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2 Understanding NAEP Materials and Accommodations

To have a smooth and successful assessment at the school, the best thing you can do as an AA is to become familiar with NAEP materials and procedures. This chapter reviews critical materials, provides an overview of useful data collection techniques, and explains accommodations.

1. General NAEP Knowledge Requirements

There are thirteen NAEP materials that you must be familiar with prior to the assessment.

A. The Administration Schedule

The Critical Role of the Administration Schedule in the NAEP Process

The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post assessment. It is the only document that links selected students to the student demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

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

An example Administration Schedule can be found on page 2.4.

The Role of the Administration Schedule During the Preassessment Activities

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



Impacts Statistical Validity

The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

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B. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include gender, race/ethnicity, Title I status, and student with disability (SD) and/or limited English proficiency (LEP) status.

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

The Role of the Administration Schedule on Assessment Day

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

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

The Role of the Administration Schedule After the Assessment

After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to ETS. ETS will analyze the scores and link the scores and demographic data from the Administration Schedule to provide subgroup results for the Nation. The NAEP results for the Nation include reports by gender, race/ethnicity, Title I, students classified as SD or LEP, and National School Lunch Program (NSLP) status. An example of how the Administration Schedule data were reported from the NAEP 2003 and 2000 assessments is shown below.

	Grades	
	4	8
Score gaps, Females - Males	7	11

Females Outscore Males in NAEP 2003 Reading

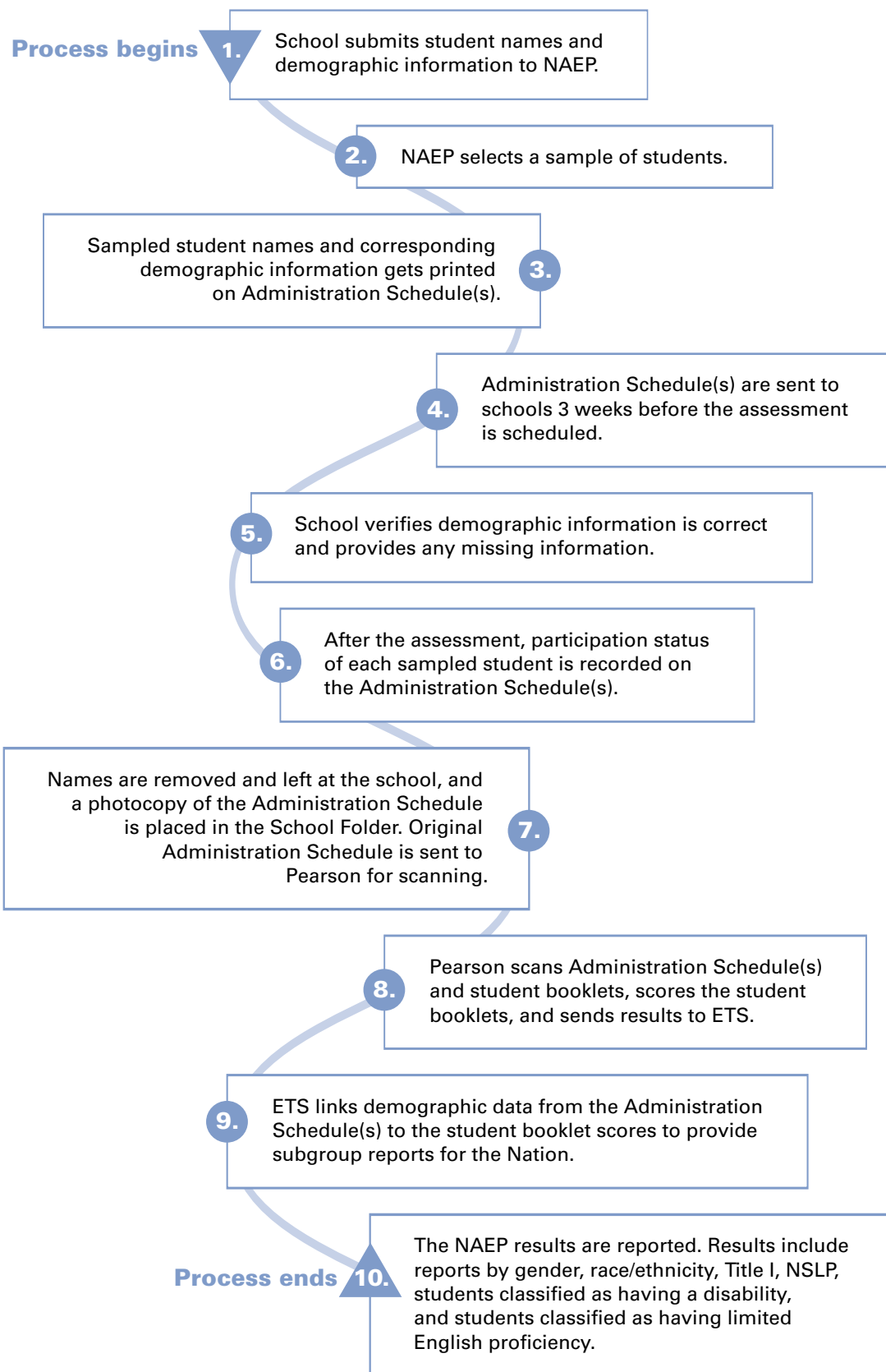
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

	Year	
	'90	'00
Percent at or above Basic level, Black 4th Graders	19	39

Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Doubled

The percentage of Black fourth-grade students at or above the Basic level in mathematics doubled from 19 percent in 1990 to 39 percent in 2000.

NAEP Administration Schedule Process



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C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

As part of the sampling process, your supervisor and AC prepared an Administration Schedule for each session. An important part of your job is to record the results of each session you conduct on the Administration Schedule.

There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot be assessed for any reason, under no circumstances may you substitute another student for the one who is missing.

Subject of student's booklet
NAEP School ID number
Session number

Perforated to remove students' names
Preassigned booklet ID numbers
Administration Codes used to identify students' participation status in column P

NAEP School ID Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

- The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.
- The third digit is either a 1, 2, or 3 to show the grade for which the school was selected:
 - 1 = Grade 4
 - 2 = Grade 8
 - 3 = Grade 12

- The fourth, fifth, and sixth digits are a sequential number from 001-999 within the state and grade.
- The seventh digit indicates whether the school is an original or substitute school and a public or nonpublic school.
 - 0 and 1 = Original Public School
 - 2 = Substitute Public School
 - 3 = Original Nonpublic School
 - 4 = Substitute Nonpublic School

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subject(s) being assessed. This year, there will be operational, pilot, and bridge subjects. These subjects are listed in the table below.

Session	Session type	Subjects	School type	Grades
RS	Operational	Reading/ mathematics/ science	Public/nonpublic	4, 8, 12
RM	Operational	Reading/ mathematics	Public ¹ /nonpublic	4, 8, 12
SC	Operational	Science	Public ¹ /nonpublic	4, 8, 12
SB	Science bridge	Science	Public/nonpublic	4, 8, 12
PT	Pilot test	Reading/ mathematics/ civics/ U.S. history/ economics	Public/nonpublic	4, 8, 12 (mathematics, civics, U.S. history) 4, 8 (reading) 12 (economics)

¹Public schools will only be located in the following states that have declined participation in science: Alaska, District of Columbia, Iowa, Kansas, Nebraska, New York (not including New York City), and Pennsylvania.

Next to the subject indicators will be two numerals—04, 08, or 12—this is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 4 public school with three reading, mathematics, and science sessions would have three Administration Schedules: one Administration Schedule for session RS0401, the second for session RS0402, and the third for session RS0403.

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Columns of the Administration Schedule

Column **A**, labeled **Student Name**, lists the names of the students selected for the assessment. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. **Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.**

Column **B**, labeled **Homerom or Other Locator**, is used to help locate the selected students on assessment day.

Various subjects will be assessed at each school. However, 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. This column will contain one of the following codes:

- "M" for mathematics;
- "R" for reading;
- "S" for science;
- "SB" for science bridge;
- "C" for civics;
- "H" for U.S. history; or
- "E" for economics.

This is important because there are additional materials specific to each subject, which are associated with certain test booklets. Students selected for the hands-on portion of the science assessment will also have a science kit indicator of "A" through "G" beside the "S" in column **C**. These materials are discussed in detail on pages 2.28-2.30. Grade 12 students being assessed with a mathematics booklet that requires a calculator will have a "C" next to the "M" in this column. School staff will also refer to this subject indicator when determining student accommodations.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
3 = Information unavailable
For Use in Column "F" - Mark "0"

Read/Braille
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
7 = Information unavailable
For Use in Column "I" - Mark "0"

Title I services
1 = Yes, student receives Title I services
2 = No, student does not receive Title I services
3 = Information unavailable
For Use in Column "L" - Mark "0"

Limited English Proficient (LEP)
1 = Yes, LEP
2 = No, not LEP
3 = Formerly LEP (monitored for JEP reporting)
4 = Information unavailable
For Use in Column "H" - Mark "0"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced-price lunch
4 = School not participating
5 = School refused
6 = Information not available
For Use in Column "K" - Mark "0"

Session Number
RS0401
Bundle #'s
01001
01002

NAEP 2005 Administration Schedule
The Nation's Report Card

School #: 101-101-1 Grade: 4
School Name: Washington Elementary School
Administrator's Name: Mary Jones

Original session scheduled for:
Day/Date: Thurs/Feb. 10
Time: 8:05
Location: Rm 121

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

Original Sample: 28
Withdrawn & Replaced (Admin. Codes 31, 34 & 35): _____
Excluded (Admin. Codes 50-60): _____
Absent (Admin. Codes 40-45, 48 & 49): _____
Refused (Admin. Codes 46 & 47): _____
Assessed (Original Session): _____
Assessed (Makeup Session): _____
TOTAL ASSESSED: _____

Makeup Needed: No Yes
Bundle #'s: 01001, 01002
Session Number: RS0401

Column Indicators	"A" Student Name	"B" Homeless Locator	"C" Line #/Subject	"D" The Month	"E" The Year	"F" SD	"G" Read/Braille	"H" LEP	"I" Title I	"J" National Lunch	"K" Lunch	"L" Title I	"M" Math	"N" Reading	"O" Science	"P" History	"Q" Economics	"R" Admin. Codes	
01	Mark Atley	10	01 M	0	4	9	4	1	2	2	2	2	2	1	2	2	2	101 000293 4	1
02	Betty Bates	10	02 R	0	2	9	5	2	2	2	2	2	2	1	1	2	2	001 054006 9	2
03	Wes Block	10	03 M	0	6	9	4	1	2	1	2	2	2	1	2	2	2	102 005241 1	3
04	Angela Burns	10	04 R	1	0	9	4	2	2	2	2	2	2	1	2	1	2	002 000043 8	4
05	Nicki Campbell	12	05 SA	1	1	9	4	2	2	2	2	2	2	1	1	2	2	203 006922 1	5
06	Nancy Cordaro	12	06 R	0	9	9	4	2	2	2	1	1	1	2	2	2	2	003 000841 2	6
07	Tim Dublin	10	07 S	0	1	9	5	1	1	2	2	2	2	1	3	2	2	204 043569 2	7
08	Kimberly Frank	12	08 R	0	5	9	4	2	2	2	2	2	2	1	1	2	2	004 005301 1	8
09	Carla Grahams	10	09 M	0	7	9	4	2	2	2	2	2	2	1	1	2	2	105 210021 3	9
10	Paul Hernandez	10	10 SB	0	9	9	4	1	2	1	3	1	2	2	2	2	2	205 210001 6	10
11	Becky Hoecke	10	11 M	1	2	9	4	2	2	1	2	4	2	2	2	2	2	106 073201 2	11
12	Daniel Jasmer	12	12 R	1	0	9	4	1	2	2	2	2	2	2	1	2	2	006 002407 7	12
13	Sarah Kruger	12	13 M	0	6	9	4	2	2	2	2	2	2	2	1	2	2	107 000031 9	13
14	Penny Lowe	12	14 R	0	2	9	5	2	2	2	2	2	2	1	1	2	2	007 076206 0	14
15	Paul Lucas	10	15 S	1	0	9	4	1	2	2	2	3	1	2	2	2	2	208 076206 5	15

Column **D**, labeled **Birth Date**, is used to indicate each student's month and year of birth.

Column **E**, labeled **Sex**, is used to indicate each student's gender.

Column **F**, labeled **SD**, is used to indicate each student's disability status.

Column **G**, labeled **Final SD Code**, is used to record a student's SD status if it has changed since it was originally recorded on the Administration Schedule.

Column **H**, labeled **LEP**, is used to indicate each student's limited English proficiency status.

Column **I**, labeled **Final LEP Code**, is used to record a student's LEP status if it has changed since it was originally recorded on the Administration Schedule.

Column **J**, labeled **Race/Eth.**, is used to indicate each student's race/ethnicity.

Column **K**, labeled **School Lunch**, is used to indicate each student's eligibility status in the NSLP.

Column **L**, labeled **Title I**, is used to indicate each student's Title I status.

Column **M**, labeled **New Enrollee**, is used to identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 3 = Information unavailable
For Use in Column "F" & "G"

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = American Indian/Alaska Native
 5 = Other
 6 = Information unavailable
For Use in Column "J"

Title I
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 3 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
 1 = Yes, LEP
 2 = No, not LEP
 3 = Formerly LEP (monitored for ATP reporting)
 4 = Information unavailable
For Use in Column "H" & "I"

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

Session Number
 RSO401
Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule
 The Nation's Report Card

School #: 101-101-1 Grade: 4
 School Name: Washington Elementary School
 Administrator's Name: Mary Jones

Original session scheduled for:
 Day/Date: Thurs./Feb. 10
 Time: 8:05
 Location: Rm 121

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

Makeup Needed: None Makeup Not Held

Bundle #'s: 01001, 01002

Original Sample: 28
 # Excluded New Enrollees: _____
 Total in Sample: _____

Absent (Admin. Codes 40-45, 48 & 49): _____
 # Assessed (Original Session): _____

Excluded (Admin. Codes 60-65): _____
 # Assessed (Makeup Session): _____

Total Assessed: _____

Session Number: RSO401

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Month	Year	Sex	SD	Final SD	LEP	Race/Eth.	School Lunch	Title I	New Enrollee	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	
01 Mark Atley	10	04	M	0	2	9	4	1	2	2	2	2	2	1	2	2	101 000293 4
02 Betty Bates	10	02	R	0	4	9	5	2	2	2	2	1	1	2	2	2	001 054006 9
03 Wes Block	10	03	M	0	6	9	4	1	2	1	2	2	2	2	2	2	102 005241 1
04 Angela Burns	10	04	R	1	0	9	4	2	2	2	1	2	1	2	2	2	002 000043 8
05 Nicki Campbell	12	05	SA	1	1	9	4	2	2	2	1	1	1	2	2	2	203 006922 1
06 Nancy Cordaro	12	06	R	0	9	9	4	2	2	2	1	1	1	2	2	2	003 000841 2
07 Tim Dublin	10	07	S	0	1	9	5	1	1	2	2	1	3	2	2	2	204 043569 2
08 Kimberly Frank	12	08	R	0	5	9	4	2	2	2	1	1	1	2	2	2	004 005301 1
09 Carla Grahams	10	09	M	0	7	9	4	2	2	2	1	1	1	2	2	2	105 210021 3
10 Paul Hernandez	10	10	SB	0	9	9	4	1	2	1	1	3	1	2	2	2	205 210001 6
11 Becky Hoecke	10	11	M	1	2	9	4	2	2	1	2	4	2	2	2	2	106 073201 2
12 Daniel Jasmer	12	12	R	1	0	9	4	1	2	2	2	2	1	2	2	2	006 002407 7
13 Sarah Kruger	12	13	M	0	6	9	4	2	2	2	2	2	1	2	2	2	107 000031 9
14 Penny Lowe	12	14	R	0	2	9	5	2	2	2	2	1	1	2	2	2	007 076206 0
15 Paul Lucas	10	15	S	1	0	9	4	1	2	2	2	3	1	2	2	2	208 076206 5

ASSESSED IN ORIGINAL
 10 = In session full time
 11 = In session part time
 12 = In session part time
 13 = Session incomplete
 14 = Other, specify on cover

ASSESSED IN MAKEUP
 20 = In session full time
 21 = In session part time
 22 = In session part time
 23 = Session incomplete
 24 = Other, specify on cover

ABSENT
 40 = Suspended
 41 = Long-term
 42 = Chronic absent
 43 = Suspended or expelled
 44 = In school, not assessed
 45 = Parent not notified
 46 = Parent not notified
 47 = Student refused
 48 = Other, specify on cover
 49 = Student refused

OTHER
 51 = Withdrawn/Discontinued
 52 = Unassigned book (unused)
 53 = Ineligible, home schooled
 54 = Ineligible, other
 55 = Not in sample

REASONS FOR EXCLUSION
 60 = SD
 61 = LEP
 62 = LEP
 63 = LEP
 64 = SD & LEP
 65 = SD & LEP
 66 = Required accom. not offered
 67 = Required accom. not offered
 68 = Enrolled but assessed

ASSESSED WITH ACCOMMODATIONS
 70 = Bilingual glossary
 71 = Bilingual dictionary
 72 = Bilingual dictionary
 73 = Large-print book
 74 = Enrolled in regular session
 75 = Enrolled in regular session
 76 = Enrolled in regular session
 77 = Other, specify on cover
 78 = Other, specify on cover
 79 = Other, specify on cover
 80 = Student staff administrators

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In column **N**, 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. Each student has been assigned an assessment booklet with a unique original booklet ID #. This number is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed. **All booklets must be accounted for throughout the assessment process.**

Column **O**, labeled **Accommodation Booklet ID #**, is used when a student identified as SD or LEP must be reassigned a special accommodation booklet (not all accommodated students require a special accommodation booklet).

Column **P**, labeled **Admin. Code**, is used to record each student's participation status. The two-digit Administration Codes used in this column are listed along the right-hand side of the Administration Schedule in column **R**. The Administration Codes are further defined on pages 4.38-4.39.

Column **Q**, labeled **Atten.** (for "attendance"), is used to indicate whether a student was present or absent for the assessment.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 3 = Information unavailable For Use in Column "F" Also "G"	Limited English Proficient (LEP) 1 = Yes, LEP 2 = No, not LEP 3 = Formerly LEP (monitored for AYP reporting) 4 = Information unavailable For Use in Column "H" Also "I"	Special Services 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 6 = Information not available For Use in Column "K"	National School Lunch Program 1 = Yes, student receives Title I services 2 = No, student does not receive Title I services 3 = Information unavailable For Use in Column "L"	Session Number RS0401	Bundle #'s 01001 01002
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NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4
 School Name: Washington Elementary School
 Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb. 10, Time: 8:05, Location: Rm. 121
 Makeup session scheduled for: Day/Date: _____, Time: _____, Location: _____

Original Samples: 28
 # Admin. Codes 40-43, 46 & 49: _____
 # Admin. Codes 44-45: _____
 # Admin. Codes 46 & 47: _____
 # Admin. Codes 48 & 49: _____
 # Admin. Codes 50-55: _____

Session Report Card

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Month	Day	Year	SD	LEP	Free Lunch	Reduced Lunch	Special Services	Revised LEP Code	Special Lunch	Title I	Revised Title I Code	Session Number	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (P/A)	Admin. Codes
01 Mark Atley	10	01	M	0	4	9	4	1	2	2	2	2	2	101 000293 4			1	ASSESSED IN ORIGINAL
02 Betty Bates	10	02	R	0	2	9	5	2	2	2	1	1	2	001 054006 9			2	ASSESSED IN MAKEUP
03 Wes Block	10	03	M	0	6	9	4	1	2	1	2	2	2	102 005241 1			3	ASSESSED IN ORIGINAL
04 Angela Burns	10	04	R	1	0	9	4	2	2	2	1	2	2	002 000043 8			4	ASSESSED IN MAKEUP
05 Nicki Campbell	12	05	SA	1	1	9	4	2	2	2	1	1	2	203 006922 1			5	ASSESSED IN ORIGINAL
06 Nancy Cordaro	12	06	R	0	9	9	4	2	2	2	1	1	2	003 000841 2			6	ASSESSED IN MAKEUP
07 Tim Dublin	10	07	S	0	1	9	5	1	1	2	2	1	3	204 043569 2			7	ASSESSED IN ORIGINAL
08 Kimberly Frank	12	08	R	0	5	9	4	2	2	2	1	1	2	004 005301 1			8	ASSESSED IN MAKEUP
09 Carla Grahams	10	09	M	0	7	9	4	2	2	2	1	1	2	105 210021 3			9	REASONS FOR EXCLUSION
10 Paul Hernandez	10	10	SB	0	9	9	4	1	2	1	3	1	2	205 210001 6			10	REASONS FOR EXCLUSION
11 Becky Hoecke	10	11	M	1	2	9	4	2	2	1	2	4	2	106 073201 2			11	ASSESSED WITH ACCOMMODATIONS
12 Daniel Jaesmer	12	12	R	1	0	9	4	1	2	2	2	2	1	006 002407 7			12	ASSESSED WITH ACCOMMODATIONS
13 Sarah Kruger	12	13	M	0	6	9	4	2	2	2	2	1	2	107 000031 9			13	REASONS FOR EXCLUSION
14 Penny Lowe	12	14	R	0	2	9	5	2	2	2	1	1	2	007 076206 0			14	REASONS FOR EXCLUSION
15 Paul Lucas	10	15	S	1	0	9	4	1	2	2	2	3	1	208 076206 5			15	REASONS FOR EXCLUSION

The long rectangular box below the school information boxes is used to collect attendance data. The formula in this box calculates the total number of students assessed.

School #: 101-101-1	Grade: 4	Original session scheduled for: Day/Date: Thurs./Feb. 10	Makeup session scheduled for: Day/Date: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bund 010 010
School Name: Washington Elementary School	Administrator's Name: Mary Jones	Time: 8:05	Time: _____		
		Location: Rm 121	Location: _____		
# Original Sample 28	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	# Absent (Admin. Codes 40-45, 48 & 49)	# Assessed (Original Session)	Session RSC	
# Selected New Enrollees	# Excluded (Admin. Codes 60-66)	# Refused (Admin. Codes 46 & 47)	# Assessed (Makeup Session)		
Total in Sample		TO BE ASSESSED		TOTAL ASSESSED	

B. The Roster of Questionnaires

The Critical Role of the Questionnaires and the Roster of Questionnaires in the NAEP Process

The NAEP questionnaires are the only documents used to collect detailed background information from teachers and principals or other school administrators. The background information is used to produce NAEP subgroup results that help put the selected students' achievement on the NAEP assessment in context. These results address the relationship between student performance on the assessment and various teacher and school factors by providing grade and subject-specific answers to questions of interest to the academic community, like the following:

- How do students in smaller classrooms perform on the assessment as compared to students in larger classrooms?
- Do students taught by a certified teacher tend to perform better on the assessment than students taught by an uncertified teacher?
- Is there a significant difference between the performance of students who have access to computers in their classroom and students who do not have access to computers?

The results produced with the completed questionnaire data can be grouped into

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three categories: school factors, instructional content and practice, and teacher factors. Below are examples of the results produced with the completed questionnaire data.

If the completed questionnaires are not collected and returned to NAEP, NAEP will



Teachers' Training Related to Mathematics Achievement

Eighth-grade students whose teachers majored in mathematics or mathematics education had higher average math scores than eighth-grade students whose teachers did not.

(NAEP 2000 mathematics assessment)



Calculator Use and Student Achievement

Eighth-graders whose teachers reported daily calculator use in class scored higher on the mathematics assessment than their peers whose teachers reported less frequent calculator use.

(NAEP 2000 mathematics assessment)

not be able to produce these types of comprehensive results.

The Roster of the Questionnaires is the document that links the completed NAEP questionnaires to the students. Therefore, it is important that the Roster is completed correctly to ensure that students are linked to the correct teachers and schools. If incorrect information is recorded on the Roster, the final NAEP results will not be accurate.

Your AC is provided with one or more Rosters of Questionnaires in each School Folder to keep track of the questionnaires distributed at the school. There are operational, pilot, and operational/pilot versions of the Roster. However, in science bridge sessions, there is not a separate Roster because there are neither Teacher nor School Questionnaires.

The six versions of the Roster are listed below.

- Grade 4 Roster of Questionnaires (operational);
- Grade 4 Roster of Questionnaires (pilot);
- Grade 8 Roster of Questionnaires – School and Teacher only (operational);
- Grade 8 Roster of Questionnaires (pilot);
- Grade 12 Roster of Questionnaires (pilot); and
- Supplemental SD or LEP Roster of Questionnaires.

This year, five types of questionnaires—School Questionnaire, Teacher Questionnaire, Economics Department Chair Questionnaire, SD Questionnaire, and LEP Questionnaire—will be used to collect additional information for NAEP. The instructions to the school coordinator for distributing these questionnaires are printed on the right-hand side of the Rosters. School staff may complete the School and Teacher Questionnaires online or by hand. Online questionnaires are located on the MySchool web site at www.mynaep.com or at the web site printed on the questionnaire cover. Directions for accessing the web sites are printed on the cover of each questionnaire. **SD and LEP Questionnaires are not available online and therefore must be completed in the hard-copy booklet.**

The table below shows the different questionnaires that will be administered this year by session type.

Questionnaire type	Operational	Pilot	Science bridge
School Questionnaire	Yes	Yes	No
Teacher Questionnaire	Yes	Yes	No
Economics Department Chair Questionnaire (Grade 12 only)	No	Yes	No
SD Questionnaire	Yes	Yes	Yes
LEP Questionnaire	Yes	Yes	Yes

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The front of the Roster contains the tracking information for the School Questionnaire and up to 14 SD or LEP Questionnaires. The back of the Roster contains the tracking information for the Teacher Questionnaires. The exception is the grade 8 operational Roster, which only contains tracking information for the School and Teacher Questionnaires. The Supplemental SD or LEP Roster will be used in all grade 8 operational schools that require SD or LEP Questionnaires and all other schools that have more than 14 SD or LEP Questionnaires to distribute. The instructions for distributing the School, Teacher, and SD and LEP Questionnaires are printed on the right side of the Roster. The grade 4 operational Roster is shown below.

This form must be completed in No. 2 pencil.


NAEP 2005 Operational Grade 4 Roster of Questionnaires
 (School, Teacher, SD or LEP Questionnaire Tracking Form)

SCHOOL #: - -

SCHOOL NAME: _____

CITY/STATE: _____

I. School Questionnaire			I. School Questionnaire			Returned		
Distributed to:			Questionnaire ID # (Barcode ID # on Cover) 996 - <input type="text"/>			Yes No Online		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. SD or LEP Questionnaire			II. SD or LEP Questionnaire			Returned			Instructions for Distributing School Questionnaires
Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Yes	No	Online	
					99-				<p>Instructions for Distributing SD and/or LEP Questionnaires</p> <p>Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP should be listed in the column on the left. An SD and/or LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed.</p> <p>Before distributing each SD and/or LEP Questionnaire, you will need to do the following:</p> <ol style="list-style-type: none"> On each SD and/or LEP Questionnaire cover, write the name of the SD and/or LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information. On this Roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD and/or LEP questionnaire ID #. As the questionnaires are returned, fill in the oval in the "Returned" column on this Roster.
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				

III. Teacher Questionnaire

SCHOOL #: - - Pearson Use Only

Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #	Returned			Instructions for Distributing Questionnaires
				Yes	No	Online	
01		01	992-				<p>Instructions for Distributing Fourth-Grade Teacher Questionnaires</p> <p>Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the same teacher for most or all subjects. Ask any teacher who gives fourth-graders additional reading, math, and/or science instruction to complete a questionnaire. This includes teachers of students who are in the fourth grade but who are not taking fourth-grade reading, math, and/or science (i.e., they are taking third- or fifth-grade courses.) Follow the procedures below for each questionnaire you distribute.</p> <p>On this Roster:</p> <ol style="list-style-type: none"> Create a list of all teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name." In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column. (The 992 prefix has been pre-printed). As the questionnaires are returned, fill in the oval in the "Returned" column. <p>On the front cover of each questionnaire:</p> <ol style="list-style-type: none"> On the removable label, record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. Record the two-digit teacher number located in the column to the right of the teacher's name on this Roster (e.g., 01, 02, 03). It is critical that this number is recorded accurately.
02		02	992-				
03		03	992-				
04		04	992-				
05		05	992-				
06		06	992-				
07		07	992-				
08		08	992-				
09		09	992-				
10		10	992-				
11		11	992-				
12		12	992-				
13		13	992-				
14		14	992-				
15		15	992-				
16		16	992-				
17		17	992-				

This form must be completed in No. 2 pencil.

NCS1-IM-187302-001-854321
 Printed in U.S.A. - Gr. 4 Operational Roster

C. The School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal, or his/her designee, should complete this questionnaire. There are two versions of the School Questionnaire: operational and pilot. A small number of schools will have both operational and pilot sessions. These schools should receive only the operational School Questionnaire.

The example on the following page shows a completed School Questionnaire cover 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 the example, the following information should have been entered on each questionnaire cover:

- NAEP School ID Number;
- The information for completing the questionnaire online; and
- The date the questionnaire should be returned to the school coordinator.

Your supervisor also will have entered the unique seven-digit ID number from the lower left-hand corner of the questionnaire on the Roster.

On the assessment day, the AC will collect the completed questionnaires and 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 the example), the AC will need to remove the label prior to shipping the material back to Pearson.

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0

The Nation's **NAEP**

Mr. Maxwell

2005 Grade 4 School Questionnaire

(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1	0	1	1	1
---	---	---	---	---

Please complete this questionnaire online.

Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID number is: 996 000875 5

Your 7-digit school ID number is: 101-101-1

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

996 - 000875 - 5

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review this information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1900 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 • Approval Expires 04/30/2007 Mark Return forms by Pearson NCS EM-170057-001-1-654321 Printed in U.S.A.

This form must be completed in No. 2 pencil.

NAEP 2005 Operational
Grade 4 Roster of Questionnaires
(School, Teacher, SD or LEP Questionnaire Tracking Form)

I. School Questionnaire Distributed to: Mr. Maxwell	I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover) 996 - 000875 - 5	Returned Yes <input type="radio"/> No <input type="radio"/> Other <input type="radio"/>
II. SD or LEP Questionnaire Line # / Session # Student's Name Distributed To (Staff Name)	II. SD or LEP Questionnaire Line # / Session # Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)

D. The Teacher Questionnaire

The Teacher Questionnaire collects information on a teacher's background characteristics, educational training, and instructional practices. There are various Teacher Questionnaires depending on the grade and session type. All teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire. The example on the next page shows a completed Grade 4 Teacher Questionnaire cover.

The following table summarizes this year's operational and pilot Teacher Questionnaires:

Grade(s)	Session type	Teacher Questionnaire(s)
4	Operational	Reading/mathematics/science (combined)
8	Operational	Reading Mathematics Science
4, 8	Pilot	U.S. history/civics (combined)
12	Pilot	Economics Teacher Economics Chair

When the school coordinator receives the Teacher Questionnaires, your supervisor will have already affixed a removable label to each questionnaire and entered the following information on each questionnaire cover:

- the two-digit teacher number from the Roster of Questionnaires;
- NAEP School ID Number;
- the information for completing the questionnaire online; and
- the date the questionnaire should be returned to the school coordinator.

Your supervisor also would have recorded the unique eight-digit number for each questionnaire in the **Teacher Questionnaire ID #** column on the Roster.

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 teacher who was given the questionnaire, as shown in the example on the next page.

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B. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The AC will collect the completed questionnaires on assessment day and record how each 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 below), the AC will remove the label prior to shipping the material back to Pearson.

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #: 1 0 1 - 1 0 1 - 1		Pearson Use Only									
Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #							Returned			Instructions for Distributing Questionnaires		
			9	9	2	0	3	6	2	1	7	Yes		No	Online
01	Mr. Randall	01	9	9	2	0	3	6	2	1	7				Instructions for Distributing Fourth-Grade Teacher Questionnaires Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the
02		02	9	9	2										
03		03	9	9	2										
04		04	9	9	2										
05		05	9	9	2										

The Nation's Report Card **NAEP**

Mr. Randall

2005 Grade 4 **Teacher Questionnaire** Q-992

Please mark how you complete this questionnaire.

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

Use a #2 pencil to complete this questionnaire.

SCHOOL # 1 0 1 1 0 1 1 TEACHER # 0 1

Please complete this questionnaire online. Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID # is: 992-003621-7

Your 7-digit school ID number is: 101-101-1 Your teacher ID # is: 01

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

DO NOT USE

0	1	2
3	4	5
6	7	8
9	*	#

ADMIN USE ONLY

0	1	2
3	4	5
6	7	8
9	*	#

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0795. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4601. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-9951.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. 9901c). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. CMB# 1850-0795 - Approval Expires 04/22/2007. Mark Return forms by Pearson MCS EM-170047-001-1-654321. Printed in U.S.A.

E. The SD and LEP Questionnaires

The SD and LEP Questionnaires are used to collect information about students identified as SD and/or LEP. An SD and/or LEP Questionnaire must be completed for every student identified on the Administration Schedule as SD and/or LEP by the staff member most knowledgeable about that student. A questionnaire should be completed for each identified SD and/or LEP student, regardless of whether or not that student will be assessed.

Admin Schedule Line # _____ from Session # _____

2005 LEP Questionnaire

Q-990

To be completed about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- Civics
- Economics
- Math
- Reading
- Science
- US History

990 - 000298 - 7

DO NOT USE

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0795. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20520-4041. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street NW, Washington, D.C. 20506-5051.

Admin Schedule Line # _____ from Session # _____

2005 SD Questionnaire

Q-991

To be completed by the staff member most knowledgeable about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- Civics
- Economics
- Math
- Reading
- Science
- US History

Student Demographic Information
(from columns D through J on Administration Schedule)

Birth Date: / /

Sex: M F

SD: LEP: R/E:

Student Booklet ID
(from column N on Administration Schedule)

SCHOOL #

991 - 038168 - 0

DO NOT USE

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A project of the Institute of Education Sciences. This report is authorized by law (20 U.S.C. 9915). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or cited, in identifiable form for any other purpose, unless otherwise consented to by the respondent. OMB No. 1850-0795 • Approval expires 04/30/2007. Mark Referral forms by Pearson NCS 08-170073-001-054321. Printed in U.S.A.

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C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The example on the next page shows a completed SD Questionnaire cover and Roster. When the school coordinator receives the SD and LEP Questionnaires, your supervisor will have entered the following information on each questionnaire cover:

- the NAEP School ID Number;
- the 10-digit student booklet ID (from column **N** of the Administration Schedule);
- the student's demographic information (from the Administration Schedule);
- the student's line number and session number (from the Administration Schedule);
- the name of the student for whom the questionnaire needs to be completed (on the removable label); and
- the NAEP subject to be assessed.

Your supervisor also will have entered the following information on the Roster:

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

When the AC collects the completed questionnaires on assessment day, he/she will record how each questionnaires was completed in the **Returned** column on the Roster. The AC will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to Pearson. If there is any information missing from the cover of the Roster, the AC will need to enter it after the assessment.

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C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

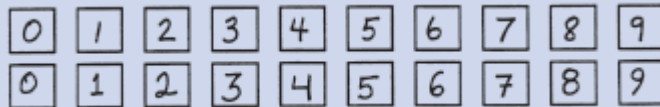
Guidelines for Completing Scannable Documents

When entering pertinent information onto the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

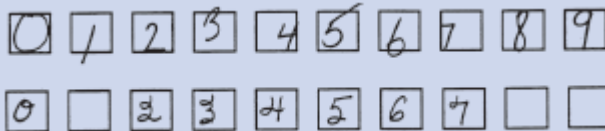
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multiblock columns;
- Erase completely and clearly to correct handwritten entries; and
- To correct computer-printed entries, strike through the error and write the correction in the white space.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents.

The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:



Impacts Statistical Validity

Care must always be taken when entering information on scannable documents. Remember to enter information carefully and check your entries to verify that you have entered the correct information.

F. The Session Scripts

Session scripts are used to administer the assessment. This year, there are four different scripts for regular assessment sessions as indicated below.

- Grade 4 Operational/Pilot Session Script
- Grade 4 Science Bridge Session Script
- Grade 8/12 Operational/Pilot Session Script
- Grade 8/12 Science Bridge Session Script

There are differences from script to script in wording, in procedures, and in the materials required. The procedure for using the session script to conduct regular sessions is presented in Chapter 4.

<p style="text-align: center;">2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS</p> <p style="text-align: center;">GRADE 8/GRADE 12</p> <p>OPERATIONAL AND PILOT SESSION SCRIPT</p> <p>[NOTE: INSTRUCTIONS TO THE ASSESSMENT ADMINISTRATOR ARE IN BOLD CAPITAL LETTERS AND SHOULD <u>NOT</u> BE READ TO THE STUDENTS.]</p> <p>INTRODUCTION</p> <p>Hello. My name is (YOUR NAME). Today you will be participating in a special study on American education. The study is called the National Assessment of Educational Progress and is sometimes referred to as the Nation’s Report Card. This study will show how students in your state perform compared to other states and the country. To make sure that all students receive the same instructions, I will be reading them to you from this script.</p> <p>The National Assessment of Educational Progress is sponsored by the United States Department of Education. Its goal is to find out what students your age know and can do in different school subjects. In the next 90 minutes, you will be asked to show how well you can do in reading, mathematics, science, civics, or U.S. history. You will also be asked questions about yourself and your school experience.</p> <p>Do not write your name on any of the work you do here today. No one in the school will see your answers and you will not get a grade on this work. When the study is over, your answers will be combined with information from other students all over the state and country. The results will help government leaders, school administrators, and teachers determine what students are learning. Because the study will have an impact on schools and students all over the country, we know that you will want to do the best that you can.</p> <p>DISTRIBUTE MATERIALS</p> <p>BOOKLETS AND MATERIALS <u>NOT</u> PREVIOUSLY DISTRIBUTED = READ COLUMN <u>A</u>.</p> <p>BOOKLETS AND MATERIALS PREVIOUSLY DISTRIBUTED = READ COLUMN <u>B</u>.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">A</td> <td style="width: 50%; text-align: center; border: none;">B</td> </tr> <tr> <td style="border: none;"> <p>Now I am going to give you the things you will be using. Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to. Please do not bend or fold back your booklet. If you need another pencil after we begin, please raise your hand.</p> </td> <td style="border: none;"> <p>You each should have an assessment booklet and a pencil on your desk. The label on the booklet should have your name on it. Do not open your booklet until I tell you to. Please do not bend or fold back your booklet. If you need another pencil after we begin, please raise your hand.</p> </td> </tr> </table> <p>READ STUDENTS’ NAMES IN ADMINISTRATION SCHEDULE ORDER TO DISTRIBUTE BOOKLETS AND PENCILS. RECORD A “✓” OR AN “A” IN THE “ADMINISTRATION USE ONLY” COLUMN OF THE ADMINISTRATION SCHEDULE. DOUBLE-CHECK THAT EACH STUDENT’S NAME AND BOOKLET ID ON THE ADMINISTRATION SCHEDULE MATCH THAT ON THE BOOKLET LABEL.</p>	A	B	<p>Now I am going to give you the things you will be using. Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. 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When the study is over, your answers will be combined with information from other students all over the state and country. The results will help government leaders, school administrators, and teachers determine what students are learning. Because the study will have an impact on schools and students all over the country, we know that you will want to do the best that you can.</p> <p>DISTRIBUTE MATERIALS</p> <p>BOOKLETS AND MATERIALS <u>NOT</u> PREVIOUSLY DISTRIBUTED = READ COLUMN <u>A</u>.</p> <p>BOOKLETS AND MATERIALS PREVIOUSLY DISTRIBUTED = READ COLUMN <u>B</u>.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">A</td> <td style="width: 50%; text-align: center; border: none;">B</td> </tr> <tr> <td style="border: none;"> <p>Now I am going to give you the things you will be using. Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. 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DOUBLE-CHECK THAT EACH STUDENT’S NAME AND BOOKLET ID ON THE ADMINISTRATION SCHEDULE MATCH THAT ON THE BOOKLET LABEL.</p> <p style="text-align: right;">COLLECT ALL UNUSED BOOKLETS AND MATERIALS.</p>	A	B	<p>Now I am going to give you the things you will be using. Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to. Please do not bend or fold back your booklet. If you need another pencil after we begin, please raise your hand.</p>	<p>You each should have an assessment booklet and a pencil on your desk. The label on the booklet should have your name on it. Do not open your booklet until I tell you to. Please do not bend or fold back your booklet. If you need another pencil after we begin, please raise your hand.</p>
A	B								
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Accommodation Scripts

Accommodation scripts should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. Each accommodation script is listed below.

- Grade 4 Operational/Pilot Accommodation Session Script
- Grade 4 Science Bridge Accommodation Session Script
- Grade 8 Operational/Pilot Accommodation Session Script
- Grade 8 Science Bridge Accommodation Session Script

The procedure for conducting separate accommodation sessions is provided in Chapter 4.

2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

**GRADE 8
OPERATIONAL AND PILOT**

2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

**GRADE 4
OPERATIONAL AND PILOT
ACCOMMODATION SESSION SCRIPT**

[NOTE: **INSTRUCTIONS TO THE ASSESSMENT ADMINISTRATOR ARE IN BOLD CAPITAL LETTERS AND SHOULD NOT BE READ TO THE STUDENTS. INSTRUCTIONS FOR “READ ALOUD” ACCOMMODATION SESSIONS ARE TO BE USED IF THE AA IS TO READ THE ASSESSMENT TO THE STUDENT(S). EXTENDED TIME IS THEN ASSUMED. READ ALOUD IS NOT ALLOWED FOR READING ACCOMMODATION SESSIONS. IF IT IS NOT A READ ALOUD SESSION AND EXTENDED TIME IS NEEDED, USE THE “EXTENDED TIME” INSTRUCTIONS. ALL OTHER TYPES OF ACCOMMODATIONS SESSIONS FOLLOW THE PROMPTS FOR NON-EXTENDED TIME AND NON-READ ALOUD SESSIONS. YOU ARE ALLOWED TO GIVE STUDENTS SHORT BREAKS IN BETWEEN SECTIONS. IF YOU DO SO, FOR EXTENDED TIME AND READ ALOUD SESSIONS, RECORD THE NUMBER OF MINUTES FOR EACH BREAK AND SUBTRACT THE TOTAL FROM THE TOTAL TIME FOR ACCOMMODATION.]**

PLACE BOOKLETS ON DESK PRIOR TO THE SESSION. REMOVE STUDENT LABELS AND PLACE ON DESK ABOVE THE BOOKLETS. ALSO REMOVE ANCILLARIES FROM BOOKLETS AND PLACE TO THE RIGHT OF THE STUDENT LABEL. IF ANY ANCILLARIES NEED TO BE FOLDED AND/OR SEPARATED, DO SO PRIOR TO THE SESSION.

WHEN ALL STUDENTS HAVE ARRIVED, COLLECT ALL UNUSED BOOKLETS AND MATERIALS. BE SURE TO PLACE THE CORRECT STUDENT ID LABELS BACK ON THE UNUSED BOOKLETS.

INTRODUCTION

Today you will be participating in a special study on American education. The study is called the National Assessment of Educational Progress and is sometimes referred to as the Nation’s Report Card. This study will show how students in your state perform compared to other states and the country in reading, mathematics, science, civics, or U.S. history. You will also be asked questions about yourself and your school experience.

Do not write your name on any of the work you do here today. No one in the school will see your answers and you will not get a grade on this work.

Please do not bend or fold back your booklet. If you need another pencil at any time, please let me know.

General Background Question-by-Question Specifications

Question-by-Question Specifications for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the background sections. Guidelines for using the Question-by-Question Specifications are provided in Chapter 4.

Subject-Area Background Question-by-Question Specifications

Question-by-Question Specifications for the subject-area background sections of the assessment are provided in the back of each operational session script. You must refer to them when helping students understand the intent of a question in the reading, mathematics, or science subject-area background sections. Guidelines for using the Question-by-Question Specifications are provided in Chapter 4.

G. Instructions to School Staff Observers

NAEP encourages the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. NAEP has developed a Teacher Observer Letter and Accommodation Teacher Letter that provides instructions to school staff observers on their role during the assessment. The letters are shown on the following pages.

Since the staff members observing the assessment have access to the assessment booklets and data, the forms also have a nondisclosure statement for school staff observers to sign. Your AC will provide these letters to school staff observers and will collect the signed letters just prior to the assessment.

H. The Session Debriefing Form

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TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. A careful random selection of schools and students are chosen to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

1. Please do not answer any questions that any of the students may ask you about their test.

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script that they must read to the students verbatim to maintain the consistency of the instructions to students across the Nation. The NAEP staff has been directed not to answer any questions that the students may ask about their test questions but to encourage the students to do the best that they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

2. Please do not talk to anyone during the assessment, even the NAEP staff member.

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on their test.

3. Please do not look at the students’ test booklets.

The security of the test items is a very important part of NAEP. No one other than the student that is assigned to a particular booklet is to read the questions. You are welcome to look over the Demonstration Booklet that provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we are going to ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

ACCOMMODATION TEACHER LETTER**We welcome you to the NAEP assessment!**

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students are selected to participate in NAEP to represent all schools and students of the Nation.

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By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session you may:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student(s) to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates that they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

You may not:

- provide assistance on assessment items. (Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability); or
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

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The Session Debriefing Form has been developed to gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems that you may have encountered regarding the session. If problems arose during the session, you must use this form to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school.

I. The Session Materials

NAEP 2005 SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. RS0401, RM0801, or PT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No 2	
Were there problems getting students to this session?	Yes 1 No 2	
Were there problems with the session timing?	Yes 1 No 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 No 2	
Were there any student refusals?	Yes 1 No 2	
Did any student(s) leave the session?	Yes 1 No 2	
Were students cooperative and orderly during assessment? If no, explain.	Yes 1 No 2	
Were there any problems with accommodations given in this session?	Yes 1 No 2	
Any problems with the location?	Yes 1 No 2	
Interruptions	Yes 1 No 2	
Other, specify	Yes 1 No 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	
School Staff	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	
Other Observers	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	

On assessment day, your AC will give you the materials for each session that you are assigned to conduct in the school. The session materials that you receive will depend on the session type and grade. A complete list of session materials for each grade 4, 8, and 12 session is provided on page 4.5.

J. The Assessment Booklet

The assessment booklet is used to assess the selected students. The cover of each booklet contains space to record school and teacher information. Each booklet cover also has a code in the upper-right corner (see example on the following page). This code is made up of the following three components:

- a letter identifying the subject;
- the subject letter, followed by a one-, two-, or three-digit booklet version number; and
- the booklet version number is followed by a letter or letters identifying any ancillaries or additional materials the booklet requires.

Each booklet will also have an “O” for operational, “P” for pilot, or “B” for science bridge in the upper-right corner as shown on pages 2.28-2.30. You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

K. The Ancillary Materials

Certain assessment booklets require the use of additional or ancillary materials. The materials will vary depending on the grade to be assessed. Some of these materials will be individually prepackaged in a clear plastic bag. The charts on pages 2.28-2.30 show the ancillary materials and corresponding letter that appears on the student’s booklet cover by grade.

L. The Science Kits

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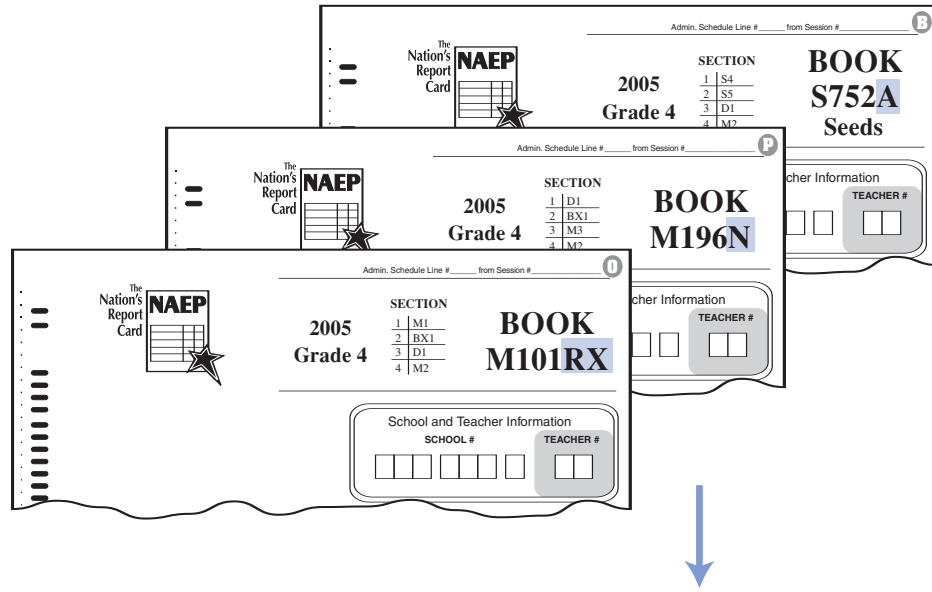
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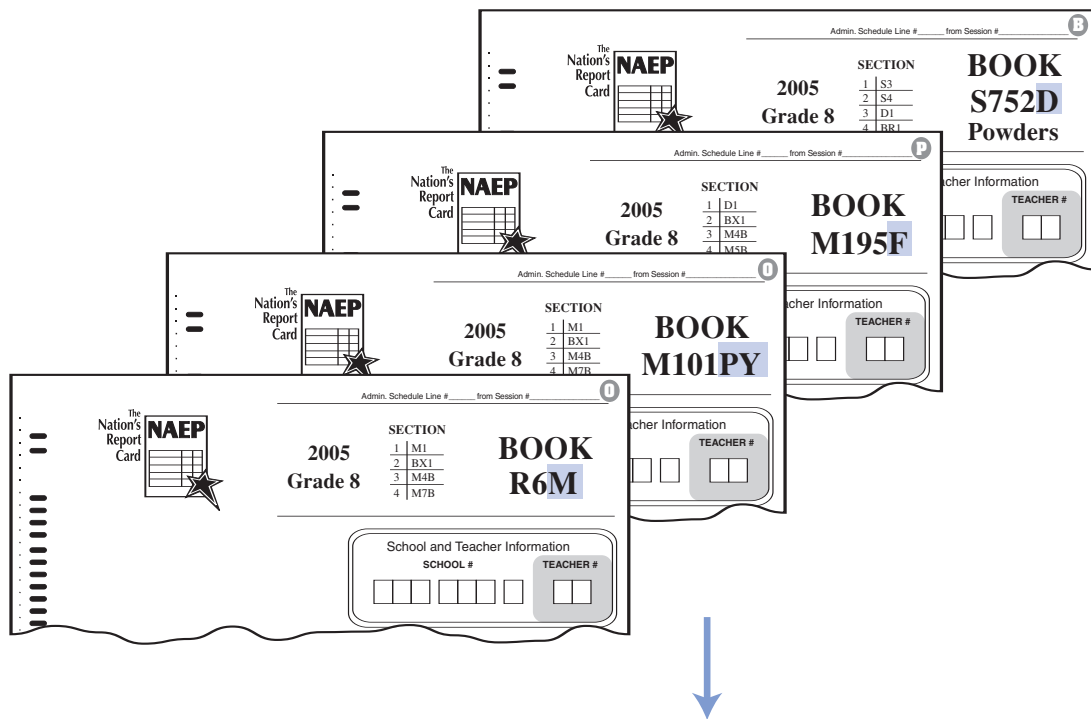
C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Grade 4 Booklet Covers and Ancillary Materials



Grade 4	
Subject	Ancillary Materials
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" R = Ruler X = Manipulative Set "X"
Mathematics (Pilot)	L = Manipulative Set "L" N = Manipulative Set "N" C = Calculator
Science (Operational and Bridge)	A = Seeds B = Unknown Powder C = Markers

Grade 8 Booklet Covers and Ancillary Materials



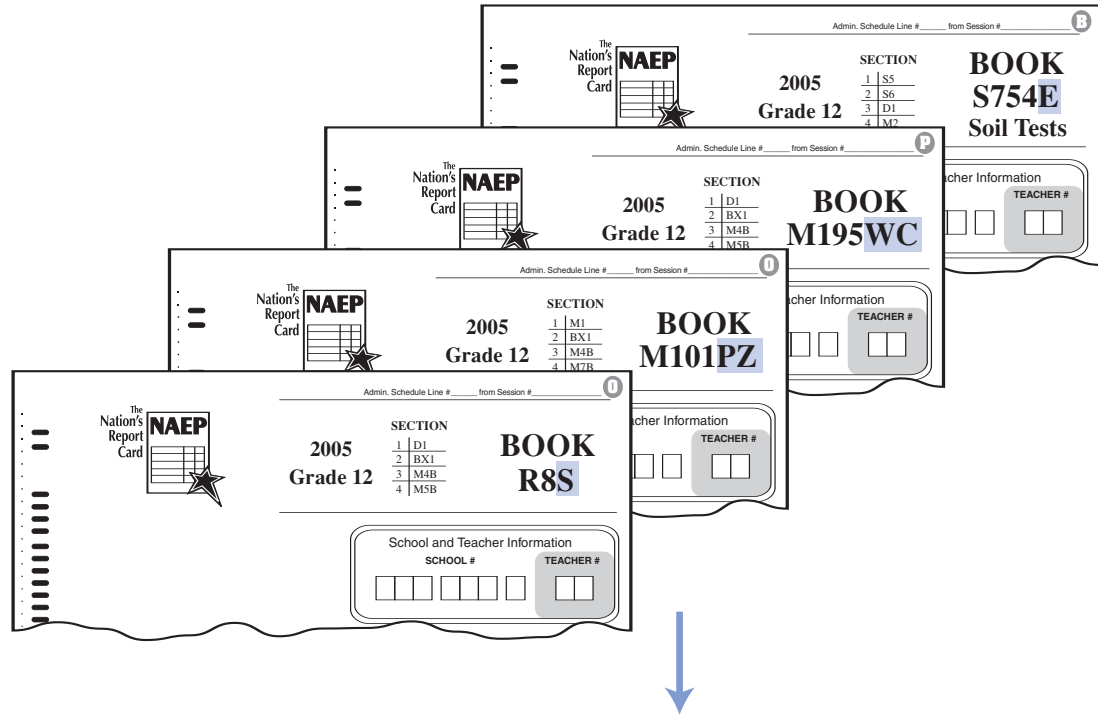
Grade 8	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Y = Manipulative Set "Y"
Mathematics (Pilot)	F = Manipulative Set "F" T = Manipulative Set "T" C = Calculator
Science (Operational and Bridge)	C = Markers D = Powders E = Soil Tests

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Grade 12 Booklet Covers and Ancillary Materials



Grade 12	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i> S = <i>Social Security Instructions</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Z = Manipulative Set "Z"
Mathematics (Pilot)	W = Manipulative Set "W" H = Manipulative Set "H" P = Protractor/Ruler C = Calculator
Science (Operational and Bridge)	E = Soil Test F = Antacid G = Pendulum

This year, a subset of students selected to take the science assessment will also be asked to complete a hands-on science task, or science kit. The science kits vary by

M. The Assessment Information Form

Effective communication between you and your AC is crucial to NAEP's success. The Assessment Information Form (shown below) has been developed for ACs to

Grade(s)	Science kit
4	Kit A – Seeds
4	Kit B – Unknown powder
4/8	Kit C – Markers
8	Kit D – Powders
8/12	Kit E – Soil tests
12	Kit F – Antacid
12	Kit G – Pendulum

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communicate specific information to the AAs about their assignment. Your AC will either mail your Assessment Information Forms or give the forms to you in person. This form will be distributed to you 1-2 weeks before each assessment. More detailed information on this form is provided in Chapter 3.

2. Understanding NAEP Accommodations

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodations each student

AC: _____ AA: _____
 Phone Number: _____ Region/Area: _____

ASSESSMENT INFORMATION FORM

SCHOOL: _____ ID #: _____

ADDRESS: _____

PHONE #: _____

SCHOOL COORDINATOR: _____ ASSESSMENT DATE: _____

ARRIVAL TIME: _____ ASSESSMENT TIME(S): _____

SESSION NUMBER(S): _____ ROOM(S): _____

DIRECTIONS TO SCHOOL: _____

PARKING: _____

ACCOMMODATIONS INFORMATION: _____

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: _____

OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.): _____

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

receives must be specified in his/her Individualized Education Plan (IEP) and routinely used in testing the student. Decisions about inclusion and accommodations should be made by knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. These accommodations include, but are not limited to the following: 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 booklet. Brief descriptions of the accommodations most frequently provided by NAEP are given on pages 2.33-2.36. Your AC will review the list of SD and/or LEP students with the school coordinator during the preassessment contact to determine which students require an accommodation.

A. Accommodations Most Frequently Provided by NAEP

The following are brief descriptions of the accommodations most frequently provided by NAEP and the Administration Codes used to report the accommodations on the Administration Schedule and assessment booklets.

Bilingual glossary (Admin. Code 70) – NAEP has a Spanish/English glossary available for LEP students who have received instruction primarily in English for less than 3 full school years and whose IEP requires using either a Spanish language test, word list, or glossary. Students receiving the glossary will receive a separate accommodation booklet and may need extended time. The accommodation booklet for grades 4 and 8 requires a science kit, and the grade 12 accommodation booklet does not require a science kit. **The bilingual glossary accommodation is only available to students in science bridge sessions.**

Bilingual booklet (Admin. Code 71) – NAEP has special Spanish/English bilingual mathematics and science 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 booklets will need additional time and should be administered the assessment in separate sessions. The AC will arrange to have someone at the school who is proficient in Spanish read the Spanish script unless there is a bilingual team member. This script will be packaged with the bilingual booklet that your AC receives from Pearson.

The bilingual booklet accommodation is only available to students who are being assessed with a mathematics or science operational booklet. Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (mathematics) or **S** (science) next to his/her name. Then, you will need to check the session number to be sure that it is a mathematics or science operational session. If the student does not have an **M** or **S** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (LEP - Required accommodation not offered)** or a **65 (SD and LEP -**

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Required accommodation not offered). Also, if the student has an **M** and the session type is pilot test, then he/she must be coded with a **63 (LEP - Required accommodation not offered)** or a **65 (SD and LEP - Required 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 bilingual dictionary may be in any language needed by the student. The bilingual dictionary should only contain the English translation of the word. It cannot provide definitions. The school coordinator should enter a note on the Student Appreciation Certificate to remind the student to bring the bilingual dictionary to the session. **The bilingual dictionary accommodation is not available to students being assessed in reading.** Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column **C** from 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** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (LEP - Required accommodation not offered)** or a **65 (SD and LEP - Required accommodation not offered)**.

Large-print booklet (Admin. Code 73) – **For operational sessions, NAEP has special large-print booklets available for each grade and subject for students whose IEP requires testing with large-print materials or magnifying devices. NAEP also has large-print booklets available for students in science bridge sessions.** Your AC will request large-print booklets from Pearson on an as-needed basis immediately following the preassessment visit. For each large-print booklet requested, Pearson will package the large-print booklet together with the same booklet in regular size print in a plastic bag. You will need to send back **both** booklets in the plastic bag in the Session Box after the assessment has been completed. **For pilot test sessions, your AC will need to enlarge the student’s booklet using the school’s equipment. The original and large-print booklet should both be sent back to Pearson together.**

Extended time in regular session (Admin. Code 74) – Some students may not react well under pressure in timed scenarios 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 he/she may go back and continue working on the cognitive sections following the session. 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.

Read aloud (of questions and answer categories in all booklets except reading booklets). 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 accommodation in a regular session 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/small group booklets to use in small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the read-aloud accommodation, you will use the student's originally assigned booklet. When there is more than one student, your AC will assign the necessary number of booklets from the read-aloud/small group accommodation booklet bundles. A student must receive a read-aloud/small group accommodation booklet for the same subject as the original booklet assigned to him/her. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to Pearson together.

- **One-on-one** (Admin. Code 77) – In 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 selected for all subjects except reading requires the read-aloud accommodation (for questions and answer categories), you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: 75 (read aloud in regular session), 76 (read aloud in small group), or 77 (read aloud one-on-one).

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** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with one of the following codes:

- 61 (SD – Required accommodation not offered);
- 63 (LEP – Required accommodation not offered); or
- 65 (SD and LEP – Required accommodation not offered).

Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. This is allowed with all students being assessed in reading, mathematics, science, civics, U.S. history, or economics.

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).

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A small group session should not be larger than five students. If there are more than five students who need to be assessed in a small group, your AC will divide the students into separate sessions.

One-on-one (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability 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. Remember that in reading sessions, the questions and passages 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. The student will use the computer to record his/her answers. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers. You should write the booklet ID number on all pages created on the computer to ensure proper linking.

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. These types of accommodations are also allowed by NAEP as long as the school can provide the required equipment and/or personnel. 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 supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

Breaks during test (Admin. Code 80) – A student is allowed to take the assessment in more than one sitting over a single day, as required by his/her IEP.

Magnification device (Admin. Code 81) – If a student’s IEP requires the use of a magnification device, it will be allowed for the NAEP assessment. The student will need to use a magnification device provided by the school.

School staff administers (Admin. Code 82) – A school staff member administers the session after signing the Accommodation Teacher Letter. A school staff member may need to administer a session because he/she is the person that usually works with the student. However, even in these instances, you must be present in the room.

NOTE: Unless a scribe or use of computer is required, 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, then he/she should remain in the regular session as long as no other accommodation is required for the student.

B. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

Students who are provided testing accommodations 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 the primary Administration Code will be recorded for the student on the Administration Schedule even though he/she may be receiving several accommodations. The additional accommodations will be recorded in the multiple accommodations box on the student booklet cover (as described on page 4.42).

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary accommodation	Acceptable additional accommodations
70	Bilingual glossary (science bridge only)	Extended time
71	Bilingual booklet (mathematics operational and science only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (mathematics operational and science only)	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 (mathematics and science only)	
76	Small group	Extended time; read aloud (mathematics and science only)
77	One-on-one	Extended time; help recording answers; read aloud (mathematics and science only)
78	Scribe or use of computer	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)	
80	Breaks during test	Extended time
81	Magnification device	Extended time
82	School staff administers	

For more information on accommodations, refer to the *Inclusion* magazine.

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SD and/or LEP students who cannot be assessed, as determined by the school coordinator or school staff most knowledgeable about the students, should be coded with one of the following **REASONS FOR EXCLUSION** Administration Codes on both the Administration Schedule and on the cover of the student's assigned booklet:

- 60 = SD – Cannot be assessed
- 61 = SD – Required accommodation not offered
- 62 = LEP – Cannot be assessed
- 63 = LEP – Required accommodation not offered
- 64 = SD and LEP – Cannot be assessed
- 65 = SD and LEP – Required accommodation not offered
- 66 = Excluded, but assessed

Codes 60, 62, and 64 apply to students whose IEP states they cannot be tested or whose cognitive functioning is so limited that they cannot be tested even with an accommodation. Codes 61, 63, and 65 apply to students requiring an accommodation that NAEP does not offer or allow. Code 66 should be used for students that the school deem should be excluded from the assessment, but the school requested they participate anyway. Some of the accommodations that NAEP does not allow or offer include translation of test into native language, tape recorders, Braille edition of assessment, and spelling and grammar checking software and devices.

Chapter 2 Summary

Upon completing this chapter, you should now be able to:

- identify the NAEP materials and documentation that will be used throughout the NAEP assessment process and describe the purpose for the materials and documentation; and
- describe the accommodations offered by NAEP to students classified as SD and/or LEP.