school on the day of the preassessment visit, once you have received the completed SD and/or ELL Questionnaires or the SD/ELL Online Questionnaire Summary from the school coordinator.



NAEP 2009 INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 992-122-0 Page ___ of ___

Student Information — Student Name | Session # / Line # | Subject (R=Reading, M=Math, S=Science) | SD/ELL

Accommodations Allowed on NAEP √ those marked in Col. A-Q. 4

NAEP Codes

Code	S/R	Accommodation
BDR	S	Directions only read aloud in native language (r, m, s)
OTH	S	Test items read aloud in native language (m, s)
BIB	S	Bilingual version of the test booklet (m, s)
BID	R	Bilingual dictionary without definitions (m, s)
OTH	R	Directions only signed (r, m, s)
OTH	S	Test items signed (m, s)
REA	R	Read aloud occasional words or phrases (m, s)
REA	S	Read aloud most or all of test material (m, s)
BRL	S	Braille version of test (r, m, s)
LRG	R	Large print version of test (r, m, s)
MAG	R	Magnification equipment (r, m, s)
OTH	R	Responds in sign language (r, m, s)
OTH	R	Responds with Braille typewriter (r, m, s)
SCR	S	Points or responds orally to a scribe (r, m, s)
SCR	R	Responds by computer or typewriter (r, m, s)
OTH	R	Uses template to respond (r, m, s)
OTH	R	Uses special writing tool (r, m, s)
SMG	S	Small group (r, m, s)
ONE	S	One-on-one (r, m, s)
OTH	R	Study carrel (r, m, s)
OTH	R	Preferential seat, light, furniture (r, m, s)
SSA	S	School Staff Administers (r, m, s)
EXT	R	Extended time (r, m, s)
BRK	S	Breaks during test (r, m, s)
OTH	R	Other (Record in **NOTES** column)

Review questions 3, 5, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.

- Include Without Accommodations √if Q. 3 = A
- Include with Required Accommodations √if Q. 5 = A
- Exclude (Record reason in **NOTES** column) √if Q. 5 = C OR √if Q. 6 = B
- Include With Only NAEP Permitted Accommodations √if Q. 5 = B OR √if Q. 6 = A

NOTES

Group #

Planning Code (1=W/O Accom., 2=Accom. in Reg. Sess., 3=Accom. in Sep. Sess., 4=N/A)

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

The SD/ELL Online Questionnaire Summary

School staff will be given the option of completing questionnaires in hardcopy or online at www.naepq.com. If the person most knowledgeable about a student identified as SD and/or ELL chooses to complete either the SD or ELL Questionnaire online, the school coordinator will be asked to print the SD/ELL Online Questionnaire Summary for you to use in place of the hardcopy questionnaire(s). During your independent work at the preassessment visit, you (or the AA assisting you) will then transcribe the information from the printout onto the Inclusion Worksheet, just as is done with the hardcopy questionnaires.

SD/ELL Online Questionnaire Summary

School Name: Dixon Middle School
NAEP ID Number: 9921220

Session#/Line#	Student Booklet ID Number	Subject	SD/ELL	Q3 - How does student participate in state test? A= Without Accom.	Q4 What accommodations does student receive on state test in assigned NAEP subject?	Q5 Are accommodations student receives allowed on NAEP? A= Yes B= No, assess w/allowed accom. C= No, do not assess	Q6 Could student participate with only NAEP permitted accommodations? A=Yes (list accommodations) B=No, do not assess
RS0801/18	211 321679 1	Science	SD	B	Read aloud most or all Small group Extended time	A	
RS0803/02	101 023578 1	Mathematics	SD	B	Extended time Other - read aloud to self	A	
RS0803/05	102 910456 2	Mathematics	SD	B	Read aloud most or all Small group Extended time	A	
RS0803/11	104 723467 1	Mathematics	ELL	B	Bilingual version of test booklet One on one School staff administers Breaks during test	A	
RS0803/13	502 322019 0	Reading	SD	B	Read aloud most or all One-on-one Study carrel Extended time		C
RS0803/14	105 005061 3	Mathematics	SD	B	Read aloud most or all Small group Extended time	A	

School Staff and Teacher Questionnaires

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

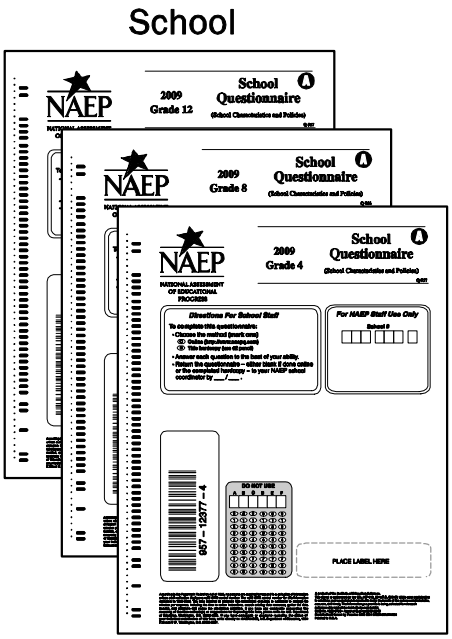
In addition to the SD and ELL Questionnaires, there are also two additional types of school staff questionnaires: Teacher Questionnaires and School Questionnaires shown below.

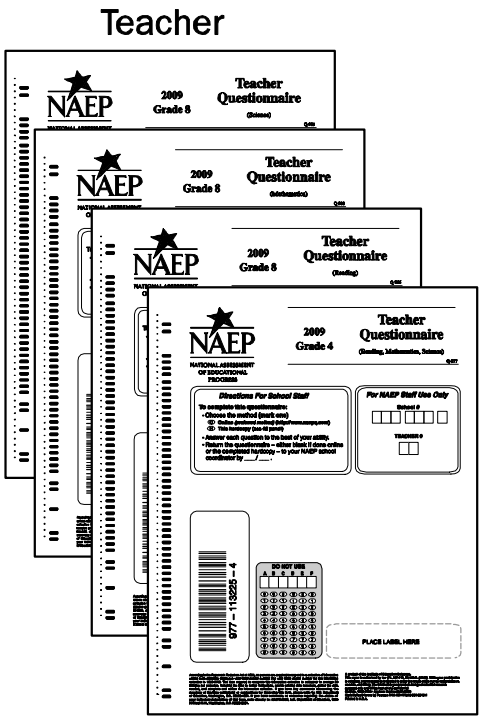
These questionnaires will be used to collect additional information for NAEP. School staff may complete all questionnaires either online or by hand. Online questionnaires can be accessed at www.naepq.com, as printed on the hardcopy questionnaire cover. The instructions to the school coordinator for distributing and collecting all questionnaires are printed on the right side of the Rosters of Questionnaires.

NAEP Teacher Questionnaires
The Teacher Questionnaire collects information about a teacher's background characteristics, educational training, and instructional practices. The Teacher Questionnaires are as follows:

- Grade 4 Reading/Mathematics/Science (combined),
- Grade 8 Reading,
- Grade 8 Mathematics, and
- Grade 8 Science.

All grade 4 and grade 8 teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire.





New Enrollee Sampling Line Numbers Form and New Enrollee Listing Form

The New Enrollee Listing Form (page B.13) will be used by only the field staff, not by the school coordinator. You will use it to record the names and demographic information of the students who are currently enrolled at the school but not on the list of students submitted to NAEP in the fall.

From the list of students on the New Enrollee Listing Form, you will select a sample of students during the preassessment visit using the school-specific New Enrollee Sampling Line Numbers Form (page B.20). A set of line numbers for the appropriate session type is used to select the students for the assessment.

New Enrollee Listing Form and New Enrollee Sampling Line Numbers Form

NAEP 2009 New Enrollee Sampling Line Numbers Form **8:30 AM**

School ID: 9921220 **Region: FL2** **Area: 2** **11/1/2008**

School Name: Dixon Middle School
12399 Eastern Ave.
Oakland, FL 12345

Year-round school: No

New Enrollees Selected for the Assessment

RS session

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

1, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, 17, 18, 20, 21
22, 24, 25, 27, 28, 29, 31, 32, 34, 35, 36, 38,
44, 45, 46, 48, 49, 51, 52, 53, 55, 56, 58, 59,
65, 66, 67, 69, 70, 72, 73, 75, 76, 77, 79, 80,
86, 87, 89, 90, 91, 93, 94, 96, 97, 98, 100,
107, 108, 110, 111, 113, 114, 115, 117, 118,
128, 129, 131,

New Enrollee Sar

School name & ID: Dixon Middle School 992-122-0 Page 1 of 1

NAEP 2009

NEW ENROLLEE LISTING FORM

Directions: Obtain a list of the currently enrolled students from the school coordinator and compare it to the list that was submitted for sampling. Below, record the names and demographic information of those students whose names are on the list of currently enrolled students, but are NOT on the list from which the sample was selected.

Using the *New Enrollee Sampling Line Numbers Form*, select the sample of these students. Record the appropriate session type abbreviation (RS, RN, RM, PI, SH, CS, CE) in the "Sampled" column for those students who have been sampled. Write their names and demographic data on the appropriate Administration Schedules remembering to enter a "1" in column M since these are considered new enrollees.

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

-B- Student Name	-C- Home-room	-E- Birth Date (MM/YYYY)	-F- Sex	-G- Race/ Eth.	-H- NSLP status	-I- SD	-K- ELL	-M- New En.	For Sampling Use Only: Line No.*	Sampled
								1	1	
								1	2	
								1	3	
								1	4	
								1	5	
								1	6	
								1	7	
								1	8	
								1	9	
								1	10	
								1	11	
								1	12	
								1	13	
								1	14	
								1	15	
								1	16	
								1	17	
								1	18	
								1	19	
								1	20	

*REMEMBER TO RENUMBER THE LINE NUMBERS IF YOU NEED EXTRA PAGES

Code all students sampled from this list as new enrollees by entering a "1" in column M of the Administration Schedule.

Original List of Students Submitted for Sampling

The Original List of Students Submitted for Sampling (shown below) is the original list of student names. Supervisors will include this form in the School Folder. ACs will use the Original List of Students Submitted for Sampling to check against the current list of students, in order to determine if there are any new enrollees at the school.

NOTE: The version of the Original List of Students Submitted for Sampling in the School Folder you receive may vary slightly, depending on whether the school E-Filed (submitted their list of students electronically) or was sampled by your supervisor.

July 31, 2008

NAEP 2009: ORIGINAL LIST OF STUDENTS SUBMITTED FOR SAMPLING

Dixon Middle School 992-122-0

-A-	-B-	-C-		-D-
STUDENT NAME	HOME ROOM	MOB	YOB	SEX
Abercrombie, Andrea	101	5	1995	2
Aquinaga, Hector Omar	103	9	1994	1
Andres, Arturo	220	8	1995	1
Arambula, Serina Marie	108	6	1995	2
Avalos, Irma Jeanethe	232	11	1994	2
Avila, Claudia	232	9	1995	2
Ballentine, James Lee	178	10	1995	1
Berry, Brittany Bianca	178	6	1995	2
Bronson, David	101	5	1994	1
Cadell, Paola	220	1	1995	2
Cain, Ron	105	8	1994	1
Cantor, Jose Daniel	108	9	1994	1
Cisneros, Erik	232	4	1994	1
Cooper, Danny	232	10	1995	1
Cruz, Jesus	220	9	1994	1
Davila, Liliana	178	3	1995	2
Davila, Manuela	178	3	1995	2
Delgadillo, Chris Stacey	101	11	1995	2
Donn, Jeffrey	101	5	1994	1
Edwards, Edgar	103	2	1995	1
Elerby, Tabrica	105	11	1995	2
Estrada, Martin Pedro	108	5	1995	1
Fadden, Thomas	232	4	1995	1
Fernandes, Lorenzo	232	5	1994	1
Fitz, Julian	101	8	1995	1
Fry, Pamela	178	9	1995	2
Furtado, Jenny	203	12	1995	2
Garcia, Ashley M	232	5	1995	2
Gardner, Kristy	234	4	1995	2
Gill, Donna	220	12	1994	2
Goldstein, Henry	100	11	1995	1
Haines, Judy	232	8	1994	2
Harris, Charlene Marie	101	5	1994	2
Harris, Jasmine Mykiva	103	11	1994	2
Hoffman, Casey	105	8	1995	2
Horning, Lizet	108	3	1994	2
Jackson, Sarah	232	12	1994	2
Jenkins, Tiffany S	232	7	1995	2
Jones, Akeem Demtruis	232	7	1994	1
Jones, Linda	233	7	1995	2

Page 1 of 1

Student Sampling Summary Report

NAEP is committed to providing data of the highest statistical quality. Generally, this begins with the school and student samples that NAEP uses. Westat, as the sampling contractor, draws both the school samples and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are submitted by E-Filing, they are run through a series of data checks to verify the quality of the submission. If the checks identify questions or issues, messages are displayed to the E-Filers, giving them an opportunity to correct or verify the submitted data.

For some schools that submitted an E-File, you will receive a Student Sampling Summary Report, shown on page B.16, which summarizes the online data checks that each school received. Not all schools will have a Student Sampling Summary Report. Your supervisor will include this report in the School Folder, if necessary.

Student Sampling Summary Report

Check#	Variable	Error Message Text
1	**Grade**	100% of the students on the file you submitted are classified as Grade ___, excluding those students classified as "NA" or "information unavailable at this time." ___% of your students have grade levels outside the expected range for their age.
2	**Sex**	____% of the students are female and ____% are male. / 100% of the students are female/male. ❒ Data on file for this school shows ____% female and ____% male. ❒ Data for this school filed in a previous year shows ____% female and ____% male. ❒ The first names of the students classified as (male/female) are names commonly given to (males/females).
3	**Students with Disabilities (SD)**	____% of the students are shown as Students with Disabilities. / 100% of the students are shown as Students with Disabilities. ❒ Data for this school filed in a previous year shows ____% Students with Disabilities.
4	**English language learners (ELL)**	____% of the students are shown as English language learners. / 100% of the students are shown as English language learners. ❒ Data for this school filed in a previous year shows ____% English language learners.
5	**National School Lunch Program (NSLP)**	____% of the students are shown as eligible for free or reduced price lunch. / 100% of the students are shown as eligible for free or reduced price lunch. ❒ Data on file for this school shows _____% eligible for free or reduced price lunch. ❒ Data for this school filed in a previous year shows ____% eligible for free or reduced price lunch. ❒ The number of students receiving reduced-price lunch is greater than the number of students receiving free lunch.
6	**Race**	❒ The race/ethnicity data composition of the age (9/13/17) students differs substantially from the data on file for this school/data for this school filed in a previous year. ❒ All of your students are identified as a single race. This differs from the data on file for this school/data for this school filed in a previous year.
7	**Race/Name**	As a quality control check, please review the race/ethnicity for all students.
8	**Enrollment**	The number of students on the file you submitted differs substantially from the data on file for this school.

Log of Schools

The Log of Schools (shown below) is a computer-generated, complete listing of all schools in your area in NAEP School ID Number order. You will receive the log from your supervisor. Use the log to quickly find assessment dates for your assigned schools, help you schedule your activities, and assist you in conducting your weekly call with your supervisor.

NAEP 2009
Log of Schools

Region	Area	NAEP ID	School Name	Sch Type	Status	Pre-Assmt Visit Date	Scheduled Asmt Date	Special Study	SSSR
SD-1	1	4612150	Alkali Elem	Public	Cooperating	1/7/09	1/29/09	N/A	No
SD-1	1	4622160	Alkali Elem	Public	Cooperating	1/7/09	1/29/09	N/A	N/A
SD-1	1	4631230	Belle Fourche Hi Sch	Public	Cooperating	1/22/09	2/26/09	HSTS	No
SD-1	1	4622280	Belle Fourche Middle Sch	Public	Cooperating	1/21/09	2/25/09	N/A	N/A
SD-1	1	4631292	St. Mary's	Catholic	Cooperating	1/17/09	2/12/09	N/A	N/A
SD-1	1	4612610	East Elem	Public	Cooperating	1/13/09	2/17/09	N/A	N/A
SD-1	1	4612910	Lead-Deadwood Elem	Public	Cooperating	1/8/09	1/28/09	ESBQ	N/A
SD-1	1	4622330	Lead-Deadwood Middle Sch	Public	Cooperating	1/9/09	1/26/09	N/A	N/A
SD-1	1	4610560	Newell Elem	Bureau of Indian Education	Cooperating	1/14/09	3/3/09	NIES	No
SD-1	1	4630310	Newell Hi Sch	Public	Cooperating	1/15/09	3/4/09	N/A	N/A
SD-1	1	4621400	Newell Middle Sch	Public	Cooperating	1/16/09	3/3/09	N/A	N/A
SD-1	1	4611800	Opal Elem	Public	Cooperating	1/19/09	1/29/09	N/A	N/A
SD-1	1	4620580	Opal Elem	Public	Cooperating	1/19/19	1/29/09	N/A	N/A
SD-1	1	4612780	South Park Elem	Public	Cooperating	1/21/09	2/24/09	N/A	N/A
SD-1	1	4631220	Spearfish Hi Sch	Public	Cooperating	1/23/09	2/19/09	N/A	N/A
SD-1	1	4622290	Spearfish Middle Sch	Bureau of Indian Education	Cooperating	1/12/09	2/18/09	NIES	No
SD-1	1	4612800	Sturgis Elem	Public	Cooperating	1/15/09	2/10/09	N/A	N/A
SD-1	1	4612330	Whitewood Elem	Public	Cooperating	1/21/09	1/29/09	N/A	N/A
SD-1	1	4622420	Williams Middle Sch	Public	Cooperating	1/8/09	2/11/09	N/A	N/A

NAEP 2009 Listing of Sampled Students

The NAEP 2009 Listing of Sampled Students (shown below) is printed out by the supervisor and placed in the School Folder. There should be one copy per session. The list contains the Session Number, student names, and homeroom for each student. After the preassessment visit, update this form by crossing out any students who are withdrawn, ineligible, or excluded. Also, group any students together who will be assessed in the same accommodation group. You will provide the school coordinator with a copy of this form before leaving the school to inform teachers of the students selected for the assessment. You will also provide copies of this form to your AAs in order to direct students to the correct session.

NAEP 2009 **Listing of Sampled Students** **10/15/09**
Dixon Middle School **(992-122-0)**

RS0803

Student Name	Homeroom
Mark Peters	232
Susan Philips	232
Tim Pierce	232
Carol Price	232
April Putnam	232
Kimberly Qualls	232
Marisol Ramos	232
Tyrone Randal	232
Julia Reed	232
Michael Reynolds	232
Pedro Rivera	232
Sang Robins	232
Daniel Rogers	232
Christina Rowe	232
Tina Sanders	178
Karen Safford	178
Roberto Sanchez	178
Edwin Scott	178
Paige Smith	178
Elena Stewart	178
Daniel Taylor	178
Chris Thomas	178
Tony Tucker	178
James Vann	178
Brian Walker	178
Aamir Williams	178
Karol Greene	101
Jan Nelson	220

Teacher Notification Letter

The Teacher Notification Letter (shown below) is provided for the school coordinator to inform the teachers of students selected for NAEP sessions. You will provide the school coordinator with a copy of this letter during the preassessment visit. School officials can copy or modify this letter as they wish for distribution to all teachers of students who will be participating in the assessment.

NAEP 2009 TEACHER NOTIFICATION LETTER

Date: _____

TO: Grade _____ Teachers

FROM: _____, NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2009 administration of the National Assessment of Educational Progress (NAEP).

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 more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

Each NAEP assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION #	DATE	TIME	LOCATION

Another important component of NAEP is the National Indian Education Study (NIES), which is administered to all American Indian and Alaskan Native (AI/AN) students who are sampled for NAEP. In your school:

❒ the AI/AN students sampled for NAEP will complete the NIES Questionnaire (20-30 minutes) on the following day and time:

DATE	TIME	LOCATION

❒ there are no AI/AN students sampled for NAEP in your school.

It is very important to the results of the study that all students selected for NAEP attend the correct session. Each attached list of students indicates the session each student must attend. Please assist us by seeing that students attend the sessions on time.

Please contact your school's NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP website at http://nces.ed.gov/nationsreportcard/.

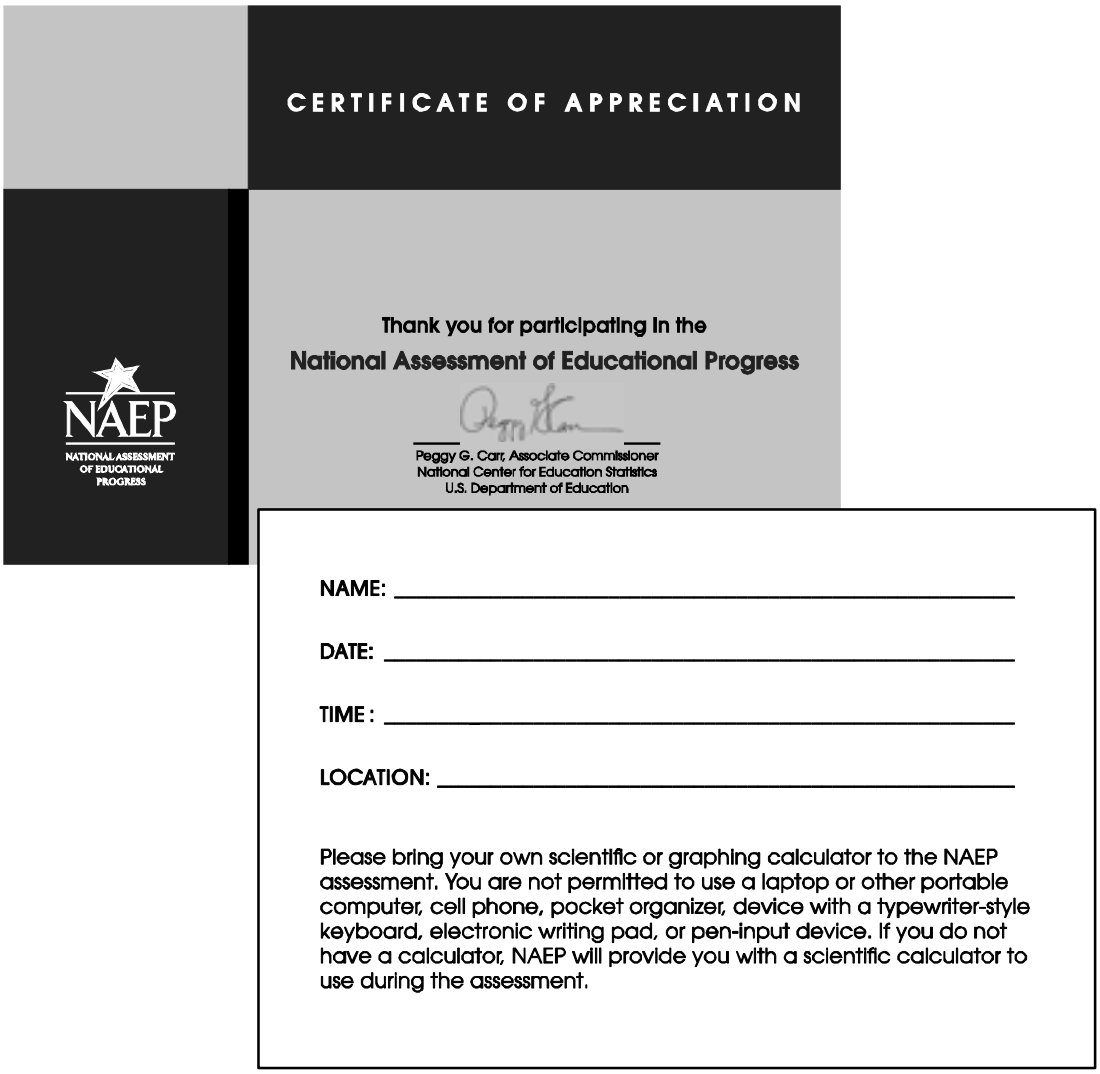
We look forward to working with you, and we thank you for helping us to show the world the achievement of American students.

Certificates of Appreciation (School and Student)

Student Appreciation Certificates

NAEP has created Student Appreciation Certificates (shown below) as a way to thank each student for his/her participation. In grade 4 schools, AAs will hand out these certificates to the students at the conclusion of the assessment session. In most grade 8 and grade 12 schools, you will give a supply of these certificates to the school coordinator during the preassessment visit to use as appointment cards for the students. In grade 8 and grade 12 schools that elect not to hand out these certificates in advance, it is your responsibility to provide a supply to the AAs who will then distribute them at the end of the session.

Students in grades 8 and 12 are encouraged to bring their own scientific or graphing calculators for use during the assessment and will receive an appointment card with instructions for bringing a NAEP-appropriate calculator.



CERTIFICATE OF APPRECIATION

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Thank you for participating in the
National Assessment of Educational Progress

Peggy G. Carr, Associate Commissioner
National Center for Education Statistics
U.S. Department of Education

NAME: _____

DATE: _____

TIME : _____

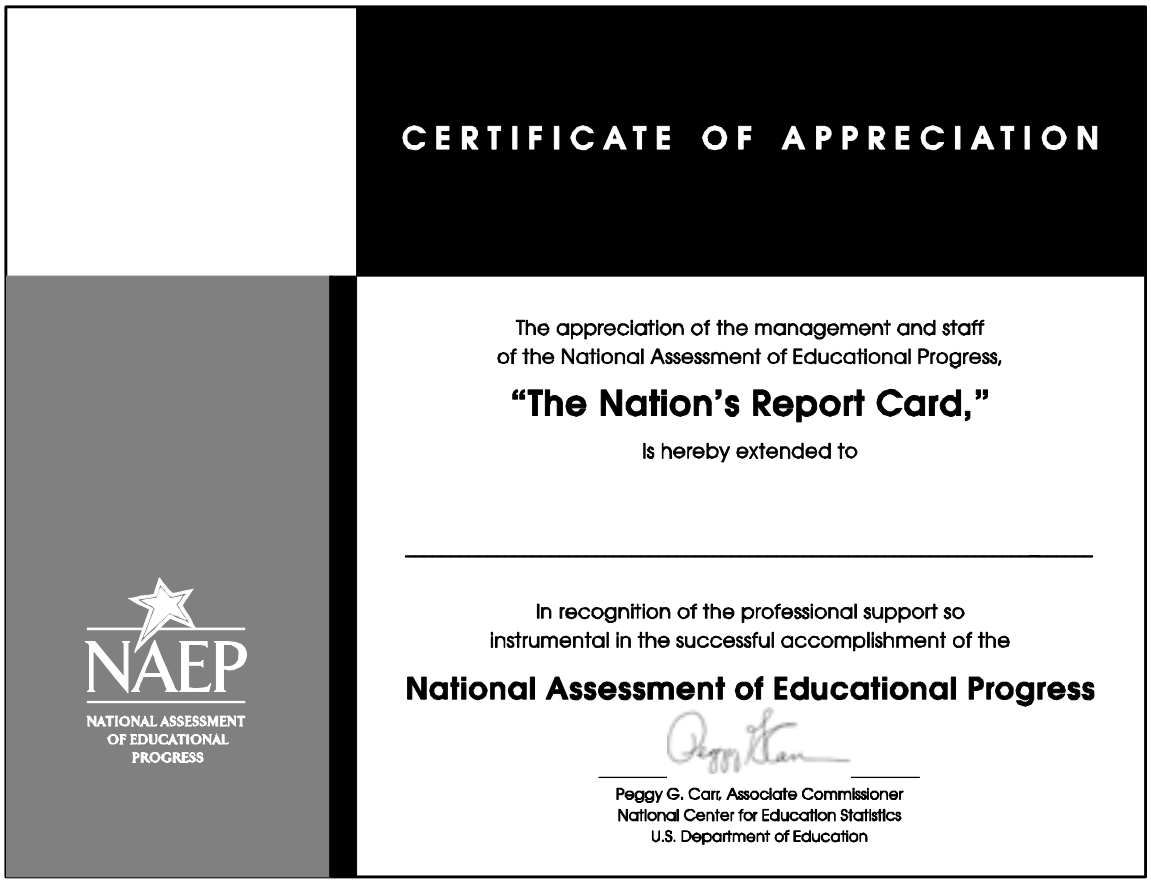
LOCATION: _____

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.

School Certificate of Appreciation

The School Certificate of Appreciation has been created as a way to thank the school for its cooperation and effort in helping to make NAEP a success. It is printed in color on 8½ x 11 paper and is inserted in an attractive folder. It is suitable for framing, and many schools do so and hang it on their walls.

You will present the School Certificate of Appreciation to the school coordinator at the conclusion of the School Coordinator Debriefing Interview on assessment day.


CERTIFICATE OF APPRECIATION

The appreciation of the management and staff
of the National Assessment of Educational Progress,

"The Nation's Report Card,"

is hereby extended to

_____

In recognition of the professional support so
instrumental in the successful accomplishment of the

National Assessment of Educational Progress

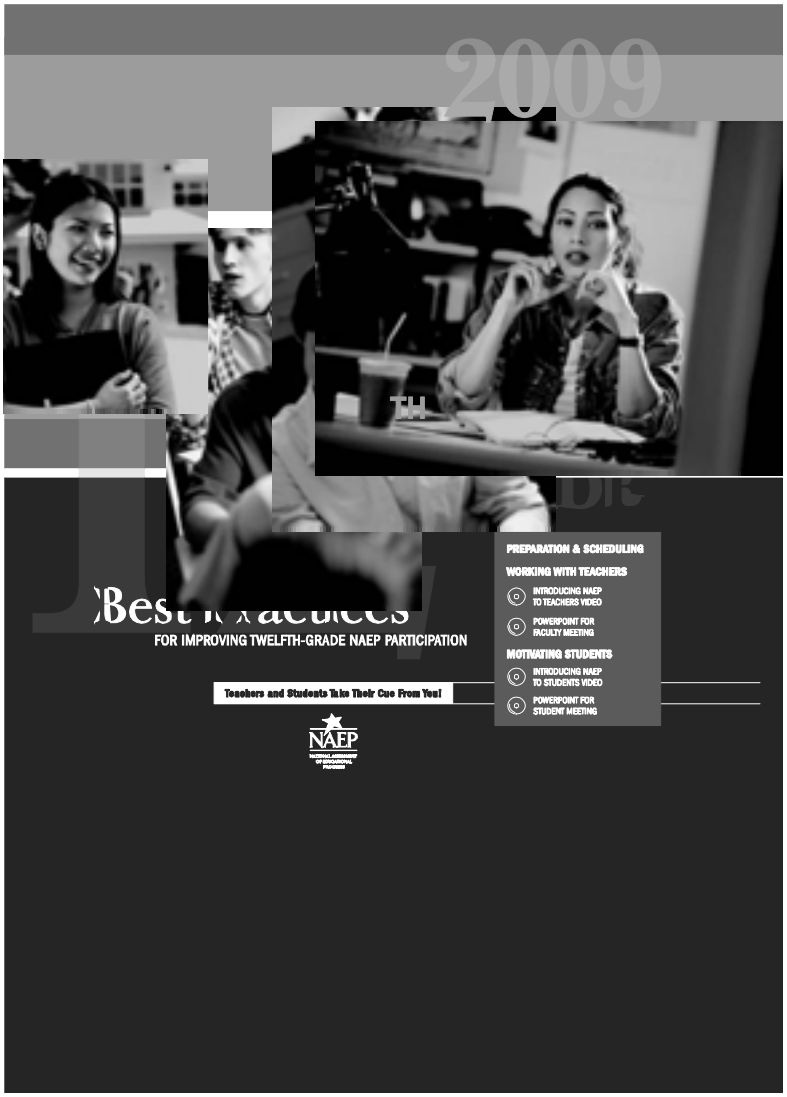
Peggy G. Carr, Associate Commissioner
National Center for Education Statistics
U.S. Department of Education

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP Publications

There are a number of NAEP publications that you will use or provide to the schools as needed during your NAEP assignment. These publications come in many formats, from one-page color brochures to small booklets. A list and short descriptions of the most common NAEP publications you will use are featured below and on pages B.24–B.28. You will be provided with a small quantity of these documents in your bulk supplies.

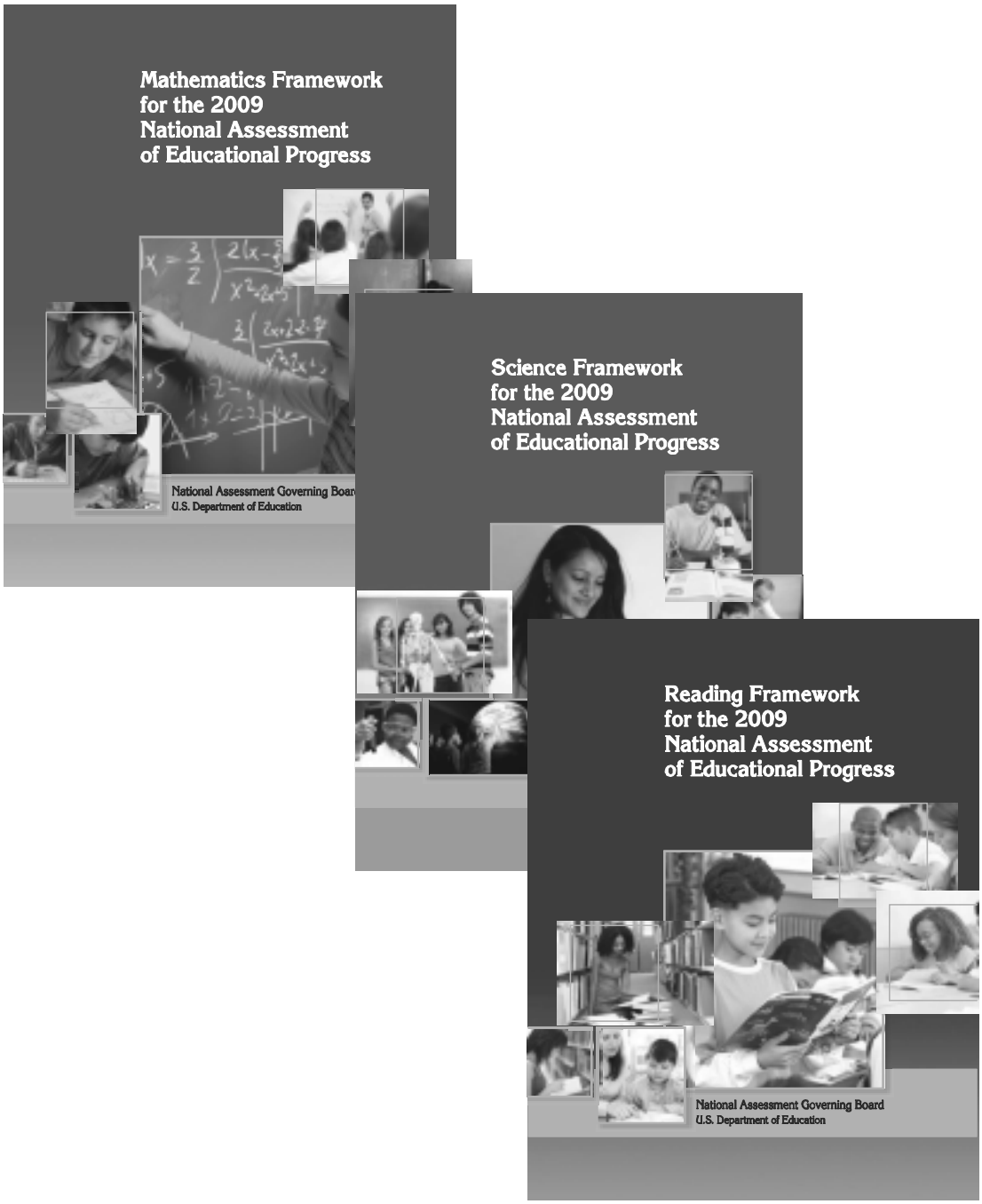
Best Practices for Improving Twelfth-Grade NAEP Participation (Best Practices Guide)
Also known as the grade 12 *Best Practices Guide*, this binder is sent to the grade 12 schools sampled for NAEP by the NAEP State Coordinators. Each grade 12 school will receive one copy of the binder, and you will receive additional copies in your bulk supplies from Westat to take to your grade 12 preassessment visits. The *Best Practices Guide* contains a wealth of information including a CD, PowerPoint slides, articles, and strategies to encourage grade 12 participation in NAEP. This binder will be your guide to discussing ways to motivate students to attend NAEP and do their best during the preassessment visit.



An online version of the *Best Practices Guide* is available on the MySchool website. School staff members accessing the online version do not have to go to a specific step in MySchool, as the link is located within each step.

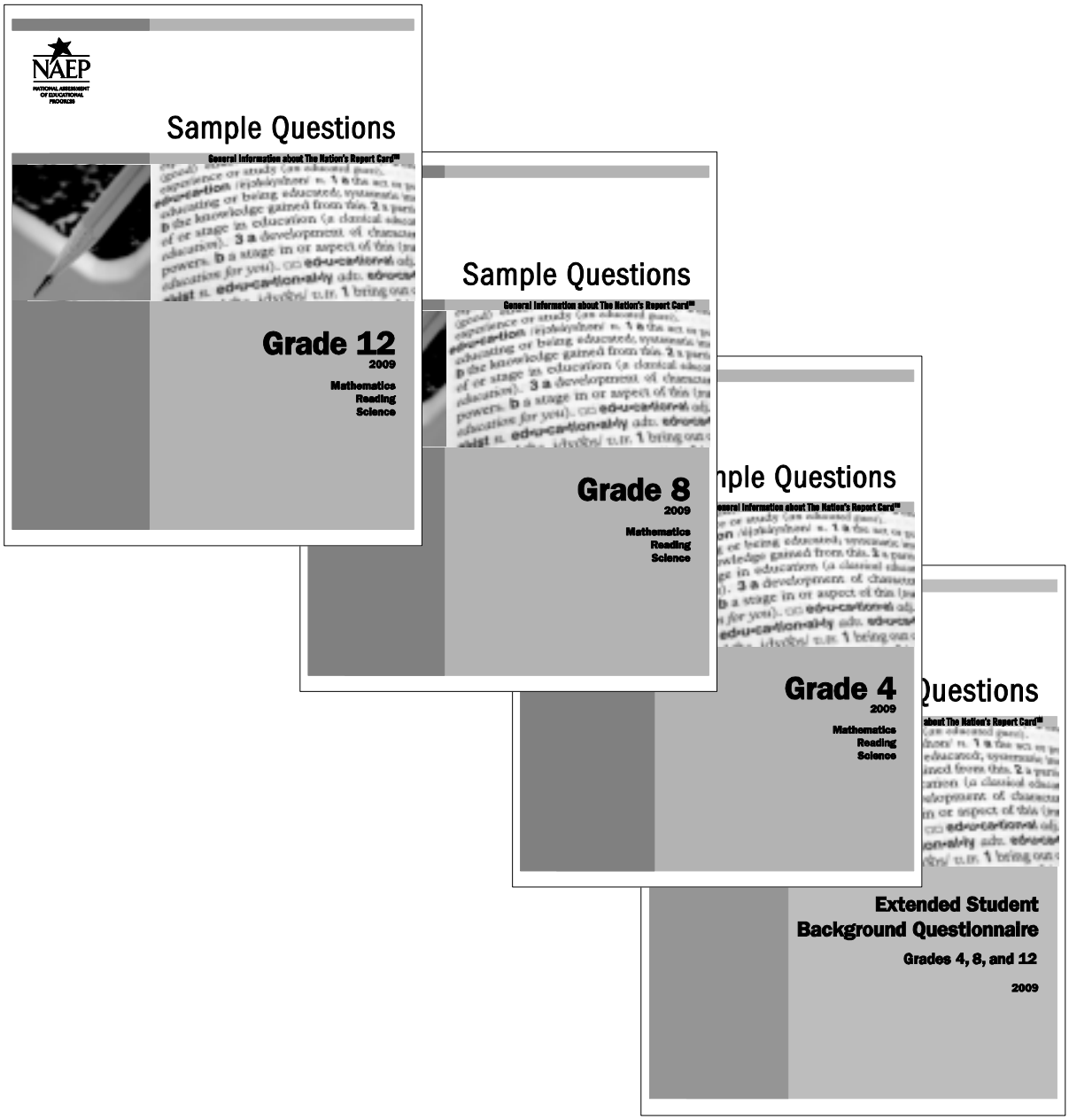
Frameworks

These small booklets describe the test design and content of the assessments. There is one Framework for each NAEP subject. NAEP State Coordinators may choose to send the Frameworks to public schools in the late fall. You will be responsible for giving these to private schools or public schools in states that did not distribute them.



Sample Questions Booklets

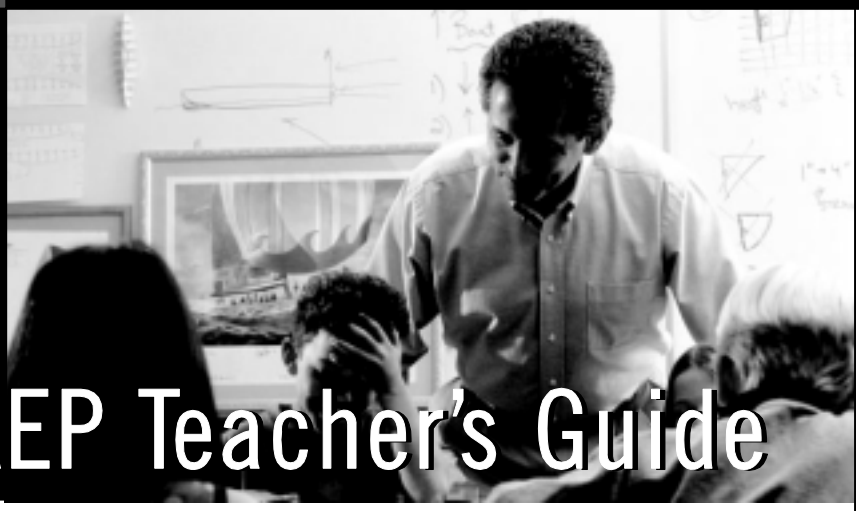
NAEP Sample Questions Booklets (shown below) contain actual student background questions as well as examples of the types of cognitive questions in the assessment booklets. Since the cognitive questions in the assessment booklets need to remain secure and are not released to the public, *Sample Questions Booklets* have been developed for school staff, parents, and other persons interested in the types of questions asked on the NAEP assessment. There is one *Sample Questions Booklet* for each grade and one for the ESBQ.



NAEP Teacher's Guide

This color brochure provides teachers with facts about NAEP, including why their participation is important and information on how to encourage their students to participate and do their best on NAEP. You will include one of these brochures with each Teacher Questionnaire you distribute at the school.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



NAEP Teacher's Guide

A Resource Highlighting the 2009 National Assessment of Educational Progress

Introduction

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card™, is the only ongoing, nationally representative measure of student achievement. Since 1969, NAEP has measured the academic progress of students nationwide in a number of key subjects and has reported the results to the American public.

NAEP plays an important role in American education. The U.S. Department of Education administers NAEP based on the authorization from Congress. Congress uses NAEP data in the development of educational policy. State leaders and state educators use NAEP for information on student achievement in their states and other states. Valid comparisons can be made using NAEP since all students take the same assessment in a given subject and are measured in the same manner, as opposed to state assessments which differ widely from state to state.

As a teacher…

You play a vital role. You can make an important contribution to this effort by encouraging your students to participate and do their best. Each student represents a larger group of students nationwide. Participation by every student selected is essential to ensure that national performance is accurately reflected.

You help improve our understanding of what influences student learning. If your students are selected to participate in the assessment, you will be asked to complete a short survey focusing on your teaching experience and instructional environment. Surveys can be completed online at http://naepq.com or by hand. NAEP will use the information to report on current instructional activities in America's classrooms.

You can use NAEP as a resource in the classroom. After each assessment, some test questions, their answers, and how students performed on each are released to the public. Previously released questions, scoring guides, and samples of student responses are available on the NAEP website (http://nces.ed.gov/nationsreportcard/itmrls). From that site, you can print questions that can be used in the classroom. You can also contact your school's NAEP School Coordinator for the Sample Questions booklet, which provides more detailed information regarding the upcoming assessments in mathematics, reading, science, and other subjects.

***Measure Up* Newsletter**

The *Measure Up* newsletter contains facts about past NAEP assessments and upcoming NAEP activities. There is a version available for grades 4, 8, and 12 for public schools. A supply of *Measure Up*s will be provided in your bulk supply. You will need to bring a few extra with you to the preassessment visit.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Volume 9, Issue 7-8

Measure Up

Fall 2008

Assessment news for eighth-grade teachers

My School Has Been Selected For NAEP—What Is Involved?

Students selected for the assessment will spend about 90 minutes completing the assessment, including answering questions in one subject area and completing the background questions. In a few schools, two hours will be necessary for students to do hands-on science tasks or interactive computer tasks in science. NAEP staff will come to your school and administer the assessment to your students.

The school principal and the teachers of the subjects being assessed will also complete a questionnaire. These questionnaires are designed to gather information about school characteristics and the types of educational experiences that may be related to performance, such as amount of homework, professional development activities, and teacher experience. Additional questionnaires will be completed by the teachers of selected students with disabilities (SD) and English language learners (ELL).

NAEP will administer a brief separate survey to American Indian or Alaska Native (AI/AN) students who are selected for NAEP and their teachers and school administrators. This survey, part of the National Indian Education Study (NIES), focuses on Indian education and the role of Indian culture in education. It is expected that about one-quarter of the schools selected for NAEP will have AI/AN students.

What is NAEP?

NAEP stands for the National Assessment of Educational Progress. You may know it as The Nation's Report Card. It's the only national assessment that shows what eighth-grade students across the country know and can do in subjects such as reading, mathematics, and science. It is different from your state assessment because it represents eighth-grade students across the country.

Why should I let my students participate in NAEP?

NAEP is important. The results of NAEP are released in The Nation's Report Card, and they influence the public's opinion of the quality of education that is provided to eighth-graders in the nation and your state. Encouraging your students to participate and do their best gives them the opportunity to show how well America's students perform.

What do I have to do?

Your students will need to be out of class for a little more than 90 minutes to participate in NAEP. Teachers do not have to do anything to prepare for or administer the assessment. You just need to release students from class and encourage them to do their best.

Facts About NAEP 2009

- From January 26 to March 6, 2009, over 520,000 eighth-graders will take the NAEP assessment in reading, mathematics, or science.
- Over 7,500 middle schools have been selected to participate in NAEP 2009.
- Over 6,000 NAEP staff will administer NAEP 2009 to students in grades 4, 8, and 12.

http://nces.ed.gov/nationsreportcard

Locating Private School Results on the Web

The private school brochure titled *Locating Private School Results on the Web* contains information about how to access private school data online. Distribute one brochure per private school in your assignment during the preassessment visit.

PRIVATE SCHOOL RESULTS ON THE WEB

NAEP 2009

The National Assessment of Educational Progress (NAEP) assesses a representative sample of private schools at grades 4, 8, and 12. Several different breakdowns of results are available depending on the year, jurisdiction, and level of participation. Results for private schools are reported by Catholic Schools and Other Private Schools.

To access results for private schools follow the steps outlined in this brochure.

Step 1.

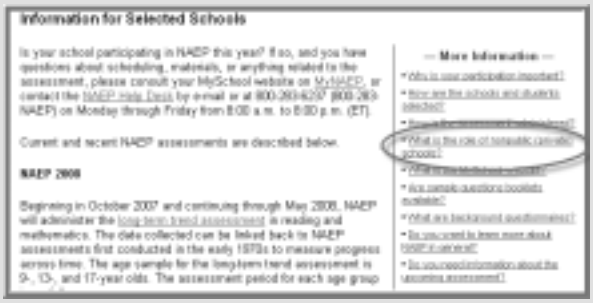
Log on to http://nces.ed.gov/nationsreportcard/

Step 2.

Begin by clicking on the link "selected schools."

Step 3.

Select "What is the Role of Nonpublic (private) schools?



NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

APPENDIX C

ASSESSMENT MATERIALS

C

Appendix C. Assessment Materials

On assessment day, bring all the materials from the preassessment visit as well as all the materials specific for the assessment, as described in this appendix.

Assessment Information Form

Effective communication between you and your assessment administrators (AAs) is crucial to NAEP's success. The Assessment Information Form (page C.2) is a two-page document developed for you to communicate specific information to the AAs about their assignment and about the accommodation sessions that will be conducted at the school. You can either mail your prepared Assessment Information Forms to your AAs or give the forms to them in person 1–2 weeks before each assessment.

Assessment Information Form

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	
				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					
				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					
				BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
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AC: _____ PHONE #: _____ REGION/AREA: _____

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____

SCHOOL: _____ SCHOOL ID #: _____

ADDRESS: _____

SCHOOL COORD: _____ PHONE #: _____

PRINCIPAL: _____ ❑ ESBQ ❑ NIES

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATION	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION *(Admin Sched line if accommodations required)*
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL:

PARKING:

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM:

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

IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS:

Bundle Slip

Assessment booklets will be packaged in bundles. The number of booklets in a bundle depends on the grade and the session type. An example of the Bundle Slip and the bundle sizes are shown below.

Bundle Sizes
A numbered Bundle Slip will be shrink-wrapped with each bundle of booklets. The **Bundle #** on the slip should match the number printed in the **Bundle #'s** box in the upper-right section of the Administration Schedule.

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

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

BUNDLE #: 1005

INVENTORY #: NA00012345

TI-108 CALCULATOR "C"	401
RULER/PROTRACTOR "P"	101 CP
SET "G"	201
SET "V"	501
	102 PC
	202
	001
	103 CV
	203
	402
	104 VG
	204
	502
	105 G
	205
	002

000000005 - 6

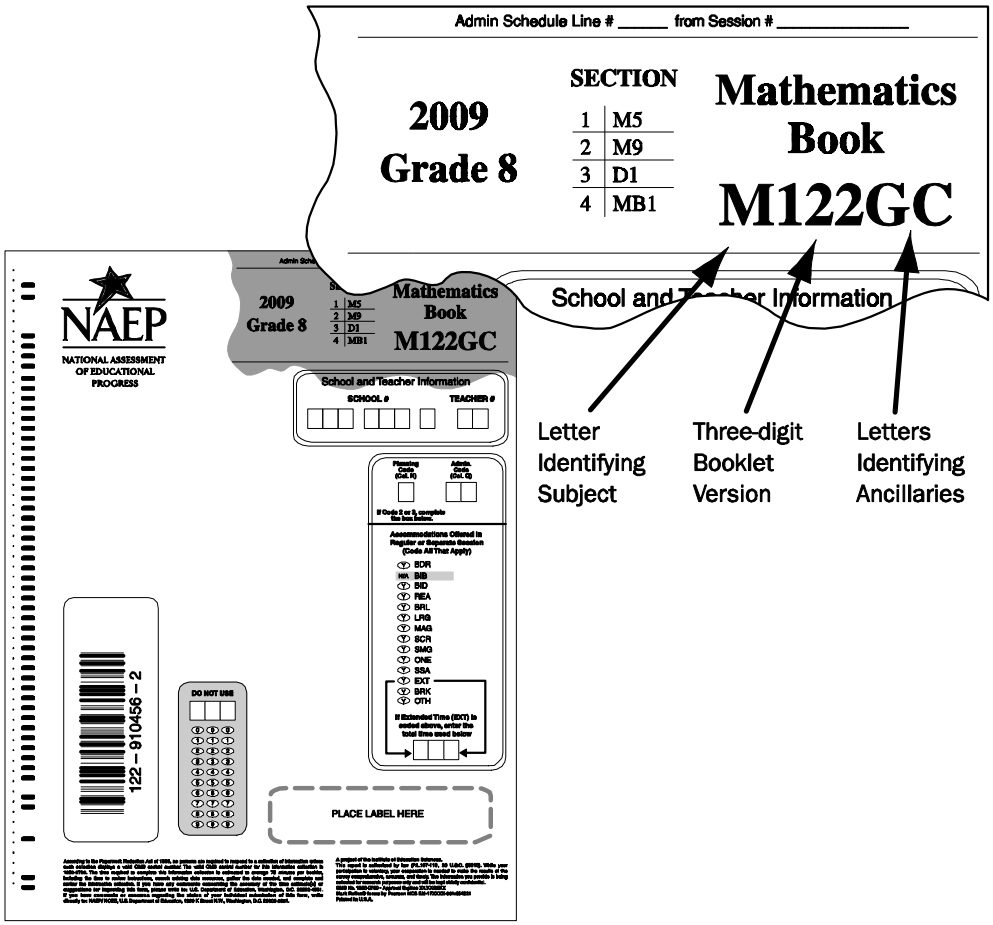
Assessment Booklets and Ancillary Materials

The assessment booklets (shown below) are used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the NAEP School ID Number. Some booklets will also have space to write a teacher number. Each booklet cover also 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 additional materials, often called “ancillary materials,” the booklet requires.

NOTE: Only certain assessment booklets require the use of ancillary materials. The materials will vary depending on the subject and the grade being assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter.

You should be able to recognize the booklet codes to ensure you are distributing the correct booklets and materials for each session.



Session Scripts and Question-by-Question Specifications

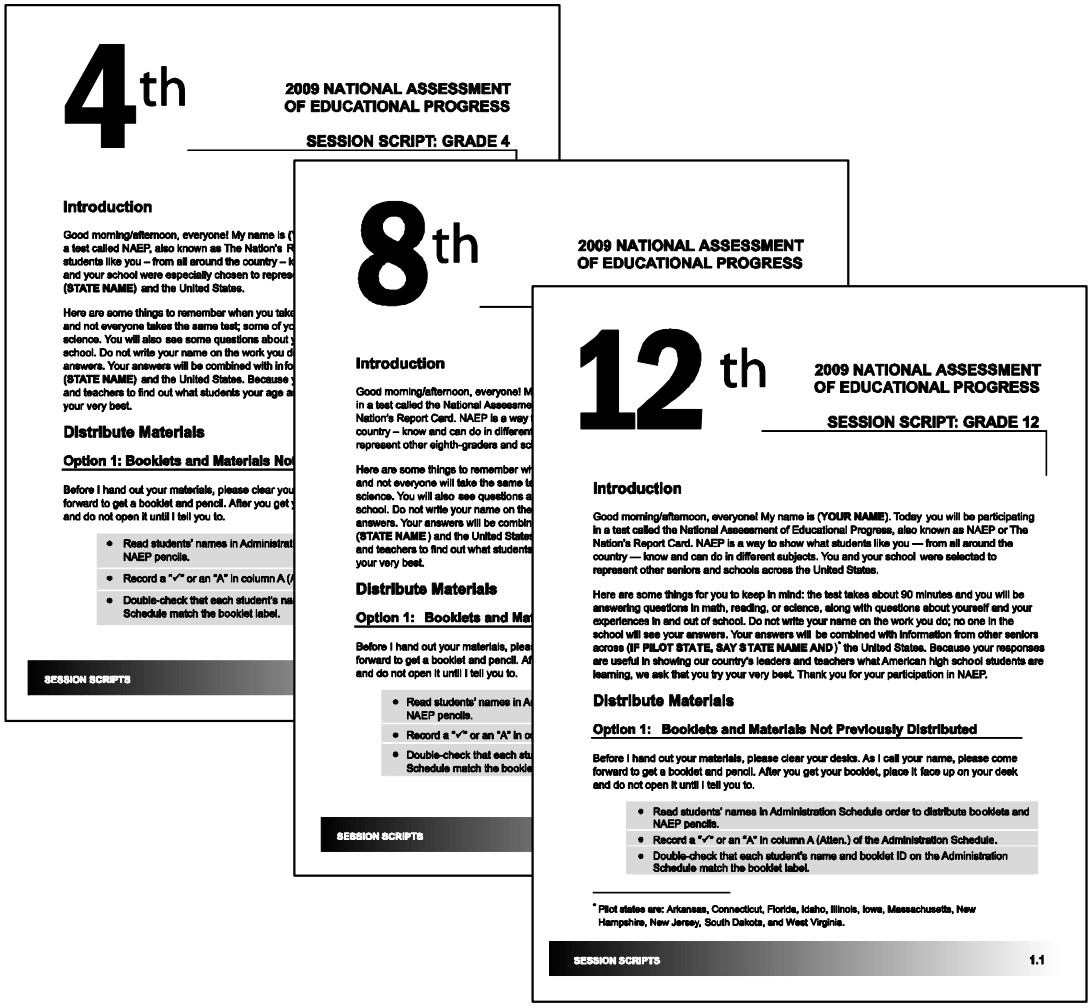
1. Session Scripts

Regular Session Scripts

Session scripts (shown below) are used to administer the assessment. There are five different versions of the session scripts:

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

There are differences between scripts in wording, procedures, and required materials. The session scripts for the regular and accommodation sessions are provided in the back of the *AA Manual*.



4th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4

Introduction

Distribute Materials

Option 1: Booklets and Materials Not

SESSION SCRIPTS

8th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Introduction

Distribute Materials

Option 1: Booklets and Mar

SESSION SCRIPTS

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.

SESSION SCRIPTS 1.1

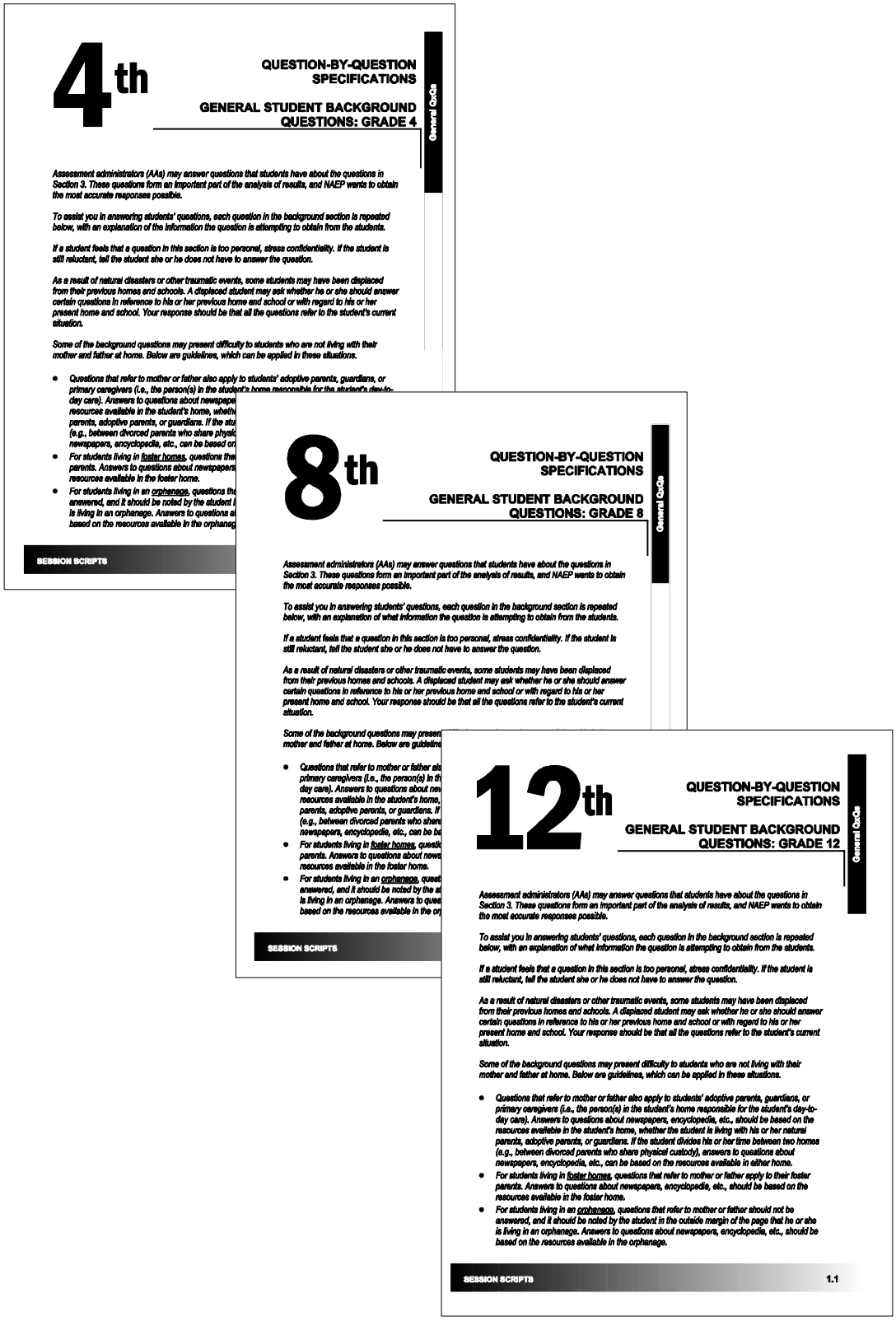
2. Question-by-Question Specifications

Question-by-Question Specifications (page C.7), also referred to as "QxQs," are brief explanations of the intent of each question in the student background questionnaire sections of the assessment booklet and instructions on how AAs (and any other session administrators) are required to answer certain questions from students about each questionnaire item.

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

Subject-Area Background QxQs
QxQs for the subject-area background sections of the assessment are also provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the reading, mathematics, or science subject-area background sections.

Examples of General Background QxQs



4th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 4

General QxQs

Assessment administrators (AAs) 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-*
- *For students living in foster homes, questions the*
- *For students living in an orphanage, questions the*

SESSION SCRIPTS

8th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 8

General QxQs

Assessment administrators (AAs) 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

- *Questions that refer to mother or father als*
- *For students living in foster homes, questi*
- *For students living in an orphanage, quest*

SESSION SCRIPTS

12th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 12

General QxQs

Assessment administrators (AAs) 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.

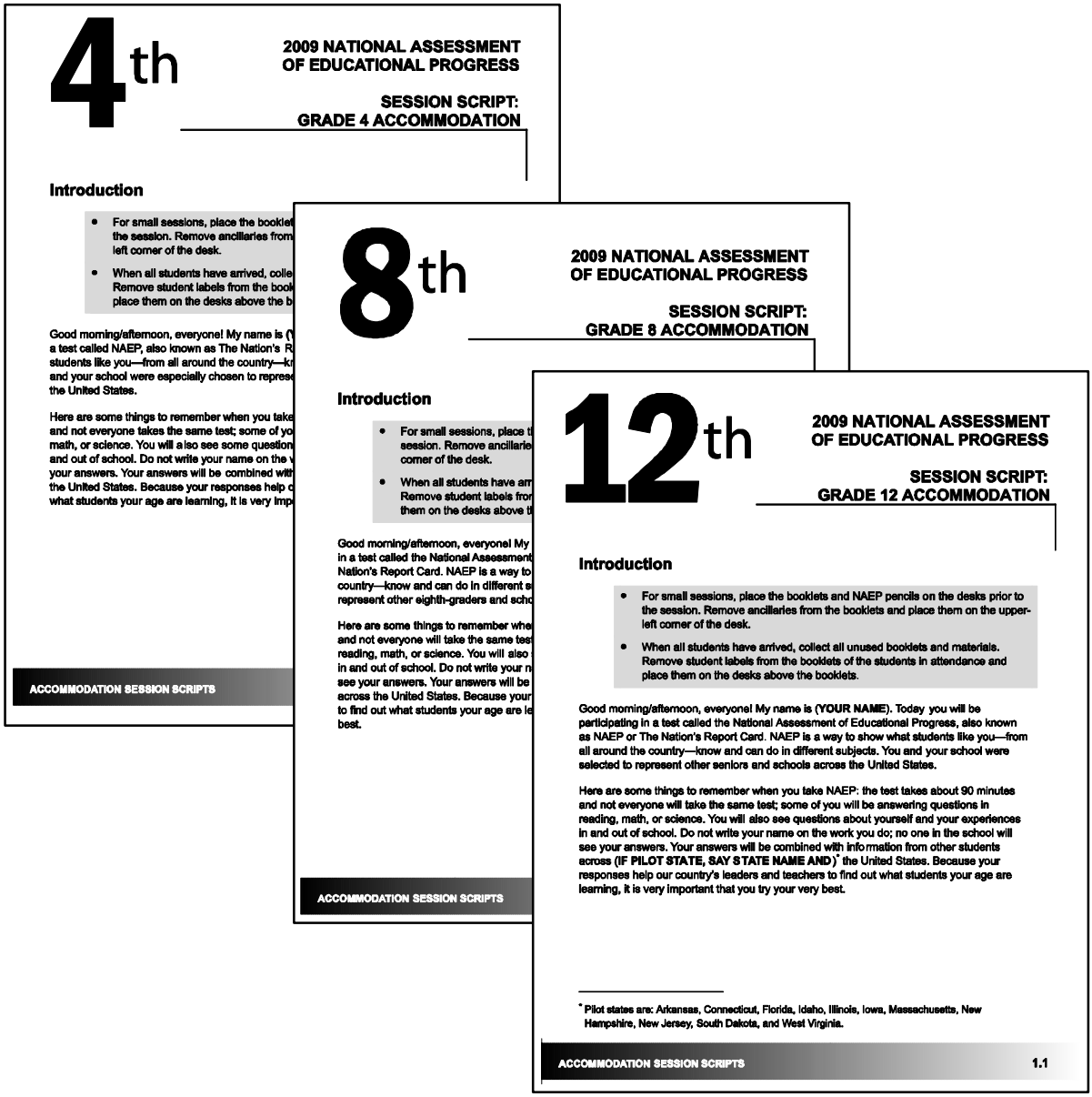
- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources 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.*

SESSION SCRIPTS 1.1

Accommodation Session Scripts

Accommodation session scripts (shown below) 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. Each accommodation script is listed below:

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



4th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4 ACCOMMODATION

Introduction

ACCOMMODATION SESSION SCRIPTS

8th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 8 ACCOMMODATION

Introduction

ACCOMMODATION SESSION SCRIPTS

12th

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 12 ACCOMMODATION

Introduction

- For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries 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 student labels from the booklets of the students in attendance and place them on the desks above the booklets.

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.

ACCOMMODATION SESSION SCRIPTS 1.1

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 (shown below), printed on two-part paper, which provides instructions to school staff observers on 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. You will provide this letter to school staff observers and collect the signed letter just prior to the assessment. Give the top copy to the teacher, and place the bottom copy in the School Folder.

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.

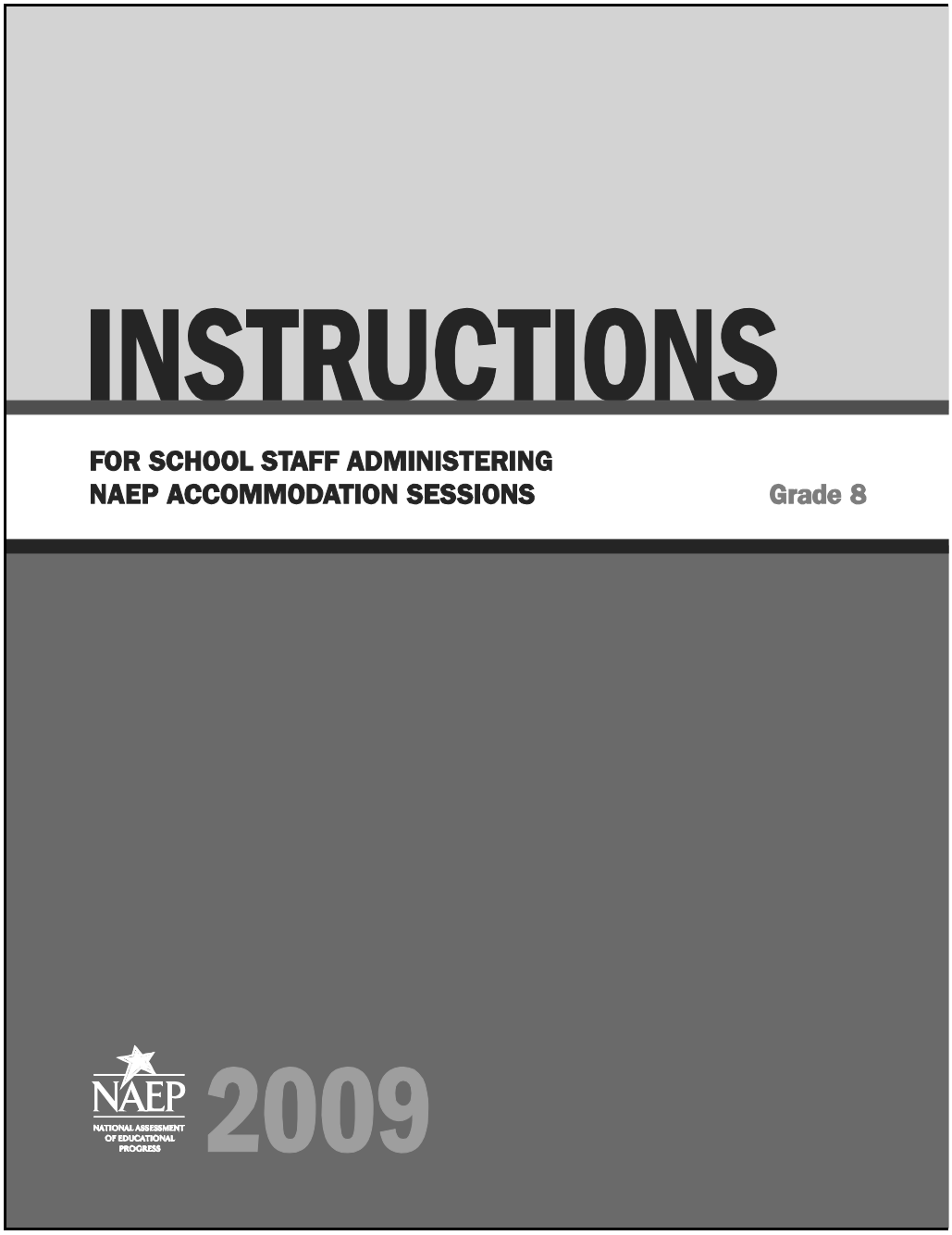
(Signature) _____
(Job Title) _____
(Date) _____

(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

Instructions for School Staff Administering Accommodations

To accommodate the teachers administering separate accommodation sessions, a copy of the session scripts have been made available for assessment coordinators (ACs) to distribute to the school coordinator. During the preassessment visit, if it is determined that a school staff member will administer the session, provide a copy of the session script to the school coordinator. You will be sent a supply in your bulk supplies. Have extra copies on hand in case there is more than one staff member administering a session.



Accommodation Teacher Letter

NAEP has developed an Accommodation Teacher Letter (shown below) 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 these staff members have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. The letter is printed on two-part paper. On assessment day, you will provide this letter to school staff administering or assisting in an accommodation session. After the teacher has signed the letter, you will give the white copy to the teacher and keep the yellow copy to be placed in the School Folder.

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

Session Debriefing Form

The Session Debriefing Form (shown below) has been developed to gather information about the assessments. By accurately completing this two-page form, AAs will provide NAEP with documentation that the session was completed and a record of any problems that may have been encountered regarding the session. If problems arose during the session, AAs 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. If a student needs extended time in a session, the AA should also note the start and end times of the session on the Session Debriefing Form.

There are two Session Debriefing Forms: one for the regular sessions and one for the accommodation sessions.

You will hand out the Session Debriefing Form as part of the session materials when AAs arrive at the school on assessment day. AAs should keep the form handy throughout the assessment to write down student questions.

Overall, how well did this session go?

- ☐ Very well
- ☐ Satisfactory
- ☐ Unsatisfactory

If "Unsatisfactory," record comment:

_____

Record any UNUSUAL circumstances in this session not previ

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

Subject	Booklet ID #	Student Question

RETURN THIS COMPLETED FORM

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	☐ Positive ☐ Mixed/Indifferent ☐ Negative ☐ Can't say	
School Staff	☐ Positive ☐ Mixed/Indifferent ☐ Negative ☐ Can't say	
Other Observers	☐ Positive ☐ Mixed/Indifferent ☐ Negative ☐ Can't say	

The Bulk Security Checklist

The Bulk Security Checklist (shown below) is used to keep track of the booklets included in your bulk supplies. You are required to fill out this checklist and send it to your supervisor at the conclusion of the assessment period in the School Folder.

NAEP 2009
Bulk Security Checklist

Supervisor: Mr. Smith Seq. # 001

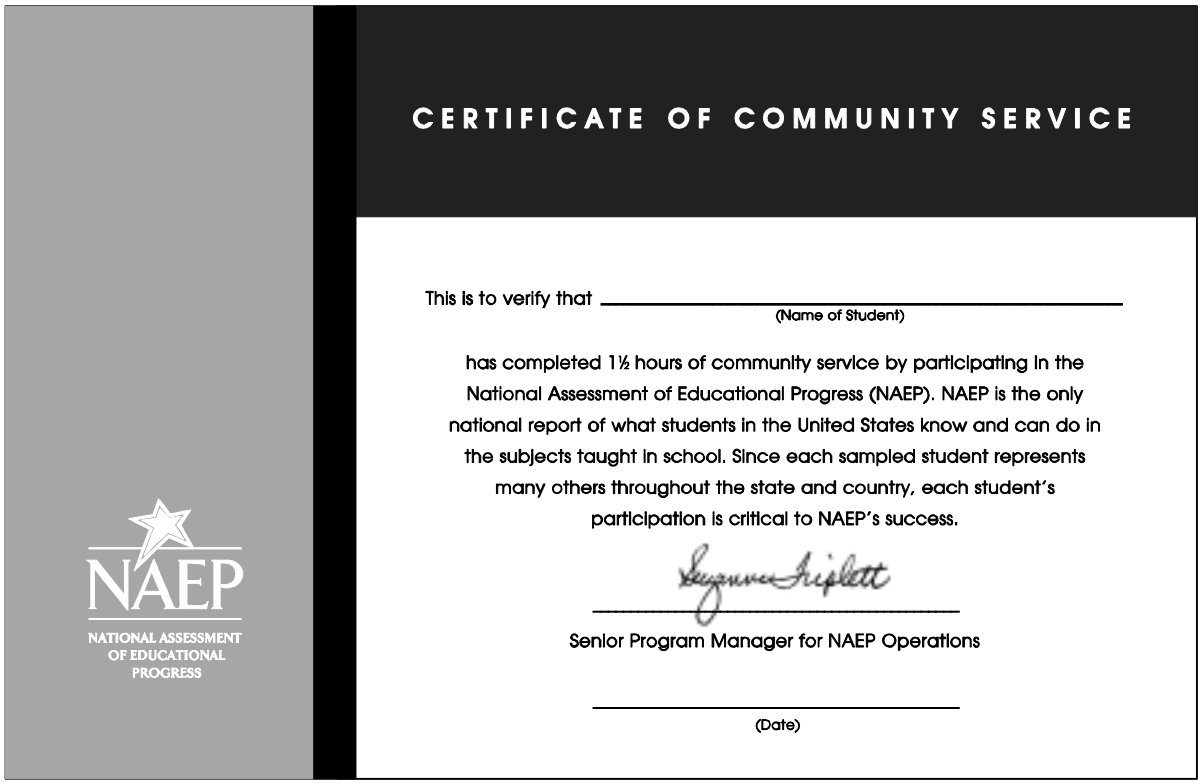
Region #: IA01

Bundle # / Book ID's	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
90001					
2310000091					
0010000000					
1900000001					
2040000060					
0900450680					
1157534689					
0091123794					
2171234567					
1360005594					
0340023364					
2340078532					
1310000666					
0160011189					
2043333365					
0204444835					
1360452189					
2333333789					
80001					
2320000091					
0020000000					
1910000001					
2050000060					
0910450680					
1167534689					
0101123794					
2181234567					
1350005594					
0360023364					
2320078532					
1300000666					
0170011189					
2053333365					
0214444835					
1370452189					
2343333789					

Instructions: This form is for your use only. Do not return to Pearson.
The "Received" column is to record the date you received the books from Pearson
The "Date Issued" column is to record the date you used book.
The "School/Session" column is to record school number and session number.
The "Date/Time Returned" column is to record date returned to Pearson.
The "Tracking Number" column is to record the tracking number used to return the book(s).

Certificate of Community Service

For grade 12 schools (and some grade 8 private schools), a Certificate of Community Service (shown below) is offered to students after the session. The certificate is good for 1½ hours toward community service, which students sometime need to fulfill. The AC should provide these to students at the conclusion of the assessment.



NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

CERTIFICATE OF COMMUNITY SERVICE

This is to verify that _____
(Name of Student)

has completed 1½ hours of community service by participating in the National Assessment of Educational Progress (NAEP). NAEP is the only national report of what students in the United States know and can do in the subjects taught in school. Since each sampled student represents many others throughout the state and country, each student's participation is critical to NAEP's success.

_____
Senior Program Manager for NAEP Operations

_____
(Date)

APPENDIX D

NIES MATERIALS

D

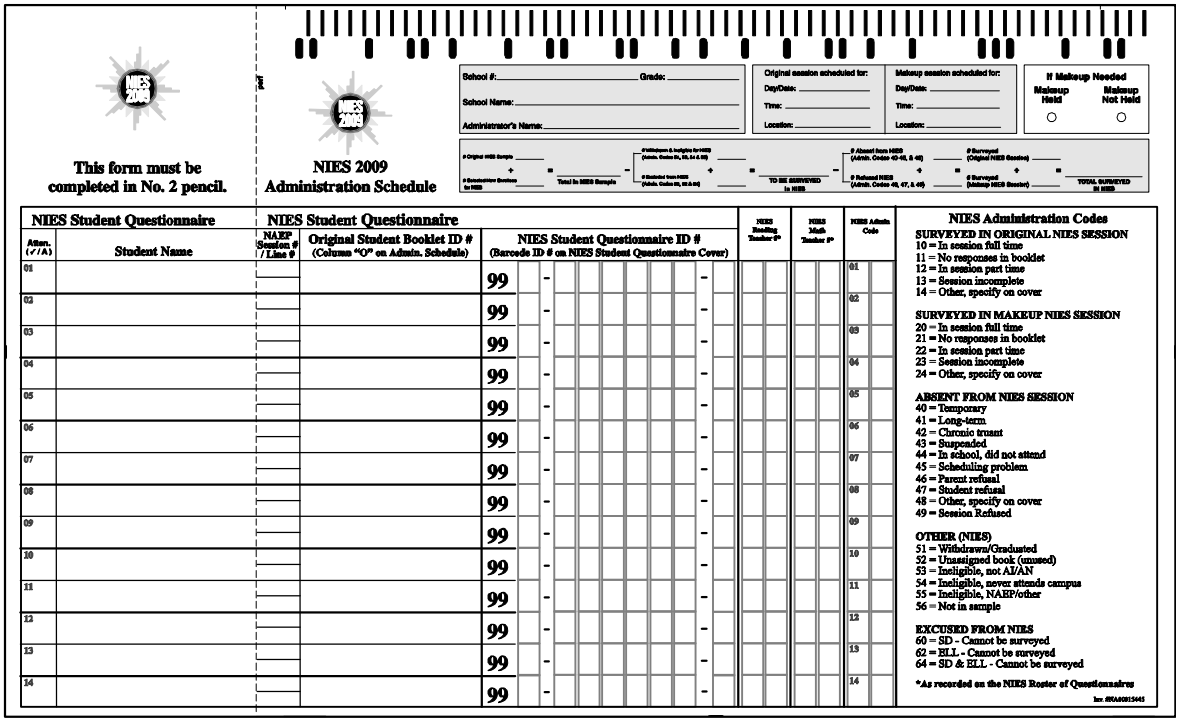
Appendix D. NIES Materials

NIES Administration Schedule

The NIES Administration Schedule is used only for schools that are participating in the National Indian Education Study (NIES).

The purpose of the NIES Administration Schedule is similar to that of the Administration Schedule. You will use it as an organizational tool to manage the NIES activities in the school. It will help you track all the American Indian/Alaska Native (AI/AN) students selected for NAEP who were given the opportunity to complete the NIES Survey.

For ease of use, the NIES Administration Schedule is designed to look similar to the Administration Schedule. It will be preprinted with the school and student information. Your supervisor will send the NIES Administration Schedule to you in the School Folder.



This form must be completed in No. 2 pencil.

NIES 2009 Administration Schedule

School #: _____ Grade: _____
School Name: _____
Administrator's Name: _____

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

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Original NIES Sample _____ + # Substitution Students in NIES _____ = _____ Total in NIES Sample

– # Withdrawn & Ineligible for NIES (Admin. Codes 51, 55, 56 & 58) _____ – # Booklet from NAEP (Admin. Codes 52, 53 & 54) _____ = _____ TO BE SURVEYED in NIES

– # Absent from NIES (Admin. Codes 40-49, & 60) _____ + # Refused NIES (Admin. Codes 48, 47, & 49) _____ = _____ # Surveyed (Original NIES Session) _____ + # Surveyed (Makeup NIES Session) _____ = _____ TOTAL SURVEYED in NIES

NIES Student Questionnaire		NIES Student Questionnaire					
Atten. (✓/A)	Student Name	NAEP Session # / Line #	Original Student Booklet ID # (Column "O" on Admin. Schedule)	NIES Student Questionnaire ID # (Barcode ID # on NIES Student Questionnaire Cover)	NIES Reading Teacher #*	NIES Math Teacher #*	NIES Admin Code
01				99 - -			01
02				99 - -			02
03				99 - -			03
04				99 - -			04
05				99 - -			05
06				99 - -			06
07				99 - -			07
08				99 - -			08
09				99 - -			09
10				99 - -			10
11				99 - -			11
12				99 - -			12
13				99 - -			13
14				99 - -			14

NIES Administration Codes

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

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

ABSENT FROM NIES SESSION
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended
44 = In school, did not attend
45 = Scheduling problem
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover
49 = Session Refused

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

EXCUSED FROM NIES
60 = SD - Cannot be surveyed
62 = ELL - Cannot be surveyed
64 = SD & ELL - Cannot be surveyed

*As recorded on the NIES Roster of Questionnaires

Rev. 09NA00015045

At the top of the NIES Administration Schedule, there is space for:

- the school ID number,
- the school name,
- the survey session, and
- the administrator name.

In the top-right corner, you will record the date, time, and location of the survey session, and if necessary, that of the makeup survey session.

In the Summary Box under the school and session information, you will calculate and record survey summary totals, similar to the way in which you and your assessment administrators (AAs) will record summary totals for NAEP on the Administration Schedule.

Below is the summary information for columns on the NIES Administration Schedule:

- student attendance,
- student name,
- the NAEP Session and Line Number from the Administration Schedule,
- the NAEP booklet ID number (from column **O** of the Administration Schedule),
- the NIES Student Questionnaire ID Number,
- the Math NAEP Teacher Number,
- the Reading NAEP Teacher Number,
- the NIES Administration Code, and
- the list of NIES Administration Codes.

NIES Student Information Report

The NIES Student Information Report (shown below) is a document your supervisor will print from the Student Data System (SDS). The NIES Student Information Report will include students sampled with a Race Code of **5.** The school coordinator will review it for missing and/or inaccurate data for students selected for the NIES. The school coordinator will also use the NIES Student Information Report to record the reading and mathematics teacher names of the students selected for the NIES.

NIES Student Information Report

School Name:_____ **NAEP ID#:**_____

All students sampled for NAEP who are classified as American Indian or Alaska Native (AI/AN) are eligible to be surveyed for the National Indian Education Survey (NIES), which is a component of NAEP. Please see the enclosed NIES Brochure and *NIES Sample Questions Booklet* for more information.

School Coordinator Instructions:
Review the list of students sampled for NAEP who are classified as AI/AN (NAEP race code = 5 in column C below).

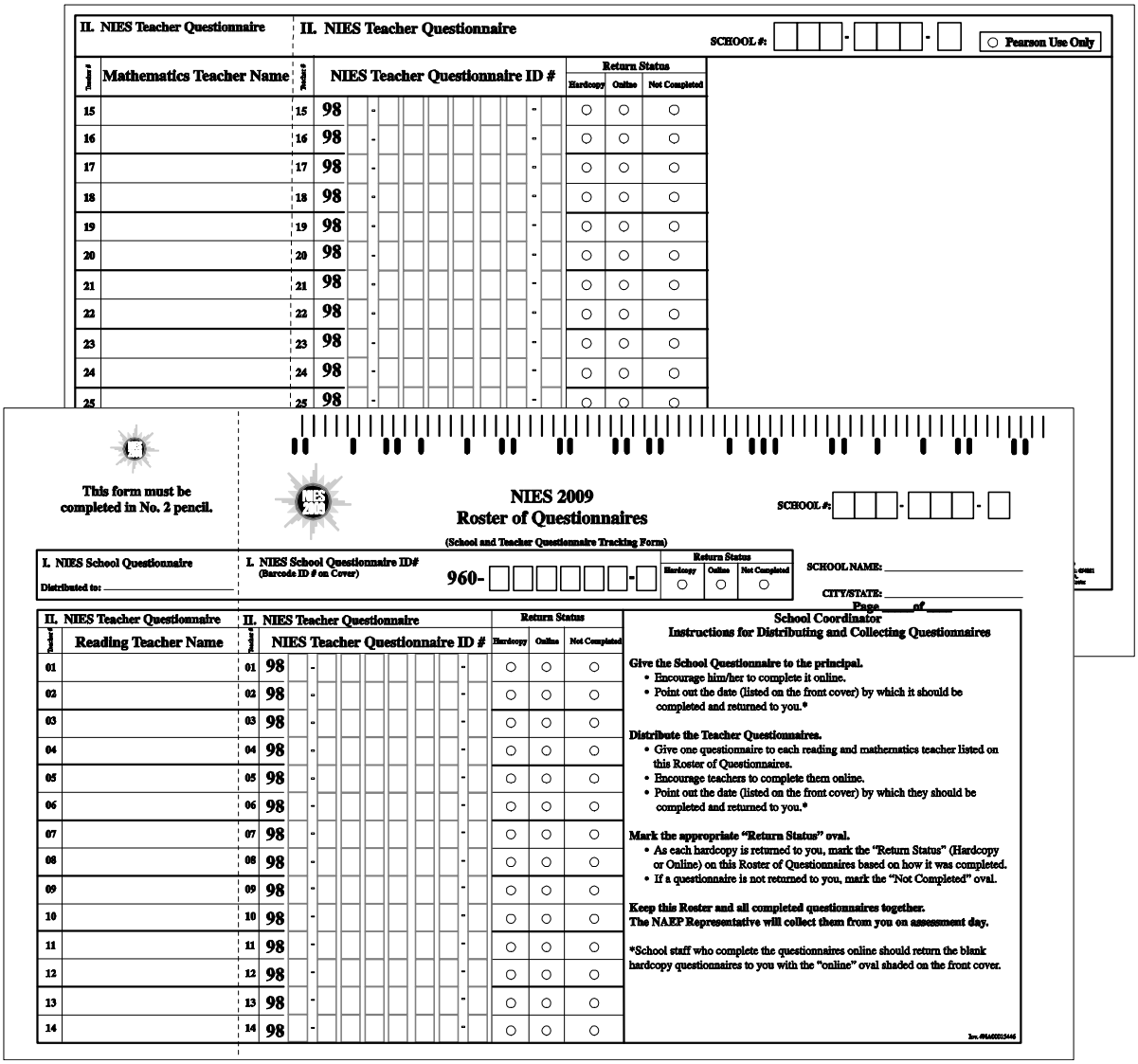
- **If the race code is correct**, record "Yes" in column D. Also, record the student's
  - reading teacher name in column E, and
  - mathematics teacher name in column F.
- **If the race code is incorrect**, record "No" in column D and update the race on the NAEP Student Information Report for this student.
  - Leave columns E and F blank.
- Place the completed NIES Student Information Report in the **NIES Envelope** to give to the NAEP representative at the preassessment visit.

Session #_____

	A	B	C	D	E	F
NAEP Line #	**NIES Line #**	**Student Name**	**NAEP Race Code**	**Is this student's race code correct in column C?**	**Reading Teacher**	**Mathematics Teacher**
	01					
	02					
	03					
	04					
	05					
	06					
	07					
	08					
	09					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					
	24					
	25					
	26					
	27					
	28					
	29					
	30					
	31					
	32					

NIES Roster of Questionnaires

The NIES Roster of Questionnaires (shown below) is used to track the status of the NIES School and Teacher Questionnaires. The front of the roster is where the school coordinator will record the name of the principal completing the NIES School Questionnaire and the names of the reading teachers. The back of the roster is where the school coordinator records the names of the mathematics teachers and their questionnaire ID #'s.



II. NIES Teacher Questionnaire

SCHOOL #: ___ - ___ - ___ ○ Pearson Use Only

Teacher #	Mathematics Teacher Name	Teacher #	NIES Teacher Questionnaire ID #	Return Status: Hardcopy	Online	Not Completed
15		15	98 - -	○	○	○
16		16	98 - -	○	○	○
17		17	98 - -	○	○	○
18		18	98 - -	○	○	○
19		19	98 - -	○	○	○
20		20	98 - -	○	○	○
21		21	98 - -	○	○	○
22		22	98 - -	○	○	○
23		23	98 - -	○	○	○
24		24	98 - -	○	○	○
25		25	98 - -	○	○	○

This form must be completed in No. 2 pencil.

NIES 2009
Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: ___ - ___ - ___

I. NIES School Questionnaire
Distributed to: _____

I. NIES School Questionnaire ID#
(Barcode ID # on Cover)
960- ___ - ___

Return Status: Hardcopy	Online	Not Completed
○	○	○

SCHOOL NAME: _____
CITY/STATE: _____
Page ___ of ___

II. NIES Teacher Questionnaire

Teacher #	Reading Teacher Name	Teacher #	NIES Teacher Questionnaire ID #	Return Status: Hardcopy	Online	Not Completed
01		01	98 - -	○	○	○
02		02	98 - -	○	○	○
03		03	98 - -	○	○	○
04		04	98 - -	○	○	○
05		05	98 - -	○	○	○
06		06	98 - -	○	○	○
07		07	98 - -	○	○	○
08		08	98 - -	○	○	○
09		09	98 - -	○	○	○
10		10	98 - -	○	○	○
11		11	98 - -	○	○	○
12		12	98 - -	○	○	○
13		13	98 - -	○	○	○
14		14	98 - -	○	○	○

School Coordinator
Instructions for Distributing and Collecting Questionnaires

Give the School Questionnaire to the principal.
- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.*

Distribute the Teacher Questionnaires.
- Give one questionnaire to each reading and mathematics teacher listed on this Roster of Questionnaires.
- Encourage teachers to complete them online.
- Point out the date (listed on the front cover) by which they should be completed and returned to you.*

Mark the appropriate "Return Status" oval.
- As each hardcopy is returned to you, mark the "Return Status" (Hardcopy or Online) on this Roster of Questionnaires based on how it was completed.
- If a questionnaire is not returned to you, mark the "Not Completed" oval.

Keep this Roster and all completed questionnaires together.
The NAEP Representative will collect them from you on assessment day.

*School staff who complete the questionnaires online should return the blank hardcopy questionnaires to you with the "online" oval shaded on the front cover.

Listing of Sampled Students for NIES

The Listing of Sampled Students for NIES (shown below) is printed out by the supervisor and placed in the School Folder. There should be one copy per session. The list contains the Session Number, student name, and homeroom of the students. This form should be updated for ineligible and excluded students, copied, and given to the school coordinator before you leave the preassessment visit. The school coordinator may distribute his/her copy to teachers of the students selected for the NIES. This form should also be distributed to AAs on the morning of the session, as it takes the place of needing multiple copies of the NIES Administration Schedule. At the conclusion of the session, collect and account for each copy of the Listing of Sampled Students for NIES and leave it in the NAEP Storage Envelope.

NAEP 2009 NIES Student List **1/15/2009**

Dixon Middle School (9911220)

Student Name	Homeroom
Kimberly Qualls	232
Daniel Rogers	232
Tina Sanders	178
Edwin Scott	178

NIES Appointment Card

The NIES Appointment Card is distributed by the AAs after the regular session to inform selected students that they are invited to participate in the NIES. As the AAs collect the student ID labels, they will place the appointment cards on the upper-right corner of the students' desks.

NATIONAL INDIAN EDUCATION STUDY

NIES 2009

Thank you for taking NAEP! You are now invited to help with a special study. This study will help people who make decisions about education learn more about students like you who are of American Indian or Alaska Native heritage.

For this study, you will be asked to answer questions about your life as an American Indian or an Alaska Native.

It will only take 15 to 20 minutes to answer these questions, and they're all about you!

Turn this card over to find out when and where you will answer these questions.

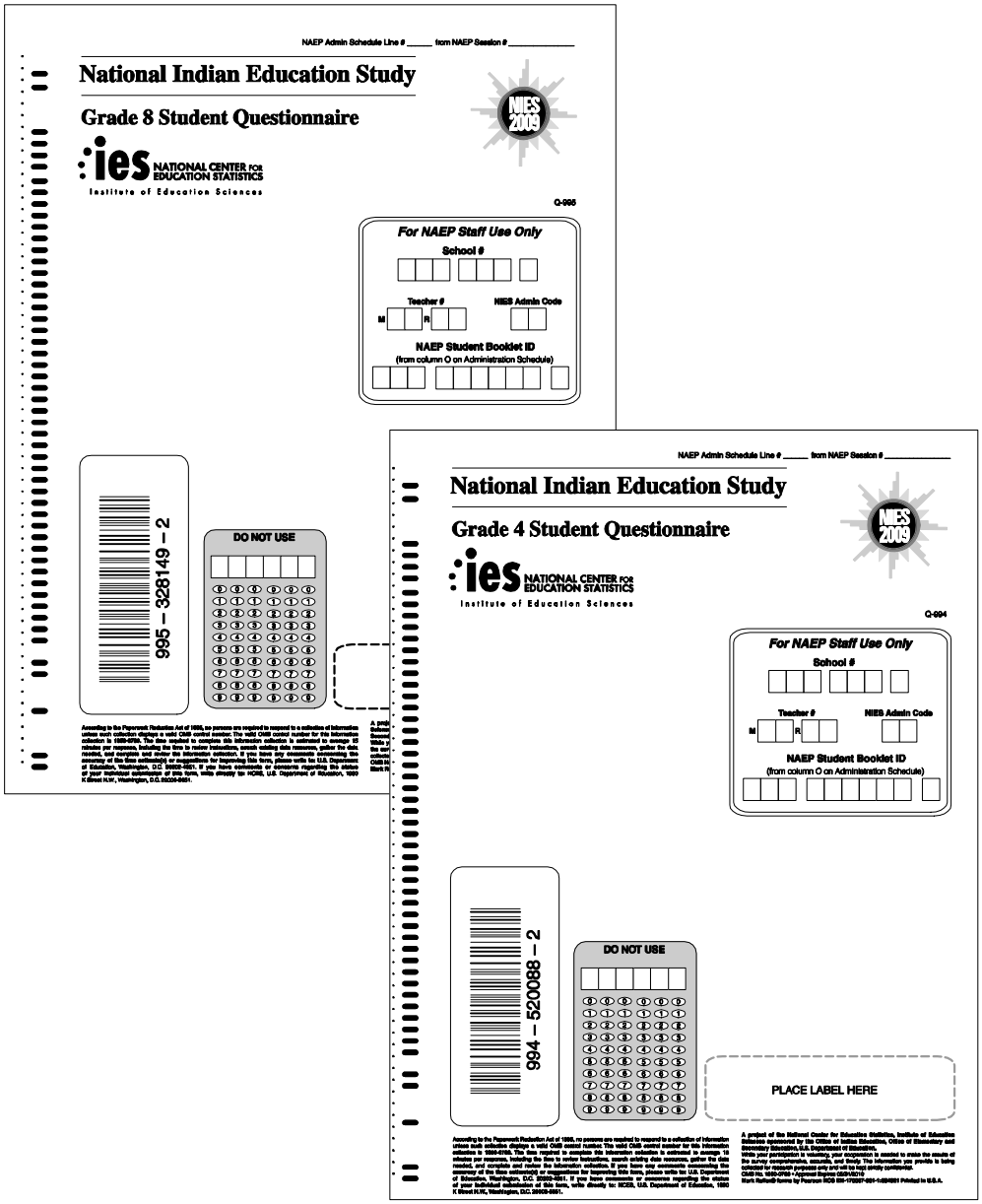
Thank you for being part of this special study!

NIES Student Questionnaires

The NIES Survey (shown below) is in a booklet separate from the regular NAEP assessment booklet. These booklets are referred to as the NIES Student Questionnaires.

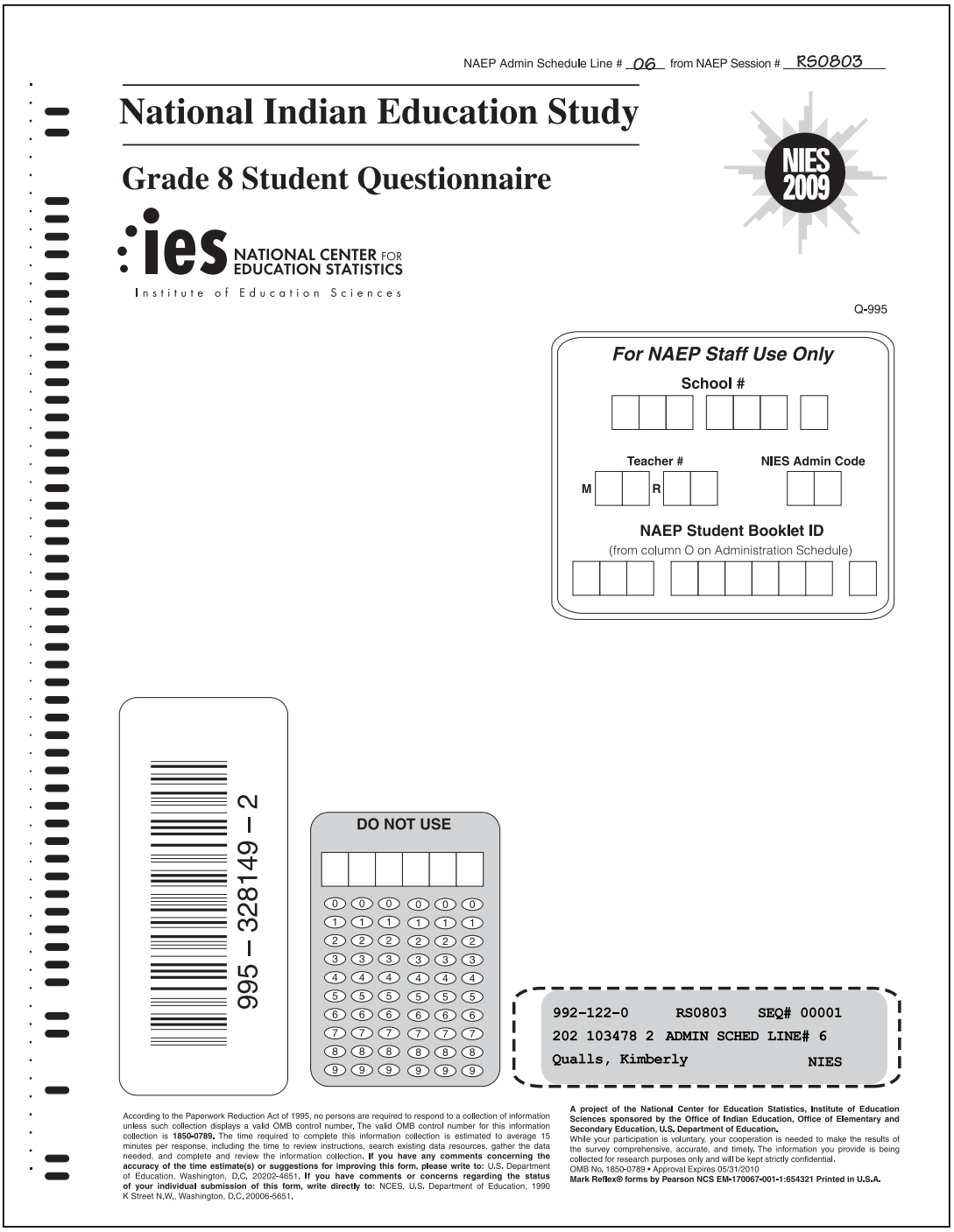
There are four NIES Student Questionnaires:

- Grade 4 (non-Alaska),
- Grade 8 (non-Alaska),
- Grade 4 (Alaska), and
- Grade 8 (Alaska).



NIES Student ID Labels

In your bulk supply, you will receive a set of peach-colored student ID labels for the NIES. These labels will be preprinted and have “NIES” printed in the lower-right corner of the label. These labels are also removable. You will affix the label that corresponds to the student on the NIES Student Questionnaire cover (shown below). The labels will be removed and discarded at the end of the NIES session.



NAEP Admin Schedule Line # 06 from NAEP Session # RS0803

National Indian Education Study

Grade 8 Student Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES 2009

Q-995

For NAEP Staff Use Only

School #

Teacher # M R

NIES Admin Code

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

995 – 328149 – 2

DO NOT USE

992-122-0 RS0803 SEQ# 00001
202 103478 2 ADMIN SCHED LINE# 6
Qualls, Kimberly NIES

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 **1850-0789.** The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

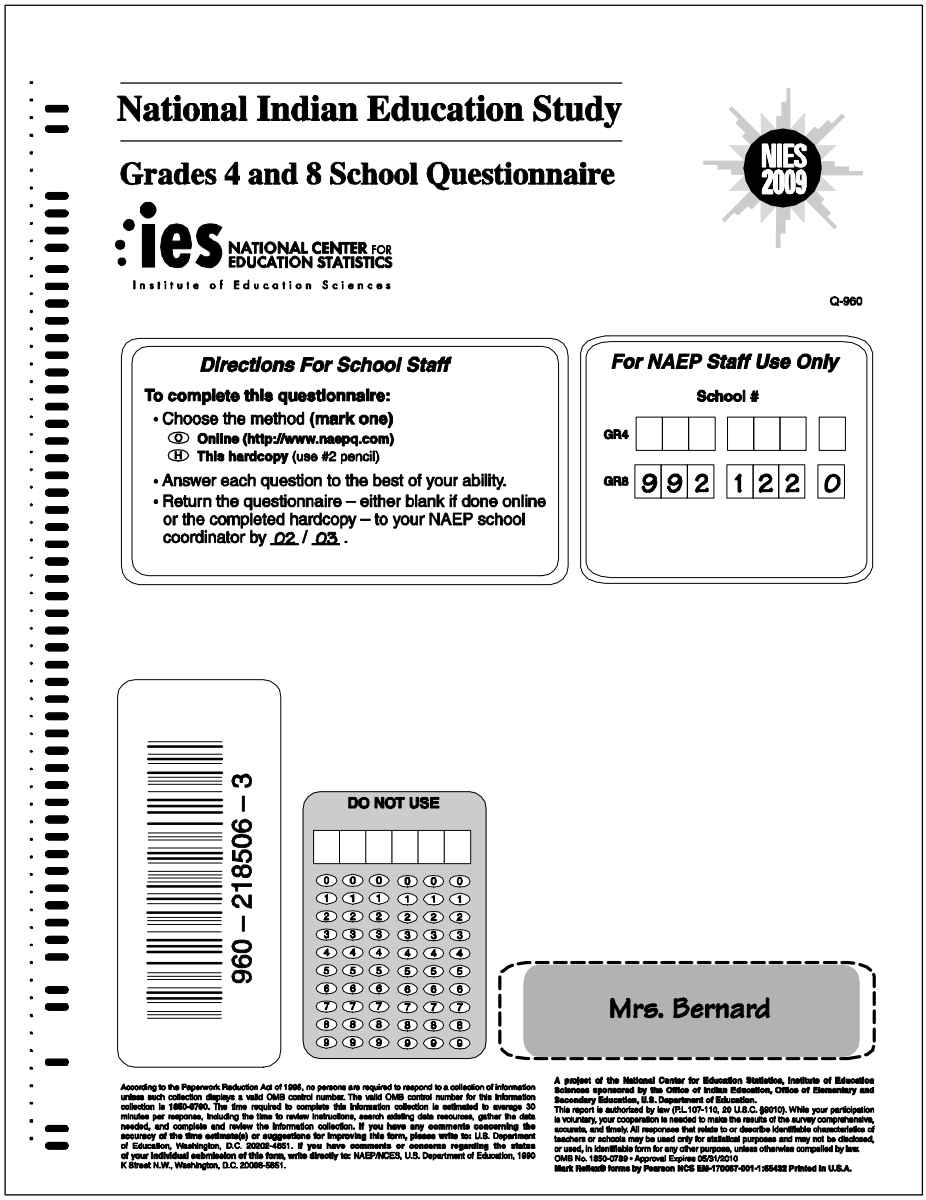
A project of the National Center for Education Statistics, Institute of Education Sciences sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.
While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
OMB No. 1850-0789 • Approval Expires 05/31/2010
Mark Reflex® forms by Pearson NCS EM-170067-001-1:654321 Printed in U.S.A.

NIES School Questionnaire

The NIES School Questionnaire (shown below) is distributed only in schools participating in the NIES. This questionnaire collects information about school factors related to the education of AI and AN students in the school.

Like the NAEP School Questionnaire, there is one NIES School Questionnaire per school, and it is to be completed by the principal or someone designated by the principal. It is available for completion online or in hardcopy booklet format. Give the NIES School Questionnaire to the school coordinator at the preassessment visit.

For schools participating in the NIES, you will receive the NIES School Questionnaire in the School Folder from your supervisor.



National Indian Education Study

Grades 4 and 8 School Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES 2009

Q-960

Directions For School Staff

To complete this questionnaire:

- Choose the method **(mark one)**
  - Ⓞ **Online (http://www.naepq.com)**
  - Ⓗ **This hardcopy** (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by 02 / 03 .

For NAEP Staff Use Only

School #

GR4

GR8 9 9 2 1 2 2 0

960 – 218506 – 3

DO NOT USE

Mrs. Bernard

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 1850-0789. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics, Institute of Education Sciences sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.
This report is authorized by law (PL.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0789 • Approval Expires 05/31/2010
Mark Reflex® forms by Pearson NCS EM-170057-001-1:554432 Printed in U.S.A.

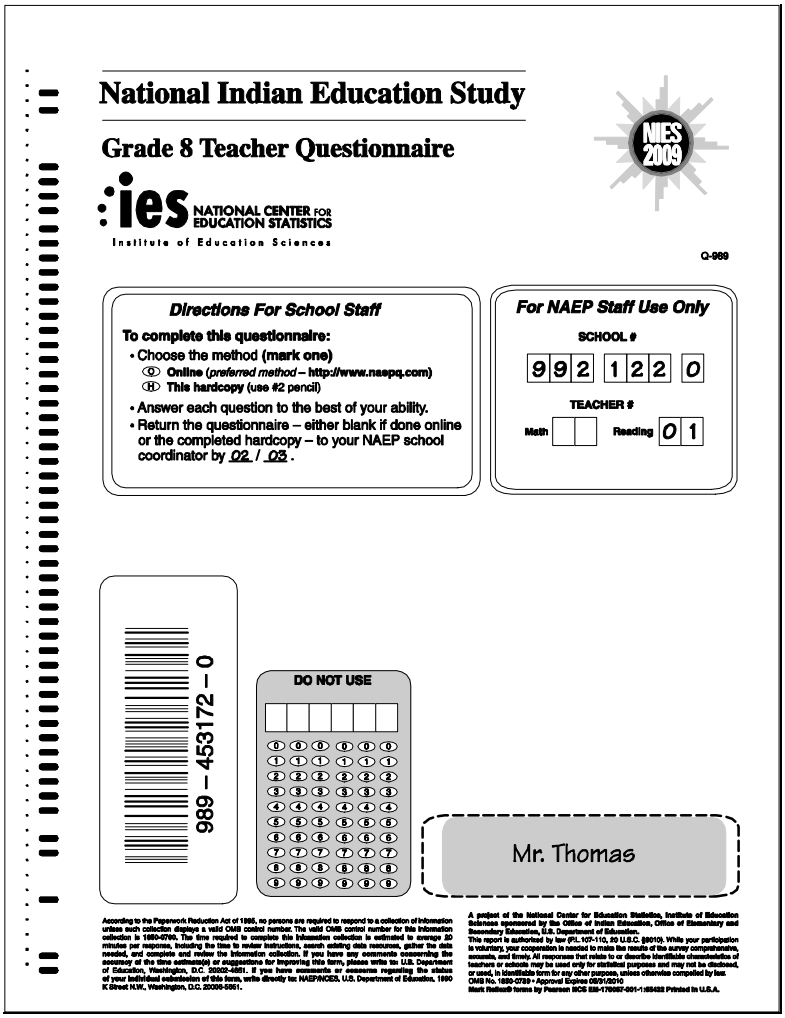
NIES Teacher Questionnaires

The NIES Teacher Questionnaires (shown below) collect information about the teacher's background and instructional practices as they relate to the education of the AI and AN students whom the teachers serve.

There are two NIES Teacher Questionnaires: one at grade 4 and one at grade 8. Only teachers who teach reading or mathematics to students selected for the NIES will complete a Teacher Questionnaire. NIES Teacher Questionnaires are available for teachers to complete online or in hardcopy booklet format.

Bring to the preassessment visit the prepared School Questionnaires and the grade-specific NIES Teacher Questionnaires.

In the School Folder, your supervisor will include two NIES Teacher Questionnaires for each student on the NIES Administration Schedule, for up to five students. For schools with five or more students on the NIES Administration Schedule, you will receive a total of 10 NIES Teacher Questionnaires.



National Indian Education Study

Grade 8 Teacher Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES 2009

Q-969

Directions For School Staff

To complete this questionnaire:

- Choose the method **(mark one)**
  - (O) **Online** (*preferred method* – **http://www.naepq.com**)
  - (H) **This hardcopy** (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by 02 / 03 .

For NAEP Staff Use Only

SCHOOL #

9 9 2 1 2 2 0

TEACHER #

Math

Reading 0 1

989 – 453172 – 0

DO NOT USE

Mr. Thomas

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 1850-0795. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search 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, D.C. 20202-4651. 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, 1990 K Street N.W., Washington, D.C. 20006-5651.

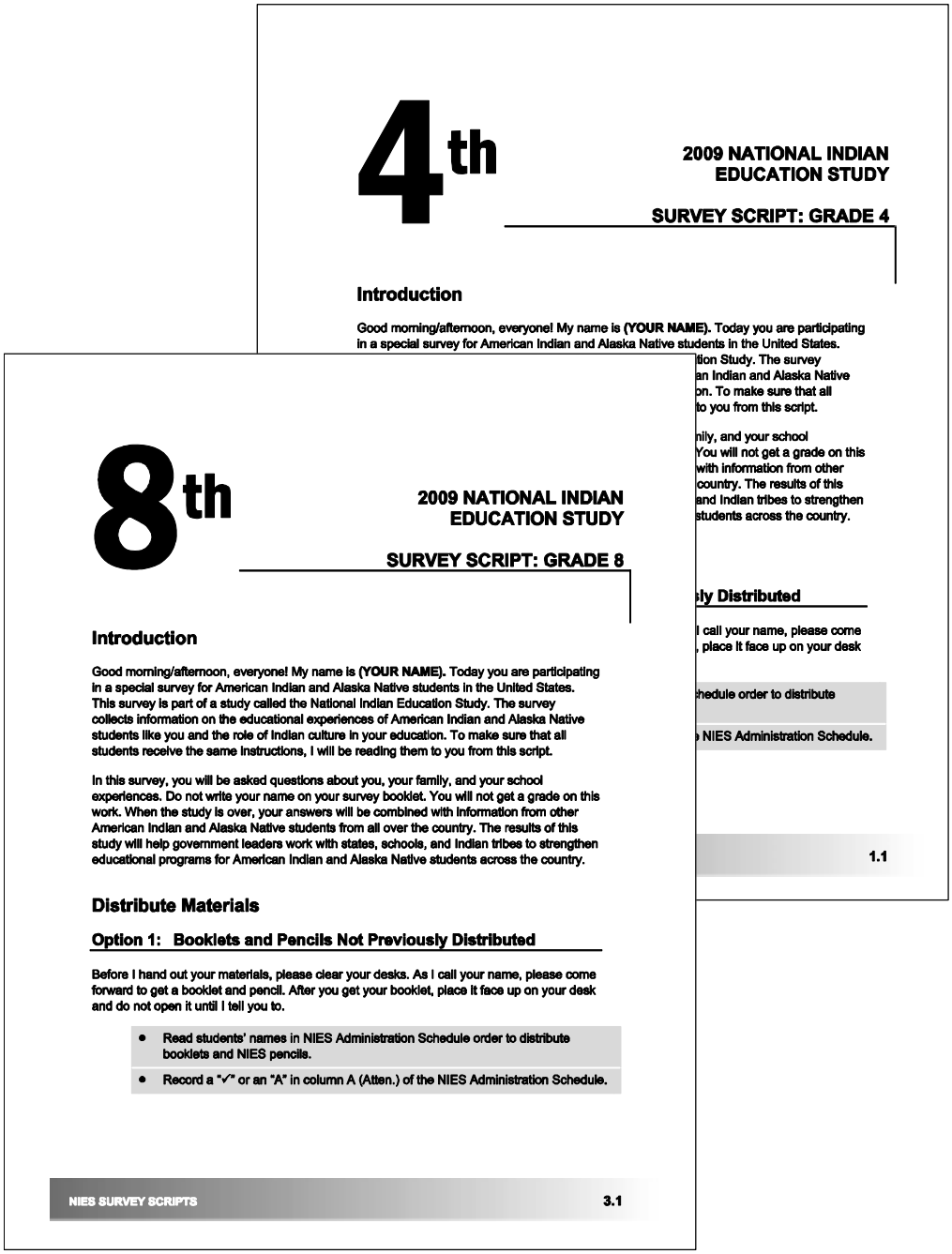
A project of the National Center for Education Statistics, Institute of Education Sciences sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.
This report is authorized by law (PL 107-110, 20 U.S.C. §6010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0795 • Approval Expires 05/31/2010
Mark Reflect® forms by Pearson NCS 800-170087-001-1:65428 Printed in U.S.A.

NIES Survey Scripts

There are two NIES Survey Scripts (shown below):

- the Grade 4 NIES Survey Script, and
- the Grade 8 NIES Survey Script.

The NIES scripts use different wordings and procedures than the session scripts for regular sessions.



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.

tion Study. The survey
an Indian and Alaska Native
on. To make sure that all
to you from this script.

nily, and your school
You will not get a grade on this
with information from other
country. The results of this
and Indian tribes to strengthen
students across the country.

ly Distributed

I call your name, please come
, place it face up on your desk

hedule order to distribute

NIES Administration Schedule.

1.1

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

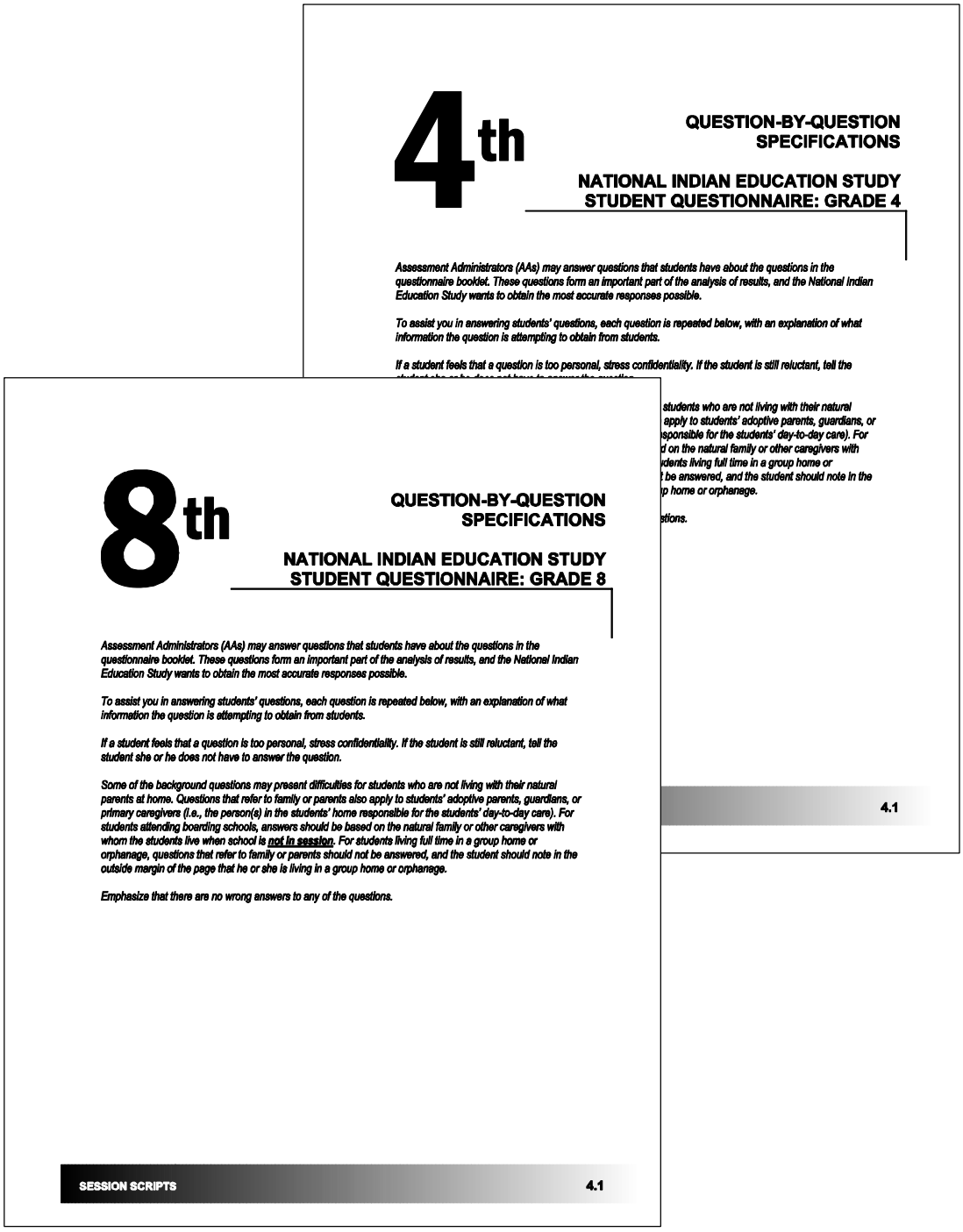
Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- 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.

NIES SURVEY SCRIPTS 3.1

NIES Student Survey QxQs

Question-by-Question Specifications (QxQs, shown below) for the NIES Student Questionnaire are provided with the NIES Survey Scripts in the back of the *AA Manual*. You must refer to these when helping students understand the intent of a question in the NIES Survey. Guidelines for using the NIES QxQs are provided in the *AA Manual*.



4th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY
STUDENT QUESTIONNAIRE: GRADE 4

Assessment Administrators (AAs) 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

students who are not living with their natural
apply to students' adoptive parents, guardians, or
sponsible for the students' day-to-day care). For
d on the natural family or other caregivers with
dents living full time in a group home or
t be answered, and the student should note in the
p home or orphanage.

stions.

4.1

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY
STUDENT QUESTIONNAIRE: GRADE 8

Assessment Administrators (AAs) 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 she or he does not have to answer the question.

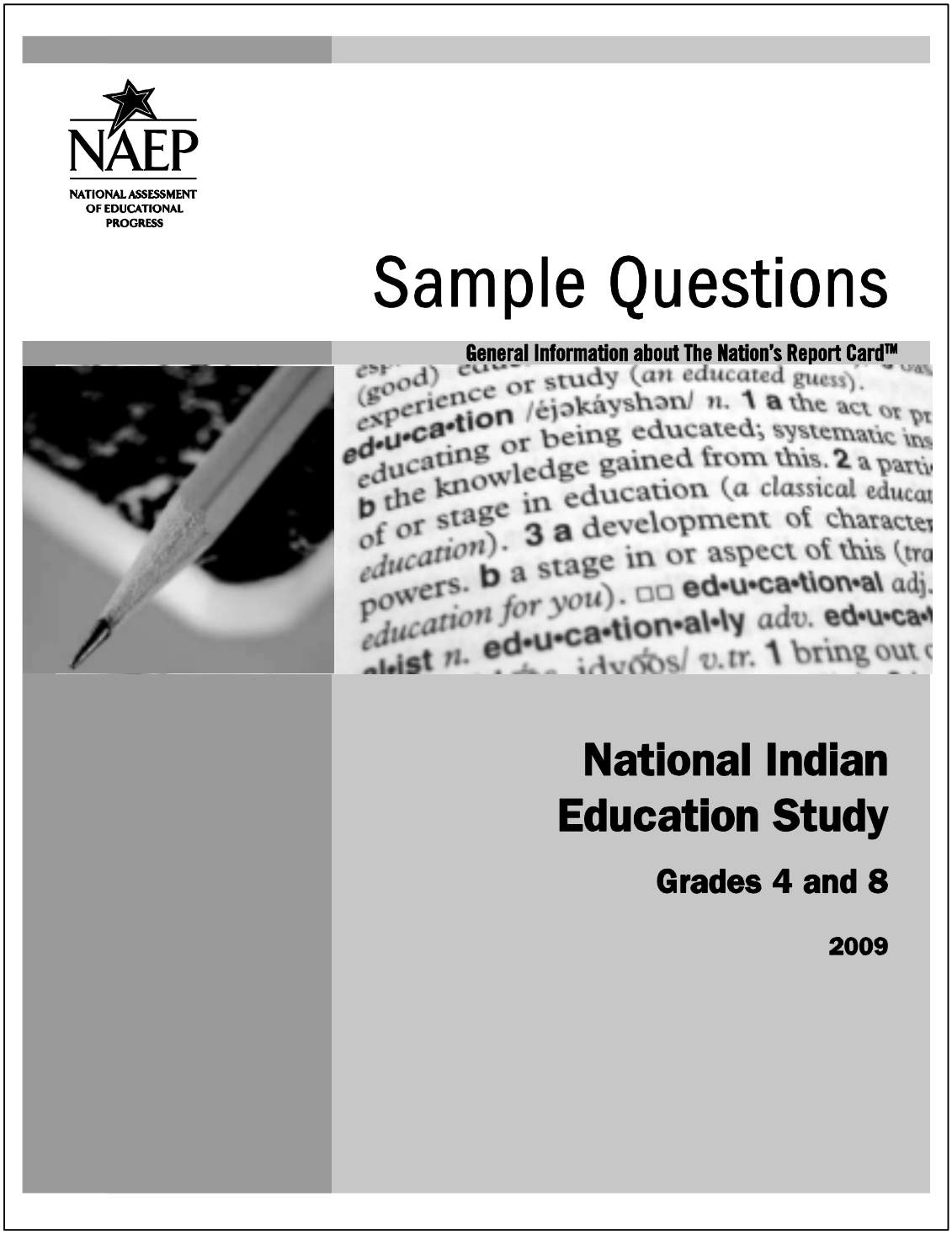
*Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the students' home responsible for 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.

SESSION SCRIPTS 4.1

NIES Sample Questions Booklet

There is one combined *NIES Sample Questions Booklet* (shown below) for grades 4 and 8. For NIES schools, distribute one copy of the *NIES Sample Questions Booklet* during the preassessment visit.



Instructions for the School Coordinator for Completing Preassessment Activities for the National Indian Education Study

The *Instructions for the School Coordinator for Completing Preassessment Activities* (shown below) is a brochure included in the Preassessment Packet of materials for grades 4 and 8 for schools selected for the NIES. The brochure discusses in detail the activities the school coordinator will need to complete prior to the preassessment visit for both NAEP and the NIES.

INSTRUCTIONS

FOR THE SCHOOL COORDINATOR

Grades 4, 8, and NIES

COMPLETING PREASSESSMENT ACTIVITIES FOR NAEP 2009

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2009 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school. In order for the visit to take the least amount of your time, we ask that you read these instructions carefully.

I will call you shortly after you receive this Preassessment Packet. If you have questions before then, I can be contacted through the MySchool website at **www.mynaep.com** or the information below. If you need immediate assistance, please call the NAEP Help Desk at **1-800-283-NAEP** (6237).

The preassessment visit is scheduled for

_____ at _____ a.m./p.m.
date *time*

I will arrive at your school an hour or so **before** our preassessment visit to gather the materials listed below and work in a designated space until our scheduled appointment.

Please have these materials ready for me upon my arrival:

- ☐ Completed Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires and/or the SD/ELL Online Questionnaire Summary for those that were completed online
- ☐ Updated NAEP Student Information Report(s)
- ☐ Updated NIES Student Information Report
- ☐ Printed list of current students in selected grade
- ☐ Completed Logistics Questionnaire (Optional)

NAEP is scheduled to take place in your school on _____.
date

We look forward to a successful assessment!

Sincerely,

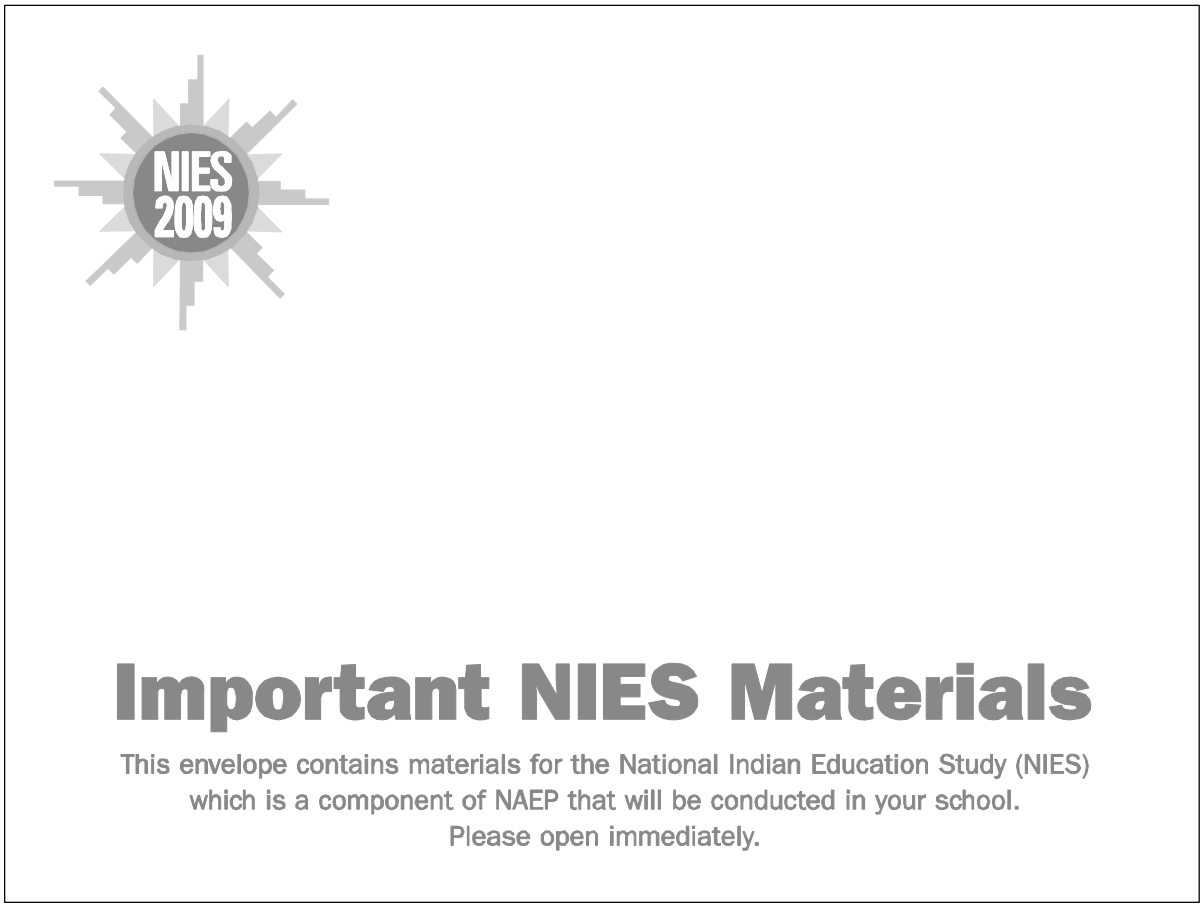
_____
NAEP Representative

_____
E-mail address

_____
Telephone number

NIES Storage Envelope

For schools previously identified as NIES, your supervisor will include an NIES Storage Envelope (shown below) containing an NIES Brochure, an NIES Student Information Report, and an *NIES Sample Questions Booklet*. As discussed in chapter 9, the NIES Envelope can also serve as a generic packet of NIES materials, which your supervisor will assemble. Refer to chapter 9 for a complete list of generic NIES materials.



NIES Brochure

The NIES Brochure (shown below and on page D.17) is included in the materials sent with the NIES Storage Envelope and is for the school coordinator. The information contained in the NIES Brochure includes the schedule of NIES activities, information about the study, and a history of the NIES.

National Indian Education Study

The National Indian Education Study describes the condition of education for American Indian and Alaska Native students in the United States. NIES was initially conducted in 2005, then again in 2007, and the National Center for Education Statistics, on behalf of the Office of Indian Education, U.S. Department of Education, will conduct the study again in the spring of 2009.

NIES is designed to assist policymakers and educators in making informed decisions as they work to improve the educational experiences of all American Indian and Alaska Native students. The results from NIES have already been used in congressional testimony and serve as a benchmark for measuring the effectiveness of existing programs. The addition of data from NIES 2009 will strengthen the study and enhance its impact on decisions affecting the education of American Indian and Alaska Native students.

The study is conducted in two parts, which focus on the academic achievement and educational experiences of fourth and eighth grade students across the country. The national sample includes students from both public and nonpublic schools that have both large and small American Indian/Alaska Native (AI/AN) student populations.

Part I

Part I of the study consists of the reading and mathematics portions of the National Assessment of Educational Progress (NAEP), which is regularly administered to thousands of students across the nation. Trained field staff coordinate with individual schools to schedule and conduct the 90-minute assessment.

The results of Part I of the initial NIES set a baseline for the reading and mathematics performance of fourth and eighth grade AI/AN students in the 21st century. As the federal government continues to develop programs to serve students in native communities, results from NIES 2007 and 2009 will assist in monitoring the progress of academic achievement.

Part II

Part II of the study is the Indian Education Survey, which is administered to AI/AN students, their teachers, and school principals. The survey asks about (1) the inclusion of native languages and cultural perspectives in the curriculum, and (2) interactions between the school and the native communities. Students need 15-20 minutes to complete the survey; teachers and principals need slightly longer.

The data from the NIES 2009 questionnaires used in Part II provide an understanding of the ways that cultural influences can affect the educational experiences of AI/AN students.

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NIES is sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education.

NCES 2008-485

U.S. Department of Education

NIES Brochure (continued)

History of Study

The study is part of the federal government's efforts to fulfill its responsibility to American Indian and Alaska Native (AI/AN) people, with respect to the education of their children.

In 1991, the report from the Indian Nations at Risk Task Force of the U.S. Department of Education called for research-based strategies for addressing educational needs. It presented a comprehensive set of recommendations to address the complex challenge of improving the educational system for AI/AN students, as well as their schools, towards the end of the 20th century.

In 2004, an executive order signed by the president asked for the establishment of an Interagency Working Group on AI/AN Education. The order also called for a study and report on the current status of AI/AN students, including compilation of comprehensive data on the academic achievement and progress of this group.

The National Indian Education Study was designed in consultation with a Technical Review Panel. Members include American Indian and Alaska Native educators and researchers from across the country. It is the collaborative efforts among Indian tribes and organizations, the Bureau of Indian Education, and state and local education agencies to ensure that AI/AN students are receiving a quality education that meets their unique cultural needs.

NIES 2009 Schedule

May – June, 2008

Selected schools are asked to participate, a date is reserved for early 2009, and a school coordinator is appointed.

September – October, 2008

School coordinators complete the 4th and 8th grade student information materials and arrange logistics for conducting the assessment.

January – March, 2009

Experienced field staff visits the schools to conduct the NAEP assessment (NIES Part I) and administer the survey (NIES Part II).

Where Can I Get More Information?

NIES Information Line	1-800-592-0483
NIES website	http://nces.ed.gov/nationsreportcard/nies
National Assessment of Educational Progress (NAEP)	http://nces.ed.gov/nationsreportcard/
National Center for Education Statistics (NCES)	http://nces.ed.gov
Office of Indian Education (OIE)	http://www.ed.gov/about/offices/list/oese/oie/index.html

NIES 2009 Part I results will be available in the spring 2010.
NIES 2009 Part II results will be available in the summer 2010.
Results for both parts of the NIES study can be found on the National Indian Education Study website.

APPENDIX E

WORKING WITH PRIVATE SCHOOLS

E

Appendix E. Working With Private Schools

Private schools account for 24 percent of all schools in America and educate almost 11 percent of the nation's school children. Any attempt to report what America's youth know and can do in primary subject areas would be incomplete without the representation of the private school population. In order to report private school data, an overall participation rate of 70 percent of original schools is required. It is essential that the response rates achieved by NAEP's team of Gaining Cooperation Recruiters (GCRs) be maintained in order to meet our contract obligations and to ensure that private school data are valid and reportable.

Our goal for 2009 is to assess in all schools that initially agreed to participate. We can achieve this goal only with the complete support of every NAEP team member who comes in contact with private schools. Because private schools differ in so many ways from public schools, it is important for NAEP staff to be sensitive to the special needs, concerns, and requests of private schools and to customize their approaches to make participation as comfortable for schools as possible. This chapter provides you with the background for understanding the challenges associated with maintaining the participation of private schools and with guidelines for working successfully with the private schools in your assignment.

Understanding the Challenges of Securing and Maintaining Private School Participation

Bringing private schools onboard for NAEP and keeping them onboard is challenging for a variety of reasons:

- Private school participation is not easily obtained because participation is completely voluntary at both the school and student levels. Private schools are under no obligation to participate and can drop out of the assessment at any time. Every contact that field staff make with these schools, whether by phone or in person, is an opportunity for them to rethink and decline participation. Therefore, we cannot assume full participation until the assessment has been successfully administered. In reality, every field staff member who comes in contact with the school must be a recruiter.

- Private schools have little incentive to participate. They receive no school or student data reports. Except for Catholic schools, data for NAEP reports are not disaggregated by private school type or affiliation. While possible loss of Title I funding is a motivating factor for public school participation, it does not apply to private schools. Most schools choose to participate because they recognize an obligation to contribute to the common goal of ensuring that all children have access to educational opportunities that enable them to achieve healthy, productive, self-supporting lives regardless of the educational route their parents have chosen for them.
- Private schools have different approaches to the education of their students, different curricula, and differing programs and other characteristics that impact their decision about participation. Some have philosophies that do not include testing; others have customs that differ from those of mainstream society and are reluctant to participate because they fear testing personnel outside their own staff will not respect their customs.

Making the Transition From Supervisor to Assessment Coordinator (AC) a Smooth One

A team of GCRs began private school recruitment activities in May 2008 to secure the participation of as many private schools as possible and to lay the groundwork for the assessment teams that would continue the process.

Your NAEP supervisor made contact with each private school in mid-November to confirm participation, assessment dates, and sampling procedures. To make the transition to the AC as smooth as possible, they explained that you would be making contact in December to set up a visit to finalize assessment arrangements. The school coordinator was provided with your name and contact information.

Additionally, two “Save the Date” postcards were sent to each cooperating private school. The postcards included the assessment date, some informational material about the value of NAEP, and a message that the AC would be calling in mid-December to set the appointment for the preassessment visit. Your responsibility is to follow through by calling each private school as soon as possible after you complete your AC Training.

If the GCR wanted you to have additional information that could not appropriately be entered in the School Control System (SCS) or on the School Folder materials, they prepared and inserted in the folder a personal letter to you. Such letters are for NAEP staff eyes only and should not be shared with school staff. For those schools where there are special concerns—participation is tenuous, or special requests of our staff have been made—the GCR flagged the folder by placing a smiley-face label on the cover as a reminder that special attention is required.

Your supervisor will distribute the School Folders for private schools to you at the conclusion of your training in December. He/she will review each folder with you, devoting extra attention to those with smiley-face labels, and discuss any concerns or questions you may have. The original GCR is also available if you want to call for more information. The GCR's name is listed on the Private School Data Collection Form (PSDCF) and on the cover of the manila private School Folder.

Understanding Private School Recruitment Documents

The Private School Recruitment Folder

For each school in his/her recruitment assignment, the GCR assembled a School Folder to house the private-school-specific materials related to the recruitment process. Since official NAEP folders had not been printed at the time recruitment began, private School Folders are printed on generic manila stock. Your supervisor prepared the appropriate NAEP School Folder and placed the entire private School Folder inside. The cover of the folder contains a preprinted label with the school name and contact information, and information about the school's NAEP selection. You will find a Record of Contacts printed on the inside cover of the recruitment folder. The information here has been transferred to the SCS and can be viewed and printed from that source.

The PSDCF

The PSDCF is the central document for Gaining Cooperation recruitment activities and is available in hardcopy form inside the School Folder; it can also be accessed and printed from a link on the General tab of the SCS. The fields in the hardcopy PSDCF (described and shown on page E.4) mimic what is displayed online. You should familiarize yourself with the information contained in the PSDCF and note any specific requirements, requests, or arrangements made with the school.

Private School Data Collection Form

GC Recruiter: Mary Collins GC Territory: 1 GC Region: 11

FA Territory: 3 FA Region: 51

NAEP 2008-2009 PRIVATE SCHOOL DATA COLLECTION FORM

PLACE PREPRINTED SCHOOL LABEL HERE	MAKE CORRECTIONS IN THIS COLUMN AND ENTER IN SCS AS APPROPRIATE*
NAEP ID # 3421303 *MySchool Registration ID #* A9301586 *School Principal* William Dunn *School Name* Calvary Baptist *School Address* 1141 Anywhere Drive *School Telephone* 123-456-7890 *Grade(s) Sampled* 8 *Assessment Date* 02/12 *Affiliation* Baptist *Estimated # of Sampled Students* 25 *Non Public School Survey* (yes / no) *FA Territory/Region/Area* 3/51/1 *Endorsements:* CAPE *Participation History:* Cooperated 2005	

1. PRIOR TO MAKING INITIAL RECRUITING CALL, COMPLETE THE FOLLOWING:

✓ What is the study the school has been selected to participate in? **Circle one:**

- Operational Mathematics/Reading/Science,
- Probe: Science Hands-on Tasks, Science Interactive Computer Tasks, or
- Pilot: Reading, Mathematics, U.S. History, Civics, or Geography.

✓ Conduct Internet Research if appropriate.

✓ Determine if the Nonpublic School Survey Form is required and be prepared to ask those questions regardless of school's participation status.

✓ Have the appropriate *NAEP 2009 NAEP in Your Private School* brochure, copies of endorsement letters sent to school, and other NAEP materials on hand for reference and review.

2. DISCUSS THE FOLLOWING WITH PRINCIPAL/DECISIONMAKER:

✓ Confirm receipt of information package. If not received, track. If not located, resend, fax, or e-mail replacement materials.

The hardcopy version of the PSDCF was used by the recruiter to confirm participation, structure conversations with the school principal and school coordinator, and record specific information and session arrangements. The cover of the form contains a preprinted label listing the contact information, location, and other information from the SCS. Recruiters have made appropriate corrections to the label information and entered them into the SCS. Important information you need to review on this form include the following:

- the name and contact information for the school coordinator,
- the confirmed assessment date,
- the name and telephone number of the person who will assume responsibility for the Parent/Guardian Notification Letter, and
- any additional assessment arrangements or information you should know.

All recruitment materials must remain in the School Folder when it is returned to the home office. Following the field period, recruitment records and documents are analyzed by home office staff and used to refine materials and recruitment procedures for future recruitment efforts.

While hardcopies of the following forms may be found in some folders, they were designed to be accessed from links on the SCS. Review the SCS section of *Systems: The AC Guide to Using the NAEP Systems* to learn more about the information contained in the SCS that relates to private schools.

Materials Checklist
The Materials Checklist is located on the General tab of the school's page in the SCS. Gaining Cooperation staff used the Materials Checklist to document which materials were used with individual schools during the recruitment process. The information recorded on this checklist will allow the home office to evaluate which materials worked best with different kinds of schools.

The Internet Search Form
The Internet Search Form is a field located on the General tab of the SCS. GCRs recorded information in this field as they conducted Internet searches on the school in order to customize their recruitment approach. Introducing school achievements or highlighting relevant points in mission statements provided good segues into discussions about why schools should participate in NAEP. You may find it helpful to review this field for useful information as you work with the school.

Special Situation Form
The Special Situation Form documents any special sampling requests a school made and the statisticians approved. Examples of situations documented on this form include requests to assess all or fewer students in a grade. If a special situation was arranged for a school, it will be noted in the Sampling tab of the SCS. The form is also duplicated in the PSDCF that the recruiter used to record the information before transferring it to the SCS. Your supervisor used the information recorded on this form if sampling was conducted on site.

Working Successfully With Private Schools

No two private schools are alike. You may encounter large preparatory schools that function much like a large high school or college campus with unlimited operating funds. Most private schools are much smaller and operate on very limited budgets. Some utilize or have available little or no technology. The key to working successfully with private schools is sensitivity to, and respect for, their unique situations. You or your assessment administrators (AAs) may have no experience working with private schools. The suggestions in this section will assist you in making your contacts with private schools positive experiences.

Build a Relationship. Effective field staff always exhibit friendliness, courtesy, and a willingness to be flexible when working with any of their NAEP schools. Private schools appear to need and value these social aspects of working together even more so than public schools and will respond more positively to outsiders who take the time to practice them. Flexibility and organization are particularly essential. NAEP staff will want to assume any tasks they possibly can in order to minimize inconvenience to the school and staff. Strive to make the experience of participating in NAEP pleasant and unobtrusive, so that a school selected for future rounds of NAEP will recall the experience positively, be inclined to participate again, and encourage their associated schools to do likewise.

Always keep in mind that schools are gifting NAEP with staff and student time. We respond appropriately to their gift of participation when we are organized, flexible, understanding, and appreciative. Demanding behavior turns schools off to participating and has led in the past to schools backing out of the decision to participate. In this regard, you will want to set a positive example for your AAs to assist them in customizing their approaches to ensure a positive experience with each of the private schools in your assignment.

Taking the extra effort and time required to continue developing the relationship begun by the GCR and your supervisor will reward both our field staff and the school in the long run. Just as the supervisor began the process for you by providing your name and contact information to the school coordinator shortly before your AC Training, you will continue the process at the conclusion of the preassessment visit by introducing by name the AAs who will conduct assessment sessions in the school. If the school is a small, single-session school and you will not be present on assessment day, you should consider taking the AA who will conduct the assessment with you to the preassessment visit. Emphasize that the recruiter, supervisor, you, and your AAs are members of a team dedicated to making participation in NAEP a positive experience for the school.

Respect That Most Private Schools Are Overly Concerned With Confidentiality. Many private schools do not allow student names to ever leave the building. Take care to listen for such concerns and offer options for working around them. In some schools, sampling was achieved by using student initials or arbitrary numbers that can be matched to names only from a school-maintained list. Staff should physically demonstrate that they are not removing identifiable information each time they leave the school. Stress that NAEP staff have submitted fingerprints for an FBI clearance and that staff who visit the school are mostly locally retired school teachers who signed an oath of confidentiality.

Respect School Customs and Special Requests. Where known, the recruiter has recorded such requests on the PSDCF and in the SCS. In previous NAEP years, some of these requests included matching the gender of the assessor to the gender of the students; female NAEP staff wearing head coverings; females refraining from wearing pants or blouses without sleeves; and staff honoring prohibitions against jewelry, makeup, and/or consumption of food/drink on campus. If not already documented in the SCS, you should inquire during the preassessment visit about any special requirements and observe how school staff are dressed, and pass this information on to the AAs. It is always prudent for NAEP staff going into private schools to dress modestly, avoid all food and drink on campus, and take care to express appreciation to students and staff they encounter.

Because private school participation has a high priority and every school is critical to the sample, NAEP staff are accountable for exhibiting the sensitivity necessary to retain participation. Some schools that have agreed to participate will drop out for reasons beyond our control before you can complete their assessment; however, we can greatly reduce that number by working effectively together to address the special issues associated with working with private schools. By doing so, we meet the conditions of our NAEP contract and ensure that NAEP reports are truly representative of the complete educational community.

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