

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?

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | Yes | ▪ School coordinator confirmed the demographic data on the Administration Schedule(s) are accurate. |
| <input type="checkbox"/> | No | ▪ Make corrections to each Administration Schedule as indicated by the school coordinator. |
- _____ Total number of corrections

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.
- | | | |
|--------------------------|-----------------------------------|--|
| <input type="checkbox"/> | _____ 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**).

<input type="checkbox"/>	<u> </u> <i>Total number of missing data</i>	<ul style="list-style-type: none"> ▪ 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.

<input type="checkbox"/>	<ul style="list-style-type: none"> ▪ Review the <u>newly classified</u> SD and/or ELL students on each Administration Schedule. 	<ul style="list-style-type: none"> • School coordinator confirmed that the <u>newly classified</u> students identified on the Administration Schedule(s) are accurate. • SD and/or ELL Questionnaires are required for <u>newly classified</u> students.
<input type="checkbox"/>	<ul style="list-style-type: none"> ▪ Review the <u>no longer classified</u> SD and/or ELL students on each Administration Schedule. 	<ul style="list-style-type: none"> • School coordinator confirmed that the <u>no longer classified</u> students identified on the Administration Schedule(s) are accurate. • SD and/or ELL Questionnaires are not needed for students <u>no longer classified</u>.

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

<input type="checkbox"/>	Yes	<ul style="list-style-type: none"> ▪ Continue with Procedure 3E.
<input type="checkbox"/>	No	<ul style="list-style-type: none"> ▪ 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.

<input type="checkbox"/> Yes	▪ Once completed, transcribe data onto the Inclusion Worksheet.
<input type="checkbox"/> 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.

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 →

Student Information		Accommodations Allowed on NAEP		NAEP Codes		Review questions 3, 4, and 6 in the SD and ELL Questionnaires and check the appropriate columns below.	
Student Name	Session Line #	SD/ELL	NAEP Codes	NAEP Codes	NAEP Codes	NAEP Codes	NAEP Codes
Bronson, David	PS0801-18	S SD					
Meador, Susan	PS0802	S SD					
Phillips, Susan	PS0803-02	M SD					
Putnam, April	PS0803-05	M SD					
Ramoe, Marisol	PS0803-07	R ELL					
Reynolds, Michael	PS0803-10	R SD					
Rivera, Pedro	PS0803-11	M ELL					
Robins, Gang	PS0803-12	S ELL					
Rogers, Daniel	PS0803-19	R SD					
Rowe, Christina	PS0803-14	M SD					

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?



<input type="checkbox"/> Yes	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Continue with Procedure 3G-2.
<input type="checkbox"/> No	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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?

 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?

 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.  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?

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 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.**

* 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?

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | Yes | Let's take a few minutes to review the contents of the <i>Best Practices Guide</i> together. |
| <input type="checkbox"/> | No | I have a <i>Best Practices Guide</i> 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 motivating 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?

- | | | |
|--------------------------|-----|-------------------------------|
| <input type="checkbox"/> | Yes | |
| <input type="checkbox"/> | 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:	
	<input type="checkbox"/> School is a "Take-All" school.	▪ Continue with Procedure 3J-2.
	<input type="checkbox"/> 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.

<input type="checkbox"/> Homeroom	
<input type="checkbox"/> 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.	
	<input type="checkbox"/> Column C is blank on Administration Schedule(s).	• Record locator for each student.
	<input type="checkbox"/> 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 description 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.

<input type="checkbox"/> Frameworks and/or <i>Sample Question Booklets</i> were distributed by the NAEP State Coordinator.	<input type="checkbox"/> No Frameworks and/or <i>Sample Question Booklets</i> have been distributed.	<ul style="list-style-type: none"> ▪ Continue with Procedure 3J-10.
--	--	---

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.

<input type="checkbox"/>	Follow the directions associated with the box you checked while working independently.	
<input type="checkbox"/>	Logistics Questionnaire not completed.	<ul style="list-style-type: none"> • Continue with Procedure 3K-3.
<input type="checkbox"/>	Logistics Questionnaire completed but needs review.	<ul style="list-style-type: none"> • Review questions you have with the school coordinator.
<input type="checkbox"/>	Logistics Questionnaire completed. No further review necessary.	<ul style="list-style-type: none"> • 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.

<p>4A-1.</p>	<p>Return to the work area to complete the remaining preassessment visit tasks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enter a Planning Code in column N on the Administration Schedule for each student. <ul style="list-style-type: none"> 1 = Assess without accommodation(s) 2 = Accommodation(s) offered in regular session 3 = Accommodation(s) offered in separate session 4 = Not applicable <input type="checkbox"/> <ul style="list-style-type: none"> ■ 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 <input type="checkbox"/> 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. <input type="checkbox"/> Prepare NAEP Storage Envelope by making photocopies of the following documents (keeping the original in the School Folder): <ul style="list-style-type: none"> ■ 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. <p>Also, place the following documents in the NAEP Storage Envelope if you haven't done so already:</p> <ul style="list-style-type: none"> ■ Student Information Report(s), ■ Original List of Students, ■ Current List of Students, and ■ New Enrollee Listing Form (if completed). <p>FOR ALL NIES SCHOOLS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Questionnaires for newly identified schools. <input type="checkbox"/> For each eligible NIES student, record their reading and math teacher number on the NIES Administration Schedule. <input type="checkbox"/> Record session information on the Teacher Notification Letter and update Listing of Sampled Students for NIES. <input type="checkbox"/> Make a photocopy of the NIES Administration Schedule and the NIES Roster of Questionnaires and place them in the NAEP Storage Envelope. <input type="checkbox"/> Place the original of the NIES Student Information Report in the NAEP Storage Envelope. <p>FOR ALL SCHOOLS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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.	<p>Were there any problems during the preassessment visit?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>▪ Record comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
4A-3.	<p>How long were you in the school?</p> <p>(a) Working independently both <u>before</u> and <u>after</u> the actual visit with the school coordinator:</p> <p>_____ hour(s) _____ minute(s)</p> <p>(b) Working with the school coordinator:</p> <p>_____ hour(s) _____ minute(s)</p>

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 "PREASSMT" 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