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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) in the state assessment. The accommodation(s) each student receives for NAEP should be consistent with those received on the state assessment. If you have questions about whether an accommodation required by a student is allowed on NAEP, contact your 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/or ELL Questionnaires, shown on the following pages, gather information about the accommodations typically required on state assessments and whether or not those accommodations are allowed on NAEP.

SD Questionnaire Pages 4 and 5

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

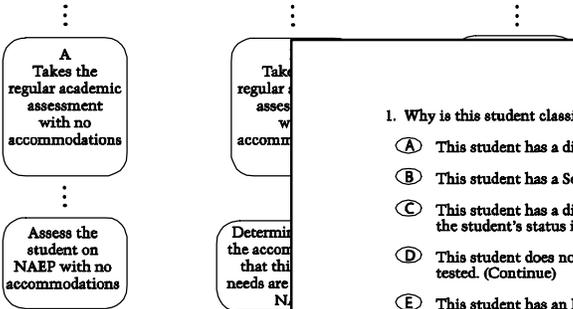
The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- 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 your state academic assessment in the NAEP subject that the student has been selected to take as identified on the front cover?



Please answer the questions on pages 5-8 of this questionnaire to the person in your school who is coordinating NAEP.

Thank you very much!

ERM6-SD

Page 4

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

VC284407

- (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 accommodation 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.)

VC299817

On NAEP each student takes the assessment in one subject. The subject this student has been selected to take is identified on the front cover in the box labeled "This student will be assessed in NAEP in the following subject:". Refer to this subject when answering the questions below.

If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does the student participate in your state academic assessment in the NAEP subject that the student has been selected to take? (Fill in one oval.)

- (A) This student takes the regular academic assessment with no accommodations. → Skip to page 8 and answer questions 7-9.
- (B) This student takes the regular academic assessment with accommodations. → Go to pages 6, 7, and 8 and answer questions 3-9.
- (C) This student takes an alternate or modified state academic assessment. → Skip to page 7 and answer question 6, then complete page 8.

ERM6-SD

Page 5

SD Questionnaire Page 6

VC224588

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

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

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

NA = not applicable

† NAEP provides Braille versions of math and reading tests for grades 4 and 8 only. School provides Braille versions: all grades for science, and grade 12 for math and reading.

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

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

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.

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.) VC186346

- 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.

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in one oval.) VC186358

- 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.

6. Could the student participate in NAEP with NAEP as listed in Column B on page 6? (Fill in all ovals that apply.)

- A Yes. List the accommodations allowed on NAEP as listed in Column B on page 6.
 - _____
 - _____
 - _____
 → 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.

ERMS-SD

Page 7

7. Which of the following describes this student's identified disability(ies)? (Fill in all ovals that apply.) VB89417

- 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) _____

ERMS-SD

Page 8

8. What is the degree of this student's disability(ies)? VC186561

- A Profound/Severe
- B Moderate
- C Mild

9. What grade level of instruction is this student currently receiving in the subject indicated on the front cover? VC181967

- 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.

ELL Questionnaire Pages 4 and 5

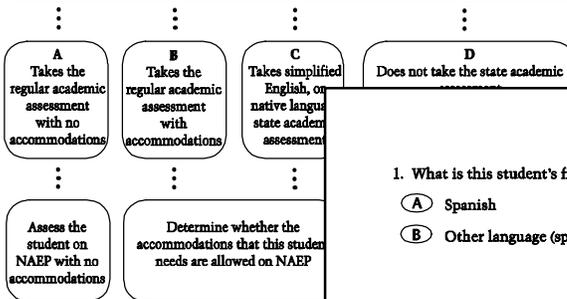
GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

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 your state academic assessment in the NAEP subject that the student has been selected to take as identified on the front cover?



Please answer the questions on pages 5–8 about questionnaire to the person in your school who is

Thank you very much

ERMS-ELL

Page 4

1. What is this student's first or native language? V830440

- (A) Spanish
- (B) Other language (specify) _____

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If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject, refer to local testing or instructional practice.

2. How does this student participate in your state academic assessment in the NAEP subject that the student has been selected to take? (Fill in one oval.) VC39959

- (A) This student takes the regular academic assessment with no accommodations. → Skip to page 8 and answer questions 7–9.
- (B) This student takes the regular academic assessment with accommodations. → Go to pages 6, 7, and 8 and answer questions 3–9.
- (C) This student takes simplified English or native language state academic assessment. → Go to pages 6, 7, and 8 and answer questions 3–9.
- (D) This student does not take the state academic assessment in the NAEP subject. → Skip to page 7 and answer question 6. Then complete page 8.

ERMS-ELL

Page 5