

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.

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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.

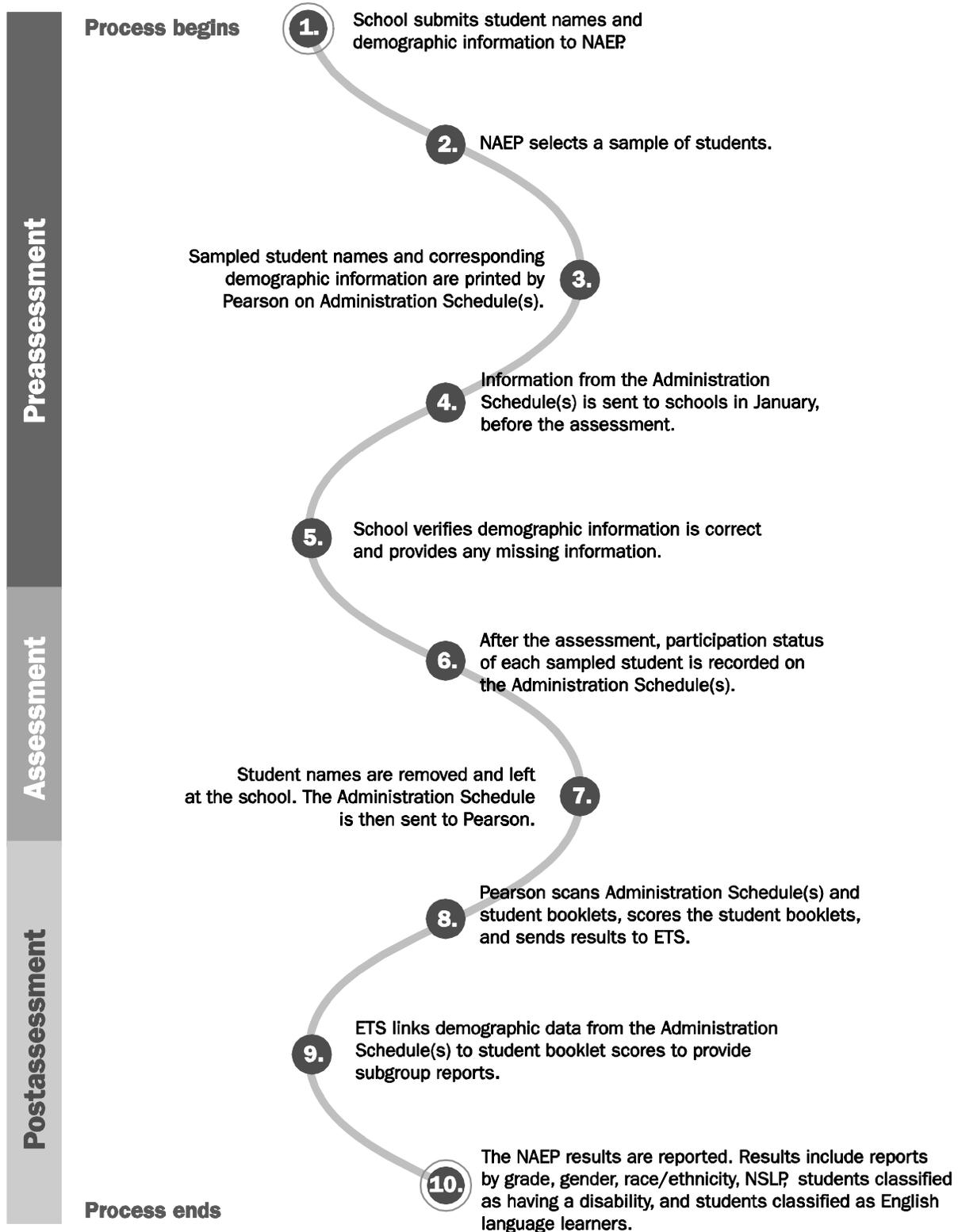
The Role of the Administration Schedule on Assessment Day

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.



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.

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 first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction

The third digit is the grade designation:

- 1 = Grade 4
- 2 = Grade 8
- 3 = Grade 12

992-122-0

The fourth, fifth, and sixth digits are a sequential number from 001-999 within the state and grade, and will identify the school as either an original school (001-499) or a substitute school (501-999).

The seventh digit indicates the school sample type and whether it's a public or nonpublic school.

- 0 = Operational Public School
- 1 = Pilot Public School
- 2 = Operational Nonpublic School
- 3 = Pilot Nonpublic School

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.

Person Use Only

Readability
 1 = Whole, not phonic
 2 = Phonic
 3 = Neither
 4 = American Indian/Alaska Native
 5 = Other
 9 = Information Unavailable
 For Use in Columns "M"

English Language Learner (ELL)
 1 = Yes, ELL
 2 = No, not ELL
 9 = Formerly ELL (monitored for ELP reporting)
 9 = Information Unavailable
 For Use in Columns "M"

Planning Code
 1 = Asses without accommodations
 2 = Accommodations offered in regular session
 3 = Accommodations offered in separate session
 9 = Accommodations Unavailable
 For Use in Columns "M"

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

Session Number
 RS0803

NAEP 2009 Administration Schedule

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

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

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

If Makeup needed: Yes No

Booklet #s: 1005
1006

Session Number: RS0803

Original Sample: 26 + 28 - 25 = 29

Substituted New Session: 2 Total in Sample: 1 TO BE ASSESSED: _____

Assessed (Admin. Codes 40-42, 47 & 49): _____ Assessed (Coping Session): _____

Assessed (Admin. Codes 40-42, 47 & 49): _____ Assessed (Absence Number): _____

Session Number: RS0803

FA Admin. (7/A)	PB Student Name	PC Homeless or Other	PD Date of Session	PE Month	PF Year	PG Test Type	PH Reading Level	PI SD	PJ ELL	PK ELL Type	PL Homeless Code	PM Original Booklet ID #	PN Accommodation Booklet ID #	PO Admin. Code	PP Reasons for Exclusion																																				
																QA 0	QB 1	QC 2	QD 3	QE 4	QF 5	QG 6	QH 7	QI 8	QJ 9	QK 10	QL 11	QM 12	QN 13	QO 14	QP 15	QQ 16	QR 17	QS 18	QT 19	QU 20	QV 21	QW 22	QX 23	QY 24	QZ 25	QA 26	QB 27	QC 28	QD 29	QE 30	QF 31	QG 32	QH 33	QI 34	QJ 35
01	Peters, Mark	232	R	0	4	9	5	1	1	1	4	2	2	1	401 193489 7		01	ASSESSED IN ORIGINAL																																	
02	Phillips, Susan	232	MC	0	2	9	5	2	3	1	1	2	2	1	101 023578 1		02	ASSESSED IN MAKEUP																																	
03	Pierce, Tim	232	S	0	6	9	4	1	1	2	4	2	2	1	201 993461 4		03	ASSESSED IN ORIGINAL																																	
04	Price, Carol	232	R	1	0	9	4	2	1	1	4	2	2	1	501 110376 0		04	ASSESSED IN ORIGINAL																																	
05	Putnam, April	232	MC	1	1	9	4	2	2	1	1	2	2	3	102 910456 2	107 321478 0	05	ASSESSED IN ORIGINAL																																	
06	Qualls, Kimberly	232	S	0	9	9	4	2	5	1	4	2	2	1	202 103478 2		06	ASSESSED IN ORIGINAL																																	
07	Ramos, Marisol	232	R	0	1	9	5	2	3	3	4	1	2	2	001 004051 9		07	ASSESSED IN ORIGINAL																																	
08	Randal, Tyrone	232	MC	0	5	9	5	1	2	1	4	2	2	1	103 803987 0		08	ASSESSED IN ORIGINAL																																	
09	Reed, Julia	232	S	0	7	9	4	2	2	1	4	2	2	4	203 267931 5		09	ASSESSED IN ORIGINAL																																	
10	Reynolds, Michael	232	R	0	9	9	4	1	1	1	2	4	2	1	402 245796 4		10	ASSESSED IN ORIGINAL																																	
11	Rivera, Pedro	232	M	1	2	9	4	1	3	2	4	1	2	3	104 723467 1	901 678912 4	11	ASSESSED IN ORIGINAL																																	
12	Robins, Sang	232	S	1	0	9	4	1	4	1	4	1	2	1	204 101456 6		12	ASSESSED IN ORIGINAL																																	
13	Regers, Daniel	232	R	0	6	9	5	1	5	1	1	2	2	4	502 322019 0		13	ASSESSED IN ORIGINAL																																	
14	Rowe, Christina	232	M	0	2	9	5	2	1	1	1	2	2	3	105 005061 3	107 498561 7	14	ASSESSED IN ORIGINAL																																	
15	Sanders, Tina	178	S	1	0	9	4	2	1	1	4	2	2	1	205 123579 1		15	ASSESSED IN ORIGINAL																																	

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.

Grade: 8		Original session scheduled for: Day/Date: _____ Time: _____ Location: _____		Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____		If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>		Bundle #'s 1005 1006	
Middle School								Session Number RS0803	
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ - _____ + _____ = _____ - _____		# Absent (Admin. Codes 40-45, & 48) _____ + _____ = _____		# Assessed (Original Session) _____ + _____ = _____		TO BE ASSESSED		TOTAL ASSESSED	
# Excluded (Admin. Codes 60-69) _____ - _____ + _____ = _____ - _____		# Refused (Admin. Codes 46, 47 & 49) _____ + _____ = _____		# Assessed (Makeup Session) _____ + _____ = _____					
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"		
Final	New	Planning	Original Booklet	Accommodation ID #	Admin:	A			
				# Refused	# Assessed in Makeup	Total 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" & "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" & "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



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" Attn. (/ / A)	"B" Student Name	"C" Home room or Other Location	"D" Line #/ Subject	"E" Birth Date			"F" Sex (M/F)	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" First SD Code	"K" ELL	"L" First ELL Code	"M" New 1-10 Year	"N" Planning Code	"O" Original Book
01	Peters, Mark	232	01 R	0	4	9	5	1	1	4	2	2			401 19346	
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	0	9	4	1	1	1	2	2	2		402 245796	
11		232	11 M						3			1			04 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
 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
 3 = Formerly ELL (monitored for AYP reporting)
 9 = Information unavailable
For Use in Column "K" &/or "L"

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

Session Number
 RS0803



NAEP
 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 # Withdrawn & Ineligible (Admin. Codes 01, 04 & 05) _____

Selected New Enrollees _____ Total In Sample _____ # Excluded (Admin. Codes 00-09) _____

"A" Attn. (/ / A)	"B" Student Name	"C" Homeless or Other Locator	"D" Line #/ Subject	"E" Birth Date		"F" Sex (M/F)	"G" Race/ Eth.	"H" School Lunch	"I" SD	"J" First SD Code	"K" ELL	"L" First ELL Code	"M" NSLP Code 1-3/9	"N" Planning Code	"O" Original Book
				Month	Year										
01	Peters, Mark	232	R	04	95	1	1	1	4		2		2		401 19348
02	Phillips, Susan	232	MC	02	95	2	3	1	1		2		2		101 023578
03	Pierce, Tim	232	S	06	94	1	1	2	4		2		2		201 99346
04	Price, Carol	232	R	10	94	2	1	1	4		2		2		501 1105
05	Putnam, April	232	MC	11	94	2	2	1	1		2		2		102 91045
06	Qualls, Kimberly	232	S	09	94	2	5	1	4		2		2		202 1034
07	Ramos, Marisol	232	R	01	95	2	3	3	4		1		2		001 004
08	Randal, Tyrone	232	MC	05	95	1	2	1	4		2		2		103 8039
09	Reed, Julia	232	S	07	94	2	2	1	4		2		2		203 26793
10	Re Michael	232	R	09	94	1	1	1	2		2		2		402 245796
11		232	M				3				1				34 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"

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 2009 Administration Schedule

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: _____

Original Sample 26 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____

Selected New Enrollees _____ Total in Sample _____ # Excluded (Admin. Codes 80-89) _____

"A" Attn. (✓/ / A)	"B" Student Name	"C" Homeroom or Other Location	"D" Line #/ Subject	"E" Birth Date			"F" Sex	"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 1105	
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	0	9	4	1	1	1	2	2	2		402 245796	
11		232	11 M									1			004 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 and 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"		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"	
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"		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"	
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"		Session Number RS0803	



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**NAEP 2009
Administration
Schedule**

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

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

"A"	"B"	"C"	"D"	"E"			"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Atten. (V/A)	Student Name	Home/room or Other Locator	Line #/ Subject	Month	Birth Date	Year	Sex (1=Male, 2=Female)	Race/Eth.	School Lunch	SD	Final SD Code	ELL	Final ELL Code	Now Enrolled 2-10	Planning Code	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 1105
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	0	9	4	1	1	1	2	2		2		402 245796
11		232	11 M						3			1				04 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.

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

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**NAEP 2009
Administration
Schedule**

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: _____

Original Sample: 26 # Withdrawn & Ineligible (Admin. Codes 61, 64 & 65): _____

Selected New Enrollees: _____ Total in Sample: _____ # Excluded (Admin. Codes 60-69): _____

"A"	"B"	"C"	"D"	"E"			"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	
Atten. (✓/A)	Student Name	Homeroom or Other Location	Line #/ Subject	Month	Year	Year	Sex (M/F)	Race/ Eth.	School Lunch	SD	Final SD Code	Final ELL Code	Final ELL Code	Final ELL Code	Planning Code	Original Book	
01	Peters, Mark	232	01 R	0	4	9	5	1	1	1	4		2		2	1	401 19348
02	Phillips, Susan	232	02 MC	0	2	9	5	2	3	1	1		2		2	2	101 023578
03	Pierce, Tim	232	03 S	0	6	9	4	1	1	2	4		2		2	1	201 99346
04	Price, Carol	232	04 R	1	0	9	4	2	1	1	4		2		2	1	501 1105
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	1		2		2	3	102 91045
06	Qualls, Kimberly	232	06 S	0	9	9	4	2	5	1	4		2		2	1	202 1034
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	3	4		1		2	1	001 004
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	1	4		2		2	1	103 8039
09	Reed, Julia	232	09 S	0	7	9	4	2	2	1	4		2		2	4	203 26793
10	Reed, Michael	232	10 R	0	9	9	4	1	1	1	2		2		2	1	402 245796
11	Reed, Michael	232	11 M	0	9	9	4	1	3	1	1		1		2	1	404 72346

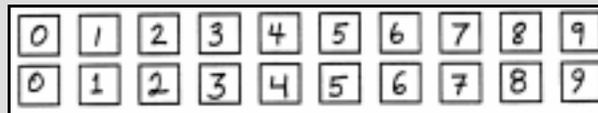
Guidelines for Completing Scannable Documents

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:

