

If all of the accommodations the student receives are permitted in NAEP, plan the details for providing the accommodations with the school coordinator. Again, you will use the “Accommodations for NAEP” chart for the planning process. 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 only the NAEP-permitted accommodations. Again, use the “Accommodations for NAEP” chart to help you plan the details for providing the NAEP-permitted accommodations only.

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 definition of these codes, refer to page 8.24.

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.

Group numbers

INCLUSION WORKSHEET-LTT																															
Page 1 of 1		School Name <u>Dixon Middle School</u>				School ID # <u>122-122-0</u>																									
Student Information			Accommodations Permitted in NAEP																												
Group #	Student Name	Stratford Line#	Subject	SD/ELL	Directions read aloud in native language (N)	Test items read aloud in native language (N)	Bilingual version of the test booklet (N)	Bilingual dictionary without definitions (N)	Directions signed (N)	Test items signed (N)	Read aloud content (N)	Read aloud test (provided by school) (N)	Large print (N)	Magnification (N)	Response in sign language (N)	Response with Braille typewriter (N)	Response by computer (N)	Use large type (provided by school) (N)	Use separate writing tool (N)	Small group (N)	One-on-one (N)	Study card (N)	Predefined read, Q&A, formula (N)	School staff administration (N)	Extended time (N)	Breaks during test (N)	Other	Includes Without Accommodations	Exclude (Record reason in NOTES column)		
	Group 1: KEA, SMG Group 2: BIB, ONE, S6A Group 3: ONE, STUDY CARREL, EXT																														
R	Aito, Susan	LITSOI 2	M	SD																											Regular session
1	Burne, Kimberly	LITSOI 5	M	SD																											
	Cruz, Marisol	LITSOI 7	R	ELL																											No longer ELL
	Fairolnik, Michael	LITSOI 10	R	SD																											No longer SD
2	Guzman, Pedro	LITSOI 11	M	ELL																											
	Kwon, Gang	LITSOI 12	R	ELL																											No longer ELL
1	Lundy, Christina	LITSOI 13	M	SD																											
	Ojomo, Edwin	LITSOI 15	R	SD																											Requires bilingual booklets - not permitted in reading
3	Peters, Daniel	LITSOI 21	R	SD																											

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 8-3E-4**.



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 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. 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.

In **item 8-3G-4**, you will ask the school coordinator to identify the start time and location for each accommodation session unless there will be enough AAs at the school to conduct some or all of the accommodation sessions at the same time as the regular sessions. You should plan all separate accommodation sessions to be conducted after the regular sessions. These sessions may take longer than 90 minutes, so keep that in mind when scheduling the location. Record the time and location of the accommodation sessions on the QCB cover. If you are still at the school, record the start time and location on the Teacher Notification Letter.

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 and not an Excluded code.

If you have arranged the accommodation sessions after the preassessment visit, at **item 8-3G-5** you will ask the school coordinator to inform the students of the date, time, and location of their accommodation sessions. You should plan to send an e-mail to the school coordinator confirming the schedule of both the regular and accommodation sessions.

Next, count the number of excluded SD, ELL, and SD/ELL students by subject and record that information in **item 8-3G-6**. You will enter this information in the SCS after the preassessment visit.

8-3H. Wrap Up School Coordinator Meeting

In **item 8-3H-1**, you will confirm any callback dates and times to collect outstanding information for:

- Missing Student Demographic Data (**Procedure 8-3B**)
- SD and/or ELL Questionnaires (**Procedure 8-3C**)
- Parent Notification (**Procedure 8-3D**)
- Complete Inclusion Worksheet and Discuss Accommodations (**Procedure 8-3G**)

Confirm any required callbacks you have scheduled with the school coordinator. Mark in your calendar to send a reminder e-mail to the school coordinator prior to the scheduled callback.

To complete **Procedure 8-3H**, answer any questions the school coordinator may have. The preassessment visit with the school coordinator is now complete. Excuse yourself to return to your work area to complete a few additional tasks before leaving the school.

Procedure 8-4: Complete Additional Tasks Before Leaving the School

In **Procedure 8-4**, you will return to your independent work area to complete the final preassessment visit tasks before you leave the school. **Item 8-41** provides a checklist of these tasks.

First, you or the AA should prepare a Student Appreciation Certificate for each sampled student to be assessed by recording the time and location of the student’s assigned session on the front and the student’s first and last name on the back.

Next, you will assign one of the following Accommodation Codes (Accomm. Code) for all booklets listed in column **Q** of the Administration Schedule(s):

- 1 = Assess without accommodations,
- 2 = Accommodation offered in regular session,
- 3 = Accommodation offered in separate session, or
- 4 = Not applicable.

Accommodation Code 1 should be assigned to students listed on the Administration Schedule(s) who are expected to be assessed **without accommodations**.

Accommodation Code 2 should be assigned to students listed on the Administration Schedule(s) who are expected to be assessed **with accommodations in the regular session**.

Accommodation Code 3 should be assigned to students listed on the Administration Schedule(s) who are expected to be assessed **with accommodations in a separate session**.

Accommodation Code 4 should be assigned to students listed on the Administration Schedule(s) who are **withdrawn** or **ineligible** (Admin. Codes **51, 54, or 55**) or **excluded** (Admin. Codes **60-69**). Accommodation Code 4 should also be assigned to all **unused** booklets (Admin. Code **52**).

If the school staff determined that a student identified as SD and/or ELL cannot be assessed and therefore will be excluded from the assessment, enter one of the REASONS FOR EXCLUSION codes (**60-69**) in column **R** of the Administration Schedule. After entering one of the REASONS FOR EXCLUSION codes, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation, as shown below.

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