

2

PLANNING FOR NAEP ACCOMMODATIONS

1. The Accommodation Planning Process

In all NAEP schools, accommodations will be provided, as necessary, for students with disabilities (SD) or English language learners (ELL). The accommodations are available to students whose Individualized Education Program (IEP) specifically requires them. Since some ELL students do not have an IEP, decisions about accommodations for these students are typically made by knowledgeable school staff, such as IEP or 504 teams, school psychologists, or teachers.

Not all students who have been identified as SD or ELL require test accommodations. The decision about whether an accommodation is needed, and which one to use is made by the school for each individual student. When it is determined that a student will receive an accommodation for NAEP, you will work with the school coordinator during the preassessment visit to determine how that student typically receives the accommodation(s) in the state assessment. The accommodation(s) each student receives for NAEP should be consistent with those received on the state assessment. If you have questions about whether an accommodation required by a student is allowed on NAEP, contact your supervisor for guidance.

In the Preassessment Packet, the school coordinator will receive one SD and/or ELL Questionnaire for each student identified as such on the Administration Schedule. The school coordinator will distribute the questionnaires to the person or persons most knowledgeable about the student's disability or English proficiency. The SD and ELL Questionnaires, shown on the following pages, gather information about the accommodations typically required on state assessments and whether or not those accommodations are allowed on NAEP.

SD Questionnaire Cover and Letter



National Assessment of Educational Progress

2007 Student with Disabilities (SD) Questionnaire

Q-991

To be completed by the staff member most knowledgeable about a student identified as having a disability.

Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed (from column D on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- Math
- Reading
- Writing

SCHOOL #

--	--	--	--	--	--	--

Student Booklet ID

(from column N on Administration Schedule)

--	--	--	--	--	--	--	--	--	--

Session Number Admin Sched

--	--	--	--	--	--	--	--	--	--

Line #

Student Demographic Information (from columns E and F on Administration Schedule)

Birth Date

Sex

Month	Year			

1 = Male
2 = Female

DO NOT USE

ADMIN USE ONLY

0	1	2
3	4	5
6	7	8
9	*	#

0	1	2
3	4	5
6	7	8
9	*	#



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Kathleen Leos
Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

Alexa Posny
Alexa Posny
Director
Office of Special Education Programs

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0706 Approval Expires 04/30/2007
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SD Questionnaire Pages 3 and 4

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with 504 Plans.

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

SD DECISION TREE

How does this student participate in your state academic assessment in the NAEP subject identified on the front cover of this questionnaire?

A
Takes the regular academic assessment with no accommodations

Assess the student on NAEP with no accommodations

Takes the regular academic assessment with accommodations

Determine the accommodations that are needed

Please answer the questions on pages 4 and 5 of this questionnaire to the person in your school who is coordinating NAEP.

Thank you very much for your assistance.

DRWM-SD

Page 3

1. Why is this student classified as SD? (Fill in **one** oval.)

VC195177

- Ⓐ This student has a disability and has an IEP. (Continue)
- Ⓑ This student has a Section 504 Plan. (Continue)
- Ⓒ This student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)
- Ⓓ This student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

VC195186

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of this subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does this student participate in your state academic assessment in the NAEP subject identified on the front cover of this questionnaire? (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment **with no accommodations**. → Skip to page 7 and answer questions 7-9.
- Ⓑ This student takes the regular academic assessment **with accommodations**. → Go to pages 5, 6, and 7 and answer questions 3-9.
- Ⓒ This student **takes an alternate or modified** state academic assessment. → Skip to page 6 and answer question 6, then complete page 7.

DRWM-SD

Page 4

SD Questionnaire Page 5

VC195253

3. Which accommodations does this student receive for your state’s assessment in the NAEP subject identified **on the front cover** of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state’s assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives in local testing or in instruction.

This Student	COLUMN A	COLUMN B			COLUMN C
	Accommodations student receives on state assessment in NAEP subject	Are these accommodations allowed on NAEP?			If allowed on NAEP, who provides accommodation?
		Reading	Math	Writing	
Presentation Format					
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP practice			NAEP provides
Has directions only signed	<input type="radio"/>	Y	Y	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y	†School/NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y	School provides
Response Format					
Responds in sign language	<input type="radio"/>	Y	Y	N	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	N	School provides
Tape records answers	<input type="radio"/>	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
		Spell/grammar check not allowed			
Uses a template to respond	<input type="radio"/>	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice, NA			
Setting Format					
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	Y	School provides
Has test administered by familiar person	<input type="radio"/>	Y	Y	Y	School provides
Timing Accommodations					
Receives extended time	<input type="radio"/>	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	N	NA
Other Accommodations					
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	N	N	N	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	N	N	N	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	<input type="radio"/>	N	N	N	NA
Receives other accommodations	<input type="radio"/>				

NA = not applicable
 * NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.
 †School provides at grade 4, NAEP provides at grades 8 and 12.

SD Questionnaire Pages 6 and 7

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

VC195245

- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*
- Ⓑ No. → *Answer question 5 below.*

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

VC195258

- Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*
- Ⓑ No. This student should not be assessed with only the accommodations allowed on NAEP. → *Answer question 6 below.*

6. Could the student participate in NAEP as listed in Column B on page 5?

- Ⓐ Yes. List the accommodations:
_____ → *Go to page 7 and answer question 7.*
- Ⓑ No. This student should not be assessed with the accommodations listed in Column B on page 5. → *Go to page 7 and answer question 6 below.*

DRWM-SD

Page 6

7. Which of the following describes this student's identified disability(ies)? (Fill in **all ovals that apply**.)

VB338417

- Ⓐ Specific learning disability
- Ⓑ Hearing impairment/deafness
- Ⓒ Visual impairment/blindness
- Ⓓ Speech or language impairment
- Ⓔ Mental retardation
- Ⓕ Emotional disturbance
- Ⓖ Orthopedic impairment
- Ⓗ Traumatic brain injury
- Ⓘ Autism
- Ⓙ Developmental delay (age 9 or younger)
- Ⓚ Other health impairment
- Ⓛ Other (specify)

8. What is the degree of this student's disability(ies)?

VC188552

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

9. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

VC121987

- Ⓐ This student is currently not receiving instruction in this subject.
- Ⓑ At or above grade level
- Ⓒ One year below grade level
- Ⓓ Two or more years below grade level
- Ⓔ I don't know.

DRWM-SD

Page 7

ELL Questionnaire Cover and Letter



NAEP National Assessment of Educational Progress

2007

English Language Learner (ELL) Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as English Language Learner.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed

(from column D on Admin Schedule)

Please respond to the questions based on the M Math R Reading W Writing

SCHOOL #

Student Booklet ID

(from column N on Administration Schedule)

Session Number
Admin Sched

Line #

Student Demographic Information

(from columns E and F on Administration Schedule)

Birth Date

Month Year

Sex

1 = Male

2 = Female

DO NOT USE

0

1

2

3

4

5

6

7

8

9

ADMIN USE ONLY

0

1

2

3

4

5

6

7

8

9

Required: You are required to respond to a collection of information from the valid OMB control number for this information collection is estimated to average 20 minutes, including reviewing instructions, searching existing data resources, gathering the data, reviewing existing data resources, gathering the data, and reviewing the data. If you have any comments concerning this collection of information, please write to the U.S. Department of Education, Paperwork Reduction Project (1850-0790), Washington, DC 20503.

Optional: If you do not wish to provide information, your refusal will not result in any penalty or adverse action against you or your organization. If you have any comments concerning this collection of information, please write to the U.S. Department of Education, Paperwork Reduction Project (1850-0790), Washington, DC 20503.

Approval Expires: 04/30/2007

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NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.



Kathleen Leos
 Assistant Deputy Secretary
 Office of English Language Acquisition



Alexa Posny
 Director
 Office of Special Education Programs

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

2.6

ASSESSMENT COORDINATOR MANUAL

ELL Questionnaire Pages 3 and 4

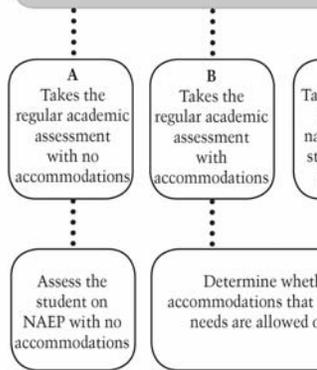
GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

ELL DECISION TREE

How does this student participate in your state academic assessment in the NAEP subject identified on the front cover



Please answer the questions on pages 3 and 4 of this questionnaire to the person in your school who is responsible for the student's assessment.

Thank you very much!

DRWM-ELL

Page 3

1. What is this student's first or native language? VB338430

- Ⓐ Spanish
- Ⓑ Other language (specify) _____

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of the subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject, refer to local testing or instructional practice.

2. How does this student participate in your state academic assessment in the NAEP subject identified on the front cover of this questionnaire? (Fill in **one** oval.) VC195438

- Ⓐ This student takes the regular academic assessment **with no accommodations**. → Skip to page 7 and answer questions 7–9.
- Ⓑ This student takes the regular academic assessment **with accommodations**. → Go to pages 5, 6, and 7 and answer questions 3–9.
- Ⓒ This student **takes simplified English or native language** state academic assessment. → Go to pages 5, 6, and 7 and answer questions 3–9.
- Ⓓ This student takes only an **English language proficiency test**. → Skip to page 6 and answer question 6. Then complete page 7.
- Ⓔ This student is **excluded** from the state academic assessment. → Skip to page 6 and answer question 6. Then complete page 7.

DRWM-ELL

Page 4

ELL Questionnaire Page 5

VC195350

3. Which accommodations does this student receive on the state assessment of the NAEP subject identified on the front cover of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state’s assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives for local testing or instruction.

This Student	COLUMN A Accommodations student receives on state assessment in NAEP subject	COLUMN B Are these accommodations allowed on NAEP?			COLUMN C If allowed on NAEP, who provides accommodation?
		Reading	Math	Writing	
Direct Linguistic Support					
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP PracticeNAEP provides			
Has directions only read aloud in native language	<input type="radio"/>	N	Y*	N	†Spanish/English Only
Has test materials read aloud in native language	<input type="radio"/>	N	Y*	N	†Spanish/English Only
Uses a bilingual version of the booklet	<input type="radio"/>	N	Y	N	NAEP provides (Spanish/English Only)
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud in English	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	<input type="radio"/>	N	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	N	NA
Indirect Linguistic Support					
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	Y	NAEP provides**
Takes the test one-on-one	<input type="radio"/>	Y	Y	Y	NAEP provides**
Receives preferential seating	<input type="radio"/>	Y	Y	Y	School provides
Has test administered by familiar person	<input type="radio"/>	Y	Y	Y	School provides
Receives extended time	<input type="radio"/>	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	N	NA
Receives other accommodations	<input type="radio"/>				

NA = Not applicable

* Spanish only and only permissible when a Spanish/English bilingual booklet is used.

** NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

† NAEP provides written directions in the bilingual booklets for students to read. Instructions in Spanish are provided for a bilingual, school-provided interpreter to read aloud to the student, if required.