

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

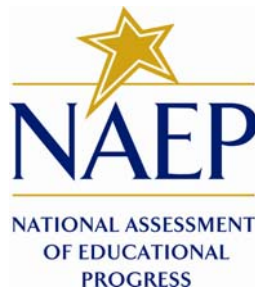
Wave 2 Submittal for 2011

VOLUME II

Part 4g

SD Worksheet

***FOR 2011 ASSESSMENT
for Puerto Rico***



Part 4g contains:

SD Worksheet (Puerto Rico Administration)

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

June 2, 2010

J	K	L	M	N									O	P
NAEP 2011 Students with Disabilities (SD) Worksheet 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)										
				Student Name	Session # / Line #	NAEP Student Booklet ID # (Column "O" on Admin. Schedule)	Specific learning disability	Hearing impairment/deafness	Visual impairment/blindness	Mental retardation	Emotional disturbance	Orthopedic impairment		
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What is the degree of this student's disability (ies)?
 1 = Profound/Severe
 2 = Moderate
 3 = Mild

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

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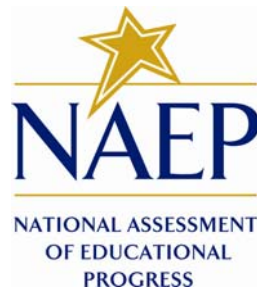
Wave 2 Submittal for 2011

VOLUME II

Part 4h

SD Worksheet Instructions

***FOR 2011 ASSESSMENT
for Puerto Rico***



Part 4h contains:

SD Worksheet Instructions (Puerto Rico Administration)

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

June 2, 2010

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

(Please review these instructions before completing the SD Worksheets)

Frequently Asked Questions

What information is collected on the SD Worksheets?

The SD Worksheet records

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

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

If you need clarification for completing the worksheet, please contact your NAEP state coordinator (public schools) or your NAEP representative (private schools).

Who should complete the worksheet?

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

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

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

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

What if an SD student is withdrawn or graduated, never attends campus (e.g., homeschooled), or is otherwise ineligible for NAEP (e.g., not enrolled in the sampled grade)?

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

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

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

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

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

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

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The Elementary and Secondary Education Act (ESEA) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. The law allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Richard L. Smith
Acting Assistant Deputy Secretary
Office of English Language Acquisition

Alexa Posny
Assistant Secretary
Office of Special Education and Rehabilitative Services

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

Completing the Front of the Worksheet

Columns A through E1 are pre-printed.

Columns E2 through H are completed by school staff.

Column I is For NAEP Use Only.

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

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

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

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 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 SD Guidelines Summary for more information on the accommodations for SD students allowed by your state.

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

Abacus/tables/graph paper

Tape recording answers

Taking NAEP over multiple days

Dictionary/thesaurus/spelling/grammar software

Questions reworded or simplified

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

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

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

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

Completing the Back of the Worksheet

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

Columns J through M are pre-printed.

Columns N through P are completed by school staff.

Column N

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

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

Column O

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

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

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

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

Column P

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

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

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

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