



STUDENTS WITH DISABILITIES AND
ENGLISH LANGUAGE LEARNERS

Inclusion on **NAEP** for Private Schools

What is NAEP?

- The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics and reading.
- First administered in 1969, NAEP is considered the gold standard of assessments because of its high technical quality. From developing frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists and teachers from around the nation.
- Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

The Importance of Inclusion

The responses of students with disabilities and English language learners on NAEP represent those of hundreds of other similar students in public and private schools. Without them, information about how to best meet the educational needs of these students would be lost. NAEP incorporates inclusive policies and practices into every aspect of the assessment, including selection of students, participation in the assessment administration, and valid and effective accommodations. Such best practices are essential to ensuring an inclusive assessment that yields meaningful NAEP results for all students with disabilities and English language learners. By representing their peers across the nation on NAEP, students with disabilities and English language learners help to ensure that NAEP results can be used to inform efforts to improve educational programs.

Selection

Students with disabilities and English language learners are selected to participate in NAEP just like any other student. NAEP is administered to a sample of students who represent the student population of the nation as a whole in public and private schools. Within each selected school and grade to be assessed, students are chosen at random to participate in NAEP. Regardless of race/ethnicity, socioeconomic status, disability, status as an English language learner, or any other factors, every student has the same chance of being chosen.

To ensure that NAEP reflects the educational progress of all students, students with disabilities and English language learners must be included to the fullest extent possible.

For more information about NAEP visit
<http://nces.ed.gov/nationsreportcard>

For information about private school participation in NAEP visit
<http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>

For More Information

Contact your NAEP representative with specific questions about including students with disabilities and English language learners. Details of the National Assessment Governing Board's policy on testing and reporting results on students with disabilities and English language learners on NAEP are available at <http://www.nagb.org/publications/inclusion-special-population-naep.pdf>. Current NAEP accommodations and inclusion policies are posted on the NCES website at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Participation

Many students with disabilities and English language learners are able to participate in the assessment administration alongside their peers. Participating in NAEP allows students with disabilities and English language learners to experience a large-scale assessment administration without high-stakes consequences. Since NAEP does not produce scores for individual students or results for schools, participation in NAEP is not tied to grades or evaluations of students, teachers, or schools.

Accommodations

Students with disabilities and English language learners are provided with testing accommodations so that they can demonstrate their content knowledge and skills on NAEP. NAEP offers a comprehensive set of accommodations to increase access to testing for students with disabilities and English language learners. To ensure that appropriate accommodations are determined for individual students, NAEP relies on school staff to make inclusion and accommodations decisions for those students selected for the assessment.

The accommodations allowed on NAEP and those allowed on other assessments are often similar, but there may be some differences. Sometimes these differences result from the way that the subject being measured is defined in the NAEP frameworks. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions, because decoding words is part of what the NAEP framework is measuring.

Your NAEP representative will share guidelines for including students with disabilities and English language learners on NAEP and provide these guidelines to schools selected for the assessment. These instructions provide guidance on how to include and accommodate sampled students.

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