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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 a number of 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 is shown 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 supervisor will review the student demographic data on the Administration Schedule with the school coordinator and verify that the data are correct. The supervisor 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.

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include date of birth, gender, race/ethnicity, student with disability (SD) and/or English language learner (ELL) status, and National School Lunch Program (NSLP) status.

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

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.

Final Administration Codes for the selected students are entered on the Administration Schedule at the conclusion of the assessment in each school. These codes are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ ineligible, and excluded, as well as the number of 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 machine scan the Administration Schedules, score the assessment booklets, and send the results to Educational Testing Service (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 grade, gender, race/ethnicity, students classified as SD or ELL, and 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

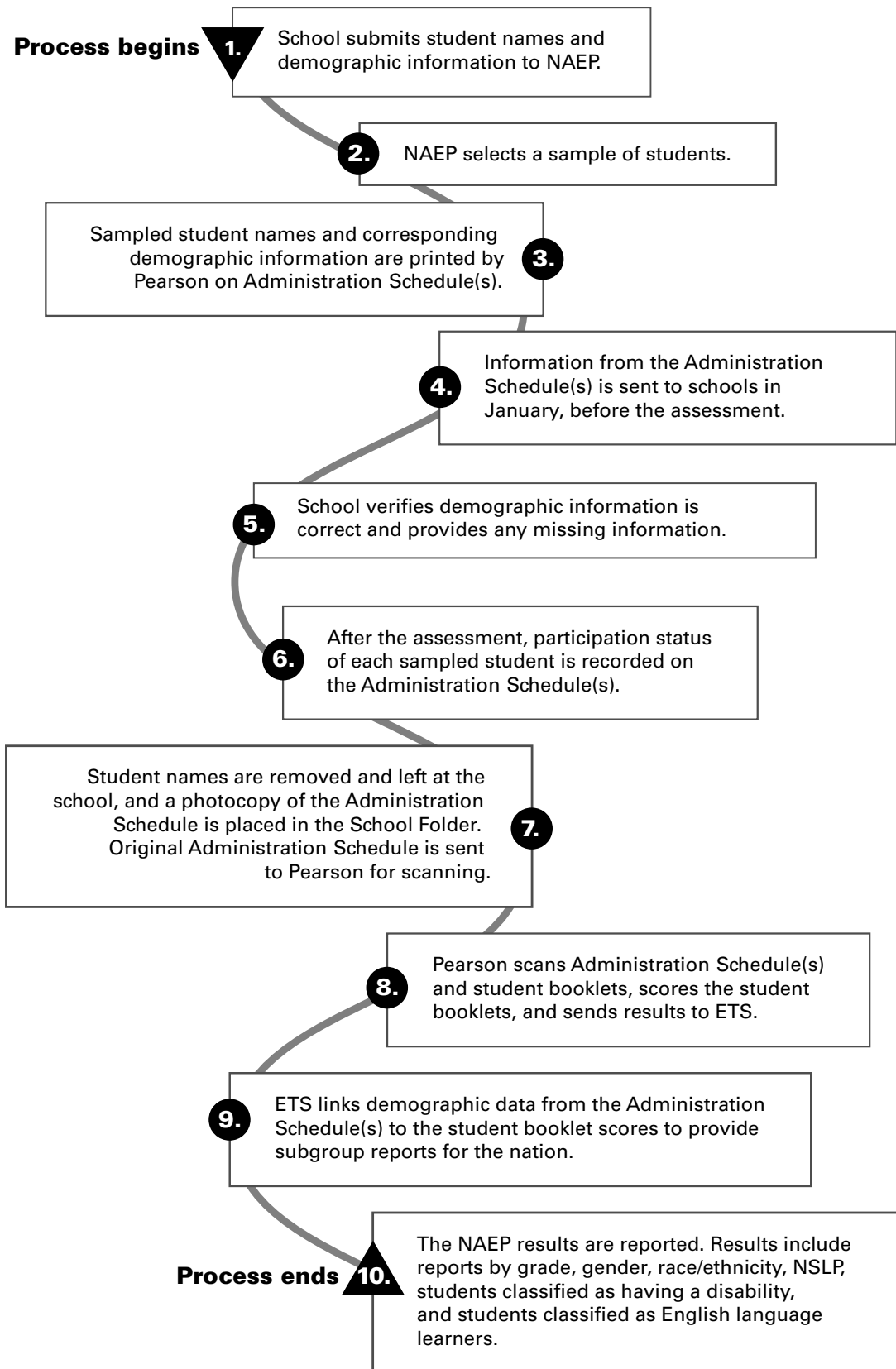
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

	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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As part of the sampling process, your supervisor 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

This form must be completed in No. 2 pencil.

<p>Students with Disabilities (SD)</p> <p>1 = Yes, this student has been identified as having a disability</p> <p>2 = No, this student has not been identified as having a disability</p> <p>3 = Information unavailable</p> <p>For Use in Column "F" & for "G"</p> <p>1 = White, not Hispanic</p> <p>2 = Black, not Hispanic</p> <p>3 = Hispanic</p> <p>4 = Asian/Pacific Islander</p> <p>5 = American Indian/Alaska Native</p> <p>6 = Other</p> <p>9 = Information unavailable</p> <p>For Use in Column "J"</p>	<p>English Language Learner (ELL)</p> <p>1 = Yes, ELL</p> <p>2 = No, not ELL</p> <p>3 = Formerly ELL (noted for AYP reporting)</p> <p>9 = Information unavailable</p> <p>For Use in Column "H" & for "I"</p> <p>National School Lunch Program</p> <p>1 = Student not eligible</p> <p>2 = Free lunch</p> <p>3 = Reduced price lunch</p> <p>4 = School not participating</p> <p>5 = School refused</p> <p>9 = Information not available</p> <p>For Use in Column "K"</p>	<p>NAEP 2006 Administration Schedule</p> <p>School #: <u>101-101-1</u> Grade: <u>4</u></p> <p>School Name: <u>Washington Elementary School</u></p> <p>Administrator's Name: <u>Mary Jones</u></p> <p>Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u></p> <p>Time: <u>8:05</u> Location: <u>Rm 121</u></p> <p>Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____</p> <p># Original Sample: <u>28</u></p> <p># Selected New Excludes: _____</p> <p># Withdrawn & Ineligible (Admin. Codes 31, 35 & 39): _____</p> <p># Excluded (Admin. Codes 60-66): _____</p> <p># Absent (Admin. Codes 40-45, 48 & 49): _____</p> <p># Assessed (Original Session): _____</p> <p># Assessed (Makeup Session): _____</p> <p># Refused (Admin. Codes 67 & 68): _____</p> <p>Total in Sample + _____ = _____</p> <p>TO BE ASSESSED + _____ = _____</p> <p>TOTAL ASSESSED = _____</p>	<p>NAEP 2006 Administration Schedule</p> <p>Session Number: <u>OP0401</u></p> <p>Bundle #'s: <u>01001</u> <u>01002</u></p>
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Column Indicators:	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Header	Student Name	Session Letter	Line #	Month	Year	Sex	SD	ELL	ELL Code	Race	School Lunch	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Codes
01	Atley, Mark	10	01	0	4	9	5	1	2	2	2	2	301 000293 4					ASSESSED IN ORIGINAL
02	Bates, Betty	10	02	0	2	9	6	2	2	2	2	1	032 054006 9					ASSESSED IN MAKEUP
03	Block, Wes	10	03	0	6	9	5	1	2	2	2	1	105 005241 1					ASSENT
04	Burns, Angela	10	04	1	0	9	5	2	2	2	2	2	311 000043 8					OTHER
05	Campbell, Nicki	12	05	0	1	9	5	2	2	2	2	1	002 006922 1					REASONS FOR EXCLUSION
06	Cordaro, Nancy	12	06	0	9	9	5	2	2	2	2	1	115 000841 2					OTHER
07	Dublin, Tim	10	07	0	1	9	6	1	1	2	2	1	315 043569 2					REASONS FOR EXCLUSION
08	Frank, Kimberly	12	08	0	5	9	5	2	2	2	2	1	007 005301 1					OTHER
09	Grahams, Carla	10	09	0	7	9	5	2	2	2	2	1	309 210021 3					REASONS FOR EXCLUSION
10	Hernandez, Paul	10	10	0	9	9	5	1	2	1	3	3	128 210001 6					OTHER
11	Hoecke, Becky	10	11	1	2	9	5	2	2	2	2	4	029 073201 2					ASSESSED WITH ACCOMMODATIONS
12	Jasmer, Daniel	12	12	1	0	9	5	1	2	2	2	2	302 002407 7					OTHER
13	Kruger, Sarah	12	13	0	6	9	5	2	2	2	2	2	138 000031 9					REASONS FOR EXCLUSION
14	Lowe, Penny	12	14	0	2	9	6	2	2	2	2	1	009 076206 0					OTHER
15	Lucas, Paul	10	15	1	0	9	5	1	2	2	2	3	308 076206 5					REASONS FOR EXCLUSION

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 = Original Public School
 - 1 = Substitute Public School
 - 2 = Original Nonpublic School
 - 3 = Substitute Nonpublic School

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the session type. This year, all operational field test and pilot subjects, except U.S. history, will be assessed in the same sessions in the same schools.

Session	Session type	Subjects	School type	Grades
OP	Operational	Civics	Public/nonpublic	4, 8, 12
	Operational	Economics	Public/nonpublic	12
	Field test	Reading Mathematics	Public/nonpublic	4, 8
	Pilot	Writing	Public/nonpublic	8, 12
HI	Operational	U.S. history	Public/nonpublic	4, 8, 12

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 sessions including the subjects of civics, reading, mathematics, and U.S. history would have three Administration Schedules: one Administration Schedule for session OP0401, the second for session OP0402, and the third for session HI0401.

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Columns of the Administration Schedule

Column **A**, labeled **Student Name**, lists the names of the students selected for the assessment.

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

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

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:

- "C" for civics,
- "E" for economics,
- "M" for mathematics,
- "R" for reading,
- "W" for writing, or
- "H" for U.S. history.

This is important because there are additional materials specific to each subject, which are associated with certain test booklets. These materials are discussed in detail on pages 2.18 and 2.21-2.23. 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
9 = Information unavailable

For Use in Column "F" & for "G"

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable

For Use in Column "J"

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable

For Use in Column "H" & for "I"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available

For Use in Column "K"

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for: Thurs./Feb. 9
Day/Date: 8:05
Location: Rm 121

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

Original Sample: 28
Selected New Enrollees: _____

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____

Excluded (Admin. Codes 50-56): _____

Absent (Admin. Codes 40-42, 48 & 49): _____

Refused (Admin. Codes 46 & 47): _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

Assessed (Total): _____

Makeup Held: # Makeup Not Held:

Bundle #'s
01001
01002

Session Number
OP0401

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"		"O"	"P"	"Q"	"R"	
Student Name	Line #/ Locator	Subject	Month	Year	Sex (M/F)	SD	ELL Code	ELL Code	Race/ Eth.	School Lunch	Title I	ELL Code	ELL Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Codes	
01 Atley, Mark	10	C	0	4	9	5	1	2	2	2		X	2	301 000293 4					1	ASSESSED IN ORIGINAL
02 Bates, Betty	10	R	0	2	9	6	2	2	2	1		X	2	032 054006 9					2	ASSESSED IN MAKEUP
03 Block, Wes	10	M	0	6	9	5	1	2	2	1		X	2	105 005241 1					3	ASSESSED IN MAKEUP
04 Burns, Angela	10	C	1	0	9	5	2	2	2	2		X	2	311 000043 8					4	ABSENT
05 Campbell, Nicki	12	R	1	1	9	5	2	2	2	1		X	2	002 006922 1					5	ABSENT
06 Cordaro, Nancy	12	M	0	9	9	5	2	2	2	1		X	2	115 000841 2					6	ABSENT
07 Dublin, Tim	10	C	0	1	9	6	1	1	2	1		X	2	315 043569 2					7	OTHER
08 Frank, Kimberly	12	R	0	5	9	5	2	2	2	1		X	2	007 005301 1					8	REASONS FOR EXCLUSION
09 Grahams, Carla	10	C	0	7	9	5	2	2	2	1		X	2	309 210021 3					9	REASONS FOR EXCLUSION
10 Hernandez, Paul	10	M	0	9	9	5	1	2	1	3		X	2	128 210001 6					10	REASONS FOR EXCLUSION
11 Hoecke, Becky	10	R	1	2	9	5	2	2	2	4		X	2	029 073201 2					11	REASONS FOR EXCLUSION
12 Jasmer, Daniel	12	C	1	0	9	5	1	2	2	2		X	2	302 002407 7					12	ASSESSED WITH ACCOMMODATIONS
13 Kruger, Sarah	12	M	0	6	9	5	2	2	2	2		X	2	138 000031 9					13	ASSESSED WITH ACCOMMODATIONS
14 Lowe, Penny	12	R	0	2	9	6	2	2	2	1		X	2	009 076206 0					14	ASSESSED WITH ACCOMMODATIONS
15 Lucas, Paul	10	C	1	0	9	5	1	2	2	3		X	2	308 076206 5					15	ASSESSED WITH ACCOMMODATIONS

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 **ELL**, is used to indicate each student's ELL status.

Column **I**, labeled Final **ELL Code**, is used to record a student's ELL 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**, will not be used for NAEP 2006. Administration Schedules will come with "X"s printed in this column, as a reminder that this column should be ignored. Title I data will be collected at the school level in the School Questionnaire, not at the student level on the Administration Schedule.

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
 9 = Information unavailable

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable

National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced price lunch
 4 = School not participating
 5 = School refused
 9 = Information not available

Session Number
 OP0401

Bundle #'s
 01001
 01002

NAEP 2006 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. 9
 Time: 8:05

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

Original Sample: 28 # Withdrawn & ineligible (Admin. Codes 40-43, 44 & 50): _____

Excluded (Admin. Codes 40-46): _____

Selected New Enrollees: _____

TO BE ASSESSED

Absent (Admin. Codes 40-43, 44 & 45): _____ # Assessed (Original Session): _____

Refused (Admin. Codes 46 & 47): _____ # Assessed (Makeup Session): _____

TOTAL ASSESSED

Column Indicators: "A"	"B"	"C"	"D" Birth Date		"E" Sex	"F" SD	"G" SD Code	"H" ELL	"I" ELL Code	"J" School Lunch	"K" Title I	"L" Title I	"M" Title I	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Admin. Code	"R" Admin. Codes				
Student Name	Line # of Student	Month	Year	Month	Year																	
01	Atley, Mark	10	01	C	0	4	9	5	1	2				2				301 000293 4			1	ASSESSED IN ORIGINAL
02	Bates, Betty	10	02	R	0	2	9	6	2	2				2				032 054006 9			2	ASSESSED IN MAKEUP
03	Block, Wes	10	03	M	0	6	9	5	1	2				2				105 005241 1			3	ASSESSED IN ORIGINAL
04	Burns, Angela	10	04	C	1	0	9	5	2	2				2				311 000043 8			4	ASSESSED IN ORIGINAL
05	Campbell, Nicki	12	05	R	1	1	9	5	2	2				2				002 006922 1			5	ASSESSED IN MAKEUP
06	Cordaro, Nancy	12	06	M	0	9	9	5	2	2				2				115 000841 2			6	ASSESSED IN ORIGINAL
07	Dublin, Tim	10	07	C	0	1	9	6	1	1				2				315 043569 2			7	ASSESSED IN ORIGINAL
08	Frank, Kimberly	12	08	R	0	5	9	5	2	2				2				007 005301 1			8	ASSESSED IN ORIGINAL
09	Grahams, Carla	10	09	C	0	7	9	5	2	2				2				309 210021 3			9	ASSESSED IN ORIGINAL
10	Hernandez, Paul	10	10	M	0	9	9	5	1	2				1				128 210001 6			10	ASSESSED IN ORIGINAL
11	Hoecke, Becky	10	11	R	1	2	9	5	2	2				2				029 073201 2			11	ASSESSED IN MAKEUP
12	Jasmer, Daniel	12	12	C	1	0	9	5	1	2				2				302 002407 7			12	ASSESSED IN ORIGINAL
13	Kruger, Sarah	12	13	M	0	6	9	5	2	2				2				138 000031 9			13	ASSESSED IN ORIGINAL
14	Lowe, Penny	12	14	R	0	2	9	6	2	2				2				009 076206 0			14	ASSESSED IN ORIGINAL
15	Lucas, Paul	10	15	C	1	0	9	5	1	2				2				308 076206 5			15	ASSESSED IN ORIGINAL

Understanding NAEP Materials and Accommodations

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 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 ELL 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 side of the Administration Schedule in column **R**. The Administration Codes are further defined on pages 4.28-4.31.

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
9 = Information unavailable

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

Original session scheduled for: Day/Date: Thurs./Feb. 9
Time: 8:05 Location: Rm 121

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

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Samples: 28

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____

Excluded (Admin. Codes 65-66) _____

Absent (Admin. Codes 40-43, 48 & 49) _____

Retained (Admin. Codes 93 & 97) _____

Assessed (Original Session) _____

Assessed (Makeup Session) _____

Total In Sample = _____ **TO BE ASSESSED** = _____ **TOTAL ASSESSED** = _____

Session Number: OP0401

Column Indicators: "A"		"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Line #	Subject	Month	Year	Sex	SD	ELL	Race/Ethnicity	School Lunch	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten./L/A	Admin. Codes					
01	Atley, Mark	10	04	95	1	2	2	2	X	301 000293 4			1	ASSESSED IN ORIGINAL					
02	Bates, Betty	10	02	96	2	2	2	1	X	032 054006 9			2	ASSESSED IN MAKEUP					
03	Block, Wes	10	06	95	1	2	2	1	X	105 005241 1			3	ASSESSED IN ORIGINAL					
04	Burns, Angela	10	04	95	2	2	2	2	X	311 000043 8			4	ASSESSED IN MAKEUP					
05	Campbell, Nicki	12	05	95	2	2	2	1	X	002 006922 1			5	ASSESSED IN ORIGINAL					
06	Cordaro, Nancy	12	09	95	2	2	2	1	X	115 000841 2			6	ASSESSED IN MAKEUP					
07	Dublin, Tim	10	01	96	1	1	2	1	X	315 043569 2			7	ASSESSED IN ORIGINAL					
08	Frank, Kimberly	12	05	95	2	2	2	1	X	007 005301 1			8	ASSESSED IN MAKEUP					
09	Grahams, Carla	10	07	95	2	2	2	1	X	309 210021 3			9	ASSESSED IN ORIGINAL					
10	Hernandez, Paul	10	09	95	1	2	1	3	X	128 210001 6			10	ASSESSED IN MAKEUP					
11	Hoেকে, Becky	10	11	95	2	2	2	4	X	029 073201 2			11	ASSESSED IN ORIGINAL					
12	Jasmer, Daniel	12	01	95	1	2	2	2	X	302 002407 7			12	ASSESSED IN MAKEUP					
13	Kruger, Sarah	12	06	95	2	2	2	2	X	138 000031 9			13	ASSESSED IN ORIGINAL					
14	Lowe, Penny	12	02	96	2	2	2	1	X	009 076206 0			14	ASSESSED IN MAKEUP					
15	Lucas, Paul	10	01	95	1	2	2	3	X	308 076206 5			15	ASSESSED IN ORIGINAL					

The summary box (the long rectangular box below the school information boxes) is used to summarize attendance data that you will record in columns **P** and **Q**. The formula in this box calculates the total number of students assessed.

01-1 Grade: 4 ton Elementary School Mary Jones				Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u>		Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____		If Makeup Needed Makeup Held: <input type="radio"/> Makeup Not Held: <input type="radio"/>		Bundle #s 01001 01002																																																						
<table style="width:100%; border:none;"> <tr> <td style="border:none;">=</td> <td style="border:none;">30</td> <td style="border:none;">-</td> <td style="border:none;">2</td> <td style="border:none;">+</td> <td style="border:none;">1</td> <td style="border:none;">=</td> <td style="border:none;">27</td> <td style="border:none;">-</td> <td style="border:none;">2</td> <td style="border:none;">+</td> <td style="border:none;">0</td> <td style="border:none;">=</td> <td style="border:none;">25</td> <td style="border:none;">+</td> <td style="border:none;">_____</td> <td style="border:none;">=</td> <td style="border:none;">_____</td> </tr> <tr> <td style="border:none;">Total in Sample</td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;">TO BE ASSESSED</td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"># Assessed (Original Session)</td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;">TOTAL ASSESSED</td> </tr> <tr> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"># Excluded (Admin. Codes 60-66)</td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"># Assessed (Makeup Session)</td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> <td style="border:none;"></td> </tr> </table>									=	30	-	2	+	1	=	27	-	2	+	0	=	25	+	_____	=	_____	Total in Sample			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)				TO BE ASSESSED						# Assessed (Original Session)				TOTAL ASSESSED				# Excluded (Admin. Codes 60-66)										# Assessed (Makeup Session)					Session Number OP0401	
=	30	-	2	+	1	=	27	-	2	+	0	=	25	+	_____	=	_____																																															
Total in Sample			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)				TO BE ASSESSED						# Assessed (Original Session)				TOTAL ASSESSED																																															
			# Excluded (Admin. Codes 60-66)										# Assessed (Makeup Session)																																																			
"I" Final ELL Code	"J" Race/Eth.	"K" School Lunch	"L" Title I	"M" New Enrolled 1 = Yes 2 = No	"N" Original Booklet ID #			"O" Accommodation Booklet ID #			"P" Admin. Code	"Q" Atten. (✓/A)	"R" Admin. Codes																																																			

B. The School Staff Questionnaires and Rosters of Questionnaires

The Critical Role of the Questionnaires in the NAEP Process

The NAEP school staff 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:

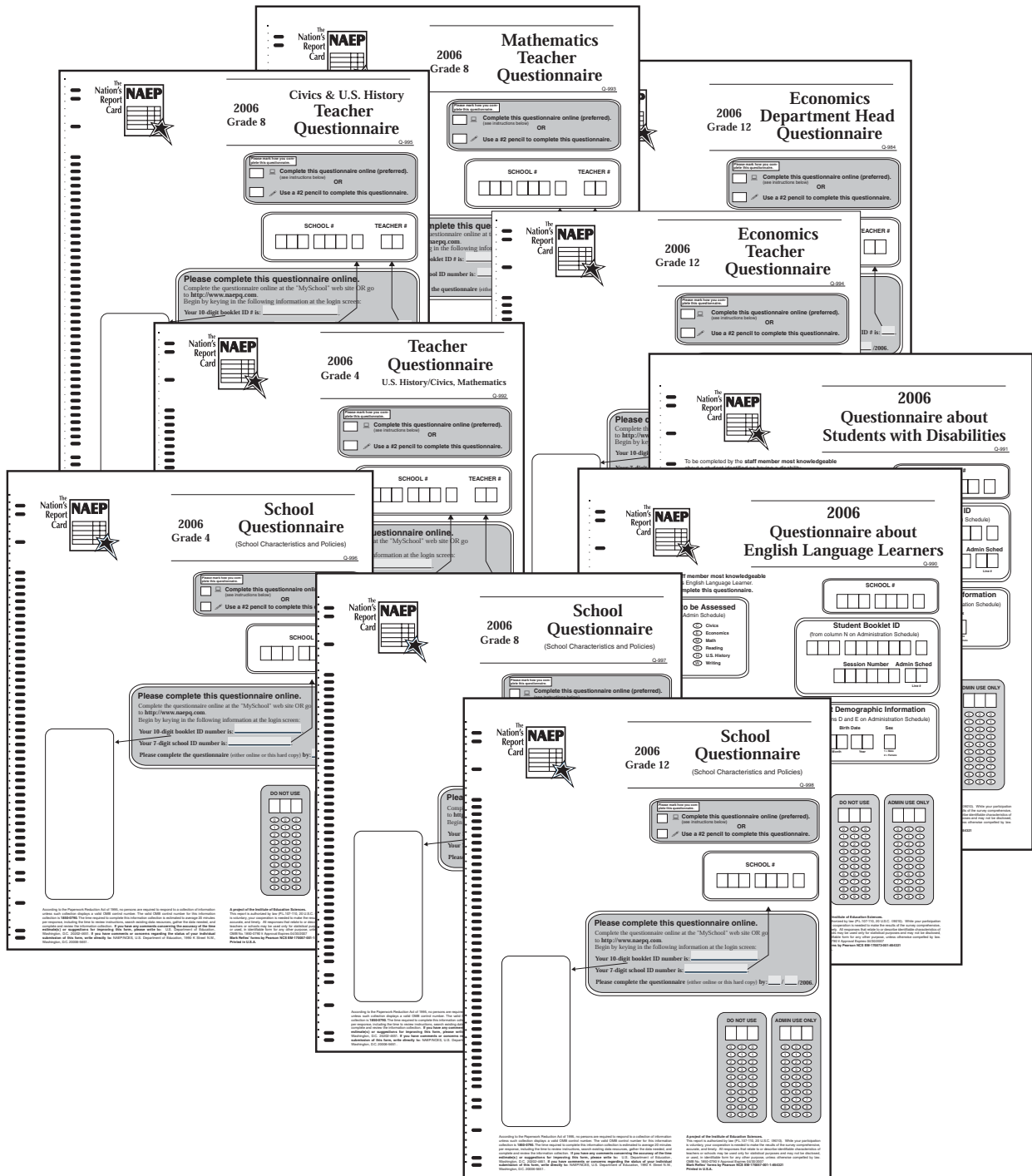
- How do students in smaller classrooms perform on the assessment as compared to students in larger classrooms?
- Do students taught by a certified teacher tend to perform better on the assessment than students taught by an uncertified teacher?
- Is there a significant difference between the performance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

This year, there are five types of questionnaires:

- School Questionnaire,
- Teacher Questionnaire,
- Economics Department Chair Questionnaire,
- SD Questionnaire, and
- ELL Questionnaire.

This information about the school staff questionnaires is provided here for you as background information. Your supervisor will handle all activities involving the questionnaires.

NAEP 2006 School Staff Questionnaires



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

The Roster of Questionnaires is the document that links the completed NAEP questionnaires to the students and school staff members. 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 supervisor is provided with one or more Rosters of Questionnaires for each school to keep track of the questionnaires distributed at the school.

The four versions of the Roster for NAEP 2006 are listed below.

- Grade 4 Roster of Questionnaires
- Grade 8 Roster of Questionnaires
- Grade 12 Roster of Questionnaires
- SD/ELL Roster of Questionnaires

The front of the grade 4, 8, and 12 Rosters contains the tracking information for the School Questionnaire and the Teacher Questionnaires. The grade 12 Roster also contains the tracking information for the Economics Department Chair Questionnaire. The back of each Roster contains space for additional Teacher Questionnaires.

Your supervisor will handle most activities regarding the Rosters. As an AA, your only responsibility involving the Rosters will be to use the Roster to write the teacher names and corresponding numbers from the Roster on the chalkboard for the students on assessment day. More information about this task is presented in Section 4E in Chapter 4. You will not need to use the SD/ELL Roster at all in your activities as an AA.

NAEP 2006 Rosters of Questionnaires

This form must be completed in No. 2 pencil.

NAEP 2006
Grade 12 Roster of Questionnaires
(School, Department Chair, and Teacher Questionnaire Tracking Form)

SCHOOL #: - -

<p>I. School Questionnaire</p> <p>Distributed to: _____</p> <p>I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover) 998 - <input style="width: 20px;" type="text"/> - <input style="width: 20px;" type="text"/></p> <p style="text-align: right;">Returned Yes <input type="radio"/> No <input type="radio"/> Outline <input type="radio"/></p>	<p>SCHOOL NAME: _____</p> <p>CITY/STATE: _____</p>
--	--

<p>II. Economics Department Chair Questionnaire</p> <p>Distributed to: _____</p> <p>II. Economics Department Chair Questionnaire Questionnaire ID # (Barcode ID # on Cover) 985 - <input style="width: 20px;" type="text"/> - <input style="width: 20px;" type="text"/></p> <p style="text-align: right;">Returned Yes <input type="radio"/> No <input type="radio"/> Outline <input type="radio"/></p>	<p>SCHOOL COORDINATOR Instructions for Distributing and Collecting Questionnaires</p> <p>1. Give the School Questionnaire to the principal and point out the date</p>
--	---

This form must be completed in No. 2 pencil.

NAEP 2006
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: - -

<p>I. School Questionnaire</p> <p>Distributed to: _____</p> <p>I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover) 997 - <input style="width: 20px;" type="text"/> - <input style="width: 20px;" type="text"/></p> <p style="text-align: right;">Returned Yes <input type="radio"/> No <input type="radio"/> Outline <input type="radio"/></p>	<p>SCHOOL NAME: _____</p> <p>CITY/STATE: _____</p>
--	--

<p>II. Teacher Questionnaire</p> <p>Teacher's Name: _____</p> <p>II. Teacher Questionnaire Teacher Questionnaire ID # 993 - <input style="width: 20px;" type="text"/> - <input style="width: 20px;" type="text"/></p> <p style="text-align: right;">Returned Yes <input type="radio"/> No <input type="radio"/> Outline <input type="radio"/></p>	<p>SCHOOL COORDINATOR Instructions for Distributing and Collecting Questionnaires</p> <p>1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you.</p>
--	---

This form must be completed in No. 2 pencil.

NAEP 2006
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: - -

<p>I. School Questionnaire</p> <p>Distributed to: _____</p> <p>I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover) 996 - <input style="width: 20px;" type="text"/> - <input style="width: 20px;" type="text"/></p> <p style="text-align: right;">Returned Yes <input type="radio"/> No <input type="radio"/> Outline <input type="radio"/></p>	<p>SCHOOL NAME: _____</p> <p>CITY/STATE: _____</p>
--	--

<p>II. Teacher Questionnaire</p> <p>Teacher's Name: _____</p> <p>II. Teacher Questionnaire Teacher Questionnaire ID # 992 - <input style="width: 20px;" type="text"/> - <input style="width: 20px;" type="text"/></p> <p style="text-align: right;">Returned Yes <input type="radio"/> No <input type="radio"/> Outline <input type="radio"/></p>	<p>SCHOOL COORDINATOR Instructions for Distributing and Collecting Questionnaires</p> <p>1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you.</p>
--	---

This form must be completed in No. 2 pencil.

NAEP 2006
Students with Disabilities (SD) and/or English language Learner (ELL) Roster

SCHOOL #: - -

SCHOOL NAME: _____

CITY/STATE: _____

SD or ELL Questionnaire		SD or LEP Questionnaire		Returned	
Session #	Student's Name	Session #	Student's Name	Yes	No
1		1			
2		2			
3		3			
4		4			
5		5			
6		6			
7		7			
8		8			
9		9			
10		10			
11		11			
12		12			
13		13			
14		14			

SCHOOL COORDINATOR
Instructions for Distributing and Collecting Questionnaires

- Every student identified on the NAEP Administration Schedule as SD and/or classified as ELL should be listed in the "Student's Name" column on the left.
- Record the name of the teacher most knowledgeable about each student in the "Distributed To" column. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.)
- On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on the Roster.
- Distribute the questionnaires to the appropriate teachers. Be sure to point out the date the questionnaires are to be returned to you.
- As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on this Roster.
- Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative during the preassessment visit.

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.

C. 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 OP Session Script
- Grade 4 HI Session Script
- Grade 8/12 OP Session Script
- Grade 8/12 HI 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.

2006 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT

GRADE 8/12 OP

2006 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT

GRADE 4 OP

INTRODUCTION

Welcome everyone! My name is (YOUR NAME). Today you will be participating in a special study on American education for the United States Department of Education. The study is called NAEP, the National Assessment of Educational Progress.

NAEP wants to find out what students your age know and can do in many different subjects taught in school. During our session today, you will be answering questions in one of these subjects along with questions about yourself and your school experience. You will not be asked to write your name on any of the work you do here today and no one in the school will see your answers.

Your school was one of a select group of schools chosen to represent both (THE STATE) and the nation. Each of you was chosen to represent thousands of 8th graders. The information you provide today will be combined with information from other students all over the country. Next year the results from this test will be issued in a report called The Nation's Report Card. You may even see it on the news! The Nation's Report Card helps parents, teachers, principals, and the local school board understand how well we are educating students. The President, Congress, and other researchers use this report to improve education.

Because the study is so important, we want to thank you ahead of time for all your hard work today. We know that you will want to do the best that you can to show the world what American students know and can do!

INTRODUCTION

Welcome everyone! special study on Am
The study is called

NAEP wants to find
subjects taught in sc
one of these subject
You will not be aske
one in the school will

Your school was one
STATE) and the nat
The information you
all over the country.
The Nation's Report
helps parents, teach
are educating studen
to improve educatio

Because the study is
work today. We kno
what American stud

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 OP Accommodation Session Script
- Grade 4 HI Accommodation Session Script
- Grade 8/12 OP Accommodation Session Script
- Grade 8/12 HI Accommodation Session Script

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

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 Section 7C 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 OP and HI session script. You must refer to them when helping students understand the intent of a question in the reading, mathematics, civics, U.S. history, writing, or economics subject-area background sections. Guidelines for using the Question-by-Question Specifications are provided in Section 7D in Chapter 4.

D. Instructions to School Staff

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 that provides instructions to school staff observers on their role during the assessment. NAEP also has an Accommodation Teacher Letter that school staff who administer accommodation sessions to students need to sign. The letters are shown on the following pages.

Since the staff members observing or administering the assessment sessions have access to the assessment booklets and data, the Teacher Observer Letter and the Accommodation Teacher Letter also have a nondisclosure statement for school staff to sign. Your supervisor will provide these letters to school staff observers and will collect the signed letters just prior to the assessment.

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, which compares the performance of students in the nation across time. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. Schools and students are chosen to participate in NAEP by careful random selection to accurately represent all schools and students in the nation.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize to the students the importance of their taking their tests 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.

While 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 his/her 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 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 the students may ask about their test questions but to encourage the students to do the best 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 the 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 who is assigned a particular booklet is to read the questions. You are welcome to look over the Sample Questions Booklet which 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 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 which compares the performance of students in the nation across time. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students is selected to participate in NAEP to represent all schools and students in the nation.

We appreciate your assistance in NAEP!

By conducting or assisting with the assessment, you will help emphasize to the students the importance of their taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school.

While 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 to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates 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 seek 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 which are not indicated in his/her IEP or which 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 including secure assessment booklets or items, 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.)

E. The Session Debriefing Form

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, shown on pages 2.19 and 2.20, must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are provided in Chapter 4.

F. The Session Materials

On assessment day, your supervisor 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 4.2.

G. The Assessment Booklets

The assessment booklets are used to assess the selected students. Each booklet cover has a code in the upper-right corner (see example on pages 2.21-2.23). This code is made up of the following three components:

- a letter identifying the subject,
- a three-digit booklet version number, and
- a letter or letters identifying any ancillaries or additional materials the booklet requires.

Each operational and field test booklet will also have an “O” for operational, and each writing booklet will have a “P” for pilot in the far upper-right corner, as shown on pages 2.21-2.23.

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.

H. The Ancillary Materials

Certain assessment booklets require the use of additional or ancillary materials. The materials will vary depending on the subject and grade to be assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. The charts on pages 2.21-2.23 show the ancillary materials and corresponding letter that appears on the student’s booklet cover by subject and grade.

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. OP0401, HI0801)	
This session was:	
<input type="checkbox"/> Regular Session	<input type="checkbox"/> Accommodation Session
<input type="checkbox"/> Makeup Regular Session	<input type="checkbox"/> Makeup Accommodation Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	DETAILS
Were there any problems setting up for this session?			
Were there any problems getting students to this session?			
Were there any problems with the session timing?			
Were there any problems with the session materials (including the distribution and use of ancillary items)?			
Were there any student refusals?			
Were there any students who left the session?			
Were students cooperative and orderly during assessment?			
Were there any problems with accommodations given in this session?			
Were there any students still working when the timer rang?			
Were there any problems with the location?			
Were there any interruptions?			
Other, specify			

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	

Overall, how well did this session go?

- Very well
- Satisfactory
- Unsatisfactory

If “Unsatisfactory,” record comment:

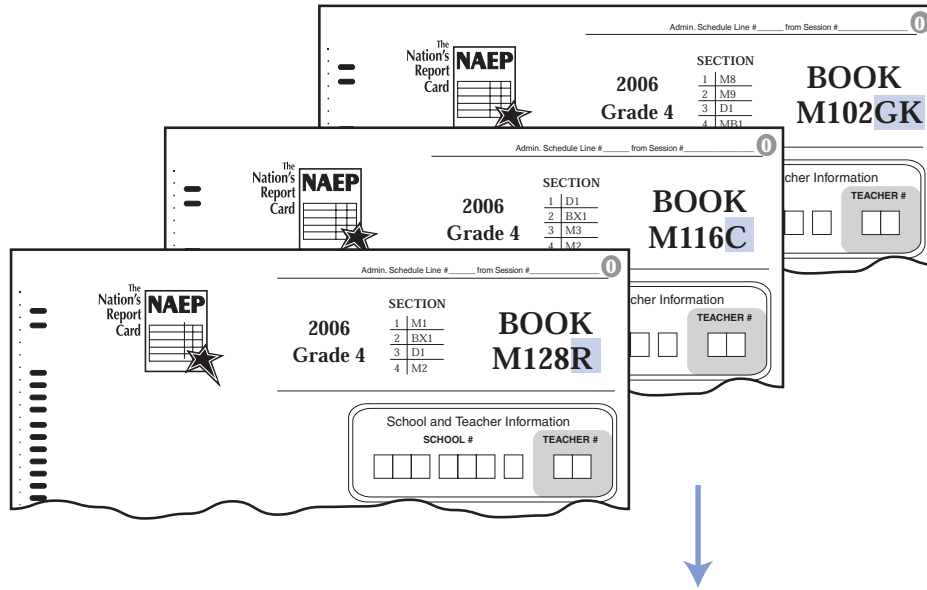
Record any UNUSUAL circumstances in this session not previously mentioned:

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question

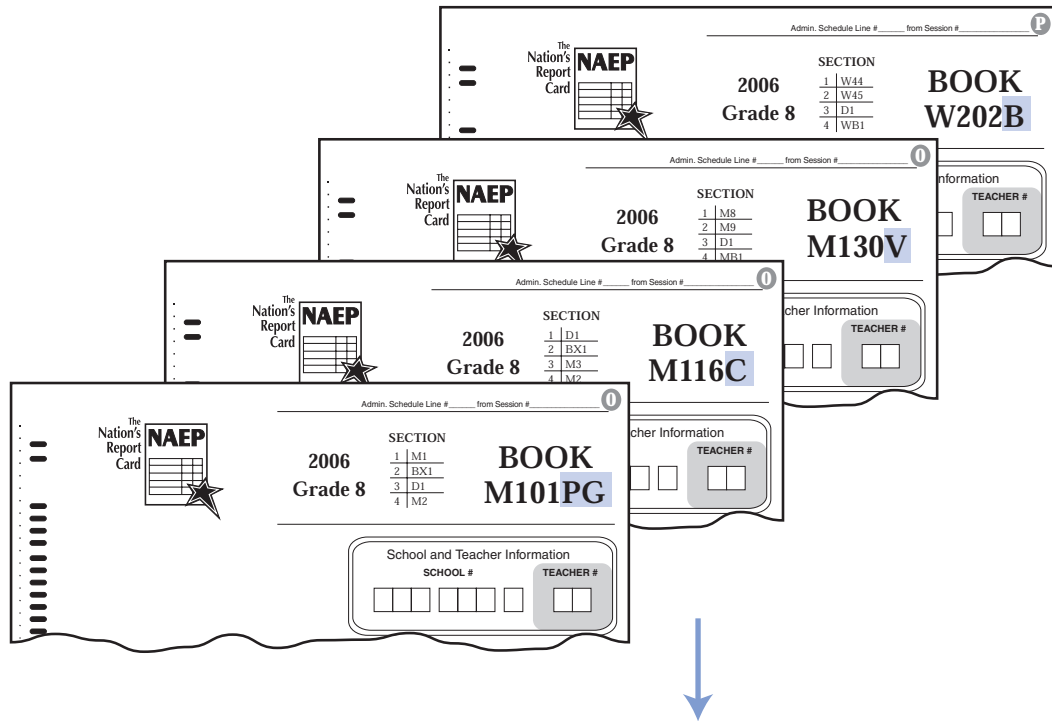
RETURN THIS COMPLETED FORM TO YOUR SUPERVISOR.

Grade 4 Booklet Cover Examples and Ancillary Materials



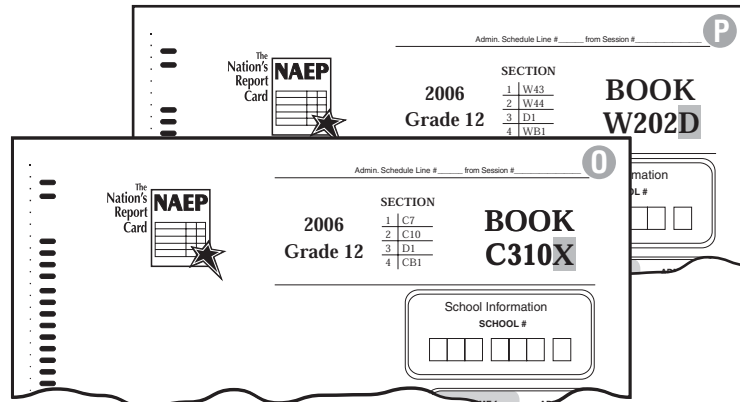
Grade 4	
Subject	Ancillary Materials
Mathematics	C = Calculator G = Manipulative Set "G" R = Ruler K = Manipulative Set "K"

Grade 8 Booklet Cover Examples and Ancillary Materials



Grade 8	
Subject	Ancillary Materials
Mathematics	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler V = Manipulative Set "V"
Writing	B = Writing Brochure

Grade 12 Booklet Cover Examples and Ancillary Materials



Grade 12	
Subject	Ancillary Materials
Civics	X = Ballot
Writing	D = Writing Brochure

I. The Assessment Information Form

Effective communication between you and your supervisor is crucial to NAEP’s success. The Assessment Information Form (shown below) has been developed for supervisors to communicate specific information to the AAs about their assignment. Your supervisor 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 **Procedure 2** of Chapter 3.

SUPERVISOR: _____ PHONE #: _____ REGION/AREA: _____

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____

SCHOOL: _____ PHONE #: _____

ADDRESS: _____

SCHOOL COORD: _____ SCHOOL ID #: _____

SESSION #	ROOM	TIME	AA	ACCOMMODATIONS

DIRECTIONS TO THE SCHOOL: _____

PARKING: _____

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):

*****REMEMBER – ARRIVE AT LEAST 1 HOUR BEFORE ASSESSMENT TIME*****

2. Understanding NAEP Accommodations

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities (SD) or who are English language learners (ELL), also called limited English proficient. The accommodations each student receives must be specified in his/her Individualized Education Program (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 2.25-2.28. Your supervisor will review the list of SD and/or ELL students with the school coordinator during the preassessment visit 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 the assessment booklets.

BILINGUAL BOOKLET (Admin. Code 71) – NAEP has special Spanish/English bilingual mathematics booklets available for ELL 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 supervisor 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 supervisor receives from Pearson.

The bilingual booklet accommodation is only available to ELL students who are being assessed with a mathematics booklet. Therefore, if an ELL 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) next to his/her name. If the student does not have an **M** and cannot demonstrate his/her knowledge of the subject without this accommodation, then he/she must be coded with a **63 (ELL - Required accommodation not offered)** or a **65 (SD and ELL - Required accommodation not offered)**.

BILINGUAL DICTIONARY (Admin. Code 72) – An ELL 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 or writing.** 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) or **W** (writing) next to his/her name. If the student has an **R** or a **W** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (ELL - Required accommodation not offered)** or a **65 (SD and ELL - Required accommodation not offered)**.

LARGE-PRINT BOOKLET (Admin. Code 73) – For operational and field test subjects (civics, U.S. history, mathematics, reading, and economics), NAEP has special large-print booklets available for each grade for students whose IEP requires testing with large-print materials or magnifying devices. Your supervisor 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 writing, which is a pilot test subject, your supervisor will need to enlarge the student's booklet using the school's equipment. The original and large-print booklets 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 only 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 the cognitive sections 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 supervisor 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 any subject 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 (small group), or 77 (one-on-one). When you assign code 76 (small group) or 77 (one-on-one) as the primary Administration Code and read aloud was also required, you will record that the student received read-aloud as a secondary accommodation on the student's booklet cover (see page 2.29 and 4.34 for more information on multiple accommodations and coding accommodations on the booklet cover).

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 reading without this accommodation, then he/she must be coded with one of the following codes:

- **61 (SD – Required accommodation not offered),**
- **63 (ELL – Required accommodation not offered), or**
- **65 (SD and ELL – 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 all NAEP subjects.

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 also require the read-aloud accommodation in a separate session (as described on page 2.28). 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 supervisor 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 in a non-reading subject. 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 TO RECORD STUDENT ANSWERS (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.

The scribe or use of computer to record student answers accommodation is not available to students being assessed in writing. Therefore, if a student requires this accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) or **W** (writing) next to his/her name. If the student has an **R** or a **W** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **61 (SD – Required accommodation not offered)**, a **63 (ELL - Required accommodation not offered)**, or a **65 (SD and ELL - Required accommodation not offered)**.

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. However, students usually require this accommodation for state assessments that take several hours. Because NAEP takes only 90 minutes of student time, this accommodation will be required infrequently for NAEP.

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. Always use code 82 as a secondary accommodation code unless it is the only accommodation required by the student.

NOTE FOR ALL STUDENTS: 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 ELL 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 read aloud, extended time, or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable secondary 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 secondary accommodations will be recorded in the multiple accommodations box on the student booklet cover (as described on page 4.34).

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary accommodation	Acceptable secondary accommodations
71	Bilingual booklet (mathematics only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (not allowed with reading or writing 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 allowed with reading booklet)	
76	Small group	Extended time; read aloud (not allowed with reading booklet)
77	One-on-one	Extended time; help recording answers; read aloud (not allowed with reading booklet)
78	Scribe or use of computer to record student answers (not allowed 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)	
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.

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

SD and/or ELL 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 = ELL – Cannot be assessed,
- 63 = ELL – Required accommodation not offered,
- 64 = SD and ELL – Cannot be assessed,
- 65 = SD and ELL – Required accommodation not offered,
- 66 = Excluded, but assessed.

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

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 deemed 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, 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 ELL.