

## CHAPTER 2

# PLANNING FOR NAEP ACCOMMODATIONS

*Accommodations are differences in how the assessment is administered or how questions or responses are handled.*

The objective for this chapter is to provide you with an overview of the accommodation process and the materials used in planning for these accommodations. At the conclusion of reading this chapter, you should be familiar with the accommodations provided by NAEP, the procedure for assigning accommodations, and the accommodations not allowed on NAEP.

# 2

## Planning for NAEP Accommodations

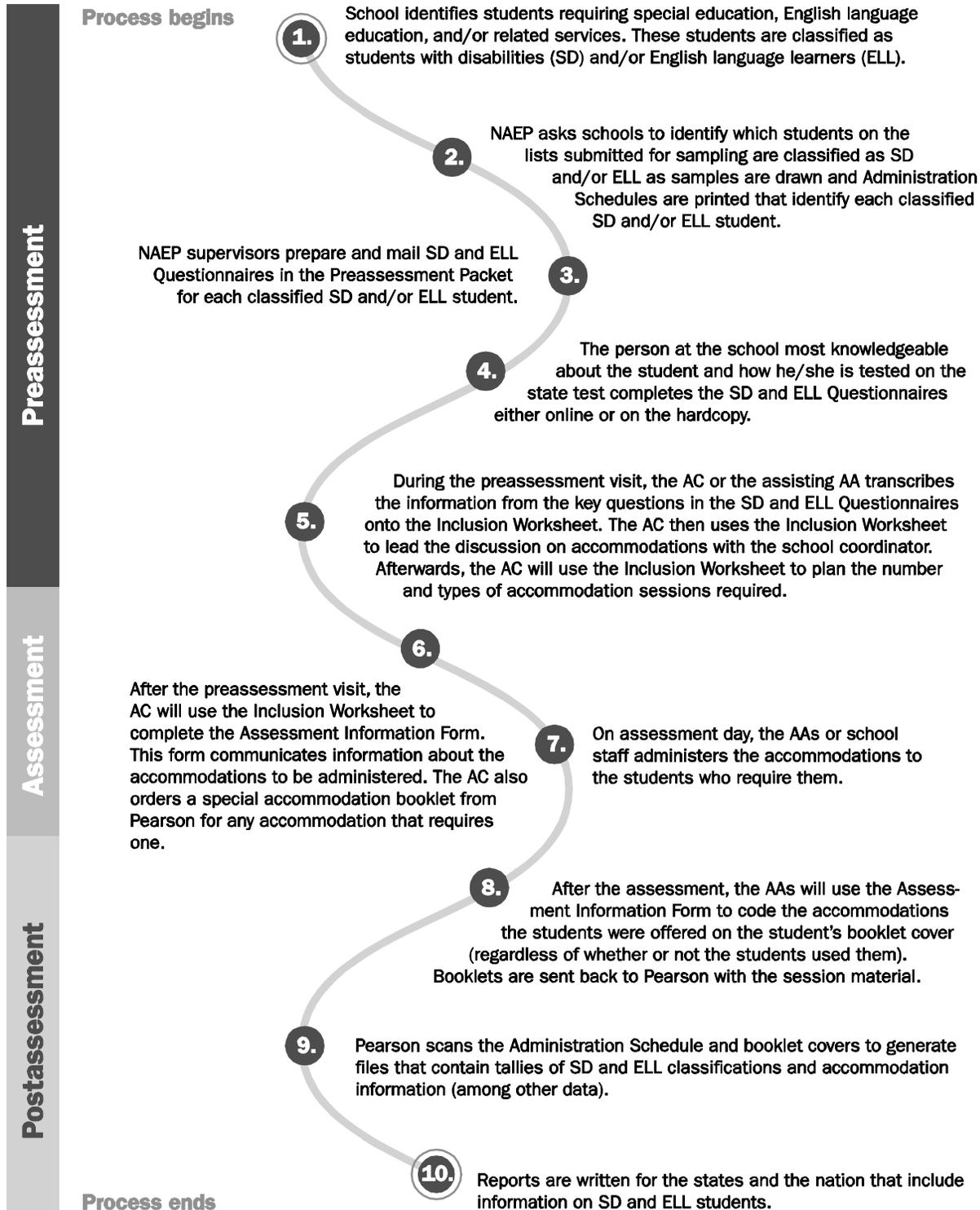
### 1. The Accommodation Process

In all NAEP schools, accommodations will be provided, as necessary, for students with disabilities (SD) or English language learners (ELL). This chapter provides you with information you will need to be familiar with before conducting your preassessment visits. Specifically, you will learn about:

- materials for planning accommodations,
- accommodations allowed and not allowed on NAEP,
- resources for school staff providing accommodation information, and
- how to plan for accommodations.

Before each of these items is discussed, and how they are connected, let's look at the steps that take place during the accommodation planning process. The chart on page 2.2 provides an overview of the entire process and your role in planning for and providing accommodations to students who require them.

# NAEP Accommodation Process



## 2. Materials Used for Planning Accommodations

The process of planning for and testing students with accommodations can be complex. There are multiple people who might be involved in the decision process of how a student is tested, the required accommodations, and how a student takes a state test vs. a NAEP test.

As an assessment coordinator (AC), your cue to planning for accommodations comes from two places: the completed SD or ELL Questionnaire, and the discussion with the school coordinator, in which you confirm the accommodation needs of the student.

The materials used for planning the accommodations include those shown in the table below.

Materials Used for Planning NAEP Accommodations	
<b><i>Accommodations for NAEP Flip Chart</i></b>	This chart describes the accommodations NAEP allows and how to plan and administer them. It also outlines the subjects in which each accommodation is allowed, if the accommodation is typically held in the regular or a separate session, and the additional accommodations typically offered to a student. You will use this flip chart when planning accommodations with the school coordinator during the preassessment visit.
<b>SD and ELL Questionnaires</b>	The questionnaires are designed to help school staff make decisions regarding student participation in NAEP. There must be a completed questionnaire for each student identified as SD and/or ELL on the Administration Schedule, regardless of whether that student will be assessed. The school staff member most knowledgeable about how each SD and/or ELL student is tested in the state assessment should complete the questionnaire.
<b>Inclusion Worksheet</b>	As an AC, your main tool for planning accommodations is the Inclusion Worksheet. You will transcribe the key information filled out in the SD and ELL Questionnaires onto this worksheet and then review it with the school coordinator during the preassessment visit.
<b><i>A Guide for Completing the Students With Disabilities (SD) and English Language Learner (ELL) Questionnaires (A Guide for Completing SD/ELL Questionnaires)</i></b>	New to the accommodation planning process this year is a resource for the school staff person completing the SD and ELL Questionnaires. The guide includes detailed explanations for each question in the SD and ELL Questionnaires, state-specific accommodation guidelines, and state accommodation chart.
<b>State-Specific Accommodation Guidelines</b>	The guidelines are developed by the NAEP State Coordinators and provide information on how state accommodations map to NAEP accommodations. Only accommodations allowed by the state will be allowed on NAEP.
<b>State Accommodation Chart</b>	This chart provides state-specific guidelines for completing the SD and ELL Questionnaires. It also contains information about which state accommodations are allowable in NAEP.

### 3. Accommodations for NAEP

Many SD and ELL students who require accommodations can receive them in the regular assessment session. However, some students require a separate test session, referred to as an “accommodation session,” either because their Individualized Education Program (IEP) or 504 Plan requires one or because the type of accommodations they are provided must be administered in a separate session in order not to disturb the other students taking NAEP.

Generally, there are five main categories of accommodations: *Direct Linguistic Support*, *Modifications to the Presentation of the Test*, *Modifications to the Response Format of the Test*, *Modifications to the Timing*, and *Other Accommodations*. General information about each category is provided below. Details about each type of accommodations are provided in the *Accommodations for NAEP Flip Chart*.

Accommodations	Descriptions
<p><b>Direct Linguistic Support:</b></p> <ul style="list-style-type: none"> <li>- a bilingual math or science booklet,</li> <li>- test items read aloud using bilingual math or science book,</li> <li>- the directions read aloud in Spanish, or</li> <li>- a bilingual dictionary.</li> </ul>	<p>Accommodations involving direct linguistic support require a separate accommodation session. The person administering the session will use the grade-appropriate bilingual session script to conduct the session, with the exception of bilingual dictionary accommodation.</p>
<p><b>Modifications to the Presentation of the Test:</b></p> <ul style="list-style-type: none"> <li>- an occasional word or phrase read aloud,</li> <li>- most or all of the test read aloud,</li> <li>- the test items signed,</li> <li>- the directions signed,</li> <li>- a Braille version of the test, or</li> <li>- a large-print version of the test.</li> </ul>	<p>Modifications to how the test material is presented to the student typically require a separate accommodation group. Others, such as a large-print booklet, are allowed to be administered in the regular session.</p>
<p><b>Modifications to the Response Format of the Test:</b></p> <ul style="list-style-type: none"> <li>- sign language,</li> <li>- a Braille typewriter,</li> <li>- oral responses to a scribe,</li> <li>- a computer or typewriter,</li> <li>- a template,</li> <li>- a special writing tool, or</li> <li>- the use of magnification equipment.</li> </ul>	<p>Accommodations where students respond with an alternate form of recording answers (i.e., sign language) requires a separate session. Other accommodations in this category, such as use of magnification equipment or a special writing tool are appropriate to include in a regular session.</p>
<p><b>Modifications to the Timing:</b></p> <ul style="list-style-type: none"> <li>- extended time, or</li> <li>- breaks during the test.</li> </ul>	<p>Accommodations that involve modifications to the timing of the session include extended time or breaks during the test. Extended time is allowed in both regular and separate accommodation sessions.</p>
<p><b>Other Accommodations:</b></p> <ul style="list-style-type: none"> <li>- Varies by school.</li> </ul>	<p>There are other accommodations a student may require that are not allowed on NAEP. You will determine the details about each of these “other” accommodations during your preassessment visit to the school. Always ask your supervisor if you are unsure about whether an accommodation is permitted.</p>

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### 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 some accommodations that NAEP does not allow:

- oral or written responses translated into written English;
- a bilingual dictionary for reading;
- test material read aloud in a 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;
- a bilingual version of the test (permissible in Spanish only and only when a Spanish/English bilingual mathematics or science booklet is used);
- tape-recorded answers;
- test taken over several days;
- a calculator for test computation tasks in a booklet or a section that does not require one, including talking or Braille calculators;
- an abacus, arithmetic tables, graph paper, or any ruler other than a NAEP-provided cardstock ruler; and
- a dictionary, a thesaurus, or spelling- and grammar-correction software or devices.

## 4. The SD and ELL Questionnaires

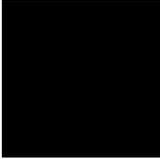
The overall goal of each SD and ELL Questionnaire is to determine:

- how SD and ELL students are assessed in the regular state academic assessment in the NAEP subject the student is selected to take;
- if the accommodations that a student receives on the regular state academic assessment in the NAEP subject are allowed on NAEP;
- if the student needs access to accommodations;
- what accommodation(s) the student needs to participate in NAEP; and
- if the student can participate in NAEP, which accommodations are allowed on NAEP.

Your role as an AC is to take the data from the questionnaires and transfer the key responses to the Inclusion Worksheet. You and the school coordinator will then use the data to plan whether the student(s) will be assessed in NAEP without accommodations; with accommodations, and if so, which ones; or excluded. **School staff are the only ones allowed to enter, edit, or remove data contained within each questionnaire.**

As an AC, you must be familiar with the content of the SD and ELL Questionnaires. The following pages describes each question from the SD and ELL Questionnaire.





UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Richard L. Smith  
Acting Assistant Deputy Secretary  
Office of English Language Acquisition

William K. Knudsen  
Acting Director  
Office of Special Education Programs

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Page 2 is left blank intentionally, so the next page you will review is page 3. Page 3 includes a letter from the Office of English Language Acquisition (OELA) and the Office of Special Education Programs (OSEP). As the Nation's Report Card, it is important that students taking NAEP are representative of the students taking the state assessment, so this letter encourages inclusion of SD and ELL students in NAEP.

**GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE**

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

1. What is this student's ELL classification? (Fill in one oval.)

NEW

- Ⓐ The student is currently classified as ELL and is receiving services. → Continue with Question 2.
- Ⓑ This student is currently classified as formerly ELL and is included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). → Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.
- Ⓒ This student is no longer classified as ELL and is not included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). → Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.

Y2008490

?(Fill in one oval.)

**GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE**

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

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with a Section 504 Plan.

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

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

- Ⓐ This student has a disability and has an IEP. → Continue with Question 2.
- Ⓑ This student has a Section 504 Plan. → Continue with Question 2.
- Ⓒ This student has a disability, but the student's IEP or Section 504 Plan is in process and/or the student's status is unclear. → Continue with Question 2.
- Ⓓ This student does not have an IEP or Section 504 plan, but requires an accommodation to be tested. → Continue with Question 2.
- Ⓔ This student has an IEP because he/she is classified as gifted and talented. → Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.
- Ⓕ This student no longer has an IEP or Section 504 Plan. → Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.



Page 4 contains general directions for completing either the SD or ELL Questionnaires, in addition to Question 1.

Question 3 reflects how the student is assessed in the state assessment in the NAEP subject.

**DIRECTIONS.** The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled "Directions for School Staff." Refer to this subject when answering the questions below.

If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering Questions 3–6.

2. This student has been selected to take the NAEP assessment in (refer to front cover and fill in one subject oval below).

Mathematics     Reading     Science     U.S. history, or geography, or civics

**ELL DECISION TREE**

How does this student participate in your state academic assessment in the NAEP subject that the student has been selected to take as identified in the subject marked above?

A Takes the regular academic assessment with no accommodations

B Takes the regular academic assessment with accommodations

C Takes simplified English, or native language state academic assessment

D Does not take the state academic assessment

Assess the student on NAEP with no accommodations

Determine whether the accommodations that this student needs are allowed on NAEP

Determine if this student can be included on NAEP

3. How does this student participate in your state academic assessment in the NAEP subject you marked in Question 2? (Fill in one oval.)

This student takes the regular academic assessment in this subject with no accommodations. → Skip to Question 7.

This student takes the regular academic assessment in this subject with accommodations. → Continue with Question 4.

This student takes a simplified English or native language state academic assessment in this subject. → Continue with Question 4.

This student does not take the state academic assessment in this subject. → Skip to Question 6.

FRMS-ELL    Page 5    **ELL**

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**DIRECTIONS.** The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled "Directions for School Staff." Refer to this subject when answering the questions below.

If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering Questions 3–6.

2. This student has been selected to take the NAEP assessment in (refer to front cover and fill in one subject oval below).

Mathematics

**SD DECISION TREE**

How does this student participate in your state academic assessment in the NAEP subject that the student has been selected to take as identified in the subject marked above?

A Takes the regular academic assessment with no accommodations

B Takes the regular academic assessment with accommodations

C Takes an alternate or modified assessment

Assess the student on NAEP with no accommodations

Determine whether the accommodations that this student needs are allowed on NAEP

Determine if this student can be included on NAEP

3. How does this student participate in your state academic assessment in the NAEP subject you marked in Question 2? (Fill in one oval.)

This student takes the regular academic assessment in this subject with no accommodations. → Skip to Question 7.

This student takes the regular academic assessment in this subject with accommodations. → Continue with Question 4.

This student takes an alternate or modified state academic assessment in this subject. → Skip to Question 6.

FRMS-SD    Page 5    **SD**

On page 5, there is a decision tree that illustrates the decisionmaking process for how an SD or ELL student should be included in NAEP based on the subject the student is assigned in NAEP. The school staff completing the questionnaire will indicate how the student takes the state assessment (reading, mathematics, or science)—with no accommodations, with accommodations, or if the student takes an alternative assessment. The responses to these questions will guide the respondent through the rest of the questions to determine whether or not the student should be included in NAEP.

The accommodations a student receives are recorded in Question 4, column A. Transfer the recorded accommodations onto the Inclusion Worksheet.

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. The information in Column B will help you answer Questions 5 and 6. Column C is for your information.

On state assessment in the NAEP subject marked in Question 2, this student:	COLUMN B Accommodations allowed on NAEP (only if received on state assessment)					COLUMN C If allowed on NAEP, who provides accommodation?
	Reading	Math	Science	U.S. history or geography or civics		
<b>Direct Linguistic Support</b>	Standard NAEP practice					NAEP provides
Has directions read aloud/translated in English or receives assistance in English to understand directions	<input type="radio"/>	Y	Y	Y*	Y	Spanish/English Only NAEP provides translated materials
Has directions only read aloud in native language	<input type="radio"/>	N	Y**	Y***	N	Spanish/English Only NAEP provides translated materials
Has test materials read aloud in native language	<input type="radio"/>	N	Y*	Y**	N	Spanish/English Only NAEP provides translated materials
Uses a bilingual version of the test	<input type="radio"/>	N	Y*	Y**	N	School provides
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has occasional words or phrases read aloud in English	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	<input type="radio"/>	N	Y	Y	Y	NA
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	N	N	NA
<b>Indirect Linguistic Support (Note: NAEP takes only 90 minutes.)</b>						
Takes the test in a small group?	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
	<input type="radio"/>	Y	Y	Y	Y	School provides
	<input type="radio"/>	Y	Y	Y	Y	School provides
	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
	<input type="radio"/>	N	N	N	N	NA
Check with your NAEP representative						

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. The information in Column B will help you answer Questions 5 and 6. Column C is for your information.

On state assessment in the NAEP subject marked in Question 2, this student:	COLUMN B Accommodations allowed on NAEP (only if received on state assessment)					COLUMN C If allowed on NAEP, who provides accommodation?
	Reading	Math	Science	U.S. history or geography or civics		
<b>Presentation Format</b>	Standard NAEP practice					NAEP provides
Has directions read aloud/translated in English or receives assistance to understand directions	<input type="radio"/>	Y	Y	Y	Y	School provides
Has directions only signed	<input type="radio"/>	N	Y	Y	Y	School provides
Has test forms signed	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	Y	Y	Y	Y*	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y	Y	School provides
<b>Response Format</b>	Spell/Grammar check not allowed					NAEP provides
Responds in sign language	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	Y	Y	School provides
Tapes records answers	<input type="radio"/>	N	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a scribe to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice				NA
<b>Setting Format</b>	Standard NAEP practice					NA
Takes the test in a small group?	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test one-on-one?	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	Y	Y	School provides
Must have test administered by familiar person	<input type="radio"/>	Y	Y	Y	Y	School provides
<b>Timing Accommodations (Note: NAEP takes only 90 minutes.)</b>						
Receives extended time?	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Must be allowed to take subject test over several days	<input type="radio"/>	N	N	N	N	NA
<b>Other Accommodations</b>						
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	NA	N*	NA	NA	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	NA	N	NA	NA	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or device	<input type="radio"/>	N	N	N	N	NA
Receives the following accommodation(s) not listed above.	<input type="radio"/>	Check with your NAEP representative				

Column B indicates if the accommodation is allowed on NAEP

Column C indicates who provides each accommodation; NAEP or the school.



On page 6 (Question 4) of either the SD or ELL Questionnaire, you will find a matrix of the most common accommodations and whether or not these accommodations are permitted on NAEP. The school staff should use this chart to record only the accommodations the student receives on the state assessment (in the subject the student is taking on NAEP).

Question 5 determines if the student accommodations are allowed in the selected NAEP subject.

Question 6 is answered for students who take an alternate or modified state assessment.

NEW

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment in the NAEP subject you marked in Question 2 allowed on NAEP? (Fill in one oval.)

Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to Question 7.

Ⓑ No. But the student can be assessed with only the accommodations allowed on NAEP. → Skip to Question 7.

Ⓒ No, and this student should not be assessed on NAEP. → Skip to Question 8.

NEW

6. For students who do not take the state assessment in the NAEP subject you marked in Question 2, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in one oval.)

Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

\_\_\_\_\_

Ⓑ No. This student should not be assessed on NAEP.

NEW

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment in the NAEP subject you marked in Question 2 allowed on NAEP? (Fill in one oval.)

Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to Question 7.

Ⓑ No. But this student can be assessed with only the accommodations allowed on NAEP. → Skip to Question 7.

Ⓒ No. This student should not be assessed on NAEP. → Skip to Question 7.

NEW

6. For students who take an alternate or modified state assessment in the NAEP subject you marked in Question 2, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in one oval.)

Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

\_\_\_\_\_

Ⓑ No. This student should not be assessed on NAEP.

NEW

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

Specific learning disability

Hearing impairment/deafness

Visual impairment/blindness

Speech or language impairment

Mental retardation

Emotional disturbance

Orthopedic impairment

Traumatic brain injury

Autism

Developmental delay (age 9 or younger)

Ⓘ Other health impairment

Ⓛ Other (specify) \_\_\_\_\_

NEW

receiving academic English.

(ELL)

(SD)

Page 7

FRMS-SD

On page 7 (Questions 5 and 6), ask questions about whether or not the accommodations recorded in the chart on Question 4 are allowed on NAEP. If so, the student will be assessed with those accommodations. If not, the question asks if the student can participate with only those accommodations that are allowed (he/she wouldn't receive the ones not allowed). If the student must have an accommodation not allowed on NAEP, or if the student takes an alternative or modified state assessment, the student will be excluded in NAEP.

NEW

8. At what grade level does this student perform in the NAEP subject you marked in Question 2?

- A This student performs at or above grade level.
- B This student performs one year below grade level.
- C This student performs two or more years below grade level.
- D This student is currently not receiving instruction in this subject.
- E I don't know.

VC18875

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	VC18874
b. Speaking English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC18875
c. Reading English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC18885
			<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC18888

VC18855

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

- A Profound/Severe
- B Moderate
- C Mild

NEW

9. At what grade level does this student perform in the NAEP subject you marked in Question 2?

- A This student performs at or above grade level.
- B This student performs one year below grade level.
- C This student performs two or more years below grade level.
- D This student is currently not receiving instruction in this subject.
- E I don't know.

FRMS-SD

Page 8

ELL

SD

Depending on the SD or ELL Questionnaire, page 8 contains questions relating to the degree of disability of the student and the grade level in which the student performs.