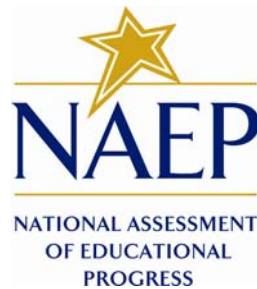


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2013 **VOLUME II** ***BACKGROUND QUESTIONS***

Part 4a

Reading and Mathematics—SD Worksheet & Instructions



Part 4a contains:

Reading and Mathematics—SD Worksheet & Instructions (Public and Private School versions)

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

Students with Disabilities (SD) Worksheet

SCHOOL #:

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Refer to the NAEP subject listed in column L to answer this question.

K	L	M	N	O										P	Q		
NAEP 2013 Students with Disabilities (SD) Worksheet School Copy	NAEP Subject M = Mathematics, R = Reading			Which of the following IDEA categories best 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	Intellectual disability	Emotional disturbance	Orthopedic impairment	Traumatic brain injury	Autism	Developmental delay (age 9 or younger)			Other health impairment <i>(Record the other health impairment in the space to the right)</i>	Other health impairment (specify)
Student Name		Session # / Line #	NAEP Student Booklet ID # (Column O on Admin. Schedule)														
				<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>				
				<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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 results are not reported for individual students or schools and do not affect 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 SD Inclusion Guidelines.
- 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.

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

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.

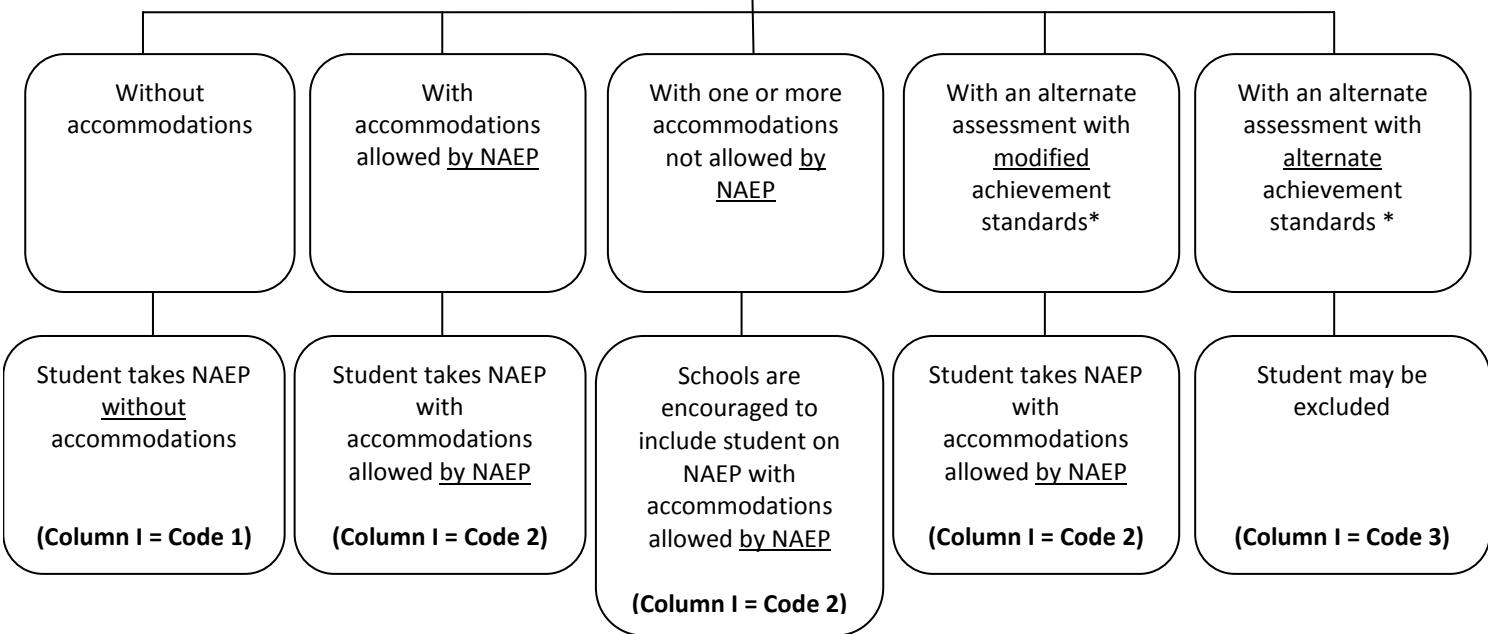
Columns E through I are to be completed by school staff.

- **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 SD Inclusion Guidelines for information on the allowed accommodations.*
- **Column H:** Record if all the student’s required accommodations are allowed in the NAEP subject. *Refer to the enclosed SD Inclusion Guidelines 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.

Decision Tree for Students with Disabilities

According to the student’s IEP or Section 504 Plan, how is this student assessed on the state assessment in the NAEP subject?



* Check the enclosed SD Inclusion Guidelines for more information about alternate assessments with modified or alternate achievement standards in your state.

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 grade 4 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).



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

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

(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 standardized assessments.

NAEP results are not reported for individual students or schools.

Frequently Asked Questions

Our school does not use Individualized Education Programs (IEP) or Section 504 Plans. Can our students still receive accommodations for NAEP?

Yes, students can receive any NAEP-allowed accommodation specified in individualized instructional plans, or that they routinely receive either during standardized testing or classroom instruction. See the enclosed SD Inclusion Guidelines for more information on accommodations allowed by NAEP.

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

Record any accommodations 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 SD Inclusion Guidelines.
- 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.
- List any students who routinely receive accommodations for standardized testing or during classroom instruction.

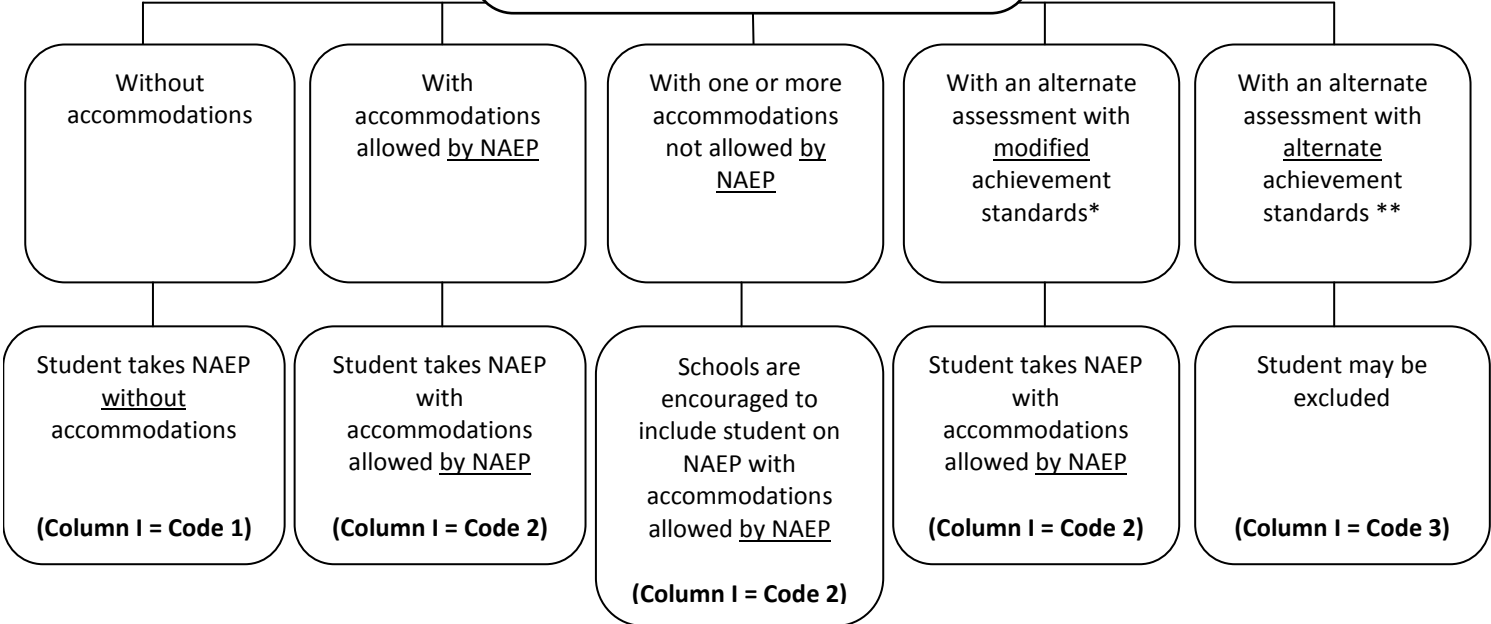
Columns E through I are to be completed by school staff.

- **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. If none of these codes apply, leave the column blank for that student.*
- **Column F:** Record how this student is tested or instructed in the NAEP subject listed in column B, according to the student’s individualized instructional plan, using one of the codes listed.
- **Column G:** Record the accommodations this student receives when tested or instructed in the NAEP subject listed in column B. *Refer to the enclosed SD Inclusion Guidelines for information on the allowed accommodations.*
- **Column H:** Record if all the student’s required accommodations are allowed in the NAEP subject. *Refer to the enclosed SD Inclusion Guidelines 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.

Decision Tree for Students with Disabilities

According to the student’s IEP, Section 504 Plan, or individualized instructional plan, how is this student assessed on standardized assessments in the NAEP subject?



* Modified assessments are based on grade-level content that is less rigorous than regular assessments.

** Alternate assessments are based on the grade-level content but at reduced depth, breadth, and complexity than regular assessments.

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.

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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).

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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:

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- 3 = Two or more years below grade level
- 4 = Not receiving instruction in this subject
- 5 = Don't know

For example, a grade 4 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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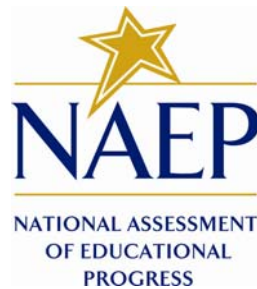
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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2013 **VOLUME II** **BACKGROUND QUESTIONS**

Part 4b **TEL—SD Worksheet & Instructions**



Part 4b contains:

TEL—SD Worksheet & Instructions (Public and Private School versions)

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

Students with Disabilities (SD) Worksheet TEL

Sheet _____ of _____

Sheet _____ of _____

SCHOOL #:

			-				-	
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K	L	M	N	O										P	Q		
NAEP 2013 Students with Disabilities (SD) Worksheet TEL School Copy	NAEP Subject T = Technology and Engineering Literacy			Which of the following IDEA categories best 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	Intellectual disability	Emotional disturbance	Orthopedic impairment	Traumatic brain injury	Autism	Developmental delay (age 9 or younger)			Other health impairment <i>(Record the other health impairment in the space to the right)</i>	Other health impairment (specify)
Student Name		Session # / Line #	NAEP Student Booklet ID # (Column O on Admin. Schedule)														
				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
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				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
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				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

National Assessment of Educational Progress (NAEP) Instructions for Completing Worksheets for Students with Disabilities (SD) Technology and Engineering Literacy (TEL) Assessment

(Please review these instructions before completing the SD Worksheets)

Frequently Asked Questions

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 results are not reported for individual students or schools and do not affect a student's grade or a school's AYP results.

Frequently Asked Questions

What is the Technology and Engineering Literacy Assessment?

According to the NAEP framework, technology and engineering literacy is defined as “the capacity to use, understand, and evaluate technology as well as to understand technological principles and strategies needed to develop solutions and achieve goals.” The TEL 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.

We don't offer technology and engineering literacy classes. How do we evaluate if a student's IEP or Section 504 Plan should be applied to the TEL assessment?

The TEL computer-based assessment is most closely associated with the STEM subjects – science, technology, engineering and mathematics. When evaluating if a student's IEP or Section 504 Plan should be applied to the TEL assessment, review the student's needs for computer-based testing or for science, if computer-based testing is not applicable.

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 SD Inclusion Guidelines.
- 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.

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

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.

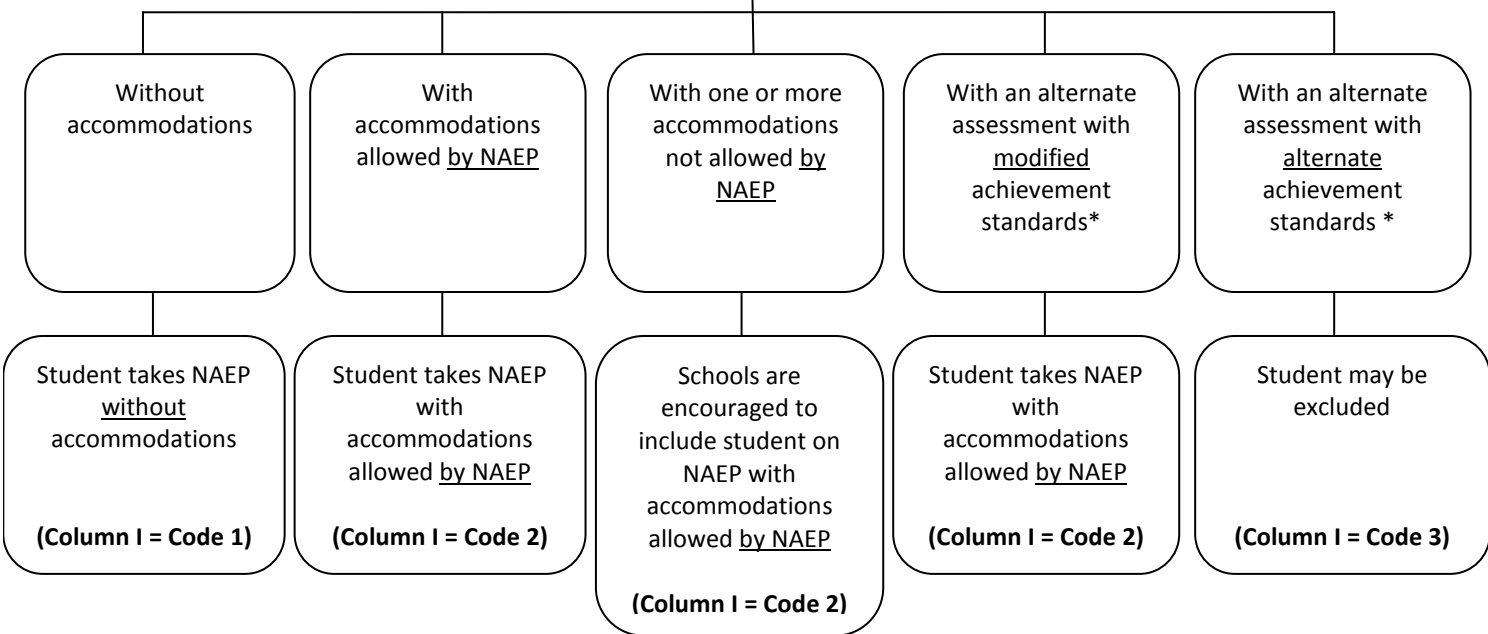
Columns E through I are to be completed by school staff.

- **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.
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Column J is for NAEP Use Only.

Decision Tree for Students with Disabilities

According to the student’s IEP or Section 504 Plan, how is this student assessed on the state (standardized) assessment for science?



* Check the enclosed SD Inclusion Guidelines for more information about alternate assessments with modified or alternate achievement standards in your state.

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 science?

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 grade 4 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).



UNITED STATES DEPARTMENT OF EDUCATION

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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.

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

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

National Assessment of Educational Progress (NAEP) Instructions for Completing Worksheets for Students with Disabilities (SD) Technology and Engineering Literacy (TEL) Assessment Private Schools

(Please review these instructions before completing the SD Worksheets)

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 standardized assessments.

NAEP results are not reported for individual students or schools.

Frequently Asked Questions

What is the Technology and Engineering Literacy Assessment?

According to the NAEP framework, technology and engineering literacy is defined as “the capacity to use, understand, and evaluate technology as well as to understand technological principles and strategies needed to develop solutions and achieve goals.” The TEL 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.

Our school does not use Individualized Education Programs (IEP) or Section 504 Plans. Can our students still receive accommodations for NAEP?

Yes, students can receive any NAEP-allowed accommodation specified in individualized instructional plans, or that they routinely receive either during standardized testing or classroom instruction. See the enclosed SD Inclusion Guidelines for more information on accommodations allowed by NAEP.

We don't offer technology and engineering literacy classes. How do we evaluate if a student's individualized instructional plan should be applied to the TEL assessment?

The TEL computer-based assessment is most closely associated with the STEM subjects – science, technology, engineering and mathematics. When evaluating if a student's individualized instructional plan should be applied to the TEL assessment, review the student's needs for computer-based testing or for science, if computer-based testing is not applicable.

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 SD Inclusion Guidelines.
- 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.

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

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.
- List any students who routinely receive accommodations for standardized testing or during classroom instruction.

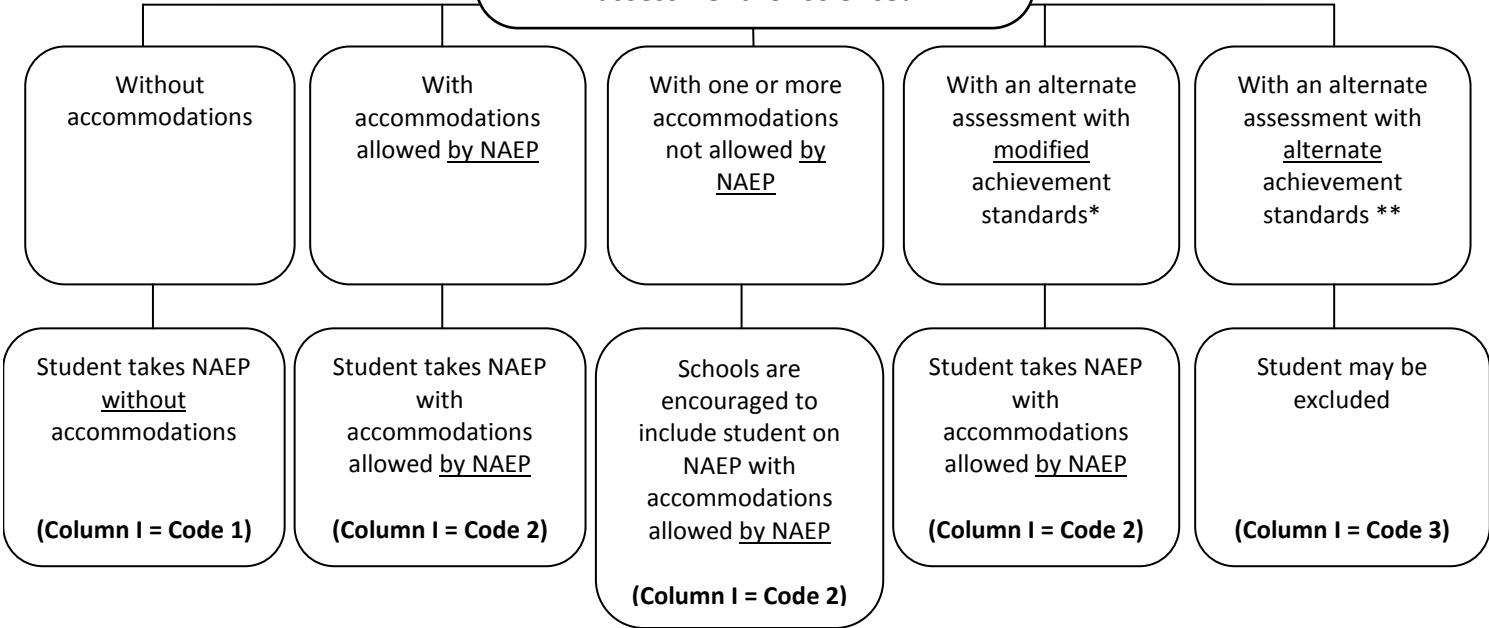
Columns E through I are to be completed by school staff.

- **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. If none of these codes apply, leave the column blank for that student.*
- **Column F:** Record how this student is tested or instructed in the NAEP subject listed in column B, according to the student’s individualized instructional plan, using one of the codes listed.
- **Column G:** Record the accommodations this student receives when tested or instructed in the NAEP subject listed in column B. *Refer to the enclosed SD Inclusion Guidelines for information on the allowed accommodations.*
- **Column H:** Record if all the student’s required accommodations are allowed in the NAEP subject. *Refer to the enclosed SD Inclusion Guidelines 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.

Decision Tree for Students with Disabilities

According to the student’s IEP, Section 504 Plan, or individualized instructional plan, how is this student assessed on standardized assessment for science?



* Modified assessments are based on grade-level content that is less rigorous than regular assessments.

** Alternate assessments are based on the grade-level content but at reduced depth, breadth, and complexity than regular assessments.

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
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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 science?

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
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For example, a grade 4 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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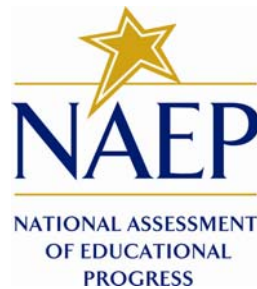
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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2013 **VOLUME II** **BACKGROUND QUESTIONS**

Part 4c **Puerto Rico—SD Worksheet & Instructions**



Part 4c contains:

Puerto Rico—SD Worksheet & Instructions

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

Students with Disabilities (SD) Worksheet Puerto Rico

Sheet _____ of _____

Sheet _____ of _____

SCHOOL #:

			-				-	
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K	L	M	N	O										P	Q		
NAEP 2013 Students with Disabilities (SD) Worksheet Puerto Rico School Copy	NAEP Subject M = Mathematics			Which of the following IDEA categories best 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	Intellectual disability	Emotional disturbance	Orthopedic impairment	Traumatic brain injury	Autism	Developmental delay (age 9 or younger)			Other health impairment <i>(Record the other health impairment in the space to the right)</i>	Other health impairment (specify)
Student Name		Session # / Line #	NAEP Student Booklet ID # (Column O on Admin. Schedule)														
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National Assessment of Educational Progress (NAEP)
Instructions for Completing Worksheets for Students with Disabilities (SD)
(Please review these instructions before completing the SD Worksheet)
Puerto Rico

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 results are not reported for individual students or schools and do not affect 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 SD Inclusion Guidelines.
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- 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 SLL Worksheet (student is both SD and SLL).
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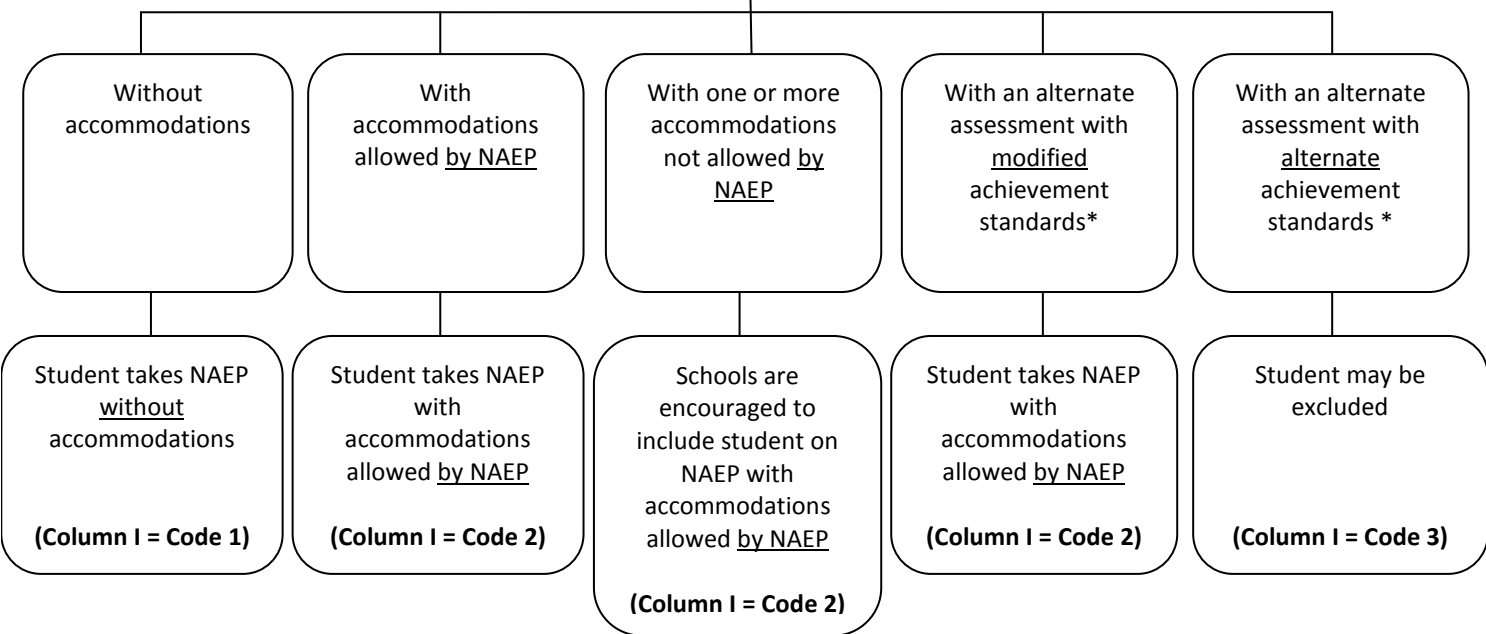
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Column Q: At what grade level does this student perform in the NAEP subject listed in column L?

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

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