

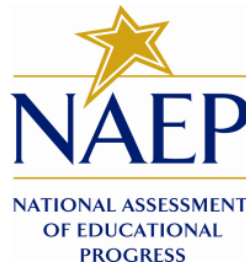
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

WAVE 2 SUBMITTAL FOR 2012

VOLUME II

***Part 8
FOR 2012 ASSESSMENT***

**Students with Disabilities (SD)
English Language Learners (ELL)
Worksheet Instructions**



Part 8 contains:

**Students with Disabilities (SD) and English Language Learners (ELL) Worksheet
Instructions:**

- a. SD Worksheet Instructions (Economics, LTT Math, LTT Reading, Writing)
- b. SD Worksheet Instructions (Writing-Computer Based Assessment)
- c. SD Worksheet Instructions (Pilot Mathematics and Reading)
- d. ELL Worksheet Instructions (Economics, LTT Math, LTT Reading, Writing)
- e. ELL Worksheet Instructions (Writing-Computer Based Assessment)
- f. ELL Worksheet Instructions (Pilot Mathematics and Reading)

June 1, 2011

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 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 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 "E" for economics 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 an economics or similar type 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 or 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 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, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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



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

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Completing the Front of the Worksheet

Columns A through D are preprinted.

- Names beginning with “&” in column A are also listed on the ELL Worksheet (student is both SD and ELL).
- List any students sampled for NAEP who currently have a Section 504 Plan and require accommodations to be tested and whose names are not preprinted.

Columns E through H are to be completed by school staff.

Column I is For NAEP Use Only.

Column E: Record the student’s current SD classification using one of the codes below. *If a student has both an IEP and Section 504 Plan, record IEP as the student’s SD classification.*

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

Column F: How is this student included in your state test for 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 (Go to column H)
2 = With Accommodations (Go to column G)
3 = With Modified Assessment (Go to column G)
4 = With Alternate Assessment (Go to column G)

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 information on the accommodations 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 | Calculator for computation tasks |

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 accommodations allowed by NAEP
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 preprinted.

Columns N through P are to be 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).

"Other (specify)" should only be marked for disability(ies) other than those pre-listed.

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 this student's disability(ies) and based on this person's professional judgment how it/they might compare to other students with similar 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).

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

(Please review these instructions before completing the SD Worksheets)

Frequently Asked Questions

What is the Writing Computer-Based Assessment?

The NAEP writing framework requires students in grade 4 to write using word processing software with commonly available tools for editing, formatting, and text analysis. This assessment 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 is assessed on the state academic assessment in writing 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 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 (writing) is not tested on the state academic assessment?

If writing 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 writing 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 writing. 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 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.

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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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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.

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Completing the Front of the Worksheet

Columns A through D are preprinted.

- Names beginning with “&” in column A are also listed on the ELL Worksheet (student is both SD and ELL).
- List any students sampled for NAEP who currently have a Section 504 Plan and require accommodations to be tested and whose names are not preprinted.

Columns E through H are to be completed by school staff.

Column I is For NAEP Use Only.

Column E: Record the student’s current SD classification using one of the codes below. *If a student has both an IEP and Section 504 Plan, record IEP as the student’s SD classification.*

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

Column F: How is this student included in your state test for 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 (Go to column H)
2 = With Accommodations (Go to column G)
3 = With Modified Assessment (Go to column G)
4 = With Alternate Assessment (Go to column G)

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 information on the accommodations allowed 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.

Universal Design Elements Provided to All Students Taking NAEP Using a Computer	
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 writing 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?

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 accommodations allowed by NAEP
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 preprinted.

Columns N through P are to be completed by school staff.

Column N - Which of the following IDEA categories describes this student's identified disability(ies)?

Darken 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).

"Other (specify)" should only be marked for disability(ies) other than those pre-listed.

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 this student's disability(ies) and based on this person's professional judgment how it/they might compare to other students with similar 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 writing assessment who performs at a second-grade level should be marked as code 3 (two or more years below grade level).



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

(Please review these instructions before completing the SD Worksheet)

NAEP's goal is to be as inclusive as possible. The expectation is that all students, except the most cognitively disabled, will participate on NAEP, as they do on their state assessments.

NAEP does not produce results for students or schools and does not contribute to a student's grade or a school's AYP results.

Frequently Asked Questions

Can students without an IEP or Section 504 Plan receive accommodations on NAEP?

No, students without an IEP or Section 504 Plan participate in NAEP without accommodations. Only students with an IEP or Section 504 Plan can receive accommodations on NAEP.

What should we record in column G (accommodations the student receives when assessed on the state assessment in the NAEP subject) if the student is not assessed in that subject?

Record any accommodations listed in the student's IEP or Section 504 Plan that the student usually receives during classroom instruction.

What if an SD is withdrawn or graduated, never attends campus (e.g., home schooled), 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 is the process for determining how a student should be included in NAEP?

- Before the preassessment visit, school staff complete the worksheets using these instructions and the State-Specific SD Guidelines Summary.
- At the preassessment visit, the NAEP representative will collect the completed worksheets, review them for consistency, and then discuss with the school coordinator how each student should be assessed on NAEP.
- All final inclusion and accommodation decisions are made by school staff and/or parents/guardians.

What should I do with the completed worksheet(s)?

- 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 red NAEP Storage Envelope. Your NAEP representative will collect them at the preassessment visit.

How to Complete the Front of the SD Worksheet

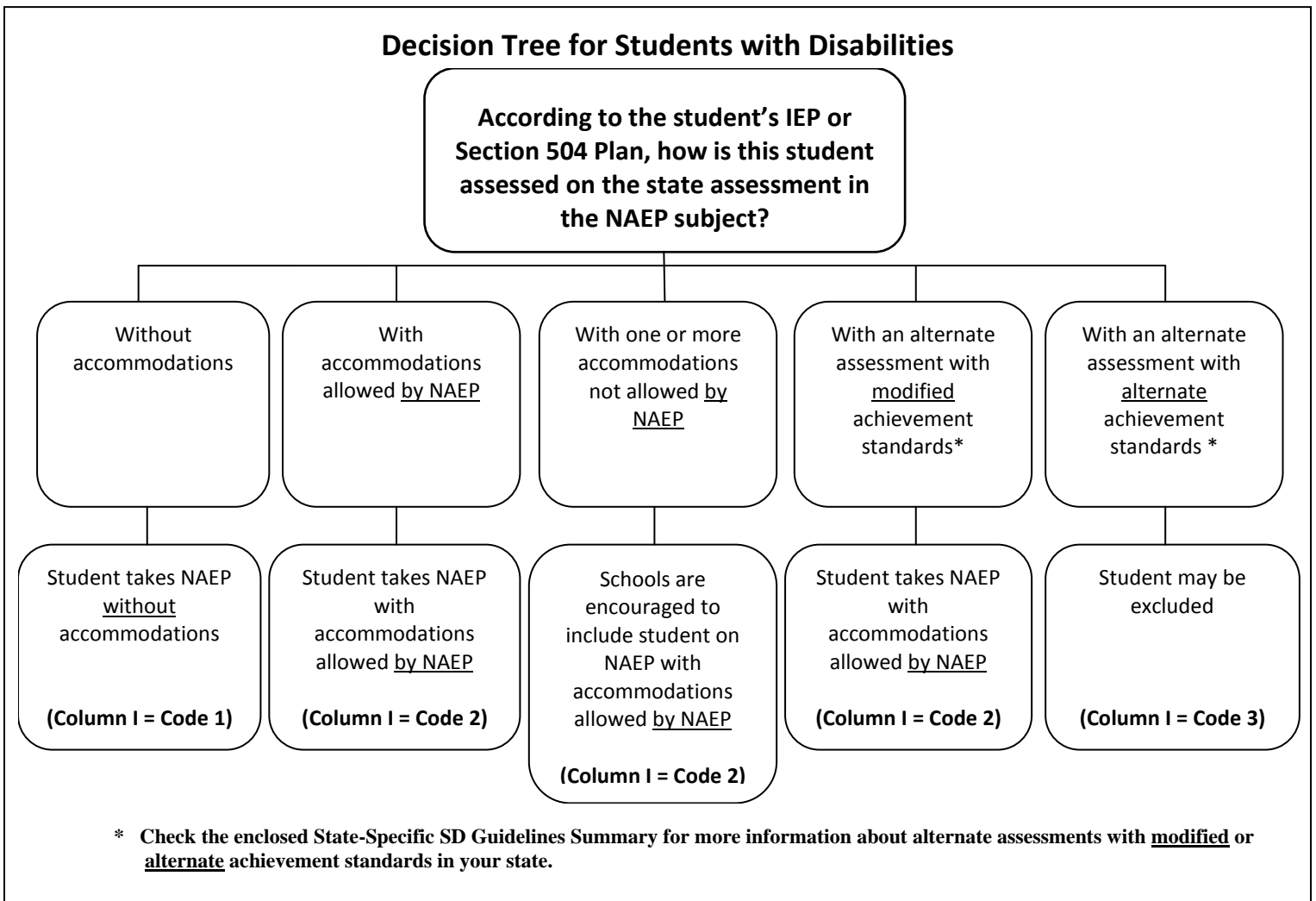
Columns A through D are preprinted.

- Names beginning with “&” in column **A** are also listed on the ELL Worksheet (student is both SD and ELL).
- List any students sampled for NAEP who currently have an IEP but whose names are not preprinted.
- List any students sampled for NAEP who currently have a Section 504 Plan and require accommodations to be tested, but whose names are not preprinted.

Columns E through I are to be completed by school staff.

- **Column E:** Record the student’s current SD classification using one of the codes listed. *If a student has both an IEP and Section 504 Plan, record IEP as the student’s SD classification.*
- **Column F:** Record how this student is tested or instructed in the NAEP subject listed in column B, according to the student’s IEP or Section 504 Plan, using one of the codes listed.
- **Column G:** Record the accommodations this student receives when tested in the NAEP subject listed in column B. *Refer to the enclosed State-Specific SD Guidelines Summary for information on the accommodations allowed by your state.*
- **Column H:** Record if all the student’s required accommodations are allowed in the NAEP subject. *Refer to the enclosed State-Specific SD Guidelines Summary for information on the accommodations allowed by NAEP.*
- **Column I:** To answer column **I**, review columns **G** and **H**, and the Decision Tree below.

Column J is for NAEP Use Only.



How to Complete the Back of the SD Worksheet

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

Columns K through N are preprinted.

Columns O through Q are to be completed by school staff.

Column O: 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).

"Other (specify)" should only be marked for disability(ies) other than those pre-listed.

Column P: What is the degree of this 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 this student's disability(ies) and based on this person's professional judgment how it/they might compare to other students with similar 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).



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National Assessment of Educational Progress (NAEP) Instructions for Completing Worksheets for English Language Learners (ELL)

(Please review these instructions before completing the ELL Worksheets)

Frequently Asked Questions

What information is collected on the ELL Worksheets?

The ELL Worksheet records

- how each ELL 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 English language proficiency and grade-level performance (back of the worksheet).

School personnel will make the final determination on how ELLs 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 "E" for economics 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 an economics of similar-type 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 coordinator, ELL coordinator, or a classroom teacher.

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

What if an ELL 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.

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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



UNITED STATES DEPARTMENT OF EDUCATION

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Completing the Front of the Worksheet

Columns A through D are preprinted.

- Names beginning with “&” in column A are also listed on the SD Worksheet (student is both SD and ELL).

Columns E through H are to be completed by school staff.

Column I is For NAEP Use Only.

Column E: Record the student’s current ELL classification using one of the codes below.

Codes for Column E
1 = Yes, ELL
2 = Formerly ELL (monitored for AYP) (Do not complete the rest of the worksheet for this student)
3 = Not ELL (Do not complete the rest of the worksheet for this student)

Column F: How is this student included in your state test for 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 tests.

Codes for Column F
1 = Without Accommodations (Go to column H)
2 = With Accommodations (Go to column G)
3 = With simplified English/native language test (Go to column G)
4 = Does not participate (Go to column H)

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 ELL Guidelines Summary for information on the accommodations 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	Oral or written responses in native language translated into written English

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

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

Codes for Column H
1 = Without accommodations
2 = With accommodations allowed by NAEP
3 = Do not test

Turn to Page 4 of these instructions for more information on how to complete the back page of the ELL 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 English language proficiency and grade-level performance to answer these questions.

Columns J through M are preprinted.

Columns N through P are to be completed by school staff.

Column N - Including the current school year, how long has this student been receiving academic instruction primarily in English?

Record how long the student has been receiving academic instruction primarily in English, using one of the following codes:

- 1 = Does not receive academic instruction primarily in English
- 2 = Less than 1 year
- 3 = 1 to 2 years
- 4 = 2 to 3 years
- 5 = 3 years or more
- 6 = Don't know

“Academic instruction primarily in English” means that the instructor presents academic content in English and the student receives only occasional translation of words or explanations of ideas/concepts in his/her native language.

Column O - 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).

Column P - For each item listed below, how would you characterize this student's English proficiency?

- **Listening comprehension in English**
- **Reading English**
- **Speaking English**
- **Writing English**

For each skill listed, record the student's **English language proficiency**, using the following codes:

- 1 = ELL advanced
- 2 = ELL intermediate
- 3 = ELL beginning
- 4 = No proficiency
- 5 = Don't know

Refer to the State-specific ELL Guidelines Summary for information on how to complete this question. If no state-specific information is provided, the response should be based on the knowledge of the person most familiar with how this student's English language proficiency compares to other ELLs in the same grade.

National Assessment of Educational Progress (NAEP)
Instructions for Completing Worksheets for English Language Learners (ELL)
Writing Computer-Based Assessment
(Please review these instructions before completing the ELL Worksheets)
Frequently Asked Questions

What is the Writing Computer-Based Assessment?

The NAEP writing framework requires students in grade 4 to write using word processing software with commonly available tools for editing, formatting, and text analysis. This assessment 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 ELL Worksheets?

The ELL Worksheet records

- how each ELL is assessed on the state academic assessment in writing 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 English language proficiency and grade-level performance (back of the worksheet).

School personnel will make the final determination on how ELLs 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 (writing) is not tested on the state academic assessment?

If writing 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 writing 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 writing. This person may be a school testing coordinator, ELL coordinator, or classroom teacher.

The person completing the back of the worksheet should be the person at your school most knowledgeable about the student’s English language proficiency and grade-level performance.

What if an ELL is withdrawn or graduated, never attends campus, 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 it at the preassessment visit.

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Completing the Front of the Worksheet

Columns A through D are preprinted.

- Names beginning with “&” in column A are also listed on the SD Worksheet (student is both SD and ELL).

Columns E through H are to be completed by school staff.

Column I is For NAEP Use Only.

Column E: Record the student’s current ELL classification using one of the codes below.

Codes for Column E
1 = Yes, ELL
2 = Formerly ELL (monitored for AYP) (Do not complete the rest of the worksheet for this student)
3 = Not ELL (Do not complete the rest of the worksheet for this student)

Column F: How is this student included in your state test for 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 (Go to column H)
2 = With Accommodations (Go to column G)
3 = With simplified English/native language test (Go to column G)
4 = Does not participate (Go to column H)

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 ELL Guidelines Summary for information on the accommodations allowed 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.

Universal Design Elements Provided to All Students Taking NAEP Using a Computer	
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 writing 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	Questions reworded or simplified
Video sign language presentation of items	Tape recording answers
Oral or written responses in native language translated into written English	Dictionary/thesaurus/spelling/grammar software <i>(other than what NAEP provides)</i>
Third party screen reader software	Spanish/English version of the test
Speech to text	Directions only read aloud in Spanish
Taking NAEP over multiple days	

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

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

Codes for Column H
1 = Without accommodations
2 = With accommodations allowed by NAEP
3 = Do not test

Turn to Page 4 of these instructions for more information on how to complete the back page of the ELL 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 English language proficiency and grade-level performance to answer these questions.

Columns J through M are preprinted.

Columns N through P are to be completed by school staff.

Column N - Including the current school year, how long has this student been receiving academic instruction primarily in English?

Record how long the student has been receiving academic instruction primarily in English, using one of the following codes:

- 1 = Does not receive academic instruction primarily in English
- 2 = Less than 1 year
- 3 = 1 to 2 years
- 4 = 2 to 3 years
- 5 = 3 years or more
- 6 = Don't know

“Academic instruction primarily in English” means that the instructor presents academic content in English and the student receives only occasional translation of words or explanations of ideas/concepts in his/her native language.

Column O - 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).

Column P - For each item listed below, how would you characterize this student's English proficiency?

- **Listening comprehension in English**
- **Reading English**
- **Speaking English**
- **Writing English**

For each skill listed, record the student's **English language proficiency**, using the following codes:

- 1 = ELL advanced
- 2 = ELL intermediate
- 3 = ELL beginning
- 4 = No proficiency
- 5 = Don't know

Refer to the State-specific ELL Guidelines Summary for information on how to complete this question. If no state-specific information is provided, the response should be based on the knowledge of the person most familiar with how this student's English language proficiency compares to other ELLs in the same grade.



National Assessment of Educational Progress (NAEP) Instructions for Completing Worksheets for English Language Learners (ELL)

(Please review these instructions before completing the ELL Worksheet)

NAEP's goal is to be as inclusive as possible. The expectation is that all students, except those who have been enrolled in U.S. schools for less than one full academic year, will participate on NAEP, as they do on their state assessments.

NAEP does not produce results for students or schools and does not contribute to a student's grade or a school's AYP results.

Frequently Asked Questions

Can students who are formerly ELL receive accommodations on NAEP?

No, students who are classified as formerly ELL participate in NAEP without accommodations. Only students who are classified as ELL can receive accommodations on NAEP.

What is “one full academic year” as defined by NAEP?

One full academic year is defined as one full school year before the assessment. For example, if a student is currently in 4th grade, he or she would have attended school in the U.S for all of 3rd grade.

What should we record in column H (accommodations the student receives when tested or in the NAEP subject) if the student is not tested in that subject?

Record any accommodations that the student usually receives during classroom instruction.

What if an ELL is withdrawn or graduated, never attends campus (e.g., home schooled), 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 H, and leave the rest of the worksheet blank for that student.

What is the process for determining how a student should be included in NAEP?

- Before the preassessment visit, school staff complete the worksheets using these instructions and the State-Specific ELL Guidelines Summary.
- At the preassessment visit, the NAEP representative will collect the completed worksheets, review them for consistency, and then discuss with the school coordinator how each student should be assessed on NAEP.
- All final inclusion and accommodation decisions are made by school staff and/or parents/guardians.

What should I do with the completed worksheet(s)?

- 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 red NAEP Storage Envelope. Your NAEP representative will collect them at the preassessment visit.

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How to Complete the Front of the ELL Worksheet

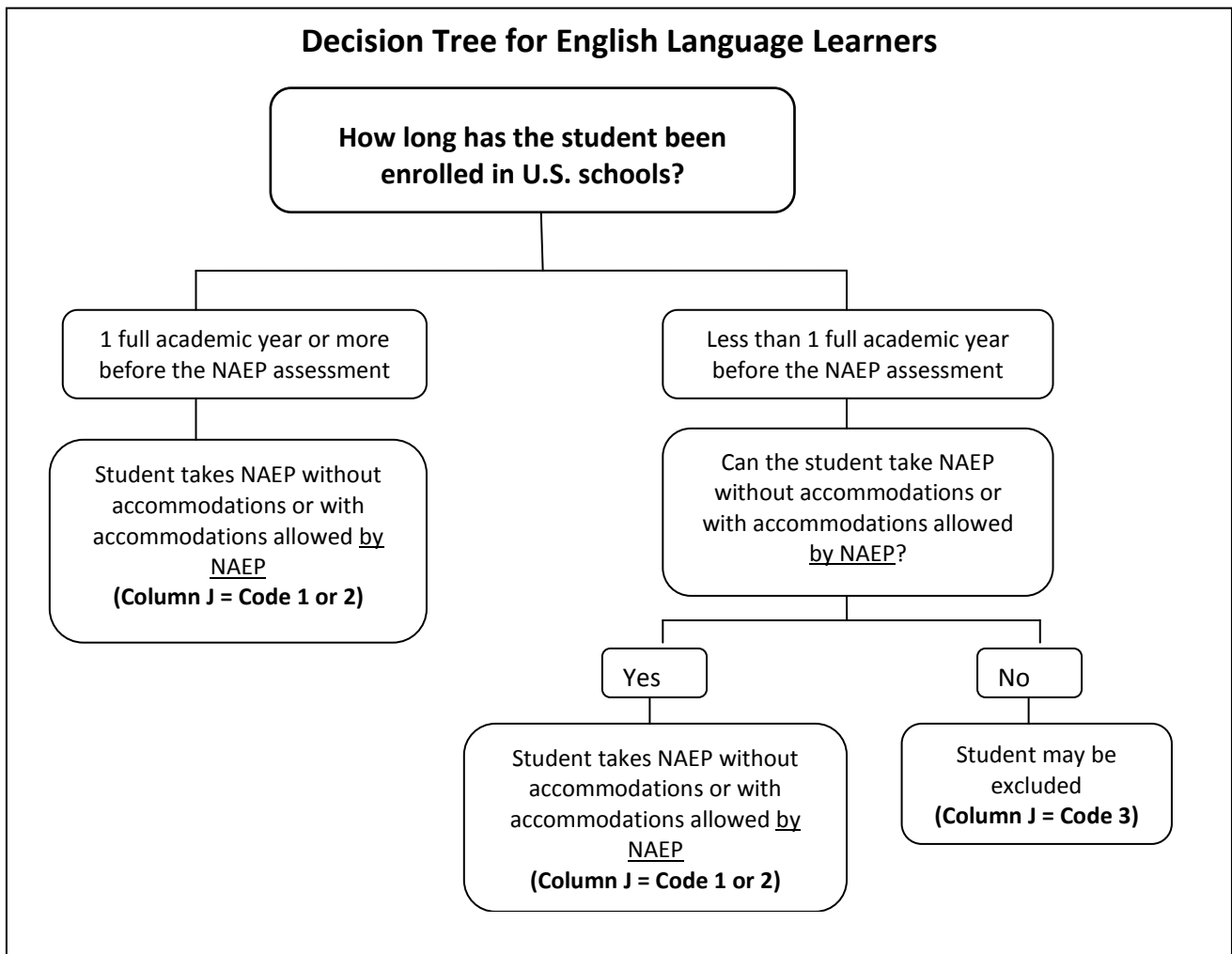
Columns A through D are preprinted.

- Names beginning with “&” in column A are also listed on the SD Worksheet (student is both SD and ELL).
- List any students sampled for NAEP who are currently classified as ELL, but whose names are not preprinted.

Columns E through J are to be completed by school staff.

- **Column E:** Record the student’s current ELL classification, using one of the codes listed.
- **Column F:** Record how long this student has been enrolled in U.S. schools, using one of the codes listed.
- **Column G:** Record the student’s primary language, using one of the codes listed.
- **Column H:** Record the accommodations this student receives when tested in the NAEP subject listed in column B. Refer to the enclosed *State-Specific ELL Guidelines Summary for information on the accommodations allowed by your state*.
- **Column I:** Record if all of the accommodations listed in column H are allowed in the NAEP subject. Refer to the enclosed *State-Specific ELL Guidelines Summary for information on the accommodations allowed by NAEP*.
- **Column J:** To answer column J, review columns F, H, and I, and the Decision Tree below.

Column K is for NAEP Use Only



How to Complete the Back of the ELL Worksheet

On the back of the worksheet are research questions for the same students listed on the front. *These questions are not used to determine how a student should be included in NAEP.*

To answer these questions, consult the person most knowledgeable about each student's English language proficiency and grade-level performance.

Columns L through O are preprinted.

Columns P through R are to be completed by school staff.

Column P: Including the current school year, how long has this student been receiving academic instruction primarily in English?

Record how long the student has been receiving academic instruction primarily in English, using one of the following codes:

- 1 = Does not receive academic instruction primarily in English
- 2 = Less than 1 year
- 3 = 1 to 2 years
- 4 = 2 to 3 years
- 5 = 3 years or more
- 6 = Don't know

For example, if a grade 4 student has been receiving academic instruction since second grade, the response should be code 4 (2 to 3 years). "Academic instruction primarily in English" means that the instructor presents academic content in English and the student receives only occasional translation of words or explanations of ideas/concepts in his/her native language.

Column Q: 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).

Column R: For each item listed below, how would you characterize this student's English proficiency?

- Listening comprehension in English
- Speaking English
- Reading English
- Writing English

For each skill listed, record the student's **English language proficiency**, using the following codes:

- 1 = ELL advanced
- 2 = ELL intermediate
- 3 = ELL beginning
- 4 = No proficiency
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Refer to the State-specific ELL Guidelines Summary for information on how to complete this question. If no state-specific information is provided, the response should be based on the knowledge of the person most familiar with how this student's English language proficiency compares to other ELLs in the same grade.



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