

Accommodation	How to Administer
<p data-bbox="339 323 506 359">Small group</p> <p data-bbox="599 390 729 422">What Is It?</p> <p data-bbox="339 438 711 827">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 data-bbox="630 867 730 898">Subjects</p> <p data-bbox="449 915 729 947">Reading, Math, & Science</p> <p data-bbox="506 978 729 1010">Booklet Cover Code</p> <p data-bbox="675 1026 729 1058">SMG</p> <p data-bbox="532 1089 729 1163">Typical Additional Accommodations</p> <p data-bbox="688 1180 729 1211">EXT</p>	<ul data-bbox="781 348 1308 474" 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.
<p data-bbox="339 1241 500 1272">One-on-one</p> <p data-bbox="599 1304 729 1335">What Is It?</p> <p data-bbox="339 1352 716 1467">This accommodation requires that a student is assessed individually in an area free of distractions.</p> <p data-bbox="630 1507 730 1539">Subjects</p> <p data-bbox="449 1556 729 1587">Reading, Math, & Science</p> <p data-bbox="506 1619 729 1650">Booklet Cover Code</p> <p data-bbox="675 1667 729 1698">ONE</p> <p data-bbox="532 1730 729 1803">Typical Additional Accommodations</p> <p data-bbox="688 1820 729 1852">EXT</p>	<ul data-bbox="781 1262 1308 1608" 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.

		Accommodation	How to Administer
Setting Format	Study carrel		<ul style="list-style-type: none"> This accommodation can be provided in the regular session, although occasionally the study carrel is in a separate location. If a portable screen is to be used, the screen is placed on the student's desk to limit distractions for the student.
	What Is It?	This is a study carrel provided by the school used to limit distractions for a student.	
	Subjects	Reading, Math, & Science	
	Booklet Cover Code	OTH	
	Preferential seating, light, furniture		<ul style="list-style-type: none"> This accommodation can be provided in the regular session.
	What Is It?	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.	
Subjects	Reading, Math, & Science		
	Booklet Cover Code	OTH	

		Accommodation	How to Administer
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.
	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.
	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
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.
	What Is It?		
	<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>		
	Subjects		
	Reading, Math, & Science		
Booklet Cover Code			
		BRK	
Typical Additional Accommodations			
		SMG/ONE	
		EXT	

Other Accommodations

Accommodation	How to Administer
<p data-bbox="350 323 428 359">Other</p> <p data-bbox="602 392 732 428">What Is It?</p> <p data-bbox="350 436 704 835">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. For example, some hearing-impaired students require the administrator to wear a small microphone. Other students require the “read aloud to self” accommodation.</p> <p data-bbox="350 863 732 1339"><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>	<ul data-bbox="781 348 1295 489" style="list-style-type: none"> • Many of the accommodations that fall into this category can be administered during the regular session provided they do not distract the other students in the session.
<p data-bbox="630 1400 732 1436">Subjects</p> <p data-bbox="451 1444 732 1480">Reading, Math, & Science</p>	
<p data-bbox="508 1520 732 1556">Booklet Cover Code</p> <p data-bbox="683 1564 732 1600">OTH</p>	

Procedure 2. Recognize Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible with SD and/or ELL students. However, there are a few accommodations that NAEP does not allow. These include

- oral or written responses translated into English;
- bilingual dictionary *for reading*;
- directions read aloud in native language other than Spanish;
- test material read aloud in native language (permissible only with the Spanish/English bilingual mathematics or science assessment booklet);
- test questions read aloud or signed *for reading*;
- use of a bilingual version of the test (permissible only with the Spanish/English bilingual mathematics or science assessment booklet);
- tape-recording answers;
- test taken over several days;
- use of calculator for computation tasks in a booklet or section that does not require one, including talking or Braille calculator;
- use of abacus, arithmetic tables, or 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.

2A. Codes for excluded students – accommodation not permitted.

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed by NAEP, as determined by the school staff member most knowledgeable about the student, he/she will be excluded. While your AC is responsible for assigning Exclusion Codes, it is important for you to be aware of the various codes and their meaning.

Your AC will assign one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule:

- 61 = SD – Required accommodation not permitted
- 63 = ELL – Required accommodation not permitted
- 65 = SD and ELL – Required accommodation not permitted

2B. Codes for excluded students – accommodation not available.

If a student can be assessed but the required accommodation, such as a Braille typewriter or other school-provided equipment, is not available to the student for the assessment, the student may also be excluded.

Your AC will assign one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule:

- 67 = SD – Required accommodation not available
- 68 = ELL – Required accommodation not available
- 69 = SD and ELL – Required accommodation not available

2C. Codes for excluded students – cannot be assessed.

If a student cannot be assessed for reasons other than a required accommodation that is not permitted or available on NAEP, he/she will be excluded. For example, the student's IEP specifies that he/she can only be assessed using an alternative assessment.

For these students, your AC will assign one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule:

- 60 = SD – Cannot be assessed
- 62 = ELL – Cannot be assessed
- 64 = SD and ELL – Cannot be assessed

2D. Codes for excluded students – accommodation scheduling problem.

A school may refuse an accommodation session due to scheduling or staffing problems, for example, the accommodation requires a certain school staff member to conduct the session but he/she is not available. For these students, your AC will assign an Administration Code **45** – Accommodation scheduling problem—on the Administration Schedule for the appropriate students.

Procedure 3. Use the Planning Codes to Identify Students Requiring Accommodations

As mentioned in chapter 1, your AC assigned every student a Planning Code in column **N** of the Administration Schedule. Refer to this code to quickly identify how many students will be tested in the regular or separate session. Do not change the codes assigned by your AC in column **N**.

Procedure 4. Administer Accommodations Within the Regular Session

In many cases, accommodations can be administered in the regular session. Every attempt should be made to provide students who need accommodations with the best opportunity to participate in the study, while minimizing distractions for other students.

If your AC and school coordinator determine a student needs to be administered an accommodation in a regular session, that information will be communicated to you on the Assessment Information Form.

When administering an accommodation in the regular session, it is important that you are alert to the student's needs without hovering or focusing entirely on that student. Refrain from doing anything that will embarrass or single out the student in a negative way.

If a student requires extended time in the regular session, record on the Assessment Information Form the extra time the student needs after the other students are dismissed. You will need this information when coding the booklet cover at the end of the session.

Procedure 5. Administer Separate Accommodation Sessions

If your AC and school coordinator determine a student needs to be administered an accommodation in a separate session, that information will be communicated to you on the Assessment Information Form.



Like the regular sessions, your AC will conduct a series of quality control checks and record the results on the Assessment QC Record.

5A. Use the accommodation session scripts when conducting separate accommodation sessions.

The accommodation session scripts are slightly modified versions of the regular session scripts.

Each grade has an accommodation script to use for the separate accommodation sessions with shorter or simpler versions of some sections and less stringent timing.

Depending on the accommodation requirements the student has, you may or may not use the timing instructions embedded in the script.

- **A note about students who require Extended Time:** All instructions regarding timing are printed in blue throughout the script. If a student requires extended time, skip all blue text in the script. Be sure to note the time each student begins working on the cognitive sections and the time the student finishes. When most or all students are done with the section, move on to the next section. If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

In the script, you will find instructions for administering non-read aloud and read-aloud sessions. The non-read-aloud sections have timing instructions you will ignore when administering the session to a student who requires extended time. However, if the student does not require extended time you will administer the assessment following the timing instructions as in a regular session.

Non-read aloud

- Set timer for 25 minutes.

Carefully read the directions and then start working. You will have 25 minutes to complete this section. Please begin.

- Start timer.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only. You may not read, do other school work, use a cell phone, or other electronic device.

- After 10 minutes, say:

Please stop.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- For each student, note the time the section begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If a math session, refer to the *Mathematics Read-Aloud Guidelines* for guidance on how to read math problems aloud.

5B. Ensure that school staff assisting in the administration adhere to the guidelines described in the Accommodation Teacher Letter.

In some cases, the school will provide a teacher or staff member familiar with the students to work with you in accommodation sessions. If so, the AC will provide the teacher with a copy of the Accommodation Teacher Letter (as shown on page 1.21) that provides guidelines for what staff members can and cannot do. The staff member will sign the letter, keep a copy, and return the top copy to your AC. If you observe a staff member doing something inappropriate, quietly remind him/her of the guidelines in the letter.

5C. Follow the same standard NAEP procedures for monitoring the session.

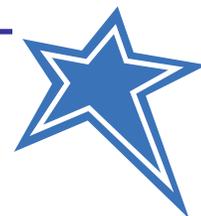
Your job as an AA is to administer the accommodations SD and/or ELL students need to participate while maintaining NAEP test integrity. To truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. As with regular sessions, you should only provide assistance to students in an accommodation session during the background sections and when making sure they understand how and where to record answers. Refer to chapter 4 for guidelines on monitoring all NAEP sessions.

The *Inclusion* magazine suggests ways you can keep students with disabilities comfortable and on task. Read the magazine carefully and refer back to it as necessary.

5D. Record extended time (EXT) accommodation session start and end time on the Assessment Information Form.

When administering an accommodation session requiring extended time, for each student, record the start and end time of the cognitive sections on the back of the Assessment Information Form. Record the time of the first cognitive section in the EXT: COG SECT I START/END column and the time of the second cognitive section in the EXT: COG SECT II START/END column. After the session, you will use these times to enter the total time on the student's booklet cover.

ACCOMMODATION SESSION INFORMATION																					
STUDENT INFORMATION																					
GROUP#	SESSION#	LINE#	SUBJECT	ACCOMMODATION(S) (circle all that apply)						NOTES	EXT: COG SECT I START/END		EXT: COG SECT II START/END								
1	RS0801	18	S	BDR	BIB	BID	REA	BRL	LRG	MAG	SCR	SMG	ONE	SSA	EXT	BRK	OTH	12:40	1:10	1:12	1:37
1	RS0802	10	S	BDR	BIB	BID	REA	BRL	LRG	MAG	SCR	SMG	ONE	SSA	EXT	BRK	OTH	12:40	1:05	1:12	1:32
2	RS0803	5	M	BDR	BIB	BID	REA	BRL	LRG	MAG	SCR	SMG	ONE	SSA	EXT	BRK	OTH	9:10	9:35	9:37	10:02



Test Your Knowledge

Instructions: Note the subjects in which the accommodations listed below are allowed.

R = Reading **M** = Mathematics **S** = Science

- _____ 1. Bilingual dictionary (BID)
- _____ 2. Extended time (EXT)
- _____ 3. Read-aloud (REA)
- _____ 4. Small group (SMG)
- _____ 5. One-on-one (ONE)
- _____ 6. Scribe (SCR)
- _____ 7. Use of computer (SCR)
- _____ 8. Breaks during test (BRK)
- _____ 9. Magnification device (MAG)
- _____ 10. Bilingual version of test booklet (BIB)

Answers: 1. M, S; 2. R, M, S; 3. M, S; 4. R, M, S; 5. R, M, S; 6. R, M, S; 7. R, M, S; 8. R, M, S; 9. R, M, S; 10. M, S.