



SD Background Questionnaire

2005

UNITED STATES DEPARTMENT OF EDUCATION



Dear Principal or Administrator:

Thank you for allowing your school to participate in the 2005 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 limited-English-proficient students, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to limited-English-proficient students. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and limited English-proficient students 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 limited-English-proficient students 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 limited-English-proficient students. 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 limited-English-proficient students 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.

Handwritten signature of Maria Hernandez Ferrier in black ink.

Maria Hernandez Ferrier, Ed. D.
Deputy Under Secretary
Office of English Language Acquisition

Handwritten signature of Troy R. Justesen in black ink.

Troy R. Justesen, Ed. D.
Delegated the authority
to perform the functions of
Assistant Secretary for Special
Education and Rehabilitative Services

400 MARYLAND AVE., S. W., WASHINGTON, D. C. 20202-6510
www.ed.gov

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



NAEP Questionnaire Regarding Students with a Disability (SD)

Some students in your school have been selected, as part of a representative sample of students across the country, to take part in the National Assessment of Educational Progress (NAEP). The current NAEP assessment focuses on students' performance in civics, economics, mathematics, reading, science, and U.S. history. As part of the assessment, NAEP collects background information about students, their teachers, and their school that may be related to students' academic performance.

In order to obtain a complete picture of educational progress for **all** students, it is important to collect supplemental information on students in the sample who have been identified as having a physical or mental disability—**whether they will be assessed or not**. Students with disabilities include those who have an individual education plan (IEP), Section 504 plan, or equivalent documentation for reasons other than gifted or talented. We are asking you to complete this questionnaire about **one** of those students.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

Thank you very much for your help.

INSTRUCTIONS FOR FILLING OUT QUESTIONNAIRE

Please complete this questionnaire for the student named on the front cover. If the student named on the front cover does not meet the definition for a student with a disability, or if you do not know about the student's disability, instruction, and assessment, please return this questionnaire to the NAEP school coordinator.

Please answer questions directly on this questionnaire with a number 2 pencil by filling in the appropriate ovals and, if necessary, by writing your responses in the spaces provided. When you are finished, please return the questionnaire to your school's NAEP coordinator.

VC037154

What is your relationship to the student named on the front cover?

- Ⓐ Classroom (General Education) Teacher
- Ⓑ Special Education Teacher
- Ⓒ Related Service Provider (e.g., Speech Language Pathologist, Occupational Therapist, Physical Therapist)
- Ⓓ Guidance/School Counselor
- Ⓔ Principal/Assistant Principal
- Ⓕ Other (specify)

1. Why is this student classified as SD? VC035061

- Ⓐ The student has a disability and has an individualized education plan.
- Ⓑ The student has a Section 504 plan.
- Ⓒ The student has a disability, but the student's IEP or 504 plan is in process, and/or the student's status is unclear.

2. Which of the following describes this student's identified disability(ies)? VB338417
(Fill in all ovals that apply.)

- Ⓐ Specific learning disability
 - Ⓑ Hearing impairment/deafness
 - Ⓒ Visual impairment/blindness
 - Ⓓ Speech or language impairment
 - Ⓔ Mental retardation
 - Ⓕ Emotional handicap/disturbance
 - Ⓖ Orthopedic impairment
 - Ⓗ Traumatic brain injury
 - Ⓙ Autism
 - Ⓝ Developmental delay (age 9 or younger)
 - Ⓚ Other health impairments
 - Ⓛ Other (specify)
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3. In your judgment, what is the degree of this student's disability(ies)? VB338418

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

4. At a minimum, do this student's long-term mathematics objectives include the ability to perform basic mathematics calculations without the use of a calculator? VC035067

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

5. At a minimum, do this student's long-term reading objectives include the ability to decode simple printed material? VC035068

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.



VC035069

6. What proportion of his or her academic class time (in subjects such as mathematics, reading/language arts, science, and social studies) does this student spend in the mainstream/general education classroom(s)?

- Ⓐ None
- Ⓑ Half or less
- Ⓒ More than half, but not all
- Ⓓ All
- Ⓔ I don't know.

VC035071

7. In which area(s) is this student currently receiving special education services? **(Fill in all ovals that apply.)**

- Ⓐ This student does not currently receive special education services.
- Ⓑ Language development
- Ⓒ Reading
- Ⓓ Mathematics
- Ⓔ Science
- Ⓕ Social Studies
- Ⓖ Speech (e.g., articulation, voice, speech flow)
- Ⓗ Self-control and/or deportment
- Ⓖ Personal care and/or basic life skills
- Ⓙ Vocational education
- Ⓚ Other (specify)

- Ⓛ I don't know.

VC043013

8. Refer to the front cover to determine the subject in which this student is being assessed by NAEP, and fill in the oval for that subject below.

- Ⓐ Civics
- Ⓑ Economics
- Ⓒ Mathematics
- Ⓓ Reading
- Ⓔ Science
- Ⓕ U.S. history

Questions 9–15, which follow, ask about this student's instruction and assessment in the subject identified in question 8.

VC043017

9. What grade level of instruction is this student currently receiving in the subject identified in question 8?

- Ⓐ This student is currently not receiving instruction in this subject.
- Ⓑ At or above grade level
- Ⓒ One year below grade level
- Ⓓ Two or more years below grade level
- Ⓔ I don't know.

VC035099
10. Is this student participating in the same curriculum content as nondisabled students in the subject identified in question 8?

- Ⓐ This student is currently not receiving instruction in this subject.
- Ⓑ Same curriculum content
- Ⓒ Different curriculum content
- Ⓓ I don't know.

VC035101
11. According to the student's IEP or 504 plan, how does this student participate in the state academic assessment in the subject identified in question 8? If your state does not have an assessment in the subject identified in question 8, indicate how this student participates in your state's reading/language arts assessment.

- Ⓐ Student's plan is still in process.
- Ⓑ Regular assessment without accommodations
- Ⓒ Regular assessment with accommodations
- Ⓓ Regular assessment using accommodations *not* allowed in the regular state assessment
- Ⓔ Out-of-level (off-grade) assessment
- Ⓕ Alternate assessment for students who are significantly cognitively disabled
- Ⓖ Other (specify)

For questions 12–15, please indicate which accommodations this student receives, if any, in the state academic assessment in the subject identified in question 8. If your state does not have an assessment in the subject identified in question 8, indicate which accommodations this student receives, if any, in your state's reading/language arts assessment.

VC035119
12. **Presentation Accommodations (Fill in all ovals that apply.)**

- Ⓐ No presentation accommodations
- Ⓑ Directions read aloud to student or presented by audiotape
- Ⓒ Directions signed
- Ⓓ Directions repeated
- Ⓔ Assistance with interpretation of directions given
- Ⓕ Passages, other test stimuli, or test questions read aloud or presented by audiotape
- Ⓖ Braille edition of test
- Ⓗ Large-print edition of test
- Ⓘ Magnifying equipment provided
- Ⓝ Test administered by person familiar to the student
- Ⓚ Other (specify)



13. **Response Accommodations (Fill in all ovals that apply.)**

VC035122

- (A) No response accommodations
- (B) Responds in Braille
- (C) Responds in sign language
- (D) Points to answers
- (E) Responds orally
- (F) Tape records answers
- (G) Uses computer to respond
- (H) Uses typewriter to respond
- (I) Uses a template to respond
- (J) Uses a large marking pen or specially designed writing tool
- (K) Writes directly in test booklet
- (L) Uses a calculator, including talking or Braille calculators, for computation tasks
- (M) Other (specify)

14. **Setting Accommodations (Fill in all ovals that apply.)**

VC035140

- (A) No setting accommodations
- (B) Tested in small group
- (C) Tested individually
- (D) Tested in separate room
- (E) Receives preferential seating
- (F) Special lighting provided
- (G) Special furniture provided
- (H) Other (specify)

15. **Timing Accommodations (Fill in all ovals that apply.)**

VC035160

- (A) No timing accommodations
- (B) Receives extended time
- (C) Receives breaks during test
- (D) Tested over several days
- (E) Other (specify)

Question 16 asks you to judge whether this student can participate in the NAEP assessment, either with or without accommodations.

The NAEP assessment includes both multiple-choice and constructed-response (open-ended) questions.

A student identified as having a disability *should be included* in the NAEP assessment unless he or she is significantly cognitively disabled or unable to demonstrate his or her knowledge in the subject being assessed without an accommodation that is not permitted in NAEP.

NAEP permits most, but not all, accommodations provided for state assessment programs. In the **reading** assessment, NAEP *does not* permit the reading passages or test questions to be read aloud or presented by audiotape. In the **mathematics** assessment, NAEP *does not* permit use of calculators on computation questions. Testing over more than one day *is not* permitted in any NAEP assessment. NAEP does not have out-of-level (off-grade) or alternate assessments.

VC035219

16. In your judgment, can this student participate in NAEP in the subject identified in question 8?
- Ⓐ Yes, without accommodations
 - Ⓑ Yes, with accommodations permitted in NAEP
 - Ⓒ No, this student is significantly cognitively disabled.
 - Ⓓ No, this student cannot be assessed without an out-of-level (off-grade) or alternate assessment.
 - Ⓔ No, this student cannot demonstrate his or her knowledge in the subject being assessed without accommodations that are not permitted in NAEP.

**THANK YOU FOR YOUR
COOPERATION**

