

**South Carolina NAEP 2015 Students with Disabilities (SD) Inclusion Guidelines**  
**Mathematics, Reading, and Science Grades 4, 8, and 12**

The South Carolina Department of Education expects that most students with disabilities will fully participate in the National Assessment of Educational Progress (NAEP). The IEP or 504 Accommodation Plan team determines **how**, not if, a student with disabilities participates in NAEP. Students with disabilities should participate in the assessment with or without allowable accommodations, as needed. Decisions about accommodations must be made on an individual basis, not on the basis of the category of disability or instructional placement. While students who meet participation guidelines for the South Carolina Alternate Assessment are not expected to participate in NAEP, all others are.

Some students use accommodations on the state test that are not allowed on NAEP. Unlike the South Carolina state assessments, NAEP does not produce results for individual students or schools. Results are summarized only at the state and national level. The NAEP assessments do not impose consequences for the student or school, and are solely intended to provide an overall measure of educational achievement for states and the nation. Because NAEP is a sample-based assessment, each student's item responses provide meaningful information even if some test questions are not answered.

Please note the following differences between NAEP and accommodations practices on the statewide assessments:

- 1) Oral administration is not an allowable accommodation on the NAEP Reading test. Students who receive an oral administration of the ELA portion of SCPASS or HSAP, and are selected to take the NAEP reading test, should be included without the accommodation.
- 2) Students who are allowed multiple-day testing on PASS or HSAP should take the NAEP assessments in one day with breaks as needed. NAEP is a much shorter assessment, so multiple-day testing is not offered. Students take two 25-minute subject matter blocks and answer survey questions about their educational experiences.
- 3) On NAEP, all students write responses in the assessment booklets, not on separate answer documents.

The table on the following pages lists the allowable NAEP accommodations for students with disabilities. For questions about NAEP accommodations, please contact Chris Webster, NAEP State Coordinator, at [cwebster@ed.sc.gov](mailto:cwebster@ed.sc.gov) or 803-734-5721.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
<b>Extended time</b>	Mathematics, Reading, Science	This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i>
<b>Small group</b>	Mathematics, Reading, Science	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.
<b>One-on-one</b>	Mathematics, Reading, Science	This accommodation requires that a student is assessed individually in an area free of distractions.
<b>Directions only read aloud in English</b>	Mathematics, Reading, Science	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students’ IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. 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 his or her hand during the session, and it will not be recorded as an accommodation.</i>
<b>Test items read aloud in English – occasional</b>	Mathematics and Science only <b>Not Allowed for Reading</b>	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. <b>Read aloud in English – occasional is not allowed for Reading.</b>
<b>Test items read aloud in English – most or all</b>	Mathematics and Science only <b>Not Allowed for Reading</b>	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. <b>Read aloud in English – most or all is not allowed for Reading.</b>
<b>Breaks during test</b>	Mathematics, Reading, Science	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student is allowed to take the assessment in more than one sitting during a single day.
<b>Calculator version of the test</b>	Mathematics only <b>Not Allowed for Reading</b>	NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. <b>The calculator version of the test is not allowed for Reading or Science.</b>

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<b>Must have an aide administer the test</b>	Mathematics, Reading, Science	This accommodation requires that a <b>school staff member</b> familiar to the student administer or be present during the session.
<b>Responds orally to a scribe</b>	Mathematics, Reading, Science	This accommodation requires that the student respond to a scribe <b>provided by the school</b> . For multiple choice questions, the student can respond orally or by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet. For constructed response questions, the student must respond orally and the scribe should record exactly what the student says.
<b>Large print version of the test</b>	Mathematics, Reading, Science	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.
<b>Magnification equipment</b>	Mathematics, Reading, Science	This is a lens or system <b>provided by the school</b> that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.
<b>Uses template/special equipment/preferential seating</b>	Mathematics, Reading, Science	<p><u>Template:</u> This is a cutout or overlay <b>provided by the school</b> that is used to focus a student's attention on one part of a page by obscuring other parts of the page.</p> <p><u>Writing Tool:</u> This is a large-diameter pencil, pencil grip, or other special writing tool <b>provided by the school</b> that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments, may use these for NAEP, and it will not be recorded as an accommodation.</i></p> <p><u>Responds Using a Computer or Typewriter:</u> This accommodation requires that the student record his/her answers using a computer or typewriter <b>provided by the school</b>.</p> <p><u>Preferential Seating:</u> This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.</p>

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<b>Cueing to stay on task</b>	Mathematics, Reading, Science	This accommodation requires that a <b>school staff member</b> provide students with a verbal or nonverbal cue to begin a task or to refocus on a task.
<b>Presentation in Braille</b>	Mathematics, Reading, Science	This is a Braille version of the booklet.
<b>Response in Braille</b>	Mathematics, Reading, Science	This accommodation requires that a visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker <b>provided by the school</b> , or uses a scribe to record the answers (see “Responds orally to a scribe” accommodation).
<b>Presentation in Sign Language</b>	Mathematics and Science only <b>Not allowed for Reading</b>	This accommodation requires that a qualified sign language interpreter <b>at the school</b> sign the instructions included in the session script and some or all of the test questions or answer choices for the student. <b>Presentation in sign language is not allowed for Reading.</b>
<b>Response in Sign Language</b>	Mathematics, Reading, Science	This accommodation requires that a hearing-impaired student sign his/her responses to a scribe <b>provided by the school</b> who records the responses in the student’s booklet (see “Responds orally to a scribe” accommodation).
<b>Other (specify)</b>	Mathematics, Reading, Science	For questions about any accommodations not listed above, please contact Chris Webster, NAEP State Coordinator at <a href="mailto:cwebster@ed.sc.gov">cwebster@ed.sc.gov</a> or 803-734-5721 to see if the accommodation can be provided on NAEP.