



# Inclusion of Students with Disabilities in NAEP

**NAEP strives to include as many students as possible with appropriate accommodations as necessary. Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. Decisionmakers should note that NAEP does not provide individual scores, and group results do not have an effect on state-based performance initiatives or accountability standards.**

NAEP provides the following tools to help knowledgeable school staff decide whether to include a student with disabilities without accommodations, with accommodations, or to exclude the student:

- **Student with Disabilities (SD) Questionnaire:** Collects information about the student's educational experiences.
- **Criteria for Inclusion:** Describes NAEP's policy on inclusion. (See page 2)
- **Decision Tree:** Used in conjunction with the SD Questionnaire to guide the inclusion decision. (See page 3)
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them. (See page 4)

The staff member most knowledgeable about each student's disability should first complete the SD Questionnaire and then return the completed SD Questionnaire and recommendations for participation to the school coordinator. We ask that this be done prior to the preassessment visit, which occurs about 2 weeks before the assessment date so that NAEP staff can make arrangements to provide the appropriate accommodations. If you have questions, please contact the NAEP Help Desk at 1-800-283-NAEP (6237) or your NAEP representative.

*Thank you very much!*

# Inclusion of Students with Disabilities in NAEP

## NAEP Criteria for Including Students with Disabilities

NAEP has developed strict criteria for all schools around the country to use whenever there is doubt about the assessability of a selected student. For the assessments to be comparable within states and across states, it is very important that all schools adhere to these criteria.

A student identified by the school on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, such as 504, for reasons other than being gifted and talented, **should be included** in the NAEP assessment **unless**:

- The IEP team or equivalent group has determined that the student cannot participate in assessments such as NAEP, OR
- The student's cognitive functioning is so severely impaired that he/she cannot participate, OR
- The student's IEP requires that the student be tested with an accommodation that NAEP does not permit, and the student cannot demonstrate his/her knowledge of the subject being assessed without that accommodation.

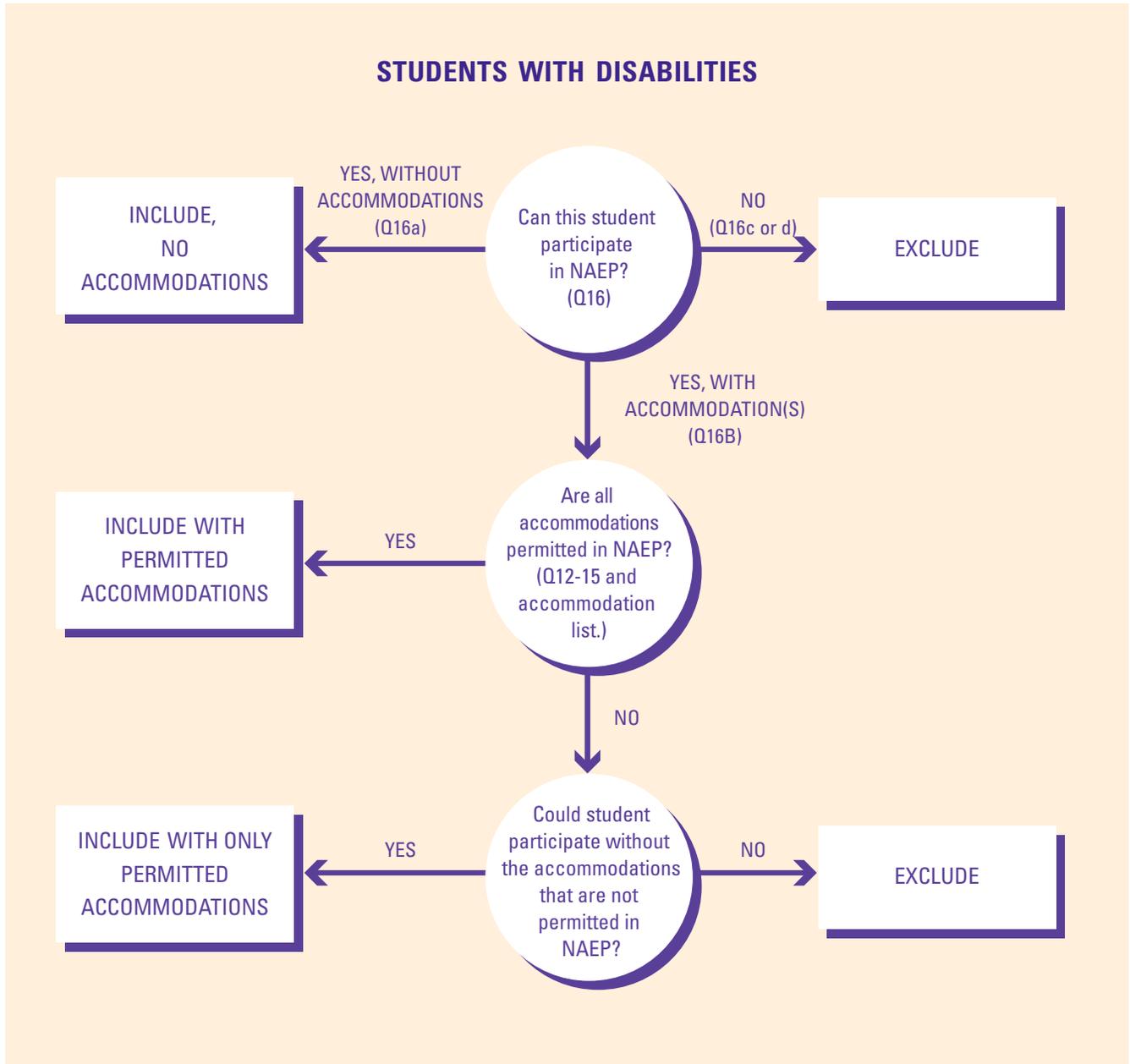
Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff. The following questions in the SD Questionnaire pertain to this decision:

- **Question 16** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.
- **Questions 12 through 15** provide information regarding the type of accommodations the student receives on the state or other assessments. Use the Frequently Provided Accommodations chart in conjunction with these questions, to assist you when determining the type of accommodations needed in NAEP.

***When there is doubt, include the student.***

# Inclusion of Students with Disabilities in NAEP

## Decision Tree



# List of Frequently Provided Accommodations for Students with Disabilities

The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask the NAEP representative.

Accommodations for SD Students	Permitted by NAEP in:			
	Reading	Mathematics	Science	Other
<i>Presentation Format</i>				
Read directions aloud/Repeat directions*	Yes	Yes	Yes	Yes
Use audiotaped version of the test	No	No	No	No
Sign directions	Yes <sup>(1)</sup>	Yes <sup>(1)</sup>	Yes <sup>(1)</sup>	Yes <sup>(1)</sup>
Assist with interpretation of directions	Yes	Yes	Yes	Yes
Read problems, passages, test questions, or other test stimuli aloud to the student	No	Yes	Yes	Yes
Braille edition of test	No <sup>(1)</sup>	No <sup>(1)</sup>	No <sup>(1)</sup>	No <sup>(1)</sup>
Large-print edition of test	Yes	Yes	Yes	No <sup>(1)</sup>
Use magnifying equipment <sup>(1)</sup>	Yes	Yes	Yes	Yes
Person familiar to student administers test	Yes	Yes	Yes	Yes
<i>Response Format</i>				
Respond in Braille	Yes	Yes	Yes	Yes
Respond in sign language	No <sup>(1)</sup>	No <sup>(1)</sup>	No <sup>(1)</sup>	No <sup>(1)</sup>
Point to answers	Yes	Yes	Yes	Yes
Oral responses	Yes	Yes	Yes	Yes
Tape record answers	No	No	No	No
Use computer or typewriter to respond	Yes	Yes	Yes	Yes
Use template to respond	Yes	Yes	Yes	Yes
Use large marking pen or special writing tool	Yes	Yes	Yes	Yes
Write directly in test booklet*	Yes	Yes	Yes	Yes
Use talking, Braille or other calculators	No	No	No	No
<i>Setting Format</i>				
Test in small group or individually	Yes	Yes	Yes	Yes
Administer test in separate room	Yes	Yes	Yes	Yes
Preferential seating, special lighting or furniture	Yes	Yes	Yes	Yes
<i>Other Accommodations</i>				
Extended time	Yes	Yes	Yes	Yes
Breaks during test	Yes	Yes	Yes	Yes
Test sessions over several days	No	No	No	No
Abacus, Arithmetic tables, Graph paper, Thesaurus	No	No	No	No
Spelling and grammar checking software and devices	No	No	No	No

<sup>(1)</sup>Not provided by NAEP, but school, district, or state may provide after fulfilling NAEP security requirements.

\*Part of NAEP, not considered an accommodation.