

Students with Disabilities Background Questionnaire

2009



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 W. Knudsen
Acting Director
Office of Special Education Programs

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

www.ed.gov

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

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 a Section 504 Plan.

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

VE012302

1. Why is this student classified as SD? (Fill in **one** oval.)

- Ⓐ This student has a disability and has an IEP. → *Continue with Question 2.*
- Ⓑ This student has a Section 504 Plan. → *Continue with Question 2.*
- Ⓒ This student has a disability, but the student's IEP or Section 504 Plan is in process and/or the student's status is unclear. → *Continue with Question 2.*
- Ⓓ This student does not have an IEP or Section 504 plan, but requires an accommodation to be tested. → *Continue with Question 2.*
- Ⓔ This student has an IEP because he/she is classified as gifted and talented. → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*
- Ⓕ This student no longer has an IEP or Section 504 Plan. → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

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

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled “Directions for School Staff.” Refer to this subject when answering the questions below.

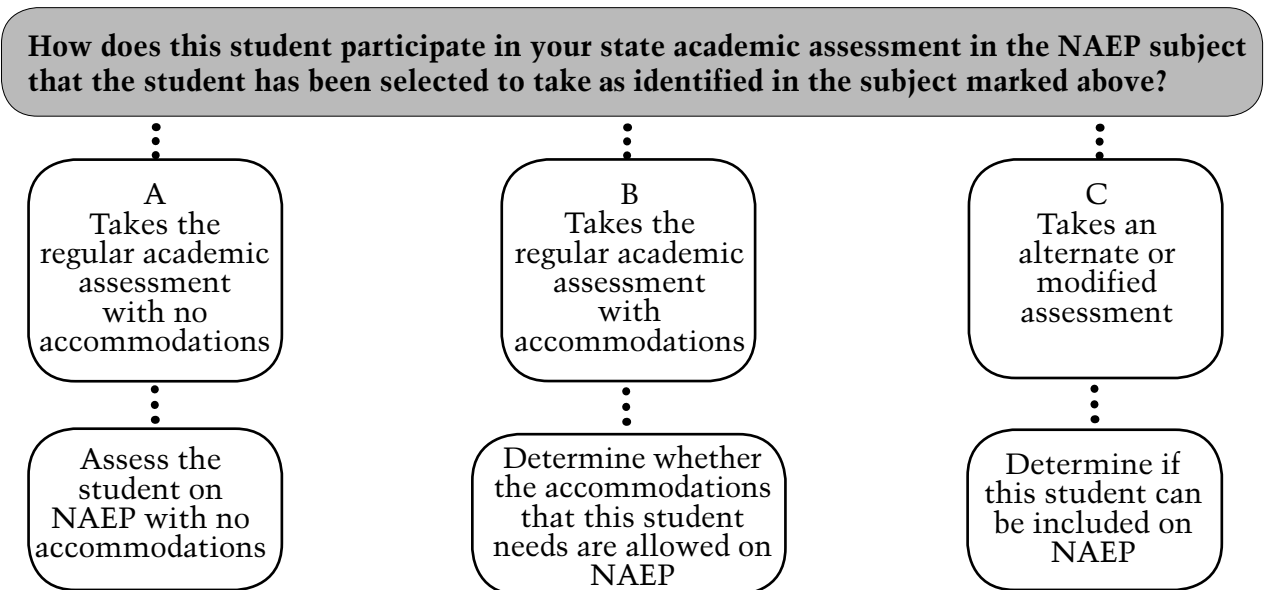
If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering **Questions 3–6**.

VE012303

2. This student has been selected to take the NAEP assessment in (*refer to front cover and fill in one subject oval below*).

- Ⓐ Reading Ⓑ Mathematics Ⓒ Science Ⓓ U.S. history, or geography, or civics

SD DECISION TREE



VE012304

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment in this subject **with no accommodations**. → *Skip to Question 7.*
- Ⓑ This student takes the regular academic assessment in this subject **with accommodations**. → *Continue with Question 4.*
- Ⓒ This student takes an **alternate or modified** state academic assessment in this subject. → *Skip to Question 6.*

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. *The information in Column B will help you answer Questions 5 and 6. Column C is for your information.*

	COLUMN A	COLUMN B				COLUMN C
On state assessment in the NAEP subject marked in Question 2, this student:		Accommodations allowed on NAEP (only if received on state assessment)				If allowed on NAEP, who provides accommodation?
		Reading	Math	Science	U.S. history or geography or civics	
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	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	Y	School provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y ¹	Y ²	NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y ¹	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y ¹	Y	School provides
Response Format						
Responds in sign language	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	Y	Y	School provides
Tape records answers	<input type="radio"/>	N	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
		Spell/grammar check not allowed				
Uses a template to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	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 ³	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test one-on-one ³	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	Y	Y	School provides
Must have test administered by familiar person	<input type="radio"/>	Y	Y	Y	Y	School provides
Timing Accommodations (Note: NAEP takes only 90 minutes.)						
Receives extended time ⁴	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Must be allowed to take subject test over several days	<input type="radio"/>	N	N	N	N	NA
Other Accommodations						
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	NA	N ⁵	NA	NA	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	NA	N	NA	NA	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	<input type="radio"/>	N	N	N	N	NA
Receives the following accommodation(s) not listed above.	<input type="radio"/>	Check with your NAEP representative				

NA = not applicable

¹ Braille, large-print, and magnifying devices are not provided or allowed for Science Hands-on Tasks and Interactive Computer Tasks

² Students selected for U.S. history, civics, or geography will be assigned a Braille civics booklet.

³ NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

⁴ If state test is untimed, student may require extended time on NAEP, which is a timed but not a speeded test.

⁵ Calculators are allowed on some sections of the NAEP mathematics assessment - check with your NAEP representative.

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)
- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to Question 7.*
 - Ⓑ No. But this student can be assessed with only the accommodations allowed on NAEP. → *Skip to Question 7.*
 - Ⓒ No. This student should not be assessed on NAEP. → *Skip to Question 7.*

6. For students who take an **alternate or modified state assessment in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)
- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

 - Ⓑ No. This student should not be assessed on NAEP.

7. Which of the following IDEA categories describe 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 disturbance
 - Ⓖ Orthopedic impairment
 - Ⓗ Traumatic brain injury
 - Ⓖ Autism
 - Ⓙ Developmental delay (age 9 or younger)
 - Ⓚ Other health impairment
 - Ⓛ Other (specify) _____

VC188552

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

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

VE012291

9. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

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



