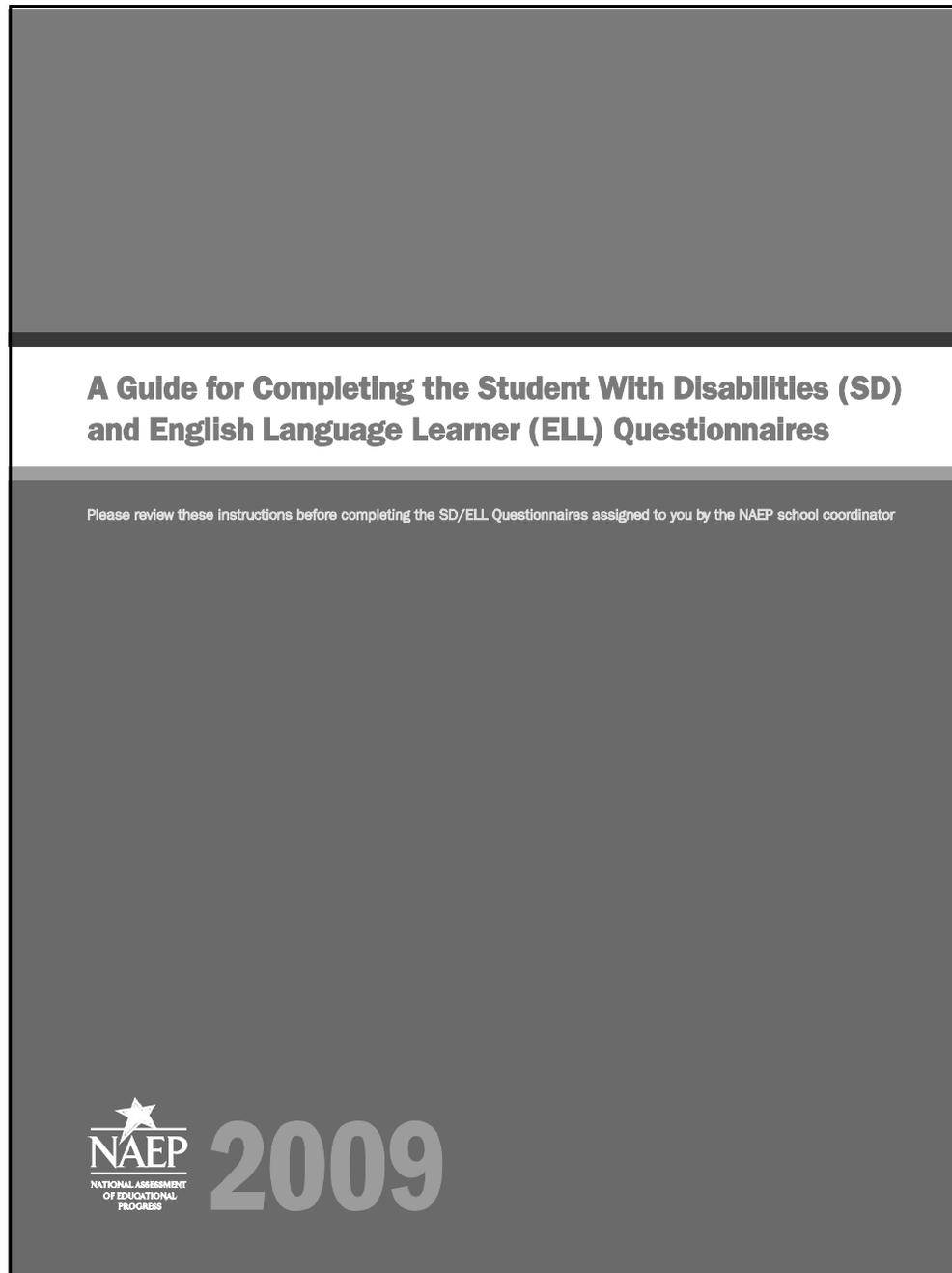

5. A Guide for Completing the SD/ELL Questionnaires

To better assist the person completing the SD or ELL Questionnaire, *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* was developed. This guide (shown below) provides answers to commonly asked questions made by school staff when completing the SD or ELL Questionnaires. This guide also provides in-depth instructions for each question of the SD or ELL Questionnaire.



6. State-Specific Guidance for Completing the SD and ELL Questionnaires

NAEP State Coordinators posted *State-Specific SD/ELL Guidelines* (shown below) on the MySchool website for schools to access. Your supervisor downloaded these specific guidelines for each school in his/her assignment, made copies, and inserted them in the back of the guide shown on page 2.13. The supervisor then included the guide in the Preassessment Packet of materials (see Appendix A).

These additional guidelines provide state-specific information about how to complete each question on the SD or ELL Questionnaire.

2009 National Assessment of Educational Progress State Specific Guidance for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires		
Please review these TS State specific instructions for completing the SD and/or ELL Questionnaires assigned to you by the NAEP school coordinator.		
Section/Question	SD Questionnaire	ELL Questionnaire
Question 1.	Option D – TS State allows all students certain accommodations. If a student does not have an IEP or 504 plan and needs an accommodation to access the test, mark option D in this question.	Option B – TS State records formerly ELL students for AYP reporting. The state policy for formerly ELL is as follows: Students identified as ELL, who have exited ELL identification in the last two years, should be included in the calculations for determining the status of the ELL subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.
Decision Tree	Option C – Takes an alternate or modified assessment. The alternate assessments in TS State are the TS State Academic Alternate Portfolio (TAAP) and TS State Modified End-of-Grade Tests (TMEOG). Decision C – Students taking the TAAP should not be included in the NAEP assessment. Most students taking the TMEOG should be included in the NAEP assessment since it is a “paper-pencil” assessment.	Option D – Does not take the state academic assessment. Decision D – In TS State, the state-identified English language proficiency test will be used for participation in the state assessment for students who are in their first year of U.S. schools and have scored below Intermediate High on the reading section of the state-identified English language proficiency test.
Accommodations Chart	Please refer to the TS State NAEP 2009 Accommodations Chart to see how the NAEP accommodations compare to TS State accommodations. Some accommodations allowed in TS State are not allowed on the NAEP assessment. Some of these are testing over multiple days and the use of calculators on the mathematics assessment. Testing Over Multiple Days – The NAEP assessment is composed	

7. State Accommodations Chart

In addition to *A Guide for Completing SD/ELL Questionnaires*, and the state-specific guidance, the NAEP State Coordinators may also provide schools with a State Accommodations Chart. The State Accommodations Chart is a document customized by the NAEP State Coordinators that shows how the NAEP accommodations compare to state accommodations. This chart includes state-specific information about the accommodation, and how it is typically administered. The school coordinator can use this tool to compare state and NAEP accommodations, as some accommodations that are allowed in states are now allowed on the NAEP assessment.

NAEP		What is It?	How NAEP Administers It	State Accommodations
Direct Linguistic Support	Directions read aloud in native language Subjects: Reading, Math & Science	This accommodation requires that the session script instructions be read aloud in Spanish.	<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. 	
	Test items read aloud in native language Subjects: Math & Science	<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.</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. 	
	Bilingual booklet Subjects: Math & Science	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.	<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. 	
	Bilingual dictionary without definitions Subjects: Math & Science	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."	<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 NAEP Assessment Administrator (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. 	

8. The Inclusion Worksheet

The Inclusion Worksheet, shown below, contains the following preprinted information: student name; session #/line #; subject; and whether the student is classified as SD, ELL, or both.

R, M, S, is the Subject the accommodation is allowed in

Accommodations allowed on NAEP

Separate

Regular

NAEP 2009 INCLUSION WORKSHEET																											
School Name: Dixon Middle School			School ID #: 999-122-0			Page 1 of 1																					
Student Information		Accommodations Allowed on NAEP (those marked in Col. A-Q, 4)																									
Student Name	Session # Line #	Subject R=Reading L=Listening S=Speaking M=Math W=Writing	SD	ELL	BR	OTI	BB	BD	OTI	OTI	REA	REA	BR	LEG	MAG	OTI	SCR	OTI	OTI	SMG	ONE	OTI	SSA	EXT	OTI	Notes	Group #
Bronson, David	RS0901 18	S	SD																								
Meador, Susan	RS0902 10	S	SD																								
Phillips, Susan	RS0903 02	M	SD																								
Putnam, April	RS0903 05	M	SD																								
Ramos, Marisol	RS0903 07	R	ELL																								
Reynolds, Michael	RS0903 10	R	SD																								
Rivera, Pedro	RS0903 11	M	ELL																								
Robins, Sang	RS0903 12	S	ELL																								
Rogers, Daniel	RS0903 13	R	SD																								
Rowe, Christina	RS0903 14	M	SD																								

Student Information is preprinted

After the preprinted information, there are a number of boxes labeled “Accommodations Allowed in NAEP.” These accommodations match those printed in Question 4 of the SD and ELL Questionnaires. Next to each accommodation is an “r,” “m,” or “s.” These letters indicate which subject allows the accommodation.

Each accommodation listed on the Inclusion Worksheet has an accompanying designation of “S” (Separate) or “R” (Regular). These designations are informational guides as to which type of session the particular accommodation is usually administered in. They are for guidance only.

As an AC, you may not assume to know which accommodations are appropriate for any SD or ELL students. You must ask the school coordinator to verify any accommodations required, as indicated in the SD and ELL Questionnaires.

You will use the Inclusion Worksheet during the preassessment visit to transcribe the key questions in the SD and ELL Questionnaires and plan for accommodations. Let’s first look at the information in this document.

After the long list of accommodations, the next section of the Inclusion Worksheet indicates how each student will be assessed based on responses to specific questions from the SD and ELL Questionnaires. Students identified as SD and/or ELL will either be included without accommodations or with all required accommodations, or will be excluded or included with only NAEP-permitted accommodations.

If a student requires one of these accommodations and cannot be included in the assessment with only NAEP-permitted accommodations, he/she will be excluded from 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., a 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., a 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., a 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.

