

## ELL Questionnaire Pages 6 and 7

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

VC195245

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.)

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

VC195258

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

- Ⓐ 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. → *Go to page 7 and answer question 6.*

6. If this student is assessed with only an English language proficiency score from the state assessment, could the student be assessed with only the accommodations allowed on NAEP as listed below?

- Ⓐ Yes. List the accommodations allowed on NAEP that are not allowed on the state assessment.  
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 → *Go to page 7 and answer question 6.*
- Ⓑ No. This student should not be assessed with only an English language proficiency score from the state assessment. → *Go to page 7 and answer question 6.*

DRWM-ELL

Page 6

VC035697

7. Including the current school year, how long has this student been receiving academic instruction primarily in English?

- Ⓐ This student does not receive academic instruction primarily in English.
- Ⓑ Less than 1 year
- Ⓒ 1 to 2 years
- Ⓓ 2 to 3 years
- Ⓔ 3 years or more
- Ⓕ I don't know.

VC121987

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

- Ⓐ 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.

VC188373

9. How would you characterize this student's English proficiency? (Fill in **one** oval in each row.)

	ELL advanced	ELL intermediate	ELL beginning	No proficiency	I don't know.	
a. Listening comprehension in English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓕ	VC188374
b. Speaking English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓕ	VC188375
c. Reading English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓕ	VC188385
d. Writing English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓕ	VC188388

DRWM-ELL

Page 7

During the preassessment visit, you or the assisting AA will transcribe the data from the SD and ELL Questionnaires onto the Inclusion Worksheet. The columns on the Inclusion Worksheet titled “Accommodations Permitted in NAEP” correspond to the accommodation chart listed on Page 5 of the SD and ELL Questionnaires (and shown on pages 2.4 and 2.8, respectively). The last three columns of the Inclusion Worksheet titled, “Include Without Accommodations,” “Include With Only NAEP Permitted Accommodations” and “Exclude” will be transcribed based on the answers to Questions 2, 5, and 6 in the questionnaires.



## 2. Accommodations Most Frequently Provided by NAEP

On the next few pages you will find the Accommodations Chart that describes in detail the accommodations NAEP allows and how to administer and plan for them. It also outlines the subjects in which each accommodation is allowed, the additional accommodations typically offered to a student, and the Administration Code for the accommodation. The designations of separate and regular sessions described in the chart are general guidelines only. Keep in mind that the goal is to limit distractions in the regular assessment sessions and to provide the usual test accommodations that SD or ELL students receive for their state assessment.

This chart will be reprinted in a flipbook titled “Accommodations for NAEP.” You will refer to this flipbook when planning accommodations with the school coordinator during the preassessment visit. For further information on accommodations, refer to the *Inclusion* magazine.

Direct Linguistic Support

Accommodation	How to Administer	How to Plan
<p data-bbox="261 302 464 338"><b>Bilingual Booklet</b></p> <p data-bbox="412 365 529 396"><b>What Is It?</b></p> <p data-bbox="261 403 526 926">NAEP has bilingual Spanish/English mathematics assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.</p> <p data-bbox="435 949 529 980"><b>Subjects</b></p> <p data-bbox="469 984 529 1016">Math</p> <p data-bbox="393 1037 529 1068"><b>Admin. Code</b></p> <p data-bbox="448 1073 529 1104">71- BIB</p> <p data-bbox="339 1127 529 1184"><b>Typical additional accommodations</b></p> <p data-bbox="345 1188 529 1268">76-SMG / 77-ONE 74-EXT 82-SSA</p>	<ul data-bbox="561 302 984 464" style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.</li> </ul>	<ul data-bbox="1024 302 1451 785" style="list-style-type: none"> <li>• Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets.</li> <li>• If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins</li> </ul>

		Accommodation	How to Administer	How to Plan
Direct Linguistic Support		<b>Bilingual dictionary without definitions</b>	<ul style="list-style-type: none"> <li>• This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary.</li> <li>• Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working.</li> <li>• The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the school coordinator to remind the student to bring the bilingual dictionary to the session. Ensure that the bilingual dictionary will be available when you arrive on assessment day.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> </ul>
		<p><b>What Is It?</b></p> <p>This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.”</p>		
		<p><b>Subjects</b></p> <p>Math &amp; Writing</p>		
		<p><b>Admin. Code</b></p> <p>72-BID</p>		
		<p><b>Typical additional accommodations</b></p> <p>74-EXT</p>		

		Accommodation	How to Administer	How to Plan
Direct Linguistic Support	<b>Directions read aloud in native language</b>			
	<b>What Is It?</b> This accommodation requires that the session script instructions be read aloud. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish.	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the grade-appropriate bilingual session script to conduct the session.</li> <li>• Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.</li> </ul>	<ul style="list-style-type: none"> <li>• Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets.</li> <li>• If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>	
	<b>Subjects</b> Math			
	<b>Admin. Code</b> 79-OTH			
	<b>Typical additional accommodations</b> 76-SMG / 77-ONE 71-BIB 74-EXT 82-SSA			

	Accommodation	How to Administer	How to Plan
Direct Linguistic Support	<b>Test items read aloud in native language</b>	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The person administering the session will use the grade-appropriate bilingual session script to conduct the session.</li> <li>Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.</li> </ul>	<ul style="list-style-type: none"> <li>Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets.</li> <li>If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session.</li> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
	<b>What Is It?</b> For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish.		
	<b>Subjects</b> Math		
	<b>Admin. Code</b> 79-OTH		
	<b>Typical additional accommodations</b> 76-SMG / 77-ONE 71-BIB 74-EXT 82-SSA		
Presentation Format	<b>Directions only signed</b>	<ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered).</li> <li>The interpreter will sit near the students so they are able to see the directions being signed.</li> </ul>	<ul style="list-style-type: none"> <li>Provide the interpreter with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
	<b>What Is It?</b> This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.		
	<b>Subjects</b> Reading, Math & Writing		
	<b>Admin. Code</b> 79-OTH		

		Accommodation	How to Administer	How to Plan
Presentation Format	Read aloud— occasional			
	<p style="text-align: center;"><b>What Is It?</b></p> <p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them.</p> <p><i>Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i></p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> <li>• The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud.</li> <li>• If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students.</li> </ul>	<ul style="list-style-type: none"> <li>• The student who requires this accommodation will use his/her originally assigned booklet.</li> <li>• If there are more than three students with this accommodation in a regular session, schedule an additional AA to the session to assist these students.</li> </ul>	
	<b>Subjects</b> Math & Writing			
	<b>Admin. Code</b> 79-OTH			

Presentation Format

Accommodation	How to Administer	How to Plan
<p><b>Read aloud—most or all</b></p>	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> </ul>	<ul style="list-style-type: none"> <li>If there is only one student who requires the read-aloud accommodation, the student will use the originally assigned booklet.</li> </ul>
<p><b>What Is It?</b> For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.</p>	<ul style="list-style-type: none"> <li>When a student requires read aloud in a one-on-one setting, the student’s originally assigned booklet is used. The AA will administer the session using the grade-appropriate accommodation session script and read the questions and answers choices from the student’s booklet.</li> </ul>	<ul style="list-style-type: none"> <li>If more than one student requires this accommodation, request read aloud/ small group mathematics or writing booklets from Pearson. For ease of administration, students will be assigned the same booklet version number <b>in the subject they were originally assigned</b>. You will also need to add one extra booklet to your request to Pearson in order to provide a matching booklet to the AA to read from while administering the session.</li> </ul>
<p><b>Subjects</b> Math &amp; Writing</p>	<ul style="list-style-type: none"> <li>When more than one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned (writing or mathematics). The AA will administer the assessment using the grade-appropriate accommodation session script and read the questions and answers from an unused assessment booklet. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question.</li> </ul>	<ul style="list-style-type: none"> <li>The NAEP read aloud booklets will be prepackaged in bundles of five for small group writing and math sessions. You will receive a small supply of these in your bulk supplies. If you require additional booklets, order them from Pearson immediately after the preassessment visit.</li> </ul>
<p><b>Admin. Code</b> 75-REA</p>	<ul style="list-style-type: none"> <li>For mathematics booklets, the AA will refer to the Mathematics Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> </ul>
<p><b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT</p>	<ul style="list-style-type: none"> <li>For mathematics booklets, the AA will refer to the Mathematics Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> </ul>
<p><b>Test items signed</b></p>	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> </ul>
<p><b>What Is It?</b> This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.</p>	<ul style="list-style-type: none"> <li>The interpreter will sign the instructions from the grade-appropriate accommodation session script to the student along with the question and answer choices then wait for the student to mark the answer before moving on to the next question.</li> </ul>	<ul style="list-style-type: none"> <li>Provide the interpreter with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
<p><b>Subjects</b> Math &amp; Writing</p>	<ul style="list-style-type: none"> <li>For mathematics booklets, the interpreter will refer to the Mathematics Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.</li> </ul>	
<p><b>Admin. Code</b> 79-OTH</p>		
<p><b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT 82-SSA</p>		

Accommodation	How to Administer	How to Plan
<p data-bbox="237 306 407 359"><b>Braille version of test</b></p> <p data-bbox="386 390 500 415"><b>What Is It?</b> NAEP provides a Braille version of the assessment booklet for visually impaired students. The Braille booklet is packaged with an identical Braille companion booklet, if one is required by the administrator, and the matching regular assessment booklet.</p> <p data-bbox="407 785 500 810"><b>Subjects</b> Reading, Math &amp; Writing</p> <p data-bbox="367 873 500 926"><b>Admin. Code</b> 79-OTH</p> <p data-bbox="318 957 500 1094"><b>Typical additional accommodations</b> 77-ONE 74-EXT 78-SCR</p>	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The AA will administer the session by reading the grade-appropriate accommodation session script.</li> <li>• Students may require a Braille typewriter or a scribe to respond to the questions. A scribe is not allowed with the Braille writing booklet.</li> <li>• If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet.</li> <li>• If a scribe is used, when a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two).</li> <li>• The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.</li> </ul>	<ul style="list-style-type: none"> <li>• Order Braille booklets from Pearson immediately after the preassessment visit. Pearson packages the Braille versions with the same booklet in regular print and an identical Braille companion booklet in a plastic bag. Both booklets must be returned in the plastic bag after the assessment has been completed.</li> <li>• If a scribe is used in reading and mathematics, have the student work with the person with whom he/she typically works.</li> <li>• Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins.</li> <li>• Plan for the person administering the session, the scribe (if needed), and the testing room to be available for more than 90 minutes.</li> <li>• If a scribe is used, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins.</li> <li>• If needed, arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
<p data-bbox="237 1346 451 1398"><b>Large print version of test</b></p> <p data-bbox="386 1430 500 1455"><b>What Is It?</b> NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.</p> <p data-bbox="407 1671 500 1696"><b>Subjects</b> Reading, Math &amp; Writing</p> <p data-bbox="367 1787 500 1839"><b>Admin. Code</b> 73-LRG</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>• NAEP supplies large-print booklet. Order large-print booklets from Pearson immediately following the preassessment visit.</li> <li>• Pearson packages the large-print versions with the same booklet in regular-size print in a plastic bag. Both booklets must be returned in the plastic bag after the assessment has been completed.</li> </ul>

	Accommodation	How to Administer	How to Plan
Presentation Format	<b>Magnification equipment</b>	<ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>Some screen enlargement programs and closed-circuit television may introduce test security issues because their use requires the test be scanned, and it might be captured on the system. If this is the case, discuss it with your supervisor.</li> <li>Check with the school coordinator to determine if any preparation is needed in advance. Preparations should be completed before the assessment begins.</li> <li>Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
	<b>What Is It?</b>		
	<p>This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</p>		
	<p><b>Subjects</b> Reading, Math &amp; Writing</p> <p><b>Admin. Code</b> 81-MAG</p>		
Response Format	<b>Responds in sign language</b>	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The AA will administer the session by reading the grade-appropriate accommodation session script.</li> <li>When a constructed response is required for the reading or mathematics assessment, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (e.g., too vs. two).</li> <li>The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins</li> </ul>
	<b>What Is It?</b>		
	<p>This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.</p>		
	<p><b>Subjects</b> Reading &amp; Math</p> <p><b>Admin. Code</b> 79-OTH</p> <p><b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT 78-SCR</p>		

Accommodation	How to Administer	How to Plan
<p data-bbox="250 306 461 365"><b>Responds using Braille typewriter</b></p> <p data-bbox="402 390 521 420"><b>What Is It?</b></p> <p data-bbox="250 428 505 674">This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.</p> <p data-bbox="423 699 521 728"><b>Subjects</b></p> <p data-bbox="266 737 516 766">Reading, Math &amp; Writing</p> <p data-bbox="383 791 521 821"><b>Admin. Code</b></p> <p data-bbox="440 829 516 858">79-OTH</p> <p data-bbox="331 884 521 930"><b>Typical additional accommodations</b></p> <p data-bbox="337 938 514 997">76-SMG / 77-ONE 74-EXT</p>	<ul data-bbox="553 306 971 590" style="list-style-type: none"> <li>• This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session.</li> <li>• The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.</li> </ul>	<ul data-bbox="1013 306 1442 758" style="list-style-type: none"> <li>• Check with the school coordinator or resource teacher to see how noisy the equipment is in order to decide if a separate session is needed.</li> <li>• Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
<p data-bbox="250 1020 440 1079"><b>Responds orally to scribe</b></p> <p data-bbox="402 1104 521 1134"><b>What Is It?</b></p> <p data-bbox="250 1142 521 1409">This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.</p> <p data-bbox="423 1434 521 1463"><b>Subjects</b></p> <p data-bbox="347 1472 516 1501">Reading &amp; Math</p> <p data-bbox="383 1526 521 1556"><b>Admin. Code</b></p> <p data-bbox="440 1564 516 1593">78-SCR</p> <p data-bbox="331 1619 521 1665"><b>Typical additional accommodations</b></p> <p data-bbox="337 1673 514 1732">76-SMG / 77-ONE 74-EXT</p>	<ul data-bbox="553 1020 980 1713" style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The AA will administer the session by reading the grade-appropriate accommodation session script.</li> <li>• When a constructed response is required for the reading assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two).</li> <li>• The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.</li> </ul>	<ul data-bbox="1013 1020 1442 1304" style="list-style-type: none"> <li>• If possible, have the student work with the scribe with whom he/she typically works.</li> <li>• Plan for the person administering the session, the scribe, and the testing room to be available for more than 90 minutes.</li> <li>• Provide the scribe with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>

		Accommodation	How to Administer	How to Plan
Response Format	<b>Responds using computer or typewriter</b>			
	<b>What Is It?</b>	This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. <i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i>	<ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session if the computer or typewriter is quiet enough.</li> <li>The student will use the computer or typewriter to record his/her answers.</li> <li>The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet.</li> <li>The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange to have the spelling/grammar function disabled by a school staff member.</li> <li>Arrange to have a school staff member check to ensure the computer and printer are in working order before the session begins.</li> <li>Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
	<b>Subjects</b>	Reading, Math & Writing		
	<b>Admin. Code</b>	78-SCR		
	<b>Uses template to respond</b>			
	<b>What Is It?</b>	This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.	<ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
	<b>Subjects</b>	Reading, Math & Writing		
	<b>Admin. Code</b>	79-OTH		

Accommodation	How to Administer	How to Plan
<p data-bbox="248 317 391 373"><b>Uses special writing tool</b></p> <p data-bbox="399 401 516 426"><b>What Is It?</b></p> <p data-bbox="248 436 509 646">This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p data-bbox="248 657 509 1171"><i>NOTE: Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation in response to their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.</i></p> <p data-bbox="418 1199 516 1224"><b>Subjects</b></p> <p data-bbox="261 1234 509 1260">Reading, Math &amp; Writing</p> <p data-bbox="378 1287 516 1312"><b>Admin. Code</b></p> <p data-bbox="435 1323 509 1348">79-OTH</p>	<ul data-bbox="544 317 943 472" style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> <li>• The AA will verify that the student has the special writing tool before the session begins.</li> </ul>	<ul data-bbox="1002 317 1360 405" style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>

		Accommodation	How to Administer	How to Plan
Setting Format	<b>Small group</b>			
	<b>What Is It?</b>	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.	<ul style="list-style-type: none"> <li>This is by definition a separate session.</li> <li>The person administering the session will use the grade-appropriate accommodation session script to conduct the session.</li> </ul>	<ul style="list-style-type: none"> <li>A small group should not be larger than five students. If there are more than five students in a school who need to be assessed in a small group, you can be flexible with adding one or two additional students to the small group. Otherwise, divide the students into separate sessions.</li> <li>If the number of separate accommodation sessions exceeds those that can be covered by NAEP personnel, arrange for school personnel to assist on assessment day.</li> <li>Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment.</li> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>If a school staff member administers or assists in the session, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
	<b>Subjects</b>	Reading, Math & Writing		
	<b>Admin. Code</b>	76-SMG		
	<b>Typical additional accommodations</b>	74-EXT		
	<b>One-on-one</b>			
	<b>What Is It?</b>	This accommodation requires that a student is assessed individually in an area free of distractions.	<ul style="list-style-type: none"> <li>This is a session with one student and one AA or school staff member administering the session.</li> <li>The person administering the session will use the grade-appropriate accommodation session script to conduct the session.</li> <li>If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>If the number of separate accommodations sessions exceeds those that can be covered by NAEP personnel, arrange for school personnel to assist on assessment day.</li> <li>Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment.</li> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>If a school staff member administers or assists in the session, provide him or her with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
	<b>Subjects</b>	Reading, Math & Writing		
	<b>Admin. Code</b>	77-ONE		
	<b>Typical additional accommodations</b>	74-EXT		