Student Background Questionnaire

General Directions for Grade 4

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.
Student Background Questionnaire

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

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 a newspaper at least four times a week?
   ☐ Yes
   ☐ No
   ☐ I don’t know.

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

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)

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

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.

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

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
10. How many days were you absent from school in the last month?
   ☐ None
   ☐ 1 or 2 days
   ☐ 3 or 4 days
   ☐ 5 to 10 days
   ☐ More than 10 days

11. How 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
Student Background Questionnaire
Civics—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 study social studies in school?
   ☐ Never or hardly ever
   ☐ Once or twice a month
   ☐ Once or twice a week
   ☐ Almost every day

2. During this school year, have you studied any of the following topics? Fill in one oval on each line.
   a. How our government works  ☐ Yes ☐ No ☐ I don't know
   b. Rules and laws of our government  ☐ Yes ☐ No ☐ I don't know
   c. Elections and voting  ☐ Yes ☐ No ☐ I don't know
   d. The President and leaders of our country  ☐ Yes ☐ No ☐ I don't know
   e. Your community  ☐ Yes ☐ No ☐ I don't know
   f. Rights and responsibilities of citizens  ☐ Yes ☐ No ☐ I don't know
   g. How people try to solve disagreements  ☐ Yes ☐ No ☐ I don't know
3. Do you do any of the following when you study social studies? Fill in one oval on each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read from your textbook</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Memorize material you have read</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Read extra material not in your textbook (such as newspapers, magazines, maps, charts, or cartoons)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Fill out worksheets</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Write reports</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Discuss current events</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Watch television shows, videos, or filmstrips in class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Discuss television shows, videos, or filmstrips</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Take part in debates or panel discussions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. Take part in role-playing, mock trials, or dramas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k. Write a letter to give your opinion or help solve a community problem</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l. Have visits from people in your community to learn about important events and ideas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies?

☐ Never

☐ Once or twice this year

☐ Once or twice a month

☐ At least once a week
5. How often do you use computers at school for social studies?
   - Never or hardly ever
   - Once every few weeks
   - About once a week
   - Two or three times a week
   - Every day

6. When you study social studies, do you do research projects about social studies topics using a CD or the Internet? Include things you do in class and things you do for homework assignments.
   - Yes
   - No

7. 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

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?
   - 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

9. How important was it to you to do well on this test?
   - Not very important
   - Somewhat important
   - Important
   - Very important
Student Background Questionnaire

U.S. History—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 study social studies in school?
   - ☐ Never or hardly ever
   - ☐ Once or twice a month
   - ☐ Once or twice a week
   - ☐ Almost every day

2. Have you ever studied the history of the United States in school?
   - ☐ Yes
   - ☐ No
3. When you study history or social studies in school, how often do you do each of the following? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>About every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read material from a textbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Read extra material not in the regular textbook (e.g., biographies or historical stories)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use letters, diaries, or essays written by historical people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Discuss the material studied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Write short answers (a paragraph or less) to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Write a report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Work on a group project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Give a report on the topic being studied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Watch movies, videos, or filmstrips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Take a test or quiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Go on field trips or have outside speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Schoolwork in the library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. This year in school, how often have you been asked to write long answers to questions or assignments for history or social studies?

- Never
- Once or twice this year
- Once or twice a month
- At least once a week

5. How often do you use computers at school for history or social studies?

- Never or hardly ever
- Once every few weeks
- About once a week
- Two or three times a week
- Every day

6. When you study history or social studies, do you do research projects about history or social studies topics using a CD or the Internet? Include things you do in class and things you do for homework assignments.

- Yes
- No

7. 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

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?

- 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

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

- Not very important
- Somewhat important
- Important
- Very important
Student Background Questionnaire

Mathematics—Grade 4

This section has 11 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?
   - Never or hardly ever
   - Once every few weeks
   - About once a week
   - Two or three times a week
   - Every day or almost every day

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?
   - Yes
   - No

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

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

5. When you take a math test or quiz, how often do you use a calculator?
   - Never
   - Sometimes
   - Always
Questions 6–8. The following statements are about math. For each statement, please mark the answer that best describes you.

6. I like math.
   ☐ This is not like me.
   ☐ This is a little like me.
   ☐ This is a lot like me.

7. I am good at math.
   ☐ This is not like me.
   ☐ This is a little like me.
   ☐ This is a lot like me.

8. I understand most of what goes on in math class.
   ☐ This is not like me.
   ☐ This is a little like me.
   ☐ This is a lot like me.

9. 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

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?
   ☐ 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

11. How important was it to you to do well on this test?
   ☐ Not very important
   ☐ Somewhat important
   ☐ Important
   ☐ Very important

STOP
Student Background Questionnaire

Reading—Grade 4

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

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.
   - This is not like me.
   - This is a little like me.
   - This is a lot like me.

2. Reading is one of my favorite activities.
   - This is not like me.
   - This is a little like me.
   - This is a lot like me.

3. Writing things like stories or letters is one of my favorite activities.
   - This is not like me.
   - This is a little like me.
   - This is a lot like me.

4. Writing helps me share my ideas.
   - This is not like me.
   - This is a little like me.
   - This is a lot like me.

5. 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

6. 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

7. How often do you write e-mails to your friends or family?
   - Never or hardly ever
   - Once or twice a month
   - Once or twice a week
   - Almost every day
8. How often do you read stories or poems for fun outside of school?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - 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?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week

10. How often do you read stories or articles that you find on the Internet for fun outside of school?
    - Never or hardly ever
    - A few times a year
    - Once or twice a month
    - At least once a week

11. 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

12. 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

13. For school this year, how often do you write in a journal about something that you have read for class?
    - Never or hardly ever
    - A few times a year
    - Once or twice a month
    - At least once a week
14. So far this year, how many times have you written a book report?
   ☐ Never
   ☐ Once
   ☐ 2 or 3 times
   ☐ 4 or 5 times
   ☐ 6 or more times

15. So far this year, how many times have you made a presentation to the class about something that you have read?
   ☐ Never
   ☐ Once
   ☐ 2 or 3 times
   ☐ 4 or 5 times
   ☐ 6 or more times

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)?
   ☐ Never
   ☐ Once
   ☐ 2 or 3 times
   ☐ 4 or 5 times
   ☐ 6 or more times

17. 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

18. When you have reading assignments in school, how often does your teacher give you time to read books you have chosen yourself?
   ☐ Never or hardly ever
   ☐ Once or twice a month
   ☐ Once or twice a week
   ☐ Almost every day
Questions 19–22. The following four questions ask about the subjects that you study in school this year.

19. How often do you read paperbacks, softcover books, or magazines for reading?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week

20. How often do you read paperbacks, softcover books, puzzle books, or magazines for science?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week

21. How often do you read paperbacks, softcover books, or magazines for social studies or history?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week

22. How often do you read paperbacks, softcover books, puzzle books, or magazines for math?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - At least once a week
23. 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

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?
   - 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

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

The **NAEP Questions Tool** provides educators, researchers, parents, and students with access to released questions from NAEP assessments in nearly all subject areas, dating from 1990.

The questions are presented as

- examples of what NAEP asks students in grades 4, 8, and 12;
- examples of questions that probe students’ knowledge of specific content areas; and
- a way to examine student performance on a specific question by race/ethnicity, gender, and other student groupings across the nation and, for mathematics, reading, science, and writing.

NAEP has released over 1,000 questions from past assessments to the public, and will continue to release more after each assessment.

**How to Access**

The direct URL to NAEP Questions is [http://nces.ed.gov/nationsreportcard/itmrls](http://nces.ed.gov/nationsreportcard/itmrls) or click **NAEP Questions** on the Nation’s Report Card home page.

**How do I search for specific questions?**

1. First, click on **Search Options** on the first screen.

   ![Search Options](image)

   ... to begin using the NAEP Questions Tool.

2. Next, select your question search option and click on **Search** or **Continue**. Note that there are several ways to search for questions.
3. Questions that match your search criteria will be listed on the next screen. You can then click on any question to view it.

Some NAEP questions are given to students at more than one grade level. These cross-grade questions are referred to as, for example, 4(8) or 8(4), where the first number refers to the focal grade—the grade level/assessment from which the question and related material was drawn—and the second number (the number in parentheses) refers to the other grade level in which the question was also given.

**Three Ways to Search for Questions**

There are three ways to search for questions:

- quick search,
- advanced search, or
- search by block.

**Quick Search**

Select a subject and grade by using the pull-down menus.

You must choose a subject but, if you do not choose a grade, you will view questions from all grades. When you have chosen a subject or subject and grade, click on **Search**.
**Advanced Search**

Within a subject, you can search for questions by grade, content classification, question type, difficulty, and other subject-specific variables using **Advanced Search**. First, you must choose a subject and click on **Continue**.

Next, select your advanced search criteria. Note that options will differ depending on the subjects you choose.

Question difficulty is determined as follows: for multiple-choice and dichotomously scored (right-wrong) items, easy questions are those with scores greater than 60 percent, medium questions are those with scores greater than or equal to 40 percent and less than 60 percent, and hard questions are those with scores less than 40 percent. For constructed-response questions, separate weights are assigned to each score category.

When you are finished, click on **Search**.

**Search by Block**

If you have a specific “block” of questions you want to view (a “block” refers to the group of questions administered to students in a test booklet), you may use this search feature.
How do I print a question or group of questions?

The NAEP Questions Tool allows users to customize and print NAEP questions. After selecting and saving questions in the Print Folder, you can change the question order, delete questions and decide what information you wish to print along with the questions (e.g., scoring guides, content classifications).

Selecting Questions

Select questions to be added to the print document by clicking on the check boxes in the In Folder column on the Search Results screen. A red check mark appears on each selected check box.

Note: As the check boxes are marked, the number of items in the Print Folder is NOT updated. To update the displayed information, click on To Print Folder to the Print Folder icon.

Adding All Questions to the Print Folder

Clicking on the Add All Questions link on the Search Results page automatically adds all the displayed questions to the Print Folder.

Removing All Questions from the Print Folder

Clicking on the Remove All Questions link on the Search Results page automatically removes all selected questions from the Print Folder.
**Printing Individual Questions Directly**

Questions are displayed as links on the Search Options page. Clicking on a specified question (link) displays the entire question. Clicking on the Printable Version link takes you to a screen that has only the question and does not include the NAEP Questions Tool interface. From this page you can print using the browser's print icon.

**Adding/Removing Individual Questions to/from the Print Document**

You can add or remove questions you are viewing by clicking on the Add Question/Remove Question icon on the upper right of the screen. As you add or remove questions, the number of questions in your print folder will be automatically updated.

**Printing from the Print Folder**

The selected questions are put into the Print Folder as one document. Clicking on the Print Folder link or icon brings you to a page where you have a number of options for formatting your print document. In the Print Options area, you can select items to include with your questions in the print document (for example, scoring guides/keys, performance data or content classification information). Questions are automatically selected on this page. Once you’ve selected what you would like to be included in your document, you can click Assemble Document. Note: In the print document, underlined text represents text that has been substituted for items that were originally part of a set. For the exact wording of items that were given to students, please refer to the text as represented with the tool itself.
**Editing the Print Document**

The order in which questions appear can be rearranged in the **Edit** section, so that easy, medium, and hard questions are arranged in an appropriate order. For instance, a teacher might want the easier questions to appear first, followed by medium, then harder questions. A question is rearranged by selecting one question then using either the **Move Up** or **Move Down** arrows to the right to move it accordingly. The change can either be retained by clicking on **Save** or be rejected by clicking on **Restore**. You can also preview a question by clicking on the **View Question** button. A question can be deleted from your document by clicking on **Delete Question**.

Clicking on **Assemble Document** creates a printable file. From here, you can print using the browser’s print icon or save to disk. You may also use copy/paste to import part or all of the print document into any HTML-aware editor.

This material is from the National Assessment of Educational Progress (NAEP), which is funded by a federal government grant. This material is in the public domain (excluding any third-party copyrighted materials it may contain) and, therefore, our permission is not required to reproduce it. Please reprint any acknowledgement exactly as it appears on the material being reproduced. If no acknowledgement exists, you may acknowledge the source of your materials. You are encouraged to reproduce this material as needed.
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.

Information related to a selected question is available by clicking the tabs at the top of the screen. This information includes:

**Question** - Shows the printable version of the question. When the screen first displays, the question will display. Click on this tab to redisplay the question after another choice has been selected.

**Performance Data** - Shows information about how students scored on the question.

**Content Classification** - Shows information about how the question relates to the subject area framework. This includes a description of the content domain—what is being assessed—and the cognitive skills within that domain.

**Scoring Guide/Key** - Shows the scoring guide or rubric for constructed-response questions and the correct answer for multiple-choice questions.

**Student Responses** - Shows actual student responses to the question for each score level.

**More Data** - Displays additional data for each item, including how subgroups (gender, race/ethnicity, parents’ highest level of education, type of school, region of the country, type of location, Title I participation, National School Lunch Program and achievement level) performed on this question. Provides a link to the NAEP Data Tool, where you can search for more specific national and state NAEP data.
**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. To help you view the different parts of the question, we have added several links above the question on the right side of the screen.

The names of the links may change depending on the type of question and the subject area.

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. You can view the questions as they were presented to the student by printing a block of questions in its PDF form.

---

**Performance 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.

### 1998 National Performance Results

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>75%</td>
</tr>
<tr>
<td>Incorrect</td>
<td>24%</td>
</tr>
<tr>
<td>Omitted Item</td>
<td>1%</td>
</tr>
</tbody>
</table>

**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 percentage of students who scored at each score level, or who omitted the question or were off-task.

![1998 National Performance Results](image)

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
<td>18%</td>
</tr>
<tr>
<td>Essential</td>
<td>24%</td>
</tr>
<tr>
<td>Partial</td>
<td>36%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>18%</td>
</tr>
<tr>
<td>Omitted Item</td>
<td>3%</td>
</tr>
<tr>
<td>Off Task</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

The scoring criteria will vary depending on the subject and type of question. Click on **Scoring Guide/Key** to see a description of the score levels used for each question.

**Content Classification** - Shows information about how the question relates to the subject area framework. This includes a description of the content domain—what is being assessed—and the cognitive skills within that domain.

Use the links on the upper right of the Content Classification screen to move between the sections of the screen. Note that the name of the links will vary depending on subject and question type.
For a more extensive description of the subject area you have chosen, click on **Subject Info** at the top of the screen next to the subject name.

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

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

**Key**

1. In the poem “Finding a Lucky Number,” Gary Soto contrasts
   - A) dogs and squirrels
   - B) present youth and future aging
   - C) Indian summer and the coming of winter
   - D) eating candy and a healthy diet

*For Constructed-Response Questions* - Shows the scoring guide used to determine the score for the student’s answer.

**Scoring Guide**

<table>
<thead>
<tr>
<th>Score &amp; Description</th>
<th>Evidence of Full Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These responses support an opinion with a clear explanation the poem. They summarize or articulate information from the the title. Or, they indicate that the title is a bad one and offer a plausible interpretation of the poem.</td>
</tr>
<tr>
<td></td>
<td>Evidence of Partial or Surface Comprehension</td>
</tr>
<tr>
<td></td>
<td>These responses support an opinion with a vague explanation</td>
</tr>
</tbody>
</table>

Note that the scoring criteria will vary depending on the subject and type of question.
**Student Responses** - Shows actual student responses to the question for each score level.

<table>
<thead>
<tr>
<th>Acceptable - Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Describe the appearance of a female blue crab that is carrying egg</td>
</tr>
<tr>
<td>The egg mass sometimes looks</td>
</tr>
<tr>
<td>up to 1 million eggs and the</td>
</tr>
</tbody>
</table>

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 a **Scorer's Commentary** button after the student responses. Each subject offers a different model for the scorer's commentary—some provide one for every response, others for both responses. The scorer's commentary gives you additional information on why the response received the score that it did and often refers back to the scoring guide.
**More Data** - Shows information about how subgroups of students performed on the question. This information enables you to see comparisons between the subgroups. From this screen you can also link to the NAEP Data Tool (http://nces.ed.gov/nationsreportcard/naepdata).

<table>
<thead>
<tr>
<th>Overall Performance</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL --</td>
<td>209 1.5</td>
<td>58% 1.4</td>
<td>243 1.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACHIEVEMENT LEVEL</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>---- ----</td>
<td>18% 4.0</td>
<td>282 1.4</td>
</tr>
<tr>
<td>Proficient</td>
<td>250 1.2</td>
<td>40% 4.1</td>
<td>252 0.9</td>
</tr>
<tr>
<td>Basic</td>
<td>222 0.6</td>
<td>63% 2.8</td>
<td>225 1.0</td>
</tr>
<tr>
<td>Below Basic</td>
<td>181 1.2</td>
<td>75% 2.2</td>
<td>192 2.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>207 2.5</td>
<td>59% 2.4</td>
<td>240 2.5</td>
</tr>
<tr>
<td>Female</td>
<td>211 1.4</td>
<td>59% 1.7</td>
<td>246 2.1</td>
</tr>
</tbody>
</table>

Information about the performance of the following subgroups is included on the More Data screen:

- Gender
- Race/Ethnicity
- Parents’ Highest Level of Education
- Type of School
- Region of the Country
- Type of Location
- Title I Participation
- National School Lunch Program
- Achievement Level
Where can I find more information about the subjects NAEP assesses?

You can find information about each subject by clicking on Subject Info at the top of the screen next to the subject name.

This leads you to more detailed information about NAEP procedures, including a description of frameworks, assessment instruments, scoring, school and student samples for that subject, NAEP reports, and interpreting NAEP results.

You can find even more information about each subject by choosing a subject on the NAEP home page.

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

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

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

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

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

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

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

The work reported herein was supported under the National Assessment of Educational Progress (ED–02–E–0015) as administered by the National Center for Education Statistics, in the U.S. Department of Education.