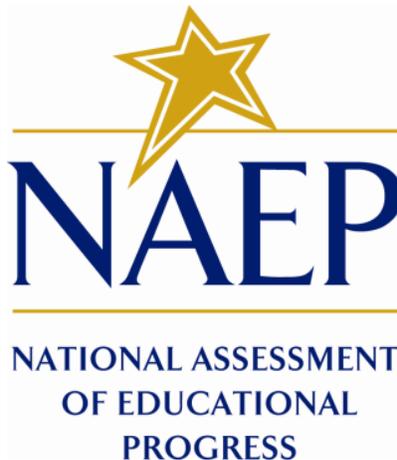


# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## Appendix C

### *Technical Documentation for the NAEP Study of First-Year Texas Postsecondary Students 2010 Pilot Test*

*(NAEP SDC Special Study Task 7)*

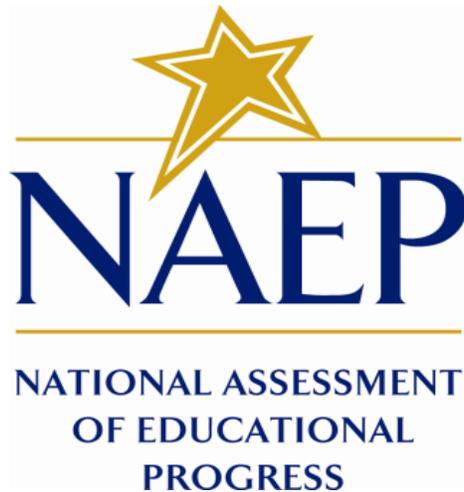


Prepared for:  
U.S. Department of Education  
National Center for Education Statistics  
1990 K Street, NW # 8005  
Washington, DC 20006

Prepared by:  
Westat  
1600 Research Boulevard  
Rockville, Maryland 20850-3129  
(301) 251-1500

OMB# 1850-0803 v.33

Contract# ED-07-CO-0079



# Sample Data Collection Plan for Pilot Colleges:

201 NAEP Study of First-Year Texas Postsecondary Students

Prepared for:

▫  
INSERT COLLEGE/UNIVERSITY  
LOGO HERE

Prepared by:

 **Westat**  
160 Research Boulevard  
Rockville, Maryland 20850-3195  
301-251-1500

August 10, 2010

## Summary

Thank you for participating in the **National Assessment of Educational Progress (NAEP) Study of First-Year Texas Postsecondary Students (NAEP FYPS)**. This document provides an overview of the data collection plans and key dates for the NAEP FYPS assessment survey to be conducted at [SCHOOL] the week of September 13-17, 2010. If you have any questions or comments regarding this plan, please contact either:

Lisa Gardner, NAEP FYPS Field Director  
(301) 517-8063 (office)  
(301) 312-2897 (NAEP FYPS cell)  
[LisaGardner@westat.com](mailto:LisaGardner@westat.com)

[NAME], NAEP FYPS Field Supervisor  
(XXX) XXX-XXXX (NAEP FYPS cell)  
[NAEPFYPSX@naepmail.westat.com](mailto:NAEPFYPSX@naepmail.westat.com)

## Background

Texas has been asked by the National Assessment Governing Board (Governing Board) to participate in the **National Assessment of Educational Progress (NAEP) Study of First-Year Texas Postsecondary Students (NAEP FYPS)**, a pilot study that will lead to better information about the academic preparedness of 12<sup>th</sup> grade students for postsecondary education. Last March, the Texas Commissioner of Higher Education invited your college to take part in this research during the fall 2010 semester, and your administration agreed.

The purpose of the pilot study is to determine the feasibility of administering the 12<sup>th</sup> grade reading and mathematics tests of the National Assessment of Education Progress (NAEP) to a representative sample of incoming first year college students. This is one part of a comprehensive program of research, comprised of as many as 18 planned studies, the Governing Board is supporting to enable 12<sup>th</sup> grade NAEP to serve as an indicator of preparedness for postsecondary education and training. NAEP is considered the gold standard of educational assessments. It is the only nationally representative source of data on student achievement at grades 4, 8 and 12.

Administering the NAEP 12<sup>th</sup> grade assessments to first year college students could help educators, researchers and policymakers better understand the academic linkages between high school and college.

NAEP is voluntary, and the assessment requires about one hour and 15 minutes of a student's time, with each student answering cognitive questions in only one subject (either mathematics or reading) and four brief background questions.

Students do not need to study or prepare anything in advance -- they just need to show up for an assessment session. Data collection on your campus will be conducted over a five-day period and

students will be able to attend an assessment session on the day and time that works best for them, or choose to “drop-in” to complete the assessment.

Principles of data security and confidentiality are vital to the NAEP process. All NAEP student data are strictly confidential. To ensure confidentiality, students’ names are removed at the assessment site from all completed assessment materials before they are shipped for processing. The [National Center for Education Statistics](#) (NCES) in the U.S. Department of Education is responsible by law for carrying out the NAEP project. NCES enforces strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. All of the Westat staff involved in administering NAEP are carefully trained in confidentiality procedures and have pledged to strictly enforce NAEP privacy rules and guidelines at all times.

NAEP produces aggregate scores only -- each student’s results will be combined with those of other students and used for research purposes only. Individual student scores or college results will not be calculated and thus, will not be provided to the students or to the college.

### **Westat’s Role In Data Collection**

Westat, a national research company working with NCES, will perform the sampling and data collection activities for the study. Westat staff have administered NAEP in secondary schools since 1983, but this will be the first time NAEP has been administered on college campuses. Our goal is to conduct a well-organized data collection effort on your campus this fall. To ensure this, we will need your guidance and collaboration to finalize this data collection plan for your university.

A team of experienced NAEP data collectors will administer assessments using procedures similar to those used for regular NAEP 12<sup>th</sup> grade administrations in high school settings. Assessment sessions are scheduled to be conducted on the campus of **[SCHOOL] during the week of September 13 – 17, 2010.**

The data collection team includes an experienced NAEP supervisor and three assessment administrators. The supervisor responsible for coordinating the NAEP assessments on your campus is:

[NAME], NAEP FYPS Field Supervisor

201 NAEP Study of First-Year Texas Postsecondary Students

(XXX) XXX-XXXX (NAEP FYPS cell)

[NAEPFYPSX@naepmail.westat.com](mailto:NAEPFYPSX@naepmail.westat.com)

## Overview of NAEP FYPS Project Schedule

To ensure that data collection tasks are identified and completed in time to allow for data collection, a project schedule for your campus including key tasks, target dates for completion, and task ownership has been created and is presented as **Attachment 1**.

## Federal OMB Clearance

The Federal Office of Management and Budget (OMB) provided formal clearance for the 2010 NAEP FYPS data collection on August 2, 2010.

## IRB Application and Approval

The [SCHOOL] IRB approved the NAEP FYPS on [DATE], 2010 allowing sampling and data collection activities to commence.

## Sampling Procedures

### Sampling Frame Data

On Thursday, August 5, 2010, Westat provided [SCHOOL] with an Excel spreadsheet template to submit the requested sample frame data for all eligible first-year students. Students are eligible for the NAEP Study of First-Year Texas Postsecondary Students if they meet the following criteria:

- They completed high school sometime during the period January-June 2010 and are entering college for the first time in the fall 2010 semester. (Note: students who were “dual enrolled” in college courses while still in high school, and students who otherwise earned college credits while still in high school, are considered eligible.)
- They are 18 years or older as of September 1, 2010 (i.e., their birth month is August 1992 or earlier);
- The place they completed high school was a high school in the United States which would be eligible for 12th grade national NAEP.

Some data elements are required for the sampling frame, while others are requested, but not required at the point of sample selection. Please refer to **Attachment 2** for a complete list of the sampling frame data variables.

By Monday, August 16, 2010, [SCHOOL] will upload the populated spreadsheet with required data variables to Westat’s secure FTP site, and notify Brian King via email [BrianKing@Westat.com](mailto:BrianKing@Westat.com) or phone at 301-610-4923 that the file has been uploaded. Instructions for completing the secure transfer of student data will be provided under separate cover.

## Sample Selection

Using the sample frame provided, Westat will remove ineligible students, stratify the eligible student list and randomly select 148 eligible students to be invited to take part in the study. Westat will return this list to [SCHOOL] via the secure FTP site on Monday, August 23, 2010.

## Contact Information for Sampled Students

If contact information for the students was not provided in the initial transfer of student data, [SCHOOL] will provide Westat with needed contact information for the selected students (i.e., E-mail, cell phone, etc.) via secure FTP transfer by Wednesday, August 25, 2010.

## Student Selection Notification Letters

Sampled students will be notified of their selection for participation in NAEP FYPS via a notification packet mailed to them by the university. The 8 ½ x 11 envelope will contain a:

- Personally addressed student selection letter signed by the President on university letterhead;
- schedule and location for NAEP FYPS assessment sessions; and
- map of campus highlighting assessment location(s).

To assist your university in developing these materials, sample versions of each are presented as **Attachments 3 – 5**. You should customize the materials to meet the needs of the university, however, only the introduction and closing paragraphs of the student notification letter should be modified.

The assessment location schedule contains the ratio of scheduled to “drop-in” sessions that NAEP FYPS would like to offer on each campus. The NAEP team will require several hours on Monday morning to prep materials, so the first available session on Monday morning would start at 10:30 a.m. However, we are happy to help accommodate any additional changes. If you would like to make any changes to the assessment times/days of the week, please contact:

Lisa Gardner  
NAEP FYPS Field Director  
(301) 517-8063 (office); (301) 312-2897 (NAEP FYPS cell)  
[LisaGardner@westat.com](mailto:LisaGardner@westat.com)

By Friday, August 20, 2010, [SCHOOL] will provide Westat with final versions of the contents of the student notification packet. On Monday, August 30, 2010, [SCHOOL] will mail the student notification envelope to sampled students.

### **Student Selection Notification E-Mails**

On Tuesday, September 7, 2010, [SCHOOL] will send an E-mail to sampled students containing:

- The student selection letter signed by the university President in the body of the email; and
- Electronic attachments which include the schedule and location for NAEP FYPS assessment sessions and a map of campus highlighting assessment location(s).

### **Student Scheduling Calls**

The NAEP FYPS data collection team will begin making scheduling calls to sampled students on Wednesday, September 8, 2010. The scheduling calls are designed to:

- To schedule students for the NAEP assessment;
- Remind students about the upcoming assessment week; and
- Identify and quickly respond to issues that could prevent student participation.

The team will also make reminder calls during the data collection week to students who have not yet participated in the assessment.

### **Pre-Assessment Site Visit**

The NAEP FYPS supervisor will schedule a Pre-Assessment Visit (PAV) to the [SCHOOL] campus on Thursday, September 2, 2010. The purpose of this visit will be to:

- Establish contact with the lead FYPS coordinator for the university and review all details of plans for conducting NAEP assessments on campus.

- Resolve any questions/problems with the student sample or contact information.
- Tour the assessment location(s);
- Finalize logistical arrangements for the NAEP team during assessment week, such as parking, security passes, procedures for gaining access to assessment locations; etc.;
- Answer any questions from the FYPS coordinator or other [SCHOOL] staff.

## **Conducting the NAEP Assessments**

The NAEP FYPS team will conduct assessments at [SCHOOL] each day the week of September 13 – 17, 2010. The team will report to the designated assessment location at least 30 minutes prior to the start of the first assessment session each day.

The sessions will begin on time and will follow procedures similar to those used for regular NAEP 12<sup>th</sup> grade administrations in high school settings. Students arriving after an assessment session has started will not be permitted to join that session. If an assessment administrator is available to start a second session, the student will be accommodated as quickly as possible.

At the end of the assessment session, the NAEP materials will be collected from students, and the student's name will be removed from his/her assessment booklet.

The week of October 11 – 15, 2010 has been reserved for NAEP FYPS make-up assessment sessions. Any request to conduct one or more make-up sessions on the [SCHOOL] campus during that week will be discussed with the university no later than Friday, September 17, 2010.

## **Stipends for Administrative Expenses**

Participating colleges and universities will receive a \$1,000.00 stipend to help defray any administrative costs related to participation in this study. Your college/university may request this stipend now.

In order for Westat to issue a check, please provide a written request on university letterhead. Your request should specify “Administrative Costs of FYPS Pilot” and include the amount, (\$1,000.00) the university's Federal Tax ID (EIN) number, the name of the person to whom the check should be made payable, and to whose attention it should be sent. Mail your stipend request to:

Lisa Gardner  
Westat  
1600 Research Blvd. RE-354  
Rockville, MD 20850

### **Post-Data Collection Activities**

After the conclusion of data collection at [SCHOOL], Westat will work with the college NAEP FYPS team to close out data collection activities, collect any missing student data, respond to questions/comments, etc. Westat will also ask the lead FYPS coordinator for the university and any other appropriate [SCHOOL] staff to participate in a short debriefing session to share their experiences participating in NAEP FYPS (i.e., “lessons learned”).

## Attachment 1: Overview of NAEP FYPS Project Schedule

Task	Task Description	Task Owner	Target Completion Date
1	IRB approval for NAEP FYPS was granted by [SCHOOL]	[SCHOOL]	8/10/10
2	Westat provides [SCHOOL] student data contact with Excel file for data transfer and instructions for file upload.	Westat	8/5/10
3	Westat provides [SCHOOL] with templates for content of student notification mailing.	Westat	8/10/10
4	[SCHOOL] uploads student lists to Westat FTP site for sampling	[SCHOOL]	8/16/10
5	[SCHOOL] finalizes assessment location site(s), assessment schedule/times and any “thank-you” gifts to be given to students by the university for their participation and provides this information to Westat.	[SCHOOL]	8/23/10
6	Westat selects student sample and posts to the FTP for [SCHOOL].	Westat	8/23/10
7	If not provided in the initial transfer of student data, [SCHOOL] will upload contact information for sampled students to Westat FTP (email addresses, phone, cell phone, etc.).	[SCHOOL]	8/25/10
8	[SCHOOL] mails student notification envelope to sample. Contains letter, assessment schedule, campus map, and notification of any tokens of appreciation [SCHOOL] will provide for participating students.	[SCHOOL]	8/30/10
9	[SCHOOL] sends student notification email to sampled students (mirror contents of mailing).	[SCHOOL]	9/7/10
10	[SCHOOL] notes any sampled students who have withdrawn from [SCHOOL] since [DATE]. The NAEP FYPS supervisor will confirm this information during the pre-assessment visit.	[SCHOOL]	9/2/10
11	NAEP FYPS Supervisor conducts pre-assessment visit to [SCHOOL] with focus on logistics. [SCHOOL] to distribute to supervisor any “thank-you” gifts to be given to students by the university and distributed by the NAEP FYPS assessment team.	Westat and [SCHOOL] primary contact	9/2/10
12	Advance NAEP assessment scheduling calls made to sampled students	Westat	9/8 – 9/11/10
13	Data Collection (Administer NAEP Assessments)	Westat	9/13 – 9/17/10
14	[SCHOOL] assists with set-up for data collection during assessment week (troubleshoots as needed).	[SCHOOL]	9/13 – 9/17/10
15	Reminder/follow-up phone calls made to sampled students	Westat	9/13 – 9/17/10
16	Make-up data collection o [SCHOOL] Campus (if needed)	Westat	10/11 – 10/15/10
17	[SCHOOL] sends written invoice to Westat to receive \$1,000.00 check for administrative stipend	[SCHOOL]	Anytime
18	[SCHOOL] provides feedback to Westat based o their experience participating in NAEP FYPS, (i.e., “lessons learned”).	[SCHOOL] and Westat	10/15 – 11/15/10
19	[SCHOOL] provides Westat with any additional student data requested for sampled students (e.g., HS transcripts)	[SCHOOL]	10/15 – 11/15/10

**NAEP FYPS Sampling Frame Data**

- Student First Name
- Student Middle Name \*
- Student Last Name
- High School Completion Indicator
- High School Completion Month
- High School Completion Year
- Month of Birth
- Day of Birth
- Year of Birth
- Gender
- Hispanic Indicator
- Race
- Developmental Math Indicator
- Developmental Reading Indicator
- Other Developmental Indicator
- High School OE ID
- SAT Score
- ACT Score
- College Student ID \*
- Academic Scholarship Indicator \*
- Other Scholarship Indicator \*
- High School State \*
- High School GPA \*
- Primary E-mail Address \*
- Secondary E-mail Address \*
- Cell Phone Number \*
- Home Address \*
- Home Phone Number \*
- Local Address \*
- Local Phone Number \*
- Current Living Arrangement (on-campus, off-campus, commuter, unknown) \*

\* Denotes data requested, but not required for initial sampling frame.

### Attachment 3: Sampled Student Selection Letter

(Intended for Signature of School President on School Letterhead)

Dear (name of student):

I have exciting news. It's my pleasure to notify you that you've been chosen to represent thousands of other new college students across Texas in the *National Assessment of Educational Progress (NAEP) Study of First-Year Texas Postsecondary Students*.

NAEP is the largest and best source of information about what students across the United States know and can do in subjects like mathematics, reading and science. NAEP is widely known as "*The Nation's Report Card*" because it provides vital information about which parts of America's educational system are working well, and which parts need improvement.

The goal of this study is to learn more about how high schools prepare students for college, and to find ways to improve the experience of students entering college for the first time. As I think you'll agree, any new insights this research provides could lead to a better future for college students all over the country.

Your part will be to attend a NAEP session along with other selected first-year students, and fill out a randomly-assigned booklet of math or reading questions, plus several background questions. The entire process lasts about one hour and 15 minutes. You don't need to study or prepare anything in advance – just pop in and take a seat. Your results and all other personal information about you will be kept strictly confidential, and your grades will not be affected in any way.

After you have completed the NAEP assessment, (*name of college*) may provide the following types of academic records to the National Center for Education Statistics (NCES) and Westat, a research contractor working for the U.S. Department of Education, to support the goals of this study: your high school transcripts, high school GPA, Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores, college-entrance test scores, course schedules and selected demographic information such as age, gender and race/ethnicity.

Participation in this study is voluntary and confidential (in accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347). The decision to take part is completely up to you. If you do participate, you will be making an important contribution to efforts to improve the educational system in America. Without your help, the study will be less accurate, because every student selected represents thousands of others who could not be included. This is a rare opportunity to make a difference through your individual actions.

In the next few days, a member of the NAEP research team will contact you to formally invite you to join in this study. Meanwhile, feel free to contact the NAEP team directly via phone or text message at 1(XXX) XXX-XXXX or email the team at [NAEPFYPSX@naepmail.westat.com](mailto:NAEPFYPSX@naepmail.westat.com).

Signed by President,

Participating Postsecondary Institution

**2010 NAEP Study of First-Year Texas Postsecondary Students  
Supervisor Training Agenda**

College/University Logo Here		<b>NAEP Assessment Schedule (NAME OF COLLEGE/UNIVERSITY) (WEEK OF DATA COLLECTION)</b>					
		Monday 9/13/10	Tuesday 9/14/10	Wednesday 9/15/10	Thursday 9/16/10	Friday 9/17/10	
		Harrington Ed. Center (HECC) Room 130	Academic Building (ACAD) Room 225	Harrington Ed. Center (HECC) Room 130	Academic Building (ACAD) Room 225	Harrington Ed. Center (HECC) Room 130	
8:00 a.m.							
8:30 a.m.					NAEP Assessment		
9:00 a.m.			NAEP Assessment		8:30 a.m. to 10:00 a.m.	NAEP Assessment	
9:30 a.m.			9:00 a.m. to 10:30 a.m.			NAEP Assessment	9:00 a.m. to 10:30 a.m.
10:00 a.m.							
10:30 a.m.	NAEP Assessment				NAEP Assessment		
11:00 a.m.	10:30 a.m. to 12:00 p.m.		NAEP Assessment	NAEP Assessment	10:30 a.m. To 12:00 p.m.	NAEP Assessment	
11:30 a.m.			11:00 a.m. to 12:30 p.m.	11:00 a.m. To 12:30 p.m.		NAEP Assessment "Drop-In" Session	11:00 a.m. To 12:30 p.m.
12:00 p.m.							
12:30 p.m.	NAEP Assessment "Drop-In" Session						
1:00 p.m.	12:30 – 1:30 p.m.				NAEP Assessment "Drop-In" Session	NAEP Assessment "Drop-In" Session	
1:30 p.m.		NAEP Assessment		NAEP Assessment "Drop-In" Session	12:30 p.m. to 3:00 pm.	1:00 – 2:00 p.m.	
2:00 p.m.		1:30 p.m. to 3:00 p.m.					
2:30 p.m.				1:30 p.m. to 3:30 p.m.			
3:00 p.m.	NAEP Assessment		NAEP Assessment "Drop-In" Session 3:00 – 4:00 p.m.				
3:30 p.m.	3:00 p.m. to 4:30 p.m.						
4:00 p.m.							
4:30 p.m.							
5:00 p.m.							
5:30 p.m.				NAEP Assessment			
6:00 p.m.				5:30 p.m. to 7:00 p.m.			
6:30 p.m.							
7:00 p.m.							

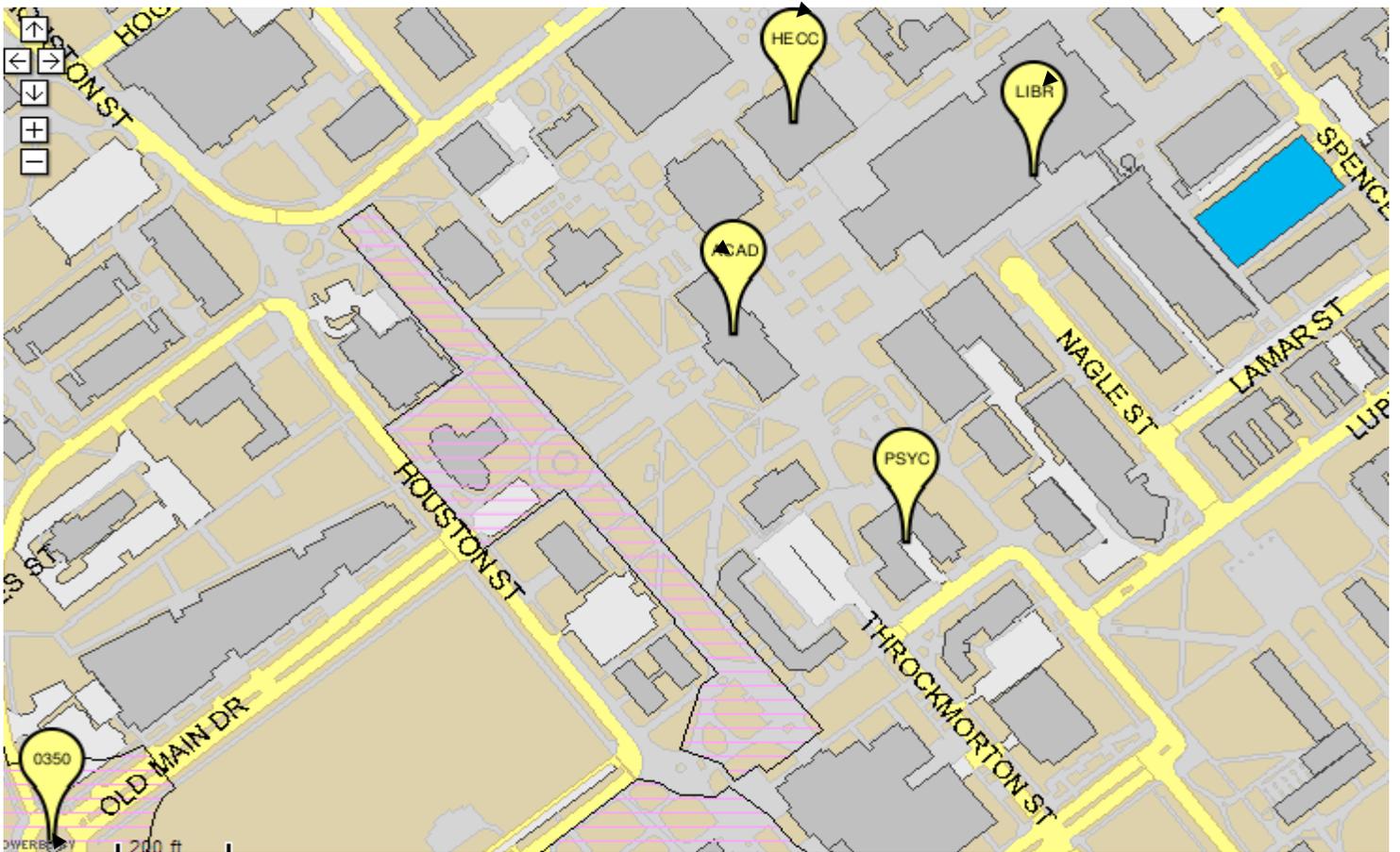
College/University  
Logo Here

## Campus Map- NAEP Assessment Locations September 13 - September 17, 2010

0462 - Academic Building (ACAD)

0438 - Harrington Ed. Center (HECC)

Evans Library  
Campus Landmark



Albritton Tower

Campus Landmark

**2010 NAEP Study of First-Year Texas Postsecondary Students  
Supervisor Training Agenda**

TIME	MODULE LENGTH	MODULE/ TOPIC	MODULE DESCRIPTION
8:30 – 9:00 am	3 min.	1. Welcome & Introduction	Welcome SVs. Provide overview of NAEP FYPS – highlight similarities and differences from MAIN NAEP. Training will focus primarily on differences/new procedures & forms. Have SVs Complete and Sign Required Paperwork (collect during video). Have SVs watch “Welcome to Westat” Video (5 min. 40 sec.)
9:00 – 9:45 am	4 min.	2. Review of NAEP FYP Materials	Briefly review the following forms which will be used on FYPS (noting which are new, revised, etc.): Assessment Information Form (AIF) (modified for FYPS); Student Record of Contacts (ROC) (new for FYPS); Accommodation Tracking Form (new for FYPS); Administration Schedule (procedures for completing different for FYPS); Bundle Slip; Assessment Booklets Student ID labels (procedures for completing different for FYPS); Ancillary Materials (O,U,J,C); Assessment QC Record (modified for FYPS);Session Materials; Session Script (modified for FYPS); Q x Qs (modified for FYPS); Session Debriefing Form (modified for FYPS);Faculty /Staff Observer Letter (modified for FYPS); Special Situation Form (new for FYPS); Student Certificate of Appreciation (if applicable).
9:45 – 10:15 am	hours	3. Preparing for the Assessment (Pre-Assessment Activities)	Review the Assessment Information Form (AIF) upon receipt from your SV. Review the Student Notification Packet for your Assigned College/University; Student notification letter; Assessment Schedule for data collection week, and; Campus map with assessment locations highlighted. Introduce the Student Scheduling Call: Purpose; Review call script; Review Accommodation Tracking Form; Briefly review the 10 accommodations being offered on NAEP FYPS (see appendix); Procedures for student request for accommodation. Practice reviewing FAQs and info from notification packet, and; Review best strategies for making scheduling calls. Introduce the Record of Contacts (ROC): Purpose and review of form; How forms will be received from SV; Security procedures for form. Short cell phone demonstration and distribution list of cell phone numbers for the team.
10:15 – 10:30am	1 min	<b>BREAK</b>	
10:30 – 12:00 pm		3. Preparing for the Assessment (cont.)	<b>Supervisors</b> Verify assessment materials received from Pearson and Westat: review of Pearson packing lists and check material against list; review of Westat bulk supplies, and; how to order additional materials (if needed);Prepare for the Preassessment Visit (PAV) with the college/university: Purpose of the PAV; Working with Preassessment Visit Folder (What materials you will need during your visit); Contacting the college/university coordinator to schedule PAV; Conducting the PAV. Review Assessment schedule with AAs and distribute Assessment Information Form to AAs. Review material in the school folder. Review security and confidentiality procedures for missing booklets and materials. Gather materials to bring on assessment day. <b>Supervisors:</b> will receive an abbreviated review of the group exercise (role-play calls to students)
12:00 – 12:30 pm	3 min.	<b>LUNCH</b>	

**2010 NAEP Study of First-Year Texas Postsecondary Students  
Supervisor Training Agenda**

TIME	MODULE LENGTH	MODULE/ TOPIC	MODULE DESCRIPTION
12:30 – 2:30 p.m.	hours	4. Assessment Week: Preparing the Assessment Materials	Review the materials needed to prepare the administration schedules and assessment booklets: a portion of the master list of sampled students for the school; the Record of Contacts for the same sampled students; one or more blank Administration Schedules; blank student peach colored ID labels; assessment booklets, and; ancillary materials. Review preparation of the Assessment Schedules. <b>Group exercise:</b> Using mock materials prepared specifically for training, AAs will practice preparing the assessment schedules. Review preparation of the booklets. <b>Group exercise:</b> Using mock materials prepared specifically for training, AAs will practice preparing the booklets (including ancillaries). Review QC procedures. <b>Group exercise:</b> AAs will practice QC'ing one another's work. <b>Supervisors: will receive an abbreviated review of the group exercise (preparing Administration Schedules and Assessment Booklets and QC)</b>
2:30 – 3:00 p.m.	3 min.	5. Preparing for Assessment Sessions	Review preparing the student check-in area and assessment space and checking-in students arriving for sessions. Preparing for students requiring one of the ten, NAEP FYPS accommodations: i.e., create large-print booklet (enlarge to 129% of 11 x 17 paper); small group or one-on-one. Preparing the Session Debriefing Form. Reviewing Security and Confidentiality Guidelines. Preparing the assessment room. Conducting reminder phone calls to students: will use ROC to make reminder calls assigned to you by your supervisor; two reminder calls made to students based on Planning Code assigned on ROC and need. Only use lines 4 & 5 of the ROC to record attempts, and; only made while on campus. <b>Supervisors:</b> Prepare an Assessment Quality Control (QC) Record for each AA, perform QC check of the prepared assessment materials on Day 1 and report status on QC Record, and provide needed feedback to AAs. Provide AAs with assessment materials: Day 1: supervise unpacking and preparation of all materials, and; Days 2-5: Oversee AAs as they unpack and set-up. Make AA assignments for the day: who will work check-in, conduct assessments, make reminder calls, etc.. Assign and oversee student reminder calls. Provide Faculty/Staff Observation Letter to any school staff observers and control the number of observers per session. Conduct a QC check of the assessment room.
3:00 – 3:15 p.m.	1 min.	<b>BREAK</b>	

**2010 NAEP Study of First-Year Texas Postsecondary Students  
Supervisor Training Agenda**

TIME	MODULE LENGTH	MODULE/ TOPIC	MODULE DESCRIPTION
3:15 – 4:00	4 min.	6. Conducting the Assessments	<p>Review beginning the session – must read the Session Script verbatim. Review procedures for answering student questions. <b>Group exercise</b> Practice reading session script and Q x Qs, then answering several sample questions from students. Review distribution of booklets to students. Proper monitoring of the session (time sections appropriately). Use the Session Debriefing Form. Review ending the session: Collect NAEP FYPS materials (account for all materials/booklets before dismissing students), and; distribute stamped, Student Certificate of Appreciation as “thank-you” gift vouchers (if applicable).</p> <p><b>Supervisors:</b> Observe and evaluate each AA at least one time during the week on all aspects of administering the session.</p>
4:00 – 5:00 p.m.	hour	7. Completing Activities After the Assessment / Assessment Week	<p><u>After the Assessment:</u> Accounting for all materials; Entering administration codes for all assessed students in column Q of the Administration Schedule (Review Administration Codes used on NAEP FYPS). Review coding of the booklet covers; Finalize the Session Debriefing Form. <u>After Assessment Week:</u> Review Administration Schedule – verify all demographic info complete. Complete the Summary Box on all Administration Schedules. Conduct final QC check of booklets against the Administration Schedules and band booklets with Administration Schedules. Provide materials to supervisor for QC check Pack the boxes for return shipment to Pearson. Give unsealed boxes to supervisor for final QC check.</p> <p><b>Supervisors:</b> Verify that AAs accounted for all materials used and review procedures for missing booklets (including Missing Booklet/Controlled Item Form). Verify that Administration Schedules and booklet covers have been coded accurately. Organize materials. Review procedures for end of assessment week: Perform final QC check of Pearson return boxes; Ensure Session Debriefing Forms are finalized; Leave NAEP Storage Envelope w/ college/university coordinator; Ship boxes to Pearson and record shipping information on School Folder; Finalize School Folder, FedEx School Folder (signature required) and email tracking # to Field Director</p>
5:00 – 5:30 p.m.	3 min.	8. Administrative/ packing	Distribute training materials and paperwork necessary to conduct AA trainings. Answer questions.

**2010 NAEP Study of First-Year Texas Postsecondary Students  
Assessment Administrator Training Agenda**

TIME	MODULE LENGTH	MODULE/ TOPIC	MODULE DESCRIPTION
8:30 – 9:00 am	3 min.	1. Welcome & Introduction	Welcome trainees. Provide overview of NAEP FYPS – highlight similarities and differences from MAIN NAEP. Training will focus primarily on differences/new procedures & forms. Have AAs Complete and Sign Required Paperwork (collect during video). Have AAs watch “Welcome to Westat” Video (5 min. 40 sec. - Show DVD on SV laptop)
9:00 – 9:45 am	4 min.	2. Review of NAEP FYPS Materials	Briefly review the following forms which will be used on FYPS (noting which are new, revised, etc.): Assessment Information Form (AIF) (modified for FYPS); Student Record of Contacts (ROC) (new for FYPS); Accommodation Tracking Form (new for FYPS); Administration Schedule (procedures for completing different for FYPS); Bundle Slip; Assessment Booklets Student ID labels (procedures for completing different for FYPS); Ancillary Materials (O,U,J,C); Assessment QC Record (modified for FYPS); Session Materials; Session Script (modified for FYPS); Q x Qs (modified for FYPS); Session Debriefing Form (modified for FYPS); Faculty /Staff Observer Letter (modified for FYPS); Special Situation Form (new for FYPS); Student Certificate of Appreciation (if applicable).
9:45 – 10:15 am	hours	3. Preparing for the Assessment (Pre-Assessment Activities)	Review the Assessment Information Form (AIF) upon receipt from your SV. Review the Student Notification Packet for your Assigned College/University; Student notification letter; Assessment Schedule for data collection week, and; Campus map with assessment locations highlighted. Introduce the Student Scheduling Call: Purpose; Review call script; Review Accommodation Tracking Form; Briefly review the 10 accommodations being offered on NAEP FYP (see appendix); Procedures for student request for accommodation Practice reviewing FAQs and info from notification packet, and; Review best strategies for making scheduling calls
10:15 – 10:30am	1 min	<b>BREAK</b>	
10:30 – 12:00 pm		3. Preparing for the Assessment (cont.)	Introduce the Record of Contacts (ROC): Purpose and review of form; How forms will be received from SV; Security procedures for form. <b>Group exercise:</b> role-play calls to students (simple to more complex); include activity on: quickly diagnosing student concerns and attempting to schedule assessment sessions; requesting accommodations and completing Accommodation Tracking Form, and; dealing with both soft (convertible) and firm refusal. Practice completing ROC. Short cell phone demonstration and distribution list of cell phone numbers for the team. Using the Assessment Info Form / materials to bring to Assessment Week.
12:00 – 1:00 pm	hour	<b>LUNCH</b>	

**2010 NAEP Study of First-Year Texas Postsecondary Students  
Assessment Administrator Training Agenda**

TIME	MODULE LENGTH	MODULE/ TOPIC	MODULE DESCRIPTION
1:00 – 3:00 p.m.	hours	4. Assessment Week: Preparing the Assessment Materials	Review the materials needed to prepare the administration schedules and assessment booklets: a portion of the master list of sampled students for the school; the Record of Contacts for the same sampled students; one or more blank Administration Schedules; blank student peach colored ID labels; assessment booklets, and; ancillary materials. Review preparation of the Assessment Schedules. <b>Group exercise:</b> Using mock materials prepared specifically for training, AAs will practice preparing the assessment schedules. Review preparation of the booklets. <b>Group exercise:</b> Using mock materials prepared specifically for training, AAs will practice preparing the booklets (including ancillaries). Review QC procedures. <b>Group exercise:</b> AAs will practice QC'ing one another's work.
3:00 – 3:30 p.m.	3 min.	5. Preparing for Assessment Sessions	Review preparing the student check-in area and assessment space and checking-in students arriving for sessions. Preparing for students requiring one of the ten, NAEP FYPS accommodations: i.e., create large-print booklet (enlarge to 129% of 11 x 17 paper);small group or one-on-one. Preparing the Session Debriefing Form. Reviewing Security and Confidentiality Guidelines. Preparing the assessment room. Conducting reminder phone calls to students: will use ROC to make reminder calls assigned to you by your supervisor; two reminder calls made to students based on Planning Code assigned on ROC and need. Only use lines 4 & 5 of the ROC to record attempts, and; only made while on campus.
3:30 – 3:45 p.m.	1 min.	<b>BREAK</b>	
3:45 – 4:30	4 min.	6. Conducting the Assessments	Review beginning the session – must read the Session Script verbatim. Review procedures for answering student questions. <b>Group exercise</b> Practice reading session script and Q x Qs, then answering several sample questions from students. Review distribution of booklets to students. Proper monitoring of the session (time sections appropriately). Use the Session Debriefing Form. Review ending the session: Collect NAEP FYPS materials (account for all materials/booklets before dismissing students), and; distribute stamped, Student Certificate of Appreciation as “thank-you” gift vouchers (if applicable).
4:30 – 5:30 p.m.	hour	7. Completing Activities After the Assessment / Assessment Week	<u>After the Assessment:</u> Accounting for all materials; Entering administration codes for all assessed students in column Q of the Administration Schedule (Review Administration Codes used on NAEP FYPS). Review coding of the booklet covers; Finalize the Session Debriefing Form. <u>After Assessment Week:</u> Review Administration Schedule – verify all demographic info complete. Complete the Summary Box on all Administration Schedules. Conduct final QC check of booklets against the Administration Schedules and band booklets with Administration Schedules. Provide materials to supervisor for QC check Pack the boxes for return shipment to Pearson. Give unsealed boxes to supervisor for final QC check.

**2010 NAEP Study of First-Year Texas Postsecondary Students  
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ACTIVITY	DESCRIPTION
Classroom set-up	<p><u>Set-up prior to start of training session for each AA:</u></p> <ul style="list-style-type: none"> <li>• Name Tent</li> <li>• Data Collector Information Update Form</li> <li>• I-9 Paperwork (if required)</li> <li>• Westat Code of Conduct and Ethics Training Handout and Acknowledgement Form (if required)</li> <li>• NAEP ID Badge</li> <li>• NAEP FYPS Cell Phone &amp; accessories</li> <li>• NAEP Reporting Magazine</li> <li>• Time &amp; Expense Reports</li> <li>• NAEP FYPS Assessment Manual</li> <li>• Blank Note Pad</li> <li>• pencil, pen and highlighter</li> </ul> <p><u>Set-up prior to start of training session for general review:</u></p> <ul style="list-style-type: none"> <li>• Copies of NAEP FYPS Forms</li> <li>• NAEP FYPS Sample Questions Booklet</li> <li>• Copies of actual NAEP FYPS Ancillaries</li> </ul>

**Open-Ended Debriefing Questions for Assessment Administrators**  
**201 NAEP Study of First-Year Texas Postsecondary Students (NAEP FYPS)**

**1. Contacting and Recruiting Student Participation in NAEP FYPS**

Please think back to the scheduling calls you made to students beginning the Wednesday before the scheduled assessment week on campus, as well as the scheduling/reminder calls made during the assessment week.

- a. On average, what do you feel was the quality of the contact information for sampled students that we received from the college/university? Would you say very good, good, fair, or poor?

We know that some of the phone numbers provided by the college/university were old or disconnected. In those cases, how often were you able to make contact via a secondary phone number? Email? Would you say less than half the time, about half, or more than half the time?

- b. Roughly speaking, what percent of the students you spoke with directly, remembered receiving the advance notification packet from the school?
- c. What percent of students were not familiar at all with this study or their selection?
- d. When you were able to contact (speak with) a sampled student directly, approximately what percentage would you say agreed to participate in the assessment (either firm or drop-in appointment)?

**Open-Ended Debriefing Questions for Assessment Administrators**  
**201 NAEP Study of First-Year Texas Postsecondary Students (NAEP FYPS)**

- e. Of the students that your team scheduled for assessments, approximately what percentage actually showed up for their scheduled assessment?

What do you think are the main reasons that some students agreed and then didn't show-up? What reasons did students themselves mention most often?

- f. When you were able to contact (speak with) a sampled student directly, approximately what percentage would you say refused to participate in the assessment (either firm or soft refusal)?

What were some of the main reasons that students mentioned for refusing to participate?

- g. What method of contact (cell phone, home phone, e-mail, etc.) did you feel was most productive in reaching students?

- h. What method was most productive in getting students to agree to the assessment?

**2. What method was most effective in getting students to actually attend?**

- a. Did you encounter any questions/comments from the student during the phone calls that were not accounted for in the script?

**Open-Ended Debriefing Questions for Assessment Administrators**  
**201 NAEP Study of First-Year Texas Postsecondary Students (NAEP FYPS)**

Do you feel that too many calls to students were made? If yes, what do you feel were the consequences of this?

- b. How comfortable were you personally in talking to the students on the phone and recruiting them to participate in NAEP? What situations made you most uncomfortable?

If we were to do this again, how would you improve the procedures for contacting and recruiting students?

**3. Administering the NAEP Assessment**

- a. How would you change the various forms we used during data collection to make them easier to use and more helpful for the field staff on FYPS? Specifically”

- The ROC?
- The Admin Schedule?
- Special Situations Form? Etc.

- b. Were the facilities provided by the college adequate for the NAEP team’s needs and the assessment administration? If no, describe the problems that you have encountered.



