



NAEP 2002

Assessment Team Manual

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3

Before You Arrive at the School



Complete Home-Study Packet and Attend the In-Person Training

Prior to attending the in-person training, you will need to complete a home-study package. The first component of the home study is Internet based. It gives you an overview of Westat and NAEP and contains administrative procedures, such as instructions for keeping track of your time and expenses. Your training kit will tell you how to access the web site. If you do not have access to the Internet, please contact your supervisor.

The second component of your home study is a careful review of this manual in its entirety so that you will be prepared to attend the training session. Most of the instructions and procedures in this manual apply to both the assessment coordinator (AC) and the assessment administrator (AA). However, there are some tasks that have been identified as **AC Only**. Throughout this manual, **AC Only** tasks will appear on shaded paper. Even though some tasks have been identified as being the main responsibility of the AC, there may be instances where an AA will be asked to assist or required to complete an AC task. Therefore, you should familiarize yourself with all the material in this manual, regardless of your role on the project.

At the training session, the contents of this manual will be reviewed, so please bring it and the rest of the training binder with you. The in-person training will combine a multimedia presentation, group discussions, and practice exercises to help teach the procedures and provide experience with the forms. It will also give you the opportunity to meet and get to know the other NAEP assessment teams in your state.



Receive the School Folders from your Supervisor

ACs will receive one School Folder from their supervisor for each participating school in their area. The School Folder contains records of all the contacts NAEP has had with the school since the fall, a copy of the Administration Schedule for each session, Instructions for Sampling Newly Enrolled Students, and a Certificate of Appreciation to give to the school on assessment day.

The Administration Schedule, shown on the next page, is the central document that will be used during the assessment to keep track of the selected students. Only students whose names appear on the Administration Schedules may participate in the assessment (except if the school requires a nonsampled student to participate). The Administration Schedules will contain each selected student's name, sex, race/ethnicity, birth date, and indicators of student with disability (SD) and/or limited English proficiency (LEP) status. They may also include the student's homeroom or other locating information and an indication of the student's eligibility for the National School Lunch Program (NSLP)¹ and Title 1 services.²

The **NAEP school ID number** appears at the top-center of the Administration Schedule. This number is unique for each school and should be used on all NAEP materials.

Next to the school number is **Session Type**. This letter indicates the type of session you will be administering. This year, students will be assessed in one of four session types. Assessment booklets, timing, and instructions vary from session type to session type, so all assessment materials are organized and packaged by session.

The top-right of the Administration Schedule has a box labeled **Session Number**. The first two letters indicate the subject(s) being assessed. There will be an **RW** for Type A Reading/Writing Sessions, **MR** for Type B Math/Reading Sessions, **RD** for Type C Reading Sessions, and **MA** for Type D Math Sessions. Grade 12 Session Type A schools will use the session indicator **RW** for public schools and **PR** for private schools. 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 because there may be more than one session number in a school. For example, a grade 4 school with three Type A sessions would have three Administration Schedules: one Administration Schedule for session RW0401, the second for session RW0402, and the third for session RW0403.

Each student will be assessed in only one subject. Therefore, column **C** labeled **Line #/Subject** is used to indicate the subject of each student's assessment booklet. There will either be an **R** for Reading, **W** for Writing, or **M** for Math in this column. This is important because there are additional materials associated with certain booklet numbers, which are discussed in detail on pages 4.7-4.10. School staff may also need to refer to this subject indicator when determining if a student requires an accommodation.

In column **K**, labeled **Original Booklet ID #**, assessment booklets have been assigned to each selected student. The number printed in this column opposite each student's name corresponds to the assessment booklet the student must receive. This number is used to track the booklet from the time it leaves the warehouse until it is returned and processed. All booklets must be accounted for at every step of the assessment process.

Column **L**, labeled **Accommodation Booklet ID #**, will be used when a student identified as SD or LEP must be reassigned a special accommodation booklet.

¹ The National School Lunch Program (NSLP) is a Federally-assisted meal plan that provides low-cost or free lunches to eligible students.

² Title 1, formerly Chapter 1, assists economically and educationally disadvantaged students in achieving academically at the same level as their peers.

Column **M** is used to record each student's participation status. The two-digit Admin. Codes, or Administration Codes, used in this column are listed along the right-hand side of the Administration Schedule in column **O**. The Administration Codes are further defined on pages 4.39-4.42.

The Administration Schedule is perforated, so student names can be removed before it is sent to NAEP. Due to NAEP's pledge of confidentiality, **under no circumstances should a student's name appear on any assessment materials leaving the school.**

Subject of student's booklet

NAEP school ID number

Session type

Session number

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/Alaskan Native 6 = Other		National School Lunch Program 1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating		School # <u>100-102-1</u> Session Type: <u>A</u> School Name: <u>Central Middle School</u> Grade: <u>8</u> Administrator's Name: <u>Mary Jones</u>												Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u>		Makeup session scheduled for: Day/Date: _____ Time: _____		If Makeup Needed Makeup Needed: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>																																																																																																																																																																																																																																																																																																																																												
For Use in Column "F" Bundle #s 01001 01002		For Use in Column "G" Subject: R = Reading W = Writing M = Math		# Original Sample: <u>30</u> # Withdrawn & Ineligible (Admin. Codes 51 & 55): _____ # New Enrollee Sample: _____ Total in Sample: _____ # Excluded (Admin. Codes 60-65): _____ TO BE ASSESSED: _____ # Assessed (Original Session): _____ # Assessed (Makeup Session): _____ TOTAL ASSESSED: _____												Session Number RW0801																																																																																																																																																																																																																																																																																																																																																
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Codes</th> </tr> </thead> <tbody> <tr> <td>01 Mark Atley</td> <td>10</td> <td>01 W</td> <td>0</td> <td>4</td> <td>09</td> <td>1</td> <td>2</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>201</td> <td>000501</td> <td>7</td> <td></td> <td></td> <td></td> <td>1</td> <td>ASSESSED IN ORIGINAL</td> </tr> <tr> <td>02 Betty Bates</td> <td>10</td> <td>02 R</td> <td>0</td> <td>2</td> <td>09</td> <td>0</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>001</td> <td>054006</td> <td>9</td> <td></td> <td></td> <td></td> <td>2</td> <td>10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover</td> </tr> <tr> <td>03 Wes Block</td> <td>10</td> <td>03 W</td> <td>0</td> <td>6</td> <td>09</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>202</td> <td>006401</td> <td>0</td> <td></td> <td></td> <td></td> <td>3</td> <td>ASSESSED IN MAKEUP</td> </tr> <tr> <td>04 Angela Burns</td> <td>10</td> <td>04 R</td> <td>1</td> <td>0</td> <td>09</td> <td>2</td> <td>2</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>002</td> <td>000043</td> <td>8</td> <td></td> <td></td> <td></td> <td>4</td> <td>20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover</td> </tr> <tr> <td>05 Nicki Campbell</td> <td>12</td> <td>05 W</td> <td>1</td> <td>1</td> <td>09</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>203</td> <td>073201</td> <td>0</td> <td></td> <td></td> <td></td> <td>5</td> <td>ABSENT</td> </tr> <tr> <td>06 Nancy Cordaro</td> <td>12</td> <td>06 R</td> <td>0</td> <td>9</td> <td>09</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>003</td> <td>000841</td> <td>2</td> <td></td> <td></td> <td></td> <td>6</td> <td>40 = Temporary 41 = Long term 42 = Chronic truant 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover</td> </tr> <tr> <td>07 Tim Dublin</td> <td>10</td> <td>07 W</td> <td>0</td> <td>1</td> <td>09</td> <td>0</td> <td>1</td> <td>1</td> <td>3</td> <td>2</td> <td>1</td> <td>204</td> <td>000081</td> <td>5</td> <td></td> <td></td> <td></td> <td>7</td> <td>OTHER</td> </tr> <tr> <td>08 Kimberly Frank</td> <td>12</td> <td>08 R</td> <td>0</td> <td>5</td> <td>09</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>004</td> <td>005301</td> <td>1</td> <td></td> <td></td> <td></td> <td>8</td> <td>51 = Withdrawn/Graduated 52 = Unassigned book (unused) 55 = Ineligible 56 = Not in sample</td> </tr> <tr> <td>09 Carla Grahams</td> <td>10</td> <td>09 W</td> <td>0</td> <td>7</td> <td>09</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>205</td> <td>000411</td> <td>9</td> <td></td> <td></td> <td></td> <td>9</td> <td>REASONS FOR EXCLUSION</td> </tr> <tr> <td>10 Paul Hernandez</td> <td>10</td> <td>10 R</td> <td>0</td> <td>9</td> <td>09</td> <td>1</td> <td>3</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> <td>005</td> <td>210001</td> <td>6</td> <td></td> <td></td> <td></td> <td>10</td> <td>60 = SD-Required for assessment 61 = SD-Required accom. not offered 62 = LEP-Required accom. not offered 63 = LEP-Required accom. not offered 64 = SD-LEP-Required accom. not offered 65 = SD-LEP-Required accom. not offered</td> </tr> <tr> <td>11 Becky Hoecke</td> <td>10</td> <td>11 W</td> <td>1</td> <td>2</td> <td>09</td> <td>2</td> <td>4</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>206</td> <td>005001</td> <td>2</td> <td></td> <td></td> <td></td> <td>11</td> <td>ASSESSED WITH ACCOMMODATIONS</td> </tr> <tr> <td>12 Daniel Jasmer</td> <td>12</td> <td>12 R</td> <td>1</td> <td>0</td> <td>09</td> <td>1</td> <td>2</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>006</td> <td>002407</td> <td>7</td> <td></td> <td></td> <td></td> <td>12</td> <td>71 = Bilingual booklet - 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Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column **M**

Session Type	Subjects	Grade	Session
A	Reading/Writing	4,8 12	RW RW, PR
B	Reading/Math Field Test	4,8	MR
C	Reading Special Study	4,8,12	RD
D	Math Special Study	4,8	MA

Task
3

Secure Assessment Materials

In early January, NCS Pearson will mail the materials needed to conduct all the assessments in an area to that area's AC. These materials will be delivered by UPS. The boxes will be addressed to the AC's home address unless his/her supervisor has informed NAEP that a different name or address should be used.

One box of materials will be sent to the AC for **every session** to be conducted in each school. ACs should carefully check all of the materials they receive to make sure they have the materials they need for each school.

On the day of the assessment, the AC will give each AA the box of materials needed for his/her session. Proper handling and storage of all assessment materials and supplies are very important parts of every AC's and AA's job.

A

Confidentiality of Materials

NAEP guarantees the confidentiality of all participants. However, "security is not secrecy." NAEP can, and will, share the background questions and other **nonsecure** items with schools, staff, and interested parties.

All school principals will be provided with NAEP Demonstration Booklets for inspection by anyone interested in the study. The NAEP Demonstration Booklets contain student background questions and questions similar to those asked during the assessment. Because these questions have been released to the public, they may be copied. To request additional Demonstration Booklets, call Westat at 800-283-6237.

If schools are interested in finding out more information about the 2002 assessment, you can refer them to the My School web site (www.mynaep.org). The My School web site is designed to give schools more detailed information about the 2002 assessment in their school. The site gives schools the subjects, date, and time of the scheduled sessions at the school. It also contains answers to many Frequently Asked Questions and links to online questionnaires and documents, such as the NAEP Demonstration Booklets. Schools were notified of the My School site in the fall, and most should be signed up. Any school staff member who would like to be added to the site can register for access by going to the site and entering the seven-digit NAEP school ID number as the username and **guest** as the password.

You should also refer school staff and other interested individuals to the NAEP web site (<http://nces.ed.gov/nationsreportcard>). Unlike the My School site, which provides personalized information about the assessment at hand, the NAEP web site houses all NAEP information from the past to the present. Schools can go to the site to see assessment questions and data gathered from past students, teachers, and schools that participated in NAEP. There are also profiles on each state and links to past NAEP reports.

Example of My School Web Site




WELCOME Anytown Middle School

Step 1: NAEP 2002
Step 2: The Student Sample
Step 3: Assessment Day
Step 4: Future Events

Reminder

Mary Jones, the NAEP representative, will be arriving at 8:30 on Wednesday, February 10, 2002, to conduct the NAEP assessment. Please [contact NAEP](#) if you have any questions about the arrangements in your school.

The Assessment Process

Some frequently asked questions about the assessment day.

[What are the responsibilities of the NAEP staff?](#)

[What are the responsibilities of your school?](#)

[Should I meet with the selected students before the assessment?](#)

[Can parents find out how well their children performed in the NAEP assessment?](#)

[What process is used to develop the assessments?](#)

[How does NAEP accommodate students with disabilities and students with limited English proficiency?](#)

Resources

View or download the [Summary of NAEP Activities](#), a two-page document that briefly defines the NAEP program and the NAEP staff and school's responsibilities in the assessment.

Look at the [Information for Principals](#), to view answers to frequently asked questions about student background questions and NAEP confidentiality procedures.

View the [Demonstration Booklets](#) that contain student background questions and examples of reading and writing questions similar to those asked in this year's assessment.

[Parent Information Letter](#) - view copies of the available NAEP parent letter.

How can we help you?

We want to make the NAEP assessment in your school a positive experience for your staff and students. If you have questions or need to get in touch with us for any reason, please choose one of the options below.

- ▶ Send an email to [Mary Jones](#), your NAEP representative.
- ▶ Find [more information](#) about contacting NAEP
- ▶ [Change your user ID and/or password.](#)
- ▶ Report a [technical problem](#) or send [NAEP feedback](#) about the web site.

Assessment Timeline

You are here

Agree to Participate Principal agrees to participate and the NAEP representative assigns a school coordinator to work with the NAEP staff on assessment arrangements.	Send NAEP Your List of Students Schools generate a list of students in the selected grade according to the NAEP Instructions for Preparing Student Lists. The student list is either ...	NAEP Representative Conducts Preassessment Call with the School Coordinator . The preassessment package will be sent to the school coordinator 2 weeks before the ...	NAEP Staff Conducts the Assessment The NAEP staff will bring assessment materials to your school, conduct the assessment, complete the paperwork, and pick up all questionnaires. After the ...	After the Assessment At the end of the school year, you should destroy the materials in your NAEP Storage Envelope and mail the postcard to NAEP confirming that you have ...
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[Click to view timeline as a full-size window](#)

Chat

Ask questions about the assessment process and what will happen in your school on assessment day.

What to expect on the NAEP assessment day.

Dianne Walsh, Westat Director of NAEP Operations, will host a discussion on NAEP assessment procedures.

Your Information

Below is information we have for your school's assessment. You may [update this information](#) if anything has changed.

School Name	Anytown Elementary School
Principal	Karen Smith
Address	123 Main Street Washington, DC 20000
Phone Number	333-234-4455
NAEP ID Number	101-101-1
Enrollment in Selected Grade	40
Sessions to Be Conducted	2 Reading/Writing
Grade to Be Assessed	4th grade

Online Questionnaires

This year, schools participating in the NAEP assessments have the option of completing the school and teacher questionnaires online, instead of on a paper copy. If you are asked to complete one of the questionnaires, your NAEP representative will give you a paper copy of the questionnaire with instructions for accessing the online version, if you choose to do so.

Please call 1-800-283-6237 (NAEP), if you have any questions about this procedure.

Access the questionnaires online by clicking one of the links below.

[NAEP Fourth-Grade Teacher Questionnaire](#)
[NAEP Eighth-Grade Teacher Questionnaire](#)
[NAEP School Questionnaire](#)

Requests to View NAEP Materials

NAEP Demonstration Booklets should be provided to anyone interested in viewing student background questions and released test items. All other requests to view NAEP materials should be handled in the following ways:

- School staff members who ask to see the assessment booklets or have questions about their content may look at unused booklets in the presence of NAEP staff;
- All requests to see the assessment booklets from anyone other than school staff should always be referred to your supervisor;
- Never, under any circumstance, allow anyone to examine materials completed by students or school staff; and
- Copying questions or duplicating assessment booklets is never permitted.

B

Accounting for Assessment Materials

An important part of your job is accounting for all assessment materials you receive, particularly the assessment booklets. It is your responsibility to be sure that you receive a sufficient number of the appropriate assessment materials needed for your assignment and that you can account for all of these materials (used and unused) when the assignment is completed. This means that you must work carefully and keep accurate records of materials used as you work through your assignment. Never leave assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If any NAEP assessment booklets are lost, misplaced, taken by students (inadvertently or otherwise), or cannot be accounted for, the confidentiality and validity of NAEP may be seriously jeopardized.

C

Condition of Assessment Materials and Supplies

You are also responsible for making sure that all assessment materials and supplies to be used during the assessment are in good condition. If you receive any damaged or misprinted materials or supplies that cannot be used, call NCS Pearson for replacements. Instructions for checking your supplies and requesting replacements are found in Task 5 of this chapter.



Use the Call Log to Document the Preassessment Call

As an AC, you will receive a Call Log for each of the schools in your area. The Call Log will be used to record all contacts before, during, and after the assessment.

The Call Log has three parts. The first part is the script you will use to conduct the preassessment call. The results of each call must be recorded in the school's Call Log and retained in the School Folder. All calls must be completed 1 week before the scheduled assessment date.

The second part of the Call Log is the School Summary Sheet. The sheet will be completed immediately following the assessment and is discussed further on page 4.57.

The third part of the Call Log is the Debriefing of the School Coordinator. The debriefing interview is the last thing you will do before you leave each school. This is discussed further on page 4.58.

The rest of this task will give you an overview of the preassessment call. For more detailed information, refer to the Call Log Question-by-Question Specifications in Appendix C of this manual.



Verify Receipt of the School Packet

Your supervisor will send a preassessment packet to school coordinators 2 weeks before the assessment date. The school coordinator is the person appointed by the principal to coordinate all NAEP activities of the school. The packets will be sent by FedEx and will contain the following materials:

- Instructions to School Coordinators for Preparing the Materials;
- Original version of Administration Schedule(s);
- Original version of Roster of Questionnaires (Session Type A only);
- NAEP School, Teacher, and SD/LEP Questionnaires (Session Type A only);
- Criteria for Including SD and LEP students;
- New Enrollee Listing Form;
- U.S. Department of Agriculture Letter authorizing the disclosure of NSLP information;
- Sample Parent and Teacher Notification Letters for schools to use or modify as they see fit;
- For Grades 8 and 12, Student Appreciation Certificates that schools may use as appointment cards for the selected students; and
- The NAEP Storage Envelope to store the materials at the school.

An example preassessment packet is in Appendix B of this manual.

In small schools with 25 or fewer students, student sampling is not required. This means you **may** not have an Administration Schedule to review with the school coordinator during the preassessment call. If your supervisor alerts you that one or more of these schools are in your area, refer to the Special Procedures for Small Schools Where All Students Are Included, located in Appendix D.

The first thing you will do during the preassessment call is establish contact with the school coordinator and verify that the preassessment packet was received. Duplication of the packet will be extremely difficult, as it contains the original, scannable NAEP forms. Because of this, it is important to make every effort to locate the original packet.

Step B **Review Status of School and Teacher Questionnaires (Session Type A)**

The next step of the preassessment call will guide you through reviewing the status of the School and Teacher Questionnaires. (The status of the SD/LEP Questionnaires will be covered later in the call.) This year, questionnaires will be given only to schools with Session Type A. Note that there is no grade 12 Teacher Questionnaire, as shown in the table below.

Teachers and principals have the option of completing the teacher and school questionnaires online or in the hard copy version. The online questionnaires are located on the My School web site at www.mynaep.org.

The remainder of this step provides instructions on how to prepare questionnaire covers, fill in the Roster of Questionnaires, and distribute questionnaires to appropriate staff. Although most of the information on the Roster and questionnaire covers will be completed by your supervisor or the school coordinator, you should be familiar with the procedures so you are prepared to answer any questions and fill in information as needed.

Roster of Questionnaires

The school coordinator will receive a Roster of Questionnaires to keep track of the questionnaires distributed at the school. There are three versions of the Roster—one for each grade. The front of the Roster contains the tracking information for the School Questionnaire and up to 14 SD/LEP Questionnaires. The back of the Roster contains the tracking information for the Teacher Questionnaires. In addition to these three versions of the Roster, there is a Supplemental SD/LEP Roster. This is used in schools that have more than 14 SD/LEP Questionnaires to distribute. The exception to this is the grade 12 Roster. Because there are no Teacher Questionnaires at the twelfth grade, the back of the Roster continues the SD/LEP Questionnaire tracking information.

The instructions for distributing the School, Teacher, and SD/LEP Questionnaires are printed on the right side of the Roster.

Session Type A Questionnaires³

	Grade 4	Grade 8	Grade 12
School Questionnaire	YES	YES	YES
Language Arts Teacher Questionnaire	YES	YES	NO
SD/LEP Questionnaire	YES	YES	YES

³ There are no questionnaires for Session Types B, C, and D.

School Questionnaire
(School Characteristics and Policies)

2002
Grade 8

Mr. Maxwell

Q-090

Complete this questionnaire online (preferred).
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #
1 0 0 1 0 2 1

Please complete this questionnaire online.
Gain access via your "My School" web page by clicking on the School Questionnaire link OR by keying <http://www.naepq.com> on the Internet. Begin by keying in the following information at the login screen:
Your 10-digit booklet ID# is: 090 003768 2
Your 7-digit school ID number is: 100 102 1
Please complete the questionnaire (either online or this hard copy) by: 2 / 4 / 2002.

090 - 003768 - 2

DO NOT USE

ADMIN USE ONLY

ES

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The time required to complete this information collection is estimated to average 100 minutes per response, including the time for reviewing instructions, searching existing data resources, gathering the data needed, and completing and reviewing the information collection. If you have any comments concerning the accuracy of the time estimates or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-6011. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4601.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 103-382, 20 U.S.C. §6010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0620 Approval Expires 10/31/2003. Mark Refill® by NCS EM-1668#-001-184421 Printed in U.S.A.

School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal or someone designated by the principal should complete it. During the preassessment call, you will need to ask if the questionnaire was given to the appropriate person.

The example on this page shows a completed School Questionnaire and Roster. When the school coordinator receives the School Questionnaire, your supervisor will have already completed most of the information on the cover and Roster. As shown in this example, the 10-digit ID number from the lower left-hand corner of the questionnaire should have been recorded in Section I of the Roster. The questionnaire should have the school ID number and information for completing the questionnaire online recorded on the cover.

When you collect the completed questionnaire (discussed in more detail in Chapter 4), you will need to record how the questionnaire was completed in the **Returned** column on the Roster. If the

school coordinator wrote the name of the person completing the questionnaire on the removable label (as shown in the top left of this example), you will need to remove it prior to shipping the material back to NCS Pearson. If there is any missing information from the cover or Roster, you will need to enter it after the assessment.

This form must be completed in No. 2 Pencil.

NAEP 2002 — Grade 8 Roster of Questionnaires
(School, SD/LEP, and Teacher Questionnaire Tracking Form)

I. School Questionnaire		Returned		
Distributed to: <u>Mr. Maxwell</u>		Yes	No	Completed Electronically
Questionnaire ID # (Barcode ID# on Cover)	09 0 - 0 0 3 7 6 8 - 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. SD/LEP Questionnaire		Returned		
Distributed to:		Yes	No	Completed Electronically
Questionnaire ID #		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #: 1 0 0 - 1 0 2 - 1			<input type="radio"/> NCS Use Only							
Teacher's Name	Teacher #	Teacher Questionnaire ID #							Returned			Instructions for Distributing Questionnaires		
		Yes	No	Completed Electronically		Instructions for Distributing Eighth-Grade Teacher Questionnaires								
01 Mrs. Brown	01	09	7	0	0	0	9	9	2	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ask all eighth-grade teachers who teach English to fill out a
02 Mr. Cox	02	09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
03 Mrs. Wilson	03	09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
04	04	09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Language Arts Teacher Questionnaire

2002 Grade 8

Q-087



The Nation's Report Card

Complete this questionnaire online (preferred).
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL # TEACHER #

1 0 0 - 1 0 2 - 1 0 1

Please complete this questionnaire online.
Gain access via your "My School" web page by clicking on the Teacher Questionnaire link OR by keying <http://www.naepq.com> on the Internet. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID# is: 097 000992 7

Your 7-digit school ID number is: 100 102 1. Your teacher ID# is: 01

Please complete the questionnaire (either online or this hard copy) by: 2 / 4 / 2002.

DO NOT USE

ADMIN USE ONLY



097 - 000992 - 7

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0028. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (P.L. 105-382, 20 U.S.C. §6910). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0028 Approval Expires 10/31/2002. Mark Ref: NCS EM-166#-001-1554321 Printed in U.S.A.

Language Arts Teacher Questionnaires

There are two Language Arts Teacher Questionnaires: one for fourth-grade teachers and one for eighth-grade teachers. The first part of each questionnaire is a section on background characteristics and educational training. The remainder of each questionnaire surveys the teacher's language arts instructional practices.

All language arts teachers in the selected grade will be asked to complete a questionnaire. This person will usually be a reading teacher for fourth grade or an English teacher for eighth grade.

During the preassessment call, you will need to ask if the questionnaires were given to the appropriate persons and request additional questionnaires from your supervisor if necessary.

The example on this page shows a completed Grade 8 Language Arts Teacher Questionnaire and Roster. Although most of the information will be completed prior to your call, you will be required to verify and enter any missing information after the assessment. In addition, it is important for you to be familiar with the procedures in case you are asked questions from the school coordinator.

When schools sent in their student lists in the fall, they also included the number of teachers who teach language arts in their school. Your supervisor assigned and mailed questionnaires according to that number. Prior to mailing the questionnaires, your supervisor recorded the unique 10-

digit ID number for each questionnaire in the **Teacher Questionnaire ID#** column on the Roster. On the questionnaire cover, your supervisor recorded the two-digit teacher number, the school ID number, the information for completing the questionnaire online, and the date the questionnaire is to be returned to the school coordinator.

The school coordinator will write the name of the teacher who received the corresponding Teacher Questionnaire under **Teacher's Name** on the Roster. If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of the teacher who was given the questionnaire, as shown in this example.

Step C Review the Administration Schedule

The next step of the preassessment call requires you to review the Administration Schedule with the school coordinator.

Record Student Demographic Information Missing from the Administration Schedule

The school coordinator will need to record any missing student information such as homeroom or other locating information (if needed) in column **B**, birth date in column **D**, sex in column **E**, and race/ethnicity in column **F**.

To record race/ethnicity, use the codes in the box in the upper left-hand corner of the Administration Schedule. The race/ethnicity codes are defined as follows:

1 = White, not Hispanic: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.

2 = Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

3 = Hispanic Heritage: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.

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 Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5 = American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

6 = Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

This form must be completed in No. 2 pencil.

<p>Race/Ethnicity Codes</p> <p>1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/Alaskan Native 6 = Other</p> <p>For Use in Column "F"</p>	<p>National School Lunch Program</p> <p>1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating</p> <p>For Use in Column "G"</p>	<p>2002 Administration Schedule</p> <p>School #: <u>100-102-1</u> Session Type: <u>A</u></p> <p>School Name: <u>Central Middle School</u> Grade: <u>8</u></p> <p>Administrator's Name: <u>Mary Jones</u></p>		<p>Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u></p>	<p>Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____</p>							
<p>Bundle #s</p> <p>01001 01002</p>	<p>Subject:</p> <p>R = Reading W = Writing M = Math</p> <p>For Use in Column "C"</p>	<p>The Nation's Report Card</p> <p># Original Sample <u>30</u> # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____</p> <p># New Enrollee Sample _____ # Excluded (Admin. Codes 60-65) _____ TO BE ASSESSED</p> <p># Absent _____ # Assessed (Original Session) _____</p> <p># Assessed (Makeup Session) _____</p>										
<p>Column Indicators: "A"</p>	<p>"B" Homeroom or Other Locator</p>	<p>"C" Line Number Subject</p>	<p>"D" Birth Date</p>	<p>"E" Sex 1 = Male 2 = Female</p>	<p>"F" Race/Eth.</p>	<p>"G" School Lunch</p>	<p>"H" Title I 1 = Yes 2 = No</p>	<p>"I" SD 1 = Yes 2 = No</p>	<p>"J" LEP 1 = Yes 2 = No</p>	<p>"K" Original Booklet ID #</p>	<p>"L" Accommodation Booklet ID #</p>	<p>Adm. Code</p>
<p>Student Name</p>			Month Year									
01 Mark Atley	10	W	04 89	1	2	1	2	2	2	201 000501 7		
02 Betty Bates	10	R	02 90	2	1	1	2	2	2	001 054006 9		
03 Wes Block	10	W	06 89	1	1	2	2	2	2	202 006401 0		
04 Angela Burns	10	R	10 89	2	2	1	2	2	2	002 000043 8		
05 Nicki Campbell	12	W	11 89	2	1	1	2	2	2	203 073201 0		
06 Nancy Cordaro	12	R	09 89	2	1	1	2	2	2	003 000841 2		
		W										

Code the Students' Eligibility for the National School Lunch Program (NSLP)

If there is missing information in column **G**, you will ask the school coordinator to record the students' eligibility status in the National Student Lunch Program (NSLP). The NSLP codes are printed on the Administration Schedule in the upper left-hand corner and are listed below.

- 1** = Student not eligible
- 2** = Reduced price lunch
- 3** = Free lunch
- 4** = Information not available
- 5** = Refused
- 6** = School not participating

A letter from the U.S. Department of Agriculture authorizing the release of the data is sent to the school coordinator in the preassessment packet and is included in Appendix B of this manual.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "F"	For Use in Column "G"
Bundle #s 01001 01002	Subject: R = Reading W = Writing M = Math For Use in Column "C"

2002 Administration Schedule



The Nation's Report Card

School #: 100-102-1 Session Type: A

School Name: Central Middle School Grade: 8

Administrator's Name: Mary Jones

Original session scheduled for:
Day/Date: Thurs./Feb 7
Time: 8:05
Location: Rm 121

Original Sample 30 # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

+ _____ = _____ - _____ = _____ # Absent _____

New Enrollee Sample _____ Total in Sample _____ # Excluded (Admin. Codes 60-65) _____ TO BE ASSESSED _____

Column Indicators: "A"		"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"		"L"
Student Name		Homeroom or Other Locator	Line Number/Subject	Birth Date			Sex 1=Male 2=Female	Race/ Eth.	School Lunch	Title I 1=Yes 2=No	SD 1=Yes 2=No	LEP 1=Yes 2=No	Original Booklet ID #		Accommodation Booklet
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
01	Mark Atley	10	W	0	4	8	9	1	2	1	2	2	2	201 000501 7	
02	Betty Bates	10	R	0	2	9	0	2	1	1	2	2	2	001 054006 9	
03	Wes Block	10	W	0	6	8	9	1	1	2	2	2	2	202 006401 0	
04	Angela Burns	10	R	1	0	8	9	2	2	1	2	2	2	002 000043 8	
05	Nicki Campbell	12	W	1	1	8	9	2	1	1	2	2	2	203 073201 0	
06	Nancy Cordaro	12	R	0	9	8	9	2	1	1	2	2	2	003 000841 2	
07	Tim Dublin	10	W	0	1	9	0	1	1	3	2	1	2	204 000081 5	
08	Kimberly Frank	12	R	0	5	8	9	2	1	1	2	2	2	004 005301 1	
09	Carla Grahams	10	W	0	7	8	9	2	1	1	2	2	2	205 000411 9	
10	Paul Hernandez	10	R	0	9	8	9	1	3	1	2	2	1	005 210001 6	
11	sky He														

Fill in the Boxes for Title I, SD, and LEP

If there is missing information in columns **H**, **I**, and **J**, you will ask the school coordinator to:

- Record a **1** in column **H** for any student receiving Title I services. Record a **2** if the student is not receiving Title I services;
- Record a **1** in column **I** if the student is identified as having a disability (SD), that is the student has an Individualized Education Plan (IEP), or equivalent classification (such as 504), for reasons other than being gifted and talented. Record a **2** if the student does not have a disability; and

- Record a **1** in column **J** for any student classified as limited English proficient (LEP). Record a **2** if the student is not classified as LEP.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/Alaskan Native 6 = Other For Use in Column "F"	National School Lunch Program 1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating For Use in Column "G"
Bundle #s 01001 01002	Subject: R = Reading W = Writing M = Math For Use in Column "C"

2002 Administration Schedule

School #: <u>100-102-1</u>	Session Type: <u>A</u>
School Name: <u>Central Middle School</u>	Grade: <u>8</u>
Administrator's Name: <u>Mary Jones</u>	
# Original Sample: <u>30</u>	# Withdrawn & Ineligible (Admin. Codes 51 & 55): _____
+ # New Enrollee Sample: _____	= Total in Sample: _____
- # Excluded (Admin. Codes 60-65): _____	

Column Indicators:	"A"	"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"
Student Name	Homeroom or Other Locator	Line Number/Subject	Month	Birth Date Year	Sex 1=Male 2=Female	Race/Eth.	School Lunch	Title I 1=Yes 2=No	SD 1=Yes 2=No	LEP 1=Yes 2=No	Original Booklet ID #		
01 Mark Atley	10	01 W	0	4 8 9	1	2	1	2	2	2	201 000501 7		
02 Betty Bates	10	02 R	0	2 9 0	2	1	1	2	2	2	001 054006 9		
03 Wes Block	10	03 W	0	6 8 9	1	1	2	2	2	2	202 006401 0		
04 Angela Burns	10	04 R	1	0 8 9	2	2	1	2	2	2	002 000043 8		
05 Nicki Campbell	12	05 W	1	1 8 9	2	1	1	2	2	2	203 073201 0		
06 Nancy Cordaro	12	06 R	0	9 8 9	2	1	1	2	2	2	003 000841 2		
07 Tim Dublin	10	07 W	0	1 9 0	1	1	3	2	1	2	204 000081 5		
08 Kimberly Frank	12	08 R	0	5 8 9	2	1	1	2	2	2	004 005301 1		
09 Carla Grahams	10	09 W	0	7 8 9	2	1	1	2	2	2	205 000411 9		
10 Paul He	10	10 R			1				2	1	005 210001		

Identify and Eliminate Withdrawn and Ineligible Students

You will ask the school coordinator to:

- Identify any students who have officially withdrawn from the school by entering an Administration Code of **51** (withdrawn or graduated) on the Administration Schedule in column **M**. Then, draw a single line through the student's name up to the perforation; and
- Enter an Administration Code of **55** (ineligible) in column **M** for any student not currently enrolled in the selected grade who is listed in the Administration Schedule. Draw a line through his/her name up to the perforation.

No other information needs to be completed for those students identified as withdrawn and ineligible.

The school coordinator will receive the original blue Administration Schedule in the preassessment packet. The School Folder will contain a **copy** of the original. The original Administration Schedule is machine scannable; the copy is not. On assessment day, you must transfer any new information you have obtained during the pre-assessment call onto the original Administration Schedule if the school coordinator has not done so. From that point on, it is very important that the original version of the Administration Schedule is used to record all information.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Asian/Pacific Islander
5 = American Indian/Alaskan Native
6 = Other

For Use in Column "F":
Bundle #s
01001
01002

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Refused
6 = School not participating

For Use in Column "G":
Subject:
R = Reading
W = Writing
M = Math

2002 Administration Schedule

The Nation's Report Card

School #: 100-102-1 Session Type: A Original session scheduled for: Day/Date: Thurs./Feb 7 Makeup session scheduled for: Day/Date: _____

School Name: Central Middle School Grade: 8 Time: 8:05 Location: Rm 121

Administrator's Name: Mary Jones

Original Sample 30 # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

New Enrollee Sample _____ # Excluded (Admin. Codes 60-65) _____

Assessed (Original Session) _____ # Assessed (Makeup Session) _____

Absent _____ # Assessed (Makeup Session) _____

TOTAL ASSESSED _____

Session Number: **RW0801**

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Student Name	Homeless or other Location	Line Number (School)	Month	Year	Sex (M/F)	Race/Eth.	School Lunch	Title I (Y/N)	SD (Y/N)	LEP (Y/N)	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (Y/N)	Admin. Codes
01 Mark Atley	10	01	0	4	8	9	1	2	1	2	2	2	2	1	ASSESSED IN ORIGINAL
02 Betty Bates	10	02	0	2	9	0	2	1	1	2	2	2	2	2	ASSESSED IN ORIGINAL
03 Wee Block	10	03	W	0	6	8	9	1	1	2	2	2	2	5	ASSESSED IN MAKEUP
04 Angela Burns	10	04	R	1	0	8	9	2	2	1	2	2	2	4	ASSESSED IN MAKEUP
05 Nicki Campbell	12	05	W	1	1	8	9	2	1	1	2	2	2	5	ABSENT
06 Nancy Cordaro	12	06	R	0	9	8	9	2	1	1	2	2	2	6	ABSENT
07 Tim Dublin	10	07	W	0	1	9	0	1	1	3	2	1	2	7	ABSENT
08 Kimberly Frank	12	08	R	0	5	8	9	2	1	1	2	2	2	8	OTHER
09 Carla Grahams	10	09	W	0	7	8	9	2	1	1	2	2	2	9	OTHER
10 Paul Hernandez	10	10	R	0	9	8	9	1	3	1	2	2	1	10	REASONS FOR EXCLUSION
11 Bocky Hooske	10	11	W	1	2	8	9	2	4	2	2	2	2	5	REASONS FOR EXCLUSION
12 Daniel Jasmer	12	12	R	1	0	8	9	1	2	1	2	2	2	12	ASSESSED WITH ACCOMMODATIONS
13 Sarah Kruger	12	13	W	0	6	8	9	2	2	1	2	2	2	13	ASSESSED WITH ACCOMMODATIONS
14 Penny Lowe	12	14	R	0	2	9	0	2	1	1	2	2	2	14	ASSESSED WITH ACCOMMODATIONS
15 Paul Lucas	10	15	W	1	0	8	9	1	3	1	2	2	2	15	ASSESSED WITH ACCOMMODATIONS

Step D Select Sample of Newly Enrolled Students

The next step of the preassessment call requires you to select a sample of students who have enrolled since the original list was prepared. School coordinators were sent a New Enrollee Listing Form in their preassessment packet. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after the master list was prepared in order for these students to have a chance of selection for the assessment.⁴

You will need to select a sample of newly enrolled students during the preassessment call using the Instructions for Sampling New Enrollees. Your supervisor should have included a unique set of Instructions for Sampling New Enrollees in each School Folder. An example of this form is included in the Question-by-Question Specifications in Appendix C.

Step E Review Status of SD/LEP Questionnaires (Session Type A)

The next step of the preassessment call requires you to check if there are any students with a new SD and/or LEP classification and then, for Session Type A only, review the status of the SD/LEP Questionnaires.

For every student identified on the Session Type A Administration Schedule as SD and/or classified as LEP, an SD/LEP Questionnaire must be filled out by the staff member most knowledgeable about that student. When schools sent in their student lists in the fall, they also indicated which students have an SD and/or LEP classification. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. Your supervisor should have prepared the questionnaire(s) as described and illustrated on the following pages. During the call, you will need to ask if the questionnaire was given to the appropriate person and request additional questionnaires from your supervisor if necessary.

When the school coordinator receives the SD/LEP Questionnaires, your supervisor will have entered the following information on each **SD/LEP Questionnaire cover**:

- The NAEP School ID;
- The date the questionnaire is to be returned;
- The 10-digit student booklet ID (from the Administration Schedule);
- The student's demographic information (from the Administration Schedule);
- The student's line number and session number (from the Administration Schedule); and
- The name of the student for whom the questionnaire needs to be completed (on the removable label).

Your supervisor will have entered the following in **Section II of the Roster**:

- The student's name;
- The 10-digit booklet ID (from the Administration Schedule); and
- The SD/LEP Questionnaire ID (from the SD/LEP Questionnaire cover).

On assessment day, you will need to shade in the appropriate oval in the **Returned** column on the Roster. You will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to NCS Pearson. If there is any missing information from the cover or Roster, you will need to enter it after the assessment.

⁴ In year-round schools, any students who will be off-track on the assessment date should not be included on the New Enrollee Listing Form.

**Step
F**

**Determine Student
Accommodations
(All Session Types)**

Next, you will review the list of SD/LEP students with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all.

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. It is expected that many students can be assessed in the regular session. However, some students with disabilities and some students with LEP may need an accommodation in the assessment and some may not be able to participate at all.

The following pages show the Criteria for Inclusion that schools received to use whenever there is doubt about the assessability of a selected student. The original list of students from which the sample was selected included all students in the grade, regardless of whether or not they could participate.

**Enter Administration Codes for SD/LEP
Students Who Require Accommodations**

During the call, you will need to prompt the school coordinator to enter an Administration Code for all students who require an accommodation. The Administration Codes for students who require accommodations are printed on page 3.24 and are also printed on the Administration Schedule. You should enter the same Administration Code on your Administration Schedule and check that they match when you arrive at the school.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodations each student receives must be specified in his/her IEP or routinely used in testing the student. These accommodations include, but are not limited to: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require certain types of accommodations may need to use a special accommodation assessment booklet.⁵ Brief descriptions of the accommodations most frequently provided by NAEP are provided on pages 3.21-3.23.

⁵ Accommodation booklets are not simpler or easier booklets. One of the regular booklets was chosen for translation and another for enlarging.

Criteria for Inclusion of SD/LEP Students

2002 NAEP

CRITERIA FOR INCLUDING STUDENTS WITH DISABILITIES AND STUDENTS WITH LIMITED ENGLISH PROFICIENCY IN NAEP ASSESSMENTS

NAEP has developed strict criteria for all schools around the country to use whenever there is doubt about the assessability of a selected student. For the assessments to be comparable within states and across states, it is very important that all schools adhere to these criteria.

1. Students with Disabilities

A student identified on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, **should be included** in the NAEP assessment **unless**:

- The IEP team or equivalent group has determined that the student cannot participate in assessments such as NAEP, **OR**
- The student's cognitive functioning is so severely impaired that he or she cannot participate, **OR**
- The student's IEP requires that the student be tested with an accommodation that NAEP does not permit, and the student cannot demonstrate his or her knowledge of reading, writing, or mathematics without that accommodation.

2. Students with Limited English Proficiency

A student who is identified on the Administration Schedule as limited English proficient (LEP) and who is a native speaker of a language other than English **should be included** in the NAEP assessment **unless**:

- The student has received reading, writing, or mathematics instruction primarily in English for **less than 3** school years including the current year, **AND**
- The student cannot demonstrate his or her knowledge of reading, writing, or mathematics in English even with an accommodation permitted by NAEP.

3. Consult with School Staff

The decision regarding whether any of the students identified as SD or LEP cannot be included in the assessment should be made in consultation with knowledgeable school staff. The following questions in the SD/LEP Questionnaire also pertain to this decision:

- Students with disabilities: Questions 3 and 8 through 13.
- Students with limited English proficiency: Questions 15 and 19 through 21.

**WHEN THERE IS DOUBT, INCLUDE THE STUDENT.
SEE BACK FOR FURTHER EXPLANATION
AND LIST OF THE OFFERED ACCOMMODATIONS.**

Criteria for Inclusion of SD/LEP Students (continued)

2002 NAEP

FURTHER EXPLANATION FOR LEP STUDENTS

The phrase "less than 3 school years including the current year" means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

- **Include** without any accommodation all LEP students who have received reading, writing, or mathematics instruction primarily in English for 3 years or more and those who are in their third year;
- **Include** without any accommodation all other LEP students who can demonstrate their knowledge of reading, writing, or mathematics without an accommodation;
- **Include** and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of reading, writing, or mathematics only with those accommodations; and
- **Exclude** LEP students **ONLY if they cannot** demonstrate their knowledge of reading, writing, or mathematics even with an accommodation permitted by NAEP.

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions

- Large-print booklet (73)
- Extended time in regular session (74)
- Small group (76)
- One-on-one (77)
- Scribe or use of a computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school) (79)

Writing Sessions

- Bilingual dictionary (72)
- Large-print booklet (73)
- Extended time in regular session (74)
- Read aloud in regular session (75)
- Small group (76)
- One-on-one (77)
- Use of computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school) (79)

Mathematics Sessions

- Bilingual booklet (71)
- Bilingual dictionary (72)
- Large-print booklet (73)
- Extended time in regular session (74)
- Read aloud in regular session (75)
- Small group (76)
- One-on-one (77)
- Scribe or use of computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school) (79)

Accommodations Most Frequently Provided by NAEP

- **Bilingual mathematics booklet** (Admin. Code 71) – NAEP has special bilingual mathematics booklets available for students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual books will need additional time and should be administered in separate sessions. During the preassessment call, you should arrange to have someone at the school who is proficient in Spanish read the Spanish script. This script will be packaged with the bilingual mathematics booklet. You will need to request bilingual booklets from NCS Pearson on an as-needed basis immediately following the preassessment call with the school.

The bilingual booklet is only available to students who are being assessed in math.

Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column **C** from the Administration Schedule to be sure the student has an **M** (math) next to his/her name. If the student does not have an **M**, then he/she must be coded with a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

- **Bilingual dictionary** (Admin. Code 72) – An LEP student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.) The school coordinator should enter a note on the appointment card to remind the student to bring the bilingual dictionary to the session.

This accommodation is NOT allowed with reading booklets. Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) next to his/her name. If the student has an **R**, then he/she must be coded with a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

- **Large-print booklet** (Admin. Code 73) – For students whose IEP requires testing with large-print materials or magnifying devices, NAEP has special large-print booklets available for each grade and subject.

You will need to request large-print booklets from NCS Pearson on an as-needed basis immediately following the preassessment call with the school. For each large-print booklet requested, NCS Pearson will package the large-print booklet together with the same booklet in regular size print in a zip-lock bag. You will need to send back both booklets in the zip-lock bag after the assessment has been completed.

- **Extended time in regular session** (Admin. Code 74) – Some students may not react well under pressure or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others but will be told that following the session he/she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.⁶

- **Read aloud** – The read-aloud accommodation can be administered in three different ways, depending on the student’s IEP requirements.

- **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular session but will be instructed ahead of time by you to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read aloud in regular session accommodation will use his/her originally assigned booklet.

- **Small group** (Admin. Code 76) – Other students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by your reading aloud.

In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud booklets to use in writing and math small group sessions. Read-aloud booklets will be prepackaged

in bundles of five booklets. If there is only one student who requires the small group read-aloud accommodation, use the student’s originally assigned booklet. When there is more than one student, you should take the necessary number of booklets from the read-aloud small group accommodation booklet bundles.

You will receive bundles of read-aloud booklets in your bulk supplies from NCS Pearson. If additional booklets are needed, call NCS Pearson to request them.

- **One-on-one** (Admin. Code 77) – In yet other cases a student who requires the read-aloud accommodation will need to be assessed in a one-on-one setting, as specified in his/her IEP. In such a case, use the student’s originally assigned booklet.

If a student requires the read-aloud accommodation, you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: read aloud in regular session (75), small group (76), or one-on-one (77).

The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets. Therefore, if a student requires read aloud as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) next to his/her name. If the student has an **R**, then he/she must be coded with a **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

⁶ It is unlikely that students will require much more time than the regular session allows because of the difficulty of the items and because NAEP is not a “speeded” test.

- **Small group** (Admin. Code 76) – A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who require the read-aloud accommodation in a separate session (as described above).
- **One-on-one** (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These may be students with physical disabilities who are not able to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Note that in reading sessions, the questions cannot be read to the student.
- **Scribe or use of computer** (Admin. Code 78) – If a student’s IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer.
- **Other, specify on cover** (Admin. Code 79) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your NAEP supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

NOTE: Recording answers directly in the test booklet is expected of all assessment participants and is not considered an accommodation for NAEP. If this is a required accommodation in a particular student’s IEP, he/she should remain in the regular session as long as no other accommodation is required for the student.

Use of a scribe is not allowed with the writing booklet but use of a computer is allowed. Therefore, if a student requires the use of a scribe as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **W** (writing) next to his/her name. If the student has an **W**, then he/she must be coded with a **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

Administration Codes for SD/LEP Students Who Require Multiple Accommodations

Students who are accommodated sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one Administration Code will be used even though a student may be receiving several accommodations, as shown in the chart below.

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet (math only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (not used with reading booklet)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (not used with reading booklet)	
76	Small group	Extended time; read directions/questions aloud
77	One-on-one	Extended time; help recording answers; read aloud
78	Scribe or use of computer (scribe not used with writing booklet)	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	

Frequently Asked Questions Regarding SD and LEP Students

Who are the Limited English Proficiency Students?

There is no common operational definition used by states to identify LEP students. A term that is sometimes used is "English Language Learner" (ELL), recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, limited English proficiency is considered to be a transitional state. At some point, the student will no longer be LEP or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; these students come from many different languages, homes, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to great language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

What Do the Laws Say about Students with Disabilities in Relation to Large-Scale Assessments?

A landmark Federal law was passed in 1975, the Education for All Handicapped Children Act. This law guaranteed that regardless of their handicapping condition, all students must be provided a free appropriate public education in the least restrictive environment possible. The law's name was changed in 1990 to Individuals with Disabilities Education Act, or IDEA, and was amended and reauthorized by Congress in 1997. Two other Federal laws that have played a role in ensuring the rights of individuals with disabilities are: 1) Section 504 of the Rehabilitation Act of 1973, and 2) the Americans with Disabilities Act (ADA) enacted in 1990.

Who are the Students with Disabilities?

To be eligible to receive services in the schools under IDEA, a student must meet two criteria. First, the child's disability must fall within one of the categories of eligibility:

- Mental retardation;
- Hearing impairments;
- Speech and language impairments;
- Visual impairments;
- Serious emotional disturbance;
- Orthopedic impairments;
- Autism;
- Traumatic brain injury;
- Specific learning disabilities; and
- Other health impairments, such as attention deficit disorders.

Second, because of his/her disability a student with disabilities must need special education and related services to realize his/her full potential.

Government figures suggest that about 10 students out of every 100 are receiving special education (U.S. Department of Education, 2000). Currently, most students with disabilities are in a general education classroom and are provided with specially designed instruction and support, as necessary. The typical student who receives special education often has no immediate obvious disability. He – more than half of the students served by special education are males – is in elementary or middle school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

What is an Individualized Educational Plan (IEP)?

The primary intent of the special education laws passed during the past two decades has been to require educators to focus on the needs of individual students with disabilities. The most important aspect of this focus is the Individualized Educational Plan (IEP). Each public school child who receives special education and related services must have an IEP. Each program must be designed for one specific student and individuals who know the child well should design it. IEPs contain much information related to the technical requirements of IDEA in addition to instructional components.

In addition, the IEP must include within it the accommodations and modifications needed by the student in order to participate in the administration of state or district achievement assessments.

Many students with disabilities are included in large-scale assessments, such as NAEP. However, before a student can or cannot be included, the school personnel most knowledgeable about that student must make two types of decisions: should he/she be exempted from the assessment, and if not, what accommodation(s) does the student require in order to participate in the assessment.

Step G Make Assessment Arrangements

The final step of the preassessment call requires you to finalize the assessment arrangements. You will verify with the school coordinator the date, time, and location for each session and check if there are any protocols that you or your team will need to follow on the assessment day.



Verify Assessment Materials

After each preassessment call, ACs will need to check the session boxes they received for that school, gather any additional material from the bulk supplies, and request additional material, if necessary. It is important to verify school materials immediately after each preassessment call, so you will have time to request and receive additional supplies from NCS Pearson and/or Westat.



Check School Materials

Assessment booklets will be packaged in bundles of 13 booklets for grade 4 and 17 booklets for grades 8 and 12. Each box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** box in the upper left of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on the next page. The slip will also show the types of additional materials needed for booklets in the bundle.

After the completion of each preassessment call, open the school's session box(es) and check that the bundle numbers on the Administration Schedule(s) match those included in the shipment. **Do not, under any circumstance, open the sealed bundles until the day of the assessment.**

Then, check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies. Pages 3.30–3.32 list the materials in each session box.

Example of an Administration Schedule with Corresponding Bundle Slips

NAEP ASSESSMENT - GRADE 8

TYPE: READ/Writing - A

BUNDLE # 01002

INVENTORY # - NA02200022

Writing Broch
Cartoon Story
Tower "N"
Dream Week

NAEP ASSESSMENT - GRADE 8

TYPE: READ/Writing - A

BUNDLE # 01001

INVENTORY # - NA02200026

Writing Brochures "B"
Cartoon Story "U"
Tower "N"
Dream Weekend "L"

201 BU
001 B
202 B
002 B
203 BN
003 BN
204 BN
004 BN
205 B
005 B
206 B
006 B
207 BL
007 BL
208 BL
008 BL
209 B

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Asian/Pacific Islander
5 = American Indian/Alaskan Native
6 = Other

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Refused
6 = School not participating

For Use in Column "F"

Bundle #s
01001
01002

For Use in Column "G"

Subject:
R = Reading
W = Writing
M = Math

2002 Administration Schedule

The Nation's Report Card

School # 102-102-1 Session Type: A

School Name: Central Middle School Grade: 8

Administrator's Name: Mary Jones

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

Makeup session scheduled for:
Day/Date: Thurs/Feb 7
Time: 8:05
Location: Rm 121

Makeup Needed: Not Needed: Makeup Held: Makeup Refused:

Original Sample: 30 # Withdrawn & Ineligible (Admin. Codes 51 & 55): _____
Excluded (Admin. Codes 60-65): _____ TO BE ASSESSED: _____
Absent: _____ # Assessed (Original Session): _____
Assessed (Makeup Session): _____

Session Number: RW0801

"A"		"B"		"C"		"D"		"E"		"F"		"G"		"H"		"I"		"J"		"K"		"L"		"M"		"N"		"O"	
Student Name	Homeless or Other Subject	Line Number	Month	Year	Sex	Race/Eth.	School Lunch	Title I	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (L/A)	Admin. Codes														
01 Mark Atley	10	01	04	08	1	2	1	2	2	2	201 000501 7					ASSESSED IN ORIGINAL													
02 Betty Bates	10	02	02	09	2	1	1	2	2	2	001 054006 9					10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover													
03 Was Blank	10	03	06	08	1	1	2	2	2	2	202 006401 0		5	1		ASSESSED IN MAKEUP													
04 Angela Burns	10	04	10	08	2	2	1	2	2	2	002 000043 8					20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover													
05 Nicki Campbell	12	05	11	08	2	1	1	2	2	2	203 073201 0					ABSENT													
06 Nancy Cordaro	12	06	09	08	2	1	1	2	2	2	003 000841 2					40 = Temporary 41 = Long-term 42 = Chronic absent 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover													
07 Tim Dublin	10	07	01	09	1	1	3	2	1	2	204 000081 5					OTHER													
08 Kimberly Frank	12	08	05	08	2	1	1	2	2	2	004 005301 1					51 = Withdrawn/Graduated 52 = Unassigned book (unused) 55 = Ineligible 56 = Not in sample													
09 Carla Grahams	10	09	07	08	2	1	1	2	2	2	205 000411 9					REASONS FOR EXCLUSION													
10 Paul Hernandez	10	10	09	08	1	3	1	2	2	1	005 210001 6					60 = SD-Cannot be assessed 61 = SD-Required accom. not offered 62 = LEP-Cannot be assessed 63 = LEP-Required accom. not offered 64 = SD/LEP-Cannot be assessed 65 = SD/LEP-Required accom. not offered													
11 Booky Hoecke	10	11	12	08	2	4	2	2	2	2	206 005001 2		5	5		ASSESSED WITH ACCOMMODATIONS													
12 Daniel Jasmer	12	12	10	08	1	2	1	2	2	2	006 002407 7					71 = Bilingual booklet - math only 72 = Bilingual dictionary (do not use with reading booklet) 73 = Large print book 74 = Extended time in regular session 75 = Read aloud in regular session (do not use with reading booklet) 76 = Small group 77 = One-on-one 78 = Scribe or use of computer (do not use with writing booklet) 79 = Other, specify on cover													
13 Sarah Kruger	12	13	06	08	2	2	1	2	2	2	207 000031 9																		
14 Penny Lowe	12	14	02	09	2	1	1	2	2	2	007 076206 0																		
15 Paul Lucas	10	15	10	08	1	3	1	2	2	2	208 085021 8																		

Materials for Type A Reading/Writing Sessions

Grade 4	
Quantity	Item
2 Bundles	Grade 4 Reading/Writing Booklets (13 per bundle; 26 total booklets)
2 Sets	Grade 4 Writing Ancillary Items
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
26	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 8	
Quantity	Item
2 Bundles	Grade 8 Reading/Writing Booklets (17 per bundle; 34 total booklets)
2 Sets	Grade 8 Writing Ancillary Items
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 12 Public Schools*	
Quantity	Item
2 Bundles	Grade 12 Reading/Writing Booklets (Public) (17 per bundle; 34 total booklets)
25	Grade 12 Writing Brochures “D”
3	Social Security Instructions “S”
As Needed	The Arch “O”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 12 Private Schools*	
Quantity	Item
2 Bundles	Grade 12 Reading/Writing Booklets (Private)(17 per bundle; 34 total booklets)
25	Grade 12 Writing Brochures “D”
3	Social Security Instructions “S”
As Needed	The Arch “O”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

*Only in grade 12 Session Type A schools is a distinction made between public and private school bundles. The materials for grade 12 public schools and private schools are identical; the only difference is the proportion of reading and

writing booklets in the bundle. Therefore, if you need additional booklets for grade 12, Session Type A schools, be sure you check if the school is public or private, so you can pull from the correct bundle type (RW or PR).

Materials for Type B Reading/Math Field Test Sessions

Grade 4	
Quantity	Item
2 Bundles	Grade 4 Math/Reading Spiral Bundle (13 per bundle; 26 total booklets)
10	Grade 4 Set "X"
10	Grade 4 Math Set "G"
10	Rulers "R"
10	Calculators TI-108 "C"
1	TI-108 Calculator Poster
1	OE Math Poster Gr4
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
26	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 8	
Quantity	Item
2 Bundles	Grade 8 Math/Reading Spiral Bundle (17 per bundle; 34 total booklets)
1-2	Metro Guide "M"
10	Grade 8 Set "Y"
10	Grade 8/12 Set "G"
10	Protractor/Rulers "P"
15	Calculators TI-30 "C"
1	TI-30 Calculator Poster
1	OE Math Poster Gr8
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Materials for Type C Reading Special Study

Grade 4, 8, or 12 Material	
Quantity	Item
2	Grade 4, 8, or 12 Reading Booklets (13 per bundle for grade 4, 17 per bundle for grades 8 and 12.)
6	Social Security Instructions "S" (Grade 12 Only)
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
26 or 34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Material for Type D Math Special Study

Grade 4 Material	
Quantity	Item
2 Bundles	Grade 4 Math Bundle (17 per bundle; 34 total booklets)
10	Grade 4 Set "X"
10	Grade 4 Math Set "G"
10	Rulers "R"
30	Calculators TI-108 "C"
1	TI-108 Calculator Poster
1	OE Math Poster Gr4
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing–Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 8 Material	
Quantity	Item
2 Bundles	Grade 8 Math Bundle (17 per bundle; 34 total booklets)
5	Grade 8 Set "Y"
5	Grade 8/12 Set "G"
5	Protractor/Rulers "P"
30	Calculators TI-30 "C"
1	TI-30 Calculator Poster
1	OE Math Poster Gr8
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing–Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

B Check Bulk Supplies

The remaining materials that you will receive will be general or bulk supplies. Most of these materials will come from NCS Pearson, but some will come from Westat. You will need to use the timers and sealing tape from your bulk supplies for every assessment. The other materials are additional materials for you to use if you will need extra for your sessions. Your bulk supplies will include a supply of read-aloud accommodation booklets. However, you will need to order large-print and bilingual math booklets from NCS Pearson on an as-needed basis.

The bulk supplies you will be receiving from NCS Pearson are listed below and on the following pages.

General Bulk Supplies from NCS Pearson

Quantity	Item
1	Tape Dispenser
3 Rolls	Sealing Tape
8	Digital Timer and Batteries
25	Supplemental Shipping Envelope
50	Rubber Bands
3	Signs Testing–Do Not Disturb
25	Materials Request Form
25	UPS ARS Fax Form
2 Sets	No. 2 Pencils (35 per set)

Bulk Math Supplies from NCS Pearson

Quantity	Item
2	Grade 4 Calculator Poster
2	Grade 8 Calculator Poster
2	Grade 4 OE Math Poster
2	Grade 8 OE Math Poster
25	Rulers "R"
25	Protractor/Ruler "P"
25	Grade 4 Math Set "X"
25	Grade 8 Math Set "Y"
25	Grade 4 Math Set "G"
25	Grade 8 Math Set "G"
30	Grade 8 Scientific Calculators TI-30 "C"
20	Grade 4 Simple Calculators TI-108 "C"

Bulk Reading/Writing Supplies from NCS Pearson

Quantity	Item
20	Grade 4 Writing Brochure "A"
24	Grade 8 Writing Brochure "B"
25	Grade 12 Writing Brochure "D"
3	Letter from Lilex "Q"
3	Letter from TX8 "F"
3	Old Tree "T"
3	City Scenes "H"
3	Very Unusual Day "I"
3	Letter from MZ3 "J"
3	Animal Adventure "W"
3	Cartoon Story "U"
3	Backpack "E"
3	Dream Weekend "L"
3	Tower "N"
3	The Arch "O"
3	Metro Guide "M"
6	S. S. Card Instructions "S"

Bulk Booklets from NCS Pearson	
Quantity	Item
2 Bundles	Grade 4 Session Type A Reading/Writing Booklets
2 Bundles	Grade 4 Session Type B Reading/Math Booklets
2 Bundles	Grade 4 Session Type C Reading Special Study Booklets
2 Bundles	Grade 4 Session Type D Math Special Study Booklets
2 Bundles	Grade 8 Session Type A Reading/Writing Booklets
2 Bundles	Grade 8 Session Type B Reading/Math Booklets
2 Bundles	Grade 8 Session Type C Reading Special Study Booklets
2 Bundles	Grade 8 Session Type D Math Special Study Booklets
2 Bundles	Grade12 Session Type A Public Reading/Writing Booklets
2 Bundles	Grade12 Session Type A Private Reading/Writing Booklets
2 Bundles	Grade 12 Session Type C Reading Special Study Booklets
32 Bundles	Read-Aloud Booklets for Writing and Math Sessions Types A, B, and D (5 booklets per bundle)

The bulk supplies you will be receiving from **Westat** are listed below.

Publications

Summary of NAEP Activities – Public
 Summary of NAEP Activities – Private
 Information for Principals
 Demonstration Booklets
 My School Web Site brochures and folders
 Mathematics Frameworks
 Reading Frameworks
 Writing Frameworks
 Multiple Challenges

Forms and Materials

NAEP Storage Envelopes
 “Destroy by” Postcards
 Student ID Labels (blank)
 Student Appreciation Certificates
 Press Release for Regular and Field Test Sessions
 Session Scripts (one copy)

Administrative Materials

T&Es and Envelopes*
 Trip Expense Reports
 Blank School Folders
 AA Identification Badges*
 AA Assessment Information Forms

C Request Additional Materials, if Necessary

As an AC, you are responsible for checking that there are a sufficient number of materials for each assessment in your area. If you discover that you need additional material, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies or if you need to request accommodation booklets, you should contact NCS Pearson. First complete the Materials Request Form that is included in your bulk supplies. You may then call, fax, or email NCS Pearson:

- The telephone number for NCS Pearson is 1-888-627-6237
- The fax number is 1-888-627-8842. Be sure the Materials Request Form is completely filled out before faxing.
- Email NCS Pearson at ncsnaep@ncs.com

If you need additional materials that are listed under Westat bulk supplies, email your supervisor with the exact name and quantity of the material you are requesting. You should also include the address to which the materials should be shipped.

*You should distribute these items to the AAs in your team.



Plan Assessment Schedule for the Assessment Administrators

As an AC, you are responsible for scheduling and supervising the AAs in your assessment team. Typically, there are one to three AAs per team but this number varies depending on the assessment workload and schedule in a given area.

You are responsible for formulating a schedule for each AA on your team. You should work with your supervisor to develop a schedule that sufficiently staffs the assessment in each school. You should give each AA a schedule at the AA training in January. This schedule will need to be reviewed and possibly revised upon completion of the preassessment call.

This year, 80 percent of all schools are assigned two sessions. This will require you to conduct one session and an AA to conduct the other session. The schools with two sessions includes:

- All Session Type A grade 8 public schools;
- Two-thirds of Session Type A grade 4 public schools; and
- Many of the private schools in all session types.

In the remaining 20 percent of schools, one to four sessions are expected. If your area has multiple schools with three or more sessions, an additional AA will be added to the team. If your area has a few schools with three or more sessions, there are "troubleshooter AAs" available to assist you with the assessment administration as needed. You should talk with your supervisor if you discover that you will need additional staff.

A Effective Communication With Your AAs

Effective communication between ACs and AAs is crucial to NAEP's success. The Assessment Information Form (shown on the following page) has been developed for ACs to communicate specific information to the AAs about their assignment. You should either mail AAs their Assessment Information Forms or give the forms to them in person. You will need to complete one form for each AA scheduled to conduct a session in a school. On the form, you will record:

- The school name and NAEP ID;
- The school address and telephone number;
- The assessment date and time;
- The session number assigned to the AA;
- The room where the session will be held;
- The school coordinator's name;
- Directions to the school and where to park once he/she arrives at the school;
- Information about accommodations, such as the number and types in the session;
- Instructions for meeting the assessment team; and
- Any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students, and students who arrive after the session has begun.

Example of Assessment Information Form

AC: Barbara Smith
Phone Number: 703-555-2222

AA: Winston Jones
Region/Area: VA2

ASSESSMENT INFORMATION FORM

SCHOOL: Central Middle School ID #: 100-102-1

ADDRESS: 3800 Washington Blvd.
Vienna, VA 22180

PHONE #: 703-555-2249

SCHOOL COORDINATOR: Chris Thomas

ASSESSMENT DATE: Feb 7, 2002 TIME: 8:05 a.m.

SESSION NUMBER: RW0801 ROOM: 121

DIRECTIONS TO SCHOOL: Take 495 to exit 46A – Rt 123 W. Take 123W to Old
Courthouse Rd. Make right on Old Courthouse Rd. School is one block up on the right.

PARKING: Park in visitor spaces only!

ACCOMMODATIONS INFORMATION: There is one student on your Administration
Schedule who requires a large-print booklet accommodation. His teacher said he
can be assessed in the regular session but may need extra time.

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: All AAs are to meet AC outside
main entrance door at 7:00 a.m. sharp!

OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.): _____
Notify teacher when assessment is finished so he/she can dismiss students.

*****REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME*****

B Situations that May Affect Your Assessment Schedule

Previous NAEP assessments have taught us that assessments generally run smoothly and according to procedure. On occasion, however, you may encounter a situation that requires special attention, such as those described below. Even though the situations below occur infrequently, you must know how to handle them. Remember to document and discuss any unusual situations with your supervisor.

Makeup Sessions

Chapter 4 of this manual thoroughly describes the procedures associated with makeup sessions. It is best to complete the makeup as soon after the original session as possible. Be sure to examine your calendar to be certain that your schedule will accommodate the date suggested by the school. If the school is eager to get the makeup out of the way but the dates they offer conflict with your team's schedule, talk to your supervisor about the possibility of someone else covering the session.

Accommodation Sessions

On occasion, separate accommodation sessions may be conducted for SD and/or LEP students. This process is described on page 4.36-4.37 of this manual. You will need to be familiar with the differences in the administrative process of these sessions, as well as with the allowable accommodations for these students.

Whenever possible, you should schedule regular sessions to be conducted in the morning and separate accommodation sessions to be conducted afterwards to reduce the total number of AAs needed at the school.

In staffing sessions where students will be accommodated, it is important that you or the AA assigned to the session be comfortable working with special needs children. For example, an AA with a special education background would be ideal. Similarly, an AA who is a retired teacher, particularly at the elementary level, will likely be familiar with reading aloud quietly and with determining when and how to encourage students.

If students are being accommodated as part of the regular session, the AA administering the session may need additional help. Depending on the nature of the accommodations, an additional AA for every three to five accommodated students might be necessary. Each AA should know in advance the names of the student(s) with whom they will be working and the nature of the accommodation.

AA Cannot Conduct the Session

The assessment rules specify that only an individual who attended the AA training session can administer the assessment. If something unforeseeable happens on assessment day (e.g., an AA is ill), you will need to make every effort possible to have the assessment carried out as planned. If you are already conducting a session, you should speak with the school coordinator about possibly combining two of the same session types into one large room, like the cafeteria, or holding the session on the same day at a later time.

Rescheduling Sessions Due to Bad Weather

It is possible that in some areas of the country, bad weather could prevent the school from holding a scheduled assessment or prevent you from reaching the school. If a school is closed due to inclement weather, contact them the following morning to reschedule. In most situations involving bad weather, you will be in the school's local area the evening before the session. The school's decision to open will depend largely on whether the buses can run. If the school opens the following day, you should be able to make it to the session. Be alert for delays in the school's schedule.

The School Postpones the Assessment

If the school coordinator calls to inform you that the school will need to postpone the assessment, you should attempt to reschedule it immediately. Be sure to notify your supervisor of any schedule changes.

References

U. S. Department of Education. (2000). *Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Dept. of Ed.