Appendix G:

Sample 2013 SD and ELL Worksheets & Instructions

And

Generic State Guidelines

SD Worksheet Instructions

Inv. #NA000?????

This form must be completed in No. 2 pencil.

Please complete both sides of this worksheet for each student.

NAEP 2013
Students with Disabilities (SD)
Worksheet
TEL

NAEP Use Only

Sheet ____ of ____

SAMPLE FORM

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

perf

NAEP 2013
Students with Disabilities (SD) Worksheet
TEL
SCHOOL COPY

Sheet ____ of ____

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

School Name: _____

Please complete the back of this worksheet for each student.

A	B	C	D	E	F	G	H	I	J
Student Name	NAEP Subject T = Technology and Engineering Literacy	Session # / Line #	**NAEP Student Booklet ID #** (Column O on Admin. Schedule)	Record the student's current SD classification using one of the codes below: 1 = Has an IEP for a disability 2 = Has a Section 504 Plan and needs accommodation to be tested 3 = Does not have an IEP or Section 504 Plan (Do not complete the rest of the worksheet for this student)	According to the student's IEP or Section 504 Plan, how is this student assessed on the state (standardized) assessment for science? 1 = Without accommodations (Go to column I) 2 = With accommodations (Go to column G) 3 = With alternate assessment/modified achievement standards (Go to column G) 4 = With alternate assessment/alternate achievement standards (Go to column G)	**What accommodations or universal design elements does this student receive for computer-based testing (any subject)? If the student is not tested using a computer, what accommodations/universal design elements does the student receive when tested on the state (standardized) assessment for science?** *Refer to the enclosed SD Inclusion Guidelines for information on the allowed accommodations/universal design elements. Record the NAEP code of each required accommodation/universal design element from the guidelines in the space below for each student.*	Are all of the student's accommodations listed in column G allowed for NAEP? *Refer to the enclosed SD Inclusion Guidelines for information on the accommodations allowed by NAEP.* 1 = Yes, all accommodations are allowed 2 = No, some/all accommodations are not allowed	How should this student be tested on NAEP? *Review columns G and H and the SD Decision Tree on page 2 of the Worksheet Instructions for how to answer this question.* 1 = Without accommodations 2 = With accommodations allowed by NAEP 3 = Do not test	**For NAEP Use Only**

Students with Disabilities (SD) Worksheet
TEL

Sheet ____ of ____

SCHOOL #: ☐☐ - ☐☐ - ☐

K	L	M	N	O											P	Q
				Which of the following IDEA categories best describes this student's identified disability(ies)? (Fill in all ovals that apply)												
NAEP 2013 Students with Disabilities (SD) Worksheet TEL School Copy **Student Name**	NAEP Subject T = Technology and Engineering Literacy	Session # / Line #	**NAEP Student Booklet ID #** (Column O on Admin. Schedule)	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 (Record the other health impairment in the space to the right)	**Other health impairment (specify)**	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 science? 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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		_____		○	○	○	○	○	○	○	○	○	○	○			
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		_____		○	○	○	○	○	○	○	○	○	○	○			
		_____		○	○	○	○	○	○	○	○	○	○	○			
		_____		○	○	○	○	○	○	○	○	○	○	○			

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.

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 <u>and</u> require accommodations to be tested, but whose names are not preprinted.
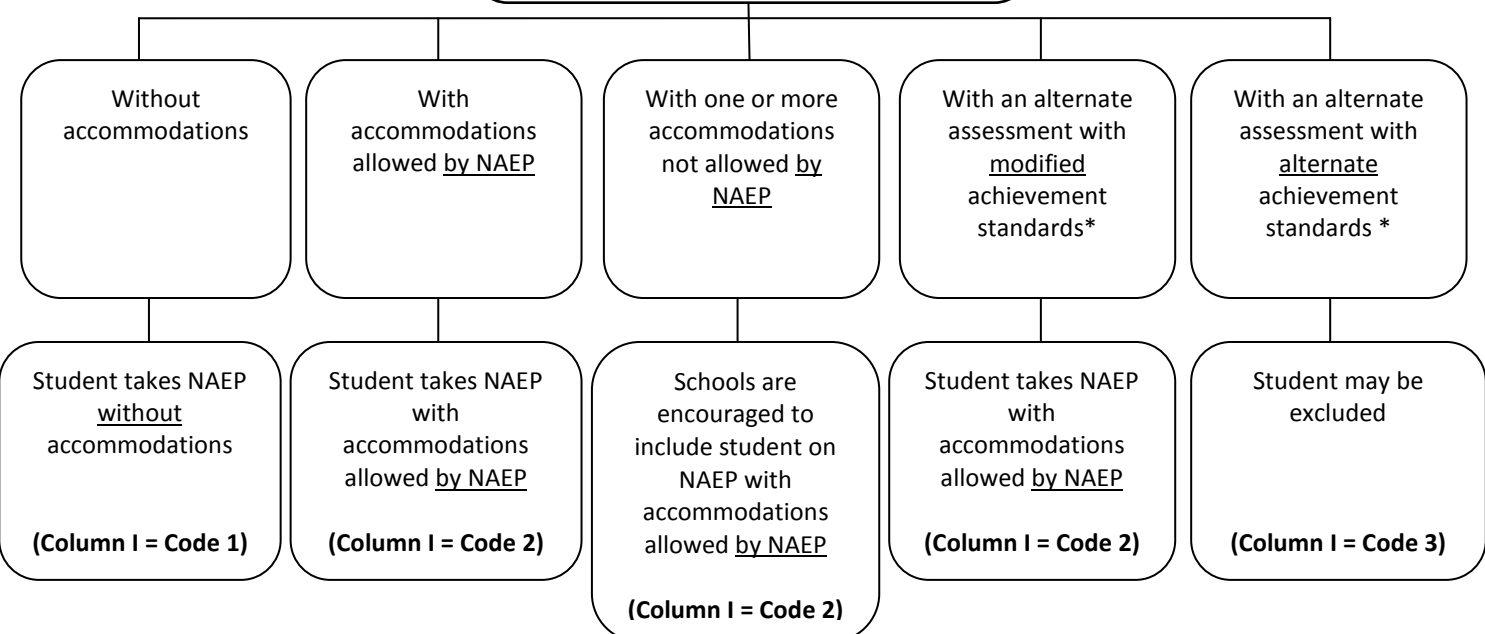
Columns E through I are to be completed by school staff.
- **Column E:** Record the student's current SD classification using one of the codes listed. *If a student has both an IEP and Section 504 Plan, record IEP as the student's SD classification.*

- **Column F:** Record how this student is tested or instructed in the <u>NAEP subject listed in column **B**</u>, 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 <u>NAEP subject listed in column **B**</u>. *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 (standardized) assessment for science?

Without accommodations	With accommodations allowed <u>by NAEP</u>	With one or more accommodations not allowed <u>by NAEP</u>	With an alternate assessment with <u>modified</u> achievement standards*	With an alternate assessment with <u>alternate</u> achievement standards *
Student takes NAEP <u>without</u> accommodations **(Column I = Code 1)**	Student takes NAEP with accommodations allowed <u>by NAEP</u> **(Column I = Code 2)**	Schools are encouraged to include student on NAEP with accommodations allowed <u>by NAEP</u> **(Column I = Code 2)**	Student takes NAEP with accommodations allowed <u>by NAEP</u> **(Column I = Code 2)**	Student may be excluded **(Column I = Code 3)**

* **Check the enclosed SD Inclusion Guidelines for more information about alternate assessments with <u>modified</u> or <u>alternate</u> 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 <u>all</u> 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 <u>performs</u> **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.

Page 4 of 4

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.

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 <u>and</u> require accommodations to be tested, but whose names are not preprinted.
- List any students who <u>routinely</u> receive accommodations for standardized testing or during classroom instruction.
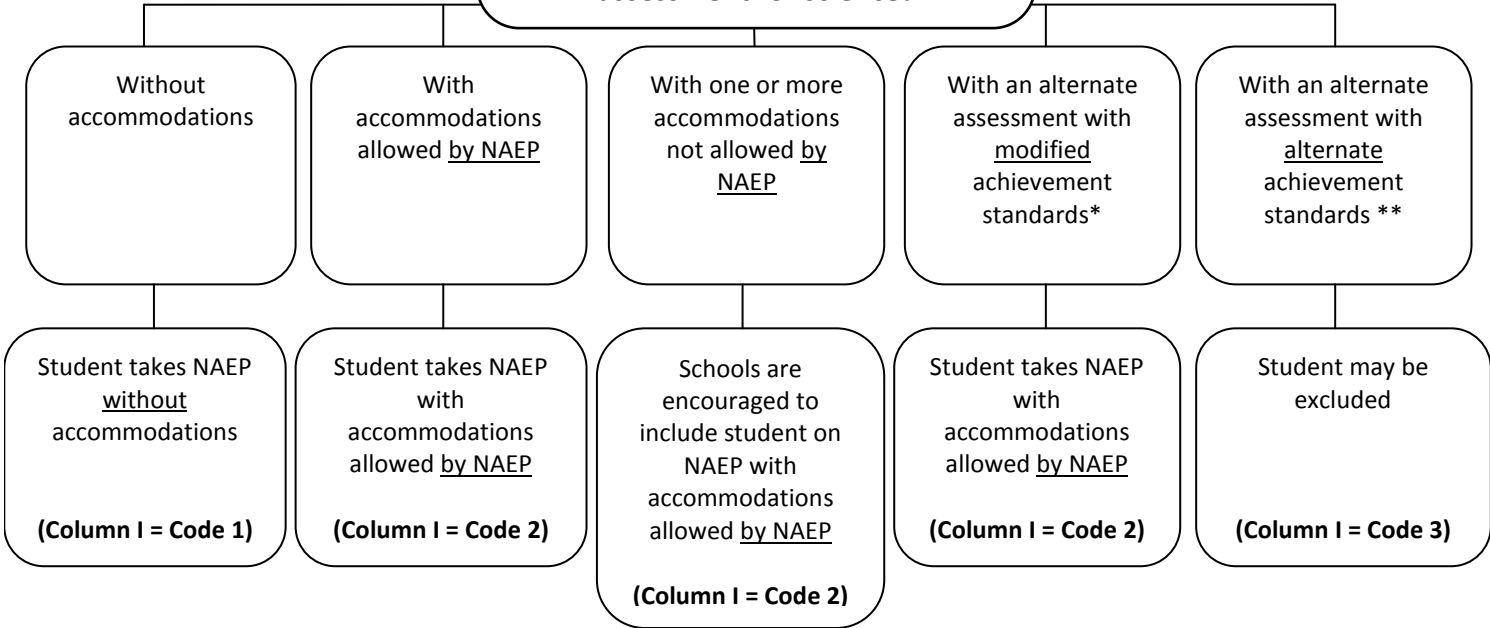
Columns E through I are to be completed by school staff.
- **Column E:** Record the student's current SD classification using one of the codes listed. *If a student has both an IEP and Section 504 Plan, record IEP as the student's SD classification. If none of these codes apply, leave the column blank for that student.*
- **Column F:** Record how this student is tested or instructed in the <u>NAEP subject listed in column **B**</u>, 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 <u>NAEP subject listed in column **B**</u>. *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?

Without accommodations	With accommodations allowed <u>by NAEP</u>	With one or more accommodations not allowed <u>by NAEP</u>	With an alternate assessment with <u>modified</u> achievement standards*	With an alternate assessment with <u>alternate</u> achievement standards **
Student takes NAEP <u>without</u> accommodations **(Column I = Code 1)**	Student takes NAEP with accommodations allowed <u>by NAEP</u> **(Column I = Code 2)**	Schools are encouraged to include student on NAEP with accommodations allowed <u>by NAEP</u> **(Column I = Code 2)**	Student takes NAEP with accommodations allowed <u>by NAEP</u> **(Column I = Code 2)**	Student may be excluded **(Column I = Code 3)**

* 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 <u>all</u> 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 <u>performs</u> **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).

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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.

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.

Page 4 of 4

ELL Worksheet Instructions

Inv. #NA000?????

This form must be completed in No. 2 pencil.

Please complete **both sides** of this worksheet for each student.

NAEP 2013
English Language Learner (ELL) Worksheet
TEL

NAEP Use Only

Sheet ____ of ____

SAMPLE FORM

NAEP 2013
English Language Learner (ELL) Worksheet
TEL
SCHOOL COPY

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

School Name: _____

Sheet ____ of ____

Please complete the **back of this worksheet** for each student.

A	B	C	D	E	F	G	H	I	J	K
Student Name	NAEP Subject — T = Technology and Engineering Literacy	Session # / Line #	NAEP Student Booklet ID # (Column O on Admin. Schedule)	Record the student's current ELL classification using one of the codes below: 1 = Yes, ELL 2 = No, formerly ELL (monitored for AYP) (Do not complete the rest of the worksheet for this student) 3 = No, not ELL (Do not complete the rest of the worksheet for this student)	How long has this student been enrolled in U.S. schools?: 1 = 1 full academic year or more before the NAEP assessment 2 = Less than 1 full academic year before the NAEP assessment	What is the student's primary language? 1 = Spanish 2 = Other	What accommodations or universal design elements does this student receive for computer-based testing (any subject)? If the student is not tested using a computer, what accommodations/universal design elements does the student receive when tested for **science**? Refer to the enclosed ELL Inclusion Guidelines for information on the allowed accommodations/universal design elements. Record the NAEP code of each required accommodation/universal design element from the guidelines in the space below for each student.	Are all of the student's accommodations listed in column H allowed for NAEP? Refer to the enclosed ELL Inclusion Guidelines for information on the accommodations allowed by NAEP. 1 = Yes, all accommodations are allowed 2 = No, some/all accommodations are not allowed	How should this student be tested on NAEP? Review columns F, H and I and the ELL Decision Tree on page 2 of the Worksheet Instructions for how to answer this question. 1 = Without accommodations 2 = With accommodations allowed by NAEP 3 = Do not test	For NAEP Use Only
		_____								
		_____								
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Sheet _____ of _____

English Language Learner (ELL) Worksheet
TEL

Sheet _____ of _____

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

L	M	N	O	P	Q	R			
NAEP 2012 English Language Learner (ELL) Worksheet TEL School Copy **Student Name**	NAEP Subject T = Technology and Engineering Literacy	Session # / Line #	**NAEP Student Booklet ID #** (Column O on Admin. Schedule)	Including this school year, how long has this student been receiving academic instruction primarily in English? 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	At what grade level does this student perform in science? 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 each item listed below, how would you characterize this student's English proficiency?** 1 = ELL advanced 2 = ELL intermediate 3 = ELL beginning 4 = No proficiency 5 = Don't know			
						Listening comprehension in English	Speaking English	Reading English	Writing English

National Assessment of Educational Progress (NAEP)
Instructions for Completing Worksheets for English Language Learners (ELL)
Technology and Engineering Literacy (TEL) Assessment
(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 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.

What is "one full academic year" <u>as defined by NAEP</u>?
One full academic year is defined as one full school year before the assessment. For example, if a student is currently in eighth grade, he or she would have attended school in the U.S. for all of seventh grade.

We don't offer technology and engineering literacy classes. How do we evaluate if an English language learner needs accommodations for the TEL assessment?
The TEL computer-based assessment is most closely associated with the STEM subjects – science, technology, engineering and mathematics. When evaluating if an ELL needs accommodations for the TEL assessment, review the student's needs for computer-based testing or for science, if computer-based testing is not applicable.

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 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 ELL 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.
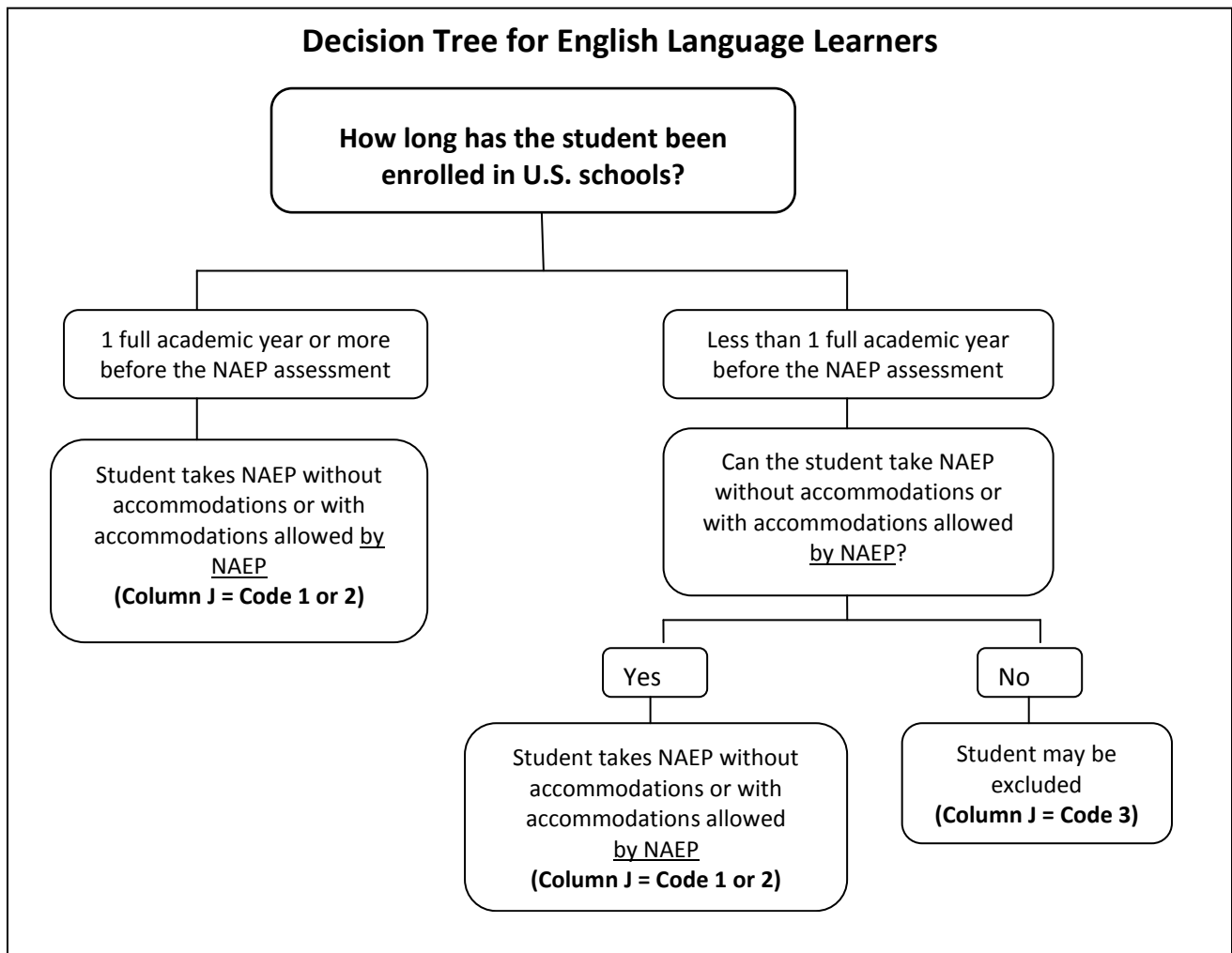
How to Complete the Front of the ELL Worksheet

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 <u>NAEP subject listed in column **B**</u>. *Refer to the enclosed ELL Inclusion Guidelines for information on the allowed accommodations.*

- **Column I:** Record if all of the accommodations listed in column H are allowed in the NAEP subject. *Refer to the enclosed ELL Inclusion Guidelines 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

Decision Tree for English Language Learners

How long has the student been enrolled in U.S. schools?

1 full academic year or more before the NAEP assessment

Less than 1 full academic year before the NAEP assessment

Student takes NAEP without accommodations or with accommodations allowed <u>by NAEP</u>
(Column J = Code 1 or 2)

Can the student take NAEP without accommodations or with accommodations allowed <u>by NAEP</u>?

Yes

No

Student takes NAEP without accommodations or with accommodations allowed <u>by NAEP</u>
(Column J = Code 1 or 2)

Student may be excluded
(Column J = Code 3)

How to Complete the Back of the ELL Worksheet

On the back of the worksheet are <u>research</u> 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 this school year, how long has this student been receiving academic instruction primarily in English?

Record how long the student has been receiving <u>academic</u> instruction <u>primarily</u> 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 M?

Record the grade level at which the student <u>performs</u> **in the NAEP subject listed in column M,** 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).

Column R: 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.

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 English Language Learners (ELL)
Technology and Engineering Literacy (TEL) Assessment
Private Schools
(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 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.

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 eighth grade, he or she would have attended school in the U.S. for all of seventh grade.

We don't offer technology and engineering literacy classes. How do we evaluate if an English language learner needs accommodations for the TEL assessment?
The TEL computer-based assessment is most closely associated with the STEM subjects – science, technology, engineering and mathematics. When evaluating if an ELL needs accommodations for the TEL assessment, review the student's needs for computer-based testing or for science, if computer-based testing is not applicable.

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 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 ELL 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.

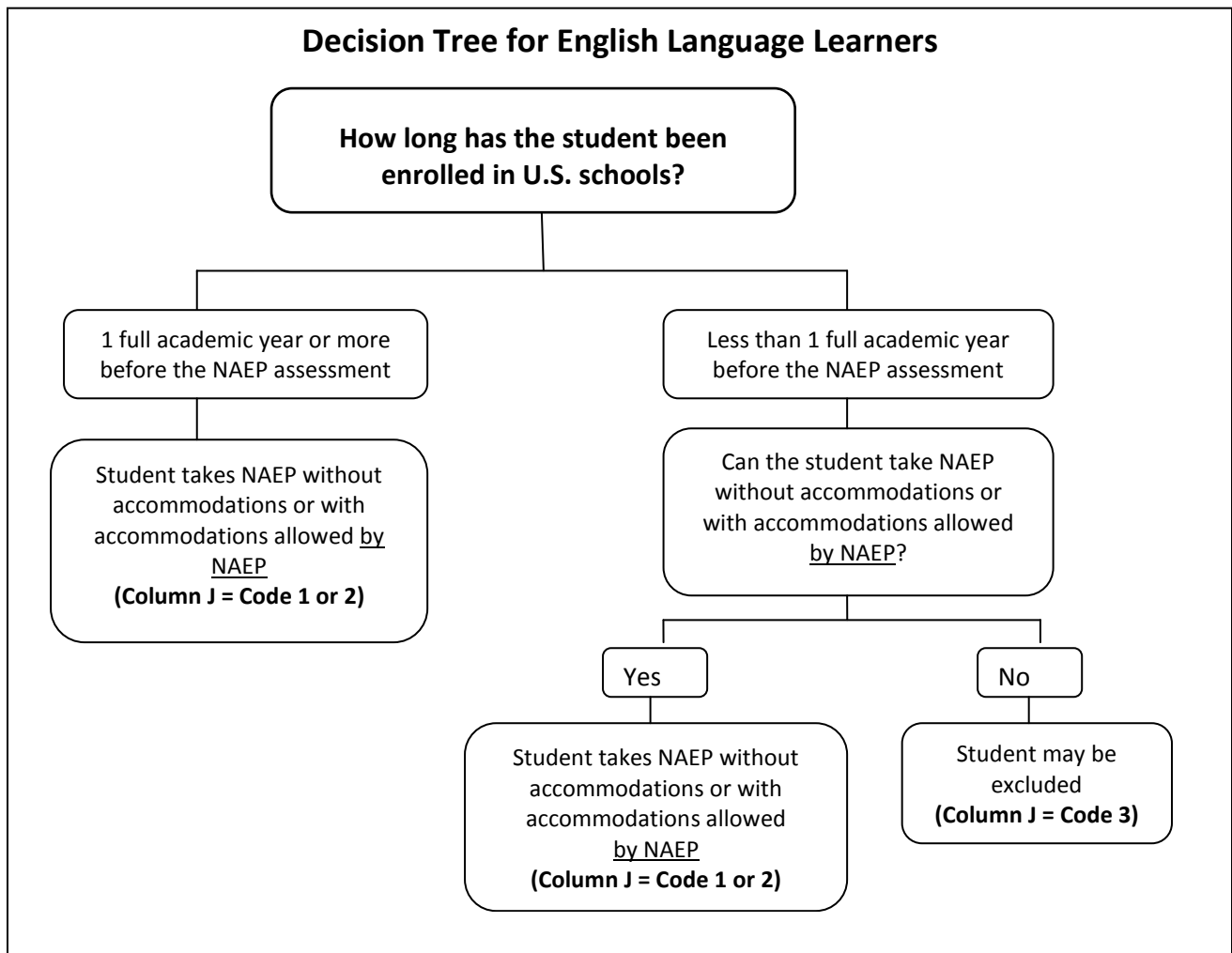# How to Complete the Front of the ELL Worksheet

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 <u>NAEP subject listed in column **B**</u>. *Refer to the enclosed ELL Inclusion Guidelines for information on the allowed accommodations.*

- **Column I:** Record if all of the accommodations listed in column H are allowed in the NAEP subject. *Refer to the enclosed ELL Inclusion Guidelines 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

Decision Tree for English Language Learners

How long has the student been enrolled in U.S. schools?

1 full academic year or more before the NAEP assessment

Student takes NAEP without accommodations or with accommodations allowed <u>by NAEP</u>
(Column J = Code 1 or 2)

Less than 1 full academic year before the NAEP assessment

Can the student take NAEP without accommodations or with accommodations allowed <u>by NAEP</u>?

Yes

Student takes NAEP without accommodations or with accommodations allowed <u>by NAEP</u>
(Column J = Code 1 or 2)

No

Student may be excluded
(Column J = Code 3)

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

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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).

Column R: 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:
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The response to this question 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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Richard L. Smith
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SD Inclusion Guidelines

New Moldavia NAEP 2013 Inclusion Guidelines for Students with Disabilities (SD)
Mathematics and Reading Grades 4, 8, and 12

The New Moldavia Department of Education expects that most students with disabilities (SD) will be included on the National Assessment of Educational Progress (NAEP). **Only students with disabilities who participate in the <Name of Alternate Assessment based on Alternate Achievement Standards>** (alternate assessment based on <u>alternate</u> achievement standards) **may be excluded from any NAEP assessment**. New Moldavia does not have an alternate assessment based on modified achievement standards **OR** Students with disabilities that participate in the <**Name of Alternate assessment based on Modified Achievement Standards>** (alternate assessment based on <u>modified</u> achievement standards) should participate in NAEP with NAEP allowed accommodations. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

The following table lists the NAEP accommodations for students with disabilities. If you have questions about the NAEP accommodations, please contact <NAEP State Coordinator Name, NAEP State Coordinator> at <e-mail address or phone number>.

NAEP Accommodation	NAEP Code (Record this code on the SD Worksheet in column G)	NAEP Subject	NAEP Accommodation Description
Extended time	EXT	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. *NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).*
Small group	SMG	Mathematics and Reading	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.
One-on-one	ONE	Mathematics and Reading	This accommodation requires that a student is assessed individually in an area free of distractions.
Directions only read aloud in English	RA-D	Mathematics and Reading	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. *NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.*
Test items read aloud in English – occasional	RA-O	Mathematics **Not Allowed for Reading**	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. **Read aloud in English – occasional is not allowed for Reading.**
Test items read aloud in English – most or all	RA-A	Mathematics **Not Allowed for Reading**	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. **Read aloud in English – most or all is not allowed for Reading.**
Breaks during test	BRK	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.
Must have an aide administer the test	SSTF	Mathematics and Reading	This accommodation requires that a **school staff member** familiar to the student administer or be present during the session.

NAEP Accommodation	NAEP Code (Record this code on the SD Worksheet in column G)	NAEP Subject	NAEP Accommodation Description
Responds orally to a scribe	SCR	Mathematics and Reading	This accommodation requires that the student respond orally to a scribe **provided by the school** or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.
Large print version of the test	LRG	Mathematics and Reading	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.
Magnification equipment	MAG	Mathematics and Reading	This is a lens or system **provided by the school** that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.
Uses template/special equipment/preferential seating	EQP	Mathematics and Reading	<u>Template:</u> This is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a page by obscuring other parts of the page. <u>Writing Tool:</u> This is a large-diameter pencil, pencil grip, or other special writing tool **provided by the school** that a student uses to record his/her answers in the assessment booklet. *NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments, may use these for NAEP, and it will not be recorded as an accommodation.* <u>Responds Using a Computer or Typewriter:</u> This accommodation requires that the student record his/her answers using a computer or typewriter **provided by the school**. <u>Preferential Seating:</u> This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.
Cueing to stay on task	CUE	Mathematics and Reading	This accommodation requires that a **school staff member** provide students with a verbal or nonverbal cue to begin a task or to refocus on a task.
Calculator version of the test	CAL	Mathematics **Not Allowed for Reading**	NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. **Calculator version of the test is not allowed for Reading.**
Presentation in Braille	BRL-P	Mathematics and Reading	This is a Braille version of the booklet.
Response in Braille	BR-R	Mathematics and Reading	This accommodation requires that a visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Brailler note taker **provided by the school**, or uses a scribe to record the answers (see "Responds orally to a scribe" accommodation).
Presentation in Sign Language	SL-P	Mathematics **Not allowed for Reading**	This accommodation requires that a qualified sign language interpreter **at the school** sign the instructions included in the session script and some or all of the test questions or answer choices for the student. **Presentation in sign language is not allowed for Reading.**
Response in Sign Language	SL-R	Mathematics and Reading	This accommodation requires that a hearing-impaired student sign his/her responses to a scribe **provided by the school** who records the responses in the student's booklet (see "Responds orally to a scribe" accommodation).
Other (specify)	OTR (Specify in column G)	Mathematics and Reading	Any accommodations not listed above. Please contact <NAEP State Coordinator Name>, NAEP State Coordinator at <e-mail address> or <phone number> to see if the accommodation can be provided on NAEP.

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the New Moldavia state assessments. All results are summarized only at the state level. 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.

Please note the following differences in accommodation practices for the <New Moldavia> state assessments and the expectation for inclusion on NAEP.

1) Students who have the read aloud accommodation of the questions being read for the Reading Comprehension section on the New Moldavia state assessment should be included in NAEP Reading without the accommodation.

2) Calculators are allowed on some sections of the NAEP mathematics assessment. New Moldavia students who receive this accommodation in the classroom should be included in the NAEP assessment even though calculators cannot be used on all sections of the NAEP mathematics assessment.

3) Students who receive multiple day testing on the New Moldavia state assessments should take the NAEP assessments in one day with breaks as needed. NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take two 25-minute subject matter blocks and answer survey questions about their educational experiences.

4) On NAEP, all students write responses in the assessment booklets, not on separate answer documents.

ELL Inclusion Guidelines

New Moldavia NAEP 2013 Inclusion Guidelines for English Language Learners (ELL)
Mathematics and Reading Grades 4, 8, and 12

The New Moldavia Department of Education expects that most English language learners (ELL) will be included on the National Assessment of Educational Progress (NAEP). **Only English language learners who have been <u>enrolled in United States schools for less than 12 months</u> may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP allowed accommodations.

The following table lists the NAEP accommodations for English language learners. If you have questions about the NAEP accommodations, please contact <NAEP State Coordinator Name, NAEP State Coordinator> at <email or phone number>.

NAEP Accommodation	NAEP Code (Record this code on the ELL Worksheet in column H)	NAEP Subject	NAEP Accommodation Description
Extended time	EXT	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. *NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).*
Small group	SMG	Mathematics and Reading	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.
One-on-one	ONE	Mathematics and Reading	This accommodation requires that a student is assessed individually in an area free of distractions.
Directions only read aloud in English	RA-D	Mathematics and Reading	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. *NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.*
Test items read aloud in English – occasional	RA-O	Mathematics **Not Allowed for Reading**	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. **Read aloud in English – occasional is not allowed for Reading.**
Test items read aloud in English – most or all	RA-A	Mathematics **Not Allowed for Reading**	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. **Read aloud in English – most or all is not allowed for Reading.**
Breaks during test	BRK	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.

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NAEP Accommodation	NAEP Code (Record this code on the ELL Worksheet in column H)	NAEP Subject	NAEP Accommodation Description
Must have an aide administer the test	SSTF	Mathematics and Reading	This accommodation requires that a **school staff member** familiar to the student administer or be present during the session.
Cueing to stay on task	CUE	Mathematics and Reading	This accommodation requires that a **school staff member** provide students with a verbal or non-verbal cue to begin a task or to refocus on a task.
Bilingual dictionary without definition in any language	BI-D	Mathematics **Not Allowed for Reading**	This is a nonelectronic bilingual dictionary **provided by the school** in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." **Bilingual dictionary is not allowed for Reading.**
General directions only read aloud in Spanish	RA-DS	Mathematics and Reading	This accommodation requires that the general session script instructions be read aloud in Spanish. Session script directions are the same for all students.
Spanish/English version of the test	BI-B	Mathematics (4 & 8) **Not Allowed for Reading or Grade 12 Mathematics**	NAEP has bilingual mathematics Spanish/English assessment booklet available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language. **Spanish/English version of the test is not allowed for Reading or grade 12 Mathematics.**
Test items read aloud in Spanish	RA-AS	Mathematics (4 & 8) **Not Allowed for Reading or Grade 12 Mathematics**	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use a bilingual Spanish/English assessment booklet (see "Spanish/English version of the test" accommodation). **Test items read aloud in Spanish is not allowed for Reading or grade 12 Mathematics.**
Other (specify)	OTR (Specify in column H)	Mathematics or Reading	Any accommodations not listed above. Please contact <NAEP State Coordinator Name>, NAEP State Coordinator at <e-mail address> or <phone number> to see if the accommodation can be provided on NAEP.

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