6 COMPLETING ACTIVITIES AFTER THE ASSESSMENT

Procedure 1. Account for All Materials Used

You are responsible for returning all NAEP materials to your AC immediately following the assessment(s) in a school. Each and every assessment booklet must be accounted for and returned to Pearson; none should be left in the school or thrown away for any reason. You are expected to use all materials properly and return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

Procedure 2. Complete the Administration Schedule

Your role in completing the Administration Schedule involves the following:

2A. Enter an Administration Code in column P.

Your first responsibility after students have been dismissed is to record an Administration Code for every student listed on the Administration Schedule who does not already have one recorded. These include assessed students (Administration Codes **10-14**) and absent students (Administration Codes **40-49**).

All Administration Codes are listed on the right side of the Administration Schedule in column **Q** and are grouped according to participation status. Although you will primarily use the assessed and absent codes, all Administration Codes and the guidelines for using them are printed on the following pages for reference.

If a student already has an accommodation Administration Code recorded in column **P** and is absent for the assessment, you will need to change this code to an Absent Student Code.

Definitions of Administration Codes Used in Column P	
Assessed Students–Original Session	
10	**In session full time.** Assessed in original session.
11	**No responses in booklet.** Student was in original session full time, but there were no responses in the booklet.
12	**In session part time.** Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	**Session incomplete.** Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	**Other, specify on cover.** Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed Students–Makeup Session	
20	**In session full time.** Assessed in makeup session.
21	**No responses in booklet.** Student was in makeup session full time, but there were no responses in the booklet.
22	**In session part time.** Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	**Session incomplete.** Specify the reason. Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	**Other, specify on cover.** Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Absent Student Codes	
40	**Temporary.** Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	**Long-term.** Student has been absent from school 2 weeks or more because of an illness or disability.
42	**Chronic truant.** Student attends school occasionally, if ever.
43	**Suspended.** Includes in-school suspension.
44	**In school, did not attend session.** Student was known to be in school on the day of assessment but, for example, was not released by teacher because of disruptive behavior.
45	**Accommodation scheduling problem.** School refused accommodation session due to staffing and/or scheduling issues.
46	**Parent refusal.** Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	**Student refusal.** Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	**Other, specify on cover.** Use this code for any absence not covered by codes **40-47**. Specify reason on booklet cover (e.g., student came to room too late after session started).
49	**Session/subject refused by school.** Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes	
51	**Withdrawn/Graduated.** Student is no longer enrolled in the school or is expelled.
52	**Unassigned book (unused).** Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	**Ineligible, never attends campus.** Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	**Ineligible, other.** Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	**Not In Sample (NIS).** Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for Exclusion	
60	**SD – Cannot be assessed.** Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	**SD – Required accommodation not permitted.** Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	**ELL – Cannot be assessed.** Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	**ELL – Required accommodation not permitted.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	**SD & ELL – Cannot be assessed.** Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	**SD & ELL – Required accommodation not permitted.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	**Excluded, but assessed.** Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	**SD – Required accommodation not available.** Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	**ELL – Required accommodation not available.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	**SD & ELL – Required accommodation not available.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

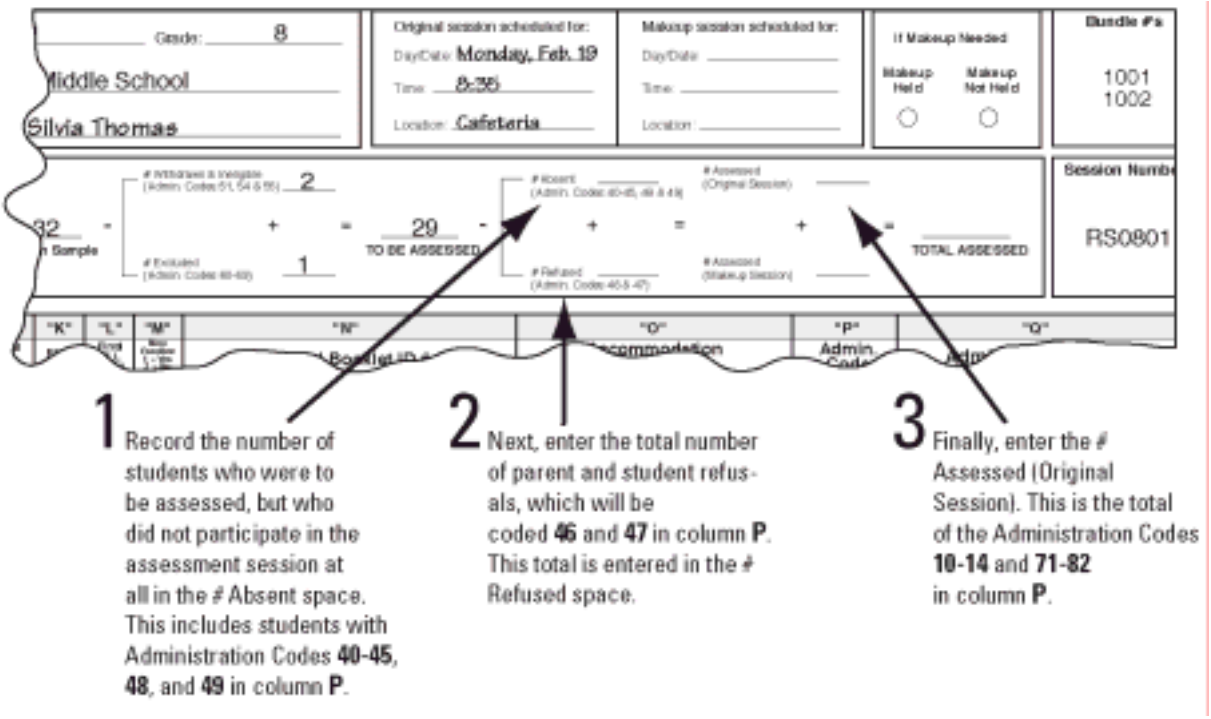
Assessed with Accommodations Students assessed with accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.	
71	**Bilingual booklet (mathematics only).** Extended time and small group or one-on-one is assumed for bilingual booklet.
72	**Bilingual dictionary.** (Word-to-word without definitions.) Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading booklet.)
73	**Large-print booklet.** Usually administered in the regular session.
74	**Extended time.** Assessed with additional time to complete the assessment.
75	**Read aloud.** Assessed in regular session if only an occasional word or phrase is to be read aloud. Assessed in separate accommodation session if most or all of the assessment is to be read aloud. (Do not use with reading booklet.)
76	**Small group.** Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
77	**One-on-one.** Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
78	**Scribe or use of computer to record student answers.** Assessed in separate accommodation session. Extended time is assumed. Used to record student answers. (Do not use scribe with writing booklet.)
79	**Other, specify on cover.** Assess with some other accommodation. Specify the accommodation on booklet cover.
80	**Breaks during test.** Assign if breaks were taken by the student between sections.
81	**Magnification device.** Assign if student used such special equipment for all or part of the assessment.
82	**School staff administers.** Assign if a school staff member needs to read the script and administer the session.

2B. Enter an Administration Code of 52 for all unassigned booklets.

Enter Administration Code **52** in column **P** of the Administration Schedule for all unassigned booklets.

2C. Complete the Summary Box.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. To do so, follow the steps below.



After you have checked that all the necessary items on the Administration Schedule have been correctly filled in, give the Administration Schedule to your AC. He/she will calculate and determine whether a makeup session is needed at the school.

"Not In Sample" Students, Administration Code 56

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the AC will have added the students' names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, gender, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In column **P** on the Administration Schedule, your AC will enter Administration Code **56 = Not In Sample** for these students.

Not In Sample students should not be counted in the **# Assessed (Original Session)** at the top of the Administration Schedule.

You will also need to record Administration Code **56** on the booklet covers of Not In Sample students.

Procedure 3. Code the Booklet Covers

To code the booklet covers, complete the following steps. A checklist of these tasks is also provided in the Quick Checks section of this manual.

3A. Organize all booklets back into Administration Schedule order.

Ensure that all booklets, including those separated before the assessment, are back in Administration Schedule order. If an accommodation booklet was assigned, the original booklet should be placed with the accommodation booklet in the stack of booklets.

3B. Remove ESBQs from booklets and record the Administration Codes, if necessary.

For schools that require the ESBQ, the script will instruct students to place the questionnaire inside the back cover of their booklets. You are responsible for removing the questionnaires from the booklets and placing them in Administration Schedule order in a separate stack. You must then transfer each code from the Administration Schedule to the Administration Code boxes located on the front of the corresponding ESBQ.

3C. Ensure that each booklet has the correct school ID number.

On each grade 4 booklet cover, and ESBQ cover if it was administered, enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**. Grades 8 and 12 students should have entered the school ID number; if not, enter it now.

3D. Verify that the students recorded their teacher numbers.

All students in grades 4 and 8 must record a teacher number on their booklet. Verify that these students have entered this number on their booklet.

Students in accommodations sessions may have written their teacher's name on the front cover of the booklet. You are responsible for recording the corresponding teacher number from the Roster of Questionnaires for these students and erasing the teacher name.

3E. Transfer the Administration Codes to the student booklet covers.

You will have recorded an Administration Code for each student listed and any unassigned booklets on the Administration Schedule. You must transfer each code from the Administration Schedule to the Administration Code boxes located on the front cover of the corresponding booklet.

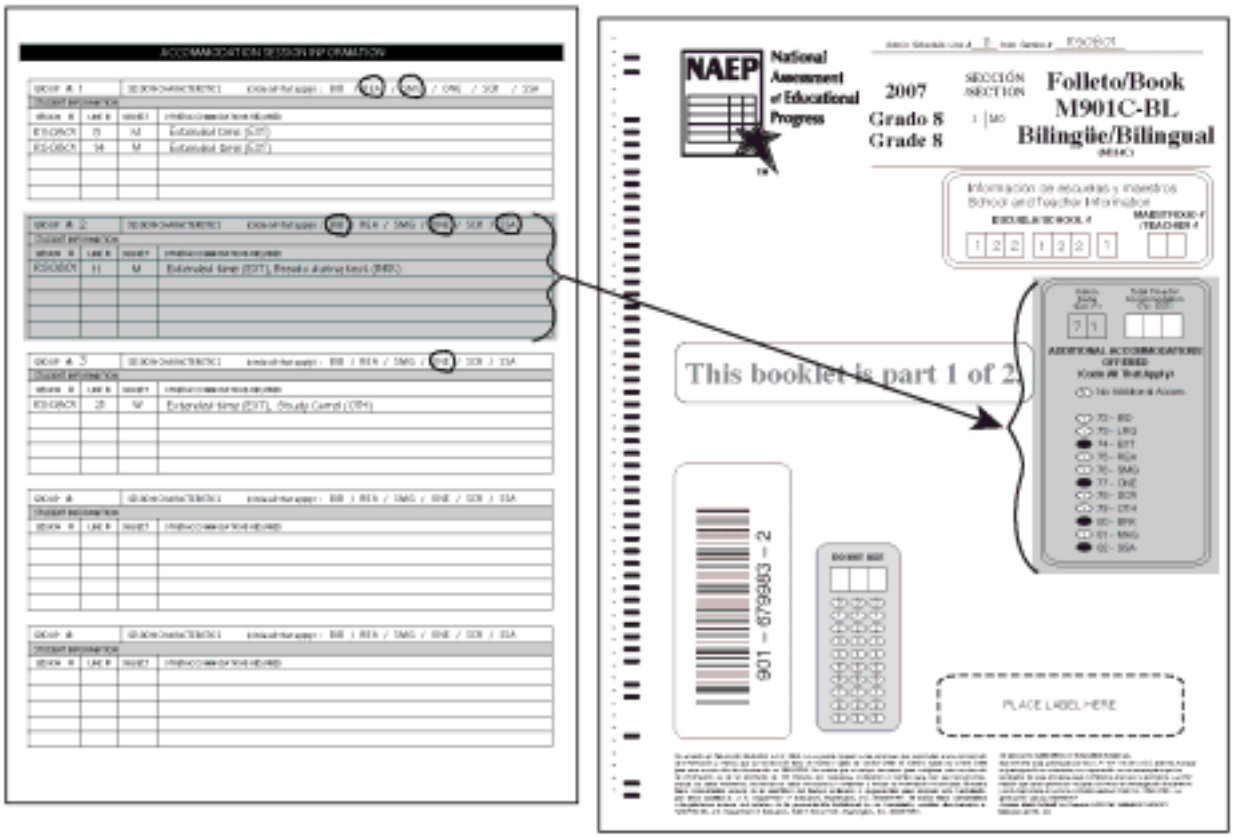
3F. Write an explanation on the booklet cover.

The Administration Codes **12-14, 22-24, 48,** and **79** all require, by definition, an explanation of the individual situation. If this has not already been done, write a clear explanation on their booklet cover for each student given one of these codes.

3G. Code the additional accommodations on the booklet cover.

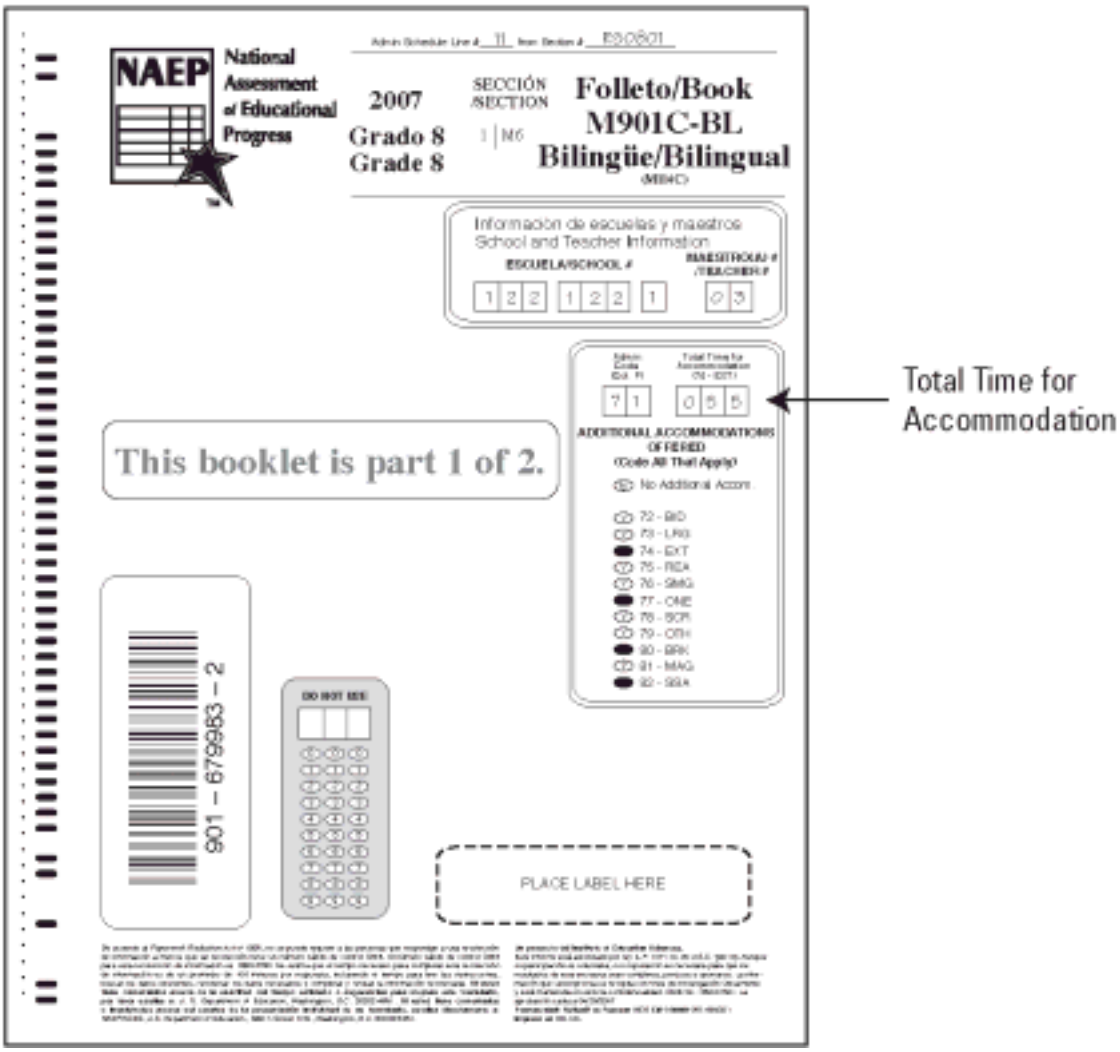
In order to collect all of the information about the students assessed with accommodations, a place to record **Additional Accommodations Offered** has been added to the student booklet cover.

For all students requiring accommodations, you will have recorded the Administration Schedule accommodation code in the **Admin. Code (Col. P)** boxes. For those requiring only one accommodation, you must also shade the “N” next to the “No Additional Accommodations.” For students requiring more than one accommodation, you must shade the “Y” oval next to each additional accommodation the student required. You will find accommodations information for students on your Assessment Information Form for each school.



3H. Code the "Total Time for Accommodation (74-EXT)" boxes for extended time accommodations.

If a student has been offered the extended time accommodation, you must enter the total number of minutes the student took to complete the cognitive sections in the **Total Time for Accommodation (74-EXT)** boxes on his/her booklet cover. This information must be recorded, whether or not the extended time was used. The standard timing of the cognitive sections is 25 minutes per section, or 50 minutes total. The minimum time you should enter if the student took no additional time is 050.



Extended time is assumed for students who are assessed in a small group or one-on-one setting. Therefore, booklets for all students assessed in these settings will require this information to be recorded on the booklet cover.

3I. Verify that student ID labels are removed from booklets.

All salmon-colored student ID labels must be removed from the booklets. You must verify that this was completed by the students. If any were left on the booklet covers (including those booklets assigned to students who did not attend the assessment) remove them now, unless these students will be invited to participate in a makeup session.

It is important to make sure that all student ID labels are removed from the booklet covers. Failing to do so compromises the confidentiality of NAEP. It is also problematic for Pearson when the booklets are received. Student ID labels harm the scanners used to scan every booklet page in preparation for scoring the assessment.

3J. Remove all ancillary materials from booklets.

At the end of the assessment, the script will instruct students to place all ancillary materials, both used and unused, inside their booklets. You are responsible for removing all ancillary materials from the student booklets. Give the following used ancillary items to your AC:

- used foam shapes,
- ruler,
- protractors,
- writing brochures, and
- all other writing ancillaries.

Place all other used ancillaries in the Session Box to be returned to Pearson. Give all unused ancillary items to your AC to return to his/her bulk supplies.

It is important to make sure all ancillaries are removed from the booklets. Failing to do so is problematic for Pearson when the booklets are received. Ancillaries harm the scanners used to scan every booklet page in preparation for scoring the assessment.

3K. Band the booklets together and place the Administration Schedule on top of the stack.

Using a rubber band, band the booklets together and place the correct Administration Schedule on top. Do not band the Administration Schedule with the booklets. This will tear the edges.

If the ESBQ was administered, band those questionnaires together in a separate stack in Administration Schedule order.

3L. Provide materials to your AC for quality control check.

After you prepare your stack of booklets, the ESBQs, and the Administration Schedule, your AC will conduct a “spot” check to ensure they are prepared according to NAEP standards. To conduct this QC check, your AC will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your AC will check each booklet to make sure the same error has not been repeated.

After the QC check is completed, your AC will report the QC status on the Assessment QC Record.

If time allows prior to your AC’s check of your booklets, conduct an initial QC check by switching your stack of booklets with another AA’s.

Procedure 4. Pack Session Box and Return Additional Materials to Your AC

Next, you will pack the Session Box and return the additional materials to the AC according to the procedures below.

4A. Pack the Session Boxes according to Pearson procedure.

All remaining assessment materials must be repacked in their original boxes and returned to Pearson. Prepare the boxes by following the instructions below and the illustration on the next page.

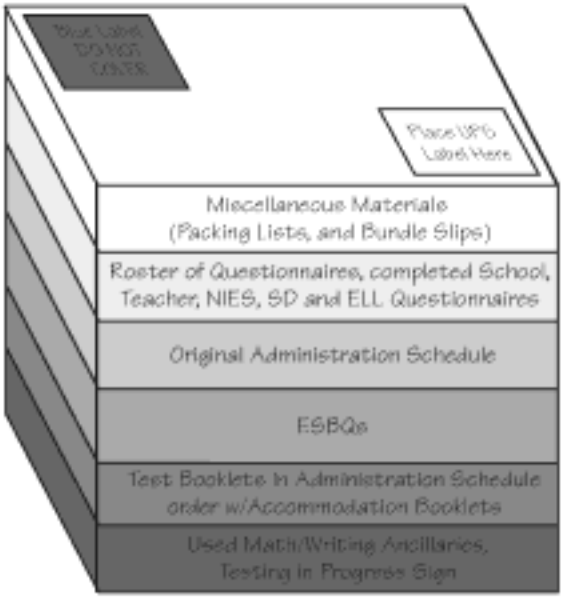
1. On the bottom of the box, place all used ancillary materials that are not to be given to your AC.
2. Next, place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
3. Next, if the ESBQ was administered, place the stack of ESBQs in the box.
4. Next, place the original (blue) Administration Schedule(s) in the box, with student names removed.
5. Next, if you have the box with the materials from the first session (i.e., the session number ending in 01), obtain from your AC the Roster of Questionnaires (without

names) and the completed School, Teacher, NIES, SD, and/or ELL Questionnaires and place them in the box.

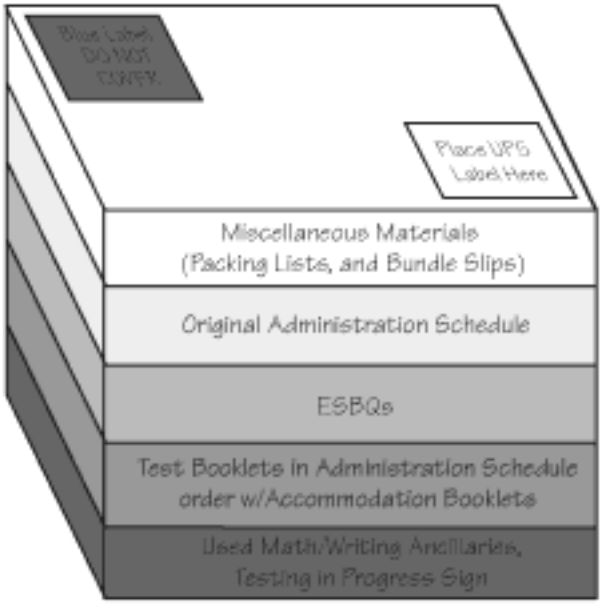
6. At the top of the shipment, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack that came in the box as filler if necessary.

The actual shipping of the completed assessment materials will be the responsibility of your AC. On occasion, however, you may be asked to assist with this task. If so, your AC will provide you with complete instructions for doing so.

Session 01 Box



Remaining Session Box(es)



4B. Provide leftover session materials to your AC.

Following the assessment, you should return any leftover materials to your AC. These materials include:

- all calculators,
- extra pencils, and
- session timer.

4C. Provide Session Box to your AC for final QC check of session materials.

Return the session box to your AC who will then verify that all materials are in the Session Box, and that the box was packed according to the procedures provided by Pearson.

Procedure 5. Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form was created for this purpose. Follow the steps below for completing this form.

Record the session information in the box at the top of the form. Most of these items can be transferred from the top of the Administration Schedule.

Place a check mark in the Yes or No column for each of the 12 items. Record any comments or explanations about the item in the column labeled "Details."

In this section, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session.

AC initials: SR

SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, NIES, AND MAKEUP.

Session Date: February 19, 2007
Region #: 12
School Name: Olson Middle School
School ID #: 122-122-1
Person Completing Form: Silvia Thomas
AC: Sally Richardson
Other NAEP Staff Assisting with Session:
Other Observers Present: Sam Stewart (School Coordinator)
Session Number: 105A01 (e.g. RA0401, RS0801)
This session was: ☒ Regular Session ☐ Accommodation Session ☐ NIES Survey Session ☐ Makeup Regular Session ☐ Makeup Accommodation Session ☐ Makeup NIES Survey Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems setting up for this session?		X		
Were there any problems getting students to this session?		X		
Were there any problems with the session timing?		X		
Were there any problems with the session materials (including the distribution and use of ancillary items)?		X		
Were there any student refusals?		X		
Were there any students who left the session?		X		
Were students cooperative and orderly during the session?	X			
Were there any problems with accommodations given in this session?		X		
Were there any students still working when the timer rang?		X		
Were there any problems with the location?	X			the testing location was very cold
Were there any interruptions?		X		
Other, specify		X		

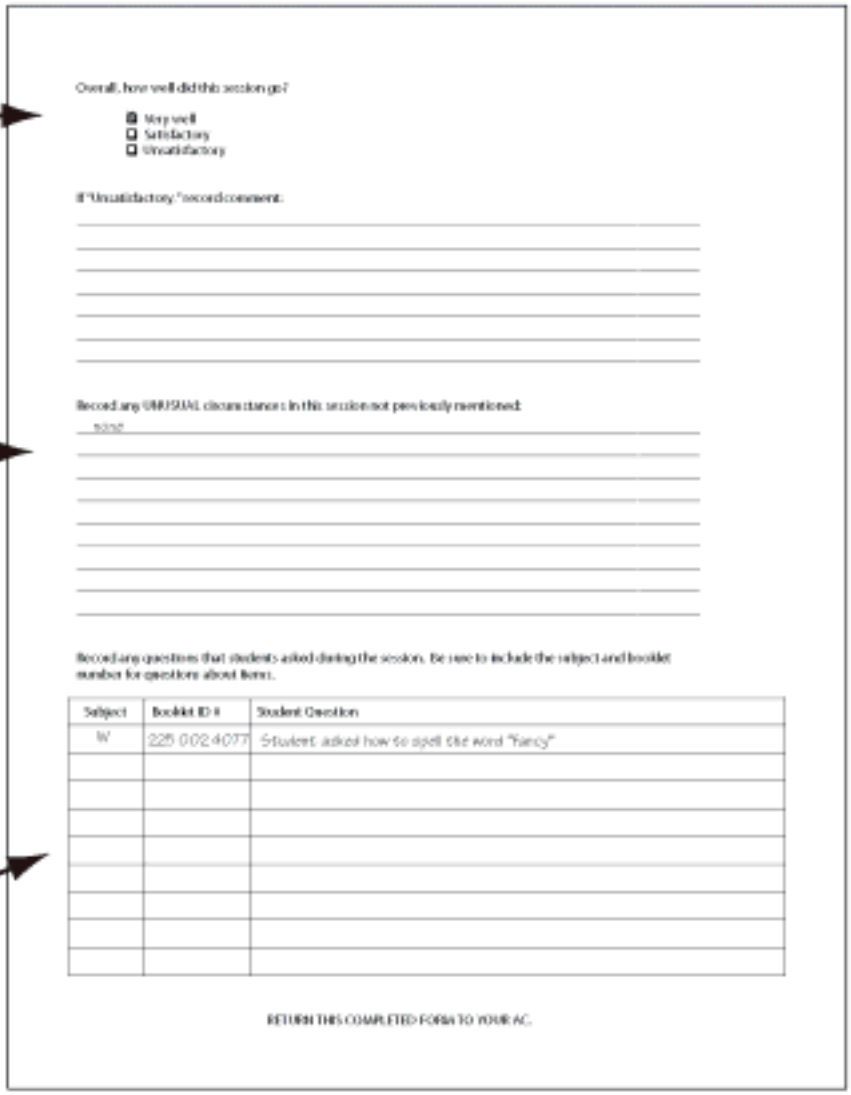
REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	☒ Positive ☐ Mixed/Indifferent ☐ Negative ☐ Can't say	
School Staff	☒ Positive ☐ Mixed/Indifferent ☐ Negative ☐ Can't say	
Other Observers	☒ Positive ☐ Mixed/Indifferent ☐ Negative ☐ Can't say	

Here, record your view of how well the session went, and document any pertinent details about the session not mentioned on the previous page.

Record any unusual circumstances you encountered while administering the session, and that were not noted previously on the form, in this section.

Record any questions that students asked during the session. Include general questions about the assessment and specific questions about particular assessment items or background questionnaire items.



Overall, how well did this session go?

- ☐ Very well
- ☐ Satisfactory
- ☐ Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question
W	225 002 4077	Student asked how to spell the word "fancy"

RETURN THIS COMPLETED FORM TO YOUR AC.

Give the completed Session Debriefing Forms to your AC. He/she will review each form and discuss with you any problems or unusual situations that arose during the session.

Test Your Knowledge

Instructions: Place an “X” next to each task AAs must complete after the assessment.

_____ 1. Code additional accommodations offered on the booklet cover.

_____ 2. Complete the Summary Box at the top of the Administration Schedule.

_____ 3. Transfer Administration Codes to the student booklet covers.

_____ 4. Set out the supplies needed for the session.

_____ 5. Account for all materials used.

_____ 6. Write teacher names and teacher numbers on the board.

_____ 7. Remove ancillary materials from the booklets.

_____ 8. Pack the Session Box.

_____ 9. Record an Administration Code on the Administration Schedule for every student listed.

_____ 10. Collect calculators appropriately.

Answers: 1. X, 2. X, 3. X, 4. ---, 5. X, 6. ---, 7. X, 8. X, 9. X, 10.

7 CONDUCTING A MAKEUP SESSION

Procedure 1. Secure Assessment Materials for the Makeup Session

If the attendance at a school is too low (less than 90 percent), your AC will schedule a makeup session. If this is the case, you may be asked to return to the school to administer it. In preparation for the makeup session, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original Session Box.
- Gather the booklets and any required materials to be used in the makeup session, such as the timer and the “Testing in Progress–Do Not Disturb” sign, and place them on top of the original session materials.
- Protect the security of these materials. Keep the materials in your possession until returning to the school to conduct the makeup. Before leaving the school, the AC will place the original Administration Schedule and Roster of Questionnaires in the NAEP Storage Envelope for the makeup session.

Procedure 2. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school in order to obtain the Administration Schedule and Roster. At this time you will also ask the school coordinator if there are any new parent or student refusals.

Procedure 3. Organize the Booklets

You will need to check the stack of assessment booklets for students invited to the makeup session. If necessary, except for the session and line numbers, erase all information coded on the booklets. If the student ID label was removed after the original session, replace it with a blank removable label provided by your AC and record the student name and booklet ID number.

Procedure 4. Prepare the Room

Next, prepare the assessment location using the same guidelines discussed in Procedure 6 in chapter 3.

Procedure 5. Conduct the Makeup Session

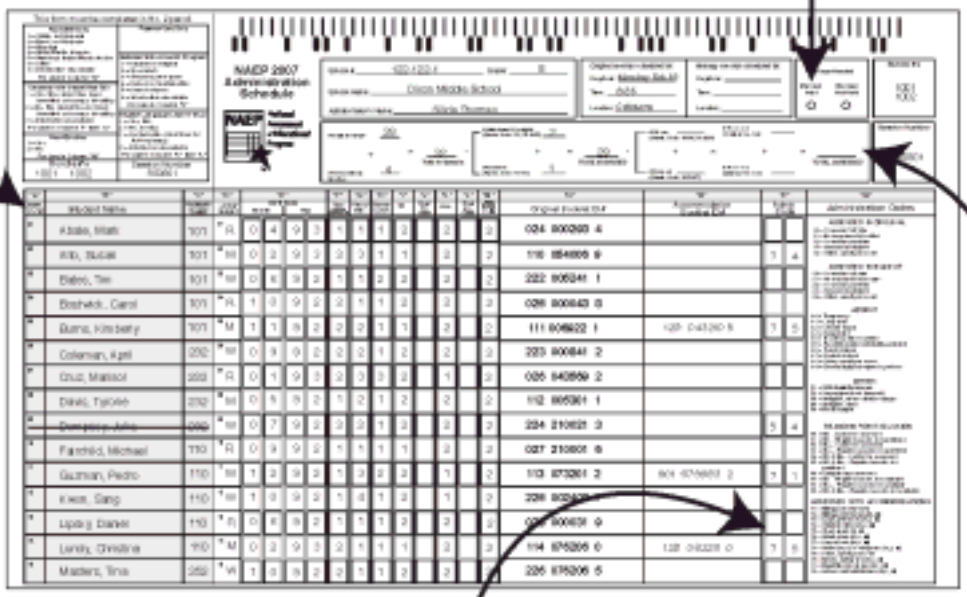
Be sure to conduct the makeup session following the same procedures used in the original session. As in the original session, read the script verbatim and use the appropriate QxQs to answer student questions in the background sections of the assessment.

Procedure 6. Complete the Administration Schedule

After the session, enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Mark students attending the makeup session by putting a checkmark in the Attendance (3/A) column.

2. Shade in the Makeup Held oval at the top of the Administration Schedule.



3. Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (20-24) on the Administration Schedule. However, accommodation codes should still be used if they apply. Do this by erasing the initial code and entering the Assessed in Makeup administration code outlined in the table below.

	Assessed in Makeup Session Administration Codes
20	**In session full time.** Assessed in makeup session.
21	**No responses in booklet.** Student was in makeup session the full time, but there were no responses in the booklet.
22	**In session part time.** Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	**Session incomplete.** Specify the reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	**Other, specify on cover.** Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

4. Complete the summary box at the top of the Administration Schedule as follows:

- enter the number of students assessed on the line labeled # Assessed (Makeup Session); and
- add the numbers assessed in the original and makeup sessions to obtain the TOTAL ASSESSED.

Procedure 7. Code the Booklet Covers

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session as described in Procedure 3 in chapter 6.

After completing these tasks, you should return the assessment materials to your AC.

Procedure 8. Prepare the NAEP Storage Envelope

You will need to make one copy of the completed Administration Schedule(s) (front and back) and the completed Roster(s) of Questionnaires (front and back) with names still attached. Place these copies in the NAEP Storage Envelope.

Then, remove the names from the Administration Schedule(s) and the Roster(s) of Questionnaires by tearing them off at the perforation. Place the names in the NAEP Storage Envelope.

Finally, using the originals without names, make a copy of the Administration Schedule(s) (front and back) and the Roster(s) of Questionnaires (front and back). Give these copies to your AC.

Return the NAEP Storage Envelope to the school coordinator to retain until the destroy date printed on the envelope.

Procedure 9. Repack the Session Box and Return to Your AC

Next, you will repack the Session Box according to Pearson procedure as described in Procedure 4 in chapter 6. When you are finished, return all assessment materials to your AC. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

Procedure 10. Complete the Session Debriefing Form and Return to Your AC

Your final task will be to complete a Session Debriefing Form according to Procedure 5 in chapter 6. If there were any problems, or if anything unusual happened during the makeup session, report this to your AC immediately. Give the completed Session Debriefing Form to your AC the next time you see him/her.

Test Your Knowledge

Instructions: Fill in the blank with the correct word or words.

1. If attendance is _____, the AC will schedule a makeup session.

2. The original Administration Schedule will be left in the _____ until the day of the makeup session.

3. After the makeup session, the AA conducting the session will mark the _____ oval at the top of the Administration Schedule.

4. After the makeup session, the AA conducting the session will code participating students with the appropriate _____ Codes (20-24).

5. Before leaving the school, AAs will repack the Session Box according to _____ procedure.

4th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will take reading, others math. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Distribute Materials (Choose A or B)

A: Booklets and Materials Not Previously Distributed

(30 students or less)

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

B: Booklets and Materials Previously Distributed
(more than 30 students)

Each of you should have a booklet and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and materials.

Remove Label

Now remove the label with your name on it from the booklet. Place the label on an upper corner of your desk.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a ruler or other materials.

Please look now to see if you have any extra materials inside the front cover of your booklet. If you have extra materials, take them out of your booklet and put them on an upper corner of your desk. The instructions in your booklet will tell you when you need to use them.

Code the Booklet Cover

Now, please look at the top right corner of your booklet cover. Under the word "**BOOK**," you will find a group of letters and numbers.

- Point to the booklet number on the Booklet Cover Poster.

If the first letter in the group is an "**M**," locate the name of your **math** teacher on the chalkboard and the two-digit number for your teacher. Write the two-digit number on your booklet cover in the boxes labeled "Teacher #."

- Point to the "Teacher #" boxes on the Booklet Cover Poster.

If the first letter in the group is an "**R**," locate the name of your **reading** teacher on the chalkboard and the two-digit number for your teacher. Write the two-digit number on your booklet cover in the boxes labeled "Teacher #."

- Point to the "Teacher #" boxes on the Booklet Cover Poster.

If your math or reading teacher is not listed on the board, please raise your hand.

- Point to the teacher names and teacher numbers. Repeat instructions as necessary.
- Assist students whose teachers are not listed on the board.

Booklet Directions

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud. If you have any questions, raise your hand.

- Do not admit any more students into the session.
- Read the directions, examples, and answers on the next 2 pages to the students.

DIRECTIONS

Your booklet has several sections. In each of Sections 1 and 2, you will have 25 minutes to answer questions about a school subject. Sections 3 and 4 ask questions about you and your classes. You will be told when to begin each section. Stop when you see this sign.

You should think carefully about your answers and answer every question. Use all the time available to complete each section. If you skip a question, go back and try to answer it before time is called.

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 you think is correct.

Example 1

How many minutes are there in an hour?

- (A) 12
- (B) 24
- (C) 30
- (D) 60

You should have filled in the oval for "60" because there are 60 minutes in an hour.

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

Example 2

Add 32 and 14.

Answer _____

You should answer this question by writing 46 on the answer line provided.

Page 1

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL 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 finish a section early.

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

B123GD

Page 2

STOP

Cognitive Section

- Set timer for 4 minutes.

Now turn the page and read the next set of directions to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 4 minutes, say:

Please stop.

SECTION 1

Now turn to the beginning of Section 1. Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, “You will need a calculator for this section.” If you see this sentence, raise your hand now and I’ll give you a calculator.

- Distribute blue calculators, checking to make sure the correct students receive calculators.
- Set timer for 25 minutes.

If you don’t know how to use the calculator, there are instructions on the back cover of your booklet to help you. If you need help with the calculator at any time, please raise your hand.

You will have 25 minutes to complete Section 1. While you are working in this section, I can’t help you answer the questions or explain words to you. You may either print or write your answers in cursive. Also, don’t worry if the person next to you is working on questions that do not look like the ones you are working on – not everyone has the same booklet.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It is important to show all of your work. If you need another pencil at any time, please raise your hand.

Carefully read the directions at the beginning of the section and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator only in a calculator section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work in this section. If you think you are finished, you may go back and review your work.

- After 10 minutes, say:

Please stop. I need to collect the NAEP calculators now. Raise your hand if you have one.

- Collect calculators.

SECTION 2

Turn to the beginning of Section 2.

If you see the sentence, “You will need a calculator for this section,” please raise your hand.

- Distribute blue calculators, checking to make sure the correct students receive calculators.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 2. Carefully read the directions and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator only in a calculator section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work in this section only.

- After 10 minutes, say:

Please stop.

Raise your hand if you have a NAEP calculator and I will collect it.

- Collect calculators.

Background Section

SECTION 3

Now turn the page to the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the directions, example, and answer choices on the next page to the students.

DIRECTIONS

In the next two sections, you will be asked questions about yourself and your education. We will read the first section together. To answer these questions, fill in the oval beside the answer that is true for you. For example, fill in the oval beside your answer to this question:

> How many movies did you see last month on television and in movie theaters?
>
> Ⓐ None
>
> Ⓑ 1 to 5
>
> Ⓒ 6 to 10
>
> Ⓓ More than 10

You should have filled in the oval beside the answer that best tells how many movies you saw last month on television and in movie theaters. 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.

You will be told when it is time to begin and end each section.

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

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.

YIBD

Page 1

STOP

Now turn to the beginning of Section 3 on the next page. I am going to read each question in Section 3 to you. Be sure to listen carefully and then mark your answer in your booklet.

IF NEW JERSEY, SAY:
If you do not want to answer questions 1 and 2 about your race or ethnicity, you may leave them blank.

- Read the questions and answer choices beginning on the next page to the students.

SECTION 3

Section 3

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals.**

   Ⓐ No, I am not Hispanic or Latino.

   Ⓑ Yes, I am Mexican, Mexican American, or Chicano.

   Ⓒ Yes, I am Puerto Rican or Puerto Rican American.

   Ⓓ Yes, I am Cuban or Cuban American.

   Ⓔ Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals.**

   Ⓐ White

   Ⓑ Black or African American

   Ⓒ Asian

   Ⓓ American Indian or Alaska Native

   Ⓔ Native Hawaiian or other Pacific Islander

GO ON TO THE NEXT PAGE

Section 3

For the rest of the questions in this section, fill in only **one** oval for each question.

VB331333

3. Does your family get a newspaper at least four times a week?

Ⓐ Yes

Ⓑ No

Ⓒ I don't know.

VB331334

4. Does your family get any magazines regularly?

Ⓐ Yes

Ⓑ No

Ⓒ I don't know.

VB331335

5. About how many books are there in your home?

Ⓐ Few (0–10)

Ⓑ Enough to fill one shelf (11–25)

Ⓒ Enough to fill one bookcase (26–100)

Ⓓ 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

GO ON TO THE NEXT PAGE

Section 3

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

VB331451

11. How often do people in your home talk to each other in a language other than English?

Ⓐ Never

Ⓑ Once in a while

Ⓒ About half of the time

Ⓓ All or most of the time

SECTION 4

- Set timer for 10 minutes.

Now turn to the beginning of Section 4. You will have 10 minutes to work on this section on your own. While you work, I will collect the labels from your desks. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 4, but after no more than 10 minutes, say:

Please stop working.

SECTION 5 – ESBQ, If Required

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet and open it. You will have 5 minutes to work on this section on your own. Please begin.

- Start timer.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working.

Collect Materials (Choose A or B)

A: For Small Sessions

(30 students or less)

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag. As I call your name, please come forward with your assessment booklet and materials, and then return to your seat.

- Read students' names in Administration Schedule order to collect booklets and ancillary materials.
- Verify that each student has returned an assessment booklet with any used ancillary materials included inside the booklet cover.
- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.

B: For Large Sessions

(more than 30 students)

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag. Then, place the assessment booklet on an upper corner of your desk.

- Collect the booklets and the ancillary materials.
- Verify that every student has returned an assessment booklet with any used ancillary materials included inside the booklet cover.
- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.

Thank and Dismiss Students

On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

Thank you very much for your work here today. Before you leave I have a certificate of appreciation for each of you.

- Distribute Student Appreciation Certificates.
- Dismiss students according to school policy.

NIES Student Survey, If Required

- Before dismissing students, ask that students participating in the NIES Student Survey remain in the classroom.
- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES Student Survey will be administered.

GRADE 4: NAEP ACCOMMODATIONS GUIDELINES

General Guidelines

Accommodation	Guidelines for the Person Administering the Accommodation
• Bilingual booklet	• Requires a separate session. • Use the grade-appropriate, bilingual session script to conduct the session.
• Bilingual Dictionary	• Check the dictionary prior to the start of the session to be sure it does not contain definitions.
• Directions read aloud in native language (Spanish)	• Requires a separate session. • Use the grade-appropriate, bilingual session script to conduct the session.
• Read aloud – most or all	• Requires a separate session. • For mathematics booklets, use the Mathematics Read Aloud Guidelines for details on how to read certain mathematical symbols and equations.
• Test items signed	• Requires a separate session. • For mathematics booklets, use the Mathematics Read Aloud Guidelines for details on how to sign certain mathematical symbols and equations.
• Braille version of test	• Requires a separate session. • If a scribe is used, when a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should use the matching, regular assessment booklet to record student answers. • Use the companion booklet to follow along with the student.
• Responds orally to scribe	• Requires a separate session. • When a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. • The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one change to make revisions, and then will need to move on to the next question.
• Responds using computer or typewriter	• Check the computer prior to the start of the session. • Monitor the student during the session to be sure the spelling/grammar function is disabled.

Mathematics Read Aloud Guidelines

Read-aloud examples are given for the following categories: 1. Numbers; 2. Symbols; 3. Operations; 4. Expressions; and 5. Vocabulary. Information is provided about reading Figures and Graphs.

1. Numbers

Description	Example(s)	Read as:
General	**0**	Zero (not "oh")
Large whole numbers	**632,407,981** **45,000,689,112**	"six three two comma four zero seven comma nine eight one" "four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	**0.056** **4.37**	"zero point zero five six" "four point three seven"
Fractions - common Fractions - not common - read as "numerator over denominator"	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths." "fourteen over twenty-five" "four hundred eighty-seven over six thousand nine hundred seventy-two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"three and one-half" "fifty-seven and three fourths"
Percents	**62%** **7.5%** **0.23%**	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	**$4.98** **$0.33** **$5,368**	"four dollars and ninety-eight cents" "thirty-three cents" "five thousand, three hundred sixty-eight dollars"
Negative numbers - do NOT read negative sign as "minus."	**– 3** $-\frac{5}{8}$ **– 7.56**	"negative three" "negative five eighths" "negative seven point five six"
Dates (years)	**1987** **2005**	"nineteen eighty-seven" "two thousand five"
Roman Numerals	**I** **II** **III** **IV**	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"

Mathematics Read Aloud Guidelines (continued)

2. Symbols

Description	Example(s)	Read as:
Operation symbols	**+** **–** **X** **÷**	"plus" "minus" "times" "divided by"
Powers and roots	7^2 5^3 2^4 $\sqrt{6}$	"seven squared" "five cubed" "two to the fourth power" "the square root of six"
Parentheses - read as "the quantity"	$3(x + 2)$ $(y – 5) ÷ 6$	"three times the quantity 'x' plus two" "the quantity 'y' minus 5 (pause) divided by six"
Miscellaneous	π ≈ ≤ ≥ ∠ (as in ∠ *AOB*) °F °C	"pi" "approximately equal to" "less than or equal to" "greater than or equal to" "angle" as in "angle 'A' 'O' 'B'" "degrees 'F'" "degrees " 'C'"
Absolute value	$\|3\|$ $\|-6\|$ $\|x + 2\|$	"the absolute value of three" "the absolute value of negative six" "the absolute value of 'x' plus two"
Shapes (when used instead of numbers or letters to represent variables; do NOT read shape names if the question is asking students to identify shapes)	□ △ ▱ ○	"box" "triangle" "parallelogram" "circle"

Mathematics Read Aloud Guidelines (continued)

3. Operations

Description	Example(s)	Read as:
Addition – Vertical Horizontal	**13** **+ 27** **13 + 27 =**	"thirteen plus twenty-seven equals" "thirteen plus twenty-seven equals"
Subtraction – Vertical Horizontal	**487** **– 159** **487 – 159 =**	"four hundred eighty-seven minus one hundred fifty-nine equals" "four hundred eighty-seven minus one hundred fifty-nine equals"
Multiplication – Vertical Horizontal	**63** X **49** **63** X **49 =**	"sixty-three times forty-nine equals" "sixty-three times forty-nine equals"
Division – Vertical Horizontal The answer choices to questions such "Divide: 4)121"	**8** **15)120** **120 ÷ 15 = 8** Answers of the form **30 R1**	"fifteen into one hundred twenty equals eight" "one hundred twenty divided by 15 equals eight" "thirty 'R' one" (Do NOT read "R" as "remainder")
Operations with boxes or shapes	**3 + □ = 15** **□ + △ = 26**	"three plus box equals fifteen" "box plus triangle equals twenty-six"

Mathematics Read Aloud Guidelines (continued)

4. Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N+4$	"'N' plus four"
	8×-3	"eight 'x' minus three"
	$4(y-2)+5=7$	"four times the quantity 'y' minus two (pause) plus 5 equals 7"
	$y=x^2+6\times-1$	"'y' equals 'x' squared plus six 'x' minus one"
	$V=\frac{4}{3}\pi r^3$	"'V' equals four-thirds pi 'r' cubed"
	$\frac{\lvert t-2\rvert}{6}\leq 15$	"the absolute value of 't' minus two (pause) over six is less than or equal to fifteen"
	$x^2y^3=-36$	"'x' squared 'y' cubed equals negative thirty-six"
Proportions	$\frac{15}{24}=\frac{x}{100}$	"fifteen over twenty-four equals 'x' over one hundred"
Coordinate pairs	**the point (–1, 2)**	"the point (pause) negative one comma two"
	The Point A is at (6, 3).	"The point 'A' is at (pause) six comma three."
	***A.* (–3, –4)**	"'A' (pause) negative three comma negative four"
Answer choices with no other text	***B.*** $\left(\frac{2}{3},\frac{1}{5}\right)$	"'B' (pause) two-thirds comma one-fifth"

Mathematics Read Aloud Guidelines (continued)

5. Vocabulary

Vocabulary	Read as:
congruent	con' gru ent
kilograms	kil' ŏ grams
kilometers	kil om' ĕ ters
isosceles	ī sŏs' ĕ lēs
pentagonal	pen tag' ŏ nal
perimeter	per im' ĕ ter
Pythagorean	pi thag' ŏr ē an
quadrilateral	qua' drĭ lat er al
quartile	quar' tile
theorem	thēr' um
x-intercept	“x” in ter cept
y-intercept	“y” in ter cept

Figures and Graphs

The text and numbers in figures should be read as shown in the previous tables.

No additional description or information should be provided.

Abbreviations (e.g., units such as “cm” or “ft”) should be read letter by letter (e.g., “cm” should be read as “c” “m,” NOT as “centimeters” and “ft” should be read as “f” “t,” NOT as “feet”).

4th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 4 ACCOMMODATION

Introduction

- For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were especially chosen to represent other fourth graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will take reading, others math. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Additional Materials

- Read the next paragraph only if students have ancillaries.

Some of your booklets may have sections in which you will need to use something extra, like a ruler or other materials. If so, you will find them on the upper corner of your desk. The instructions in your booklet will tell you when to use them.

Record Teacher Names

Now, I need to find out the name of your teacher.

- Look at each student's booklet to determine the subject in which the student is being assessed. Ask each student to tell you his/her teacher's name and record the appropriate teacher number on the booklet cover.
- For students whose teachers are not listed on the Roster, write the teacher name on the booklet cover.

Booklet Directions

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud.

- Do not admit any more students into the session.
- Read the directions, examples, and answers on the next two pages to the students.

DIRECTIONS

Your booklet has several sections. In each of Sections 1 and 2, you will have 25 minutes to answer questions about a school subject. Sections 3 and 4 ask questions about you and your classes. You will be told when to begin each section. Stop when you see this sign.

You should think carefully about your answers and answer every question. Use all the time available to complete each section. If you skip a question, go back and try to answer it before time is called.

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 you think is correct.

Example 1

How many minutes are there in an hour?

(A) 12

(B) 24

(C) 30

(D) 60

You should have filled in the oval for "60" because there are 60 minutes in an hour.

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

Example 2

Add 32 and 14.

Answer _____

You should answer this question by writing 46 on the answer line provided.

Page 1

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL 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 finish a section early.

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

B123GD

Page 2

STOP

Cognitive Section

Non-read aloud

Now turn the page and read the next set of directions to yourself. Please begin.

- When all students have finished reading the directions, say:

Read aloud

Now turn the page and read the next set of directions to yourself as I read them out loud.

- Read the directions, and example in the booklet to the students. Then, say:

SECTION 1

Now turn to the beginning of Section 1.

- Read the next two paragraphs only if students require calculators.

Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, “You will need a calculator for this section.” If you see this sentence, raise your hand now and I’ll give you calculator.

If you don’t know how to use the calculator, there are instructions on the back cover of your booklet to help you. If you need help with the calculator at any time, please raise your hand.

- Distribute blue calculators as necessary, checking to make sure the correct students receive calculators.

While you are working in this section, I can’t help you answer the questions or explain words to you. You may print or write your answers in cursive.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It is important to show all of your work.

If you have any questions or need another pencil at any time, please raise your hand.

Non-read aloud

Carefully read the directions at the beginning of the section and then start working. Please begin.

- Note the time Section 1 begins.
- Monitor students, making sure they are working in the correct section of their booklets.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions to the students.
- Note the time Section 1 begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If required, use the *Mathematics Read Aloud Guidelines for Mathematics Booklets.*

- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Note the time each student finishes with Section 1.
- Collect calculators if any were distributed.
- When most or all students are done with Section 1, move on to the next section.
- If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

SECTION 2

Now turn to the beginning of Section 2.

- Read the next paragraph only if students require calculators.

If you see the sentence, "You will need a calculator for this section," please raise your hand.

- Distribute blue calculators, checking to make sure the correct students receive calculators.

Non-read aloud

Carefully read the directions and then start working. Please begin.

- Note the time Section 2 begins.
- Monitor students, making sure they are working in the correct section of their booklets.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- Note the time Section 2 begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If required, use the *Mathematics Read Aloud Guidelines for Mathematics Booklets.*

- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Note the time each student finishes with Section 2.
- Collect calculators if any were distributed.
- When most or all students are done with Section 2, move on to the next section.
- If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Background Section

SECTION 3

Now turn the page to the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the directions, example, and answer choices on the next page to the students.

DIRECTIONS

In the next two sections, you will be asked questions about yourself and your education. We will read the first section together. To answer these questions, fill in the oval beside the answer that is true for you. For example, fill in the oval beside your answer to this question:

> How many movies did you see last month on television and in movie theaters?
>
> Ⓐ None
>
> Ⓑ 1 to 5
>
> Ⓒ 6 to 10
>
> Ⓓ More than 10

You should have filled in the oval beside the answer that best tells how many movies you saw last month on television and in movie theaters. 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.

You will be told when it is time to begin and end each section.

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

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.

YIBD

Page 1

STOP

Now turn to the beginning of Section 3 on the next page. I am going to read each question in Section 3 to you. Be sure to listen carefully and then mark your answer in your booklet.

IF NEW JERSEY, SAY:
You are not required to answer questions 1 and 2 about your race or ethnicity.

- Read the questions and answer choices on the next page to the students.

SECTION 3

Section 3

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals.**

   Ⓐ No, I am not Hispanic or Latino.

   Ⓑ Yes, I am Mexican, Mexican American, or Chicano.

   Ⓒ Yes, I am Puerto Rican or Puerto Rican American.

   Ⓓ Yes, I am Cuban or Cuban American.

   Ⓔ Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals.**

   Ⓐ White

   Ⓑ Black or African American

   Ⓒ Asian

   Ⓓ American Indian or Alaska Native

   Ⓔ Native Hawaiian or other Pacific Islander

GO ON TO THE NEXT PAGE

Section 3

For the rest of the questions in this section, fill in only **one** oval for each question.

VB331333

3. Does your family get a newspaper at least four times a week?

Ⓐ Yes

Ⓑ No

Ⓒ I don't know.

VB331334

4. Does your family get any magazines regularly?

Ⓐ Yes

Ⓑ No

Ⓒ I don't know.

VB331335

5. About how many books are there in your home?

Ⓐ Few (0–10)

Ⓑ Enough to fill one shelf (11–25)

Ⓒ Enough to fill one bookcase (26–100)

Ⓓ 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

Page 2

GO ON TO THE NEXT PAGE

Section 3

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

VB331451

11. How often do people in your home talk to each other in a language other than English?

Ⓐ Never

Ⓑ Once in a while

Ⓒ About half of the time

Ⓓ All or most of the time

Page 3

SECTION 4

Non-read aloud	**Read aloud**
Now turn to the beginning of Section 4. You will do this section on your own. Please begin.	Now turn to the beginning of Section 4 and read to yourself as I read out loud. Let's begin. • Read the directions, questions, and answers choices in the booklet to the students.

- When all students have finished Section 4, move on to the next section.

SECTION 5 – ESBQ, IF REQUIRED

Non-read aloud	**Read aloud**
Now take out Section 5 from the back of your booklet and open it. You will do this section on your own. Please begin.	Now take out Section 5 from the back of your booklet and open it. Read to yourself as I read out loud. Let's begin. • Read the directions, questions, and answers choices in the booklet to the students.

- When all students have finished Section 5, move on to the next section.

Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag.

- Collect the booklets, ancillaries, and student ID labels. Tear up the ID labels and throw them away.
- If a student needed considerable more time than the others for the cognitive sections, allow him/her to continue working on the cognitive sections only.

Thank and Dismiss Students

On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

Thank you very much for your work here today. Before you leave I have a certificate of appreciation for each of you.

- Distribute Student Appreciation Certificates.
- Dismiss students according to school policy.

NIES Student Survey, If Required

- Before dismissing students, ask that students participating in the NIES Student Survey remain in the classroom.
- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES Student Survey will be administered.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 4

Assessment administrators (AAs) may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the background section is repeated below, with an explanation of the information the question is attempting to obtain from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedia, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted in the outside margin of the page that the student is living in an orphanage. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the orphanage.*

1. Are you Hispanic or Latino? Fill in **one or more ovals.**

   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.

The student may choose more than one category if applicable. Help the student as much as necessary with this question. Never tell the student his or her race or ethnicity. Help explain the options to the student.

The following provides some terms that Hispanics use to describe themselves:
Mexican, Mexicano, Mexican American, Chicano
Puerto Rican, Boricua
Cuban, Cubano
Other Latin American, Latino, Hispanic, or Spanish descent

2. Which of the following best describes you? Fill in **one or more ovals.**

   A White
   B Black or African American
   C Asian
   D American Indian or Alaska Native
   E Native Hawaiian or other Pacific Islander

The student may choose more than one category if applicable.
Students who have identified themselves as Hispanic or Latino in Question 1 may express confusion about Question 2 and/or a reluctance to answer it. If the issue arises, explain that "Hispanic" is considered an "ethnicity," not a "race." Asking both questions helps to make certain that Hispanic students get counted as Hispanic—that their Hispanic identities are preserved—regardless of what racial option(s) they select in Question 2. However, if a student insists that he or she doesn't relate to any of the "race" designations, he or she may leave Question 2 blank.

If the student doesn't know race/ethnicity, you should ask the student which category best describes the student's background. If the student tells you he or she is from a particular group, such as "Navajo," "Irish," or "Japanese," then you may suggest the appropriate response category (e.g., American Indian, White, or Asian).

If the student says that he or she is American, ask the student to select the next best category that describes him or her, in addition to being American.

The following provide guidance for the response categories:

White: *A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.*

Black or African American: *A person having origins in any of the black racial groups of Africa. Other terms sometimes used include Haitian or Negro.*

Asian: *A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.*

American Indian or Alaska Native: *Central and South American Indians (the original people in Central and South America) should be classified as American Indians. Other terms sometimes used for Alaska Native include Eskimo and Aleut.*

Native Hawaiian or Other Pacific Islander: *A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (The term "Native Hawaiian" does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category includes the following Pacific Islander groups: Carolinian, Fijian, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.*

3. Does your family get a newspaper at least four times a week?

   A Yes
   B No
   C I don't know

Newspapers obtained in school are not to be included in this question.

4. Does your family get any magazines regularly?

   A Yes
   B No
   C I don't know

Getting any magazines "regularly" is defined as currently subscribing to a weekly or monthly magazine or purchasing one "regularly"; that is, 3 out of every 4 weeks if the magazine is a weekly and at least 10 months a year if the magazine is a monthly.

5. About how many books are there in your home?

   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)

The total number of books should include all books—hardback, softback, or books on tapes or CDs—that are in the home (i.e., belonging to the student, the student's sibling(s), the student's parents, etc.). The total number should not include magazines, newspapers, comic books, etc.

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

   A Yes
   B No

This question refers to a computer, located in the student's home, that the student uses for any purpose (e.g., for schoolwork, games, Internet, e-mail, etc.).

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

   A Yes
   B No
   C I don't know

An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. It can be an electronic encyclopedia, such as one available on a computer or CD. Any single comprehensive reference source would qualify as a "Yes" response. However, a dictionary, the World Almanac, or any other yearly almanac publication should not be included.

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

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

This question refers to the number of pages of reading that is typically assigned each day across all subject areas. The total number of pages should include reading that the student completes in class and as homework.

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

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

This question refers to any kind of discussion that the student has with parents, sibling(s), or other family members about schoolwork or anything studied in school. It does not include conversations that are solely concerned with the student's social or interpersonal experiences at school. Neither does it include simple questions about whether the student has any homework or has completed his or her homework.

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

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

This question refers to the number of full days the student was absent from school in the last month for any reason (e.g., illness, skipped, sports events, extracurricular events, family vacation). However, missing school days due to snow or other weather conditions when the school was closed should not be included in the answer to this question. "In the last month" is defined as the last 30 days. The student should give his or her best estimate as to the number of days missed.

11. How often do people in your home talk to each other in a language other than English?

   A Never
   B Once in a while
   C About half of the time
   D All or most of the time

This question focuses on the language used by people in the student's home, excluding the student. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

4th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS: GRADE 4

This section has 25 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

Questions 1 – 4 refer to the student's attitudes toward reading. For each question, if the student feels that his or her attitudes are closely aligned with the sentiment expressed, he or she should mark "This is a lot like me." If somewhat aligned, mark "This is a little like me." If not at all aligned, mark "This is not like me." Reading and writing are asked about in general, not specifically with reference to school.

Questions 1–4. The following questions are about reading and writing. For each question, please mark the answer that best describes you.

1. When I read books, I learn a lot.

   A This is not like me.
   B This is a little like me.
   C This is a lot like me.

2. Reading is one of my favorite activities.

   A This is not like me.
   B This is a little like me.
   C This is a lot like me.

3. Writing things like stories or letters is one of my favorite activities.

   A This is not like me.
   B This is a little like me.
   C This is a lot like me.

4. Writing helps me share my ideas.

   A This is not like me.
   B This is a little like me.
   C This is a lot like me

Questions 5 – 10 are intended to measure how often the student engages in various literacy activities outside of school.

5. How often do you read for fun on your own time?

   A Never or hardly ever
   B Once or twice a month
   C Once or twice a week
   D Almost every day

This question refers to the frequency with which the student reads for his or her own enjoyment during free time. Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

6. How often do you talk with your friends or family about something you have read?

   A Never or hardly ever
   B Once or twice a month
   C Once or twice a week
   D Almost every day

This question refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

7. How often do you write e-mails to your friends or family?

   A Never or hardly ever
   B Once or twice a month
   C Once or twice a week
   D Almost every day

This question refers to e-mails that the student writes in school or out of school.

8. How often do you read stories or poems for fun outside of school?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question refers to the frequency with which the student reads stories or poems for pleasure. "Stories" refers to works of fiction; "poems" refers to selections that are written in verse. The frequency with which the student reads these selections is based on how often he or she engages in reading, not on how often he or she finishes reading a selection. For example, if the student reads from a book twice a week, but it takes a month to finish the book, the student should mark "At least once a week."

9. How often do you read to learn about real things (such as facts about dinosaurs or other countries) for fun outside of school?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question refers to the frequency with which the student reads any non-fiction material for pleasure. The frequency with which the student reads this material is based on how often he or she engages in reading, not on how often he or she finishes reading a selection. For example, if the student reads from a non-fiction book twice a week, but it takes a month to finish the book, the student should mark "at least once a week." "Other countries" refers to countries other than the student's country of residence. The information may be related to topics such as geography, culture, or the political system. Books about imagined countries (e.g., science fiction) should not be included. This question also includes reading non-fiction from newspaper articles, magazines, books, and electronic sources. Paging through a magazine, looking at photographs or advertisements should not be included. Reading sports-related articles is included; however, looking up sports statistics does not qualify as reading.

10. How often do you read stories or articles that you find on the Internet for fun outside of school?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question refers to the frequency with which the student reads for pleasure any fiction or non-fiction stories or articles posted on the Internet. The frequency with which the student reads this material is based on how often he or she engages in reading, not on how often he or she finishes reading a story or article. For example, if the student reads from a story on a Web site twice a week, but it takes a month to finish the story, the student should mark "at least once a week." Browsing the Web and looking at photographs or advertisements should not be included. Reading e-mail or reading comments written in a chat room does not qualify.

11. For school this year, how often do you have a class discussion about something that the class has read?

    A Never or hardly ever
    B A few times a year
    C Once or twice a month
    D At least once a week

This question refers to the frequency with which the student's class engages in a discussion about material that they have read. This discussion may be lead by the teacher but must involve some student participation. That is, a teacher's lecturing the students does not qualify. If a class discussion was held but the student did not speak, the student should nonetheless include this discussion in his or her answer.

12. For school this year, how often do you work in pairs or small groups to talk about something that you have read?

    A Never or hardly ever
    B A few times a year
    C Once or twice a month
    D At least once a week

This question refers to the frequency with which the student engages in class-assigned, one-on-one or small-group discussions about material that the student has read.

13. For school this year, how often do you write in a journal about something that you have read for class?

    A Never or hardly ever
    B A few times a year
    C Once or twice a month
    D At least once a week

This question refers to the frequency with which the student engages in class-assigned, informal writing about material that he or she has read. The journal may or may not be read by the teacher or others. Private or personal journals, kept voluntarily by the student, do not qualify here.

14. So far this year, how many times have you written a book report?

    A Never
    B Once
    C 2 or 3 times
    D 4 or 5 times
    E 6 or more times

This question refers to the frequency with which the student has been assigned to write a book report for class.

15. So far this year, how many times have you made a presentation to the class about something that you have read?

    A Never
    B Once
    C 2 or 3 times
    D 4 or 5 times
    E 6 or more times

This question refers to the frequency with which the student makes presentations to instruct or communicate to the class about material that he or she has read. The presentation might be an individual presentation or a group presentation.

16. So far this year, how many times have you done a school project about something that you have read (for example, written a play, created a poster)?

    A Never
    B Once
    C 2 or 3 times
    D 4 or 5 times
    E 6 or more times

This question refers to the frequency with which the student completes a school-assigned individual or group project related to material that he or she has read. "Project" refers to a sustained activity that yields a product. The student might work on the project in school, out of school, or both.

17. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

    A Never
    B Once or twice this year
    C Once or twice a month
    D At least once a week

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and by writing for assignments that involve reading. "Long answers" are answers that require at least one paragraph. The phrase "tests and assignments that involve reading" refers to tests on materials that are read by the student and reading assignments that are given to the student.

18. When you have reading assignments in school, how often does your teacher give you time to read books you have chosen yourself?

    A Never or hardly ever
    B Once or twice a month
    C Once or twice a week
    D Almost every day

This question refers to the frequency with which the student is allowed to choose reading materials for school assignments. Books assigned by the teacher should not be included in this question.

Questions 19–22. The following four questions ask about the subjects that you study in school this year.

Questions 19 – 22 ask the frequency with which the student reads material other than an assigned textbook for various courses. Anything read from a textbook should not be included in these questions. In answering these questions, the student should include both non-textbook materials assigned to the entire class and non-textbook materials selected by the student to fulfill an assignment.

19. How often do you read paperbacks, softcover books, or magazines for **reading**?

    A Never or hardly ever
    B A few times a year
    C Once or twice a month
    D At least once a week

This question refers to reading done for reading class only, not for other classes.

20. How often do you read paperbacks, softcover books, puzzle books, or magazines for **science**?

    A Never or hardly ever
    B A few times a year
    C Once or twice a month
    D At least once a week

This question refers to reading done for science class only, not for other classes.

21. How often do you read paperbacks, softcover books, or magazines for **social studies or history**?

    A Never or hardly ever
    B A few times a year
    C Once or twice a month
    D At least once a week

This question refers to reading done for social studies or history class only, not for other classes.

22. How often do you read paperbacks, softcover books, puzzle books, or magazines for **math**?

A Never or hardly ever
B A few times a year
C Once or twice a month
D At least once a week

This question refers to reading done for mathematics class only, not for other classes. Solving mathematical puzzles that do not require reading (for example, solving numerical puzzles from a mathematical puzzle book) should not be included in this question.

23. How hard was this test compared to most other tests you have taken this year in school?

A Easier than other tests
B About as hard as other tests
C Harder than other tests
D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including reading.

24. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

A Not as hard as on other tests
B About as hard as on other tests
C Harder than on other tests
D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on other school tests taken this year.

25. How important was it to you to do well on this test?

A Not very important
B Somewhat important
C Important
D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK A: GRADE 4

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

Question 1. The following question is about reading. Please mark the answer that best describes you.

1. How often do the following statements describe you? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. I like to read	A	B	C
b. Reading is one of my favorite activities	A	B	C
c. When I read I sometimes forget about everything else	A	B	C
d. I look forward to reading	A	B	C
e. I read in my spare time	A	B	C

This question assesses the student's attitude towards and interest in reading; the question refers to reading in general, including but not limited to reading in school. The student's answer for each statement should express how often he or she experiences the statement as true.

2. For school this year, how often do you write about something that you have read for class?

A Never or hardly ever
B Sometimes
C Almost always

This question refers to the frequency with which the student engages in writing about material that he or she has read as part of a classroom activity. The writing may or may not be read by the teacher or others; the class may or may not be a reading class; the material may be assigned reading or free reading.

3. So far this year, how many times have you been asked to write answers of **at least a paragraph in length** to questions on tests or assignments that involved reading?

   A Never or hardly ever
   B Sometimes
   C Almost always

This question asks the student how frequently, during the current year, he or she has been instructed to write at least one paragraph in response to a test question or to fulfill an assignment. The required response should relate to a test of, or an assignment regarding, something the student has read for class. However, this writing might have been required for <u>any</u> subject, not just for the student's reading class.

4. How often do you and your teacher review your progress in reading by looking at your work together?

   A Never or hardly ever
   B Sometimes
   C Almost always

This question asks the student how often the teacher discusses the student's reading progress by talking with him or her on a one-to-one basis about written or other assigned work.

5. How often does your teacher do each of the following during reading class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Ask you to read aloud	A	B	C
b. Ask you to read silently	A	B	C
c. Ask you to read a book you have chosen yourself	A	B	C
d. Ask you to write something about what you have read	A	B	C

The four items in this question refer to how often the student's teacher asks the <u>student</u> to engage in each of the specified activities <u>during reading class</u>.

6. How often does your teacher do each of the following during reading class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Help you understand new words	A	B	C
b. Help you break words into parts	A	B	C
c. Teach you the meaning of new words before you read	A	B	C

The three items in this question refer to how often the student's <u>teacher</u> engages in each of the specified activities <u>during reading class</u>.

7. How often does your teacher do each of the following during reading class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Ask you to do a group activity or project about what you have read	A	B	C
b. Ask you to talk about what you have read	A	B	C

The two items in this question refer to how often the student's teacher asks the student to engage in each of the specified activities during reading class.

8. When reading a story in class, how often does your teacher ask you to do the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Explain the story in your own words	A	B	C
b. Talk about what the story means	A	B	C
c. Talk about what the characters do and feel	A	B	C
d. Talk about how you feel about the story	A	B	C

The four items in this question refer to how often the student's teacher asks the student to engage in each of the specified activities during reading class.

9. How often does your reading teacher do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Discuss books you have read on your own	A	B	C
b. Tell you about book clubs that you could join	A	B	C
c. Offer free reading time during class	A	B	C
d. Tell you about special reading activities	A	B	C

The four items in this question refer to how often the student's teacher engages in each of the specified activities during reading class. Item "a" involves an interaction between the teacher and the student. Items "b" through "d" need only to involve the teacher's providing information.

10. What kind of reader do you think you are?

    A A poor reader
    B An average reader
    C A good reader
    D A very good reader

This question assesses the student's own perception of his or her reading ability. The student's answer should reflect his or her self-evaluation, which may or may not agree with others' evaluations.

11. How hard was this test compared to most other tests you have taken this year in school?

    A Easier than other tests
    B About as hard as other tests
    C Harder than other tests
    D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

12. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

    A Not as hard as on other tests
    B About as hard as on other tests
    C Harder than on other tests
    D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

13. How important was it to you to do well on this test?

    A Not very important
    B Somewhat important
    C Important
    D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK B: GRADE 4

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. In your reading class, does your teacher ask you to use computers in the following ways? Fill in **one** oval on each line.

		Yes	No
a.	To learn new words	A	B
b.	To practice spelling and grammar	A	B
c.	To write reports	A	B
d.	To read books on the computer	A	B

The four items in this question refer to whether or not the student's teacher asks the student to use a computer during reading class to engage in each of the specified activities.

2. In your reading class, does your teacher ask you to use computers in the following ways? Fill in **one** oval on each line.

		Yes	No
a.	To go to websites about reading (for example, websites with lists of books to read)	A	B
b.	To find information for projects	A	B
c.	To write to teachers or students from other schools using e-mail	A	B

The three items in this question refer to whether or not the student's teacher asks the student to use a computer during reading class to engage in each of the specified activities.

3. Outside of school, how often do you talk to other students from your class through e-mail, text messages, or instant messages about class projects?

   A Never or hardly ever
   B Once or twice a month
   C Once or twice a week
   D Almost every day

This question refers to how frequently, outside of school, the student uses technology to discuss class projects (including homework assignments) with other students. This discussion might be initiated by the student or by the other participant. Note that face-to-face communication does not count.

4. Outside of school, how often do you talk to other students from your class through e-mail, text messages, or instant messages about new books to read?

   A Never or hardly ever
   B Once or twice a month
   C Once or twice a week
   D Almost every day

This question refers to how frequently, outside of school, the student uses technology to discuss books with other students. This discussion might be initiated by the student or by the other participant, and it might be based on material that the student has read for school or for his or her own enjoyment. Note that face-to-face communication does not count.

5. How often do you use either the school library or the public library to do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	**Sometimes**	**Almost always**
a.	Get information for a school project or homework	A	B	C
b.	Get information for your own use	A	B	C

The two items in this question refer to how often the student uses any library that is not located in his or her home to engage in each of the specified activities.

6. When you are reading and you find a word you do not know the meaning of, how often do you do any of the following? Fill in **one** oval on each line.

		Never or hardly ever	Sometimes	Almost always
a.	Look up a word	A	B	C
b.	Ask someone	A	B	C
c.	Guess from the words around it	A	B	C
d.	Just keep reading	A	B	C

Each of the four items in this question reflects a strategy that a student might adopt when faced with an unfamiliar word. The student might engage in all, some, or none of these tactics—and might do so with the same or different frequency. In other words, the student should respond to each item independently.

7. How often do you do the following activities to learn new words outside of school? Fill in **one** oval on each line.

		Never or hardly ever	Sometimes	Almost always
a.	Play word games	A	B	C
b.	Pay attention to unfamiliar words while reading	A	B	C

Each of the two items in this question reflects a strategy that a student might use to learn new words when he or she is not at school. The student might use both, either, or neither of these tactics—and might do so with the same or different frequency. In other words, the student should respond to each item independently.

8. How often do you do the following? Fill in **one** oval on each line.

		Never or hardly ever	Sometimes	Almost always
a.	Borrow books from the public or school library	A	B	C
b.	Buy books or magazines at bookstores	A	B	C
c.	Take part in summer reading programs	A	B	C
d.	Attend book clubs or book fairs	A	B	C

The four items in this question refer to how often the student engages in each of the specified activities. The student might engage in "a," "c," or "d" in school or out of school; however, unless the school operates an onsite bookstore, "b" refers to an out-of-school activity.

9. How often do the following statements describe you? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. I am sure I can read whatever the teacher assigns me in reading class	A	B	C
b. I am sure I can do a good job on my reading tests	A	B	C
c. I am sure I can do a good job on my reading assignments	A	B	C
d. I am sure I can learn how to read well	A	B	C

The four items in this question assess the student's own perception of his or her continued performance in reading. The student's responses should reflect his or her self-evaluation, which may or may not agree with others' evaluations.

10. Do you attend a reading after-school or tutoring program?

A Yes
B No

This question asks whether the student participates in a reading program that is offered outside of his or her current reading class. The student may or may not have been referred by school personnel. The program may or may not be school-sponsored, and it may or may not take place on school property. The program may be oriented towards remedial instruction, advanced instruction, or reading-related interests. However, the activity must constitute an organized "program"; a student's receiving instruction from a private reading tutor does not count.

11. How hard was this test compared to most other tests you have taken this year in school?

A Easier than other tests
B About as hard as other tests
C Harder than other tests
D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

12. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

    A Not as hard as on other tests
    B About as hard as on other tests
    C Harder than on other tests
    D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

13. How important was it to you to do well on this test?

    A Not very important
    B Somewhat important
    C Important
    D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK C: GRADE 4

This section has 11 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

Questions 1-3. The following three questions ask about reading that you do outside of school.

1. NOT including reading that you do for school, how often do you spend time reading each of the following types of **fiction**? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Comic books	A	B	C
b. Short stories or novels	A	B	C
c. Plays	A	B	C
d. Poems	A	B	C

The four items in this question refer to how often the student reads poetry or particular types of fiction for pleasure. To differentiate this question from Question 24, "Short stories or novels" refers here to stand-alone publications (i.e., a hardback or paperback novel, a book of short stories, or a short story published in a literature anthology). "Comic books" also refers to stand-alone publications; comic books may be called "graphic novels." Comic strips printed in a newspaper do not count.

2. NOT including the reading that you do for school, how often do you spend time reading each of the following types of **non-fiction**? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Biographies or autobiographies	A	B	C
b. Science books (for example, nature, animals, astronomy)	A	B	C
c. Technology books (for example, machines, computers)	A	B	C
d. Travel books or books about other countries	A	B	C
e. History books	A	B	C
f. Other non-fiction books	A	B	C

The items in this question refer to how often the student reads non-fiction for pleasure. Frequency refers to how often the student engages in reading, not to how often he or she completes a work of non-fiction. For example, if the student reads from a non-fiction book twice a week, he or she should mark "At least once a week," even if finishing the book takes a month.

Biographies or autobiographies: *refers to writings about real people.*

Science books (for example, nature, animals, astronomy): *refers to non-fiction books that contain information about these and other science-related subjects.*

Technology books (for example, machines, computers): *refers to non-fiction books that contain information about these and other technology-related subjects. Computer manuals are also included in this item.*

Travel books or books about other countries: *refers to books that contain factual information about other countries. The information may be related to things such as geography, culture, or the political system. Travel books are also included in this item.*

History books: *refers to books that contain information about historical events that took place in the United States or in other countries.*

Other non-fiction books: *refers to any non-fiction book not included in the above categories.*

3. NOT including reading that you do for school, how often do you spend time reading each of the following types of **articles or stories**? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Articles or stories in a newspaper	A	B	C
b. Articles or stories in a magazine	A	B	C
c. Articles or stories on the Internet	A	B	C

This question refers to the sources for articles or stories that the student reads for pleasure. The frequency with which the student reads this material is based on how often the student engages in reading, not how often the student completes an article or story. For example, if the student reads from a story in a magazine twice a week, but takes longer than a week to finish the story, the student should mark "At least once a week."

***Articles in newspapers**: refers to journalistic stories that appear in newspapers. They can be related to any topic, including sports, human interest, world events. Reading sports-related articles is included; however, looking up sports statistics does not qualify as reading an article in a newspaper.*

***Articles or stories in a magazine**: refers to written pieces in magazines. They may be news stories, short stories (fiction), or articles about specific topics (such as music). Paging through a magazine looking at photographs or advertisements should not be included.*

***Articles or stories on the Internet**: refers to fiction or non-fiction articles or stories posted on the Internet. "Surfing the Web," reading e-mail, or reading comments written in a chat room does not qualify.*

Questions 4-7. The following four questions ask about the subjects that you study in school this year.

4. In **reading class**, how often do you read something that is not a textbook (for example, plays, fiction, nonfiction)?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question asks the frequency with which, in reading class, the student reads material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment.

5. In **science class**, how often do you read something that is not a textbook (for example, science magazines)?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question asks the frequency with which, in science class, the student reads material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment.

6. In **social studies or history class**, how often do you read something that is not a textbook (for example, books about people who lived a long time ago, letters written a long time ago)?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question asks the frequency with which, in social studies or history class, the student reads material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment.

7. In **math class**, how often do you read something that is not a textbook (for example, stories about math, math puzzles)?

   A Never or hardly ever
   B A few times a year
   C Once or twice a month
   D At least once a week

This question asks the frequency with which, in mathematics class, the student reads material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment.

8. How often do you feel the following way in your reading class? Fill in **one** oval each line.

		Never or hardly ever	Sometimes	Almost always
a.	The reading work is too hard.	A	B	C
b.	I have done a good job on my homework and in class.	A	B	C
c.	I have done a good job in class.	A	B	C
d.	The reading work is too easy.	A	B	C
e.	I like what we do in reading class.	A	B	C

The five items in this question assess the student's perceptions and attitudes regarding his or her current reading class.

Items "a" and "d" assess the student's perception of the difficulty posed by the material presented in his or her current reading class.

Items "b" and "c" assess the student's self-perceived performance in his or her current reading class (homework and class work, respectively), regardless of the material's difficulty.

Item "e" assesses how much the student enjoys his or her current reading class.

9. How hard was this test compared to most other tests you have taken this year in school?

A Easier than other tests
B About as hard as other tests
C Harder than other tests
D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

10. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

    A Not as hard as on other tests
    B About as hard as on other tests
    C Harder than on other tests
    D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

11. How important was it to you to do well on this test?

    A Not very important
    B Somewhat important
    C Important
    D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th QUESTION-BY-QUESTION SPECIFICATIONS

MATHEMATICS BACKGROUND QUESTIONS: GRADE 4

This section has 9 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often do you use a computer for math at school?

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

This question refers to the frequency with which the student uses a computer at school for mathematics-related work—including class work, homework, and any other mathematics-related activity. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school.

Questions 2 – 5 are intended to shift the student's focus, from school alone to all of the places he or she may work on mathematics. The student should answer "yes" if he or she performs the specified activity for his or her regular mathematics class or for any other mathematics-related purpose, such as personal interest or an after school program that teaches mathematics. The questions are intended to capture the student's current activity or activities within the current school year. The questions do not specify the number of times the activity must have been performed to qualify as a "yes"; therefore, this decision should be left to the student's own judgment. Most students will probably think that a single occurrence qualifies.

Questions 2-5. For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

2. Do you use a computer to practice or drill on math?

   A Yes
   B No

This question refers to whether the student uses a computer to practice or drill on mathematics problems. Some software presents practice and drills in the form of a game; therefore, with regard to a single activity, a student could legitimately answer "yes" to both this question and the following question. Alternatively, a student may consider a given activity as either practice or as a game, even though an adult would conclude that it was both. In that case the student should answer in the way that makes sense to him or her.

3. Do you use a computer to play math games?

   A Yes
   B No

This question refers to whether the student uses a computer to play mathematics games. The games could be played during class or outside of class, and the computer could be at home, at school, in a library, or anywhere else. As noted in reference to Question 2, many mathematics "games" are a form of practice and drill, but other possibilities exist. Because new software is constantly being created, it is not possible to specify every activity that would qualify as a "math game." Thus, if a student considers a program that he or she uses on the computer to be a math game, a "yes" answer is appropriate.

4. What kind of **calculator** do you normally use?

   A I don't have a calculator.
   B Regular calculator (addition, subtraction, multiplication, division)
   C Graphing calculator

The calculator could be the student's own calculator or one that is supplied by the school or by an after-school program. For fourth-grade students, anything other than a graphing calculator should be counted as a "regular calculator," even if a student happens to use a calculator that can do more than add, subtract, multiply, or divide.

<u>Graphing</u> calculators can perform graphic functions, such as drawing graphs in the viewing window; graphing calculators supplied to fourth-grade students are likely to be simpler than those used by older students.

5. When you take a math test or quiz, how often do you use a calculator?

A Never
B Sometimes
C Always

The mathematics tests or quizzes could be in the student's regular classroom, but they could also be in a pull-out or after-school program that teaches mathematics. If calculator use is different in these different settings, the student should answer for his or her regular classroom. The calculator could be supplied by the student or by the school.

Question 6 asks for the student's perceptions of his or her mathematics class. The student should express his or her own opinions.

6. How often do you feel the following way in your math class? Fill in **one** oval on each line.

	Never or hardly ever	**Sometimes**	**Almost always**
a. The math work is too hard.	A	B	C
b. I have done a good job on my homework.	A	B	C
c. I have done a good job in class.	A	B	C
d. The math work is too easy.	A	B	C
e. I like what we do in math class.	A	B	C

The five items in this question assess the student's perceptions and attitudes regarding his or her current mathematics class.

Items "a" and "d" assess the student's perception of the difficulty posed by the material presented in his or her current mathematics class.

Items "b" and "c" assess the student's self-perceived performance in his or her current mathematics class (homework and class work, respectively), regardless of the material's difficulty.

Item "e" assesses how much the student enjoys his or her current mathematics class.

7. How hard was this test compared to most other tests you have taken this year in school?

   A Easier than other tests
   B About as hard as other tests
   C Harder than other tests
   D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

8. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

   A Not as hard as on other tests
   B About as hard as on other tests
   C Harder than on other tests
   D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

9. How important was it to you to do well on this test?

   A Not very important
   B Somewhat important
   C Important
   D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th QUESTION-BY-QUESTION SPECIFICATIONS

MATHEMATICS BACKGROUND QUESTIONS BOOK D: GRADE 4

This section has 12 questions. Mark your answers in your booklet.

1. Do you attend a math after-school or tutoring program?

   A Yes → *Go to Question 2*
   B No → *Skip to Question 3*

This question asks whether the student participates in a mathematics program that is offered outside of his or her current mathematics class. The student may or may not have been referred by school personnel. The program may or may not be school-sponsored, and it may or may not take place on school property. The program may be oriented towards remedial instruction, advanced instruction, or math-related interests. However, the activity must constitute an organized "program"; a student's receiving instruction from a private mathematics tutor does not count.

2. This year, have you used **computers** to help you learn math in an after-school or tutoring program?

   A Yes
   B No

This question asks whether the student has used a computer in the program that he or she has indicated by answering "yes" to the previous question. If a student participates in more than one program and has used a computer in <u>any</u> of them during the current year, he or she should answer "yes."

3. Do you use a computer for math homework at home?

   A No, I do not have a computer at home. → *Skip to Question 5*
   B No, I have a computer at home, but I do not use it for math. → *Go to Question 4*
   C Yes, I have a computer at home, and I use it for math. → *Go to Question 4*

This question assesses whether the student uses a computer at home for work that has been <u>assigned</u> by his or her mathematics teacher. A student's using the computer for any other purpose—including playing mathematics games or engaging in other mathematics-related activities that have not been assigned—does not count. Because the question does not specify how often the activity must have been performed to qualify as a "yes," this decision should be left to the student's own judgment. Many students may think that a single occurrence qualifies.

4. Do you use the Internet at home?

   A Yes
   B No

This question asks whether the student uses his or her home computer to access the Internet for <u>any</u> activity, whether or not the activity is related to mathematics. For example, a student's accessing non-mathematics-oriented websites, blogs, or chat rooms counts. The question does not specify how often the student must have accessed the Internet to answer "yes"; this decision should be left to the student's own judgment.

Questions 5-9. For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

5. Do you use a computer to make charts or graphs for math?

   A Yes
   B No

This question asks whether a student uses a computer—in or out of school—to make charts or graphs for mathematics class or for personal interest. The question includes, but is not limited to, the student's use of graphing programs, such as the Chart functions within Excel or Lotus, or separate programs, such as CAD, DeltaGraph, Advanced Grapher, Graphmatica. Because the question does not specify how often the activity must have been performed to qualify as a "yes," this decision should be left to the student's own judgment. Many students may think that a single occurrence qualifies.

6. Do you use the Internet to learn things about math?

   A Yes
   B No

This question differs from Question 4 in two ways: (1) it refers to the student's use of the Internet for <u>mathematics-related activities only</u>, and (2) it includes Internet use at home, at school, or anywhere else. Because the question does not specify how often the activity must have been performed to qualify as a "yes," this decision should be left to the student's own judgment. Many students may think that a single occurrence qualifies.

7. How often do you use e-mail, instant messages, blogs, chat rooms, or text messages to do any of the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Every day or almost every day
a. Work online with friends for math class	A	B	C
b. Ask your teacher questions about your math homework	A	B	C
c. Get help with math from someone other than your teacher, family, classmates, or friends	A	B	C

This question refers to the student's use of e-mail, instant messages, blogs, chat rooms, or text messages for the specified mathematics-related activities only. These activities may take place at school, at home, or anywhere else. Because the question does not specify how often the activity must have been performed to qualify as a "yes," this decision should be left to the student's own judgment. Many students may think that a single occurrence qualifies.

8. How often do you **use a calculator**?

A Never or hardly ever
B Once in a while
C Almost every day

This question refers to the frequency with which the student uses any type of calculator—at home, at school, or anywhere else. Both school-supplied and student owned calculators count.

9. Have you ever used a graphing calculator?

A Yes
B No
C I don't know what a graphing calculator is.

A graphing calculator performs graphic functions. In addition to drawing graphs in the viewing window, it accepts algebraic notation and data matrices. Even a one-time use is sufficient for a "yes" answer.

10. How hard was this test compared to most other tests you have taken this year in school?

    A Easier than other tests
    B About as hard as other tests
    C Harder than other tests
    D Much harder than other tests

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

11. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

    A Not as hard as on other tests
    B About as hard as on other tests
    C Harder than on other tests
    D Much harder than on other tests

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

12. How important was it to you to do well on this test?

    A Not very important
    B Somewhat important
    C Important
    D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

EXTENDED STUDENT BACKGROUND QESTIONNAIRE (ESBQ): GRADE 4

Assessment administrators (AAs) may answer questions that students have about the questions in the Extended Student Background Questionnaire. These questions address important issues about the homes in which students live, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the Extended Student Background Questionnaire is repeated below, with an explanation of what information the question is attempting to elicit from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

A student may notice that a question being asked here is similar to a question asked elsewhere. If a student raises a question about this, assure the student that they should answer each question as accurately as possible and not to be concerned about other questions or responses.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about items in the home, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about items in the home, etc., should be based on the resources available in the foster home.*

- *For students living in an orphanage or a group home, questions that refer to mother or father should not be answered, and it should be noted in the outside margin of the page that the student is living in an orphanage or a group home. Answers to questions about items in the home, etc., should be based on the resources available in the orphanage or group home.*
- *Questions that ask about "home" refer to the home in which students spend a majority of their time, in the case of students in joint-custody situations. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home they were at on the day of the test.*

Script: This section has six questions about the place where you live and the people in your family. Please answer all questions, and mark your answers in your booklet.

1. Which of the following people live in your home? Fill in **one** oval on each line.

		Yes	No
a.	Mother	A	B
b.	Stepmother/Foster mother	A	B
c.	Father	A	B
d.	Stepfather/Foster father	A	B
e.	One or more grandparents	A	B
f.	One or more brothers/sisters	A	B
g.	One or more other children	A	B
h.	One or more other adults	A	B

The purpose of this item is to find out who lives in the student's home. Students should refer to only one home when answering this item. For students in joint custody arrangements, "home" refers to the home in which the student spends a majority of his or her time. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home they were at on the day of the test. Students living in an orphanage or group home should skip this question and indicate in the margin that he or she lives in an orphanage or group home.

2. Do you live in different homes with different people during the school year? Fill in only **one** oval.

A Yes

B No

The purpose of question 2 is to identify children living in shared-custody arrangements.
Vacation homes should not be considered "different homes with different people" for the purpose of answering this question. Students who live in one home except when on vacation should answer "No" by filling in oval B. Students who have switched foster homes should answer "No" by filling in oval B.

3. How many brothers and sisters do you have? Include all brothers and sisters who are related to you in any way, whether they live with you or not. Fill in only **one** oval.

A None

B One

C Two

D Three

E Four

F Five

G Six or more

The purpose of this question is to determine the total number of brothers and sisters a student has, rather than just the number of brothers and sisters with whom the student currently resides. "Related to you in any way" refers to stepsiblings, half siblings, adopted siblings, etc.

4. Does your mother usually have a job for which she is paid? Fill in only **one** oval.

A Yes

B No

The purpose of question number 4 is to determine whether or not the student's mother is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" refers to working on two or more days a week for more than half the year. If student has no knowledge of his or her mother's participation in the workforce he or she should answer "No" to this question.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver. If the student says that he or she does not live with a female parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary female caregiver (i.e., the female in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a female parent or other caregiver with whom he or she has previously lived, the student should answer with respect to that female parent or caregiver. Where there is no female present in the home and no knowledge of any female caregiver, the student should skip this question and make a note in the margin.

5. Does your father usually have a job for which he is paid? Fill in only **one** oval.

A Yes

B No

The purpose of question number 5 is to determine whether or not the student's father is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" refers to working on two or more days a week for more than half the year. If student has no knowledge of his or her father's participation in the workforce he or she should answer "No" to this question.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student says that he or she does not live with a male parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary male caregiver (i.e., the male in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver. Where there is no male present in the home and no knowledge of any male caregiver, the student should skip this question and make a note in the margin.

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

		We have	We do NOT have
a.	Access to the Internet	A	B
b.	Cell phone	A	B
c.	Clothes dryer just for my family	A	B
d.	Electric dishwasher	A	B
e.	Electric garbage disposal	A	B
f.	More than six rooms (not including bathrooms)	A	B
g.	More than one bathroom	A	B
h.	A bedroom of my own	A	B
i.	Air conditioning in my whole home	A	B
j.	Three or more cars, small trucks, or sport utility vehicles	A	B

This question asks about items in the student's home. Students should answer this item for the home they referenced in earlier questions. Item c, "Clothes dryer just for my family," refers to a clothes dryer either in the student's house or apartment unit that is only used by the student's family. Students who live in apartment complexes with communal washers and dryers should not include those dryers. For item f, "More than six rooms (not including bathrooms)" students should not include bathrooms, porches, balconies, foyers, halls, and half-rooms in this count. Item i, refers to central air conditioning. Students who have window units should answer "We do NOT have" to this question.