

CHAPTER 4

CONDUCTING THE PREASSESSMENT VISIT

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

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

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Conducting the Preassessment Visit

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

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

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

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

**Part 2:
Conduct the Preassessment Visit**

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

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

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

1-2. Do you have the following materials?	
Check those items collected from the school coordinator.	
<input type="checkbox"/>	Updated Student Information Report
<input type="checkbox"/>	Entered missing demographic information.
<input type="checkbox"/>	Reviewed student demographic data for accuracy.
<input type="checkbox"/>	Determined if there have been changes in students identified as SD and/or ELL.
<input type="checkbox"/>	Identified which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes on site, and who are neither enrolled nor attend the school in the grade to be assessed.
<input type="checkbox"/>	Completed SD and/or ELL Questionnaires and/or SD/ELL Online Questionnaire Summary for those completed online.
<input type="checkbox"/>	Current list of students in the selected grade
<input type="checkbox"/>	List contains birth dates (and any other demographic information, if available).
<input type="checkbox"/>	Logistics Questionnaire (optional)
<input type="checkbox"/>	Updated NIES Student Information Report, if applicable
<input type="checkbox"/>	Reviewed Race Codes for accuracy.
<input type="checkbox"/>	Entered students' reading and math teachers' names.

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

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

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

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

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

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

Procedure 2. Work Independently

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

Organize the task:

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

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

Procedure 2 is divided into eight subprocedures.

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	2F: Complete NIES Tasks	pg. 2.11
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An AA will help you complete some of these subprocedures. **Part 2** of the QCB includes footnotes for tasks the AA can or should complete. Generally, these tasks are associated with the transfer of information from one NAEP document to another. You will check the AA's work for accuracy.

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

Procedure 2A. Select the Sample of Newly Enrolled Students

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

To complete this task, you'll need:

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

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

2A-1.

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

¹ AA can do this task.

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

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

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

2A-2. How many grade (4/8/12) students are recorded on the New Enrollee Listing Form?

 No students.

There are students listed on the New Enrollee Listing Form.

Skip to **Procedure 2B.**

Record number of students identified as new enrollees (must be greater than 0). _____

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

2A-3. Conduct sampling of new enrollees by doing the following:

 For each of the line numbers listed on the New Enrollee Sampling Line Numbers Form, enter the session type (RS, RN, or RM) generated by the Student Data System (SDS), next to the line number on the New Enrollee Listing Form.

Record each newly sampled student's name and birth date on the Administration Schedule with the appropriate session type and with the fewest students; or if the school is a take-all, add them to the Administration Schedule for their homeroom. If demographic data was included, record that information in columns C, E through I, and K on the Administration Schedule. Otherwise, you will collect it during the visit (or send the AA to collect demographic data from the school coordinator).

On the Administration Schedule, record a 1 in column M, indicating the student is a new enrollee.

Record the total number of new enrollees sampled and added to the Administration Schedule: _____.

Store the New Enrollee Listing Form, the original List of Students, and the current List of Students in the NAEP Storage Envelope.

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

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

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

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

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

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



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

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

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

Example of Adding Selected New Enrollees to Administration Schedule

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

**NAEP 2009
NEW ENROLLEE LISTING FORM**

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

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

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

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

A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*K*	*L*	*M*	*N*	*O*	*P*	*Q*	*R*
Adm. / TA	Student Name	Home- room	Line #	Month	Day	Year	Sex	Race/ Eth.	School Level	SD	ELL	New En.	Sample Type	Original Booklet ID #	Accommodation Booklet ID #	Adm. Code	Administration Codes
16	Safford, Karen	178	R	0	9	5	2	1	1	4	2	2		002 103456 7		16	ADMITTED BY ORIGINAL 10 = in session all time 11 = no response to booklet 12 = in session part time 13 = Session interrupted 14 = Other, specify on cover
17	Sanchez, Roberto	178	M	0	5	5	1	3	3	4	2	2		106 110021 4		17	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
18	Scott, Edwin	178	S	0	2	9	4	1	5	1	4	2	2	206 923478 3		18	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
19	Smith, Paige	178	R	1	1	9	5	2	1	1	4	2	2	403 234987 2		19	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
20	Stewart, Elena	178	MC	1	0	9	4	2	3	2	4	2	2	107 010876 1		20	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
21	Taylor, Daniel	178	S	1	2	9	4	1	1	3	4	2	2	207 810967 9		21	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
22	Thomas, Chris	178	R	0	6	9	4	1	1	1	4	2	2	503 010190 0		22	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
23	Tucker, Tony	178	MC	0	9	9	4	1	1	3	4	2	2	108 923790 0		23	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
24	Vann, James	178	S	1	1	9	5	1	1	1	4	2	2	208 012407 3		24	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
25	Walker, Brian	178	R	0	3	9	5	1	1	1	4	2	2	003 013429 1		25	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
26	Williams, Aamir	178	M	0	7	9	4	1	1	2	4	2	2	109 001290 2		26	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
27	Greene, Karol	101	S	0	4	9	5	2	1	1	4	2	1	209 129874 4		27	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
28	Nelson, Jan	220	R	0	1	9	5	2	1	1	4	2	1	404 987546 9		28	ADMITTED BY BACKUP 20 = in session all time 21 = no response to booklet 22 = in session part time 23 = Session interrupted 24 = Other, specify on cover
29			MC											110 245789 7		29	
30			S											210 823581 0		30	
31			R											504 993241 3		31	
32			M											111 278119 0		32	
33																33	
34																34	

This form must be completed in No. 2 pencil.

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

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

To complete this task, you'll need:

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

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

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

<input type="checkbox"/> Students are designated as "Withdrawn/ Graduated" on the Student Information Report.	<ul style="list-style-type: none"> ▪ Enter Administration Code 51 in column Q on the Administration Schedule(s). For students no longer enrolled in the school due to the student being withdrawn, graduated, or expelled.
<input type="checkbox"/> Students are designated as "Ineligible, Never Attends Campus" on the Student Information Report.	<ul style="list-style-type: none"> ▪ Enter Administration Code 54 in column Q on the Administration Schedule(s). For students listed as enrolled but not physically attending the school (e.g., home schooled or attending all classes off campus.)
<input type="checkbox"/> Students are designated as "Ineligible, Other" on the Student Information Report.	<ul style="list-style-type: none"> ▪ Enter Administration Code 55 in column Q on the Administration Schedule(s). If the student was not the eligible because he/she is not in the grade being assessed, or not enrolled in the school, such as a foreign exchange student.

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

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

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

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

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

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

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

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



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

Example of Coding Ineligible Students

This form must be completed in No. 2 pencil.

Person Use Only

1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = American Indian/Alaska Native
5 = Other

6 = Information Unavailable
For Use in Column "10"

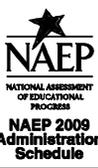
National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
6 = Information unavailable
For Use in Column "11"

Students with Disabilities (SD)
1 = Yes, IEP
2 = Yes, 504
3 = Yes, 504/IEP plan in process
4 = No, not SD
5 = Information unavailable
For Use in Column "12" (SD "J")

English Language Learner (ELL)
1 = Yes, ELL
2 = Yes, not ELL
3 = Formerly ELL (monitored for IEP reporting)
4 = Information unavailable
For Use in Column "13" (SD "L")

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 "14"

Session Number
RS0803



NAEP 2009 Administration Schedule

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name:

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

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

If Makeup Needed:
Makeup Held: Makeup Not Held:

Bundle #s
1005
1006

Session Number
RS0803

Original Sample: 26 # Missing & Ineligible (Admin. Codes 01, 07 & 08) # Absent (Admin. Codes 02-06, 09, 14) # Assessed (Original Session) # Assessed (Makeup Session)

Ineligible New Students # Assessed (Admin. Codes 02-06) # Assessed (Admin. Codes 02, 07 & 08) # Assessed (Admin. Codes 02, 07 & 08)

Total in Sample Total to be Assessed Total Assessed

"A"	"B"	"C"	"D"	"E"		"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	
				Month	Year														
01	Peters, Mark	232	R	0	4	9	5	1	1	1	4	2	2	2	401	193489	7	01	01
02	Phillips, Susan	232	MC	0	2	9	5	2	3	1	1	2	2	2	101	023578	1	02	02
03	Pierce, Tim	232	S	0	6	9	4	1	1	2	4	2	2	2	201	993461	4	03	03
04	Price, Carol	232	R	1	0	9	4	2	1	1	4	2	2	2	501	110376	0	04	04
05	Putnam, April	232	MC	1	1	9	4	2	2	1	1	2	2	2	102	910456	2	05	05
06	Qualls, Kimberly	232	S	0	9	9	4	2	5	1	4	2	2	2	202	103478	2	06	06
07	Ramos, Marisol	232	R	0	1	9	5	2	3	3	4	1	2	2	001	004051	9	07	07
08	Randal, Tyrone	232	MC	0	5	9	5	1	2	1	4	2	2	2	103	803987	0	08	08
09	Reed, Julie	232	S	0	7	9	4	2	2	1	4	2	2	2	203	267931	5	09	09
10	Reynolds, Michael	232	R	0	9	9	4	1	1	1	2	4	2	2	402	245796	4	10	10
11	Rivera, Pedro	232	M	1	2	9	4	1	3	2	4	1	2	2	104	723467	1	11	11
12	Robins, Sang	232	S	1	0	9	4	1	4	1	4	1	2	2	204	101456	6	12	12
13	Rogers, Daniel	232	R	0	6	9	5	1	5	1	1	2	2	2	502	322019	0	13	13
14	Rowe, Christina	232	M	0	2	9	5	2	1	1	1	2	2	2	105	005061	3	14	14
15	Sanders, Tina	178	S	1	0	9	4	2	5	1	4	2	2	2	205	123579	1	15	15

ADMINISTRATION CODES

01 - Assessed in Original
02 - No response to booklet
03 - Incomplete
04 - In session, specify on cover
05 - Assessed in Makeup
06 - No response to booklet
07 - Incomplete
08 - Session incomplete
09 - No response to booklet
10 - In session, specify on cover
11 - Assessed in Makeup
12 - No response to booklet
13 - Incomplete
14 - Assessed in Makeup
15 - No response to booklet
16 - In session, specify on cover
17 - Assessed in Makeup
18 - No response to booklet
19 - Incomplete
20 - Assessed in Makeup
21 - No response to booklet
22 - Incomplete
23 - Assessed in Makeup
24 - No response to booklet
25 - In session, specify on cover
26 - Assessed in Makeup
27 - No response to booklet
28 - Incomplete
29 - Assessed in Makeup
30 - No response to booklet
31 - In session, specify on cover
32 - Assessed in Makeup
33 - No response to booklet
34 - Incomplete
35 - Assessed in Makeup
36 - No response to booklet
37 - In session, specify on cover
38 - Assessed in Makeup
39 - No response to booklet
40 - Incomplete
41 - Assessed in Makeup
42 - No response to booklet
43 - In session, specify on cover
44 - Assessed in Makeup
45 - No response to booklet
46 - Incomplete
47 - Assessed in Makeup
48 - No response to booklet
49 - In session, specify on cover
50 - Assessed in Makeup
51 - No response to booklet
52 - Incomplete
53 - Assessed in Makeup
54 - No response to booklet
55 - In session, specify on cover
56 - Assessed in Makeup
57 - No response to booklet
58 - Incomplete
59 - Assessed in Makeup
60 - No response to booklet
61 - In session, specify on cover
62 - Assessed in Makeup
63 - No response to booklet
64 - Incomplete
65 - Assessed in Makeup
66 - No response to booklet
67 - In session, specify on cover
68 - Assessed in Makeup
69 - No response to booklet
70 - Incomplete
71 - Assessed in Makeup
72 - No response to booklet
73 - In session, specify on cover
74 - Assessed in Makeup
75 - No response to booklet
76 - Incomplete
77 - Assessed in Makeup
78 - No response to booklet
79 - In session, specify on cover
80 - Assessed in Makeup
81 - No response to booklet
82 - Incomplete
83 - Assessed in Makeup
84 - No response to booklet
85 - In session, specify on cover
86 - Assessed in Makeup
87 - No response to booklet
88 - Incomplete
89 - Assessed in Makeup
90 - No response to booklet
91 - In session, specify on cover
92 - Assessed in Makeup
93 - No response to booklet
94 - Incomplete
95 - Assessed in Makeup
96 - No response to booklet
97 - In session, specify on cover
98 - Assessed in Makeup
99 - No response to booklet
00 - Incomplete

REASONS FOR EXCLUSION

01 - Cannot be assessed
02 - Assessed in session, not available
03 - Assessed in session, not available
04 - Assessed in session, not available
05 - Assessed in session, not available
06 - Assessed in session, not available
07 - Assessed in session, not available
08 - Assessed in session, not available
09 - Assessed in session, not available
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11 - Assessed in session, not available
12 - Assessed in session, not available
13 - Assessed in session, not available
14 - Assessed in session, not available
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97 - Assessed in session, not available
98 - Assessed in session, not available
99 - Assessed in session, not available
00 - Assessed in session, not available

Procedure 2C. Update Missing or Incorrect Student Demographic Data

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

To complete this task, you'll need:

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> There is no missing demographic data. | ▪ Continue with Procedure 2C-2 . |
| <input type="checkbox"/> Missing demographic information has been filled in by the school coordinator on the Student Information Report(s). | ▪ Transfer the missing information to the Administration Schedule(s). |

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

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

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

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

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

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

Procedure 2D. Update SD and ELL Classifications

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

To complete this task, you'll need:	
▪ Student Information Report(s) with updates or revisions to SD and ELL columns;	
▪ Administration Schedule(s);	
▪ the SD/ELL Roster of Questionnaires;	
▪ the Inclusion Worksheet; and	
▪ extra SD and/or ELL Questionnaires.	

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

2D-1. Review the SD and ELL codes on the Student Information Report(s) and check to see if changes have been made.	
<input type="checkbox"/> There are changes to the SD and ELL codes.	▪ Continue with Procedure 2D-2.
<input type="checkbox"/> There are no changes to the SD and ELL codes.	▪ Skip to Procedure 2E.

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

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

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

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

This form must be completed in No. 2 pencil.

Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 8 = Other 9 = Information Unavailable For Use in Column "G"		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" & for "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 "I"		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 "J" & for "K"		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		# Excluded (Admin. Codes 00-09)	
Total In Sample			

"A" Attn. (/ / A)	"B" Student Name	"C" Homeroom or Other Locator	"D" Line of 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" Final IEP Code	"N" Planning Code	Orf
01 ✓	Peters, Mark	232	01 R	0	4 9 5	1	1	1	4		2		2	1	401
02 ✓	Phillips, Susan	232	02 MC	0	2 9 5	2	3	1	1		2		2	2	101
03 ✓	Pierce, Tim	232	03 S	0	6 9 4	1	1	2	4		2		2	1	201
04 ✓	Price, Carol	232	04 R	1	0 9 4	2	1	1	4		2		2	1	501
05 ✓	Putnam, April	232	05 MC	1	1 9 4	2	2	1	1		2		2	3	102
06 ✓	Qualls, Kimberly	232	06 S	0	9 9 4	2	5	1	4		2		2	1	202
07 A	Ramos, Marisol	232	07 R	0	1 9 5	2	3	3	4		1	2	2	1	001
08 ✓	Randal, Tyrone	232	08 MC	0	5 9 5	1	2	1	4		2		2	1	103
09 ✓	Reed, Julia	232	09 S	0	7 9 4	2	2	1	4		2		2	4	203
10 ✓	Reynolds, Michael	232	10 R	0	9 4	1	1	1	2	4	2		2	1	402

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

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

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

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

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

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

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

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

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

<p>To complete this task, you'll need:</p> <ul style="list-style-type: none">▪ the preprinted Inclusion Worksheet that identifies all the students listed as SD and/or ELL, including those newly classified;▪ completed hardcopy SD and ELL Questionnaires;▪ the SD/ELL Online Questionnaire Summary for any SD/ELL Questionnaires completed online; and▪ the SD/ELL Roster of Questionnaires.

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

<p>2E-1. Review the roster to identify the number of SD and/or ELL Questionnaires distributed, and for those returned to you either hard copy or online and shade the appropriate oval in the Return Status column. Then complete the following:</p>	
<input type="checkbox"/> All SD and ELL Questionnaires returned or included on the SD/ELL Online Questionnaire Summary.	▪ Continue with Procedure 2E-2 .
<input type="checkbox"/> Some SD and ELL Questionnaires have not been returned (including any for newly classified students and new enrollees).	▪ ____ Missing. Highlight the names of the missing students on the Inclusion Worksheet.
<input type="checkbox"/> There are no SD and/or ELL students in this school.	▪ Skip to Procedure 2F .

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

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

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

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

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

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

2E-2.

Using the completed SD and ELL Questionnaires, and the Inclusion Worksheet, follow these instructions:¹

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

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

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

2E-3.

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

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

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

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

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

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

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

Procedure 2F. Complete NIES Tasks



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

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

To complete this task, you'll need:

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

Procedure 2G. Review Logistics Questionnaire

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

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

To complete this task, you'll need:

- the Logistics Questionnaire.

2G-1.

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

Procedure 2H. Prepare to Conduct Visit

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

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

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

Data that can be prefilled includes the following items:

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

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

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

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

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

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

Procedure 3. Meet With the School Coordinator

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

Meet with the school coordinator and conduct the visit.

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

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

Procedure 3A. Confirm Results of the New Enrollee Selection

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

To complete this task, you'll need:

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

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

<p>3A-1. After comparing the current list of students you supplied today with the List of Students Submitted for Sampling to NAEP in the fall, [a/some/no] student(s) was/were added to the assessment sample.</p> <ul style="list-style-type: none">▪ IF NO STUDENTS WERE ADDED TO THE SAMPLE: Skip to Procedure 3B-1.▪ IF STUDENTS WERE ADDED TO THE SAMPLE: Read aloud the names of the new enrollees from the Administration Schedule.
<p>3A-2. IF MISSING DEMOGRAPHIC DATA ON NEW ENROLLEES: Now I need to work with you to gather some missing demographic data:</p> <ul style="list-style-type: none">▪ Read student name and missing data.▪ Gather any missing demographic information from columns C and E through K, and record it on the Administration Schedule.▪ If any new enrollees are SD and/or ELL, prepare an SD and/or ELL Questionnaire and record student information on the Inclusion Worksheet. Also, record these students on the SD/ELL Roster.* Hold onto prepared questionnaires until Procedure 3D-2.

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

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

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

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

<p>To complete this task, you'll need:</p> <ul style="list-style-type: none">▪ to have completed all of the steps in Procedure 2B;▪ Administration Schedule(s);▪ Student Information Report(s); and▪ an ESBQ Administration Schedule(s), if applicable.
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To confirm that withdrawn and ineligible students have been properly identified, read the names of the students and their updated status to the school coordinator. Have the school coordinator verify that each student has been coded properly.

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

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

<input type="checkbox"/>	Yes	▪ Continue with Procedure 3B-2.
<input type="checkbox"/>	No	Make updates on the Administration Schedule(s).

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

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

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

<input type="checkbox"/>	Yes	▪ Continue with Procedure 3B-3.
<input type="checkbox"/>	No	Make updates on the Administration Schedule(s).

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

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

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

<input type="checkbox"/>	Yes	▪ Continue with Procedure 3B-4.
<input type="checkbox"/>	No	Make updates on the Administration Schedule(s).

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

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