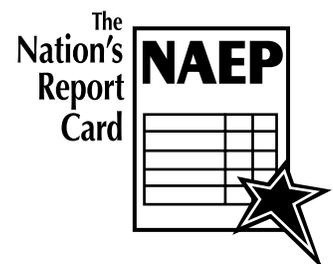
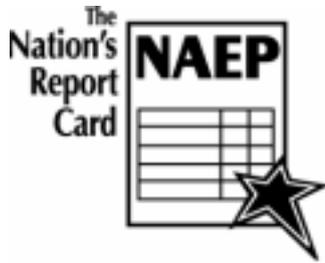


**NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)**

**DEMONSTRATION
BOOKLET**

**GRADE 12
FOREIGN LANGUAGE
2003-2004**





Demonstration Booklet

2003-2004 — Grade 12

Foreign Language

School Information

SCHOOL #

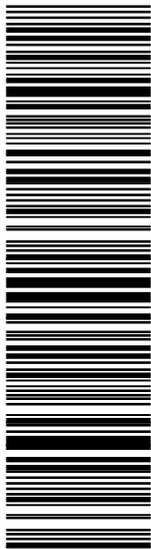
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TOTAL TIME for
ACCOMMODATION

ADMIN
CODE

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DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Accommodation Booklet Barcode ID
(from back of booklet)

Reading and/or Writing

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Accommodation Booklet Barcode ID
(from back of booklet)

Listening

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Place label here

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A project of the Institute of Education Sciences.
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ABOUT THIS DEMONSTRATION BOOKLET

On behalf of the National Assessment of Educational Progress (NAEP) project team, I want to thank you and other members of your school system for agreeing to participate in the NAEP assessment. Your participation is essential and highly valued. The data that NAEP provides about student achievement in various subjects are widely used by parents, educators, and researchers throughout the nation.

Since 1969, national assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. The 2003 foreign language assessment will provide information on how well representative samples of 12th grade students, who have studied Spanish, can communicate in Spanish.

This demonstration booklet illustrates the kinds of background questions and tasks used in the 2003 pilot test developed in preparation for a 2004 operational assessment of student achievement in Spanish. Each participating student will be asked to complete a background questionnaire. Students who have completed at least one year of high school Spanish will also be asked to complete Spanish components in reading, writing, listening, and/or conversation. The assessment will require about two hours of a student's time. Students' answers to all questions are confidential and students' names are removed from all completed assessment materials.

This booklet is divided into four parts. Part one contains an overview of the foreign language assessment. Part two describes the reading, writing, listening, and conversation components of the foreign language assessment. Part three provides the directions and background questions for the Language Survey/Background Questionnaire. The final part of the booklet, located on the back cover, presents general information about the NAEP program.

If you have any questions or comments regarding the NAEP program or this booklet, please refer to <http://nces.ed.gov/nationsreportcard> or call Sherran Osborne of NCES at (202) 502-7420.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

INTRODUCTION TO THE FOREIGN LANGUAGE ASSESSMENT

The National Assessment Governing Board (NAGB) develops frameworks detailing what students reasonably might be expected to know and do for each subject assessed by NAEP. The NAEP foreign language assessment is based on a general framework for assessing communicative ability in languages other than English. In this framework, listening, speaking, reading, and writing skills are assessed through authentic communication tasks that are called for in daily life, school, and work. Topics concerning the student’s family life, including home and living arrangements, are considered sensitive and will not be included.

First, a language survey/background questionnaire (LS/BQ) will be administered to all of the students in the representative national sample to collect data on demographics, experiences with foreign language learning both in school and beyond, attitudes toward language study, and self-reporting of language abilities. The LS/BQ will have specific questions regarding Chinese, French, German, Japanese, Russian, or Spanish language instruction in high school and will be administered to both students who have studied a foreign language in high school and those who have not. (More detail is provided on pages 12 to 16.)

After the LS/BQ is given, sampled students who have completed at least one year of high school Spanish by the end of eleventh grade will participate in two or more Spanish-language components. Level 1 students, those who have completed one or two years of Spanish instruction, will take reading and listening. Level 2 students, those with three or more years of Spanish instruction will take reading, writing, and listening. (A few students from each group will take conversation, rather than listening.) Students need to have a command of English in order to demonstrate their achievement in Spanish on this assessment, as verbal and written instructions are in English.

Students who take only the LS/BQ will require about 45 minutes of testing time. Students who participate in the full assessment (LS/BQ, plus reading, writing, listening, and/or conversation) will require about two hours of testing time.

The following chart depicts which sections of the assessment are likely to be administered at any selected school and which students will participate in each of the components:

Level 0	Students who have not completed at least one year of Spanish instruction	Will take the LS/BQ only
Level 1	Students who have completed one or two years of Spanish instruction	Will take the LS/BQ, Reading <u>and</u> Listening <u>or</u> Conversation
Level 2	Students who have completed three or more years of Spanish instruction	Will take the LS/BQ, Reading <u>and/or</u> Writing <u>and</u> Listening <u>or</u> Conversation

THE READING COMPONENT

The Reading component measures students' ability to understand, interpret, and to think critically about different types of texts. In responding to stories, articles, and documents, students are asked to read *for literary experience, to gain information, and to perform a task*. Texts are drawn from a variety of authentic sources, from the topic contexts of daily life, work, and school environments. The texts have been selected from 15 of the approximately 20 countries that comprise the Spanish-speaking world.

The Reading booklets contain two 25-minute reading blocks of questions, and the Reading/Writing booklets contain one 25-minute reading block and one 25-minute writing block. Test materials are presented with a one- or two-sentence introduction in English, followed by Spanish text. The introductions indicate the origin of the text and any other relevant information that would allow the students to have a "realistic" context for reading the text. Following the Spanish texts, all reading items are presented in English to reduce lack of comprehension as a factor in students' responses.

The Reading component contains both multiple-choice and constructed-response questions. The questions assess readers' understanding of the main ideas and important details presented in the text. Readers are also asked to make inferences and link information based upon their background knowledge of Spanish language and culture. The constructed-response items may be answered in either English or Spanish.

THE WRITING COMPONENT

Only students who have completed a minimum of three years of Spanish language instruction will participate in the Writing component of the foreign language assessment. The students will demonstrate their ability to select appropriate vocabulary and language structures to produce written responses in Spanish. Students will also demonstrate their application of communication strategies and cultural knowledge by using the writing styles customary in Spanish-speaking cultures.

The Writing booklets contain two 25-minute writing blocks of questions and the Reading/Writing booklets contain one 25-minute writing block and one 25-minute reading block. The directions include clear expectations for student performance and evaluation, which will be based on how completely and meaningfully their ideas are communicated, how thoroughly they respond to the writing task, and how accurately they use the conventions of written Spanish. All student work will be in the form of constructed responses, including short answers, extended answers, and essays.

For each task, there is a short introduction in English that describes the purpose and audience for the written response. For the extended answers and essays, students will have a planning page with instructions that will help them graphically organize their task in the pre-writing stage. For the essays, students also receive a leaflet, *Ideas for Planning and Reviewing Your Writing*, which provides suggestions about how they can plan, organize, and review their work.

THE LISTENING COMPONENT

The Listening component is designed to assess students' receptive skill of listening for information in Spanish. Students are expected to move beyond a literal translation of foreign language speech and to comprehend the meaning of the selection within its cultural context. All listening tasks are set in one of three designated contexts: daily life, school, and work.

Each Listening booklet corresponds to one recording of a variety of 25-minute listening tasks. Students are instructed to read the questions before hearing the corresponding selection on the tape. A short introduction in English, accompanied by a picture that gives the context for the corresponding task, informs students about the purpose and/or description of each situation. The response formats are multiple-choice questions and constructed-response questions that require short answers. All questions are in English, but students have the option of writing their short-answer responses in either English or Spanish.

Listening selections contain information related to authentic cultural practices, products, and/or perspectives that represent multiple Spanish-speaking countries and regions. How often the students hear the selections is determined by the nature of the task. For example, a telephone message is heard twice, whereas a conversation is heard only once. For each selection, students are told whether the material will be heard once or twice. The paced tape has built-in time for students to read the introduction and questions, listen to the selection, and respond to the questions.

THE CONVERSATION COMPONENT

A few of the sampled students at each school will be randomly selected to participate in the Conversation component and to have a phone conversation with a trained Spanish-speaking interviewer who will act as a teacher from Chile. Before the conversation begins, each student will receive a letter that provides a context for the interview. The “Chilean teacher” will greet each student and engage the student in three conversation tasks. Then, the student and the interviewer will work together to accomplish two role-play tasks about topics that the student has been assigned. For the role-play tasks, the instructions will provide all necessary details for the situational context in which the conversation takes place.

The Conversation component will be completed within 30 minutes. The interviewer will encourage the student to do most of the talking. The interviewer will also use vocabulary and pronunciation universally understood by Spanish speakers and not specific to any particular region. The complexity of discourse during the conversation, such as tense and syntax, will be adapted to the performance level of the student. Content will be appropriate for 12th graders and familiar to a broad range of students from varied backgrounds. Topics will be related to daily living, school, and work.

LANGUAGE SURVEY/BACKGROUND QUESTIONNAIRE

DIRECTIONS

Your booklet has several sections. Section 1 asks questions about you and your foreign language classes. The rest of the sections ask questions about your specific foreign language skills. You will be told when to begin each section. Stop when you see this sign.



You will be asked to answer only those questions that apply to you; you will not be asked to answer all the questions in this booklet. You should think carefully about your answers and answer every question that applies to you. Use all the time available to complete this booklet.

Some of the questions ask you to choose the best answer and fill in the oval in your booklet. Example 1 shows a question like this. Read the question and fill in the oval beside the choice that applies to you. For some questions you may need to fill in several ovals and/or provide your answer on a response line.

Example 1

What grade are you attending in school?

- A Grade 9
- B Grade 10
- C Grade 11
- D Grade 12

You should have filled in the oval for D “12” because you are currently a senior in high school. On questions like this, be sure to make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

Other questions will ask you to write short answers on the blank lines provided in your booklet. Now read example 2 and write your answer on the blank line below.

Example 2

What kind of food do you like best?

Answer: _____

You should answer this question by writing the kind of food you like best. Sometimes there will be more than one line on which to write your answer. Use as many lines as you need for your answer.

REMEMBER:

Read each question CAREFULLY.

Fill in the APPROPRIATE OVALS for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you have time.

Do not go past the  at the end of each section until you are told to do so.



LANGUAGE SURVEY/BACKGROUND QUESTIONNAIRE (LS/BQ)

GENERAL BACKGROUND

In this section, please tell us about yourself, your family, and your school experiences. Follow directions carefully, and answer only those questions that apply to you. Mark your answers in your booklet. Fill in the APPROPRIATE OVALS for each question or write your answer in the space provided.

1. Are you Hispanic or Latino? Fill in **one** or **more** ovals. VB331330
- (A) No, I am not Hispanic or Latino.
 - (B) Yes, I am Mexican, Mexican American, or Chicano.
 - (C) Yes, I am Puerto Rican or Puerto Rican American.
 - (D) Yes, I am Cuban or Cuban American.
 - (E) Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one** or **more** ovals. VB331331
- (A) White
 - (B) Black or African American
 - (C) Asian
 - (D) American Indian or Alaska Native
 - (E) Native Hawaiian or other Pacific Islander
3. Does your family get a newspaper at least four times a week? VB331333
- (A) Yes
 - (B) No
 - (C) I don't know
4. Does your family get any magazines regularly? VB331334
- (A) Yes
 - (B) No
 - (C) I don't know
5. About how many books are there in your home? VB331335
- (A) Few (0–10)
 - (B) Enough to fill one shelf (11–25)
 - (C) Enough to fill one bookcase (26–100)
 - (D) Enough to fill several bookcases (more than 100)

VB331336

6. Is there a computer at home that you use?

- Ⓐ Yes
- Ⓑ No

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know

TB001101

8. About how many pages a day do you have to read in school and for homework?

- Ⓐ 5 or fewer
- Ⓑ 6-10
- Ⓒ 11-15
- Ⓓ 16-20
- Ⓔ More than 20

VB331339

9. How often do you talk about things you have studied in school with someone in your family?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day

VB331447

10. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

11. How far in school did your mother go? VB330870
- Ⓐ She did not finish high school.
 - Ⓑ She graduated from high school.
 - Ⓒ She had some education after high school.
 - Ⓓ She graduated from college.
 - Ⓔ I don't know.
12. How far in school did your father go? VB330871
- Ⓐ He did not finish high school.
 - Ⓑ He graduated from high school.
 - Ⓒ He had some education after high school.
 - Ⓓ He graduated from college.
 - Ⓔ I don't know.
13. How often do people in your home talk to each other in a language other than English? VB331451
- Ⓐ Never
 - Ⓑ Once in a while
 - Ⓒ About half of the time
 - Ⓓ All or most of the time
14. In general, how important do you think it is to learn a language in addition to English? VB507250
- Ⓐ Not important
 - Ⓑ Somewhat important
 - Ⓒ Important
 - Ⓓ Very important
15. Have you studied or learned any language other than English? For example, have you taken a class in it or learned it by traveling or speaking it with your family? VB500306
- Ⓐ Yes → skip to question 17
 - Ⓑ No → go to question 16

16. Which of the following influenced your decision **never** to take a foreign language class? Fill in **one** oval for each line.

- | | Yes | No | |
|---|-------------------------|-------------------------|-----|
| a. I already knew another language. | <input type="radio"/> A | <input type="radio"/> B | 001 |
| b. My school did not offer classes in a language other than English. | <input type="radio"/> A | <input type="radio"/> B | 002 |
| c. The classes did not fit into my schedule. | <input type="radio"/> A | <input type="radio"/> B | 003 |
| d. The language I wanted to learn was not offered. | <input type="radio"/> A | <input type="radio"/> B | 004 |
| e. I did not want to learn another language. | <input type="radio"/> A | <input type="radio"/> B | 005 |
| f. I did not like the way the language classes were taught. | <input type="radio"/> A | <input type="radio"/> B | 006 |
| g. I would not have the opportunity to use a language other than English. | <input type="radio"/> A | <input type="radio"/> B | 007 |
| h. My friends were not taking foreign language classes. | <input type="radio"/> A | <input type="radio"/> B | 008 |
| i. A foreign language is not required for graduation from my high school. | <input type="radio"/> A | <input type="radio"/> B | 009 |
| j. Other (Specify): _____ | <input type="radio"/> A | <input type="radio"/> B | 010 |

VB507249

17. How likely is it that you will learn a language in addition to English in the future?

- Ⓐ Not likely
- Ⓑ Somewhat likely
- Ⓒ Likely
- Ⓓ Very likely

**NOTE: If you have NEVER studied or learned a foreign language STOP here.
You have completed your portion of this questionnaire.**

Spanish Language Learning

Now please tell us about your general experiences with the Spanish language.

VB500307
 18. Is Spanish one of the languages you have studied or learned?

- Ⓐ Yes → go to question 19
- Ⓑ No → skip to question 37

VB500308
 19. Have you attended school in a Spanish-speaking country?

- Ⓐ Yes → go to question 20
- Ⓑ No → skip to question 21

VB500309
 20. In which of these grades did you attend school in a Spanish-speaking country? Fill in **one** oval for each line.

	Yes	No	
a. K	Ⓐ	Ⓑ	001
b. 1	Ⓐ	Ⓑ	002
c. 2	Ⓐ	Ⓑ	003
d. 3	Ⓐ	Ⓑ	004
e. 4	Ⓐ	Ⓑ	005
f. 5	Ⓐ	Ⓑ	006
g. 6	Ⓐ	Ⓑ	007
h. 7	Ⓐ	Ⓑ	008
i. 8	Ⓐ	Ⓑ	009
j. 9	Ⓐ	Ⓑ	010
k. 10	Ⓐ	Ⓑ	011
l. 11	Ⓐ	Ⓑ	012
m. 12	Ⓐ	Ⓑ	013

VB500310

21. Did you study Spanish **in school** in the United States (or other non-Spanish-speaking country) in any grade, kindergarten through 8? (For students who studied Spanish in Puerto Rico, select NO and then skip to question 23.)

- A Yes → go to question 22
- B No → skip to question 24

VB500311

22. In which of these grades did you study Spanish in the United States or other non-Spanish-speaking country? Fill in **one** oval for each line.

	Yes	No	
a. K	<input type="radio"/> A	<input type="radio"/> B	001
b. 1	<input type="radio"/> A	<input type="radio"/> B	002
c. 2	<input type="radio"/> A	<input type="radio"/> B	003
d. 3	<input type="radio"/> A	<input type="radio"/> B	004
e. 4	<input type="radio"/> A	<input type="radio"/> B	005
f. 5	<input type="radio"/> A	<input type="radio"/> B	006
g. 6	<input type="radio"/> A	<input type="radio"/> B	007
h. 7	<input type="radio"/> A	<input type="radio"/> B	008
i. 8	<input type="radio"/> A	<input type="radio"/> B	009

23. Which of the following describes how you were taught Spanish in kindergarten through grade 8? Fill in **one** oval for each line.

VB500312

	Yes	No	Don't know	
a. Specific class time devoted to learning Spanish (for example, 30 minutes a day, 3 days a week)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	001
b. At least half the subjects taught in Spanish (partial immersion program)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	002
c. All subjects taught in Spanish (total immersion program)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	003
d. Exploratory class in which Spanish was one of several languages taught for part of the school year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	004

- VB500313
24. Did you study Spanish **in school** in the United States (or other non-Spanish-speaking country) in any grade, 9 through 12? (For students who studied Spanish in Puerto Rico, select NO and then skip to question 31.)
- Ⓐ Yes → go to question 25
- Ⓑ No → skip to question 34

- VB500314
25. In which of these grades did you study Spanish in the United States or other non-Spanish-speaking country? Fill in **one** oval for each line.

	Yes	No	
a. 9	Ⓐ	Ⓑ	001
b. 10	Ⓐ	Ⓑ	002
c. 11	Ⓐ	Ⓑ	003
d. 12	Ⓐ	Ⓑ	004

- VB500315
26. Are you taking Spanish in school **this year**?
- Ⓐ Yes
- Ⓑ No

- VB500316
27. Think about the high school Spanish class in which you are currently enrolled or your most recent Spanish class. In which language does/did **your teacher** speak during class?
- Ⓐ Mostly English
- Ⓑ Mostly Spanish
- Ⓒ About half and half

- VB500317
28. In which language do/did **you** speak **in that class**?
- Ⓐ Mostly English
- Ⓑ Mostly Spanish
- Ⓒ About half and half

VB500318

29. About how often are/were you required to do each of the following for that class? Fill in one oval for each line.

	Never or hardly ever	Approximately once a month	Approximately once a week	Almost every class period	
a. Listen to Spanish on a tape or CD.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	001
b. Memorize grammar rules or vocabulary.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	002
c. Work on an activity in pairs or groups for which you are/were required to speak Spanish.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	003
d. Compare the structure and grammar of Spanish and English.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	004
e. Compare Spanish-speaking cultures with U.S. culture (for example, customs, appropriate behaviors, products).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	005
f. Make connections to other subjects (for example, science, social studies, or music).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	006
g. Use everyday documents in Spanish (for example, train schedules, maps, and newspapers).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	007
h. Read literature in Spanish.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	008
i. Watch Spanish-language TV shows or movies or listen to Spanish music.	Ⓐ	Ⓐ	Ⓒ	Ⓓ	009
j. Go into your community to learn more about the language or culture of its Spanish-speaking members.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	010
k. Write reports, essays, or letters in Spanish.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	011
l. Give an oral presentation in Spanish to the class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	012
m. Participate in role plays and dialogues in Spanish.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	013

VB500319

30. About how often do/did you use computers to do the following **in that class**? Fill in **one** oval for each line.

	Never or hardly ever	Approximately once a month	Approximately once a week	Almost every class period	
a. Help you learn Spanish vocabulary, grammar, and verb conjugations.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	001
b. Find information in Spanish for an activity, project, or report.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	002
c. Find information about the cultures in Spanish-speaking countries.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	003
d. E-mail people in Spanish.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	004
e. Use word processing to do written assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	005

VB500320

31. About how often do/did you use computers to do the following **at home**? Fill in **one** oval for each line.

	Never or hardly ever	Approximately once a month	Approximately once a week	Almost every day	
a. Help you learn Spanish vocabulary, grammar, and verb conjugations.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	001
b. Find information in Spanish for an activity, project, or report.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	002
c. Find information about the cultures in Spanish-speaking countries.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	003
d. E-mail people in Spanish.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	004
e. Use word processing to do written assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	005

VB500321

32. Which of the following describes how you have been taught Spanish in grade 9 through grade 12?
Fill in **one** oval for each line.

- | | Yes | No | |
|---|-------------------------|-------------------------|-----|
| a. Regular Spanish classes (1, 2, 3, and/or 4) | <input type="radio"/> A | <input type="radio"/> B | 001 |
| b. Advanced Placement (AP) class in Spanish | <input type="radio"/> A | <input type="radio"/> B | 002 |
| c. International Baccalaureate (IB) class in Spanish | <input type="radio"/> A | <input type="radio"/> B | 003 |
| d. Class for native Spanish speakers | <input type="radio"/> A | <input type="radio"/> B | 004 |
| e. Class at a school in which all subjects are taught in Spanish | <input type="radio"/> A | <input type="radio"/> B | 005 |
| f. Spanish class offered at a college/university | <input type="radio"/> A | <input type="radio"/> B | 006 |
| g. Spanish class in special topics (for example, culture, literature) | <input type="radio"/> A | <input type="radio"/> B | 007 |
| h. Distance learning courses (classes offered on TV or online) | <input type="radio"/> A | <input type="radio"/> B | 008 |
| i. Other (Specify) _____ | <input type="radio"/> A | <input type="radio"/> B | 009 |

33. Which of the following influenced your choice to take Spanish classes? Fill in **one** oval for each line.

	Yes	No	
a. My friends were studying Spanish.	<input type="radio"/> A	<input type="radio"/> B	001
b. I know many people who speak Spanish.	<input type="radio"/> A	<input type="radio"/> B	002
c. I live in an area where many people speak Spanish.	<input type="radio"/> A	<input type="radio"/> B	003
d. My counselors, teachers, or other school staff encouraged it.	<input type="radio"/> A	<input type="radio"/> B	004
e. My family encouraged it.	<input type="radio"/> A	<input type="radio"/> B	005
f. I thought it would be useful for travel.	<input type="radio"/> A	<input type="radio"/> B	006
g. I thought it would be useful in my career.	<input type="radio"/> A	<input type="radio"/> B	007
h. A foreign language class is required for high school graduation.	<input type="radio"/> A	<input type="radio"/> B	008
i. I took it to satisfy a college entrance requirement.	<input type="radio"/> A	<input type="radio"/> B	009
j. It seems important to know a language in addition to English.	<input type="radio"/> A	<input type="radio"/> B	010
k. I like learning languages.	<input type="radio"/> A	<input type="radio"/> B	011
l. Spanish-speaking culture is part of my family background.	<input type="radio"/> A	<input type="radio"/> B	012
m. It's the only foreign language offered in my school.	<input type="radio"/> A	<input type="radio"/> B	013
n. Other (Specify)_____	<input type="radio"/> A	<input type="radio"/> B	014

VB507123

34. Have you participated in any of the following programs in Spanish? Fill in **one** oval for each line.

- | | Yes | No | |
|--|-------------------------|-------------------------|-----|
| a. Summer language camp or summer class in Spanish | <input type="radio"/> A | <input type="radio"/> B | 001 |
| b. Weekend language program in Spanish | <input type="radio"/> A | <input type="radio"/> B | 002 |
| c. Before- or after-school program in Spanish | <input type="radio"/> A | <input type="radio"/> B | 003 |
| d. Preschool program in Spanish | <input type="radio"/> A | <input type="radio"/> B | 004 |

VB507124

35. How likely is it that you will continue to study or learn Spanish after high school?

- A Not likely
- B Somewhat likely
- C Likely
- D Very likely

VB507125

36. Have you learned Spanish in any of the following ways? Fill in **one** oval for each line.

- | | Yes | No | |
|---|-------------------------|-------------------------|-----|
| a. Spending more than a month in a Spanish-speaking country | <input type="radio"/> A | <input type="radio"/> B | 001 |
| b. Speaking in Spanish with family members | <input type="radio"/> A | <input type="radio"/> B | 002 |
| c. Speaking in Spanish with someone else, such as a baby sitter, friend, or co-worker | <input type="radio"/> A | <input type="radio"/> B | 003 |
| d. Teaching yourself Spanish by using computer programs, listening to tapes, reading books, or watching Spanish language TV | <input type="radio"/> A | <input type="radio"/> B | 004 |

VB507126

37. Have you studied or learned a language **other than English or Spanish?** That is, have you taken a class in this language or learned it by traveling or speaking it with your family?

- Ⓐ Yes → go to question 38
- Ⓑ No → go to SECTION 2–Foreign Language Self-Assessment

Learning Another Language (not English or Spanish)

Now you will be asked questions about your general experiences with other languages (not English or Spanish).

38. Please mark your language(s) below. Fill in the oval for **each** language you have studied or learned. VB507127
- Ⓐ Arabic
 - Ⓑ Chinese
 - Ⓒ French
 - Ⓓ German
 - Ⓔ Classical Greek
 - Ⓕ Modern Greek
 - Ⓖ Hebrew
 - Ⓗ Hindi or Urdu
 - Ⓘ Italian
 - Ⓝ Japanese
 - Ⓚ Korean
 - Ⓛ Latin
 - Ⓜ Polish
 - Ⓝ Portuguese
 - Ⓞ Russian
 - Ⓟ Tagalog (Filipino)
 - Ⓠ Vietnamese
 - Ⓡ Yiddish
 - Ⓢ Other language(s) (not English or Spanish); specify: _____
39. Have you studied one or more of these languages **in school**? VB507128
- Ⓐ Yes → go to question 40
 - Ⓑ No → skip to question 56
40. Did you mark more than one language in question 38? (Question 38 asked you to mark any languages other than Spanish or English that you have studied or learned.) VB507129
- Ⓐ Yes → go to question 41
 - Ⓑ No → skip to question 42

Note: Questions 41–58 in Section 1 do not appear in this Demonstration Booklet. In those questions, students are asked to respond to the same questions again, but for the language they know best aside from Spanish. A student who knows more than one of the languages listed in question 38 will answer only for the language that he or she knows best.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2003–2004 ASSESSMENT
FOREIGN LANGUAGE

PROJECT MISSION. NAEP is administered by the U.S. Department of Education to report on the achievement of American students in key academic subjects. For more information about the NAEP program, visit the NAEP Web site at <http://nces.ed.gov/nationsreportcard> or call 202–502–7420.

PARTICIPATION. States and districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8. This requirement has no impact upon the foreign language assessment. Teacher and student participation is always voluntary. Contact your school’s NAEP coordinator for more information.

NAEP CONTENT. The National Assessment Governing Board (NAGB) develops frameworks detailing what students reasonably might be expected to know and do for each subject assessed by NAEP. For additional information on framework development, see the NAGB Web site at <http://nagb.org>.

SAMPLE NAEP QUESTIONS. For each assessment, some of the test questions, along with performance data, are made available to the public to provide concrete samples of NAEP contents and results. Released questions and student performance data may be viewed on and downloaded from the NCES Web site at <http://nces.ed.gov/nationsreportcard>.

SECURE NAEP QUESTIONS. On written request, adults may review NAEP questions and instruments still in use. These arrangements must be made in advance, and persons reviewing the assessment may not remove the booklets from the room, copy them, or take notes. Contact your school’s NAEP coordinator for more information.

NAEP REPORTS. NAEP publications can be searched and downloaded from the NAEP Web site at <http://nces.ed.gov/nationsreportcard>.

FOR FURTHER INFORMATION. For prompt field staff support on these or other matters, call the NAEP Help Desk at 800–283–6237.

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