



U.S. Department of Education
National Assessment of
Educational Progress

Sample Questions

General Information About The Nation's Report Card™



(good) experience or study (an educational guess)
ed·u·ca·tion /éjəkáyshən/ n. 1 a the act of educating or being educated; system of or stage in education (a classical education). 3 a development of character powers. b a stage in or aspect of education for you). □□ **ed·u·ca·tion** tionally adv. e

2006

Civics

U.S. History

Mathematics

Reading

Grade 4



Admin Schedule Line # _____ from Session # _____



2006
Grade 4

SECTION	
1	C8
2	C5
3	D1
4	CB1

BOOK
C318

School and Teacher Information

SCHOOL # **TEACHER #**

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TOTAL TIME for ACCOMMODATION	ADMIN CODE

- ACCOMMODATIONS**
- none (N)
 - 71 (Y)
 - 72 (Y)
 - 73 (Y)
 - 74 (Y)
 - 75 (Y)
 - 76 (Y)
 - 77 (Y)
 - 78 (Y)
 - 79 (Y)
 - 80 (Y)
 - 81 (Y)
 - 82 (Y)

DO NOT USE

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

PLACE LABEL HERE

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National Assessment of Educational Progress

2006 Sample Questions Booklet

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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 America. 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 take civics and U.S. history, and participate in field tests for reading and mathematics.

Assessments require about 90 minutes of a student's time, and students only answer questions in one subject. The test booklet contains 50 minutes of test questions and a brief background section. This booklet features sample questions, selected responses, and background questions to help give you a better understanding of what the assessment is like.

NAEP is voluntary and confidential. Students' answers to all questions are confidential and student names are removed from all assessment materials prior to the materials leaving the school. Individual student scores are not reported.

Results of the civics and U.S. history assessments will be released in the Nation's Report Card in the spring of 2007. They are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

If you have any questions or comments regarding NAEP or would like to view previous *Nation's Report Cards*, please visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>. Also available through the web site is a Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrls>) which will allow you to review additional sample questions with sample answers.

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

NAEP is administered by NCES, a principal component of 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 (www.nagb.org).

The Civics Assessment

The NAEP civics assessment encompasses three interrelated components: civics knowledge, intellectual and participatory skills, and civic dispositions. The knowledge component of the assessment is expressed in five fundamental questions:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

The NAEP civics assessment is also designed to measure the intellectual and participatory skills students need to face the challenges of public life in a constitutional democracy. Central among these are the abilities to describe, explain, and analyze information and arguments, and to evaluate, take, and defend positions on public issues. The third area of the assessment, civic dispositions and participatory skills, refers to the rights and responsibilities of citizens as members of society.

The assessment is made up of multiple-choice, short constructed-response, and extended constructed-response questions. The constructed-response questions make up approximately 40 percent of the assessment time. For more information regarding the civics assessment framework please visit <http://nagb.org>.

NAEP Civics Framework Distribution of Questions Pool Across Areas of Civic Knowledge

Grade	Civic life, politics, and government	Foundations of the American political system	The Constitution and the purposes, values, and principles of American democracy	Relationship of the United States to other nations and to world affairs	Roles of citizens in American democracy
4	25%	20%	15%	10%	30%

The U.S. History Assessment

The assessment is organized around three concepts or dimensions: major themes of U.S. history, chronological periods of U.S. history, and ways of knowing and thinking about U.S. history. The themes and periods of U.S. history function as a matrix, with the assessment addressing the role of the themes across the periods.

Distribution of Question Pool Across Historical Themes

Themes				
Grade	Change & Continuity in American Democracy	Gathering & Interactions of Peoples, Cultures, & Ideas	Economic & Technological Changes & Their Relation to Society, Ideas, & the Environment	Changing Role of America in the World
4	25%	35%	25%	15%

Eight chronological periods that overlap and vary in depth of coverage are included in the assessment:

- Beginnings to 1607;
- Colonization, settlement, and communities (1607 to 1763);
- The Revolution and the new nation (1763 to 1815);
- Expansion and reform (1801 to 1861);
- Crisis of the Union: Civil War and Reconstruction (1850 to 1877);
- The development of modern America (1865 to 1920);
- Modern America and the World Wars (1914 to 1945);
- Contemporary America (1945 to present).

Questions include multiple-choice, short constructed-response, and extended constructed-response formats. Constructed-response questions make up approximately 50% of the assessment. The cognitive dimension of historical thinking is measured by the inclusion of test questions divided between those measuring historical knowledge and perspective (40%) and those measuring historical analysis and interpretation (60%). Many questions in the assessment are based on visual or textual stimuli. For more information regarding the U.S. history assessment framework please visit <http://nagb.org>.

Civics and U.S. History Booklet Directions

In each of the next two sections, you will have 25 minutes to answer a series of questions about history or civics. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to several different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Who was Thomas Jefferson and why was he important? Try to identify two reasons.

Jefferson was the third U.S. President. He was the main writer of the Declaration of Independence and he bought the Louisiana territory from France.

GO ON TO THE NEXT PAGE 

Also, you will be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain three reasons why the early English settlers of New England left home to journey to North America.

The early English settlers left home for three reasons. Many of them wanted religious freedom because the King would not let them practice their faiths. Some were looking for more land or a way to make a better living because they were poor or hadn't inherited any land. Others hoped to set up a whole new society better than the one they left behind.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

Finally, in some questions you may be asked to draw maps, graphs, charts, tables, or timelines.

If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.



Sample Civics Questions

Grade 4

Questions 1–4. Here is a list of jobs. For each one, decide if the job is something local governments do for people. After each job, fill in the oval under “Yes” or “No.”

	YES, local governments do this job for people.	NO, local governments do not do this job for people.
1. Running restaurants	<input type="radio"/> A	<input checked="" type="radio"/>
2. Cleaning a family’s house	<input type="radio"/> A	<input checked="" type="radio"/>
3. Taking care of parks	<input checked="" type="radio"/>	<input type="radio"/> B
4. Cleaning streets	<input checked="" type="radio"/>	<input type="radio"/> B
5. The President of the United States is elected for a term of		
<input type="radio"/> A 2 years		
<input checked="" type="radio"/> 4 years		
<input type="radio"/> C 6 years		
<input type="radio"/> D 8 years		
6. People in the United States elect their government officials by		
<input type="radio"/> A Public surveys		
<input type="radio"/> B Television newscasts		
<input type="radio"/> C Telegrams		
<input checked="" type="radio"/> Secret ballots		
7. The first ten amendments to the United States Constitution are called the		
<input type="radio"/> A Preamble		
<input checked="" type="radio"/> Bill of Rights		
<input type="radio"/> C Articles of Confederation		
<input type="radio"/> D Separation of Powers		



Sample U.S. History Questions

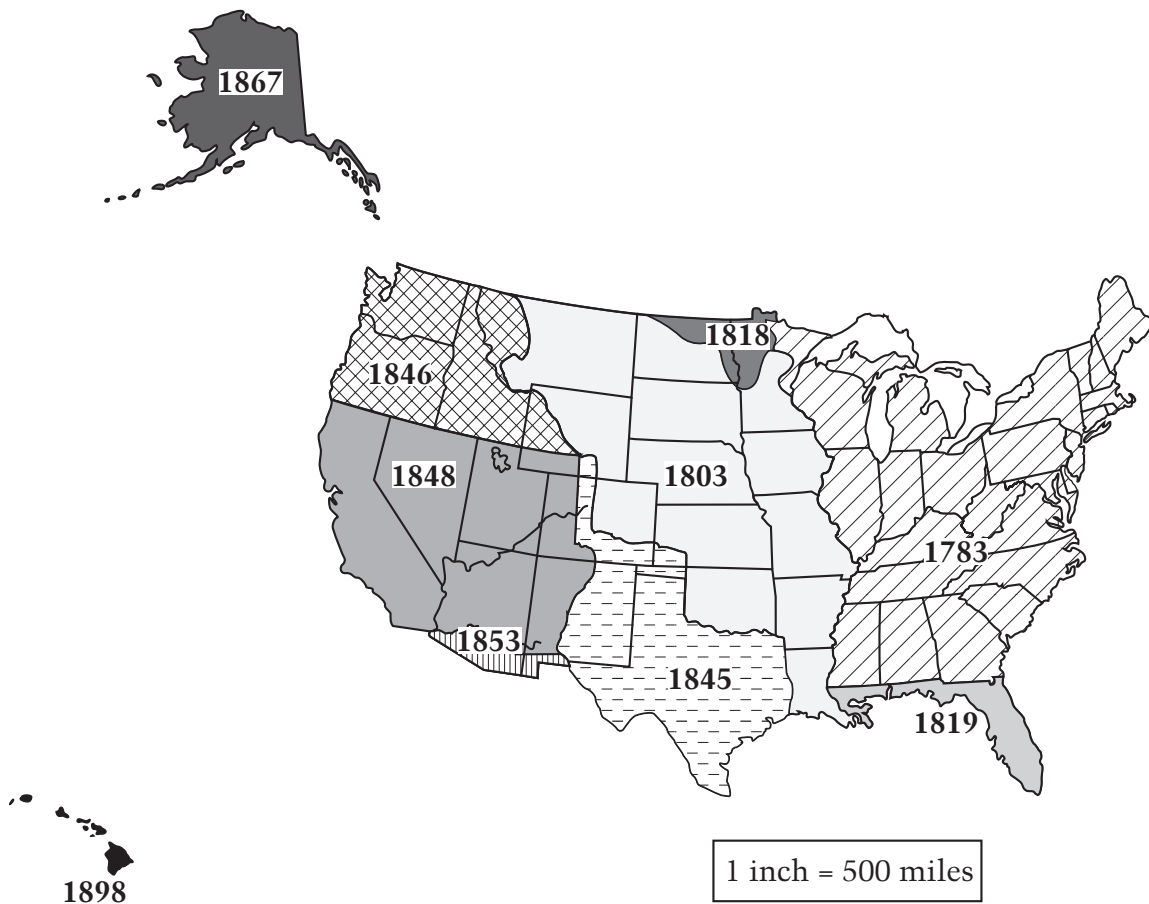
Grade 4

1. Most people in the southern colonies made their living by
 - Ⓐ iron mining
 - Ⓑ fishing
 - farming
 - Ⓓ shipbuilding

2. The document that contains the basic rules used to run the United States government is
 - Ⓐ the Declaration of Independence
 - Ⓑ Magna Carta
 - Ⓒ the Mayflower Compact
 - the Constitution

Questions 3–4 are based on the map below.

TERRITORIAL EXPANSION OF THE UNITED STATES



GO ON TO THE NEXT PAGE

3. Which area became part of the United States last?

- A Hawaii
- B Texas
- C Oregon
- D Alaska

4. Write the name of the state or area where you live in the space below.

State or Area: Virginia

In the space below, write one important fact about the way your state or area became part of the United States.

It was one of the 13 colonies.

5. Why were most early sawmills and flour mills located on rivers and streams?

- A Water was needed to cool hot machinery.
- B Waterwheels powered the cutting and grinding machines.
- C People thought it was safer to live near rivers.
- D It was easiest to expand the mills if they were near rivers.

6. In 1492, when Christopher Columbus first landed in the Americas, he thought he was in

- A Spain
- B the East Indies
- C the Hawaiian Islands
- D Italy



The Mathematics Assessment

The NAEP mathematics assessment measures students' ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis and Probability; and Algebra. Within each of these five content strands, students are asked questions that involve low, moderate, and high mathematical complexity.

The NAEP mathematics assessment includes multiple-choice questions, short-answer constructed-response questions, and extended constructed-response questions. The extended exercises 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 such as spinners and geometric shapes in some parts of the assessment, but not all.

Calculator use is permitted on approximately one-third of the test questions (four-function calculators at Grade 4). NAEP provides calculators for all students. At Grade 12, students may use their own scientific or graphing calculators. For more information regarding the mathematics assessment framework please visit <http://nagb.org>.

NAEP Mathematics Framework Distribution of Questions Across Content Strands

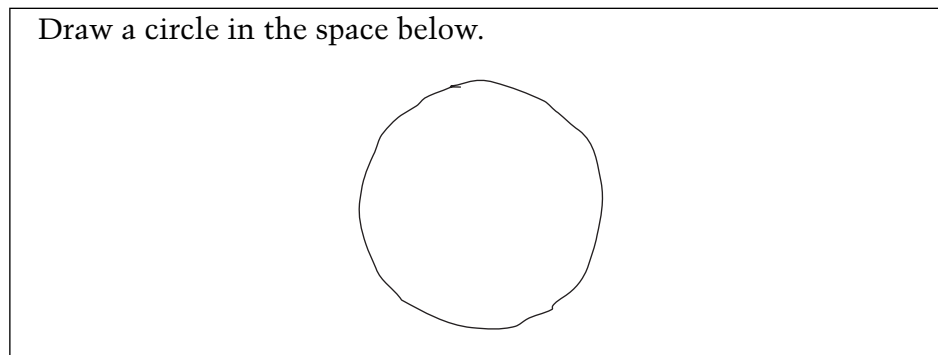
Number Properties and Operations	40%
Measurement	20%
Geometry	15%
Data Analysis and Probability	10%
Algebra	15%

Mathematics Booklet 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.



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.

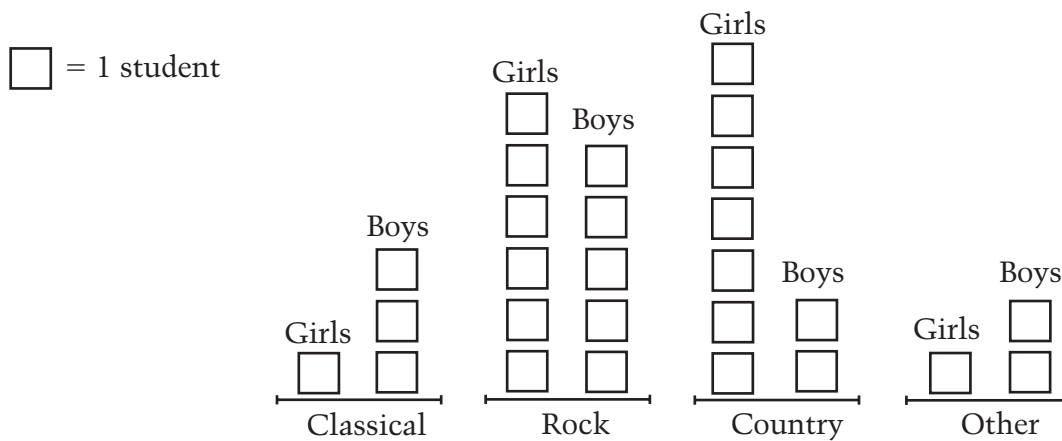
Do not go past the  sign at the end of each section until you are told to do so.



Sample Mathematics Questions

Grade 4

1. Each boy and girl in the class voted for his or her favorite kind of music. Here are the results.

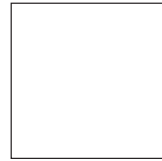
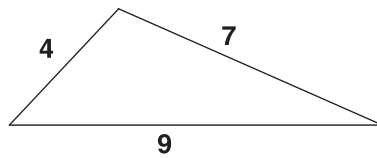


Which kind of music did most students in the class prefer?

- Ⓐ Classical
- Rock
- Ⓒ Country
- Ⓓ Other

GO ON TO THE NEXT PAGE

2. Sam can purchase his lunch at school. Each day he wants to have juice that costs 50¢, a sandwich that costs 90¢, and fruit that costs 35¢. His mother has only \$1.00 bills. What is the least number of \$1.00 bills that his mother should give him so he will have enough money to buy lunch for 5 days?



3. If both the square and the triangle above have the same perimeter, what is the length of each side of the square?

- A 4
- B 5
- C 6
- D 7



The Reading Assessment

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of 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 three contexts: reading for literary experience, reading to gain information, and reading to perform a task. (Reading to perform a task is not assessed at Grade 4.) The assessment comprises reading materials selected from publications and other resources typically available to students in and out of school.

Across the three contexts for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different approaches to understanding text. The NAEP framework accounts for these different approaches by specifying four aspects of reading that represent the types of comprehension questions asked of students. Forming a general understanding questions ask students to consider the text as a whole. Developing an interpretation questions ask students to discern connections and relationships within the text. Making reader/text connections questions ask students to connect information from the text with prior knowledge and experience. Examining content and structure questions ask students to critically evaluate the content, organization, and form of the text. All four aspects of reading are assessed at all three grades within the contexts for reading described above.

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://nagb.org>.

NAEP Reading Framework Distribution of Question Pool Across Contexts

	Grade 4
Reading for Literary Experience	55%
Reading to Gain Information	45%
Reading to Perform a Task	Not assessed

Reading Booklet Directions

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

GO ON TO THE NEXT PAGE

Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.



Sample Reading Questions

Grade 4



WATCH OUT FOR WOMBATS!

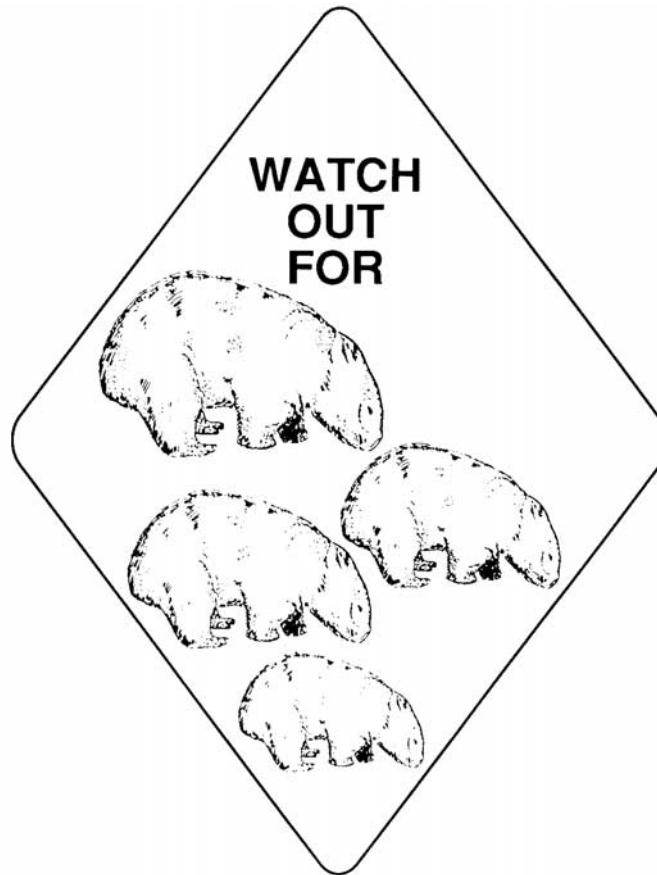
AS WE RODE ALONG THE HIGHWAY sixty miles northeast of Adelaide, Australia, a diamond-shaped sign suddenly loomed ahead. *Watch Out for Wombats*, it warned. We peered into the sparse scrub along the roadside and searched for the brown furry animals. In the distance we spotted a mob of red kangaroos bouncing out of sight, and near the road a crowlike bird called a currawong was perched, but nowhere did we see any wombats. However, we later found out that this was not surprising because we were traveling during midday, and wombats are active mostly at night. It wasn't until we visited the animal reserve that we finally saw our first wombat and learned more about this funny-looking creature.

We found that there are two types of wombats in Australia: the hairy-nosed wombat, which lives in Queensland and South Australia, and the coarse-haired wombat, which lives along the southeast coast. Both have soft brown fur, short ears, and thick-set bodies. They are said to resemble North American badgers. The hairy-nosed wombat is smaller and has pointier ears compared to its coarse-haired cousin; otherwise they are very much alike.

In many ways the wombat is similar to another Australian native, the koala. Like koalas, wombats have strong forelimbs and powerful claws. But instead of using its claws to cling to high tree branches as the koala does, the wombat digs large

Caroline Arnold

GO ON TO THE NEXT PAGE



underground burrows. These burrows are usually nine to fifteen feet across, but they can be enormous—sometimes as long as ninety feet. One end of the burrow is used as a sleeping area—there the wombat builds a nest made of bark.

The wombat is a vegetarian, so it also uses its mighty claws to tear up grasses and roots for its food. A mother wombat will pull out single stems of grass and lay them on the ground so her young wombat can eat the tender bases. The wombat's teeth, which grow throughout its

life, are sharp and ideal for cutting and tearing.

When a mother wombat gives birth, she never has to worry about finding a baby-sitter—she simply carries her baby along with her. Like most mammals in Australia, wombats are marsupials. A baby wombat is born at a very early stage of development and lives in its mother's pouch until it is old enough to survive on its own.

Wombats have only one baby at a time, usually during the Australian winter months, May to July. A baby wombat is called a joey. At birth the

tiny joey—barely an inch long—uses its forelimbs to pull itself along its mother’s underside to get into her pouch, where it will be kept warm, protected, and fed.

Marsupials, like all mammals, are nourished by their mothers’ milk. The nipples that supply the milk are inside the pouch. Once inside, the wombat joey finds a nipple and grabs it. The nipple then swells up in the baby’s mouth, providing a firm hold and a steady supply of food. The joey stays in its mother’s pouch for the next four months and grows rapidly.

Most marsupials have pouches which open upward when the animal is standing. However, both koalas and wombats have pouches which face downwards. A strong muscle keeps the pouch tightly closed and

prevents the young wombat or koala from falling out. An advantage of the downward-opening pouch for wombats is that dirt is less likely to get inside when the wombat is burrowing.

The wombat is a shy and gentle animal. But even if you lived in Australia and were willing to keep watch during the nighttime hours, it would be difficult to get to know one. As more and more people move into territories in which wombats live, they destroy the wombat’s burrows and food supplies. In some areas where the wombat was once plentiful, it is now almost extinct. Animal reserves have been set up recently to protect the wombat. Perhaps with a little help these friendly creatures will again prosper and multiply. The next time we drive through Australia, we really may have to *Watch Out for Wombats!*

WC000001

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1. This article mostly describes how
- the wombat's special body parts help it to grow and live
 - highway signs help to save the wombat
 - the wombat is like the koala and the North American badger
 - wombats feed and raise their young

WO000002

2. Where do wombats live?

- North America
- Greenland
- Australia
- Africa

WO000004

3. Describe one way in which wombats and koalas are similar and one way in which they are different.

WO000005

Similar *They both have strong forelimbs and powerful claws.*

Different *The koala climbs trees and wombats dig holes.*

GO ON TO THE NEXT PAGE 

4. Use the information in this passage to describe marsupials.

WO000006

5. Where do wombats usually live?

- Ⓐ Along highways
- Ⓑ Inside tree trunks
- Ⓒ On high tree branches
- Ⓓ In underground burrows

WO000007

6. Choose an animal, other than a koala, that you know about and compare it to the wombat.

WO000008



7. Why are wombats not often seen by people?

- Ⓐ Wombats look too much like koalas.
- Ⓑ Wombats usually are active at night.
- Ⓒ There are not enough wombat-crossing signs.
- Ⓓ Wombats are difficult to see in trees.

WO000009

8. Describe the sleeping area of wombats.

WO000011

9. To get food, the wombat uses its

- Ⓐ nose
- Ⓑ ears
- Ⓒ claws
- Ⓓ pouch

WO000012



GO ON TO THE NEXT PAGE

10. What would a wombat probably do if it met a person?

- Ⓐ Try to attack the person.
- Ⓑ Run away from the person.
- Ⓒ Growl at the person.
- Ⓓ Beg for food from the person.

WO000013

11. Why has Australia set up animal reserves to protect the wombat?

WO000014

12. Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

WO000015

