

# Student with Disabilities (SD) Questionnaire

## (For 2008 Arts)

Cover to come from Pearson





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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.

Kathleen Leos  
Assistant Deputy Secretary  
Office of English Language Acquisition

Alexa Posny  
Director  
Office of Special Education Programs

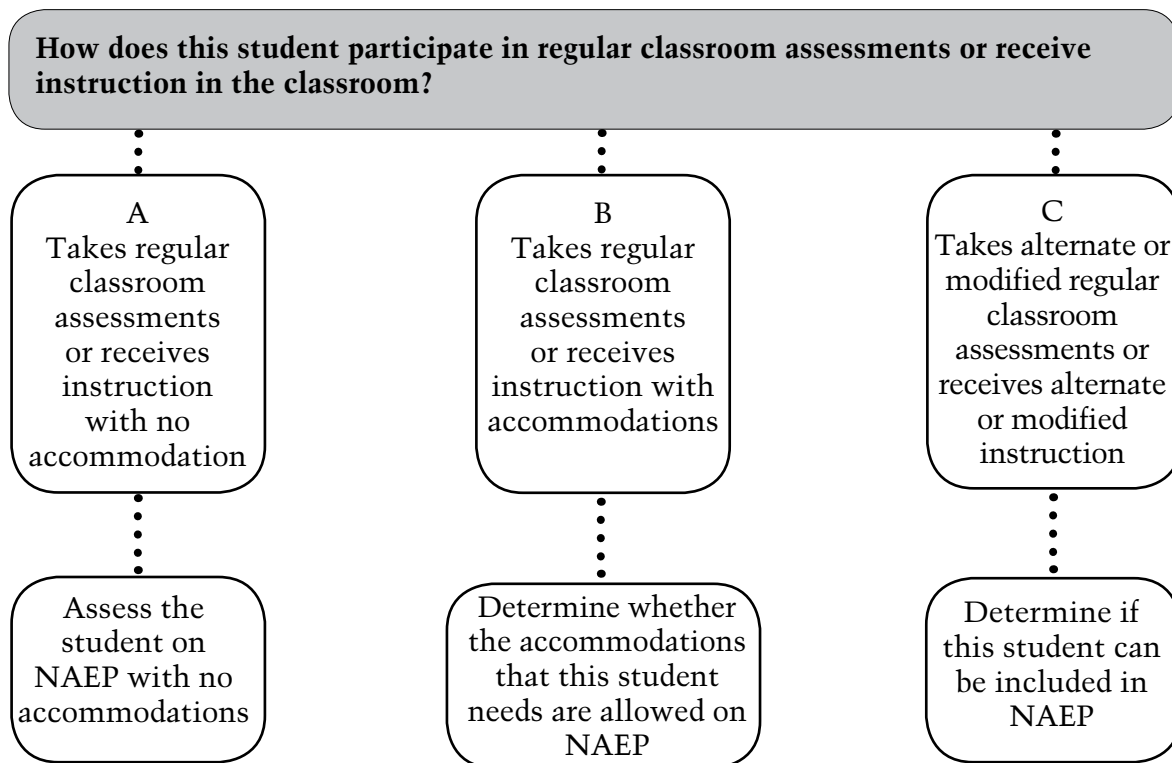
## GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

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 504 Plans.

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

### SD DECISION TREE



Please answer the questions on pages 5–8 about this student and return the completed questionnaire to the person in your school who is coordinating NAEP activities.

**Thank you very much for your help!**

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

- Ⓐ This student has a disability and has an IEP. (Continue)
- Ⓑ This student has a Section 504 Plan. (Continue)
- Ⓒ This student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)
- Ⓓ This student does not have an IEP or 504 plan, but requires an accommodations to be tested. (Continue)
- Ⓔ This student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

To answer Question 2, refer to how this student takes regular classroom assessments or how this student receives instruction in the classroom.

2. How does the student take regular classroom assessments or receive instruction in the classroom? (Fill in **one** oval.)

- Ⓐ This student takes regular classroom assessments or receives instruction **with no accommodations**. → *Skip to page 8 and answer questions 7–9.*
- Ⓑ This student takes regular classroom assessments or receives instruction **with accommodations**. → *Go to pages 6, 7, and 8 and answer questions 3–9.*
- Ⓒ This student **takes alternate or modified** regular classroom assessments or receives alternate or modified instruction. → *Skip to page 7 and answer question 6, then complete page 8.*

3. Which accommodations does this student receive on regular classroom assessments or during instruction in the classroom?

Fill in the oval in Column A for each accommodation that this student receives on regular classroom assessments or during instruction in the classroom.

This Student	COLUMN A	COLUMN B		COLUMN C
	Accommodations student receives for regular classroom assessments or instruction.	Are these accommodations allowed on NAEP if received for regular classroom assessments or instruction?		If allowed on NAEP, who provides accommodation?
		Music	Visual Arts	
<b>Presentation Format</b>				
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP practice		NAEP provides
Has directions <b>only</b> signed	<input type="radio"/>	Y	Y	School provides
Has test items signed	<input type="radio"/>	Y	Y	School provides
Has <b>occasional</b> words or phrases read aloud	<input type="radio"/>	Y	Y	NAEP provides
Has <b>all or most</b> of the test materials read aloud	<input type="radio"/>	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	School provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	School provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	School provides
<b>Response Format</b>				
Responds in sign language	<input type="radio"/>	Y	Y	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	School provides
Tape records answers	<input type="radio"/>	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	School provides
		Spell/grammar check not allowed		
Uses a template to respond	<input type="radio"/>	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice		NA
<b>Setting Format</b>				
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	NAEP provides*
Takes the test in a study carrel	<input type="radio"/>	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	School provides
<b>Must</b> have test administered by familiar person	<input type="radio"/>	Y	Y	School provides
<b>Timing Accommodations</b>				
Receives extended time	<input type="radio"/>	Y	Y	NAEP provides**
Is given breaks during the test	<input type="radio"/>	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	NA
<b>Other Accommodations</b>				
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	N	N	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	N	N	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	<input type="radio"/>	N	N	NA
Receives other accommodations	<input type="radio"/>			

NA = not applicable

\*NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

\*\*If regular test is untimed, student would require extended time on a timed assessment, such as NAEP.



Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 6.

VC329627

4. Are all of the accommodations this student receives on regular classroom assessments or during classroom instruction as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

- A Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 8 and answer questions 7, 8, and 9.*
- B No. → *Answer question 5 below.*

VC195258

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

- A Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 8 and answer questions 7, 8, and 9.*
- B No. This student should not be assessed on NAEP. → *Skip to page 8 and answer questions 7, 8, and 9.*

VC195269

6. 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.)

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

---

→ *Go to page 8 and answer questions 7, 8, and 9.*

- B No. This student should not be assessed on NAEP.  
→ *Go to page 8 and answer questions 7, 8, and 9.*

VB338417

7. Which of the following describes 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)
- 

VC188552

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

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

VC330299

9. What grade level of instruction is this student currently receiving in arts?

- Ⓐ At or above grade level
- Ⓑ One year below grade level
- Ⓒ Two or more years below grade level
- Ⓓ I don't know.

