

## Criteria for Inclusion – Page 1 Front

### 2002 NAEP

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

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

##### Students with Disabilities

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

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

##### 2. Students with Limited English Proficiency

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

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

##### 3. Consult with School Staff

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

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

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

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### FURTHER EXPLANATION FOR LEP STUDENTS

The phrase "less than 3 school years including the current year" means, therefore, in 2 applying the criteria, you should perform the following:

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

### ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions	Writing Sessions	Mathematics Sessions
<ul style="list-style-type: none"> <li>■ Large print booklet (73)</li> </ul>	<ul style="list-style-type: none"> <li>■ Bilingual dictionary (72)</li> </ul>	<ul style="list-style-type: none"> <li>■ Bilingual booklet (71)</li> </ul>
<ul style="list-style-type: none"> <li>■ Extended time in regular session (74)</li> </ul>	<ul style="list-style-type: none"> <li>■ Large print booklet (73)</li> </ul>	<ul style="list-style-type: none"> <li>■ Bilingual dictionary (72)</li> </ul>
<ul style="list-style-type: none"> <li>■ Small group (76)</li> </ul>	<ul style="list-style-type: none"> <li>■ Extended time in regular session (74)</li> </ul>	<ul style="list-style-type: none"> <li>■ Large print booklet (73)</li> </ul>
<ul style="list-style-type: none"> <li>■ One-on-one (77)</li> </ul>	<ul style="list-style-type: none"> <li>■ Read aloud in regular session (75)</li> </ul>	<ul style="list-style-type: none"> <li>■ Extended time in regular session (74)</li> </ul>
<ul style="list-style-type: none"> <li>■ Scribe or use of a computer used to record answers (78)</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group (76)</li> </ul>	<ul style="list-style-type: none"> <li>■ Read aloud in regular session (75)</li> </ul>
<ul style="list-style-type: none"> <li>■ Other format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)</li> </ul>	<ul style="list-style-type: none"> <li>■ One-on-one (77)</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group (76)</li> </ul>
	<ul style="list-style-type: none"> <li>■ Use of computer to record answers (78)</li> </ul>	<ul style="list-style-type: none"> <li>■ One-on-one (77)</li> </ul>
	<ul style="list-style-type: none"> <li>■ Other format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)</li> </ul>	<ul style="list-style-type: none"> <li>■ Scribe or use of computer used to record answers (78)</li> </ul>
		<ul style="list-style-type: none"> <li>■ Other format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)</li> </ul>

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**THE FOLLOWING ARE QUESTIONS FROM THE SD/LEP QUESTIONNAIRE THAT PERTAIN TO THE DECISION REGARDING WHETHER A STUDENT IDENTIFIED AS HAVING A DISABILITY (SD) CANNOT BE INCLUDED IN THE ASSESSMENT:**

3. Does the student's IEP state that he or she cannot participate in assessments such as NAEP, even with accommodations?

- A Yes  
 B No  
 C I don't know.

8. Are any accommodations or adaptations used for district or statewide achievement testing for this student?

- A Yes, tested with accommodations or adaptations → *Go to Question 9*  
 B No, tested without accommodations or adaptations → *Skip to Question 13*  
 C IEP states that this student cannot be tested → *Skip to Question 13*  
 D Two or more years below grade level  
 E I don't know.

**Question 9-12.** If your answer to question 8 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student?

9. Presentation Accommodations (**Fill in all ovals that apply.**)

- A Read directions aloud  
 B Read problems aloud (except on reading test)  
 C Signing of directions  
 D Use of audiotaped version of test  
 E Assistance with interpretation of directions  
 F Braille edition of test  
 G Large-print edition of test  
 H Use of magnifying equipment  
 I Other (specify) \_\_\_\_\_

## Criteria for Inclusion Page 2 – Back

10. Response Accommodations (Fill in all ovals that apply.)

- A Response in Braille
- B Response in sign language
- C Oral responses
- D Pointing to answers
- E Tape recording of answers
- F Use of computer to respond
- G Use of typewriter to respond
- H Use of calculator including talking or Braille calculators
- I Use of template to respond
- J Use of large marking pen or specially designed writing tool
- K Other (specify) \_\_\_\_\_

11. Setting Accommodations (Fill in all ovals that apply.)

- A Test in small group
- B Test individually
- C Other (specify) \_\_\_\_\_

12. Timing Accommodations (Fill in all ovals that apply.)

- A Extended time
- B More breaks during test
- C Test sessions over several days
- D Other (specify) \_\_\_\_\_

13. How would this student most appropriately participate in the NAEP language arts assessment?

- A Without accommodations or adaptations
- B With the accommodations or adaptations specified for district or statewide achievement testing of this student
- C The IEP team or an equivalent group has determined that the student cannot participate in assessments such as NAEP language arts.

## Criteria for Inclusion Page 3 – Front

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**THE FOLLOWING ARE QUESTIONS FROM THE SD/LEP QUESTIONNAIRE THAT PERTAIN TO THE DECISION REGARDING WHETHER A STUDENT IDENTIFIED AS LIMITED ENGLISH PROFICIENT (LEP) CANNOT BE INCLUDED IN THE ASSESSMENT:**

15. Including the current school year, how long has this student been **receiving academic instruction** primarily in English?
- A Student does not receive academic instruction primarily in English.
  - B 1 year
  - C 2 years
  - D 3 years
  - E 4 years or more
  - F I don't know.
19. Are any accommodations or adaptations used for district or statewide achievement testing for this student?
- A Yes, tested with accommodations or adaptations → *Skip to Question 20*
  - B No, tested without accommodations or adaptations → *Skip to Question 21*
  - C IEP states that student cannot be tested (for LEP students classified as SD) → *Skip to Question 21*
20. If your answer to question 19 is “Yes,” which accommodations or adaptations are used for district or statewide achievement testing with this student? **(Fill in all ovals that apply.)**
- A Native language version of test
  - B Bilingual version of test
  - C Word lists or glossaries
  - D Bilingual dictionary
  - E Help from a native speaker in interpreting directions and questions
  - F Directions read aloud in English
  - G Questions read aloud in English
  - H Extended time
  - I Other (specify) \_\_\_\_\_
21. How would this student most appropriately participate in the NAEP language arts assessment?
- A English version without accommodations or adaptations
  - B English version with accommodations or adaptations
  - C Native language version or bilingual version with or without accommodations or adaptations
  - D This student would not participate.



## New Enrollee Listing Form – Back

### INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS

About two weeks before your assessment date, the NAEP representative will review this form with you and determine whether any newly enrolled students will be added to the sample. After the sampling is completed, the NAEP representative will instruct you to copy the sampled students' names and demographic information onto the appropriate Administration Schedule.

#### THE FOLLOWING STUDENT DATA ARE REQUIRED:

- Student Name
- Birth date (month and year)
- Homeroom or intact classroom indicator
- Sex:     **1=Male**  
              **2=Female**
- Race/Ethnicity (using definitions below)
  - 1=White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
  - 2=Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
  - 3=Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
  - 4=Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
  - 5=American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
  - 6=Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- Title I (receiving Title I services):     **1= Yes**  
  **2= No**
- SD: SD is defined as a student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.  
  **1= Yes**  
  **2= No**
- LEP: LEP is defined as a student classified by the school as limited English proficient.  
  **1= Yes**  
  **2= No**
- Participation in National School Lunch Program:
 

<b>1= Student not eligible</b>	<b>3= Free lunch</b>
<b>2= Reduced price lunch</b>	<b>6= School not participating</b>

## U.S. Department of Agriculture Letter – Front



United States  
Department of  
Agriculture

SEP 26 2001

Food and  
Nutrition  
Service

3101 Park  
Center Drive  
Alexandria, VA  
22302-1500

**SUBJECT:** Reissuance of Policy on Limited Disclosure of Children's Eligibility Information to Title I and the National Assessment of Educational Progress (NAEP)

**TO:** Regional Directors  
Special Nutrition Programs  
All Regions

Department of Education's Title I of the Elementary and Secondary Education Act and the NAEP are the two Federal education programs that request the use of children's free and reduced price meal eligibility information most frequently. We have issued several memoranda on the disclosure of children's eligibility information. This memorandum consolidates the policy relating to Title I and the NAEP.

The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, amended Section 9(b)(2)(C) of the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1751(b)(2)(C)) to allow the disclosure of children's eligibility information, without parental consent, to certain persons and programs. Among these persons and programs are individuals directly connected with Federal education programs, such as Title I and the NAEP.

School food authorities may disclose, without parent/guardian consent, participants' names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of Title I and the NAEP. Additionally, school food authorities may disclose participants' names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs are also eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term "persons directly connected" for the purpose of disclosure to Title I or NAEP includes Federal, State and local program operators responsible for Title I or NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate Title I or NAEP purposes.

## U.S. Department of Agriculture Letter – Back

Regional Directors

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While not currently required, we recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with Title I and NAEP officials. We suggest that the agreement be signed by both the school food authority and Title I and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure. Prior to developing State and local disclosure policies, we also recommend that State agencies and school food authorities discuss the disclosure provisions with their legal counsel.

Providing aggregate information that does not identify individuals continues to be permitted without consent. Additionally, any costs associated with the disclosure of information beyond that used for program purposes cannot be charged to the school food service account, except that incidental costs are acceptable. In accordance with the statute, school food authorities are not *required* to disclose eligibility information. This is a State and local decision.

For further information and guidance on the disclosure of children's eligibility information, please refer to our memorandum of December 7, 1998, Limited Disclosure of Children's Free and Reduced Price Eligibility Information (SP 99-3); (CACFP 99-2).

STANLEY C. GARNETT  
Director  
Child Nutrition Division

## Sample Parent Notification Letter

January 2002

Dear Parent:

The National Assessment of Educational Progress (NAEP), an ongoing survey of what Americans know and can do in various academic subjects taught in school, will be administered in schools in 2002. This school has been selected to participate in NAEP, and your child has been selected to participate.

The subjects to be assessed in 2002 are reading, writing, and mathematics in fourth, eighth grade and reading and writing in twelfth grade. The NAEP tests will take approximately 1½ hours to administer. All responses are confidential. No results are ever reported to schools. The names of students who take part are not recorded on any of the test materials that leave the school, and your child's grades or progress in school will not be affected.

NAEP asks students questions about the subject matter and also about their learning experience, and what teachers teach in the classroom. The general background questions allow NAEP to report data to the state by the type of school, sex, race/ethnicity, and other factors related to learning.

If you would like more information about the 2002 assessment, a NAEP Demonstration Booklet that contains samples of the types of reading, writing, and mathematics as well as the general background questions that students are asked. To see the booklet that NAEP has provided, please contact your school principal. For more information about NAEP, visit the web site at <http://nces.ed.gov/nationsreportcard>.

NAEP is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of every child who is selected.

Sincerely,

## Sample Teacher Notification Letter

Date: \_\_\_\_\_

TO: \_\_\_\_\_

FROM: \_\_\_\_\_

SUBJECT: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey designed to measure the current status of educational attainments of young Americans and to report changes and long-term trends in those attainments at the national and regional levels. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner.

Your district and school were selected to participate in NAEP 2002. We have selected students and developed an assessment schedule in collaboration with the school. Each assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION	DATE	TIME	LOCATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

It is very important to the results of the study that every student selected for NAEP attends the correct session. Please see the attached list of students to determine the session that a student must attend. We would greatly appreciate every effort that you could make to see that students attend sessions on time.

For more information about NAEP, please visit the web site at:

<http://nces.ed.gov/nationsreportcard>

Thank you very much for your cooperation.

Student Certificates of Appreciation – 1 pack of 35



## NAEP Storage Envelope

THE NATION'S  
REPORT  
CARD



Staple NAEP Return Postcard  
HERE

# STORAGE ENVELOPE

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year;  
then return the NAEP postcard and **destroy** the contents.

School Coordinator:

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