

***NATIONAL ASSESSMENT OF  
EDUCATIONAL PROGRESS***

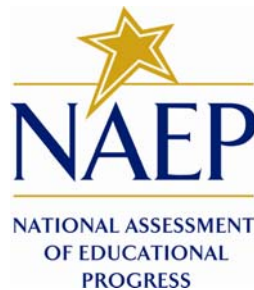
**Wave 2 Submittal for 2011**

**VOLUME II**

**Part 4a**

***SD WORKSHEET***

***FOR 2011 ASSESSMENT***



*Part 4a contains:  
SD Worksheet*

*The amount of time estimated to complete this form is 10 minutes per student.*

*June 2, 2010*



J	K	L	M	N									O	P
<b>NAEP 2011 Students with Disabilities (SD) Worksheet</b>	<b>NAEP Subject</b> M = Mathematics, R = Reading, S = Science, W = Writing		<b>NAEP Student Booklet ID #</b> (Column "O" on Admin. Schedule)	<b>Which of the following IDEA categories best describes this student's identified disability(ies)?</b> (Fill in all ovals that apply)									<b>What is the degree of this student's disability(ies)?</b> 1 = Profound/Severe 2 = Moderate 3 = Mild	<b>At what grade level does this student perform in the NAEP subject listed in column K?</b> 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
				<b>Student Name</b>	<b>Session # / Line #</b>	Specific learning disability	Hearing impairment/deafness	Visual impairment/blindness	Mental retardation	Emotional disturbance	Orthopedic impairment	Traumatic brain injury		
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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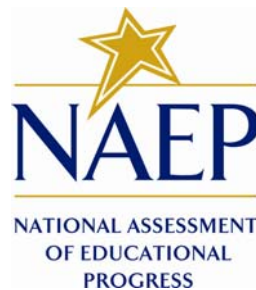
**VOLUME II**

**Part 4b**

**SD Worksheet Instructions**

*Paper and Pencil Assessments*

***FOR 2011 ASSESSMENT***



*Part 4b contains:*

SD Worksheet Instructions (for Paper and Pencil Assessments)

*The amount of time estimated to complete the corresponding SD form is 10 minutes per student.*

*June 2, 2010*

Part 4 of 4

# 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 records

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

**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 (public schools) or your NAEP representative (private schools).**

### 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 listed is "S" for science and this subject is 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 science 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 B 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 or IEP coordinator, a special education or classroom 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 or graduated, never attends campus (e.g., homeschooled), or is otherwise ineligible for NAEP (e.g., not enrolled in the sampled grade)?

Draw a line through that student's name, record a note in column G and leave the rest of the worksheet blank for that student.

### 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 them at the preassessment visit.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 10 minutes per student including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

**A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education.** The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both, if he or she willfully discloses ANY identifiable information about you. OMB No. 1850-0790 • Approval Expires 04/30/2013  
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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 Elementary and Secondary Education Act (ESEA) 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. The law 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

Alexa Posny  
Assistant Secretary  
Office of Special Education and Rehabilitative Services

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

[www.ed.gov](http://www.ed.gov)

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

## Completing the Front of the Worksheet

Columns A through E1 are pre-printed.

Columns E2 through H are completed by school staff.

Column I is For NAEP use only.

**Column E2:** If this student's SD classification has changed from column E1, record the student's current SD classification using one of the codes below.

Codes for Column E2
1 = Has an IEP for a disability
2 = Has a Section 504 Plan and <b>needs accommodation to be tested</b>
3 = Not SD ( <b>Do not complete the rest of the worksheet for this student</b> )

**Column F:** How is this student included in your state test of the NAEP subject listed in column B?

*Note: Refer to the FAQs on Page 1 if the NAEP subject is not tested on your state test.*

Codes for Column F
1 = Without Accommodations ( <b>Go to column H</b> )
2 = With Accommodations ( <b>Go to column G</b> )
3 = With Modified Assessment ( <b>Go to column G</b> )
4 = With Alternate Assessment ( <b>Go to column H</b> )

**Column G:** What accommodations does this student receive on your state test for the NAEP subject listed in column B? Refer to the enclosed State-specific SD Guidelines Summary for more information on the accommodations for SD students allowed by your state.

**The following are not allowed on NAEP for any grades or subjects:**

Abacus/tables/graph paper

Tape recording answers

Taking NAEP over multiple days

Dictionary/thesaurus/spelling/grammar software

Questions reworded or simplified

**Column H:** How should this student be tested on NAEP?

To answer column H, review your State-specific SD Guidelines Summary for information on your state's inclusion policy.

Codes for Column H
1 = Without Accommodations
2 = With Only NAEP Allowed Accommodations
3 = Do Not Test

**Turn to Page 4 of these instructions for more information on how to complete the back page of the SD Worksheet for each student listed.**

## 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 J through M** are pre-printed.

**Columns N through P** are completed by school staff.

### Column N

**Which of the following IDEA categories describes this 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 O

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

Record the degree of each student's disability(ies) recorded in column N, 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 P

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

Record the grade level at which the student performs in the NAEP subject listed in column K, 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).



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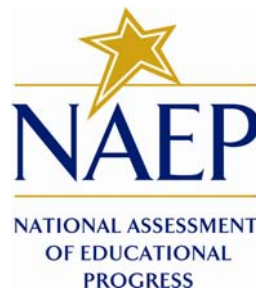
**VOLUME II**

**Part 4c**

**SD Worksheet Instructions**

*Computer-based Assessments*

***FOR 2011 ASSESSMENT***



*Part 4c contains:*

SD Worksheet Instructions (for Computer-based Assessments)

*The amount of time estimated to complete the corresponding SD form is 10 minutes per student.*

*June 2, 2010*

Part 4 of 4

**National Assessment of Educational Progress (NAEP)**  
**Instructions for Completing Worksheets for Students with Disabilities (SD)**  
**Writing Computer-based Assessment and Mathematics Computer-based Study**  
*(Please review these instructions before completing the SD Worksheets)*  
**Frequently Asked Questions**

**What are the Writing Computer-based Assessment and the Mathematics Computer-based Study?**

The NAEP Writing Framework requires students in grades 8 and 12 to write using word processing software with commonly available tools for editing, formatting, and text analysis. The mathematics computer-based study is being conducted at grade 8 only and is designed to evaluate adaptive testing using computers. Both assessments will be administered using NAEP-provided, stand-alone laptops with specialized software. There will be a short tutorial on how to use the specialized software prior to the assessments. All student work will be stored in a secure manner without student identifiable information. The NAEP specialized software for students does not use the Internet. All students taking a NAEP computer-based assessment must use the NAEP-supplied equipment.

**What information is collected on the SD Worksheets?**

The SD Worksheet records

how each SD student is assessed on the state academic assessment in the NAEP subject with or without using a computer (front of the worksheet),

whether each student can participate in NAEP with the allowed accommodations using a computer (front of the worksheet), and

each student's disabilities and grade-level performance (back of the worksheet).

**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 (public schools) or your NAEP representative (private schools).**

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

If the NAEP subject is not tested in the state academic assessment, the person completing the worksheet should refer to how the student is tested or receives instruction in the classroom in the NAEP subject with or without using a computer.

**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 NAEP subject listed in column B on the front of the worksheet.

This person may be a school testing or IEP coordinator, a special education or classroom 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.

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By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both, if he or she willfully discloses ANY identifiable information about you.

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**Column G:** What accommodations does this student receive on your state assessment for the NAEP subject listed in column B? Refer to the enclosed State-specific SD Guidelines Summary for more information on the accommodations allowed for SD students by your state.

Many accommodations traditionally used for paper and pencil assessments are available to all students assessed on the computer for NAEP. These universal design elements are listed below.

<b>Universal Design Elements Provided to All Students Taking NAEP Using a Computer</b>	
Adjusting font size from approximately 14 to 48 point	Using a computer or typewriter to respond
Small Group or One-on-One	Adjusting contrast or colors
Read aloud (text to speech) in English <i>(using earbuds provided to all students)</i>	Highlighter for prompts
	Electronic spell-check and thesaurus

**The following are not allowed on NAEP using a computer for any grades or subjects:**

Paper and pencil assessment	Taking NAEP over multiple days
Video sign language presentation of items	Questions reworded or simplified
Third party screen reader software	Tape recording answers
Speech to text	Dictionary/thesaurus/spelling/grammar software <i>(other than what NAEP provides)</i>

**Column H:** How should this student be tested on NAEP?

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