



# LEP Background Questionnaire

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2005



UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the 2005 National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that limited-English-proficient students, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to limited-English-proficient students. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and limited English-proficient students in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and limited-English-proficient students in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). 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.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and limited-English-proficient students. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and limited-English-proficient students are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Maria Hernandez Ferrier, Ed. D.  
Deputy Under Secretary  
Office of English Language Acquisition

Troy R. Justesen, Ed. D.  
Delegated the authority  
to perform the functions of  
Assistant Secretary for Special  
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*Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.*



## NAEP Questionnaire Regarding Limited-English-Proficient (LEP) Students

Some students in your school have been selected, as part of a representative sample of students across the country, to take part in the National Assessment of Educational Progress (NAEP). The current NAEP assessment focuses on students' performance in civics, economics, mathematics, reading, science, and U.S. history. As part of the assessment, NAEP collects background information about students, their teachers, and their school that may be related to students' academic performance.

In order to obtain a complete picture of educational progress for **all** students, it is important to collect supplemental information on students in the sample who are classified as limited English proficient (LEP) or as an English language learner (ELL)—**whether they will be assessed or not**. We are asking you to complete this questionnaire about **one** of those students.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

Thank you very much for your help.

### INSTRUCTIONS FOR FILLING OUT QUESTIONNAIRE

Please complete this questionnaire for the student named on the front cover. If the student named on the front cover does not meet the definition for a LEP or ELL student, or if you do not know about the student's English-language proficiency, instruction, and assessment, please return this questionnaire to the NAEP school coordinator.

Please answer questions directly on this questionnaire with a number 2 pencil by filling in the appropriate ovals and, if necessary, by writing your responses in the spaces provided. When you are finished, please return the questionnaire to your school's NAEP coordinator.

VC037134

What is your relationship to the student named on the front cover?

- (A) Classroom (General Education) Teacher
- (B) Bilingual Education/ESL Classroom Teacher
- (C) Bilingual Education/ESL Pullout Teacher
- (D) Guidance/School Counselor
- (E) Principal/Assistant Principal
- (F) Other (specify)

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VB338430

1. What is this student's first or native language?

- A Spanish
- B Other language (specify):

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VC035685

Questions 2–5. How would you characterize this student's English proficiency? (Fill in one oval in each row.)

	Good (LEP advanced)	Fair (LEP intermediate)	Poor (LEP beginning)	No proficiency	I don't know.	
2. Listening comprehension in English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC035690
3. Speaking English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC035691
4. Reading English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC035693
5. Writing English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC035695

VC035697

6. Including the current school year, how long has this student been receiving academic instruction primarily in English?

- A This student does not receive academic instruction primarily in English in this subject.
- B Less than 1 year
- C 1 to 2 years
- D 2 to 3 years
- E 3 years or more
- F I don't know.

VC035076

7. Refer to the front cover to determine the subject in which this student is being assessed by NAEP, and fill in the oval for that subject below.

- A Civics
- B Economics
- C Mathematics
- D Reading
- E Science
- F U.S. history



**Questions 8–14, which follow, ask about this student’s instruction and assessment in the subject identified in question 7.**

- VC035078
8. What grade level of instruction is this student currently receiving in the subject identified in question 7?
- Ⓐ This student is currently not receiving instruction in this subject.
  - Ⓑ At or above grade level
  - Ⓒ One year below grade level
  - Ⓓ Two or more years below grade level
  - Ⓔ I don’t know.

- VC035704
9. Is this student participating in the same curriculum content in the English language as English-speaking students in the subject identified in question 7?
- Ⓐ This student is currently not receiving instruction in English in this subject.
  - Ⓑ Same curriculum content
  - Ⓒ Different curriculum content
  - Ⓓ I don’t know.

- VC035707
10. During this school year, what type of instruction for limited-English-proficient students has this student received in the subject identified in question 7?
- Ⓐ No specially designed instruction for limited-English-proficient students
  - Ⓑ Specially designed instruction in English (e.g., ESL, simplified English)
  - Ⓒ Native-language instruction
  - Ⓓ I don’t know.

- VC035710
11. How does this student participate in the regular state academic assessment in the subject identified in question 7? If your state does not have an assessment in the subject identified in question 7, indicate how this student participates in your state’s reading/language arts assessment.
- Ⓐ This student does not participate in the regular state academic assessment.
  - Ⓑ Regular assessment without accommodations
  - Ⓒ Regular assessment with direct and/or indirect linguistic support accommodations
  - Ⓓ Other (specify)  
\_\_\_\_\_
  - Ⓔ I don’t know.

For questions 12–13, please indicate which accommodations this student receives, if any, in the state academic assessment in the subject identified in question 7. If your state does not have an assessment in the subject identified in question 7, indicate which accommodation this student receives, if any, in your state’s reading/language arts assessment.

VC035712

12. **Direct linguistic support** accommodations in native language or English (**Fill in all ovals that apply.**)

- A No direct linguistic support accommodations
- B Native-language version of test
- C Bilingual version of test
- D Bilingual word lists or glossaries
- E Bilingual dictionary without definitions
- F Directions translated aloud into native language or presented by audiotape
- G Passages, other stimulus material, or test questions translated aloud into native language or presented by audiotape
- H Student’s oral or written responses translated into written English
- I Directions read aloud in English or presented by audiotape
- J Passages, other stimulus materials, or test questions read aloud in English or presented by audiotape
- K Other (specify)  
\_\_\_\_\_

VC035715

13. **Indirect linguistic support** accommodations (**Fill in all ovals that apply.**)

- A No indirect linguistic support accommodations
- B Tested in small group
- C Tested individually
- D Receives extended time
- E Receives preferential seating
- F Other (specify)  
\_\_\_\_\_



**Question 14** asks your judgment about whether this student can participate in the NAEP assessment either with or without accommodations.

The NAEP assessment includes both multiple-choice and constructed-response (open-ended) questions.

A student who is identified as limited English proficient (LEP) and who is a native speaker of a language other than English *should be included* in the NAEP assessment unless he or she cannot demonstrate his or her knowledge in the subject assessed even with accommodations permitted by NAEP.

NAEP permits most, but not all, accommodations provided for state assessment programs. For all assessments, NAEP *does not* permit oral or written translation of directions into the student's native language or translation of the student's oral or written responses in his or her native language into English. For the **reading** assessment, NAEP *does not* permit the passages or test questions to be read aloud or presented by audiotape in English, *does not* permit oral or written translation of passages or test questions into the student's native language, and *does not* permit the use of bilingual word lists, glossaries, or dictionaries.

A student who has received academic instruction primarily in English for at least three school years, including the current year, must participate in the NAEP assessment without accommodations.

VC035718

14. In your judgment, can this student participate in NAEP in the subject selected in question 7?

- Ⓐ Yes, without accommodations
- Ⓑ Yes, with accommodations permitted in NAEP
- Ⓒ No, this student cannot demonstrate knowledge in the subject being assessed even with accommodations permitted in NAEP.

**THANK YOU FOR YOUR  
COOPERATION**