

APPENDIX D. SD BACKGROUND QUESTIONNAIRES



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.

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

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

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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)

VC035061
1. Why is this student classified as SD?

- Ⓐ 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.

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

- Ⓐ Specific learning disability
- Ⓑ Hearing impairment/deafness
- Ⓒ Visual impairment/blindness
- Ⓓ Speech or language impairment
- Ⓔ Mental retardation
- Ⓕ Emotional handicap/disturbance
- Ⓖ Orthopedic impairment
- Ⓗ Traumatic brain injury
- Ⓘ Autism
- Ⓝ Developmental delay (age 9 or younger)
- Ⓚ Other health impairments
- Ⓛ Other (specify)

VB338418
3. In your judgment, what is the degree of this student's disability(ies)?

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

VC035067
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?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

- Ⓐ 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 audiotope
- Ⓒ Directions signed
- Ⓓ Directions repeated
- Ⓔ Assistance with interpretation of directions given
- Ⓕ Passages, other test stimuli, or test questions read aloud or presented by audiotope
- Ⓖ Braille edition of test
- Ⓗ Large-print edition of test
- Ⓘ Magnifying equipment provided
- Ⓙ Test administered by person familiar to the student
- Ⓚ Other (specify)



VC035122

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

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

VC035140

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

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

VC035160

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

- Ⓐ No timing accommodations
- Ⓑ Receives extended time
- Ⓒ Receives breaks during test
- Ⓓ Tested over several days
- Ⓔ 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.

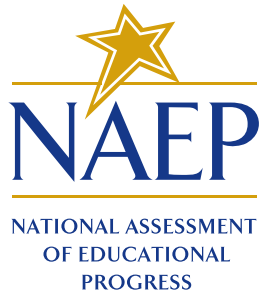
NAEP permits most, but not all, accommodations provided for state assessment programs. In the **reading** assessment, NAEP *does not* permit the reading passages or test questions to be read aloud or presented by audiotape. In the **mathematics** assessment, NAEP *does not* permit use of calculators 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**





Students with Disabilities Background Questionnaire

2007



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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.

Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

Alexa Posny
Director
Office of Special Education Programs

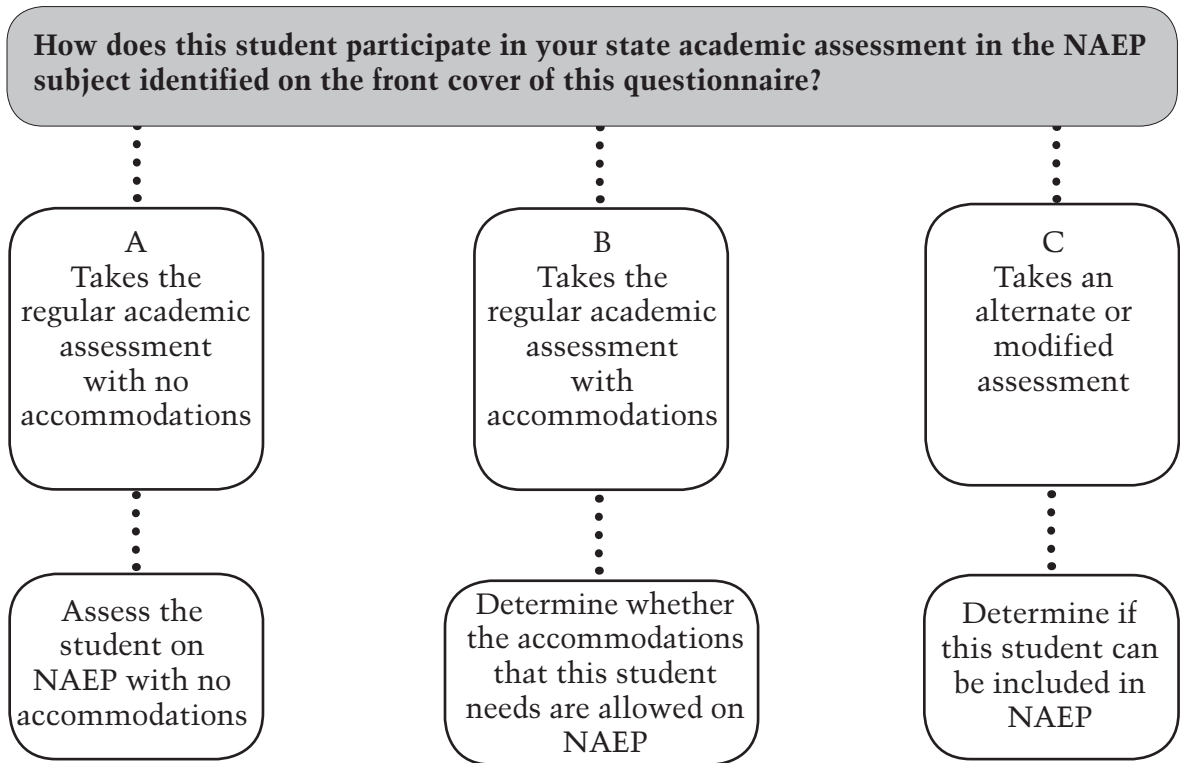
GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with 504 Plans.

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

SD DECISION TREE



Please answer the questions on pages 4–7 about this student and return the completed questionnaire to the person in your school who is coordinating NAEP activities.

Thank you very much for your help!

1. Why is this student classified as SD? (Fill in **one** oval.)
- Ⓐ This student has a disability and has an IEP. (Continue)
 - Ⓑ This student has a Section 504 Plan. (Continue)
 - Ⓒ This student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)
 - Ⓓ This student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of this subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does this student participate in your state academic assessment in the NAEP subject identified **on the front cover** of this questionnaire? (Fill in **one** oval.)
- Ⓐ This student takes the regular academic assessment **with no accommodations**. → *Skip to page 7 and answer questions 7–9.*
 - Ⓑ This student takes the regular academic assessment **with accommodations**. → *Go to pages 5, 6, and 7 and answer questions 3–9.*
 - Ⓒ This student **takes an alternate or modified** state academic assessment. → *Skip to page 6 and answer question 6, then complete page 7.*

3. Which accommodations does this student receive for your state’s assessment in the NAEP subject identified **on the front cover** of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state’s assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives in local testing or in instruction.

This Student	COLUMN A Accommodations student receives on state assessment in NAEP subject	COLUMN B Are these accommodations allowed on NAEP?			COLUMN C If allowed on NAEP, who provides accommodation?
		Reading	Math	Writing	
Presentation Format					
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP practice			NAEP provides
Has directions only signed	<input type="radio"/>	Y	Y	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y	School provides
Response Format					
Responds in sign language	<input type="radio"/>	Y	Y	N	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	N	School provides
Tape records answers	<input type="radio"/>	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
		Spell/grammar check not allowed			
Uses a template to respond	<input type="radio"/>	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice			NA
Setting Format					
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	Y	School provides
Has test administered by familiar person	<input type="radio"/>	Y	Y	Y	School provides
Timing Accommodations					
Receives extended time	<input type="radio"/>	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	N	NA
Other Accommodations					
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	N	N	N	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	N	N	N	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	<input type="radio"/>	N	N	N	NA
Receives other accommodations	<input type="radio"/>				

NA = not applicable

* NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

VC195245

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*
- Ⓑ No. → *Answer question 5 below.*

VC195258

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

- Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*
- Ⓑ No. This student should not be assessed on NAEP. → *Skip to page 7.*

VC195269

6. Could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 5? (Fill in **one** oval.)

- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

→ *Go to page 7 and answer questions 7, 8, and 9.*

- Ⓑ No. This student should not be assessed on NAEP.
→ *Go to page 7 and answer questions 7, 8, and 9.*

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

- (A) Specific learning disability
- (B) Hearing impairment/deafness
- (C) Visual impairment/blindness
- (D) Speech or language impairment
- (E) Mental retardation
- (F) Emotional disturbance
- (G) Orthopedic impairment
- (H) Traumatic brain injury
- (I) Autism
- (J) Developmental delay (age 9 or younger)
- (K) Other health impairment
- (L) Other (specify)

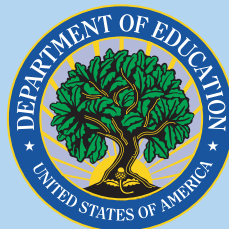
8. What is the degree of this student's disability(ies)?

- (A) Profound/Severe
- (B) Moderate
- (C) Mild

9. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

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

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