

English Language Learner (ELL) Questionnaire

(For 2008 Arts)

Cover to come from Pearson





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dear Principal or Administrator:

Thank you for allowing your school to participate in the 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 English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners 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 English language learners 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 English language learners. 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 English language learners 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.

Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

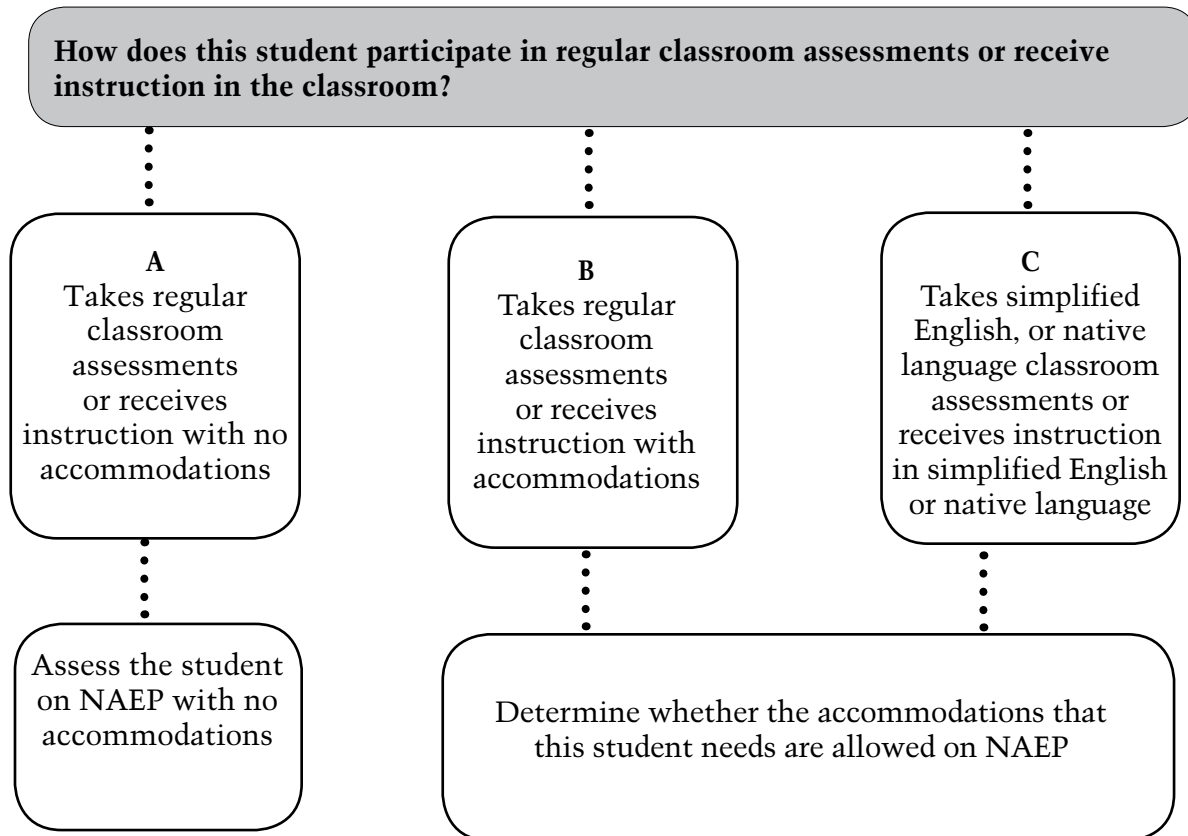
Alexa Posny
Director
Office of Special Education Programs

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

ELL DECISION TREE



Please answer the questions on pages 5–8 about this student and return the completed questionnaire to the person in your school who is coordinating NAEP activities.

Thank you very much for your help!

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

Ⓐ Spanish

Ⓑ Other language (specify) _____

To answer Question 2, refer to how this student takes regular classroom assessments or how this student receives instruction in the classroom.

2. How does this student participate in regular classroom assessments or receive instruction in the classroom? (Fill in **one** oval.)

Ⓐ This student takes regular classroom assessments or receives instruction **with no accommodations**. → *Skip to page 8 and answer questions 7–9.*

Ⓑ This student takes regular classroom assessments or receives instruction **with accommodations**. → *Go to pages 6, 7, and 8 and answer questions 3–9.*

Ⓒ This student **takes simplified English or native language** classroom assessments or receives instruction in simplified English or native language in the classroom. → *Go to pages 6, 7, and 8 and answer questions 3–9.*

3. Which accommodations does this student receive on regular classroom assessments or during instruction in the classroom?

Fill in the oval in Column A for each accommodation that this student receives on regular classroom assessments or during instruction in the classroom.

This Student	COLUMN A	COLUMN B		COLUMN C
	Accommodations student receives for regular classroom assessments or instruction.	Are these accommodations allowed on NAEP if received for regular classroom assessments or instruction?		If allowed on NAEP, who provides accommodation?
		Music	Visual Arts	
Direct Linguistic Support				
Has directions read aloud/repeated in English or received assistance in English to understand directions	<input type="radio"/>	Standard NAEP Practice		NAEP provides
Has directions only read aloud in native language	<input type="radio"/>	N	N	N/A
Has test materials read aloud in native language	<input type="radio"/>	N	N	N/A
Uses a bilingual version of the test	<input type="radio"/>	N	N	N/A
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	Y	Y	School provides
Has occasional words or phrases read aloud in English	<input type="radio"/>	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	<input type="radio"/>	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	NA
Indirect Linguistic Support				
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	NAEP provides*
Receives preferential seating	<input type="radio"/>	Y	Y	School provides
Must have test administered by familiar person	<input type="radio"/>	Y	Y	School provides
Receives extended time	<input type="radio"/>	Y	Y	NAEP provides**
Is given breaks during the test	<input type="radio"/>	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	NA
Receives other accommodations	<input type="radio"/>			

NA = Not applicable

*NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

**If regular test is untimed, student would require extended time on a timed assessment, such as NAEP.



Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 6.

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4. Are all of the accommodations this student receives on regular classroom assessments or during classroom instruction as recorded in Column A allowed on NAEP(Column B)? (Fill in **one** oval.)
- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 8 and answer questions 7, 8, and 9.*
 - Ⓑ No. → *Answer question 5 below.*

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5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)
- Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 8 and answer questions 7, 8, and 9.*
 - Ⓑ No. This student should not be assessed on NAEP. → *Skip to page 8.*

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6. Could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)
- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

→ *Go to page 8 and answer questions 7, 8, and 9.*
 - Ⓑ No. This student should not be assessed on NAEP.
→ *Go to page 8 and answer questions 7, 8, and 9.*

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

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

8. What grade level of instruction is this student currently receiving?

- Ⓐ At or above grade level
- Ⓑ One year below grade level
- Ⓒ Two or more years below grade level
- Ⓓ I don't know.

9. How would you characterize this student's English proficiency? (Fill in **one** oval in each row.)

	ELL advanced	ELL intermediate	ELL beginning	No proficiency	I don't know.	
a. Listening comprehension in English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188374
b. Speaking English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188375
c. Reading English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188385
d. Writing English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188388

