Preparing for the 2015 NAEP Assessment
Part II
November 24, 2014
AGENDA

• NAEP Timeline
• MyNAEP Activities
• NAEP Inclusion Policy
  • Paper/Pencil
  • TBA
• Questions
MyNAEP Activity Timeline

1. Register for MyNAEP
   - OCT 30

2. Provide School Information
   - OCT 30

3. Submit Student List
   - NOV 21

4. Prepare for Assessment
   - December - January

5. Support Assessment Activities
   - One week before the assessment

6. Wrap Up
   - Last day of school or by June 1

Register for MyNAEP
Provide School Information
Submit Student List
Prepare for Assessment
Support Assessment Activities
Wrap Up
A preassessment packet will arrive in your school the first week in December.

Shortly thereafter, the NAEP representative will contact you to discuss how to complete the Prepare for Assessment activities.

The NAEP representative will schedule a Preassessment Review Call.
These first four activities will be available on December 8.

- Update List of Sampled Students
- Include SD/ELL Students
- Notify Parents
- Manage Questionnaires

Only school coordinators have full access to this menu.
Each activity has a section called Watch Tutorial and Get Started.

- This section explains the information you will need to collect at your school before starting the MyNAEP activity.

Review the tutorial and instructions, then select Finish to move on.
Update List of Sampled Students

**Purpose:** School Coordinators must review the student sample list and make any needed updates

**Steps**

- Identify withdrawn/ineligible students
- Provide missing demographic data and make corrections
- Update classifications for SD/ELL students
MyNAEP Instructions

Update List of Sampled Students

NAEP reports results for various student groups, so it is important to collect accurate information. In this section, you will review the list of sampled students and update their enrollment status and demographic information as needed.

Complete the following:
- Watch Tutorial and Get Started
- Identify Withdrawn or Ineligible Students
- Update Student Information
- Update Classifications of Students with Disabilities and English Language Learners

Review Summary Reports:
- Demographic Data Confirmation
- Demographic Data Report (PDF)
- Withdrawn/Ineligible Students Report (PDF)

Additional Resources:
- Dept. of Agriculture Memo
- Authorizing Release of NSF to NAEP
- Information Needed to Update the List of Sampled Students
Include SD/ELL Students

**Purpose:** School Coordinators (or SD/ELL Specialist) need to indicate how SD/ELL students will participate in NAEP and the accommodations they will receive.

**Steps**

- Provide information for Students with Disabilities
- Provide information for English Language Learners
- Ability to grant access for SD and/or ELL Specialists
MyNAEP Selections

Watch Tutorial and Get Started

Include SD/ELL Students (5:17)

Get Started

- Review the SD/ELL Summary Report. You will need to collect information for each student listed.
- Collect the required information for students with disabilities.
- Collect the required information for English language learners.
- Review your state’s/NAEP’s Inclusion Policy.
- A note about students who are both SD and ELL.
- Select the

Provide Information for Students with Disabilities

Other Accommodations

The students listed below require other accommodations that may or may not be allowed by NAEP for the specified subject. Your NAEP representative will review these accommodations and let you know if they are allowed by NAEP.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>SD Classification</th>
<th>Subject</th>
<th>Other accommodation (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPUTY</td>
<td>MADISON</td>
<td>Yes, IEP</td>
<td>Math</td>
<td>naps</td>
</tr>
</tbody>
</table>
Notify Parents

**Purpose**: School Coordinators need to notify parents/guardians about the NAEP assessment before the scheduled assessment date.

**Steps**

1. Download letter template(s)
2. Distribute to parents/guardians
3. Verify notification by uploading a copy of the letter
Manage Questionnaires

**Purpose:** School Coordinators need to distribute online questionnaires that collect information on school policies, characteristics, teacher training, and instructional practices.

**Steps**

- Identify questionnaire respondents
- Send welcome emails and questionnaires
- Monitor completion and send reminders
NAEP Inclusion & Accommodations
Inclusion and Accommodations

- NAEP encourages inclusion of all students who can meaningfully participate.
- NAEP does not allow accommodations that violate the construct being assessed.
- Governing Board adopted a policy in 2010 on testing and reporting of SD and ELL students.
- New inclusion criteria (decision tree) were field tested in 2012 and first implemented in 2013.
- Beginning in 2011, information about jurisdictions’ progress in meeting inclusion goals reflected in reports.
Reading Exclusion Rate

Grade 4 Reading SD and ELL Excluded

Grade 8 Reading SD and ELL Excluded
Math Exclusion Rate

Grade 4 Math SD and ELL Excluded

Grade 8 Math SD and ELL Excluded

Office of the State Superintendent of Education | 2014
NAEP 2015 Inclusion Policy

Two Versions for Students with Disabilities (SD) and English Language Learners (ELL):

• Operational Assessments (Paper/Pencil)
  • Mathematics and Reading
  • Grades 4, 8, and 12

• Technology-based Assessments (TBA)
  • Mathematics and Reading
  • Grade 12 (2 schools)
Students with Disabilities

Who can be excluded?

- Students who participate in the National Center State collaborative (NCSC) may be excluded from NAEP.

All other SD should participate with or without NAEP allowed accommodations.

Who can receive accommodations?

- Only students on an Individualized Education Plan (IEP) or Section 504 Plan.
Who can be excluded?

- ELL students who have been enrolled in US schools for less than 1 full academic year before the NAEP assessment

All other ELL students should participate in NAEP with or without NAEP allowed accommodations

Formerly ELL students may not receive accommodations on NAEP
Extended Time

- At their own pace
- Assessed in either regular session or separate session
- Limit is 3 times the amount of time allowed for the cognitive blocks
NAEP Accommodations (P/P)

Small Group

- Small number of students in the session
- Generally 5 or fewer students

One-on-One

- Assessed without distractions
NAEP Accommodations (P/P)

Accommodations Requiring Small Group or One-on-One

- Read aloud most or all in English
- Any portion of the assessment in Spanish
  - Directions
  - Questions/responses
- Breaks during the test
- Interaction with a teacher/aide
  - Scribe
  - Braille
  - Sign Language
Read Aloud in English – Directions only

- Directions can be repeated or reworded
- Can be administered in the regular session or a separate session
- Also available to any student as standard NAEP practice (not as an accommodation)
Accommodations (P/P)

Read Aloud in English – Occasional

- Words, phrases, or sentences read aloud
- Can use original booklet
- Administered in the regular session
- Not allowed for reading
Accommodations (P/P)

Read Aloud in English – Most or All

• Requires most or all of the assessment read aloud
• Administered in a separate session by subject
• Not allowed for reading
NAEP Accommodations (P/P)

Breaks During Testing

• As requested
• Predetermined intervals, in more than one sitting during a single day
• Administered in a separate session
• Must be given in a single day
NAEP Accommodations (P/P)

Calculator Version of the Test

- NAEP accommodation since 2013
- Administered in the regular session
- Also available with read aloud and the Spanish/English version of the test in a separate session
NAEP Accommodations (P/P)

Must Have an Aide Administer the Test

- School staff member familiar to the student
- Assessed in a separate session
- Session scripts and instructions will be provided before assessment day
Responds Orally to a Scribe

- Student responds orally or by pointing to his/her answers
- Scribe records responses in booklet
- School staff member with whom the students typically works
- Administered in a separate session
Large Print Version of the Test

- Booklets provided by NAEP
- Enlarged to 129 percent
- Administered in the regular session
NAEP Accommodations (P/P)

Magnification Equipment

• Provided by the school
• Arrange for equipment the student usually uses to be available on assessment day
• Some scanning systems may present security issues
Uses Template/Special Equipment/ Preferential Seating

- Template – cutout or overlay
- Cutout – focuses attention on one part of the page
- Overlay – changes the color of the page
- Provided by the school
Uses Template/Special Equipment/ Preferential Seating

• Uses special writing tool
  • Large-diameter pencil, pencil grip or other special writing tool
• Uses a computer or typewriter to respond
  • Spelling and grammar check should be disabled
NAEP Accommodations (P/P)

Uses Template/Special Equipment/ Preferential Seating

- Preferential Seating
  - Away from distractions
  - Near special equipment
  - At the front of the class
Presentation in Braille

- Braille booklets provided by NAEP

Response in Braille

- Student records responses using a Braille output device, a slate/stylus, or electronic Braille note taker
- Uses a scribe to record responses
- Separate session
Presentation in Sign Language

- School staff member signs instructions (all subjects) and some or all of the tests
- Not allowed for reading
- Administered in a separate session

Response in Sign Language

- Student signs his/her responses to a scribe
- Administered in a separate session
Bilingual Dictionary

- Non-computer
- Word-for-word translations only
  - In any language
- Provided by the school
- Not allowed for reading
General Directions Only Read Aloud in Spanish

- Bilingual script instructions only (the same for all students)
- Separate session
Spanish/English Version of the Test

- Booklet provided by NAEP
- Test items side-by-side in booklet
- Administered in a separate session by a bilingual administrator
- Not allowed for reading or grade 12 (math, reading)
Test Items Read Aloud in Spanish

• Requires words, phrases, sentences, or the entire test read aloud in Spanish

• Uses Spanish/English version of the test provided by NAEP

• Administered in a separate session by a bilingual administrator

• Not allowed for reading of grade 12 (math or reading)
Other

- Read aloud to self
- Microphone
Not Allowed NAEP Accommodations (P/P)

Not Allowed for Any Subject or Grade

• Cueing to Stay on Task – Aligned with State testing guidelines
• Tape-recording answers
• Taking the test over multiple days
• Use of an abacus, arithmetic tables, graph paper, or non-NAEP ruler
• Rewording or simplifying test questions
• Use of a dictionary, thesaurus, or any spelling or grammar-checking software devices
Not Allowed for Any Subject or Grade

• Oral or written responses translated into written English
• Directions read aloud in the native language other than in Spanish
• Test material read aloud in the native language other than in Spanish
• Use of bilingual version of the test other than Spanish
Not Allowed for **Reading**

- Read Aloud Occasional in English
- Read Aloud Most or All in English
- Presentation of Test Items in Sign Language
- Bilingual Dictionary
- Spanish/English Version of the Test
- Test Items Read Aloud in Spanish
NAEP TBA Accessibility

Universal Design Elements
• Available to all students
• Provided by the test delivery system

Accommodations
• Available to only students on IEP, 504 plan, or ELL
• Divided into two types
  • Provided by test delivery system
  • Provided outside test delivery system
Next Month’s Webinar

Prepare for assessment

• Submit current roster of students
• Plan for assessment day
• Conduct Preassessment review call
• Encourage participation

Open Items / Issues
QUESTIONS?
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THANK YOU!!