



NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS  
U.S. Department of Education

# Sample Questions

General Information about the Nation's Report Card™



es  
(good) ed  
experience or study (*an educated guess*).  
**ed·u·ca·tion** /*éjəkáyshən*/ *n.* **1 a** the act or pr  
educating or being educated; systematic ins  
**b** the knowledge gained from this. **2** a parti  
of or stage in education (*a classical educat*  
*education*). **3 a** development of character  
powers. **b** a stage in or aspect of this (*tra*  
*education for you*). □□ **ed·u·ca·tion·al** *adj.*  
*list n.* **ed·u·ca·tion·al·ly** *adv.* **ed·u·ca·**  
*idvóos*/ *v.tr.* **1** bring out c

2007–2008

## Long-Term Trend



NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

2007-2008  
LTT-13

Admin Schedule Line # \_\_\_\_\_ from Session # \_\_\_\_\_

SECTION

1	R21
2	R22
3	R29
4	BR

Reading  
Book  
R001

School Information

SCHOOL #

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Accomm.  
Code  
(Col. Q)

--

Admin.  
Code  
(Col. R)

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If Code 2 or 3, complete  
the box below.

Accommodations Offered in  
Regular or Separate Session  
(Code All That Apply)

- N/A 71 - BIB
- N/A 72 - BID
- 73 - LRG
- 74 - EXT
- N/A 75 - REA
- 76 - SMG
- 77 - ONE
- 78 - SCR
- 79 - OTH
- 80 - BRK
- 81 - MAG
- 82 - SSA

If Extended Time (74 - EXT)  
is coded above, enter  
the total time used below

--	--	--

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0790 • Approval Expires 05/31/2010 Mark Reflex® forms by Pearson NCS EM-17XXXX-001:654321 Printed in U.S.A.

# National Assessment of Educational Progress

## 2007–2008 Long-Term Trend

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## About This Sample Questions Booklet

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

Since 1969, national assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. The 2007–2008 long-term trend assessments provide information on how well representative samples of age 9-, 13-, and 17-year-old students can perform in reading and mathematics.

This sample questions booklet illustrates the kinds of background questions and tasks used in the 2007–2008 long-term trend assessment of student achievement in reading and mathematics. The assessment will require about 90 minutes of student's time and will include a background questionnaire. Students' answers to all questions are confidential, and students' names are removed from all completed assessment materials.

This booklet is divided into four parts. Part one contains an overview of the long-term trend assessment. Part two describes the reading and mathematics components of the assessment. Part three provides the directions and questions for the long-term trend background questionnaire. The final part of the booklet, located on the back cover, presents general information about the NAEP program.

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

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

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](http://www.nagb.org)).

## Introduction to the Long-Term Trend Assessment

Since its inception in 1969, NAEP has served the important function of measuring our nation's educational progress by regularly administering various subject area assessments to nationally representative samples of students. The existence of the two national assessment programs—long-term trend NAEP and main NAEP—makes it possible to meet two important objectives: (1) measure student progress over time, and (2) as educational priorities change, develop new assessment instruments that reflect current educational content and assessment methodology. The long-term trend assessments have remained substantially the same since their first administration. NAEP's main assessments are periodically revised or updated to remain current.

Students in the long-term trend assessment are sampled by age—9, 13, and 17—throughout the school year. Age 13 students are assessed in the fall, age 9 students in the winter, and age 17 students in the spring of the academic year. The 2007–2008 long-term trend assessment includes reading and mathematics; students take only one of these subjects.

The long-term trend reading assessment measures students' reading skills and comprehension abilities, primarily with expository, narrative, and document texts. While some questions in the long-term trend assessment ask students to write their own answers, the majority of questions are in a multiple-choice format. The long-term trend reading assessment is described in more detail on page 6 of this booklet.

The long-term trend mathematics assessment measures students' knowledge of basic facts, ability to carry out numerical algorithms using paper and pencil, knowledge of basic measurement formulas as they are applied in geometric settings, and ability to apply mathematics to daily living skills (such as those related to time and money). The computational focus of the long-term trend assessment provides a unique opportunity to determine how students are performing in areas of computation and simple applications of mathematics. The long-term trend mathematics assessment is described in more detail on page 7 of this booklet.

In addition to assessing students' progress in reading and mathematics, the NAEP long-term trend assessments include background questions about students' home and school experiences that are thought to be related to educational achievement. For example, students are asked about the courses they have taken, activities in their classrooms, and the amount of time they spend on homework. Their responses to these questions provide an informative context for interpreting the assessment results. The long-term trend background questions are on pages 11 to 14.

## **A Description of the Long-Term Trend Reading Assessment**

The long-term trend reading assessment contains a range of reading materials, from simple narrative passages to complex articles on specialized topics. The selections include brief stories, poems, and passages from textbooks and other age-appropriate reading material. Students' comprehension of these materials is assessed with both multiple-choice questions and constructed-response questions in which students are asked to provide a written response. In the long-term trend reading assessment, students are given selections in expository reading, narrative reading, and document reading. Each test booklet consists of three content blocks of 15 minutes each.

The expository reading selections in the assessment consist of passages ranging from 250 words to 500 words at age 9 or to 800 words at age 17 and short paragraphs of 50 to 150 words. Students read a passage, then answer multiple-choice or constructed-response questions about the passage. The percentage of questions in the assessment allocated to expository reading varies, by age and by block, from 54 percent to 61 percent.

Similarly, the narrative reading selections in the assessment consist of passages ranging from 250 words to 500 words at age 9 or to 800 words at age 17 and short paragraphs of 50 to 150 words. Students read a passage, then answer multiple-choice or constructed-response questions about the passage. The narrative reading selections also include poetry passages of 50 to 150 words, followed by multiple-choice and constructed-response questions. The percentage of questions in the assessment allocated to narrative reading varies, by age and by block, from 14 percent to 23 percent.

The document reading selections in the assessment consist of materials that represent real life activities, such as a train schedule or a sale coupon. The percentage of questions in the assessment allocated to document reading varies, by age and by block, from 17 percent to 24 percent.

## A Description of the Long-Term Trend Mathematics Assessment

The long-term trend mathematics assessment covers the following content topics: numbers and numeration; measurement; shape, size, and position; probability and statistics; variables and relationships.

- **Numbers and Numeration:** These exercises deal with the ways numbers are used, processed, or written. Knowledge and understanding of numeration and number concepts are assessed for whole numbers, common fractions, decimal fractions, integers, and percents. Considerable emphasis is placed on operations. Number properties and order relations are also included.
- **Measurement:** These exercises cover appropriate units; equivalence relations; instrument reading; length, weight, capacity, time, temperature, perimeter, area, and volume; nonstandard units; and precision and interpolation. A substantial number of the measurement exercises require the use and understanding of metric units.
- **Shape, Size, and Position:** These exercises measure objectives related to school geometry and concern plane and solid shapes, congruence, similarity, properties of triangles, properties of quadrilaterals, constructions, sections of solids, basic theorems and relationships, and rotations and symmetry.
- **Probability and Statistics:** These exercises assess collecting data; organizing data with tables, charts, and graphs; interpreting and analyzing data; drawing inferences; making generalizations; using basic statistics; predicting outcomes and determining combinations.
- **Variables and Relationships:** These exercises deal with the recognition of facts, definitions, and symbols of algebra; the solution of equations and inequalities; the use of variables to represent problem situations and elements of a number system; the evaluation and interpretation of functions and formulas; the graphing of points and lines in a coordinate system; and the use of exponential and trigonometric functions, and logic. Most of these exercises are at the 17-year-old level, where students have had the opportunity to study algebra.

The long-term trend mathematics assessment includes the following process domains: mathematical knowledge, mathematical skill, mathematical understanding, and mathematical application.

- **Mathematical Knowledge:** Mathematical knowledge refers to the recall and recognition of mathematical ideas expressed in words, symbols, or figures. Mathematical knowledge relies, for the most part, on memory processes. It does not ordinarily require more complex mental processes. Exercises that assess mathematical knowledge require that a student recall or recognize one or more items of information. An example of an exercise involving recall would be one that asks for a multiplication fact, such as the product of five and two.
- **Mathematical Skill:** These exercises require the performance of specified tasks, such as making measurements, multiplying two fractions, performing mental computations, graphing a linear equation, or reading a table.
- **Mathematical Understanding:** Exercises that assess mathematical understanding require that a student provide an explanation, an illustration for one or more items of knowledge, or the transformation of knowledge. They do not require the application of that knowledge to the solution of a problem. An example of an exercise involving understanding is one that asks why a certain graph is not the graph of a function.
- **Mathematical Application:** Mathematical application and problem solving refer to the use of mathematical knowledge, skill, and understanding in solving both routine and nonroutine problems. Exercises that assess mathematical application and problem solving require a sequence of processes that relate to the formulation, solution, and interpretation of problems. The processes may include recalling and recording knowledge, selecting and carrying out algorithms, making and testing conjectures, and evaluating arguments and results. Exercises assessing mathematical application may vary from routine textbook problems to exercises dealing with mathematical arguments.

For the three age levels assessed—9, 13, and 17—the percentage of test questions from each content topic is distributed as follows:

### Target Percentages by Age Level

	Age 9	Age 13	Age 17
Numbers and numeration	50%	50%	40%
Measurement	19%	19%	12%
Shape, size, and position	12.5%	12.5%	12%
Probability and statistics	6%	6%	12%
Variables and relationships	12.5%	12.5%	24%



# Student Background Questionnaire

## DIRECTIONS

Your booklet has 4 sections. In each of Sections 1, 2 and 3, you will have 15 minutes to answer questions about a reading passage or answer questions about mathematics. Section 4 asks questions about you and your classes. There are many different booklets in this assessment, each containing different questions, and most of the students in the room with you have a booklet that is different from yours. Do not worry if the person sitting next to you is working on a page that doesn't look like the one you are working on. You will be told when to begin each section. Stop when you see this sign.



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

Some of the questions ask you to choose the best answer and fill in the oval in your booklet. Example 1 shows a question like this. Read the question and fill in the oval beside the choice that you think is correct.

### Example 1

How many minutes are there in an hour?

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

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

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

### Example 2

Add 32 and 14.

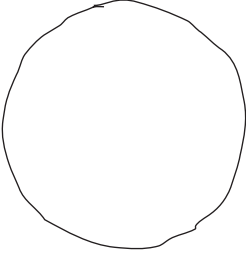
Answer \_\_\_\_\_

GO ON TO THE NEXT PAGE 

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

### Example 3

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.

<p>Draw a circle in the space below.</p> 
--

### Example 4

Some questions ask you to write a longer response. Each of these questions has special directions. Your answer should be written or printed on the blank lines following the question. Use as much of the space in your booklet as you need.

#### **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.



# Student Background Questionnaire

## FOR LONG-TERM TREND READING AND MATHEMATICS AT ALL AGE LEVELS (unless otherwise specified)

In this section, please tell us about yourself and your family. The section has 23 questions. Mark your answers in your booklet.

VB331330

VB331331

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
- A No, I am not Hispanic or Latino.
  - B Yes, I am Mexican, Mexican American, or Chicano.
  - C Yes, I am Puerto Rican or Puerto Rican American.
  - D Yes, I am Cuban or Cuban American.
  - E Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**.
- A White
  - B Black or African American
  - C Asian
  - D American Indian or Alaska Native
  - E Native Hawaiian or other Pacific Islander

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

VB331333

VB331334

3. Does your family get a newspaper at least four times a week?
- A Yes
  - B No
  - C I don't know.
4. Does your family get any magazines regularly?
- A Yes
  - B No
  - C I don't know.

---

**GO ON TO THE NEXT PAGE**

VB331335

B001200

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)

9. How much time did you spend on homework yesterday?
- Ⓐ No homework was assigned
  - Ⓑ I had homework but didn't do it.
  - Ⓒ Less than 1 hour
  - Ⓓ 1 to 2 hours
  - Ⓔ More than 2 hours

VB331336

VB331339

6. Is there a computer at home that you use?
- Ⓐ Yes
  - Ⓑ No

10. 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

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.
- Ⓐ Yes
  - Ⓑ No
  - Ⓒ I don't know.

11. 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

VB331447

TB001101

8. About how many pages a day do you have to read in school and for homework?
- Ⓐ 5 or fewer
  - Ⓑ 6–10
  - Ⓒ 11–15
  - Ⓓ 16–20
  - Ⓔ More than 20

---

GO ON TO THE NEXT PAGE

B001801

VB330871

12. How much television do you usually watch each day?

- Ⓐ None
- Ⓑ 1 hour or less
- Ⓒ 2 hours
- Ⓓ 3 hours
- Ⓔ 4 hours
- Ⓕ 5 hours
- Ⓖ 6 hours or more

VB330870

13. How far in school did your mother go?

- Ⓐ She did not finish high school.
- Ⓑ She graduated from high school.
- Ⓒ She had some education after high school.
- Ⓓ She graduated from college.
- Ⓔ I don't know.

**[This question is not given at age 9]**

14. How far in school did your father go?

- Ⓐ He did not finish high school.
- Ⓑ He graduated from high school.
- Ⓒ He had some education after high school.
- Ⓓ He graduated from college.
- Ⓔ I don't know.

**[This question is not given at age 9]**

VB331451

15. 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

HE002549

16. Which of the following best describes your high school program?

- Ⓐ General
- Ⓑ Academic or college preparatory
- Ⓒ Vocational or technical

**[This question is only given at age 17]**

GO ON TO THE NEXT PAGE



SO003500

17. How often do you do each of the following things?

- |                                     | Almost<br>every day | Once or<br>twice a<br>week | Once or<br>twice a<br>month | A few<br>times<br>a year | Never or<br>hardly<br>ever |
|-------------------------------------|---------------------|----------------------------|-----------------------------|--------------------------|----------------------------|
| a. Read for fun on your own time.   | Ⓐ                   | Ⓑ                          | Ⓒ                           | Ⓓ                        | Ⓔ                          |
| b. Tell a friend about a good book. | Ⓐ                   | Ⓑ                          | Ⓒ                           | Ⓓ                        | Ⓔ                          |

**[This question is only given in Reading at all three ages]**

B004801

17. What kind of mathematics are you taking this year?

- Ⓐ I am not taking mathematics this year.
- Ⓑ Regular mathematics
- Ⓒ Pre-algebra
- Ⓓ Algebra
- Ⓔ Other

**[This question is only given in  
Mathematics at age 13]**



B005300

**Questions 17–23.** Counting what you are taking now, have you ever taken any of the following mathematics courses?

	<b>Have taken</b>	<b>Have not taken</b>
17. General, business, or consumer mathematics	<input type="radio"/> A	<input type="radio"/> B
18. Pre-algebra or introduction to algebra	<input type="radio"/> A	<input type="radio"/> B
19. First-year algebra	<input type="radio"/> A	<input type="radio"/> B
20. Second-year algebra	<input type="radio"/> A	<input type="radio"/> B
21. Geometry	<input type="radio"/> A	<input type="radio"/> B
22. Trigonometry	<input type="radio"/> A	<input type="radio"/> B
23. Pre-calculus or calculus	<input type="radio"/> A	<input type="radio"/> B

**[This question is only given in Mathematics at age 17]**



# NAEP Questions Tool

## Introduction

After every assessment cycle, NAEP releases a portion of the main assessment to the public. The NAEP Questions Tool allows users to view those questions, as well as their associated scoring guides, keys, classification information, performance data, student group data, and actual student responses (for constructed-response questions only). The purpose of the tool is to provide teachers, researchers, and educators greater access to NAEP assessment exercises.

The tool also allows users to print selected questions and all their relevant information.

## How to Access

The direct URL to NAEP Questions is <http://nces.ed.gov/nationsreportcard/itmrls>, or click **NAEP 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.

The screenshot shows a web interface for a question. At the top, there are two buttons: 'New Search' and 'Previous Search Results'. On the right, it says 'Question 4 of 6'. Below this is a 'To Print Folder: Empty' button and an 'Add Question' button. The main content area has a purple background and displays the following information: Subject: Writing [Subject Info], Grade: 4 Block: 1998-4W6 No.: 1, and Description: Write a story about a castle. Below the description are several tabs: Question (highlighted), Performance Data, Content Classification, Scoring Guide/Key, Student Responses, and More Data. A link for 'Printable Version' is also visible.

1. One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle!  
  
The castle door creaks open. The child goes in.  
  
Write a story about who the child meets and what happens inside the castle.

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

**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 groups of students (gender, race/ethnicity, parents' highest level of education, type of school, region of the country, type of location, National School Lunch Program, and achievement level) performed on this question. Provides a link to the NAEP Data Explorer, 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 to such content as the content **classification**.



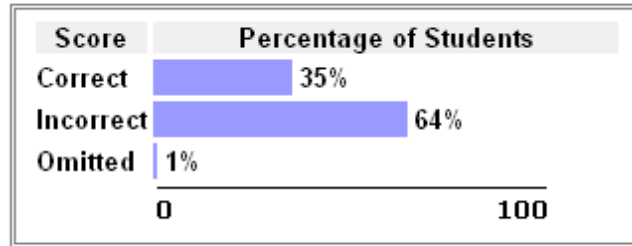
The names of the links may change depending on the type of question and the subject area. Such information as a reading passage or a map may be included in this link.

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.

**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.

#### 2005 National Performance Results

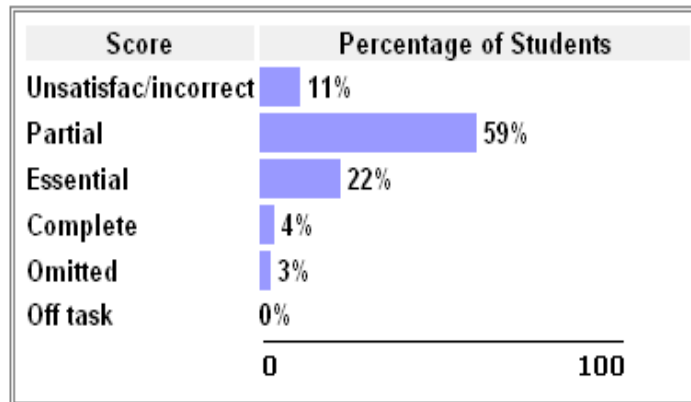


Note:

- 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.

#### 2005 National Performance Results



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.

[Printable Version](#)

[Content Area](#) [Cognitive Domain](#)

**Content Area**

*What Are Civic Life, Politics, and Government?*

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

10. In the United States, taxes are NOT used for

- ▶ A) building churches
- B) funding public libraries
- C) building roads
- D) taking care of parks

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

## Scoring Guide

Score & Description
<p><b>Appropriate</b></p> <p>The response explains one important difference between contemporary children and Fuller.</p>
<p><b>Partial</b></p> <p>The response makes accurate observations that lack direct comparisons e.g. "her life was hard", "she worked hard", "she had to do chores and wash." OR use of third-person to describe her actions, such as "she made sixteen dozen candles."</p>
<p><b>Inappropriate</b></p> <p>The response does not correctly identify a difference between Fuller's day and a modern one. Statements about actions that we all do, as in "she washed" are not acceptable. A restatement of the diary, such as "we baked two ovensfull of pies" is not acceptable.</p>

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.

**Evidence of full comprehension - Student Response**

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

dreams don't only come true in fairy tales because Dr. Lucid really want to be an astronaut and she finally did become an astronaut.

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 groups of students performed on the question. This information enables you to see comparisons between the groups of students. From this screen you can also link to the NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata>).

<b>All students</b>						
	Incorrect				P	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
All students	227 (0.3)	61 (0.5)	251 (0.5)	61 (0.5)	251 (0.5)	61 (0.5)

<b>Gender</b>						
	Incorrect				P	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
Male	227 (0.5)	58 (0.6)	254 (0.6)	58 (0.6)	254 (0.6)	58 (0.6)
Female	227 (0.4)	65 (0.7)	247 (0.8)	65 (0.7)	247 (0.8)	65 (0.7)

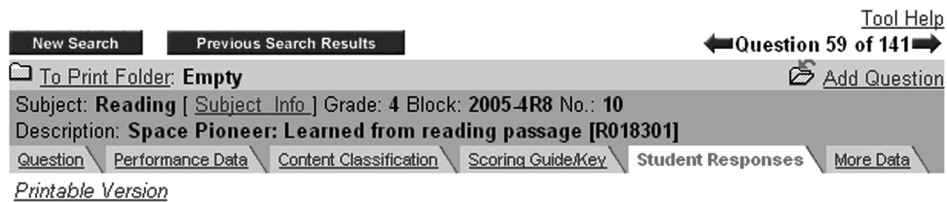
<b>Region of the country (2003 and later)</b>						
	Incorrect				P	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
Northeast	230 (0.8)	56 (1.0)	252 (0.9)	56 (1.0)	252 (0.9)	56 (1.0)
Midwest	229 (0.6)	59 (0.9)	251 (0.9)	59 (0.9)	251 (0.9)	59 (0.9)

Information about the performance of the following student groups 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
- 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](mailto:Sherran.Osborne@ed.gov).

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 2007–2008 ASSESSMENTS LONG-TERM TREND

### Information About National Assessment of Educational Progress

**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 website at <http://nces.ed.gov/nationsreportcard> or call 202–502–7420.

**PARTICIPATION.** 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 website at <http://nagb.org>.

**SAMPLE NAEP QUESTIONS.** For each assessment, some of the test questions, along with scoring guides, sample student responses, and 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 website at <http://nces.ed.gov/nationsreportcard/itmrls>.

**SECURE NAEP QUESTIONS.** Upon 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>.

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