4E. Confirm SD and ELL Classifications.

In **Procedure 4E**, confirm the accuracy of the changes made to SD and ELL classifications. The procedure begins with a list of the items you will need to complete the task:

> In order to complete this task, you'll need:
>
> ✓ SD and/or ELL Questionnaires for students newly classified as such

Following the script in **item 4E-1**, you will begin by reviewing the students who are newly classified as SD or ELL with the school coordinator. These students require SD and/or ELL Questionnaires. You should have prepared these while working independently and they can be distributed to the school coordinator now. Next, you will review the status of each student no longer classified as SD or ELL. Again, the school coordinator must verify the revised status of each student. SD and/or ELL Questionnaires are no longer required for these students.

4E-1. On the Student Information Report, you reported [*no/some*] revisions to [*SD and/or ELL*] classifications.

IF REVISIONS REPORTED: Let's review those revisions now to be sure the data I have is correct.

IF NO REVISIONS REPORTED: Can you confirm there are no students newly classified or no longer classified as SD or ELL? (Enter "0" on lines below.)

☐	*Total # of students newly classified as SD and/or ELL* _____	▪ Review the newly classified SD and/or ELL students on each Administration Schedule. • School coordinator confirmed the newly classified students identified on the Administration Schedule(s) are accurate. • Tally the number of newly classified students and enter in the line on the left. • SD and/or ELL Questionnaires are required for newly classified students. • Continue to **4E-2**.
☐	*Total # of students no longer classified as SD and/or ELL* _____	▪ Review the no longer classified SD and/or ELL students on each Administration Schedule. • School coordinator confirmed the no longer classified students identified on the Administration Schedule(s) are accurate. • Tally the number of newly classified students and enter in the line on the left. • SD and/or ELL Questionnaires are not needed for students no longer classified. • Go to **4F**.

In **4E-2**, distribute any SD or ELL Questionnaires for the newly classified/newly enrolled students. You should ask the school coordinator if he/she can have them completed before you leave the school.

4E-2. **IF DISTRIBUTING SD AND/OR ELL QUESTIONNAIRES:** Here [*is a/are*] questionnaire(s) for the [*newly classified student(s)/newly enrolled students*]. Can you have these completed before I leave today?

☐	Yes	▪ Once completed, enter data on Inclusion Worksheet.
☐	No	▪ Schedule callback date and time. _____

4F. Review the Inclusion Worksheet and Discuss Accommodations.

In **Procedure 4F**, you will confirm the information that was transcribed to the Inclusion Worksheet and then plan accommodations accordingly. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Inclusion Worksheet with SD and ELL Questionnaire data transcribed
- ✓ Administration Schedule with revisions and/or corrections made
- ✓ Accommodations Flipchart, Chapter 4 of the *Supervisor Manual*

As a supervisor, you should not assume to know which accommodations are appropriate for any SD and/or ELL students. You must ask the school coordinator to verify any accommodations required as indicated in the SD and/or ELL Questionnaires.

The Inclusion Worksheet is an internal NAEP document. It is intended to streamline the procedure of scheduling accommodation sessions.

Each accommodation listed on the Inclusion Worksheet has an accompanying designation of "S" (Separate) or "R" (Regular). These designations are informational guides as to which type of session the particular accommodation is usually administered in. They are for guidance only.

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Group 1: REA, SMG
Group 2: BIB, ONE, SSA
Group 3: ONE, STUDY CARREL, EXT

Step 1: Transcribe data from Q2, Q3, Q5, Q6 in Questionnaires onto worksheet.

Step 2: Discuss accommodations with school coordinator.

Step 3: Assign "Group #" to students accommodated in separate session.

Step 4: Assign "Accommodation Status" for each student and transcribe to Administration Schedule.

Student Name	Session# Line#	Subject (M=Math, R=Reading, S=Science)	SD/ ELL	Directions only read aloud in native language (m, s)	Test items read aloud in native language (m, s)	Bilingual version of the test booklet (m, s)	Bilingual dictionary without definitions (m, s)	Directions only signed (r, m, s)	Test items signed (m, s)	Read aloud occasional words or phrases (m, s)	Read aloud most or all of test material (m, s)	Braille version of test (r, m)	Large print version of test (r, m, s)	Magnification equipment (r, m, s)	Responds in sign language (r, m, s)	Responds with Braille typewriter (r, m, s)	Responds orally to a scribe or points to answers (r, m, s)	Responds by computer or typewriter (r, m, s)	Uses template to respond (r, m, s)	Uses special writing tool (r, m, s)	Small group (r, m, s)	One-on-one (r, m, s)	Study carrel (r, m, s)	Preferential seat, light, furniture (r, m, s)	Must have test administered by familiar person (r, m, s)	Extended time (r, m, s)	Breaks during test (r, m, s)	Other (Record reason in NOTES column)	Include Without Accommodations (check if Q2=4)	Include With Only NAEP Permitted Accommodations (check if Q6 or 8=A)	Exclude (check if Q6 or 8=B) (Record reason in NOTES column)	NOTES	Group #	Accommodation Status
				NAEP Codes																															
				79-OTH	79-OTH	71-BIB	72-BID	79-OTH	79-OTH	75-REA	75-REA	79-OTH	79-LRG	81-MAG	79-OTH	79-OTH	78-SCR	78-SCR	79-OTH	79-OTH	78-SMG	77-ONE	79-OTH	79-OTH	82-SA	74-EXT	80-BRK	79-OTH							
				S	S	S	R	R	S	R	S	S	R	R	R	R	S	R	R	R	S	R	R	R	S	R	S	R							
Alto, Susan	FT0801 2	M	SD																							✓						Regular session	R	
Burns, Kimberly	FT0801 5	M	SD								✓										✓					✓							1	
~~Cruz, Marisol~~	FT0801 7	R	ELL																													No longer ELL		
~~Fairchild, Michael~~	FT0801 10	R	SD																													No longer SD		
Guzman, Pedro	FT0801 11	M	ELL	✓																		✓			✓	✓	✓						2	
~~Kwon, Sang~~	FT0801 12	R	ELL																													No longer ELL		
Lundy, Christina	FT0801 14	M	SD								✓										✓					✓							1	
~~Ojomo, Edwin~~	FT0801 18	R	SD	✓																											✓	Requires bilingual booklet - not permitted in reading		
Peters, Daniel	FT0801 21	R	SD																			✓	✓			✓							3	

Item 4F-1 outlines the steps to follow for the review of the information on the Inclusion Worksheet.

4F-1. All of the information from the completed SD and/or ELL Questionnaires has been transcribed onto this Inclusion Worksheet. I need to review this information with you to determine accommodations for each student.

- Review **each** student on the Inclusion Worksheet. Point out the subject the student will be assessed in, the accommodation(s) received on the state assessment, and whether or not the accommodation(s) is permitted in NAEP.
  - If accommodation(s) permitted in NAEP: Plan details for providing accommodation(s) referring to the "Accommodations for NAEP" flipchart as needed.
  - If accommodation(s) not permitted in NAEP: See if there is a checkmark in the "Include With Only NAEP Accommodations" box. If so, provide only the accommodations allowed on NAEP. Refer back to the SD and/or ELL Questionnaire for clarification on what those accommodations are.
  - If "Exclude" box is checked: Verify the reason for the student's exclusion. Enter the appropriate exclusion code **60-69** on the Administration Schedule and write the reason in the "Notes" section of the Inclusion Worksheet. Line through the student's name on the Inclusion Worksheet.
  - If "Include Without Accommodations" box is checked: Verify that the student will be assessed in the regular session without accommodations.
- Determine how students will be provided accommodations—in the regular session, individually, or in a small group.
- If the accommodation(s) are administered individually, check the one-on-one box for the student on the Inclusion Worksheet. If the accommodation(s) are administered in a small group, check the small group for each student on the Inclusion Worksheet.
- If more than one student requires the same accommodation in a separate session, whenever possible you should plan to assess them together. This grouping will most likely happen with the "read aloud—most or all" and the "bilingual booklet" accommodations. Remember to group the "read aloud—most or all" according to the subject in which the students were originally assigned (mathematics or science).
- Plan your separate accommodation session groups by assigning a group number to each separate session and then record that number in the **Group #** column on the Inclusion Worksheet.
- Count the number of different accommodation session group numbers and record this number in item **4F-2** on the next page.

For each student listed on the Inclusion Worksheet, point out the subject being assessed and the accommodations the student receives on the state assessment as indicated in the SD or ELL Questionnaire completed for that student. Then, tell the school coordinator whether these accommodations are permitted in NAEP. You will need to refer to the "Accommodation(s) for NAEP" guidelines to determine if the accommodations checked are permitted.

If all of the accommodations the student receives are permitted in NAEP, plan the details for providing the accommodations with the school coordinator. Refer to the completed questionnaires if questions arise.

If any of the accommodations a student receives on the state assessment are not permitted in NAEP, the student can still be assessed if the “Include With Only NAEP Accommodations” column is checked for the student. This means the student will be assessed with <u>only</u> the NAEP-permitted accommodations.

For students with the “Exclude” column checked on the Inclusion Worksheet, you will need to verify the reason for the exclusion with the school coordinator. Record this reason in the Comments section of the worksheet. Enter the appropriate Administration Codes **60** through **69** on the Administration Schedule for the excluded students. For definitions of these codes, refer to chapter 4.

If the “Include Without Accommodations” box is checked, verify that the student will be assessed in the regular session without any accommodations.

Now, look at each student on the Inclusion Worksheet and determine if these students will be assessed in the regular session, a small group, or a one-on-one session. Check the “Small Group” column for students being assessed in a small group. Check the “One-on-one” column for students requiring the assessment be administered in an individual session.

If more than one student requires the same accommodation in a separate accommodation session, plan to assess them together whenever possible. This grouping will most likely happen with the read aloud and the bilingual booklet accommodations. Remember, you will need a separate session for each read aloud subject.

Group numbers

2008 FIELD TEST INCLUSION WORKSHEET

School Name Dixon Middle School School ID # 122-122-2 Page ___ of ___

| Student Information | | | | Accommodations Permitted in NAEP | | | |

Now, record a group number for each separate session in the “Group #” column on the Inclusion Worksheet (as shown on the previous page). Be sure to assign a separate number to each one-on-one session. Then, count the number of separate sessions and inform the school coordinator how many accommodation sessions are required. Record this number in **item 4F-2**.

4F-2. Based on our discussion, we will need to conduct _____ (*number*) separate accommodation sessions. We will discuss the logistics of the separate session(s) in a few minutes.

Count the number of excluded students in each subject. Record that information in **item 4F-3**. You will enter this information in the SCS after the preassessment visit.

4F-3. According to our discussion, there are:

_____ *(number)* of SD-only students excluded in reading → Go to **4F-4.**

_____ *(number)* of ELL-only students excluded in reading → Go to **4F-4.**

_____ *(number)* of SD and ELL students excluded in reading → Go to **4F-4.**

_____ *(number)* of SD-only students excluded in mathematics → Go to **4F-4.**

_____ *(number)* of ELL-only students excluded in mathematics → Go to **4F-4.**

_____ *(number)* of SD and ELL students excluded in mathematics→ Go to **4F-4.**

_____ *(number)* of SD-only students excluded in science

_____ *(number)* of ELL-only students excluded in science

_____ *(number)* of SD and ELL students excluded in science

Click on the “PREASSM’T” tab in the SCS to enter the exclusion totals after the visit.

In grade 4 schools, an inclusion booklet in reading and mathematics are being offered to students. Students have to have been excluded from mathematics and reading in order to have this option. The inclusion booklets are being offered as an accommodation which can take place in the regular session, or in accommodation session. Refer to page 4.34 for more instructions.

4F-4. **Offering the Inclusion book – Grade 4 only:** I see we have students excluded in reading and mathematics. This year NAEP has an easier version of the regular test booklets available that we are offering as an accommodation booklet. The inclusion booklets are for reading and mathematics but the test items are less difficult. Are there any students excluded in reading or mathematics we've discussed who could still be tested, in a regular session with the alternative booklet?

- If yes, _____(number) students will be assessed with the inclusion booklet.
- If no, **go to 4G-1.**

Voice of Experience:

For schools with large SD and/or ELL populations another way to discuss accommodations is to do the following:

1. List all students on the Inclusion Worksheet in the same manner as for schools with small populations of SD and/or ELL students.
2. Group questionnaires with the same accommodations together in a bundle.
3. For students who have the accommodation of use bilingual booklets, separate those selected for mathematics and science from those selected for other subjects.
4. When you meet with the school coordinator, begin the discussion by accommodations type rather than by student.
5. Give the stacks to the school coordinator one at a time. Explain the accommodation recommended on the questionnaire and agree on what NAEP offers and the school offers. For large groups that can be assessed in the regular session, you have completed the conversation on those students.
6. Continue with stacks allowing the school coordinator to look at the names on the booklets for any that might be incorrectly coded. When you get to students who have an accommodation of "one on one" or will need school staff to help administer the session, be sure to discuss those students on an individual basis. For students that need a bilingual booklet, explain that we only offer this accommodation to those selected for mathematics and science. Be sure to discuss if the other students might be able to take the assessment in English.
7. Return to the workroom and code all students on the Inclusion Worksheet with the correct code as determined by your discussion of their group. You might want to highlight those students that will need accommodations outside of the regular session. Determine how many accommodation sessions will be required and then speak to the school coordinator again to arrange for the accommodation sessions.
8. Put the questionnaires back into the SD/ELL Roster of Questionnaires order.

4G. Grades 4 and 8: Distribute and Discuss School and Teacher Questionnaires.

In **Procedure 4G**, you will provide the school coordinator with the School and Teacher Questionnaires. This procedure is only completed for schools with grade 4 or grade 8 students.

The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ Prepared NAEP School Questionnaire (Grade 4, 8, or 12)
- ✓ Prepared NAEP Teacher Questionnaires (Grade 4 or 8)
- ✓ Photocopy of Grade 4 or 8 Roster of Questionnaires

Begin **Procedure 4G** by giving the school coordinator the School Questionnaire.

4G-1. **GRADE 4 or 8:** Here is the School Questionnaire for you to distribute to the principal.

4G-2. **GRADE 4 or 8:** We need completed Teacher Questionnaires from all the teachers who teach mathematics, reading/language arts, and science to [*4th/8th*] grade students at your school. These questionnaires can be completed online or in the booklet.

I have Teacher Questionnaires for the following teachers:

- Read the teacher names from the prepared Teacher Questionnaires and then give questionnaires to the school coordinator.
- Ask the school coordinator if any teachers are missing. Ask about any resource, special education, or non-grade-level teachers who may teach mathematics, language arts, or science to students in the sampled grade. If a teacher was overlooked when preparing the Teacher Questionnaires, prepare a questionnaire for each additional teacher and add it to the Roster of Questionnaires.

Note that the due date for the completed questionnaire is the day before the assessment. The Teacher and School Questionnaires can be completed in the hard copy booklet or online following the directions on the front cover.

Here is the Roster of Questionnaires. I'll give you a copy before I leave today. Just fill in the appropriate bubble in the "Returned" column as each questionnaire is returned to you. I'll collect the completed Roster copy and questionnaires on the day of the assessment.

All grades being assessed are required to complete a School Questionnaire; however, the Grade 12 School Questionnaire was already sent in the Preassessment Packet.

Now, verify with the school coordinator that you have prepared Teacher Questionnaires for all of the teachers who teach mathematics, language arts, and science to students in the sampled grade. Begin by reading the names from the prepared Teacher Questionnaires. Ask the school coordinator if any teachers have been overlooked.

If a teacher was missed, prepare a new Teacher Questionnaire and add the teacher to the Roster of Questionnaires.

Inform the school coordinator these questionnaires can be completed online or in hard copy form, and the deadline is the day before the assessment.

Then, show the Roster to the school coordinator, but keep it for now. You will need it for an additional step later in the preassessment visit. Tell the school coordinator to fill in the "Returned" oval as each questionnaire is completed and returned.

You will collect the completed questionnaires and Roster the day of the assessment.

4H. Verify Parent/Guardian Notification.

In **Procedure 4H**, you will collect a signed, dated copy of the Parent/Guardian Notification Letter. The procedure begins with a list of materials you will need to complete the task:

In order to complete this task, you'll need:

- ✓ A copy of the Parent/Guardian Notification Letter that was sent to the school

The No Child Left Behind legislation requires that the parents of students selected for NAEP be notified *in writing* that their child has been selected for NAEP and that student participation is voluntary. NAEP must have a copy of the dated Parent/Guardian Notification Letter in order to proceed with the assessment. If this notification has not been sent before the assessment date, the assessment will need to be rescheduled until after the Parent/Guardian Notification Letter has been sent.

Procedure 4H-1 secures a copy of the dated Parent/Guardian Notification Letter for NAEP's files. This procedure also obtains details as to when, to whom, and how the notification was sent. All of the information obtained in this procedure will be entered into the SCS after the visit.

4H-1. Now, let's review the status of parent/guardian notification. A copy of the Sample Parent/Guardian Notification Letter was included in your packet of materials.

Have parents/guardians of your [*4th/ 8th/12th*] grade students been notified about the NAEP assessments?

☐	Yes	▪ Ask the school coordinator for a copy of the dated parent notification. ▪ Store the copy of the notification in the School Folder.	• Continue with **4H-2** or **4H-3.**
☐	No	▪ Remind the school coordinator that you will need a copy of the dated notification on or before assessment day and that without the copy, the assessments will have to be rescheduled. If new enrollees were added, remind school coordinator to notify those parents. ▪ Arrange a date and time to call the school coordinator back to verify that the notification has been sent.	• Schedule a callback date and time. _____ • Go to **4I**.

If the parents/guardians have been notified, check the "Yes" box in **item 4H-1** and ask the school coordinator for a copy of the dated parent notification. Continue on to **item 4H-2**.

If the parents/guardians of selected students have not been notified, urge the school coordinator to notify them as soon as possible. Stress the importance of this notification by reminding the school coordinator you will need a copy of the dated notification before assessments can be administered. If you do not have a copy of this dated notification on assessment day, the assessments will have to be rescheduled. Arrange a callback date and time to verify the notification was sent. Skip to **Procedure 4I-1**.

4H-2. **IF NEW ENROLLEES WERE ADDED:** As mentioned earlier, we selected new enrollees for the sample. Have the parents or guardians of these students been notified about the NAEP assessments?

☐	Yes	▪ Continue with **4H-3**.
☐	No	▪ Urge the school coordinator to notify the parents of newly selected students as soon as possible. ▪ Remind the school coordinator that if parents of the newly selected students have not been notified before assessment day, the assessment for these students will have to be rescheduled. ▪ Arrange a date and time to call the school coordinator back to verify that the notification has been sent. _____