The District of Columbia Office of the State Superintendent of Education (OSSE) expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students who meet (or met) participation criteria approved by OSSE for the Multi-State Alternate Assessment (MSAA) may be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP accommodations. The Individualized Education Program (IEP) teams will make the determination as to the suitable accommodations for the student, and OSSE will monitor the exclusions for appropriate use of the policy. If you have questions about the NAEP accommodations, please contact [OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov) or [Danielle.Branson@dc.gov](mailto:Danielle.Branson@dc.gov).

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow or provide all accessibility features and accommodations that are allowed on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Several accommodations provided on the PARCC assessments are not necessary for the NAEP paper-based assessments (PBA) because they are available for all students through universal design elements.

The chart below is divided into two sections: (1) universal design elements that will be available to **all students**, and (2) accommodations. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan. After reviewing the subject that the student has been assigned to take, the person most knowledgeable about the student’s disability should determine how the student should be included on NAEP.

The following are the District’s expectations for inclusion on NAEP:

*1) Calculators, manipulatives, and multiplication charts are not allowed on the NAEP mathematics assessment. The NAEP LTT mathematics assessment measures the ability to carry out mathematic computations using paper and pencil.*

*2) NAEP does not allow read-aloud of any part of the NAEP reading test (except the instructions), because decoding words is part of what the NAEP framework is measuring.*

1. *Students who receive multiple-day unit testing on the statewide assessment will take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the statewide assessments, so multiple-day unit testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.*
2. *Graphic organizers are not allowed on the NAEP assessment.*

As you review the inclusion policy, please keep in mind that NAEP does not produce results for individual students or schools, unlike the District of Columbia statewide assessments. 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.

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| NAEP Universal Design Elements for Students with Disabilities (SD)  Age 9 Math and Reading  Paper-and-Pencil Assessments | | |
| Universal Design Element | **Subject** | **Description** |
| Marks/Writes Directly in Test Book | Math  Reading | All students write directly in the test book. NAEP does not have Scantron or bubble sheets. |
| Directions Explained/Clarified | Math  Reading | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Scratch Paper | Math  Reading | Administrators inform students that they can use the white space in the test booklet as scratch paper. |

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| NAEP Accommodations for Students with Disabilities (SD)  Age 9 Math and Reading  Paper-and-Pencil Assessments | | |
| Accommodation | **Subject** | **Description** |
| Extended Time | Math  Reading | **Students are given up to three times (3X) the allotted time to complete the assessment.**   * If state test is untimed, students may or may not require extended time on NAEP. * Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Small Group | Math  Reading | **Group includes no more than five students.** A student can be assigned to a small group session because:   * Student requires this accommodation. * One or more of the student’s accommodations must be administered in a separate location to minimize. distractions to other students in the regular session. |
| One-on-One | Math  Reading | Student is assessed individually in an area free of distractions. |
| Read Aloud in English–Directions Only | Math  Reading | General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.   * Some students’ IEPs or 504 Plans stipulate this as an accommodation. This will be coded as an accommodation for these students. * Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising their hand during the session, and it will not be recorded as an accommodation. |
| Read Aloud in English–Occasional | Math | Students may request to have words, phrases, or sentences read aloud in English. |
| Read Aloud in English–Most or All | Math | Students may request to have most or all of the assessment read aloud in English. |
| Accommodation | **Subject** | **Description** |
| Breaks During Test | Math  Reading | **Students are allowed to take breaks as requested** or at predetermined intervals during the assessment. This could also mean that the students can take the assessment in more than one sitting during a single day. |
| Use Computer/Tablet to Respond | Math  Reading | Students record answers using a computer or tablet **provided by the school.** |
| Familiar Person Present or Administer the Test | Math  Reading | **School staff member** familiar to the student must be present during the assessment or administer the test. |
| Scribe | Math  Reading | **Scribe provided by the school.**  Student responds orally or by pointing to their answers, a scribe records the student’s responses in the booklet. |
| Large Print Version of the Test | Math  Reading | NAEP provides large-print booklets to visually impaired students.   * Assessment booklets enlarged by 129 percent. |
| Magnification Equipment | Math  Reading | Lens or system, **provided by the school**, that enhances visual function. Magnification devices include:   * Eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. * Closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. |
| Uses Template | Math  Reading | **Provided by the school.**   * Cutout, masking, color overlays, line reader, or place marker. |
| Special Equipment | Math  Reading | **Provided by the school.**   * FM system, amplification equipment, auditory amplification device. * Noise buffers, study carrel, blinder, special lighting, adaptive furniture. * Stress ball or sensory fidget item. |
| Preferential Seating | Math  Reading | **Provided by the school.**   * Location with minimal distractions, reduced distractions, quiet location or setting. * Front of the class, close to the test administrator. |
| Cueing to Stay on Task | Math  Reading | **Provided by a school staff member.**   * Monitor for understanding, monitor placement of responses. * **Redirect to stay on task, reminders to stay on task, prompts to stay on task.** * Provide verbal encouragement, reinforcement, refocus. * Track test items. |
| Accommodation | **Subject** | **Description** |
| Braille Version of the Test | Math  Reading | A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth.   * Students can use a scribe to record their answers (select *Scribe* accommodation). * Student can use a Braille output device **provided by the school**. |
| Directions Only Presented in Sign Language | Math  Reading | **Provided by the school.**  A qualified sign language interpreter, **provided by the school**, signs the instructions included in the session script. |
| Presentation in Sign Language | Math | A qualified sign language interpreter, **provided by the school**, signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in Sign Language | Math  Reading | Student signs their responses to a scribe, **provided by the school**, who records the responses in the booklet (select *Scribe* accommodation). |
| Other (specify) | Math  Reading | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |