

NAEP 2024 Student Planning Worksheet – IEP/504

Inclusion is vital to the NAEP and state assessment programs to ensure assessment results reflect the educational progress of all students and to reduce variability in performance comparisons across states. Connecticut has a long history of high inclusion rates. **We expect most students with disabilities to participate in NAEP, except for students with disabilities who participate in the Connecticut Alternate Assessment in lieu of Smarter Balanced or SAT AND cannot access NAEP with allowed accommodations.**

This optional planning worksheet can be used as a tool to gather the necessary information to prepare for the NAEP assessment. All responses must be entered in the NAEP Assessment Management System (AMS).

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| Student Name: | | NAEP Selected Subject: | |
| A student will be selected for only one NAEP subject. Keep in mind that there are no student or school level results for NAEP. | | | |
| Review the Connecticut Inclusion Policy to see the universal design elements and accommodations for NAEP. Also use the policy to determine how students should participate on the NAEP assessment. | | | |
| Record the student's disability(ies): Note: The categories listed are used by the Individuals with Disabilities Education Act (IDEA). This question does not appear for students with 504 plans. | <input type="checkbox"/> Specific learning disability <input type="checkbox"/> Hearing impairment/ deafness <input type="checkbox"/> Visual impairment/ blindness <input type="checkbox"/> Speech or language impairment | <input type="checkbox"/> Intellectual disability <input type="checkbox"/> Emotional disturbance <input type="checkbox"/> Orthopedic impairment <input type="checkbox"/> Traumatic brain injury | <input type="checkbox"/> Autism <input type="checkbox"/> Development delay (age 9 or younger) <input type="checkbox"/> Other health impairment (specify) |
| | What is the degree of this student's disability(ies)? <input type="checkbox"/> Profound/Severe <input type="checkbox"/> Moderate <input type="checkbox"/> Mild <input type="checkbox"/> Don't know | Note: The response should be based on the knowledge of the person most familiar with the student's disability(ies) and based on the person's professional judgment on how it/they might compare to other students with similar disability(ies) in the same grade. | |
| At what grade level does this student perform in the NAEP subject? <input type="checkbox"/> At or above grade level <input type="checkbox"/> One year below grade level <input type="checkbox"/> Two or more years below grade level <input type="checkbox"/> Not receiving instruction in this subject <input type="checkbox"/> Don't know | | | |
| How does the student participate in assessments? | | | |
| How does this student participate in state or classroom assessments in the NAEP Selected Subject noted above? <input type="checkbox"/> Without accommodations <input type="checkbox"/> With accommodations <input type="checkbox"/> Meets (or met) participation criteria for the Connecticut Alternate Assessment (CTAA) | | | |
| How should student be assessed on NAEP? <input type="checkbox"/> Without accommodations <input type="checkbox"/> With accommodations <input type="checkbox"/> Do not test (should be limited mainly to students participating in the CTAA with few exceptions) | | | |
| Universal Design Elements NAEP Universal Design Elements - Offered to All Students. | | | |
| What Universal Design elements does the student need to access NAEP? Note: Identify any universal design elements that the student would typically need during testing. These elements are available to all students. <input type="checkbox"/> Student does not require any NAEP universal design elements or accommodations | <input type="checkbox"/> Zooming <input type="checkbox"/> Individual Testing Experience <input type="checkbox"/> Directions Read Aloud/Text-to-Speech (English) <input type="checkbox"/> Directions Explained/Clarified | <input type="checkbox"/> Read Aloud/Text-to-Speech (English)- Occasional or Most or All (math or science only) <input type="checkbox"/> Use a Computer/Tablet to Respond <input type="checkbox"/> Color Theming <input type="checkbox"/> Scratchwork/Highlighter Capability | <input type="checkbox"/> Elimination Capability <input type="checkbox"/> Volume Adjustment <input type="checkbox"/> Closed Captioning <input type="checkbox"/> Scratch Paper |
| NAEP Accommodations: NAEP Accommodations - Only Offered to Students with Disabilities Who Require Them for Testing. Specific accommodations will be discussed during the Preassessment Review Call with the school's NAEP representative. | | | |
| What accommodations does the student need to access NAEP? Note: Identify any accommodations that the student requires for testing. These accommodations are only provided to students who need them. | <input type="checkbox"/> Extended Time <input type="checkbox"/> Magnification <input type="checkbox"/> Low Mobility Version of Test <input type="checkbox"/> Calculator Version of Test (math only) <input type="checkbox"/> Hearing Impaired Version of Test <input type="checkbox"/> High Contrast for Visually Impaired Students <input type="checkbox"/> Breaks During Test <input type="checkbox"/> Separate Location <input type="checkbox"/> Familiar Person Present in Testing Room | <input type="checkbox"/> Uses Template <ul style="list-style-type: none"> • Cutout; masking; colored overlay; line reader; place marker <input type="checkbox"/> Special Equipment <ul style="list-style-type: none"> • FM system; amplification equipment; auditory amplification device • Noise buffers; study carrel; blinder; special lighting; adaptive furniture • Stress ball or sensory fidget item <input type="checkbox"/> Preferential Seating <ul style="list-style-type: none"> • Seating to reduce distractions within the regular testing session • Front of class; close to test administrator | <input type="checkbox"/> Cueing to stay on task <input type="checkbox"/> Scribe <input type="checkbox"/> Directions only Presented in Sign Language <input type="checkbox"/> Presentation in Sign Language (math or science only) <input type="checkbox"/> Response in Sign Language <input type="checkbox"/> Braille Version of the test <input type="checkbox"/> Other (specify). |
| Student participation in NAEP? <input type="checkbox"/> Will participate - with any required and allowable NAEP accommodations to access the test. | <input type="checkbox"/> Will not participate - student meets (or met) participation criteria for the Connecticut Alternate Assessment | <input type="checkbox"/> Will not participate - other reason (specify). Note: Your NAEP State Coordinator may follow up with you directly for additional information. | |

Notes