

5.8.1.2 Code the Students' Eligibility for the National School Lunch Program (NSLP)

You will need to obtain from the school coordinator and record the students' eligibility status for the NSLP in column L labeled *School Lunch*. The NSLP codes are printed on the Administration Schedule in the upper left-hand corner and are listed below.

- 1 = Student not eligible
- 2 = Reduced price lunch
- 3 = Free lunch
- 4 = Information not available
- 5 = Refused
- 6 = School not participating

You will have copies of a letter from the U.S. Department of Agriculture authorizing the release of the NSLP data. It is included in Appendix 1 of this manual.

5.8.1.3 Fill in the Box for Title I Status

You will record a *1* in column M for any student receiving Title I services; record a *2* for any student who is not receiving Title I services. If a school is a Title I school, you will record a *1* for each student.

5.8.1.4 Fill in the Box for New Enrollee Status

A New Enrollee Listing Form for each school that successfully E-Files is included in your materials. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected age level after the master list was prepared so that these students have a chance of selection in the assessment.¹ All students selected in the original sample will have a *2* in column N indicating they are part of the original sample of students. Any student who enrolled since the original list of students was submitted to NAEP or any student who was inadvertently left off the original list, will be sampled to determine whether or not the student should be added to the Administration Schedule.

¹ In year-round schools, any student who will be off-track on the assessment date should not be included on the New Enrollee Listing Form.

You will record a *I* in column N for each student selected from the new enrollee sample and added to the Administration Schedule. The new enrollee sampling process is described in section 5.9.

5.8.1.5 Identify and Eliminate Withdrawn and Ineligible Students

For those school samples using the SDS, the withdrawn and ineligible students should have been removed from the list prior to sampling. For the schools that submitted their lists electronically, the next step is to ask the school coordinator to identify any students who have officially withdrawn from the school or who are not currently age-eligible. Indicate these students by entering the following on the Administration Schedule:

- Administration Code of **51** (withdrawn or graduated) in column Q for any students who have officially withdrawn from the school. Then, draw a single line through the student's name up to the perforation; and
- Administration Code of **55** (ineligible) in column Q for any student not currently age-eligible. Then, draw a line through his/her name up to the perforation.

No other information needs to be completed for those students identified as withdrawn and ineligible.

5.9 Select Sample of Newly Enrolled Students

For schools that submit their student lists via E-Filing, the next step of the preassessment visit requires you to select a sample of students who have enrolled since the original list was prepared. This procedure will not be used for schools that did not E-File, because the sampling visits will be very close to the assessment visits. For those schools that E-Filed, you will begin by asking whether the school coordinator has kept a list of newly enrolled students, and, if not, you will ask him/her to create one. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after the master list was prepared in order for these students to have a chance of selection for the assessment. New enrollees include students selected to participate from the New Enrollee Form, either because they enrolled after the original list was prepared **OR** they were inadvertently left off the original list.

You will also need to select a sample of newly enrolled students during the preassessment visit using the Instructions for Sampling New Enrollees. You will receive a unique set of Instructions for Sampling New Enrollees (Exhibit 5-5) to place in the School Folder of each school that successfully E-Filed and was electronically sampled. This form provides the following information:

- The date, if known, that the master list of students was created. Students in the selected age level who enrolled after that date or who were inadvertently left off the master list should be listed on the New Enrollee Listing Form;
- A set of line numbers used to select the students for the assessment; and
- An indication of which session the student should be added.

You will record the name, demographic information, and new enrollee status for each student selected from the New Enrollee Listing Form on the Administration Schedule.

You may not know the date the master list was prepared. If the school coordinator has not maintained the New Enrollee Listing Form, ask that a list of new enrollees be prepared. If the school coordinator cannot complete the New Enrollee Listing Form before you leave, arrange to call back to complete the sampling of newly enrolled students. **It is important that the sampling be done as soon as possible so that the school coordinator has adequate time to notify any selected students, their parents, and teachers.**

If the school coordinator reports that there are no new enrollees or if the total number of newly enrolled students is less than the lowest number on the Instructions for Sampling New Enrollees, then no students will be selected.

To select the sample of students from the List of New Enrollees, you will consecutively number the list of students in column 1. After the numbering is complete you will use the Instructions for Sampling New Enrollees to indicate which students have been selected for each of the assigned session types by entering the appropriate session indicators (RM, MA or MB, RB) in column 2.

When the sampling is complete, you will add the names of the selected students to the Administration Schedule that matches the session type for which they were selected.

Exhibit 5-9 Administration Schedule With All Information Recorded

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaska Native 6 = Other For Use in Column "K" or "R"	National School Lunch Program 1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating For Use in Column "L"
Session Number RM0901	Bundle #'s 0001 0002

NAEP 2003-2004
Long-Term Trend
Administration Schedule



School #: 511-001-2 Age: 9 School Name: WASHINGTON ELEMENTARY Administrator's Name:	Original session scheduled for: Day/Date: _____ Time: _____ Location: _____	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held: <input type="radio"/> Makeup Not Held: <input type="radio"/>	Bundle #'s 0001 0002
# Original Sample _____ # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____ # Assessed (Original Session) _____ # New Enrollee Sample _____ # Excluded (Admin. Codes 60-65) _____ # Refused (Admin. Codes 45 & 47) _____ Total in Sample _____ TO BE ASSESSED _____ TOTAL ASSESSED _____				Session Number RM0901

Column Indicators: 'A'		'B'	'C'	'D'		'E'		'F'	'G'	'H'	'I'	'J'	'K'	'L'	'M'	'N'	'O'		'P'	'Q'	'R'	'S'	
Student Name		Homeroom or Other Location	Line # Subject	Grade	Birth Date		Sex	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	New Enrollee	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Observ. Race	Admin. Codes			
01	GALLOWAY, BENJAMIN		01	M	04	01	94	12		2		1	1	2		131 000001 0					ASSESSED IN ORIGINAL		
02	DORMAN, NATHANIEL		02	R	04	02	94	12		2		1	1	2		001 000002 1					10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover		
03	STEARNS, COURTNEY		03	R	04	03	94	22		2		1	1	2		002 000003 2					ASSESSED IN MAKEUP		
04	MICHAEL, BRENDAN		04	R	04	04	94	11		2		2	2	2		004 000004 3					20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover		
05	BUSCH, KATELYNNE		05	R	04	05	94	22		1		1	1	2		090 000005 4					ABSENT		
06	RIOS, MARAH		06	R	04	06	94	22		1		3	3	2		015 000006 5					40 = Temporary 41 = Long-term 42 = Chronic health 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover		
07	BARRON, ANDRE		07	M	04	07	94	12		2		2	2	1		196 000007 6					OTHER		
08	GARCIA, ANISSA		08	M	04	08	94	22		1		3	3	2		135 000008 7					51 = Withdrawn/Graduated 52 = Unassigned book (unused) 55 = Ineligible 56 = Not in sample		
09	VOGEL, KAMRYN		09	M	03	09	94	22		2		1	1	2		132 000009 8					REASONS FOR EXCLUSION		
10	VOGEL, TAITON		10	M	03	10	94	12		2		2	2	2		133 000010 9					60 = SD - Cannot be assessed 61 = SD - 62 = Required accom. not offered 63 = LEP - Cannot be assessed 64 = SD & LEP - 65 = SD & LEP - Cannot be assessed 66 = Required accom. not offered		
11	GRIFFIS, BLAYZE		11	M	03	11	94	12		2		2	2	2		196 000011 0					ASSESSED WITH ACCOMMODATIONS		
12	SMITH, HAILEY		12	R	03	12	94	22		2		1	1	2		012 000012 1					71 = Bilingual booklet - math only 72 = Bilingual dictionary (Do not use with reading booklet) 73 = Largeprint book 74 = Extended time in regular session 75 = Read aloud in regular session (Do not use with reading booklet) 76 = Small group 77 = One-on-one 78 = Scribe or use of computer 79 = Other, specify on cover		
13	HENRY, JACOB		13	R	04	01	94	12		2		1	1	2		015 000013 2							
14	COLE, KIM		14	R	04	02	94	22		2		1	1	2		020 000014 3							
15	FRANCIS, EDDI		15	R	04	03	94	22		2		2	2	2		017 000015 4							

5.10 Identify SD/LEP Students and Prepare SD/LEP Questionnaires

The next step of the preassessment visit requires you to review the Administration Schedule with the school coordinator to determine that the SD and/or LEP classification has been coded correctly for every selected student. If any corrections or changes to SD/LEP status have been made since the administration schedules were printed, the corrected code should be recorded in the columns labeled **Final SD Code** (column **H**) and/or **Final LEP Code** (column **J**). Some schools may use terms other than "students with disabilities" and "limited English proficiency." You may want to ask if there are any "special education students" or "English language learners."

For every student identified on the Administration Schedule as SD and/or classified as LEP, an SD/LEP Questionnaire must be filled out by the staff member most knowledgeable about that student. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. The SD/LEP Questionnaire can be completed online or in the hard-copy version. The online questionnaire is located on the MySchool web site at www.mynaep.com and at www.NAEPQ.com. During the visit, you will need to encourage the coordinator to give the questionnaire to the appropriate person. You should remind the school coordinator that you will need all completed questionnaires the day of the assessment.

The remainder of this step provides instructions on how to prepare SD/LEP questionnaire covers, fill in the SD/LEP Roster, and distribute questionnaires to appropriate staff.

You should enter the following information on each **SD/LEP Questionnaire cover (Exhibit 5-10)**:

- The NAEP School ID;
- The date the questionnaire should be returned (usually a day before the assessment);
- The 10-digit student booklet ID (from the Administration Schedule);
- The student's demographic information (from the Administration Schedule);
- The student's line number and session number (from the Administration Schedule);
- The name of the student for whom the questionnaire needs to be completed (on the removable label); and
- The information for completing the booklet online.

You will enter the following on the SD/LEP Roster:

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

When you collect the completed questionnaires on assessment day (discussed in more detail in Chapter 6), you will need to record how each questionnaire was completed in the ***Returned*** column on the Roster. You will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to NCS Pearson. If there is any information missing from the cover or Roster, you will need to enter it after the assessment.

5.11 Determine Student Accommodations with School Staff

Next, you should go through each Administration Schedule containing students selected for the reading/math LTT session (RM) and point out the students with a ***I*** in columns ***G*** or ***H***, indicating they are SD, or ***I*** or ***J***, indicating they are LEP. You will review each student with an SD and/or LEP classification with the school coordinator to determine whether the student can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all. If the student can be assessed with an accommodation, you will enter the appropriate code in Column Q on the Administration Schedule.

Note: Accommodations will not be offered for the math bridge sessions (MB & MA) and the reading bridge sessions (RB); however, SD/LEP questionnaires must still be completed for students as SD or LEP.

The original list of students from which the sample was selected included all students in the age group, regardless of whether or not they could participate. Exhibit 5-11 is the Criteria for Inclusion that schools should use whenever there is doubt about the accessibility of a selected student. NAEP also provides you with a list of the accommodations allowed by NAEP (Exhibit 5-12) to help the coordinator determine appropriate student accommodations for NAEP. You should refer to this list when discussing student accommodations with the school coordinator.

The school coordinator should use the Criteria and the accommodation charts to identify students whose IEPs specify that they receive an accommodation for standardized tests similar to NAEP. NAEP's intent is to assess every student possible; therefore, when there is doubt, the student should be assessed. If the school coordinator needs additional information he/she should refer to the completed SD/LEP Questionnaire. Beyond this, do not attempt to answer questions about the application of the Criteria to SD or LEP students or specific accommodations not covered by the Criteria. Instead, you or the school coordinator should contact your field manager or the NAEP hotline at 1-800-283-6237.

5.11.1 Frequently Asked Questions Regarding SD and LEP Students

Who Are the Limited English Proficiency Students?

There is no common operational definition used by states to identify LEP students. Terms that are sometimes used are "English Language Learner" (ELL) and "English as Second Language (ESL) Student," recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, LEP is considered to be a transitional state. At some point, the student will no longer be LEP or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; these students come from many different languages, homes, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to vast language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

Exhibit 5-11 Criteria For Including Students (Page 1)
NAEP 2003-2004 LONG-TERM TREND

**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 accessibility 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.

1. 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 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 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 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 14.
- Students with limited English proficiency: Questions 16, 17, and 21 through 24.

WHEN THERE IS DOUBT, INCLUDE THE STUDENT*.

**SEE BACK FOR FURTHER EXPLANATION
AND LIST OF THE OFFERED ACCOMMODATIONS**

* FOR LONG-TERM TREND READING AND MATHEMATICS (RM) SESSIONS ONLY.

FURTHER EXPLANATION FOR LEP STUDENTS

The phrase "less than 3 school years including the current year" means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

Include **without any accommodation all LEP students who have received reading or mathematics instruction primarily in English for 3 years or more and those who are in their third year;**

Include **without any accommodation all other LEP students who can demonstrate their knowledge of reading or mathematics without an accommodation;**

Include **and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of reading or mathematics only with those accommodations; and**

Exclude **LEP students ONLY if they cannot demonstrate their knowledge of reading or mathematics even with an accommodation permitted by NAEP.**

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions

- Large-print booklet (73)
- Extended time in regular session (74)
- Small group (76)
- One-on-one (77)
- Scribe or use of a computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)

Mathematics Sessions

- Bilingual booklet (71)
- Bilingual dictionary (72)
- Large-print booklet (73)
- Extended time in regular session (74)
- Read aloud in regular session (75)
- Small group (76)
- One-on-one (77)
- Scribe or use of computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)

Exhibit 5-12. Accommodations Allowed in NAEP Assessments

Accommodations Allowed in NAEP Assessments

NAEP: Accommodations in the testing environment or administration procedures are provided for students with disabilities and students with limited English proficiency. Below is a list of accommodations and the status of their use on NAEP. **For LTT these accommodations are only offered in the new Operational and Pilot test sessions (RM).**

Accommodation	NAEP	
	Reading	Mathematics
Presentation Format		
Explanation of directions	Yes	Yes
Oral reading in English	No	Yes
Oral reading in native language	No	No
Person familiar to student administers test	Yes	Yes
Translation of directions into native language	No	No
Translation of test into native language	No	No
Bilingual (Spanish) version of test	No	Yes
Repeat directions	Yes	Yes
Large Print	Yes	Yes
Bilingual dictionary without definitions	No	Yes
Setting Format		
Alone in study carrel	Yes	Yes
Administer test in separate room	Yes	Yes
With small groups	Yes	Yes
Preferential seating	Yes	Yes
Special lighting	Yes	Yes
Special furniture	Yes	Yes
Timing/Scheduling		
Extended testing time (same day)	Yes	Yes
More breaks	Yes	Yes
Extending sessions over multiple days	No	No
Response Format		
Braille writers (if provided by school)	Yes	Yes
Word processors or similar assistive device	Yes	Yes
Write directly in test booklet	Yes	Yes
Tape recorders	No	No
Scribes	Yes	Yes
Answer orally, point to answer	Yes	Yes
One-on-one administration	Yes	Yes
Other Accommodations		
Braille edition of assessment	No ¹	
Audio tape administration of assessment	No	
Calculator	No	
Abacus	No	
Arithmetic tables	No	
Graph paper	No	
Responses in native primary language	No	
Thesaurus	No	
Spelling and grammar checking software and devices	No	
Signing directions or answers	No ¹	

¹Not provided by NAEP, but school, district, or state may provide after fulfilling NAEP security requirements.

What Do the Laws Say About Students with Disabilities in Relation to Large-Scale Assessments?

A landmark Federal law was passed in 1975, the Education for All Handicapped Children Act. This law guaranteed that regardless of their handicapping condition, all students must be provided a free appropriate public education in the least restrictive environment possible. The law's name was changed in 1990 to Individuals with Disabilities Education Act, or IDEA, and was amended and reauthorized by Congress in 1997. Two other Federal laws that have played a role in ensuring the rights of individuals with disabilities are 1) Section 504 of the Rehabilitation Act of 1973, and 2) the Americans with Disabilities Act (ADA) enacted in 1990.

Who Are the Students with Disabilities?

To be eligible to receive services in the schools under IDEA, a student must meet two criteria. First, the child's disability must fall within one of the categories of eligibility:

- Mental retardation;
- Hearing impairments;
- Speech and language impairments;
- Visual impairments;
- Serious emotional disturbance;
- Orthopedic impairments;
- Autism;
- Traumatic brain injury;
- Specific learning disabilities; and
- Other health impairments, such as attention deficit disorders.

Second, because of his/her disability, a student with disabilities must need special education and related services to realize his/her full potential.

Government figures suggest that about 10 students out of every 100 are receiving special education (U.S. Department of Education, 2000). Currently, most students with disabilities are in a general education classroom and are provided with specially designed instruction and support, as necessary. The typical student who receives special education often has no immediate obvious disability. He – more than half of the students served by special education are males – is in elementary or middle

school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

What Is an Individualized Educational Plan (IEP)?

The primary intent of the special education laws passed during the past two decades has been to require educators to focus on the needs of individual students with disabilities. The most important aspect of this focus is the IEP. Each public school child who receives special education and related services must have an IEP. Each program must be designed for one specific student, and individuals who know the child well should design it. IEPs contain much information related to the technical requirements of IDEA in addition to instructional components.

In addition, the IEP must include within it the accommodations and modifications needed by the student in order to participate in the administration of state or district achievement assessments.

Many students with disabilities are included in large-scale assessments, such as NAEP. However, before a student can or cannot be included, the school personnel most knowledgeable about that student must make two types of decisions: (1) Should he/she be exempted from the assessment? and (2) If not, what accommodation(s) does the student require in order to participate in the assessment?

5.11.2 Enter Administration Codes for SD/LEP Students Who Require Accommodations

During the visit, you will need to enter an Administration Code for all students in the reading/math LTT session who require an accommodation. This code will indicate the specific accommodation the student must receive on assessment day. The Administration Codes for students who require accommodations are listed in Exhibit 5-13 and are also printed in column **S** of the Administration Schedule. Accommodations are described in detail in Section 5.11.3.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency who are selected for the reading/math LTT operational and pilot tests. The accommodation(s) each student receives must be specified in his/her IEP or routinely used in testing the student. 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 (not available in

the reading assessment), use of a scribe or computer to record answers, bilingual booklets (not available in the reading assessment), and large-print booklets. Students who require large print or bilingual booklets or read aloud in small group accommodations may need to use a special accommodation assessment booklet. Brief descriptions of the accommodations most frequently provided by NAEP follow.

5.11.3 Accommodations Most Frequently Provided By NAEP

Reminder: Accommodations will not be offered for the math bridge sessions (MB & MA) and the reading bridge sessions (RB).

- **Bilingual mathematics booklet** (Admin. Code 71) – NAEP has special bilingual mathematics booklets at ages 9 and 13 available for students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. The bilingual booklets consist of a set of 3 books packaged together. Book 1 will contain general directions and cognitive block 1; the second book will contain cognitive block 2; and the third book will contain cognitive block 3 and the background questions. 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. During the preassessment visit or call, you should arrange to have someone at the school who is proficient in Spanish read the Spanish script unless you have a bilingual team member. This script will be packaged with the bilingual mathematics booklet. You will not receive bundles of bilingual booklets in your bulk supplies from NCS Pearson. If bilingual booklets are needed, call NCS Pearson to request them. You must account for all bilingual booklets that you receive from NCS Pearson.

The bilingual booklet accommodation is only available to students who are being assessed in the reading/math operational and pilot tests for math (RM). Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column *C* on the Administration Schedule to be sure the student has an *M* (math) next to his/her name. If the student does not have an *M*, then he/she must be coded with a *63 (LEP- Required accommodation not offered)* or a *65 (SD and LEP-Required accommodation not offered)*.

- **Bilingual dictionary** (Admin. Code 72) – If assigned a math booklet, an LEP student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.) The school coordinator should enter a note on the appointment card to remind the student to bring the bilingual dictionary to the session.

The bilingual dictionary accommodation is NOT allowed with reading booklets. Therefore, if a student requires a bilingual dictionary as an accommodation, you must

first check the subject column *C* from the Administration Schedule to be sure the student does not have an *R* (reading) next to his/her name. If the student has an *R*, then he/she must be coded with a *63 (LEP–Required accommodation not offered)* or a *65 (SD and LEP–Required accommodation not offered)*.

- **Large-print booklet** (Admin. Code *73*) – For students whose IEP requires testing with large-print materials or magnifying devices, NAEP has special large-print booklets available for each grade and subject.

You will need to request large-print booklets from NCS Pearson on an as-needed basis immediately following the preassessment visit or call. For each large-print booklet requested, NCS Pearson will package the large-print booklet together with the same booklet in regular size print in a zip-lock bag. You will need to send back **both** booklets in the zip-lock bag after the assessment has been completed.

- **Extended time in regular session** (Admin. Code *74*) – Some students may not react well under pressure 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 following the session he/she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.²
- **Read aloud** – 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 in regular session accommodation will use his/her originally assigned booklet.
- **Small group** (Admin. Code *76*) – Some 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 booklets to use in math small group sessions. Read-aloud booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the small group read-aloud accommodation, use the student’s originally assigned booklet. When there is more than one student, you should take the necessary number of booklets—in sequential order—from the read-aloud small group

² It is unlikely that students will require much more time than the regular session allows because of the difficulty of the items and because NAEP is not a “speeded” test.

accommodation booklet bundles. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to NCS Pearson. Extra booklets provided to accommodate the AA in reading to students must be returned as well.

You will receive bundles of read-aloud booklets in your bulk supplies from NCS Pearson. If additional booklets are needed, call NCS Pearson to request them.

- **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 requires the read-aloud accommodation, you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: read aloud in regular session (75), read aloud in small group (76), or read aloud one-on-one (77).

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*, then he/she must be coded with a *61 (SD–Required accommodation not offered)* or a *63 (LEP–Required accommodation not offered)* or a *65 (SD and LEP–Required accommodation not offered)*

- **Small group** (Admin. Code 76) – A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who require the read-aloud accommodation in a separate session (as described above).
- **One-on-one** (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Note that in reading sessions, the questions and passages cannot be read to the student.
- **Scribe or use of computer** (Admin. Code 78) – If a student’s IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. 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.
- **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 or a deaf student may require a sign language interpreter. 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 NAEP field manager for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

NOTE: 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.

5.11.4 Administration Codes for SD/LEP Students Who Require Multiple Accommodations

Students who are accommodated often require more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one administration code will be used for the student even though he/she may be receiving several accommodations, as shown in the chart below.

Exhibit 5-13 NAEP Accommodation Administration Codes

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet (math only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (math only)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (math only)	
76	Small group	Extended time; read aloud (math only)
77	One-on-one	Extended time; help recording answers; read aloud (math only)
78	Scribe or use of computer	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	