

Response Format

Accommodation	How to Administer	How to Plan
<p><b>Magnification equipment</b></p> <p><b>What Is It?</b> 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><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 81-MAG</p>	<ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Check with the school coordinator to determine if any preparation is needed in advance. Preparations should be completed before the assessment begins.</li> <li>Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
<p><b>Responds in sign language</b></p> <p><b>What Is It?</b> 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><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 79-OTH</p> <p><b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT 78-SCR</p>	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>When a constructed response is required for the reading or mathematics assessment, 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).</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>

Accommodation	How to Administer	How to Plan
<p data-bbox="256 275 456 331"><b>Responds using Braille typewriter</b></p> <p data-bbox="399 352 508 380"><b>What Is It?</b></p> <p data-bbox="256 390 496 617">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.</p> <p data-bbox="418 638 508 665"><b>Subjects</b></p> <p data-bbox="350 669 508 697">Reading &amp; Math</p> <p data-bbox="310 720 508 747"><b>Booklet Cover Code</b></p> <p data-bbox="431 751 508 779">79-OTH</p> <p data-bbox="329 804 508 858"><b>Typical additional accommodations</b></p> <p data-bbox="337 863 508 917">76-SMG / 77-ONE 74-EXT</p>	<ul data-bbox="537 275 927 537" style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul data-bbox="966 275 1364 695" style="list-style-type: none"> <li>• 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.</li> <li>• Arrange to have a school staff member check to ensure the Braille typewriter is in working order before the session begins.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
<p data-bbox="256 940 435 995"><b>Responds orally to scribe</b></p> <p data-bbox="399 1016 508 1043"><b>What Is It?</b></p> <p data-bbox="256 1054 508 1310">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.</p> <p data-bbox="418 1331 508 1358"><b>Subjects</b></p> <p data-bbox="350 1362 508 1390">Reading &amp; Math</p> <p data-bbox="310 1413 508 1440"><b>Booklet Cover Code</b></p> <p data-bbox="431 1444 508 1472">78-SCR</p> <p data-bbox="329 1497 508 1551"><b>Typical additional accommodations</b></p> <p data-bbox="337 1556 508 1610">76-SMG / 77-ONE 74-EXT</p>	<ul data-bbox="537 940 935 1587" style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>• When a constructed response is required for the reading assessment, 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).</li> <li>• 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.</li> </ul>	<ul data-bbox="966 940 1364 1209" style="list-style-type: none"> <li>• If possible, have the student work with the scribe with whom he/she typically works.</li> <li>• Plan for the person administering the session, the scribe, and the testing room to be available for more than 90 minutes.</li> <li>• Provide the scribe with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>

		Accommodation	How to Administer	How to Plan	
Response Format	<b>Responds using computer or typewriter</b>				
		<p><b>What Is It?</b></p> <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>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session if the computer or typewriter is quiet enough.</li> <li>• The student will use the computer or typewriter to record his/her answers.</li> <li>• The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange to have the spelling/grammar function disabled by a school staff member.</li> <li>• Arrange to have a school staff member check to ensure the computer and printer are in working order before the session begins.</li> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>	
		<p><b>Subjects</b></p> <p>Reading &amp; Math</p>			
		<p><b>Booklet Cover Code</b></p> <p>78-SCR</p>			
		<b>Uses template to respond</b>			
		<p><b>What Is It?</b></p> <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>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>	
		<p><b>Subjects</b></p> <p>Reading &amp; Math</p>			
		<p><b>Booklet Cover Code</b></p> <p>79-OTH</p>			

Response Format

Accommodation	How to Administer	How to Plan
<p><b>Uses special writing tool</b></p> <p><b>What Is It?</b></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><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 79-OTH</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> <li>• The AA will verify that the student has the special writing tool before the session begins.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>

Setting Format

Accommodation	How to Administer	How to Plan
<p><b>Small group</b></p> <p><b>What Is It?</b> 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><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 76-SMG</p> <p><b>Typical additional accommodations</b> 74-EXT</p>	<ul style="list-style-type: none"> <li>• This is by definition a separate session.</li> <li>• The person administering the session will use the age-appropriate accommodation session script to conduct the session.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• 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.</li> </ul>
<p><b>One-on-one</b></p> <p><b>What Is It?</b> This accommodation requires that a student is assessed individually in an area free of distractions.</p> <p><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 77-ONE</p> <p><b>Typical additional accommodations</b> 74-EXT</p>	<ul style="list-style-type: none"> <li>• This is a session with one student and one AA or school staff member administering the session.</li> <li>• The person administering the session will use the age-appropriate accommodation session script to conduct the session.</li> <li>• If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• If the number of separate accommodations sessions exceeds those that can be covered by NAEP personnel, arrange for school personnel to assist on assessment day.</li> <li>• Arrange for a separate testing area that is free of distractions and an AA or school staff member, if necessary, to administer the assessment.</li> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• 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.</li> </ul>

Accommodation	How to Administer	How to Plan
<p><b>Study carrel</b></p> <p><b>What Is It?</b> This is a portable screen provided by the school used to limit distractions for a student.</p> <p><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 79-OTH</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location.</li> <li>• A screen is placed on the student's desk to limit distractions for the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>
<p><b>Preferential seating, light, furniture</b></p> <p><b>What Is It?</b> 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><b>Subjects</b> Reading &amp; Math</p> <p><b>Booklet Cover Code</b> 79-OTH</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for special equipment to be available in the correct location on assessment day.</li> </ul>

	Accommodation	How to Administer	How to Plan
<b>Setting Format</b>	<b>School staff administrators</b>	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The school staff member will administer the session by reading the age-appropriate accommodation session script.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>Provide the school staff member with the Accommodation Teacher Letter to read and sign before the session begins.</li> </ul>
	<b>What Is It?</b> This accommodation requires that a school staff member familiar to the student administer the session.		
	<b>Subjects</b> Reading & Math		
	<b>Booklet Cover Code</b> 82-SSA		
<b>Timing Accommodations</b>	<b>Extended time</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>During the extended time, the AA must remain in the testing location until students have finished the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> </ul>
	<b>What Is It?</b> This accommodation requires that students be given extra time to complete the assessment.		
	<b>Subjects</b> Reading & Math		
	<b>Booklet Cover Code</b> 74-EXT		

Timing Accommodations

Accommodation	How to Administer	How to Plan
<b>Breaks during test</b>	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for the person administering the session and the testing room to be available for more than 90 minutes.</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><b>What Is It?</b></p> <p>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.</p>		
<p style="text-align: center;"><b>Subjects</b></p> <p style="text-align: center;">Reading &amp; Math</p>		
<p style="text-align: center;"><b>Booklet Cover Code</b></p> <p style="text-align: center;">80-BRK</p>		
<p style="text-align: center;"><b>Typical additional accommodations</b></p> <p style="text-align: center;">76-SMG / 77-ONE 74-EXT</p>		

Other Accommodations

Accommodation	How to Administer	How to Plan
<p data-bbox="256 275 324 302"><b>Other</b></p> <p data-bbox="397 329 508 357"><b>What Is It?</b></p> <p data-bbox="256 367 508 678">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 data-bbox="256 688 508 1171"><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 data-bbox="418 1192 508 1220"><b>Subjects</b></p> <p data-bbox="427 1226 508 1253">Reading</p> <p data-bbox="310 1281 508 1308"><b>Booklet Cover Code</b></p> <p data-bbox="435 1314 508 1341">79-OTH</p>		<ul style="list-style-type: none"> <li data-bbox="966 275 1365 386">• If a student requires an accommodation not mentioned here and you are not sure whether to allow it, call your supervisor for guidance.</li> </ul>

### 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, 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. Therefore, please note the following clarifications for dealing with extended time when planning accommodations:

- Review the *Accommodations for NAEP* chart on the previous pages to see which accommodations have “74-EXT” 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.

### 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 79-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.