

***THE NATIONAL ASSESSMENT OF  
EDUCATIONAL PROGRESS***

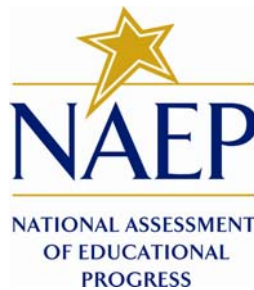
**Wave 2 Submittal for 2011**

**VOLUME II**

**Part 4i**

**LSP Worksheet**

***FOR 2011 ASSESSMENT***  
**for Puerto Rico**



*Part 4i contains:*

LSP Worksheet (Puerto Rico Administration)

*The amount of time estimated to complete the corresponding SD form is 10 minutes per student.*

*June 2, 2010*

Part 4 of 4





***THE NATIONAL ASSESSMENT OF  
EDUCATIONAL PROGRESS***

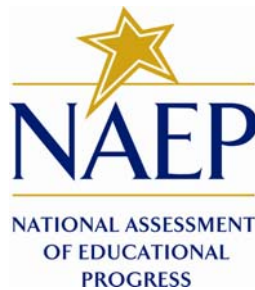
**Wave 2 Submittal for 2011**

**VOLUME II**

**Part 4j**

**LSP Worksheet Instructions**

***FOR 2011 ASSESSMENT  
for Puerto Rico***



*Part 4j contains:*

LSP Worksheet Instructions (Puerto Rico Administration)

*The amount of time estimated to complete the corresponding SD form is 10 minutes per student.*

*June 2, 2010*

Part 4 of 4

# National Assessment of Educational Progress (NAEP) Instructions for Completing Worksheets for Students with Linguistic Limitations in Spanish (LSP)

*(Please review these instructions before completing the LSP Worksheets)*

## Frequently Asked Questions

### What information is collected on the LSP Worksheets?

The LSP Worksheet records

- how each LSP student is assessed in the state academic assessment in the NAEP subject the student is selected to take (front of the worksheet),
- whether each student can participate in NAEP with the accommodations allowed for the NAEP subject (front of the worksheet), and
- each student's Spanish language proficiency and grade-level performance (back of the worksheet).

**School personnel will make the final determination on how LSP students are included in the NAEP assessment.**

**If you need clarification for completing the worksheet, please contact your NAEP state coordinator.**

### Who should complete the worksheet?

The person completing the front of the worksheet should be the person at your school most knowledgeable about how the student is tested in the state academic assessment in the subject listed in column B on the front of the worksheet.

For example, if the NAEP subject listed is "M" for mathematics, the person completing the worksheet should know how the student is tested in the state academic assessment in mathematics.

This person may be a school testing coordinator, LSP coordinator, or a classroom teacher.

The person completing the back of the worksheet should be the person at your school most knowledgeable about the student's Spanish language proficiency and grade-level performance.

### What if an LSP student is withdrawn or graduated, never attends campus (e.g., homeschooled), or is otherwise ineligible for NAEP (e.g., not enrolled in the sampled grade)?

Draw a line through that student's name, record a note in column G and leave the rest of the worksheet blank for that student.

### What should I do with the worksheet(s) when I'm finished?

Return all completed worksheets to the NAEP school coordinator by the date requested.

If you are the school coordinator, put the completed worksheets in the NAEP Storage Envelope. Your NAEP representative will collect them at the preassessment visit.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 10 minutes per student including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

**A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education.** The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both, if he or she willfully discloses ANY identifiable information about you. OMB No. 1850-0790 • Approval Expires 04/30/2013  
Mark Reflex® forms by Pearson NCS EM-17XXXX-001:654321



UNITED STATES DEPARTMENT OF EDUCATION

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 Elementary and Secondary Education Act (ESEA) 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. The law 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.

Richard L. Smith  
Acting Assistant Deputy Secretary  
Office of English Language Acquisition

Alexa Posny  
Assistant Secretary  
Office of Special Education and Rehabilitative Services

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

[www.ed.gov](http://www.ed.gov)

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

## Completing the Front of the Worksheet

Columns A through E1 are pre-printed.

Columns E2 through H are completed by school staff.

Column I is For NAEP Use Only.

**Column E2:** If this student's LSP classification has changed from column E1, record the student's current LSP classification using one of the codes below.

<b>Codes for Column E2</b>
1 = Yes, LSP
3 = Not LSP ( <b>Do not complete the rest of the worksheet for this student</b> )

**Column F:** How is this student included in your state test for the NAEP subject listed in column B?

<b>Codes for Column F</b>
1 = Without Accommodations ( <b>Go to column H</b> )
2 = With Accommodations ( <b>Go to column G</b> )
3 = With simplified Spanish/native language test ( <b>Go to column G</b> )
4 = Does not participate ( <b>Go to column H</b> )

**Column G:** What accommodations does the student receive on your state test in the NAEP subject listed in column B? Refer to the enclosed State-specific LSP Guidelines Summary for more information on the accommodations allowed for LSP students by your state.

**The following are not allowed on NAEP for any grades or subjects:**

Abacus/tables/graph paper	Tape recording answers
Taking NAEP over multiple days	Dictionary/thesaurus/spelling/grammar software
Questions reworded or simplified	Oral or written responses in native language translated into written Spanish

**Column H:** How should this student be tested on NAEP?

To answer column H, review your State-specific LSP Guidelines Summary for information on your state's inclusion policy.

<b>Codes for Column H</b>
1 = Without Accommodations
2 = With Only NAEP Allowed Accommodations
3 = Do Not Test

**Turn to Page 4 of these instructions for more information on how to complete the back page of the LSP Worksheet for each student listed.**

## Completing the Back of the Worksheet

On the back of the worksheet are some research questions for the same students listed on the front. Please consult the person most knowledgeable about each student's Spanish language proficiency and grade-level performance to answer these questions.

**Columns J through M** are pre-printed.

**Columns N through P** are completed by school staff.

### Column N

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

Record how long the student has been receiving academic instruction primarily in Spanish, using one of the following codes:

- 1 = Does not receive academic instruction primarily in Spanish
- 2 = Less than 1 year
- 3 = 1 to 2 years
- 4 = 2 to 3 years
- 5 = 3 years or more
- 6 = Don't know

### Column O

**At what grade level does this student perform in the NAEP subject listed in column K?**

Record the grade level at which the student performs in the NAEP subject listed in column K, using one of the following codes:

- 1 = At or above grade level
- 2 = One year below grade level
- 3 = Two or more years below grade level
- 4 = Not receiving instruction in this subject
- 5 = Don't know

For example, a fourth-grade student selected to take the NAEP math assessment who performs at a second-grade level should be marked as code 3 (two or more years below grade level).

### Column P

**For each item listed below, how would you characterize this student's Spanish proficiency?**

- Listening comprehension in Spanish**
- Speaking Spanish**
- Reading Spanish**
- Writing Spanish**

For each skill listed record the student's **Spanish language proficiency**, using the following codes:

- 1 = LSP advanced
- 2 = LSP intermediate
- 3 = LSP beginning
- 4 = No proficiency
- 5 = Don't know

The responses should be based on the knowledge of the person most familiar with the student's Spanish language proficiency.