Sample Questions

General Information About The Nation’s Report Card
National Assessment of Educational Progress

2011 Sample Questions Booklet

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I. About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP), I want to thank you for your participation in this essential measure of student achievement in the United States. NAEP tells us what students in our country know and can do. In the coming year, fourth-, eighth-, and twelfth-graders will participate in NAEP. Fourth-graders will be assessed in mathematics and reading. Assessments require about 90 minutes of a student’s time, and each student answers questions in only one subject. The test booklet contains 50 minutes of test questions and a brief student questionnaire.

NAEP is voluntary and individual student scores are not reported. Answers to all student questions are confidential, and student names are removed from all assessment materials before the materials leave the school. Results of the 2011 mathematics and reading assessments will be reported in The Nation’s Report Card. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

The national assessment results are more useful when parents, educators, and policymakers are able to study the proficiencies (or scores) and gain information about student experience, the school environment, and learning opportunities available to students. The student informational questionnaire provides educators and policymakers with contextual information for the assessment, as well as information about factors that may be related to students’ learning. In addition, this booklet includes the student subject-specific questionnaire as well as sample questions for mathematics and reading, in order to promote understanding of the assessment.

If you have any questions or comments regarding NAEP or would like to view previous report cards, please visit the NAEP website at http://nces.ed.gov/nationsreportcard. Also available through the website is the NAEP Questions Tool (http://nces.ed.gov/nationsreportcard/itmrlsx) which allows you to review additional sample questions with sample answers.

Peggy G. Carr
Associate Commissioner for Assessment
National Center for Education Statistics
Institute of Education Sciences

NAEP is administered by the National Center for Education Statistics, within the U.S. Department of Education’s Institute of Education Sciences. Policy for the assessment, including its content and standards, is set by the independent, bipartisan National Assessment Governing Board (http://www.nagb.org).
II. The Assessments

The Mathematics Assessment

Grade 4

The NAEP mathematics assessment at grade 4 measures students’ ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra. Within each of these five content strands, students are asked questions that involve low, moderate, and high mathematical complexity. Mathematical complexity deals with what the students are asked to do in a task.

The mathematics assessment includes multiple-choice questions, short constructed-response questions, and extended constructed-response questions. The constructed-response questions allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short-answer and extended-response questions make up approximately 50 percent of student assessment time. The assessment also incorporates the use of calculators, rulers, protractors, and ancillary materials which at times have included spinners and geometric shapes in some parts of the assessment, but not all.

Calculator use is permitted on approximately one-fifth of the test questions (four-function calculators at grade 4). NAEP provides calculators for all students. For more information regarding the mathematics assessment framework please visit the National Assessment Governing Board’s website at http://www.nagb.org/publications/frameworks.htm.

<table>
<thead>
<tr>
<th>Number Properties and Operations</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td>20%</td>
</tr>
<tr>
<td>Geometry</td>
<td>15%</td>
</tr>
<tr>
<td>Data Analysis, Statistics, and Probability</td>
<td>10%</td>
</tr>
<tr>
<td>Algebra</td>
<td>15%</td>
</tr>
</tbody>
</table>
Mathematics Booklet Directions

DIRECTIONS

This assessment uses many different booklets. Each booklet has different questions. Do not worry if the person next to you is working on questions that do not look like those you are working on.

Read each question carefully and answer it as well as you can. Do not spend too much time on any one question.

For some of the questions you may need to write or draw the answer. You can see how this is done in the example below.

```
Draw a circle in the space below.
```

You may be given a calculator to use for at least one part of your booklet. If you are given a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful. After each question you will be asked to indicate whether you used the calculator.

When you receive the calculator, make sure you know how to use it. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.

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.
Sample Mathematics Questions

Grade 4

1. Which figure has the greatest area?
   - A
   - B
   - C
   - D

2. A club needs to sell 625 tickets. If it has already sold 184 tickets to adults and 80 tickets to children, how many more does it need to sell?

   Answer: __________________________
The Reading Assessment

Grade 4

The NAEP reading assessment measures students’ ability to understand, to interpret, and to think critically about grade-appropriate texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in two major types of text—literary text and informational text. The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

The reading framework for the 2011 NAEP Reading Assessment, first implemented for the 2009 reading assessment, conceptualizes reading as a dynamic cognitive process. The framework defines reading as an active and complex process that involves (1) understanding written text, (2) developing and interpreting meaning, and (3) using meaning as appropriate to type of text, purpose, and situation.

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. Students spend approximately 50 to 60 percent of their assessment time providing written answers to constructed-response questions. For more information regarding the reading assessment framework, please visit http://www.nagb.org/publications/frameworks.htm.

NAEP Reading Framework
Distribution of Question Pool Across Contexts

<table>
<thead>
<tr>
<th></th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary text</td>
<td>50%</td>
</tr>
<tr>
<td>Informational text</td>
<td>50%</td>
</tr>
</tbody>
</table>
Reading Booklet Directions

DIRECTIONS

In each of the next two sections, you will have 25 minutes to read one or two passages and to answer questions about what you have read.

You will be asked to respond to two types of questions. The first type of question requires you to choose the best answer and fill in the oval for that answer in your booklet. Some questions of this type will ask you about the meaning of a word as it is used in the passage.

The other type of question requires you to write your answer on the blank lines in your booklet. Some questions of this type will ask you to write a short answer and some questions will ask you to write a longer answer.

Here is an example of a question that requires you to write a short answer.

Do you think “Summer Adventure” was a good title for the story? Explain why or why not using details from the story.

I think “Summer Adventure” was a good title for the story because the main character, Joe, got to go on a trip to Alaska where he saw Mt. McKinley.
Here is an example of a question that requires you to write a longer, more detailed answer.

Joe has different feelings during his trip in Alaska. Describe two different feelings Joe had and explain what caused him to have those feelings.

Joe was lonely when he first arrived in Alaska. Because he was missing his friends back home, but then he met Jerry and Pat and felt better. When Jerry’s parents took them all to Portage Lake, Joe felt excited because they went on a boat ride across a lake filled with icebergs to see the blue glaciers.

Think carefully about each question. When you are writing your response, make your answer as complete as possible. Be sure your handwriting is clear. Use as many lines as you need.

You may go back to the passage when answering the questions.

If you finish before time is called, read over your work to be sure you have provided your best answer.
Sample Reading Questions
Grade 4

What’s the Buzz?

by Margery Facklam

“What do bees do?” Ask most people and they will say, “Bees make honey and they sting.” They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they’re not all the same. Some fly at night. Some can’t sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.

Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it’s reproducing that matters, not how long an animal lives.

To survive, some bee species developed new ways to live together. Some found new ways to “talk” to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.

Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another,
bees help plants reproduce. Bees are among the world’s most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

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**Pollination**

Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can’t make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid’s stamen bend over. Pollen from the stamen brushes on the bee.

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

Reprinted by permission of author Margery Facklam. Illustrations by Patricia J. Wynne.
1. What is the main purpose of the article?
   - To describe the variety of bees and what bees do
   - To explain the ways pollen is used by bees
   - To show the ways bees communicate with each other
   - To show what different species of bees look like

2. What does the author mean when she says, “Every species of bee has its own story” (page 3)? Use information from the article to support your answer.
3. According to the article, what can animals of the same species do?
   - Travel in groups over long distances
   - Live together in homes such as hives
   - Mate with each other and give birth
   - Find food for their young

4. On page 3, the article says that some bees “sparkle in the sun.” This means that these bees
   - like to fly in the daytime
   - have unusual markings
   - prefer warm weather
   - look very shiny
5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.
6. Using information from the article, explain what pollination is and how it happens.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. On page 4, the article says, “Many animals spread pollen.” This means that many animals
   ☐ like to eat pollen
   ☐ move pollen around
   ☐ create their own pollen
   ☐ spend time looking for pollen
8. Why does the author include the pictures on page 4?


9. What is one way stingless bees gather pollen?

☐ By brushing against the flower’s seeds
☐ By drinking nectar from orchids
☐ By shaking themselves inside the flower
☐ By rubbing against bees that sting
III. Student Informational Questionnaire

Grade 4

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:

<table>
<thead>
<tr>
<th>How many movies did you see last month on television and in movie theaters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ None</td>
</tr>
<tr>
<td>☐ 1 to 5</td>
</tr>
<tr>
<td>☐ 6 to 10</td>
</tr>
<tr>
<td>☐ More than 10</td>
</tr>
</tbody>
</table>

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.
In this section, please tell us about yourself and your family. The section has 10 questions. Mark your answers in your booklet. Fill in only one oval for each question except where instructed otherwise.

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.

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

3. Does your family get any magazines regularly?
   ☐ Yes
   ☐ No
   ☐ I don’t know.

4. 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)

5. Is there a computer at home that you use?
   ☐ Yes
   ☐ No

6. 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.

7. 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

8. 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

9. 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
10. 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
IV. Student Subject-Specific Questionnaires

Mathematics Questionnaire

Grade 4

This section has 21 questions. Mark your answers in your booklet. Fill in only one oval for each question except where instructed otherwise.

1. How often do you use a computer for math at school?
   - Never or hardly ever
   - Once every few weeks
   - About once a week
   - Two or three times a week
   - Every day or almost every day

2. Do you use a computer for math homework at home?
   - Yes
   - No

Questions 4–21. 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.

4. Do you use a computer to practice or drill on math?
   - Yes
   - No

6. Do you use a computer to make charts or graphs for math?
   - Yes
   - No

5. Do you use a computer to play math games?
   - Yes
   - No

7. Do you use the Internet to learn things about math?
   - Yes
   - No
8. How often do you **use a calculator**?
   - ☐ Never or hardly ever
   - ☐ Once in a while
   - ☐ Almost every day

9. What kind of **calculator** do you normally use?
   - ☐ I don’t have a calculator.
   - ☐ Regular calculator (addition, subtraction, multiplication, division)
   - ☐ Graphing calculator

10. When you take a math test or quiz, how often do you use a calculator?
    - ☐ Never
    - ☐ Sometimes
    - ☐ Always

11. Do you study or do work for math at an after-school or tutoring program?
    - ☐ Yes
    - ☐ No

12. How often do you feel your math classwork is too hard?
    - ☐ Never or hardly ever
    - ☐ Sometimes
    - ☐ Often
    - ☐ Always or almost always

13. How often do you feel your math classwork is too easy?
    - ☐ Never or hardly ever
    - ☐ Sometimes
    - ☐ Often
    - ☐ Always or almost always

14. How often do you like what you do in class for math?
    - ☐ Never or hardly ever
    - ☐ Sometimes
    - ☐ Often
    - ☐ Always or almost always
15. How often do you feel you can do a good job on your math tests?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

16. How often do you feel you can do a good job on your math assignments?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

17. How often do you feel you like math?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

18. How often do you feel math is one of your favorite subjects?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

19. How hard was this test compared to most other tests you have taken this year in school?
   - Easier than other tests
   - About as hard as other tests
   - Harder than other tests
   - Much harder than other tests

20. 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?
   - Not as hard as on other tests
   - About as hard as on other tests
   - Harder than on other tests
   - Much harder than on other tests

21. How important was it to you to do well on this test?
   - Not very important
   - Somewhat important
   - Important
   - Very important
Some students will participate in a special study in mathematics, and will be asked an additional three questions as part of the subject-specific questionnaire in mathematics.

22. Did you know before today that you would be taking this test?
   - Yes
   - No

23. Did you answer all of the math questions?
   - Yes ➔ You have finished. Thank you for your time.
   - No ➔ Please answer the next question.

24. Why did you leave one or more of the math questions blank? Fill in one or more ovals.
   - I did not have enough time.
   - I do not know how to use a calculator.
   - I am not used to writing out my answers.
   - The questions were too hard.
Reading Questionnaire

Grade 4

This section has 22 questions. Mark your answers in your booklet. Fill in only one oval for each question except where instructed otherwise.

1. How often do you feel you learn a lot when you read books?
   - ☐ Never or hardly ever
   - ☐ Sometimes
   - ☐ Often
   - ☐ Always or almost always

2. How often do you feel reading is one of your favorite subjects?
   - ☐ Never or hardly ever
   - ☐ Sometimes
   - ☐ Often
   - ☐ Always or almost always

3. How often do you use either the school library or the public library to get information for a school project or homework?
   - ☐ Never or hardly ever
   - ☐ Once or twice a month
   - ☐ Once or twice a week
   - ☐ Every day or almost every day

4. How often do you use either the school library or the public library to get information for your own use?
   - ☐ Never or hardly ever
   - ☐ Once or twice a month
   - ☐ Once or twice a week
   - ☐ Every day or almost every day

5. Do you study or do work for reading at an after-school or tutoring program?
   - ☐ Yes
   - ☐ No

6. How often do you read for fun on your own time?
   - ☐ Never or hardly ever
   - ☐ Once or twice a month
   - ☐ Once or twice a week
   - ☐ Almost every day
7. How often do you talk with your friends or family about something you have read?
   ☐ Never or hardly ever
   ☐ Once or twice a month
   ☐ Once or twice a week
   ☐ Almost every day

8. How often does your teacher ask you to make a presentation to the class about something that you have read?
   ☐ Never or hardly ever
   ☐ Sometimes
   ☐ Often
   ☐ Always or almost always

9. How often does your teacher ask you to read articles or stories in a magazine or in newspapers?
   ☐ Never or hardly ever
   ☐ Sometimes
   ☐ Often
   ☐ Always or almost always

10. How often does your teacher ask you to read aloud?
    ☐ Never or hardly ever
    ☐ Sometimes
    ☐ Often
    ☐ Always or almost always

11. How often does your teacher ask you to read silently?
    ☐ Never or hardly ever
    ☐ Sometimes
    ☐ Often
    ☐ Always or almost always

12. How often does your teacher ask you to read a book you have chosen yourself?
    ☐ Never or hardly ever
    ☐ Sometimes
    ☐ Often
    ☐ Always or almost always
13. How often does your teacher ask you to write something about what you have read?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

14. For school this year, how often do you work in pairs or small groups to talk about something that you have read?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week

15. For school this year, how often do you have a class discussion about something that the class has read?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week

16. When reading a story in class, how often does your teacher ask you to explain the story in your own words?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

17. When reading a story in class, how often does your teacher ask you to talk about what the characters do and feel?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always

18. When reading a story in class, how often does your teacher ask you to talk about how you feel about the story?
   - Never or hardly ever
   - Sometimes
   - Often
   - Always or almost always
19. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?
   - ☐ Never
   - ☐ Once or twice this year
   - ☐ Once or twice a month
   - ☐ At least once a week

20. How hard was this test compared to most other tests you have taken this year in school?
   - ☐ Easier than other tests
   - ☐ About as hard as other tests
   - ☐ Harder than other tests
   - ☐ Much harder than other tests

21. 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?
   - ☐ Not as hard as on other tests
   - ☐ About as hard as on other tests
   - ☐ Harder than on other tests
   - ☐ Much harder than on other tests

22. How important was it to you to do well on this test?
   - ☐ Not very important
   - ☐ Somewhat important
   - ☐ Important
   - ☐ Very important
V. NAEP Questions Tool

Introduction

After every assessment cycle, NAEP releases a portion of the assessment to the public. The NAEP Questions Tool (NQT) allows users to search for questions by subject, grade, difficulty, and other characteristics. You can also view scoring guides, keys, national performance data, demographic group data, and student responses (for constructed-response questions only). The tool also allows users to create customized reports and to print selected questions and all relevant information.

The purpose of the NQT is to provide teachers, researchers, educators, and the public with greater access to NAEP assessment exercises.

How do I access the NAEP Questions Tool?

The URL for the NAEP Questions Tool is http://nces.ed.gov/nationsreportcard/itmrlsx. The tool can also be accessed by clicking “Sample Questions” on The Nation’s Report Card home page.

What information can I get about each question?

When you select a question to view, a screen similar to the one below will be displayed.

![Screen Shot of NAEP Questions Tool](image-url)
Information related to the selected question is available by clicking the tabs at the top of the question field. A description of these tabs follows.

**Question:** When the screen first appears, the question will be displayed, and the **Question** tab will be highlighted. When you are viewing related information other than the question itself, click on this tab to re-display the question.

**Links within the question:** The question and related graphics or text passages may not fit on the screen area without scrolling. Some questions have associated content such as reading passages or maps. To see these materials, click on the link labeled “Show reading passage” or “additional materials.” This text varies depending on the subject. Click on “hide” to close the passage or associated material.

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**Key/Scoring Guide:** Shows information about how the question was scored.

*For Multiple-Choice Questions:* Shows the “key” or correct answer for the question.

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4. According to the article, what did Ellie learn from doing her meter project?

   A. Every fourth meter ran too quickly.
   B. Nine out of ten digital meters were accurate.
   C. 3,600 parking meters were inaccurate.
   D. Almost none of the 50 meters ran too slowly.

   The correct answer is A.
For Constructed-Response Questions: Shows the scoring guide used to determine the score for the student's answer.

<table>
<thead>
<tr>
<th>Score &amp; Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extensive</strong></td>
</tr>
<tr>
<td>These responses use information in the article to provide a description of Ellie Lammer. Responses at this level provide at least two specific text-based examples of things that Ellie Lammer did and explain what these things say about her character.</td>
</tr>
<tr>
<td><strong>Essential</strong></td>
</tr>
<tr>
<td>These responses use information in the article to provide a description of Ellie Lammer. Responses at this level provide one example of something Ellie Lammer did and explain what this thing says about her character. Responses may provide a generalization about Ellie's actions without providing specific examples from the article (e.g., Ellie Lammer dealt with the meter problem); however, these responses do explain what the generalization says about Ellie's character.</td>
</tr>
<tr>
<td><strong>Partial</strong></td>
</tr>
<tr>
<td>These responses provide a description of Ellie Lammer that focuses only on surface level aspects of her as described in the article. Responses at this level may focus on Ellie's actions without explaining what they say about her character. Or responses at this level may provide a general statement about Ellie's character without providing any support from the article (e.g., she is determined).</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>These responses provide random information from the article about Ellie Lammer or unsupported personal opinions about Ellie Lammer. Responses at this level demonstrate no understanding of Ellie's actions as described in the article and provide no insight into Ellie's character.</td>
</tr>
</tbody>
</table>

Note that the scoring criteria will vary depending on the subject and type of question.
**Sample Responses:** Shows sample student responses to the question for each score level. Use the scroll bar to move between the sections of the screen. Note that student responses are available only for constructed-response questions.

In some subjects, you will find *Scorer Comments* after the student responses. The scorer comments give the user additional information on why the response received the score that it did and often refers back to the scoring guide.

Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.
**National Data:** Shows information about how students scored on the question.

*For Multiple-Choice Questions:* Shows the percentage of students who answered the question incorrectly or correctly, or who omitted the item.

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**NAEP National Performance Results**

Reading Grade 8 2007 Accommodations Permitted

Why did Ellie do research after 6 pm [R053403]

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>85%</td>
</tr>
<tr>
<td>Incorrect</td>
<td>15%</td>
</tr>
<tr>
<td>Omitted #</td>
<td>0</td>
</tr>
</tbody>
</table>

0 100

# ROUNDS to zero.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.

For Constructed-Response Questions: Shows the percent correct by score level.

<table>
<thead>
<tr>
<th>Question</th>
<th>Key/Scoring Guide</th>
<th>Sample Responses</th>
<th>National Data</th>
<th>Jurisdiction Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NAEP National Performance Results
Reading Grade 8 2007 Accommodations Permitted
Two things Ellie did and what they tell about her [R053405]

Score    Percentage of Students
Unsatisfactory 5%
Partial    41%
Essential   17%
Extensive   32%
Omitted     5%
Off task #  0 - 100

# Rounds to zero.
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.

Information about the performance of the following student groups is displayed after clicking on the “more data” button on the bottom of the screen.

- All students
- Gender
- Race/Ethnicity
- National School Lunch Program
- Type of Location

The Jurisdiction Data tab is displayed for the subjects in which state data have been collected by state.
Where can I find more information about the subjects NAEP assesses?

The NAEP website contains a wealth of information about the subjects NAEP assesses. Just click on one of the subject area links to find out more. The URL for the site is http://nces.ed.gov/nationsreportcard/.

How can I get additional help?

For more help with features on the NAEP website, click Help in the banner.

For additional help, write to us via Contact Us at http://nces.ed.gov/nationsreportcard/contactus.asp, or e-mail Sherran.Osborne@ed.gov.
VI. About NAEP

**NAEP Overview.** NAEP is the largest continuing and nationally representative assessment of what our nation’s students know and can do in core subjects. NAEP is administered by the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. For more information about the NAEP program, visit the NAEP website at [http://nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard) or call 202–502–7420.

**PARTICIPATION.** States and districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8. Student participation is always voluntary. Contact your school’s NAEP coordinator for more information.

**NAEP CONTENT.** The National Assessment Governing Board sets policy for NAEP and oversees the creation of the NAEP frameworks, which describe the specific knowledge and skills that should be assessed. For additional information on framework development, see the Governing Board’s website at [http://www.nagb.org/publications/frameworks.htm](http://www.nagb.org/publications/frameworks.htm).

**SAMPLE NAEP QUESTIONS.** For each assessment, some of the test questions, along with performance data, are made available to the public to provide concrete samples of NAEP contents and results. For every assessment, NAEP distributes to participating schools sample questions booklets that provide more detailed information about the assessment design and questions. Released questions and student performance data may be viewed and downloaded from the NCES website at [http://nces.ed.gov/nationsreportcard/itmrlsx](http://nces.ed.gov/nationsreportcard/itmrlsx).

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

**NAEP REPORTS.** NAEP publications can be searched and downloaded from the NAEP website at [http://nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard).

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

The work reported herein was supported under the National Assessment of Educational Progress (ED–07–C0–0078, ED–07–C0–0107) as administered by the National Center for Education Statistics, within the U.S. Department of Education.