

1e. SD Worksheet Instructions (computer-delivered version)

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

(Please review these instructions before completing the SD Worksheets)

Frequently Asked Questions

What is the Computer-Based NAEP Writing Assessment?

The NAEP Writing Framework requires students in grades 8 and 12 to write using word processing software with commonly available tools for editing, formatting, and text analysis. The NAEP 2010 Pilot Writing assessments in grades 8 and 12 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 the NAEP writing assessment must use the NAEP-supplied software and equipment.

What information are the SD Worksheets designed to collect?

The SD Worksheet determines

- how each SD student is assessed on the state academic assessment in writing with or without using a computer (front),
- if each student can participate in NAEP with the accommodations allowed for writing using a computer (front), and
- each student's disabilities and grade-level performance (back).

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.

What if writing is not tested on the state academic assessment?

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

Who should complete the worksheets?

The person completing the front of the worksheet should be the person at your school most knowledgeable about how the student is tested in writing.

This person may be a school testing coordinator, IEP coordinator, or an IEP/special education 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What if an SD student is withdrawn, ineligible to take NAEP, or not enrolled in the sampled grade?

Draw a line through that student's name and leave the rest of the worksheet blank for that student.

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

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

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

OMB Statement: OMB Statement (OMB text which is listed on page 3 will appear at bottom of page.)



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 No Child Left Behind Act (NCLB) 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. NCLB 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

William K. Knudsen
Acting Director
Office of Special Education Programs

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

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Completing the Front of the Worksheets

Columns A and B are for NAEP Use Only.

Columns C through F are pre-printed.

School Staff complete columns G through J.

Column G: Record the SD status using the codes provided.

SD Codes
1 = Has an IEP for a disability
2 = Has a Section 504 Plan
3 = No longer has an IEP/Section 504 Plan (Do not complete the rest of the worksheet for this student)
4 = Has an IEP for gifted and talented only (Do not complete the rest of the worksheet for this student)
5 = Does not have an IEP or Section 504 Plan, but requires accommodation to be tested

Column H: Record how the student is tested on your state test in writing using the codes provided. Refer to the FAQs on Page 1 if writing using a computer is not tested on your state tests.

SD Codes
1 = Without accommodations (Skip to column J)
2 = With accommodations
3 = Using a modified state test
4 = Using an alternate state test

Column I: Many accommodations used for paper and pencil assessments are available to all students assessed on the computer for NAEP. These are listed below.

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

If the student receives other accommodations for writing that are not offered to all students, record those using the codes below in column I. If the student receives no accommodations, skip to column J.

Accommodations for SD Students <i>Refer to your state guidelines to see which of these accommodations are allowed in your state.</i>	CODE
Extended time	EX TME
Breaks during testing	BREAK
Study carrel or preferential seating	SETTING
Magnification <i>(if more than 48 point font size is needed)</i>	MGNFY
Presentation in sign language <i>(provided by school aide)</i>	SIGN
Headphones that cover ears <i>(for student with hearing aid, etc.)</i>	HEADP
Other (specify)	OTHER

The following are not allowed on NAEP or are not provided for writing:

Responding in sign language	Taking NAEP over multiple days
Video sign language presentation of items	Tape recording answers
Responding orally to a scribe	Speech to text
Third party screener reader software	Dictionary/thesaurus/spelling/grammar software <i>(other than what NAEP provides)</i>
Paper and pencil assessment	

Column J: Record how the student should be included on the NAEP test, based on the accommodations needed and what is allowed on NAEP using the codes provided.

- 1 = Assess without accommodations
- 2 = Assess with only **NAEP-allowed** accommodations
- 3 = Do not assess

Completing the Back of the Worksheets

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 K through N are pre-printed.
School Staff complete column O through Q.

Column O

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

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

Column P

What is the degree of each 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 how the degree of this student's disability(ies) compare(s) to other students with the same disability(ies) in the same grade.

Column Q

At what grade level does this student perform in writing?

Record the grade level at which the student performs in writing, using one of the following codes:

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

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