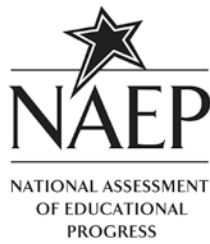


**Appendix C:**  
**Sample Description**  
**Of**  
**School Coordinator Responsibilities**



## MyNAEP Guide for School Coordinators

Each school that will participate in NAEP 2014 has a designated staff member to serve as its NAEP school coordinator. You have been selected to serve as coordinator and liaison for all NAEP assessment activities in your school. Thank you in advance for helping to prepare for this important assessment!

The MyNAEP website provides participating schools and districts with a convenient way to prepare for the upcoming National Assessment of Educational Progress (NAEP).

- MyNAEP will serve as your primary resource and action center throughout the assessment process.
- Previously, schools prepared for NAEP by completing paperwork and holding a preassessment visit with NAEP representatives. MyNAEP offers schools an electronic way to complete the same tasks at their own pace.
- The website's menu is a virtual checklist of all activities that schools will need to complete throughout the school year, so it is important to check in frequently to make sure your school is on track with preparations.
- Visit the MyNAEP website to get started:  
<https://www.mynaep.com>.



In the fall, you will be responsible for the following:

**Registering for and using the MyNAEP website.** MyNAEP will provide you with all of the information your school needs to participate in NAEP, including information about what to expect at each stage. Multiple school staff may register to access the site, but only schools coordinators will have full access to all menus. Register at [www.mynaep.com](http://www.mynaep.com) by entering the registration ID assigned by your NAEP State Coordinator. (For more detailed instructions on how to do this, refer to page 3 of this document.)

**Completing and submitting school information.** Go to the **Provide School Information** page on MyNAEP to enter and submit your school's contact and characteristic information, including your school's name, address, and the number of students enrolled in the selected grade. Providing up-to-date information about your school ensures that materials can be prepared for the assessment.

**Preparing and submitting a list of your school's students in the selected grade level (if requested).**

NAEP requires a complete list of students in the selected grade so that a random sample of students can be selected to participate in the assessment and demographic information about these students can be collected. Visit the **Submit Student List** page on MyNAEP to determine if you will need to prepare and upload this list. Student names will always be kept confidential and individual student responses or scores on NAEP are never reported.

In December, the NAEP representative responsible for administering NAEP in your school will contact you and discuss how to complete these tasks listed under the Prepare for Assessment menu:

**Updating student information and preparing for the assessment of students with disabilities and English language learners (SD/ELL).** Visit the **Update Student List** page to identify any withdrawn and ineligible students that need to be removed from the original sample. You will also need to review demographic information and provide updates, in case any information is missing or inaccurate. To ensure that NAEP reflects the educational progress of all students, you will need to submit information on the **Include Students** page about how SD/ELL students will participate in the assessment and the accommodations they will receive.

**Informing parents/guardians of student participation.** By law, parents/guardians of students selected to participate in NAEP must be notified in writing of their child's selection prior to the administration of the assessment. An electronic copy of the Parent/Guardian Notification Letter is available on the **Notify Parents** page for downloading, printing, and distributing.

Other Prepare for Assessment menu tasks will become available in January:

**Submitting a current roster of students (if requested).** For NAEP to maintain statistical validity, all eligible students must have a chance to be selected. If requested, you will need to visit **Submit Current Roster of Students** and upload an Excel file of students currently enrolled in the selected grade.

**Managing the completion of questionnaires by school staff.** You will be responsible for distributing and ensuring the completion of online questionnaires designed to help provide contextual information for the

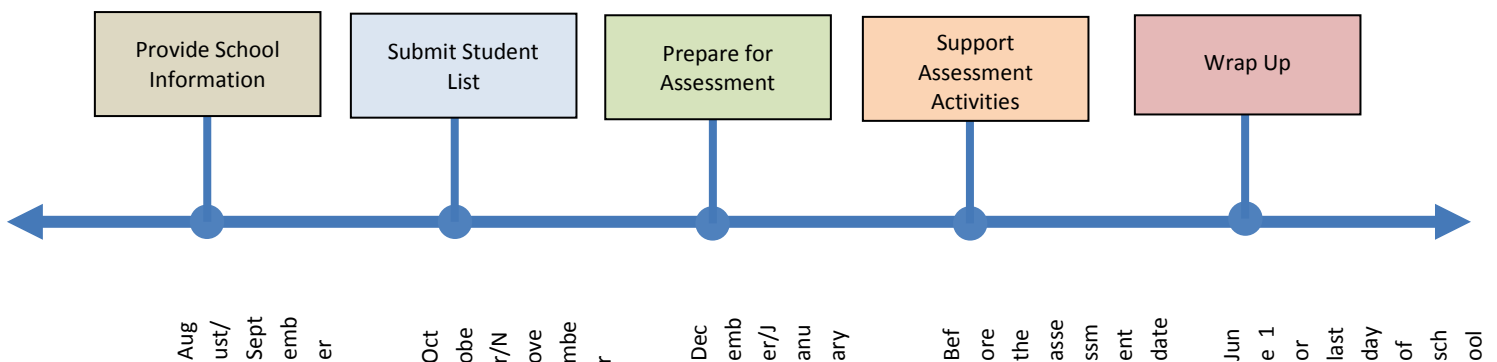
assessment results. These questionnaires may be accessed, distributed, and monitored for completion through the **Manage Questionnaires** page on MyNAEP.

**Promoting the importance of NAEP with school staff and students.** Teachers are essential for motivating students to do their best on NAEP. Students selected to take NAEP will represent hundreds of students across the state and the nation, so it is vital that they participate and do their best. Online resources, 5-minute videos, and strategies for promoting NAEP are all available on the **Encourage Participation** page.

**Finalizing assessment arrangements.** Assessment day details, including the location(s) and start time of the assessment, how students and teachers will be notified, and SD/ELL student accommodation logistics, will need to be entered via MyNAEP's **Finalize Assessment Arrangements** page.

On the assessment date, you will meet your NAEP representative and their assessment team, and be responsible for:

**Ensuring that students attend the session.** Prior to the assessment start time, you will need to be available to ensure that students attend the sessions. Appointment cards can be created/printed from MyNAEP's **Support Assessment Activities** page. You and/or teachers of the selected students are encouraged to remain in the room during the assessment. If attendance of sampled students is less than 90 percent, a makeup session will be necessary, and the NAEP representative will schedule another date to administer the assessment to the students who were absent.



For more information about NAEP, visit:  
<http://nces.ed.gov/nationsreportcard>

Find us on:



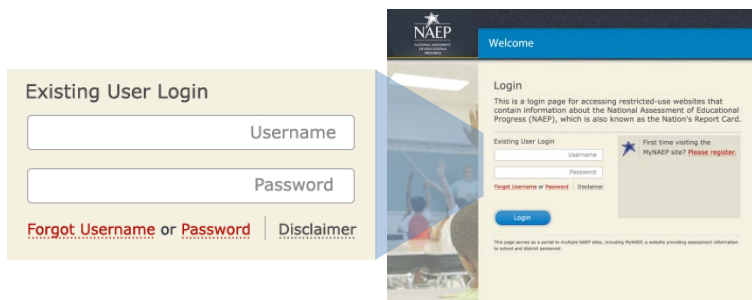
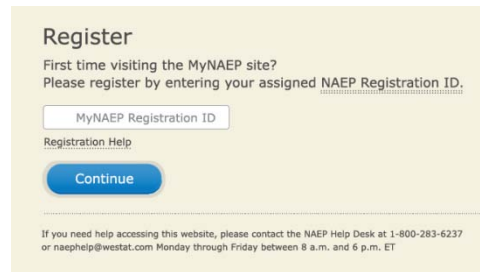
## How to Register for and Access MyNAEP

Register for and access MyNAEP by following these simple steps:

1. Go to <https://www.mynaep.com>. On the right side of the screen, select **Please register**.



2. Enter the MyNAEP registration ID included in the letter sent by your NAEP State or TUDA Coordinator and select **Continue**. If you cannot locate your registration ID, please contact your coordinator or the NAEP Help Desk at 800-283-6237 or [naephelp@westat.com](mailto:naephelp@westat.com). Multiple district and school staff can use the registration ID to register for the website.



3. Complete the registration form and create a password to access MyNAEP (for detailed instructions, select **Registration Help**). MyNAEP is a secure website that contains confidential information, so all users will be prompted to **update their password every 120 days**. A username will be automatically generated and emailed to you. Links are available on the login page in case you ever forget your username or password.



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## MyNAEP Resources

Although the website is designed for quick and easy use, MyNAEP offers a variety of support options. The **Contact** menu in the website banner allows users to reach the NAEP Help Desk instantly by phone, email, or live chat. The **Resources** menu offers tutorials that demonstrate how to quickly enter information for each task and explain why NAEP collects information from every school.

The NAEP Help Desk and State and TUDA Coordinators are available to help year-round. Your school's NAEP representative will be available starting in early December. Your NAEP representative will be responsible for administering the assessment in your school and will also assist you with the tasks listed under the **Prepare for Assessment** menu.

**Contact information** for State and TUDA Coordinators, the Help Desk, and your school's NAEP representative.



Includes **Frequently Asked Questions, tutorials, and a Glossary.**

MyNAEP Activity Overview		
Timeframe	MyNAEP Menu Location	Actions Steps to Complete and Helpful Resources
Now	<a href="https://www.mynaep.com">https://www.mynaep.com</a>	Register for MyNAEP to gain website access.
August-September 2013	<a href="#">Provide School Information</a>	Ensure NAEP has the most up-to-date information about your school.
October-November 2013	<a href="#">Submit Student List*</a>	Prepare and upload an Excel list of all students in the selected grade, including demographic information. (If requested.)
December 2013-January 2014	<a href="#">Prepare for Assessment [menu goes live in December]</a>	
	• <a href="#">Update Student List</a>	Ensure NAEP has the most up-to-date student information for the selected grade.
	• <a href="#">Include Students</a>	Submit information for sampled SD/ELL students, including classification and accommodations each receives for state assessments.
	• <a href="#">Notify Parents</a>	Inform parents/guardians of student participation.
January 2014	• <a href="#">Submit Current Roster of Students*</a>	Submit an up-to-date student roster to identify eligible students not included in the list that was submitted for sampling in the fall. (If requested)
	• <a href="#">Manage Questionnaires</a>	Manage names, email addresses, and questionnaire completion statuses of teachers in the selected grade and NAEP assessment subject.
	• <a href="#">Encourage Participation</a>	Discuss strategies with your school principal for motivating students to participate in the assessment.
One week before the assessment, assessment day	• <a href="#">Finalize Assessment Arrangements</a>	Submit additional information to ensure assessment day runs smoothly, such as the selected assessment location and start time of each session.
	<a href="#">Support Assessment Activities</a>	Promote student and teacher participation in NAEP.
June 1 or last day of school	<a href="#">Wrap Up</a>	Shred all confidential hardcopy materials in the envelope provided in December by your NAEP representative.



For more information about NAEP, visit:  
<http://nces.ed.gov/nationsreportcard>

Find us on:



## **Appendix D:**

### **Usability Review Recommendations on e-PAV**

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# Usability Review Comments

1<sup>st</sup> round of internal testing – July 3, 2013

This document provides usability design recommendations for the development of the NAEP website based on an analysis of findings during the usability evaluations made between June 28 and July 2, 2013. Specific examples of usability issues are provided however, these recommendations apply across the entire design program. The data presented below reflects a heuristic review conducted by a usability expert.

## 1. Provided Global and Contextual Help

**Issue:** There is no global help and few opportunities for contextual help.

**Example:** There are a few places on the website where there is no directions on what to do if data is missing or in error (e.g. on the confirm SD/ELL screen, one student didn't have a FNAME or MNAME but no way to add them).

**Recommendation:** The addition of global and contextual help features would greatly serve the infrequent and first time user of the NAEP website. From a global help perspective, there could be a link on every page with FAQ's categorized by topic and section of the website. From a contextual help perspective, new users would benefit from seeing a small graphic symbol (signifying help) next to difficult passages, column headers, etc. that when clicked on, would provide information on the task at hand.

## 2. Design for Error Prevention

**Issue:** Eliminate designs which lead to error prone conditions and when that isn't possible, provide meaningful, actionable error messages.

**Example:** There are several pages on the website where the buttons at the bottom of the page (e.g. Back Save Continue Exit) are very close together and as a result, could result in accidental activation of a non-desired button by the user.

**Recommendation:** Consider spacing buttons no less than the width of the cursor (arrow).

## 3. Provide User Control and Freedom

**Issue:** Users should have the control to recover from unintended actions; better yet is a design which precludes such events (as noted above in Error Prevention). With respect to ensuring user control and freedom, consider the ramifications of using the Back button and its effect on data entered and page sequencing.

**Example:** Users are frustrated when they enter data, use the Back button to check on a previous screen and then return to the data entry screen to find that the data they entered is gone. Likewise, we noticed on this website in an area where skip patterns were used, that hitting the back button and then moving forward again brought up an incorrect screen (we assume because after using the Back button when we returned to the original screen, the default path was not the path we originally chose).

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For example: on the **Promote school encouragement** page, on our first pass, we selected YES to creating a Certificate and were presented with the certificate distribution option page. We then went back and selected NO but was again presented with the certificate distribution option page.

**Recommendation:** Evaluate the effect of using the Back button on each page and either locking it out or providing a warning message when its use could/would result in unintended consequences.

#### **4. Provide a Match Between System and Real World**

**Issue:** What users see and do on the website should look and operate as other things do to the user.

**Example (1):** On several screens, the data entry field populates from right to left which is unexpected. <https://testing.mynaep.com/login.aspx?ReturnUrl=%2f#register>.

**Recommendation (1):** Consider populating the data from left to right. This is how Americans read (from left to right) and a common expectation for data entry.

**Example (2):** It is difficult to tell the difference between finish and exit buttons. If existing the system will result in loss data, popup a warning dialog box each time the user clicks on exit except when directly after clicking the save button. If the finish button saves the data prior to exiting the screen, consider changing the button text to Save and Exit, which will differentiate it from just Exit.

**Recommendation (2):** In general, ensure that the button names clearly describe the functionality. Usability testing with end users is the best way to make that determination.

#### **5. Design for Recognition Rather than Recall**

**Issue:** High cognitive workload is a strain on users. To avoid this, website designs aspire to be “intuitive” such that users instinctively know what to do by looking at the screen. In other words, users recognize what to do (e.g. seeing an 8-sided, red icon means to stop) rather than having to mentally process information to figure out (or recall) what to do (e.g. seeing a box with a paper half way in the box requires thought and context to understand what it is referring to).

**Example:** The SC does not have to complete her/his work in a specific order (e.g. the order displayed by the vertical order of links). The SC can start the process of gathering the information to put into the parent notification and then have to log out of the system due to time, and log in and out several more times to complete it. However, upon returning to the website after a one week delay, the user might start back up in the Update Student List and then when working down to notify parent (several days) later, look at the purple (already visited) Notify Parent link and mistakenly assume she/he has already completed that step, and the letters may never go out. This is just one hypothetical example of how not having a progress indicator could result in a negative outcome.

**Recommendation:** Following a limited review of the MyNAEP website, I recommend a progress status system be engineered into the My NAEP website.

#### **6. Build an Aesthetic and Minimalist Design**

**Issue:** High cognitive workload can result in errors, injury and low satisfaction ratings. Cognitive workload can be reduced by eliminating irrelevant/competing data and minimizing data to essential concise language.



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**Example (1):** On the screen which requests information on the *last day of school*, the calendar pops up with years prior to the current school year. These choices are irrelevant and compete with visual space and unnecessarily consume cognitive bandwidth.

**Recommendation (1):** Consider removing all irrelevant data (prior years) so that the amount of design can be minimized.

**Example (2):** There are several forms with columns which are unnecessarily wide with respect to the amount of data in each row. Reduce the column widths such that the eyes don't have to travel unnecessarily across the page. Also, there are data fields which are misaligned with their column headers.

Assessment Date	Sessid	Assessment Location	Assessment Start Time	Number of Students
3/5/2014 12:00:00 AM	CS0801	Library	9:00 AM	0

**Recommendation (2):** Aligning field titles and data provides a more aesthetic design and requires less cognitive processing.

## 7. Use Consistency and Standards in Design

Issue: Users should get what they expect when clicking on a link, and designs which mean one thing on one page should mean the same thing throughout the website, unless the user is notified otherwise. Regarding the former, when the users click on a hyperlink to new content, the page they are brought to should have the same title as the hyperlink.

**Example:** When users click on the **ID withdrawn of ineligible student's** hyperlink, the title of the page they are taken to changes to "confirm withdrawn or ineligible students". Obviously, the act of Identification and Confirmation can have two distinct meanings.

**Recommendation:** the page title the user is brought to should reflect the hyperlink that took them to it.