

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

		Accommodation	How to Administer	How to Plan
Response Format	Responds using computer or typewriter		<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. • The student will use the computer or typewriter to record his/her answers. • The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. • 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. 	<ul style="list-style-type: none"> • Arrange to have the spelling/grammar function disabled by a school staff member. • Arrange to have a school staff member check to ensure the computer and printer are in working order before the session begins. • Arrange for special equipment to be available in the correct location on assessment day.
	What Is It?	<p>This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school.</p> <p><i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i></p>		
	Subjects	Music & Visual Arts		
	Booklet Cover Code	SCR		
	Uses template to respond		<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. 	<ul style="list-style-type: none"> • Arrange for special equipment to be available in the correct location on assessment day.
	What Is It?	<p>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.</p>		
Subjects	Music & Visual Arts			
Booklet Cover Code	OTH			

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

		Accommodation	How to Administer	How to Plan
Response Format		Uses special writing tool	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA will verify that the student has the special writing tool before the session begins. 	<ul style="list-style-type: none"> • Arrange for special equipment to be available in the correct location on assessment day.
		<p>What Is It?</p> <p>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><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>Subjects</p> <p>Music & Visual Arts</p>		
		<p>Booklet Cover Code</p> <p>OTH</p>		

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

Accommodation	How to Administer	How to Plan
<p>Small group</p> <p>What Is It? 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.</p> <p>Subjects Music & Visual Arts</p> <p>Booklet Cover Code SMG</p> <p>Typical additional accommodations EXT</p>	<ul style="list-style-type: none"> • This is by definition a separate session. • The person administering the session will use the appropriate accommodation session script to conduct the session. 	<ul style="list-style-type: none"> • 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. • 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. • Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment. • Plan for the person administering the session and the testing room to be available for more than 90-120 minutes. • 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.
<p>One-on-one</p> <p>What Is It? This accommodation requires that a student is assessed individually in an area free of distractions.</p> <p>Subjects Music & Visual Arts</p> <p>Booklet Cover Code ONE</p> <p>Typical additional accommodations EXT</p>	<ul style="list-style-type: none"> • This is a session with one student and one AA or school staff member administering the session. • The person administering the session will use the appropriate accommodation session script to conduct the session. • If the student regularly works with a facilitator provided by the school, that person should be available for the assessment. 	<ul style="list-style-type: none"> • 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. • Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment. • Plan for the person administering the session and the testing room to be available for more than 90-120 minutes. • 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.

Setting Format

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

		Accommodation	How to Administer	How to Plan
Setting Format	Study carrel			
	What Is It? This is a portable screen provided by the school used to limit distractions for a student.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. A screen is placed on the student's desk to limit distractions for the student. 	<ul style="list-style-type: none"> Arrange for special equipment to be available in the correct location on assessment day. 	
	Subjects Music & Visual Arts			
	Booklet Cover Code OTH			
	Preferential seating, light, furniture			
	What Is It? This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session. 	<ul style="list-style-type: none"> Arrange for special equipment to be available in the correct location on assessment day. 	
Subjects Music & Visual Arts				
Booklet Cover Code OTH				

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

	Accommodation	How to Administer	How to Plan
Setting Format	School staff administers	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The school staff member will administer the session by reading the appropriate accommodation session script. 	<ul style="list-style-type: none"> • Plan for the person administering the session and the testing room to be available for more than 90-120 minutes. • Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins.
	What Is It? This accommodation requires that a school staff member familiar to the student administer the session.		
	Subjects Music & Visual Arts		
	Booklet Cover Code SSA		
Timing Accommodations	Extended time	<ul style="list-style-type: none"> • In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. • In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. • The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. • During the extended time, the AA must remain in the testing location until students have finished the assessment. 	<ul style="list-style-type: none"> • Plan for the person administering the session and the testing room to be available for more than 90-120 minutes. • Extended time cannot be offered in the regular session for Music. Due to the pacing of the Music CDs, extended time can only be offered in a separate session. • Extended time cannot be offered in the regular session for booklets containing the Whisper Box section. Due to the pacing of the Whisper Box CD, extended time can only be offered in a separate session.
	What Is It? This accommodation requires that students be given extra time to complete the assessment.		
	Subjects Music & Visual Arts		
	Booklet Cover Code EXT		

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

		Accommodation	How to Administer	How to Plan
Timing Accommodations	Breaks during test			
	What Is It?	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day. 	<ul style="list-style-type: none"> • Plan for the person administering the session and the testing room to be available for more than 90-120 minutes. • If a school staff member assists during the session, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins.
	Subjects	Music & Visual Arts		
	Booklet Cover Code	BRK		
	Typical additional accommodations	SMG / ONE EXT		

Exhibit 6-3. NAEP Accommodations for Arts Assessments (continued)

	Accommodation	How to Administer	How to Plan
Other Accommodations	Other		<ul style="list-style-type: none"> • If a student requires an accommodation not mentioned here and you are not sure whether to allow it, call your field manager for guidance.
	<p>What Is It?</p> <p>This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone.</p> <p><i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i></p>		
	<p>Subjects</p> <p>Music & Visual Arts</p>		
	<p>Booklet Cover Code</p> <p>OTH</p>		

More Information About Extended Time

It is important for AAs to correctly administer and document accommodations in which the mode of administration requires extended time (i.e., read-aloud most or all, scribe, Braille booklet, etc). In order for the student to take the assessment with certain accommodations it will naturally take longer than it would for students taking the assessment without accommodations. Therefore, please note the following clarifications for dealing with extended time when planning accommodations:

- Review the *Accommodations* chart (Exhibit 6-3) on the previous pages to see which accommodations have extended time in the “Typical Additional Accommodations” column. Typically, for these accommodations the extended time oval will be shaded on the SD and/or ELL Questionnaire and marked on the Inclusion Worksheet. If the accommodation is marked on the Inclusion Worksheet, the AA will offer extended time and record it as an accommodation on the booklet cover.
- If the student requires an accommodation that usually includes extended time but the extended time oval is not shaded in the questionnaire—and therefore not on the Inclusion Worksheet—you should have a conversation with the school coordinator to see if the student is typically accommodated with extended time. The decision about whether or not to offer extended time is based on the direction from the school.
- If it is decided to offer the student extended time, you should mark this accommodation on the Inclusion Worksheet in the extended time column and circle the mark to indicate that it was coded during the review with the school coordinator. The supervisor will review all accommodations the student will receive and record them on the Assessment Information Form for the AAs.

Remember that NAEP is not a “speeded” test and, therefore, it is unlikely that students will require much more time than the regular session allows.

If a student does not require extended time but will be administered NAEP in a separate session, the AA should use the regular session script since the accommodation session script does not have timing.

Remember, extended time for music sessions can only be offered in separate sessions.

Read Aloud to Self

It has been noted that use of the “Read aloud to self” accommodation is becoming more common. This accommodation is allowable and should be coded OTH. If it is encountered in a school, you should have a conversation with the school coordinator regarding the most efficient way to administer this accommodation. Most students are able to read softly and can remain in the classroom with special attention to seating. Others may need to be administered this accommodation in a separate session if their reading aloud would disturb other students. To reduce the strain on staffing when there is more than one student requiring this accommodation in a separate session, you should work to set up a small group session where all of the students requiring this accommodation are grouped together but seated apart from each other in one room.

3. Accommodations NOT Allowed on the NAEP Arts Assessment

It is a goal of NAEP to be as inclusive as possible when it comes to students classified as SD and/or ELL. However, there are a few accommodations that NAEP does not allow on the Arts assessment.

These include:

- Oral or written responses in native language translated into written English
- Directions read aloud in native language
- Test material read aloud in native language
- Using a bilingual version of the test
- Tape recording answers
- Test taken over several days
- Use of dictionary, thesaurus, or spelling- and grammar-checking software or devices

In addition, the following accommodations are not allowed on the NAEP Arts assessment for music or visual arts.

For music, NAEP does not allow:

- Directions only signed,
- Test items signed, or
- Responding in sign language.

For visual arts, NAEP does not allow:

- Braille version of the test,
- Large print version of the test, or
- Using a Braille typewriter to respond.

Assessing Hearing and Visually-Impaired Students

As shown in the Accommodations Chart, NAEP does not allow signing of directions or test items or responses in sign language for students sampled for the music assessment. Similarly, NAEP does not allow Braille booklets, large print booklets, or the use of Braille typewriter for students sampled for the visual arts assessment. Typically, these students would be excluded.

However, if the school insists that these students must be assessed, you may assign them a booklet for the other subject and have them assessed in a separate accommodation session. For example, a student sampled for music who requires sign language to respond can be assigned a visual arts booklet and assessed in a separate session. Conversely, a student sampled for visual arts who requires a Braille booklet can be assigned a music Braille (accommodation) booklet and assessed in a separate session.

The barcode of the new booklet should be recorded in the column **O** (Accommodation Booklet ID #). These students should be assigned **Accommodation Code 3** (Accommodation offered in separate session) and **Administration Code 66** (Excluded but assessed).

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed on NAEP, he/she will be excluded using one of the Administration Codes listed below.

Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

Occasionally, a school will refuse an accommodation session due to scheduling or staffing problems (e.g., if the student requires the test be administered by a school staff member but that staff member is not available). In these instances, students assigned to that session will be coded Administration Code “**45 – Accommodation scheduling problem**” on the Administration Schedule. Do not assign codes indicating that the student is excluded (60-69), which would incorrectly classify the student as excluded rather than a student who should be assessed with an accommodation but a scheduling problem prevented the accommodation session from taking place.

4. Assigning Accommodation Codes

This year, there is a new procedure for assigning accommodation codes on the Administration Schedule. After meeting with the school coordinator during the preassessment visit, you will use the Inclusion Worksheet to assign codes to column **P** of the Administration Schedule. The codes and their explanations are listed in the table below.

Accommodation Codes	
1	Assess without accommodations. Used for all students who are not classified as SD and/or ELL, as well as students who are classified as SD and/or ELL and can be assessed in the regular session without any accommodations.
2	Accommodation offered in regular session. Used for SD and/or ELL students who are offered accommodations that can be provided in the regular session.
3	Accommodation offered in separate session. Used for SD and/or ELL students who are offered accommodations that must be given in a separate session.
4	Not applicable. Used for students who are withdrawn/graduated or ineligible. Also used for students who are excluded (Admin. Codes 60–65 and 67–69). Students who are Excluded but Assessed (Admin. Code 66) should be given an accommodation code of 2 or 3. Should also be assigned to all unused booklets (Admin. Code 52).

After the session, the AA will transfer the accommodation code you recorded on the Administration Schedule onto the student's booklet cover in the **Accomm. Code** box. Then, on the cover, under **Accommodations Offered in Regular or Separate Session**, the AA will record all accommodations offered whether or not they were used. Refer to the list below for accommodation codes.

Accommodations Offered in NAEP 2008 Arts	
Code	Description
BID	Bilingual dictionary (without definitions) – School provides for music or visual arts.
LRG	Large-print booklet – NAEP provides for music only.
EXT	Extended time – Students use assigned music or visual arts booklets.
REA	Read-aloud – Students use assigned music or visual arts booklets.
SMG	Small group – Students use assigned music or visual arts booklets.
ONE	One-on-one – Students use assigned music or visual arts booklets.
SCR	Scribe or Use of Computer – School provides. Students use assigned music or visual arts booklets.
OTH	Other; specify on cover – Students use assigned music or visual arts booklets. NAEP provides Braille music booklet.
BRK	Breaks during test – Students use assigned music or visual arts booklets.
MAG	Magnification device – School provides for music or visual arts.
SA	School staff administers – Students use assigned music or visual arts booklets.

Chapter 6 Summary

Upon completing this chapter you should be able to:

- describe the accommodations planning process;
- understand the accommodations most frequently provided by NAEP;
- describe the accommodations not allowed by the NAEP Arts assessment; and
- describe the new procedure for assigning accommodation codes.