

# Students with Disabilities Background Questionnaire

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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

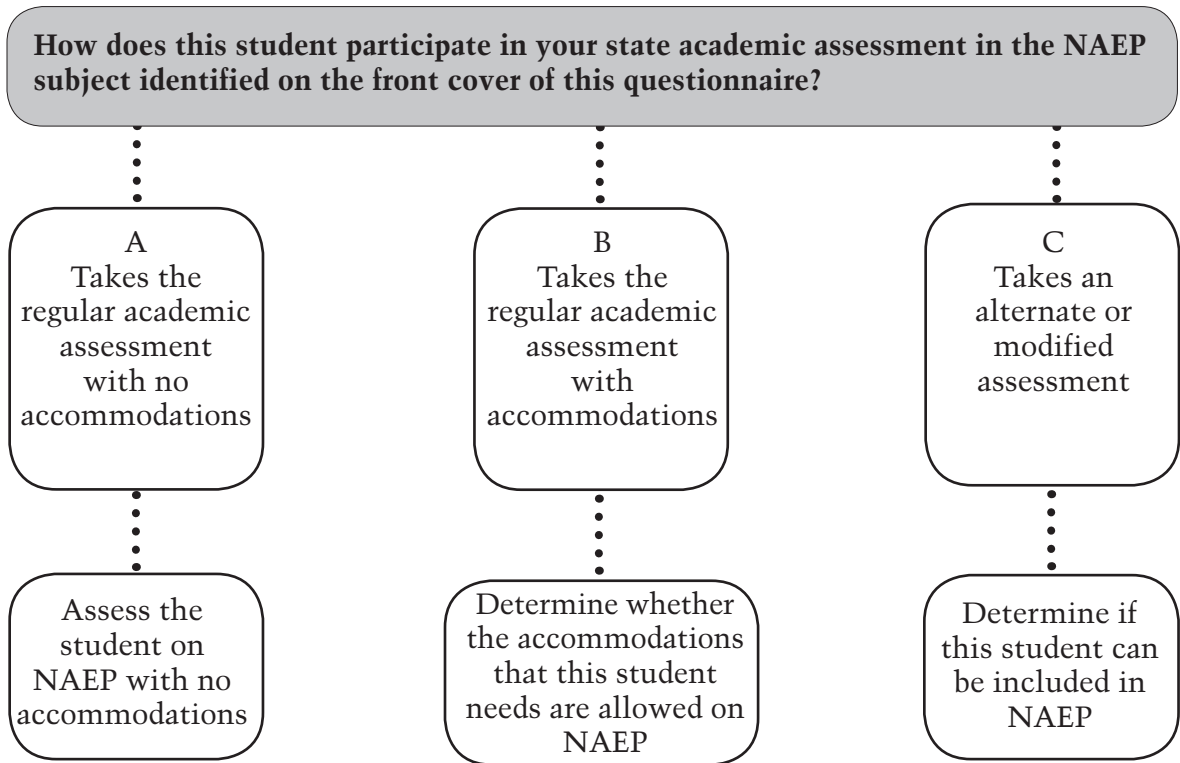
## GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

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	COLUMN B			COLUMN C
	Accommodations student receives on state assessment in NAEP subject	Are these accommodations allowed on NAEP?			If allowed on NAEP, who provides accommodation?
		Reading	Math	Writing	
<b>Presentation Format</b>					
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP practice			NAEP provides
Has directions <b>only</b> signed	<input type="radio"/>	Y	Y	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	School provides
Has <b>occasional</b> words or phrases read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Has <b>all or most</b> 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
<b>Response Format</b>					
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
<b>Setting Format</b>					
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
<b>Timing Accommodations</b>					
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
<b>Other Accommodations</b>					
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.*

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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.*

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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.

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→ *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)

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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.