

ELL Questionnaire Page 6

VC824741

3. Which accommodations does this student receive on the state assessment of 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	
Direct Linguistic Support					
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 only read aloud in native language	<input type="radio"/>	N	Y*	Y*	†Spanish/English Only
Has test materials read aloud in native language	<input type="radio"/>	N	Y*	Y*	†Spanish/English Only
Uses a bilingual version of the test	<input type="radio"/>	N	Y*	Y*	NAEP provides (Spanish/English Only)
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud in English	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	<input type="radio"/>	N	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	N	NA
Indirect Linguistic Support					
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**
Receives preferential seating	<input type="radio"/>	Y	Y	Y	School provides
Must have test administered by familiar person	<input type="radio"/>	Y	Y	Y	School provides
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
Receives other accommodations	<input type="radio"/>				

NA = Not applicable

* Spanish only and only permissible when a Spanish/English bilingual booklet is used.

† NAEP provides written directions in the bilingual booklets for students to read at grade 4 and grade 8. Instructions in Spanish are provided for a bilingual, school-provided interpreter to read aloud to the student, if required at either of those two grades.

**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.

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.

VC198346

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.)

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

B No. → Answer question 5 below.

VC198348

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.

B No. This student should not be assessed on NAEP. → Skip to page 8.

6. If this student does not take the state academic assessment, does the student participate in NAEP with any of the accommodations 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

B No. This student should not be assessed on NAEP. → Go to page 8 and answer questions

BRMS-ELL Page 7

VC206697

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.

VC211947

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.

VC188978

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	VC188974
b. Speaking English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC188975
c. Reading English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC188986
d. Writing English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC188988

BRMS-ELL Page 8

2. Accommodations Most Frequently Provided by NAEP

On the next few pages you will find descriptions of 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 and/or ELL students receive for their state assessment.

You will refer to pages 4.13–4.28 for planning accommodations with the school coordinator during the preassessment visit. For further information on accommodations, refer to the *Inclusion* magazine.

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

		Accommodation	How to Administer	How to Plan
Direct Linguistic Support	Test items read aloud in native language			
	What Is It?	<p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish.</p> <p>This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish, in the FT session.</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics or science assessment booklets. 	<ul style="list-style-type: none"> • Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets. • If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins.
	Subjects	Math & Science (FT session)		
	Booklet Cover Code	OTH		
	Typical additional accommodations	SMG / ONE BIB EXT SSA		

		Accommodation	How to Administer	How to Plan
Direct Linguistic Support	Bilingual Booklet		<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate, bilingual session script to conduct the session. 	<ul style="list-style-type: none"> • Order bilingual booklets from Pearson immediately after the preassessment visit. The bilingual script will be packaged with each pair of booklets. • If a bilingual AA is not available, arrange to have a school staff member who is proficient in Spanish administer the session. • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the school staff member administering the session with the Accommodation Teacher Letter to read and sign before the session begins.
	What Is It?	<p>NAEP has bilingual Spanish/English mathematics or science 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>		
	Subjects	<p>Math & Science (FT session)</p>		
	Booklet Cover Code	<p>BIB</p>		
	Typical additional accommodations	<p>SMG / ONE EXT SSA</p>		

	Accommodation	How to Administer	How to Plan
Direct Linguistic Support	Bilingual dictionary without definitions	<ul style="list-style-type: none"> 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. 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. The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions. 	<ul style="list-style-type: none"> 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. Plan for the person administering the session and the testing room to be available for more than 90 minutes.
	What Is It? 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."		
	Subjects Math & Science		
	Booklet Cover Code BID		
	Typical additional accommodations EXT		
Presentation Format	Directions only signed	<ul style="list-style-type: none"> This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). The interpreter will sit near the students so they are able to see the directions being signed. 	<ul style="list-style-type: none"> Provide the interpreter with the Accommodation Teacher Letter to read and sign before the session begins.
	What Is It? 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.		
	Subjects Reading, Math & Science		
	Booklet Cover Code OTH		

Presentation Format

Accommodation	How to Administer	How to Plan
<p>Test items signed</p> <p>What Is It? 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> <p>Subjects Math & Science</p> <p>Booklet Cover Code OTH</p> <p>Typical additional accommodations SMG / ONE EXT SSA</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • 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. • For mathematics or science booklets, the interpreter will refer to the Mathematics or Science Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations. 	<ul style="list-style-type: none"> • Plan for the person administering the session and the testing room to be available for more than 90 minutes. • Provide the interpreter with the Accommodation Teacher Letter to read and sign before the session begins.
<p>Read aloud—occasional</p> <p>What Is It? For this accommodation, students may request to have words, phrases, or sentences read aloud to them. <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> <p>Subjects Math & Science</p> <p>Booklet Cover Code REA</p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • 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. • 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. 	<ul style="list-style-type: none"> • The student who requires this accommodation will use his/her originally assigned booklet. • 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.

		Accommodation	How to Administer	How to Plan
Presentation Format	Read aloud—most or all		<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. 	<ul style="list-style-type: none"> If there is only one student who requires the read-aloud accommodation, the student will use the originally assigned booklet.
	What Is It? For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> If more than one student requires this accommodation, request read aloud/ small group mathematics or science booklets from Pearson. For ease of administration, students will be assigned the same booklet version number in the subject they were originally assigned. 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.
	Subjects Math & Science		<ul style="list-style-type: none"> 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 (mathematics or science). 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. 	<ul style="list-style-type: none"> The NAEP read aloud booklets will be prepackaged in bundles of six for small group math or science 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.
	Booklet Cover Code REA		<ul style="list-style-type: none"> For mathematics or science booklets, the AA will refer to the Mathematics or Science Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations. 	<ul style="list-style-type: none"> Plan for the person administering the session and the testing room to be available for more than 90 minutes.
	Typical additional accommodations SMG / ONE EXT			

		Accommodation	How to Administer	How to Plan
Presentation Format	Braille version of test	<p>What Is It? This is a Braille version of the booklet.</p> <p>Subjects Reading, Math & Science</p> <p>Booklet Cover Code OTH</p> <p>Typical additional accommodations ONE EXT SCR</p>	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. Students may require a Braille typewriter or a scribe to respond to the questions. 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. If a scribe is used, when a constructed response is required, 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). 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. 	<ul style="list-style-type: none"> If a scribe is used, have the student work with the person with whom he/she typically works. Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins. Plan for the person administering the session, the scribe (if needed), and the testing room to be available for more than 90 minutes. If a scribe is used, provide him/her with the Accommodation Teacher Letter to read and sign before the session begins. If needed, arrange for special equipment to be available in the correct location on assessment day.
	Large print version of test	<p>What Is It? NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.</p> <p>Subjects Reading, Math & Science</p> <p>Booklet Cover Code LRG</p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session. 	<ul style="list-style-type: none"> NAEP supplies large-print booklets. Order large-print booklets from Pearson immediately following the preassessment visit. 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.

Accommodation	How to Administer	How to Plan
<p data-bbox="305 275 456 331">Magnification equipment</p> <p data-bbox="444 352 553 380">What Is It?</p> <p data-bbox="305 390 553 873">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 data-bbox="464 894 553 921">Subjects</p> <p data-bbox="305 932 553 959">Reading, Math & Science</p> <p data-bbox="358 980 553 1008">Booklet Cover Code</p> <p data-bbox="501 1018 553 1045">MAG</p>	<ul data-bbox="586 275 982 331" style="list-style-type: none"> This accommodation can be provided in the regular session. 	<ul data-bbox="1015 275 1411 657" style="list-style-type: none"> 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. Check with the school coordinator to determine if any preparation is needed in advance. Preparations should be completed before the assessment begins. Arrange for special equipment to be available in the correct location on assessment day.
<p data-bbox="305 1062 488 1119">Responds in sign language</p> <p data-bbox="444 1140 553 1167">What Is It?</p> <p data-bbox="305 1178 553 1440">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 data-bbox="464 1461 553 1488">Subjects</p> <p data-bbox="305 1499 553 1526">Reading, Math & Science</p> <p data-bbox="358 1547 553 1575">Booklet Cover Code</p> <p data-bbox="508 1585 553 1612">OTH</p> <p data-bbox="375 1633 553 1690">Typical additional accommodations</p> <p data-bbox="444 1696 553 1753">SMG / ONE EXT SCR</p>	<ul data-bbox="586 1062 982 1713" style="list-style-type: none"> This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. When a constructed response is required, 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). 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. 	<ul data-bbox="1015 1062 1411 1245" style="list-style-type: none"> Plan for the person administering the session and the testing room to be available for more than 90 minutes. Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins.

		Accommodation	How to Administer	How to Plan
Response Format	Responds using Braille typewriter			
	What Is It?	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.	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins. Plan for the person administering the session and the testing room to be available for more than 90 minutes. Arrange for special equipment to be available in the correct location on assessment day.
	Subjects	Reading, Math & Science		
	Booklet Cover Code	OTH		
	Typical additional accommodations	SMG / ONE EXT		
	Responds orally to scribe			
	What Is It?	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.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. When a constructed response is required, 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). 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. 	<ul style="list-style-type: none"> If possible, have the student work with the scribe with whom he/she typically works. Plan for the person administering the session, the scribe, and the testing room to be available for more than 90 minutes. Provide the scribe with the Accommodation Teacher Letter to read and sign before the session begins.
	Subjects	Reading, Math & Science		
Booklet Cover Code	SCR			
Typical additional accommodations	SMG / ONE EXT			

Response Format

Accommodation	How to Administer	How to Plan
<p data-bbox="305 275 553 359">Responds using computer or typewriter</p> <p data-bbox="444 380 553 407">What Is It?</p> <p data-bbox="305 417 553 583">This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school.</p> <p data-bbox="305 594 553 705"><i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i></p> <p data-bbox="464 726 553 753">Subjects</p> <p data-bbox="310 764 553 791">Reading, Math & Science</p> <p data-bbox="358 812 553 840">Booklet Cover Code</p> <p data-bbox="509 850 553 877">SCR</p>	<ul data-bbox="586 275 984 720" 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 data-bbox="1016 275 1373 573" 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.
<p data-bbox="305 898 553 953">Uses template to respond</p> <p data-bbox="444 974 553 1001">What Is It?</p> <p data-bbox="305 1012 553 1209">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> <p data-bbox="464 1230 553 1257">Subjects</p> <p data-bbox="310 1268 553 1295">Reading, Math & Science</p> <p data-bbox="358 1316 553 1344">Booklet Cover Code</p> <p data-bbox="509 1354 553 1381">OTH</p>	<ul data-bbox="586 898 984 953" style="list-style-type: none"> • This accommodation can be provided in the regular session. 	<ul data-bbox="1016 898 1373 982" style="list-style-type: none"> • Arrange for special equipment to be available in the correct location on assessment day.

		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.
	What Is It?	<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>		
	Subjects	Reading, Math & Science		
	Booklet Cover Code	OTH		

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 Reading, Math & Science</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 grade-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 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 Reading, Math & Science</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 grade-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 minutes. • 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.

		Accommodation	How to Administer	How to Plan
Setting Format	Study carrel	<p>What Is It?</p> <p>This is a portable screen provided by the school used to limit distractions for a student.</p> <p>Subjects</p> <p>Reading, Math & Science</p> <p>Booklet Cover Code</p> <p>OTH</p>	<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.
	Preferential seating, light, furniture	<p>What Is It?</p> <p>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.</p> <p>Subjects</p> <p>Reading, Math & Science</p> <p>Booklet Cover Code</p> <p>OTH</p>	<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.

		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 grade-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 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	Reading, Math & Science		
	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 minutes.
	What Is It?	This accommodation requires that students be given extra time to complete the assessment.		
	Subjects	Reading, Math & Science		
	Booklet Cover Code	EXT		

		Accommodation	How to Administer	How to Plan
Timing Accommodations	Breaks during test		<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 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.
	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.		
	Subjects	Reading, Math & Science		
	Booklet Cover Code	BRK		
	Typical additional accommodations	SMG / ONE EXT		

Other Accommodations

Accommodation	How to Administer	How to Plan
<p>Other</p>	<p><i>NOTE: Inclusion booklets can be offered in a regular session as an accommodation, or in a separate accommodation session.</i></p>	<p><i>Inclusion books: During the preassessment visit, the school coordinator will determine if an excluded student (reading or mathematics) is eligible for the inclusion booklet.</i></p>
<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. Inclusion booklets should also be coded as OTH.</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>Reading, Math & Science</p>		
<p>Booklet Cover Code</p> <p>OTH</p>		

3. More About Accommodations

During the preassessment visit, you will review the responses in the SD and/or ELL Questionnaires with the school coordinator. The school coordinator will then confirm whether a student will take the assessment with or without accommodations, or should be excluded from the assessment altogether.

Following the preassessment visit, you will update the Final SD code, column **J** of the Administration Schedule, and update column **L**, Final ELL code.

A. Assigning Accommodation Codes on the Administration Schedule

Since 2005, NAEP has collected a single accommodation code on the Administration Schedule, with all accommodations being captured on the student booklet cover. Assigning a single accommodation code became problematic in the field due to most students with IEPs requiring more than one accommodation. To address this issue, the accommodation codes 71-82 were removed from the Administration Schedule and are now only collected on the student’s booklet cover. A new column with four codes (1-4) was added to the Administration Schedule to capture whether or not a student is assessed with accommodations. This will help you to easily identify which students are assessed with and without accommodations, as explained in the table below.

Accommodation Codes to Assign in Column P of the Administration Schedule	
1	Assess without accommodations. Used for all students who are not classified as SD and/or ELL, and for students who are classified, can be assessed in a regular session.
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.

The Accommodation Code box is located in the upper-left corner of the Administration Schedule. Following the preassessment visit, you will assign every student one of the four codes to column **P** on the Administration Schedule. Most students who are expected to be assessed can be assigned a code of 1, 2, or 3 depending on their accommodation needs.

Students who are withdrawn/graduated or ineligible (Administration Code in the 50s) or students who are excluded (Administration Code in the 60s) should be assigned an accommodation code of 4 in column **P**.

If a student is expected to be assessed and is then absent for the assessment, the Accommodation Code in column **P** should remain unchanged.

B. Assigning Accommodation Codes on the Booklet Covers

This year, there is also a new procedure for assigning accommodation codes on the booklet covers. You or the AA will assign accommodation codes on the booklet cover after the assessment. The AA will bubble in the accommodation code on the student's booklet cover. The codes, along with an explanation, are listed in the table below.

Accommodations Offered in NAEP 2008	
Code	Description
BIB	Bilingual booklet – NAEP provides for mathematics and science at grades 4 and 8.
BID	Bilingual dictionary (without definitions) – School provides for mathematics or science.
LRG	Large-print booklet – NAEP provides.
EXT	Extended time – Any type of session.
REA	Read-aloud – Not allowed in reading (in any type of session).
SMG	Small group – Specific booklets for read-aloud (students use assigned books for other accommodations).
ONE	One-on-one – Students use assigned booklets.
SCR	Scribe or Use of Computer – School provides and the students use their assigned booklets.
OTH	Other; specify on cover – Students use assigned booklets. School provides any needed Braille booklets.
BRK	Breaks during test – Students use assigned booklets.
MAG	Magnification device – School provides.
SA	School staff administers – Students use assigned booklets.

C. Accommodations for Science Interactive Computer Tasks (SICT)

Your field manager will alert you to accommodations available for SICT sessions.

Since the SICT is a pilot study, you may find schools have a wider range of accommodations allowable for computer activities. Be sure to keep track of any other accommodations not on this list, so that we can compile them for 2009. Students in the SICT study needing an accommodation will receive a code of **OTH** on the student's booklet cover.



Voices of Experience

When preparing the accommodation booklets, it is a good idea to write the three-letter accommodation codes that will be offered to the student on the student ID label. This will help you to prepare the stacks of assessment booklets, and, on assessment day, it will be easier to identify what accommodations the students in the regular session need, if any. You should only write the three-letter code though. Never use the complete accommodation description.

D. Bilingual, Braille, and Large-Print Booklets

Now that you have read the descriptions about the accommodations most frequently provided by NAEP, this section addresses some additional information about some of the accommodations supervisors have asked for clarification on in the past. It is important for supervisors to correctly administer and document accommodations in which the mode of administration requires extended time (i.e., read aloud - most or all, bilingual booklet, 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. The following table is a quick reference for identifying if bilingual, Braille, or large-print accommodation booklets are offered at grades 4, 8, and 12.

Accommodation Booklet Types	Mathematics			Reading			Science*		
	Grades			Grades			Grades		
	4	8	12	4	8	12	4	8	12
Bilingual	Yes	Yes	No	No	No	No	Yes ¹	Yes ¹	No
Braille	Yes ²	Yes ²	Yes	Yes	Yes	Yes ³	Yes	Yes	Yes
Read Aloud	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
Large Print	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

¹ Will use booklets from 2005 assessment (does not match a 2008 booklet).
² Will use MATH booklets from 2007 assessment (does not match a 2008 booklet).
³ Will use READING booklet from 2008 assessment.
Note: The "Yes" or "No" is in response to the question, "Does NAEP provide?"
 * Unsure about Science HOTS. No ICTs.

E. Extended Time

It will naturally take longer for a student to take an assessment with certain accommodations than it would for a student to do so without them. Please note the following clarifications for dealing with extended time when planning accommodations:

- Review the *Accommodations for NAEP* section of this chapter to see which accommodations have "EXT" in the "Typical Additional Accommodations" column. Typically, for these accommodations, the extended time oval will be shaded on the SD or ELL Questionnaires and marked on the Inclusion Worksheet. If the accommodation is marked on the Inclusion Worksheet, you will offer extended time and record the code on the student's booklet cover. You will also need to record the total time used in the Extended Time boxes on the booklet cover.
- If the student requires an accommodation that usually includes extended time but the Extended Time oval is not filled in on the questionnaire—and therefore not on the Inclusion Worksheet—you should speak 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.
- 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 that NAEP is not a “speeded” test and therefore it is unlikely that students will require much more time than the regular session allows.

F. 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** on the student’s booklet cover. 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 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.

G. Administering Bilingual Booklet Accommodations

Supervisors will need to know if the bilingual booklet accommodation can be offered in their state. This information was collected by the field manager during preparation of the State Information Form. It is extremely important that the accommodation not be offered in states that prohibit it.

4. Accommodations NOT Allowed by NAEP

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.

These include:

- Oral or written responses translated into written English;
- Bilingual dictionary for reading;
- Directions read aloud in native language (Permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- Test material read aloud in native language (Permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- Test questions read aloud or signed for reading;

- Uses a bilingual version of the test (Permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- Tape records answers;
- Test taken over several days;
- Use of abacus, arithmetic tables, graph paper, or any ruler other than a NAEP-provided cardstock ruler; and
- Use of dictionary, thesaurus, or spelling- and grammar-checking software or devices.

5. Exclusion Codes

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.

6. Offering the Inclusion Booklet

At grade 4, a student excluded in reading or mathematics can be offered the inclusion booklet. You will need to ask the school coordinator if the student could take this inclusion version booklet containing items of less cognitive difficulty in reading or mathematics. If so, the inclusion booklet can be offered as an accommodation in a regular session or as an accommodation in a separate accommodation session (the booklet is timed the same as the regular booklet, so the student can be administered the inclusion book in the regular session). You will assign one of the inclusion booklets from your Pearson bulk supply. On the Administration Schedule, this student will be coded a 14 in column **Q** as “Other, specify on cover,” and a 2 or 3 in column **P**. On the student’s booklet cover, the accommodation should be coded as “Other.”

Chapter 4 Summary

Upon completing this chapter you should be able to:

- understand the accommodations provided for the Field Test subjects;
- describe the new procedure for assigning accommodation codes; and
- describe the accommodations not allowed by NAEP.