

SD and ELL Worksheets and Instructions (Hard Copy Versions)

1a. SD Worksheet Instructions

National Assessment of Educational Progress (NAEP) Instructions for Completing Worksheets for Students with Disabilities (SD)

(Please review these instructions before completing the SD Worksheets)

Frequently Asked Questions

What information is collected on the SD Worksheets?

The SD Worksheet determines

- how each SD student is assessed in the state academic assessment in the NAEP subject the student is selected to take (front),
- if each student can participate in NAEP with the accommodations allowed for the NAEP subject (front), and
- each student's disabilities and grade-level performance (back).

School personnel will make the final determination on how SD students are included in the NAEP assessment.

If you need clarification for completing the worksheet, please contact your NAEP state coordinator.

What if the NAEP subject is not tested on the state academic assessment?

If the NAEP subject is not tested on the state academic assessment, the person completing the worksheet should refer to how the student is tested or receives instruction in the classroom.

For example, if the NAEP subject is "civics, geography, or U.S. history" and these subjects are not tested on the state academic assessment, the person completing the worksheet should know how the student is tested or receives instruction in the classroom in a social sciences class.

Who should complete the worksheet?

The person completing the front of the worksheet should be the person at your school most knowledgeable about how the student is tested in the state academic assessment in the subject listed in column D on the front of the worksheet.

For example, if the NAEP subject listed is "M" for mathematics, the person completing the worksheet should know how the student is tested in the state academic assessment in mathematics.

This person may be a school testing coordinator, IEP coordinator, or an IEP/special education teacher.

The person completing the back of the worksheet should be the person at your school most knowledgeable about the student's disabilities and grade-level performance.

What if an SD student is withdrawn, ineligible to take NAEP, or not enrolled in the sampled grade?

Draw a single line through that student's name on the worksheet.

What should I do with the worksheet(s) when I'm finished?

Return all completed worksheets to the NAEP school coordinator by the date requested.

If you are the school coordinator, put the completed worksheets in the NAEP Storage Envelope. Your NAEP representative will collect it at the preassessment visit.

OMB Statement : (OMB text which is listed on page 3 will appear at bottom of page.)



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
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Completing the Front of the Worksheet

Columns A and B are for NAEP Use Only.

Columns C through F are pre-printed.

School Staff complete columns G through J.

Column G: Record the SD status using the codes provided.

SD Codes
1 = Has an IEP for a disability
2 = Has a Section 504 Plan
3 = No longer has an IEP/Section 504 Plan (Do not complete the rest of the worksheet for this student)
4 = Has an IEP for gifted and talented only (Do not complete the rest of the worksheet for this student)
5 = Does not have an IEP or Section 504 Plan, but requires accommodation to be tested

Column H: Record how the student is tested on your state test in the NAEP subject listed in column D using the codes provided. Refer to the FAQs on Page 1 if the NAEP subject is not tested on your state tests.

SD Codes
1 = Without accommodations (Skip to column J)
2 = With accommodations
3 = Using a modified state test
4 = Using an alternate state test

Column I: Fill in the oval for each accommodation the student receives on your state test in the NAEP subject listed in column D. If the student receives other accommodations that are not listed on the worksheet, record those accommodations using the codes below in the space labeled “Other (specify).” If the student receives no accommodations, skip to column J.

Accommodations for SD Students <i>Refer to your state guidelines to see which of these accommodations are allowed in your state.</i>	Allowed for all grades and subjects on NAEP except where noted	CODE
Presentation in sign language		SIGN
Responds in sign language	Not allowed for writing	SIGN
Presentation and response in Braille		BRAIL
Large-print version of test		LARGE
Magnifying equipment		MGNFY
Responds orally to a scribe	Not allowed for writing	SCRIBE
Uses a computer or typewriter to respond		COMPUT
Uses a template or special writing tool to respond		TEMPL
General and/or subject-specific directions read aloud in English		REA DIR in English
Takes the test one-on-one		ONE ON
Uses preferential seating, special lighting, equipment		SETTING
Must have an aide or other familiar person administer the test		S STAFF

The following are not allowed on NAEP for any grades or subjects, except where noted:

- | | |
|--|--|
| Abacus/tables/graph paper | Dictionary/thesaurus/spelling/grammar software |
| Taking NAEP over multiple days | Tape recording answers |
| Has oral or written responses in native language translated into written English | Use of a calculator for computation tasks |
| | (NOTE: Calculators are allowed on some sections of the NAEP mathematics assessment; check with your NAEP representative) |

Column J: Record how the student should be included on the NAEP test, based on the accommodations needed and what is allowed on NAEP using the codes provided.

- 1 = Assess without accommodations
- 2 = Assess with only **NAEP-allowed** accommodations
- 3 = Do not assess

Completing the Back of the Worksheet

On the back of the worksheet are some research questions for the same students listed on the front. Please consult the person most knowledgeable about each student's disabilities and grade-level performance to answer these questions.

Columns K through N are pre-printed.
School Staff complete column O through Q.

Column O

Which of the following IDEA categories describes each student's identified disability(ies)?

Fill in one or more ovals indicating all of each student's identified disabilities. The categories listed are used by the Individuals with Disabilities Education Act (IDEA).

Column P

What is the degree of each student's disability(ies)?

Record the degree of each student's disability(ies) recorded in column O, using one of the following codes:

- 1 = Profound/Severe
- 2 = Moderate
- 3 = Mild

The response should be based on the knowledge of the person most familiar with how the degree of this student's disability(ies) compare(s) to other students with the same disability(ies) in the same grade.

Column Q

At what grade level does this student perform in the NAEP subject listed in column L?

Record the grade level at which the student performs in the NAEP subject listed in column L, using one of the following codes:

- 1 = At or above grade level
- 2 = One year below grade level
- 3 = Two or more years below grade level
- 4 = Not receiving instruction in this subject
- 5 = Don't know

For example, a fourth-grade student selected to take the NAEP math assessment who performs at a second-grade level should be marked as code 3 (two or more years below grade level).