

# 6

## PLANNING FOR NAEP ACCOMMODATIONS

This chapter describes how to plan for and implement accommodations for students with disabilities (SD) and English language learners (ELL).

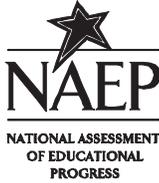
### 1. The Accommodation Planning Process

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 and/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). Since music and visual arts are not generally part of state assessments, the accommodation(s) a student receives should be determined by how he or she participates in regular classroom assessments or receives instruction in the classroom. The accommodation(s) each student receives for NAEP should be consistent with those used in the classroom. If you have questions about whether an accommodation required by a student is allowed on NAEP, contact your field manager 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 in Exhibits 6-1 and 6-2 on the following pages, ask how a student participates in regular classroom assessments or receives instructions in the classroom and whether or not those accommodations are allowed on NAEP.

Exhibit 6-1. SD Questionnaire Cover and Letter



## 2008

### Student with Disabilities (SD) Questionnaire – Arts

Q-995

Directions For School Staff

Please complete the questionnaire by: \_\_\_/\_\_\_/\_\_\_.

This questionnaire is to be completed by the person at your school most knowledgeable about how this student is tested in the state assessment selected below.

This student will be assessed in:

Music

Visual Arts

Questions 4 and 9 require you to reference the subject the student will be assessed in NAEP. Please respond to those questions based on the subject indicated above.

For NAEP Supervisor Use Only

SD Confirmation Box

This student confirmed SD.

This student confirmed no longer SD.

SCHOOL #

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

Birth Date      Sex

Month	Year	1 = Male	2 = Female	

Student Booklet ID  
(from column N on Administration Schedule)

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Session Number    Admin Sched

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Line #

DO NOT USE

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Admin Use On ly

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UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

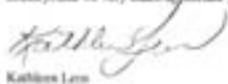
Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

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 these 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 partly 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 Lane  
Assistant Deputy Secretary  
Office of English Language Acquisition



Patricia J. Guad  
Acting Director  
Office of Special Education Programs

400 MARSHALL AVENUE, S.W., WASHINGTON, DC 20202-4110  
 www.ed.gov

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

**Information & Confidentiality:** This report is authorized by law (PL 107-110, 20 U.S.C. §20119). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. For more information, please contact the U.S. Department of Education, Office of Special Education Programs, 400 Marshall Avenue, SW, Washington, DC 20202-4110. Printed in U.S.A.

## Exhibit 6-1. SD Questionnaire Pages 4 and 5

**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 regular classroom assessments or receive instruction in the classroom?

A

Takes regular classroom assessments or receives instruction with no accommodation

B

Takes regular classroom assessment or receives instruction with accommodation

C

Takes alternate or modified instruction

Assess the student on NAEP with no accommodations

Determine whether the accommodations that this student needs are allowed on NAEP

Please answer the questions on pages 5–8 about this student to the person in your school who is coordinating NAEP.

Thank you very much!

EA-SD Page 4

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VC84407

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

A This student has a disability and has an IEP. (Continue)

B This student has a Section 504 Plan. (Continue)

C 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)

D This student does not have an IEP or 504 plan, but requires an accommodations to be tested. (Continue)

E 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.)

To answer Question 2, refer to how this student takes regular classroom assessments or how this student receives instruction in the classroom.

VC84408

2. How does the student take regular classroom assessments or receive instruction in the classroom? (Fill in one oval.)

A This student takes regular classroom assessments or receives instruction with no accommodations. → Skip to page 8 and answer questions 7–9.

B This student takes regular classroom assessments or receives instruction with accommodations. → Go to pages 6, 7, and 8 and answer questions 3–9.

C This student takes alternate or modified regular classroom assessments or receives alternate or modified instruction. → Skip to page 7 and answer question 6, then complete page 8.

EA-SD Page 5

Exhibit 6-1. SD Questionnaire Page 6

VC329429

3. Which accommodations does this student receive on regular classroom assessments or during instruction in the classroom?

Fill in the oval in Column A for each accommodation that this student receives on regular classroom assessments or during instruction in the classroom.

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

\*\*If regular test is untimed, student would require extended time on a timed assessment, such as NAEP.

## Exhibit 6-1. SD Questionnaire Pages 7 and 8

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 6.

VC128927

4. Are all of the accommodations this student receives on regular classroom assessments or during classroom instruction as recorded in Column A allowed on NAEP (Column B)? (Fill in one oval.)

(A) Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

(B) No. → Answer question 5 below.

VC129288

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

(A) Yes. This student should be assessed with only the accommodations allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

(B) No. This student should not be assessed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

6. Could the student participate in NAEP with accommodations as listed in Column B on page 6? (Fill in one oval.)

(A) Yes. List the accommodations allowed on NAEP: \_\_\_\_\_  
→ Go to page 8 and answer questions 7, 8, and 9.

(B) No. This student should not be assessed on NAEP. → Go to page 8 and answer questions 7, 8, and 9.

EA-SD Page 7

VC1288417

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

(A) Specific learning disability

(B) Hearing impairment/deafness

(C) Visual impairment/blindness

(D) Speech or language impairment

(E) Mental retardation

(F) Emotional disturbance

(G) Orthopedic impairment

(H) Traumatic brain injury

(I) Autism

(J) Developmental delay (age 9 or younger)

(K) Other health impairment

(L) Other (specify) \_\_\_\_\_

VC128553

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

(A) Profound/Severe

(B) Moderate

(C) Mild

VC121987

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

(A) This student is currently not receiving instruction in this subject.

(B) At or above grade level

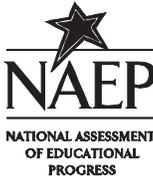
(C) One year below grade level

(D) Two or more years below grade level

(E) I don't know.

EA-SD Page 8

Exhibit 6-2. ELL Questionnaire Cover and Letter



## 2008

### English Language Learner (ELL) Questionnaire – Arts

C-992

Directions For School Staff

Please complete the questionnaire by: \_\_\_\_ / \_\_\_\_ / \_\_\_\_.

This questionnaire is to be completed by the person at your school most knowledgeable about how this student is tested in the state assessment selected below.

This student will be assessed in:

Music  
 Visual Arts

Questions 4 and 9 require you to reference the subject the student will be assessed in NAEP. Please respond to those questions based on the subject indicated above.

For NAEP Supervisor Use Only

ELL Confirmation Box

This student confirmed ELL.  
 This student confirmed no longer ELL.

SCHOOL #

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

Birth Date      Sex  
          Male  
 Month      Year       Female

Student Booklet ID  
(from column N on Administration Schedule)

Session Number      Admin Sched

Line #

DO NOT USE

Admin Use Only

For information: This report is authorized by law P.L. 107-110, 20 U.S.C. §6019. While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.  
 SA Department for the Assessment of Student Achievement  
 400 North Capitol Street, N.W., Washington, DC 20001-4201  
 Printed in U.S.A.



UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

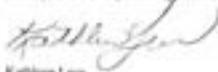
Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

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 these 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.

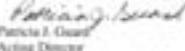
Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district may prefer. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for 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 Lewis  
Assistant Deputy Secretary  
Office of English Language Acquisition



Patricia J. Guard  
Acting Director  
Office of Special Education Programs

400 MARYLAND AVENUE, N.W., WASHINGTON, DC 20001-4201

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

## Exhibit 6-2. ELL Questionnaire Pages 4 and 5

**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 regular classroom assessments or receive instruction in the classroom?

**A**

Takes regular classroom assessments or receives instruction with no accommodations

**B**

Takes regular classroom assessments or receives instruction with accommodations

**C**

Takes simplified English, or native language classroom

Assess the student on NAEP with no accommodations

Determine whether this student

Please answer the questions on pages 5-8 about this student and return the questionnaire to the person in your school who is responsible for the ELL program.

Thank you very much!

BA-ELL Page 4

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VC285490

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

(A) Spanish  
 (B) Other language (specify) \_\_\_\_\_

To answer Question 2, refer to how this student takes regular classroom assessments or how this student receives instruction in the classroom.

VC285589

2. How does this student participate in regular classroom assessments or receive instruction in the classroom? (Fill in one oval.)

(A) This student takes regular classroom assessments or receives instruction with no accommodations. → Skip to page 8 and answer questions 7-9.  
 (B) This student takes regular classroom assessments or receives instruction with accommodations. → Go to pages 6, 7, and 8 and answer questions 3-9.  
 (C) This student takes simplified English or native language classroom assessments or receives instruction in simplified English or native language in the classroom. → Skip to page 7 and answer question 6, then complete page 8.

BA-ELL Page 5

Exhibit 6-2. ELL Questionnaire Page 6

VC829607

3. Which accommodations does this student receive on regular classroom assessments or during instruction in the classroom?

Fill in the oval in Column A for each accommodation that this student receives on regular classroom assessments or during instruction in the classroom.

This Student	COLUMN A	COLUMN B		COLUMN C
	Accommodations student receives for regular classroom assessments or instruction.	Are these accommodations allowed on NAEP if received for regular classroom assessments or instruction?		If allowed on NAEP, who provides accommodation?
		Music	Visual Arts	
<b>Direct Linguistic Support</b>				
Has directions read aloud/repeated in English or received assistance in English to understand directions	<input type="radio"/>	Standard NAEP Practice		NAEP provides
Has directions <b>only</b> read aloud in native language	<input type="radio"/>	N	N	N/A
Has test materials read aloud in native language	<input type="radio"/>	N	N	N/A
Uses a bilingual version of the test	<input type="radio"/>	N	N	N/A
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	Y	Y	School provides
Has <b>occasional</b> words or phrases read aloud in English	<input type="radio"/>	Y	Y	NAEP provides
Has <b>all or most</b> of the test materials read aloud in English	<input type="radio"/>	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	NA
<b>Indirect Linguistic Support</b>				
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	NAEP provides*
Receives preferential seating	<input type="radio"/>	Y	Y	School provides
<b>Must</b> have test administered by familiar person	<input type="radio"/>	Y	Y	School provides
Receives extended time	<input type="radio"/>	Y	Y	NAEP provides**
Is given breaks during the test	<input type="radio"/>	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	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.

\*\*If regular test is untimed, student would require extended time on a timed assessment, such as NAEP.

## Exhibit 6-2. ELL Questionnaire Pages 7 and 8

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 6.

VC180637

4. Are all of the accommodations this student receives on regular classroom assessments or during classroom instruction as recorded in Column A allowed on NAEP (Column B)? (Fill in one oval.)

A Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

B No. → Answer question 5 below.

VC180638

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

A Yes. This student should be assessed with only the accommodations allowed on NAEP. → Skip to page 8 and answer questions 7, 8, and 9.

B No. This student should not be assessed.

6. Could the student participate in NAEP with NAEP as listed in Column B on page 6? (Fill in one oval.)

A Yes. List the accommodations allowed on NAEP in the space provided below.

→ Go to page 8 and answer questions 7, 8, and 9.

B No. This student should not be assessed.

→ Go to page 8 and answer questions 7, 8, and 9.

EA-ELL Page 7

VC086077

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

A This student does not receive academic instruction primarily in English.

B Less than 1 year

C 1 to 2 years

D 2 to 3 years

E 3 years or more

F I don't know.

VC181987

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

A This student is currently not receiving instruction in this subject.

B At or above grade level

C One year below grade level

D Two or more years below grade level

E I don't know.

VC180676

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"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC180674
b. Speaking English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC180675
c. Reading English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC180685
d. Writing English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC180688

EA-ELL Page 8