

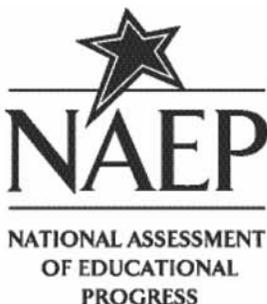
# NAEP 2010 Sample Questions

General Information about The Nation's Report Card™

## Grade 12

**Civics**  
**Geography**  
**U.S. History**

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



**2010**  
**Grade 12**

| SECTION |     |
|---------|-----|
| 1       | D1  |
| 2       | H3  |
| 3       | H4  |
| 4       | GB1 |

**U.S. History**  
**Book**  
**H501**

School Information

SCHOOL #

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Planning Code  
(Col. E)

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Admin. Code  
(Col. Q)

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If Code 2 or 3, complete the box below.

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

If Extended Time (EX TME)  
is coded below, enter  
the total time used below

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- EX TME
- SM GRP
- REA-OCC in English
- REA-ALL in English
- BREAK
- SIGN
- BRAIL
- LARGE
- MGNFY
- SCRIBE

- COMPUT
- TEMPL
- REA DIR in English
- ONE ON
- SETTING
- S STAFF
- BIL DIC
- REA DIR in Spanish
- N/A REA ALL in Spanish
- N/A SP ENG BK
- OTHER

**DO NOT USE**

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| 1 | 1 | 1 |
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PLACE LABEL HERE

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# National Assessment of Educational Progress

## 2010 Sample Questions Booklet

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## I. About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP), I want to thank you for your participation in this essential measure of student achievement in 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. Twelfth-graders will be assessed in civics, geography, and U.S. history.

Assessments require about 90 minutes of a student's time, and each student answers questions in only one subject. The test booklet contains 50 minutes of test questions and a brief section of student informational questions.

NAEP is voluntary and confidential. Answers to all student questions are confidential, and student names are removed from all assessment materials before the materials leave the school. Individual student scores are not reported.

Results of the 2010 civics, geography, and U.S. history assessments will be reported in *The Nation's Report Card™*. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

The national assessment results are more useful when parents, educators, and policymakers are able to study the proficiencies (or scores) and gain information about student experience, the school environment, and learning opportunities available to students. The student informational questionnaire provides educators and policymakers valuable insight into the conditions and factors that influence student learning so that decisions can be made to help maximize achievement for all students. In addition, this booklet includes all of the student academic questions for civics, geography, and U.S. history, as well as sample questions and selected responses, by subject, to promote understanding of the assessment.

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

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

NAEP is administered by the National Center for Education Statistics, 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)).

## II: The Assessments

### The Civics Assessment

#### Grade 12

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 U.S. 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 the National Assessment Governing Board's website at <http://nagb.org/publications/frameworks.htm>.

#### **NAEP Civics Framework Distribution of Question Pool Across Areas of Civics Knowledge**

| <b>Grade</b> | 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 |
|--------------|--------------------------------------|--|---|---|---|
| 12           | 10%                                  | 20%  | 25%   | 20%   | 25%                                     |

## The Geography Assessment

### Grade 12

The structure and content of the NAEP geography assessment are guided by the *Geography Framework for the 1994 National Assessment of Educational Progress*.

The field test is organized along both content and cognitive skills dimensions. The content areas include the following:

- Space and Place
- Environment and Society
- Spatial Dynamics and Connections

The cognitive areas include the following:

- Knowing (observe and recall)
- Understanding (attribute meaning and explain events)
- Applying (use knowledge and understanding to solve geographic problems)

Questions include multiple-choice, short constructed-response, and extended constructed-response formats. Constructed-response questions make up approximately 50 percent of the assessment. In some cases, students will engage in production exercises where they will draw or modify maps and diagrams. A large percentage of questions in the assessment are based on visual or textual stimuli. A portion of the assessment questions refer entirely to a student atlas and are meant to measure both geography content and atlas skills. For more information regarding the geography assessment framework please visit the National Assessment Governing Board's website at <http://nagb.org/publications/frameworks.htm>.

#### **NAEP Geography Framework**

#### ***Distribution of Question Pool Across Areas of Geography Knowledge***

| <b>Grade</b> | Space and Place | Environment and Society | Spatial Dynamics and Connections |
|--------------|-----------------|-------------------------|----------------------------------|
| 12           | 40%             | 30%                     | 30%                              |

## The U.S. History Assessment

### Grade 12

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.

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 percent 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 (30 percent) and those measuring historical analysis and interpretation (70 percent). Many questions in the assessment are based on visual or textual stimuli. At grade 12, a portion of the assessment questions may be organized around a single historical issue. For more information regarding the U.S. history assessment framework please visit the National Assessment Governing Board's website at <http://nagb.org/publications/frameworks.htm>.

#### **NAEP U.S. History Framework** **Distribution of Question Pool Across Historical Themes:**

| <b>Grade</b> | Change & Continuity<br>in American<br>Democracy | Gathering &<br>Interactions of<br>Peoples, Cultures, &<br>Ideas | Economic &<br>Technological<br>Changes & Their<br>Relation to Society,<br>Ideas, & the<br>Environment | Changing Role of<br>America in the World |
|--------------|---|---|---|--|
| 12           | 25%   | 25%   | 25%   | 25%                                      |

## Civics, Geography, and U.S. History Booklet Directions

### DIRECTIONS

In each of the next two sections, you will have 25 minutes to answer a series of questions about civics, geography, or United States history. 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.*

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 the three most important reasons that the United States fought in the first World War on the side of France and Great Britain.

*The U.S. entered World War I for 3 important reasons. German attacks on American ships threatened safety and trade. Because France and Britain were democracies, the U.S. believed that it should help them. Finally, the U.S. had a closer historical relationship with France and Britain than with Germany.*

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 12

1. The right to counsel, which is guaranteed to a person arrested for committing a crime, means the right to be
  - represented by a lawyer.
  - protected against self-incrimination.
  - protected against search and seizure.
  - free from being tried twice for the same crime.
2. Which of the following best describes the way in which the United States Constitution assigns governmental power?
  - It assigns it entirely to the states.
  - It assigns it entirely to the national government.
  - It divides it between the states and the national government.
  - It divides it between the states and the federal courts.
3. According to the United States Constitution, which of the following has the power to declare war?
  - United States Supreme Court
  - United States Congress
  - United Nations
  - Joint Chiefs of Staff

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**GO ON TO THE NEXT PAGE** 

4. The procedure by which a candidate is nominated for President of the United States is established by
- Ⓐ Congressional legislation.
  - Ⓑ the United States Constitution.
  - Ⓒ the Bill of Rights.
  - political parties.

**Question 5** refers to the descriptions below of two different electoral systems.

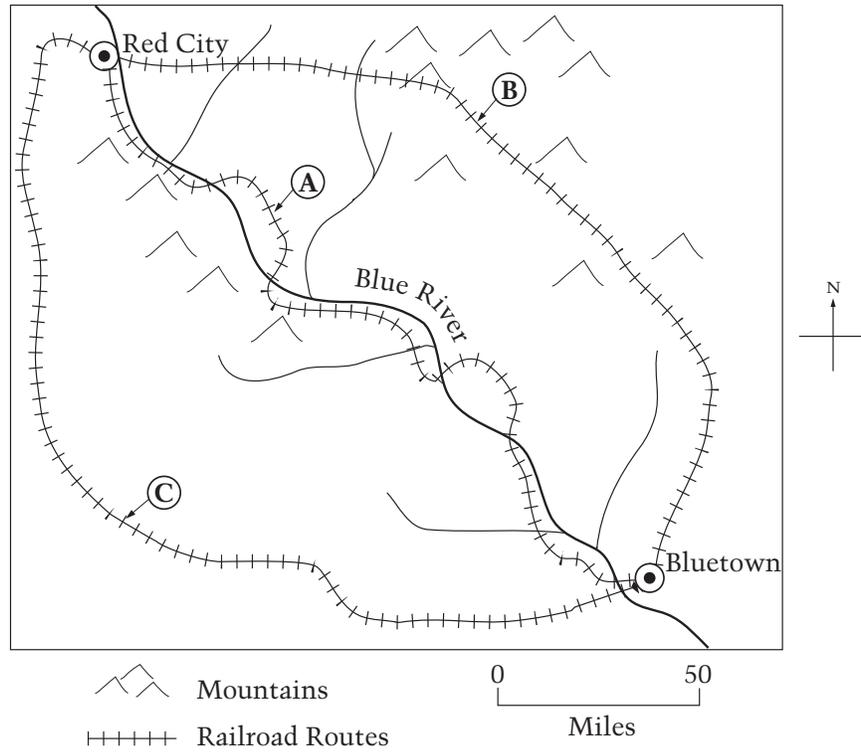
Most democratic countries elect legislatures through one of two types of electoral systems: single-member district or proportional representation. In single-member district systems, citizens in specific areas vote for candidates who represent their districts. In proportional representation systems, citizens in the country vote for political parties. Parties are then awarded seats in the legislature proportionate to the percentage of the vote they have won. In other words, if a party wins 20 percent of the vote, it receives 20 percent of the seats in the legislature.

5. Which of the following is the best argument that a single-member district system is better than a proportional representation system?
- Voters should make choices about individual candidates, as they do in single-member district systems, rather than simply vote for a party.
  - Ⓑ Single-member district systems lead to stronger political parties, which are good for democracy.
  - Ⓒ Single-member district systems are better at representing the interests of minorities.
  - Ⓓ Voters will make wiser choices if they focus on national issues, as they do in single-member district systems, rather than on local issues, as they tend to do in proportional representation systems.



## Sample Geography Questions

### Grade 12



1. Look at the map above, which shows three possible routes for a railroad line that will be built to connect Red City with Bluetown.

Which route would be the least expensive to construct?

Give two reasons why the route you chose would be the least expensive.

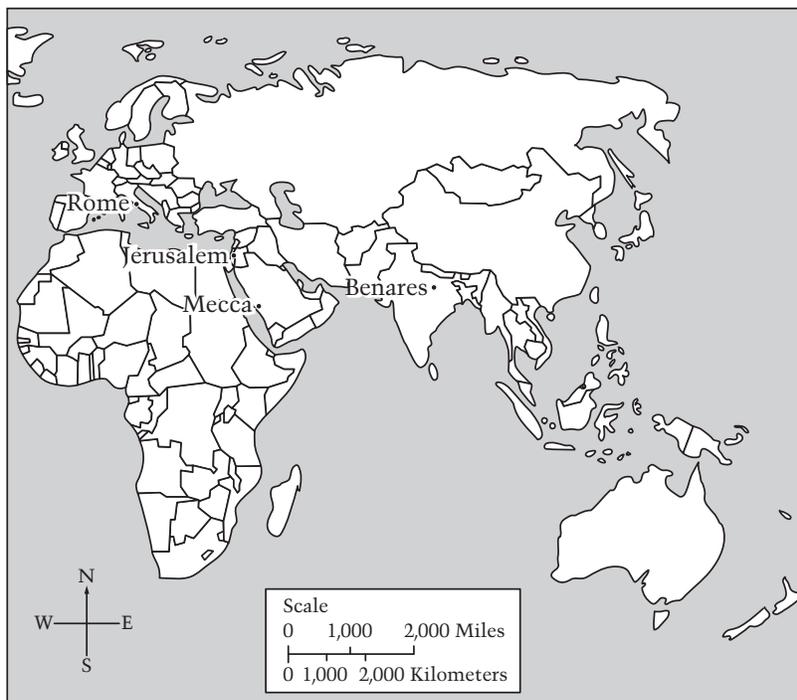
1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

KJ000860



2. In the mid-nineteenth century, before railroads were constructed, people in the United States transported commercial materials, such as timber and coal, over long distances primarily by means of
- rivers and canals.
  - Ⓐ turnpikes and freeways.
  - Ⓑ pack horses and mule trains.
  - Ⓓ ox carts and Conestoga wagons.

KJ000854



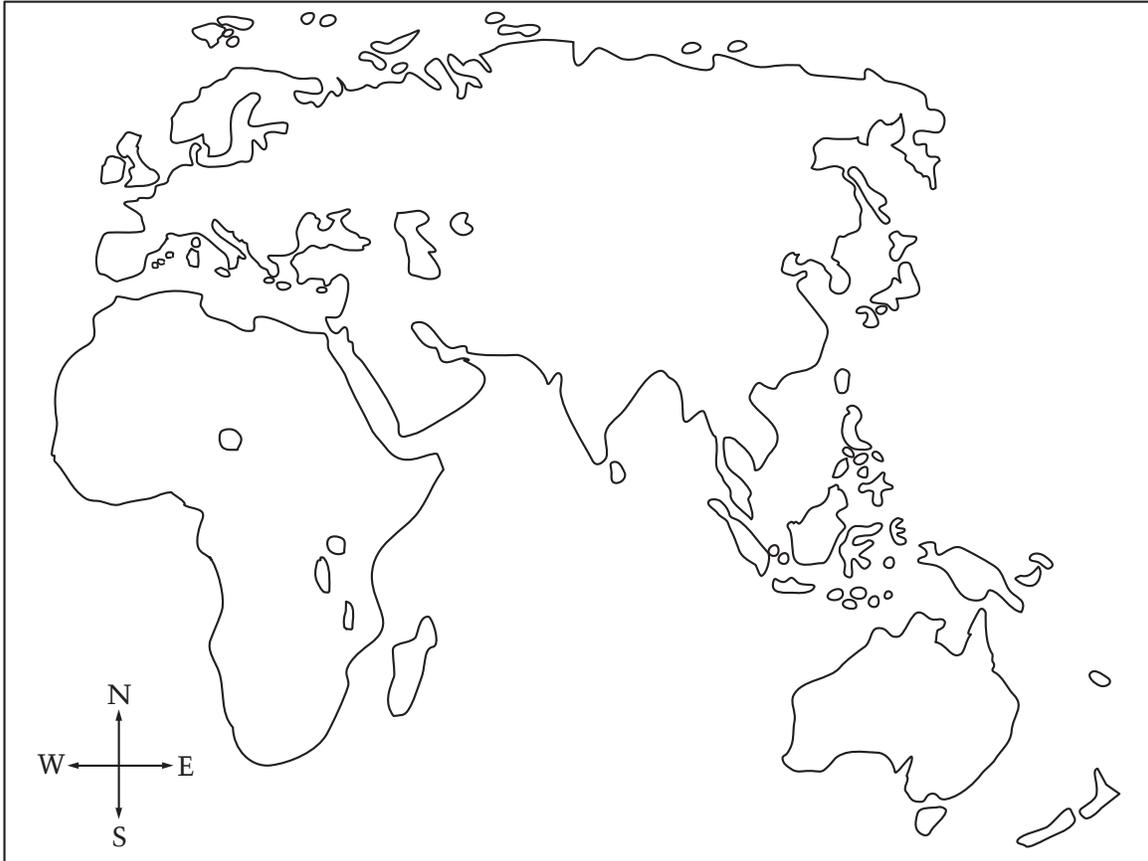
3. The four locations indicated on the map above are
- Ⓐ capitals of highly industrialized nations.
  - Ⓑ the world's four most densely populated cities.
  - Ⓒ areas of highest elevation.
  - religious centers.

KJ000431

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**GO ON TO THE NEXT PAGE** 

For **Question 4**, write your answer on the map below.

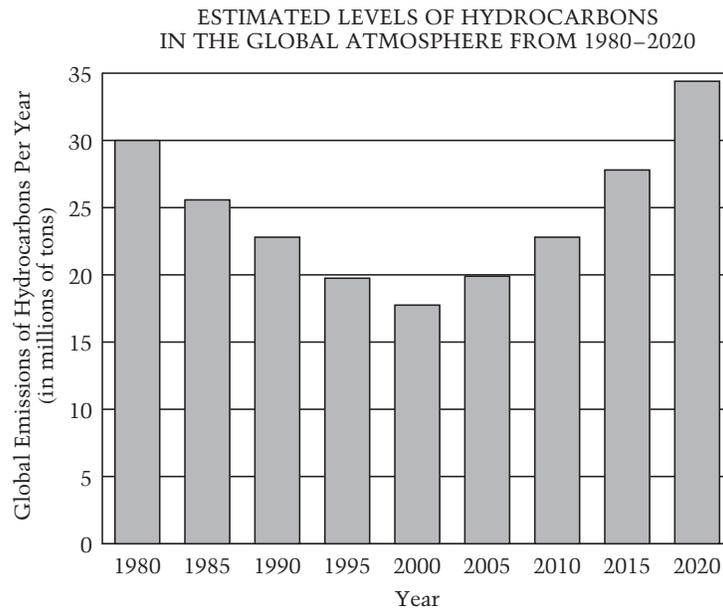


4. Write the number of each of the following physical features in the correct location on the map above.
1. Pyrenees Mountains
  2. The Japanese Archipelago
  3. Mediterranean Sea
  4. Persian Gulf

KJ000486

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**GO ON TO THE NEXT PAGE** 



5. The graph shows a prediction made in 1970 of levels of hydrocarbons in the atmosphere. Describe the pattern indicated by the graph.

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Explain two factors that could account for the pattern shown.

KJ000498

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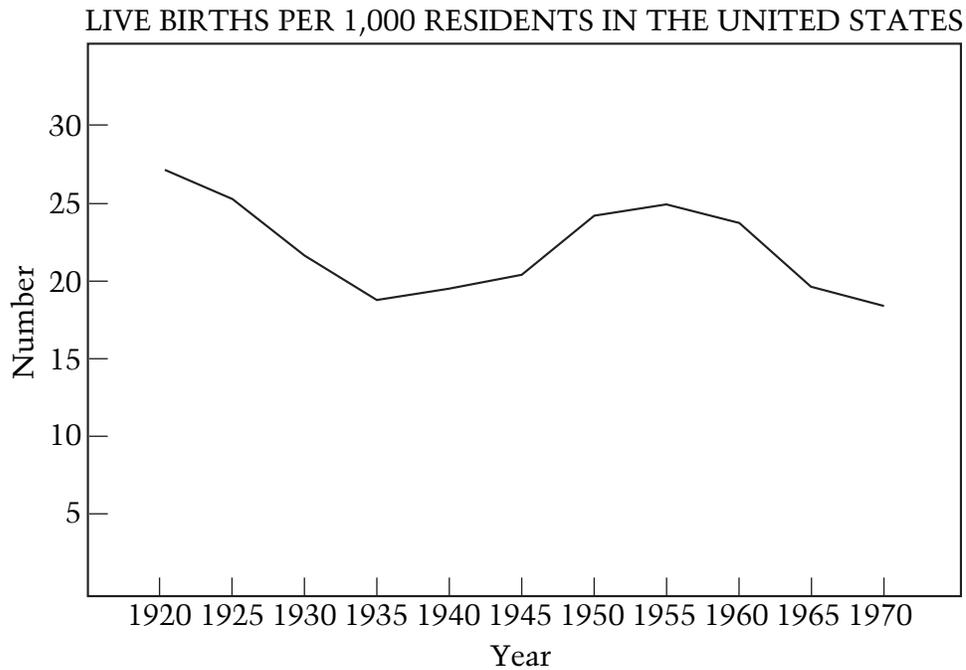
## Sample U.S. History Questions

### Grade 12

1. A consequence of Prohibition was
  - Ⓐ the failure of the Republicans in the 1928 presidential election.
  - the growth of organized crime.
  - Ⓒ the turning of public attention to pressing international issues.
  - Ⓓ widespread popular support for further moral reform.
2. President Franklin D. Roosevelt's goal in supporting the Lend-Lease Act of 1941 was to
  - Ⓐ encourage Japanese Americans to relocate voluntarily.
  - Ⓑ use foreign investment as a way of stimulating the American economy.
  - Ⓒ maintain an isolationist stance by providing only limited aid to both sides in the European conflict.
  - assist Britain's war effort without violating United States neutrality laws.

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**GO ON TO THE NEXT PAGE** 



3. The graph above supports which statement about the birthrate in the United States?
- Ⓐ It declined steadily from 1920 to 1950.
  - Ⓑ It increased rapidly during the great Depression.
  - It increased after the Second World War.
  - Ⓓ It tended to increase after each war.

4. • increases in automobile ownership  
• building of a modern highway system  
• tax deductions for mortgage interest

Explain how one of the factors listed above contributed to the growth of suburbs.

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5. In the 1970's the United States economy was directly affected by
- a sharp increase in the price of oil.
  - an increase in the cost of solar energy.
  - an overall decline in international trade.
  - a rapid decline in prices of consumer goods.
6. The North Atlantic Treaty Organization (NATO) and the Warsaw Pact are best described as two
- organizations founded by the European Economic Community to promote trade between Europe and the United States.
  - treaties negotiated between the allies and the Central Powers at Versailles after the First World War.
  - bodies established by the United Nations to promote peace within multiethnic European countries such as Czechoslovakia and Yugoslavia.
  - military organizations made up, respectively, of the United States and its allies and the Soviet Union and its allies during the Cold War.



### III. Student Informational Questionnaire

#### Grade 12

##### DIRECTIONS

In the next sections, you will be asked questions about yourself and your education. The choices for some questions will be written across the page as shown. Fill in the oval for the best answer.

##### Example 1

|   | Never or<br>hardly<br>ever | Once or<br>twice a<br>month | Once or<br>twice a<br>week | Almost<br>every<br>day  |
|---|----------------------------|-----------------------------|----------------------------|-------------------------|
| 1. How often do you watch movies on TV? | <input type="radio"/> Ⓐ    | <input type="radio"/> Ⓑ     | <input type="radio"/> Ⓒ    | <input type="radio"/> Ⓓ |

You should have filled in the oval below the answer that best tells how often you watch movies on TV.

The choices for some questions will be written down the page as shown. Now read Example 2 and indicate your answer.

##### Example 2

|  |
|--|
| 2. Which event would you prefer to attend? |
| <input type="radio"/> Ⓐ basketball game    |
| <input type="radio"/> Ⓑ car show           |
| <input type="radio"/> Ⓒ concert            |
| <input type="radio"/> Ⓓ play               |

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.



**Do not go past the**  **sign at the end of each section until you are told to do so.**  
If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.

In this section, please tell us about yourself and your family. The section has 15 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

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

VB331330

- Ⓐ 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.

VB331331

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

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

VB331333

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

4. Does your family get any magazines regularly?

VB331334

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

VB331335

- Ⓐ 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?

VB331336

- Ⓐ Yes
- Ⓑ No

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

VB331337

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

TB001101

- Ⓐ 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?

VB331339

- Ⓐ 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?

VB331447

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

11. How far in school did your mother go?

VB330870

- Ⓐ 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.

12. How far in school did your father go?

VB330871

- Ⓐ 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.

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

VB331451

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

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

HE002549

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

15. Write the ZIP code of your home address in the boxes.

VE102537

|  |  |  |  |  |
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|  |  |  |  |  |
|--|--|--|--|--|

*NOTE: This question is being asked for research purposes only, and all answers will remain strictly confidential.*



## IV. Student Academic Questionnaires

### Civics Questionnaire

#### Grade 12

This section has 16 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. In what grade(s) have you studied civics or government? Fill in **all** ovals that apply. VE216906

|             | Yes                       | No                        |          |
|-------------|---------------------------|---------------------------|----------|
| a. Grade 9  | <input type="radio"/> (A) | <input type="radio"/> (B) | VE216908 |
| b. Grade 10 | <input type="radio"/> (A) | <input type="radio"/> (B) | VE216909 |
| c. Grade 11 | <input type="radio"/> (A) | <input type="radio"/> (B) | VE216913 |
| d. Grade 12 | <input type="radio"/> (A) | <input type="radio"/> (B) | VE216914 |

2. In this school year, how often have you studied social studies? VC569156

- (A) Never or hardly ever
- (B) A few times a year
- (C) Once or twice a month
- (D) Once or twice a week
- (E) Every day or almost every day

3. During this school year, have you studied any of the following topics? Fill in **one** oval on each line. ID100216

|   | Yes                     | No                      | I don't know.           |          |
|---|-------------------------|-------------------------|-------------------------|----------|
| a. The United States Constitution                           | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100217 |
| b. Congress   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100218 |
| c. The President and the cabinet                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100219 |
| d. How laws are made  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100220 |
| e. The court system   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100221 |
| f. Political parties, elections, and voting                 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100222 |
| g. State and local government                               | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100223 |
| h. Other countries' governments                             | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100224 |
| i. International organizations (such as the United Nations) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | ID100225 |

VE132250

4. Indicate how often you do each of the following when you study social studies or civics or government in school. Fill in **one** oval on each line.

|   | Never                   | A few<br>times a<br>year | Once or<br>twice a<br>month | Once or<br>twice a<br>week | Almost<br>every<br>day  |          |
|---|-------------------------|--------------------------|-----------------------------|----------------------------|-------------------------|----------|
| a. Read material from a textbook  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132269 |
| b. Read extra material not in the regular textbook (e.g., newspapers, magazines, maps, charts, or cartoons) | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132303 |
| c. Discuss the material studied   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132307 |
| d. Write short answers (a paragraph or less) to questions   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132309 |
| e. Write a report   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132316 |
| f. Work on a group project  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132322 |
| g. Give a presentation to the class on the topic being studied  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132323 |
| h. Watch movies or videos   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132324 |
| i. Take a test or quiz  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132326 |
| j. Go on field trips or have outside speakers   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132327 |
| k. Use the books or computers in the library to do schoolwork   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132330 |
| l. Write a letter to give your opinion or help solve a community problem                                    | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132333 |
| m. Discuss current events   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132335 |
| n. Take part in debates or panel discussions  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132338 |
| o. Take part in role-playing, mock trials, or dramas  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132340 |

5. This year in school, how often have you been asked to write long answers to questions or assignments that involved civics or government? VB610546
- Ⓐ Never
- Ⓑ Once or twice this year
- Ⓒ Once or twice a month
- Ⓓ At least once a week
6. This year, how often have you used computers at school for studying civics or government? VE138990
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day
7. Think about all the courses since the ninth grade in which you have studied civics or government. To what extent have you used computers to do research projects about topics in civics or government using a CD or the Internet? Include both class work and homework assignments. VE139938
- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent

8. When you study social studies or civics or government, how often do you agree with the following statements? Fill in **one** oval on each line. VC681400
- |   | Never<br>or hardly<br>ever | Sometimes | Often | Always<br>or almost<br>always |          |
|---|----------------------------|-----------|-------|-------------------------------|----------|
| a. I have a clear understanding of what my social studies or civics or government teacher is asking me to do. | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC681401 |
| b. The social studies or civics or government work is easy.   | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC681402 |
| c. The social studies or civics or government work is difficult.  | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC681403 |
| d. The social studies or civics or government work is interesting.  | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC681404 |

9. How much do you agree that social studies or civics or government is one of your favorite subjects? VE132747
- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A lot
10. Have you taken or are you currently taking the College Board Advanced Placement course in United States Government and Politics? ID100232
- Ⓐ Yes
- Ⓑ No
11. Are you currently enrolled in or have you taken any online courses in United States government for high school or college credit? VC681414
- Ⓐ Yes
- Ⓑ No
12. How much education do you think you will complete? QK070697
- Ⓐ I will not finish high school.
- Ⓑ I will graduate from high school.
- Ⓒ I will have some education after high school.
- Ⓓ I will graduate from college.
- Ⓔ I will go to graduate school.
- Ⓕ I don't know.
13. What do you expect that your main activity will be in the year after you leave high school? VC101417
- Ⓐ Working full time
- Ⓑ Attending a vocational, technical, or business school
- Ⓒ Attending a two-year college
- Ⓓ Attending a four-year college, service academy, or university
- Ⓔ Serving in the military
- Ⓕ Other
14. How hard was this test compared to most other tests you have taken this year in school? VB595182
- Ⓐ Easier than other tests
- Ⓑ About as hard as other tests
- Ⓒ Harder than other tests
- Ⓓ Much harder than other tests
15. 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? VC034559
- Ⓐ 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

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

VB595184

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



## Geography Questionnaire

### Grade 12

This section has 16 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. Did you take or do you expect to take a geography course in the following grades? Fill in **one** oval on each line. VB345592

|               | Yes                     | No                      | I don't know.           |          |
|---------------|-------------------------|-------------------------|-------------------------|----------|
| a. 9th grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB345606 |
| b. 10th grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB345607 |
| c. 11th grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB345608 |
| d. 12th grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB345609 |

2. In this school year, how often have you learned about geography? VC472881

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E Every day or almost every day

3. How often have you studied the following geography skills and topics in school? Fill in **one** oval on each line. VB345597

|   | Almost every day        | Once or twice a week    | Once or twice a month   | Never or hardly ever    |          |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Using maps and globes  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB345598 |
| b. Natural resources<br>(for example, oil, forests, and water)    | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB345599 |
| c. Countries and cultures   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB345600 |
| d. Environmental issues<br>(for example, pollution and recycling) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB345601 |



4. Indicate how often you do each of the following when you study social studies or geography in school. Fill in **one** oval on each line. VE117406

|   | Never | A few<br>times a<br>year | Once or<br>twice a<br>month | Once or<br>twice a<br>week | Almost<br>every<br>day |          |
|---|-------|--------------------------|-----------------------------|----------------------------|------------------------|----------|
| a. Read material from a textbook  | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117427 |
| b. Read extra material not in the regular textbook (e.g., newspapers, magazines, maps, charts, or cartoons) | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117428 |
| c. Discuss the material studied   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117429 |
| d. Write short answers (a paragraph or less) to questions   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117430 |
| e. Write a report   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117431 |
| f. Work on a group project  | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117432 |
| g. Give a presentation to the class on the topic being studied  | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117433 |
| h. Watch movies or videos   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117435 |
| i. Take a test or quiz  | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117437 |
| j. Go on field trips or have outside speakers   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117438 |
| k. Use the books or computers in the library to do schoolwork   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE117439 |
| l. Listen to information presented online   | Ⓐ     | Ⓑ                        | Ⓒ                           | Ⓓ                          | Ⓔ                      | VE131746 |

5. This year, how often have you used computers at school for studying geography?  
VE111121

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

6. Think about all the courses since the 9th grade in which you have studied history or geography. To what extent have you used computers to do the following? For this question include both class work and homework assignments. Fill in **one** oval on each line.  
VE141477

|   | Not at all | Small extent | Moderate extent | Large extent |                         |
|---|------------|--------------|-----------------|--------------|-------------------------|
| a. Did research projects about topics in history or geography using a CD or the Internet                      | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141536</small> |
| b. Used computer programs in which you play the role of an explorer, geographer, anthropologist, or historian | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141571</small> |
| c. Created or used maps using geographic information systems (GIS)  | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141603</small> |
| d. Put history or geography information into tables, charts, or graphs on the computer                        | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141631</small> |
| e. Wrote reports or other things about history or geography on the computer                                   | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141656</small> |
| f. Combined words, images, and sounds to create multimedia reports or projects about history or geography     | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141692</small> |
| g. Used e-mail or the Internet to communicate with others about history or geography                          | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            | <small>VE141715</small> |



7. When you study social studies or geography, how often do you agree with the following statements? Fill in **one** oval on each line. VC629461

|  | Never or<br>hardly<br>ever | Sometimes | Often | Always<br>or almost<br>always |          |
|--|----------------------------|-----------|-------|-------------------------------|----------|
| a. I have a clear understanding of what my social studies or geography teacher is asking me to do. | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC629462 |
| b. The social studies or geography work is easy.   | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC629463 |
| c. The social studies or geography work is difficult.  | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC629465 |
| d. The social studies or geography work is interesting.  | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC629473 |

8. How much do you agree that social studies or geography is one of your favorite subjects? VE131544

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A lot

9. Are you currently enrolled in or have you taken an International Baccalaureate course in geography? VC473873

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

10. Are you currently enrolled in or have you taken an Advanced Placement course in Human Geography? VE040688

- Ⓐ Yes
- Ⓑ No

11. Are you currently enrolled in or have you taken any online geography courses for high school or college credit? VC473870

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

12. How much education do you think you will complete?

QK070697

- Ⓐ I will not finish high school.
- Ⓑ I will graduate from high school.
- Ⓒ I will have some education after high school.
- Ⓓ I will graduate from college.
- Ⓔ I will go to graduate school.
- Ⓕ I don't know.

13. What do you expect that your main activity will be in the year after you leave high school?

VC101417

- Ⓐ Working full time
- Ⓑ Attending a vocational, technical, or business school
- Ⓒ Attending a two-year college
- Ⓓ Attending a four-year college, service academy, or university
- Ⓔ Serving in the military
- Ⓕ Other

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

VB595182

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

15. 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?

VC034559

- Ⓐ 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

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

VB595184

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



## U.S. History Questionnaire

### Grade 12

This section has 16 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. Did you take a United States history course in the following grades? Fill in **one** oval on each line. LC000126

|               | Yes                     | No                      | I don't know.           |          |
|---------------|-------------------------|-------------------------|-------------------------|----------|
| a. 9th grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | LC000127 |
| b. 10th grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | LC000128 |
| c. 11th grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | LC000129 |

2. Are you taking a United States history course now? WP000118

- A Yes
- B No

3. Since the beginning of middle school or junior high school, how much have you studied the following periods of United States history? Fill in **one** oval on each line.

VB598171

|  | Not at all              | Some                    | A lot                   |          |
|--|-------------------------|-------------------------|-------------------------|----------|
| a. The period before 1815: beginnings through the Revolution (e.g., colonization, settlement, revolution)  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB598172 |
| b. The period between 1815 and 1865: the new nation through the Civil War (e.g., expansion, reform, crisis of the Union)   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB598173 |
| c. The period between 1865 and 1945: the development of modern America (e.g., Reconstruction, industrial growth, United States' role in world affairs, the Great Depression, the First and Second World Wars, immigration) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB598174 |
| d. The period between 1945 and the present: contemporary America (e.g., civil rights movement, women's rights movement, Korean and Vietnam wars, environmental movement)   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB598175 |

4. 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.

VE132663

|  | Never                   | A few<br>times a<br>year | Once or<br>twice a<br>month | Once or<br>twice a<br>week | Almost<br>every<br>day  |          |
|--|-------------------------|--------------------------|-----------------------------|----------------------------|-------------------------|----------|
| a. Read material from a textbook   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132669 |
| b. Read extra material not in the regular textbook (e.g., biographies or historical stories) | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132671 |
| c. Use letters, diaries, or essays written by historical people                              | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132685 |
| d. Discuss the material studied  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132686 |
| e. Write short answers (a paragraph or less) to questions                                    | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132687 |
| f. Write a report  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132692 |
| g. Work on a group project   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132697 |
| h. Give a presentation to the class on the topic being studied                               | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132698 |
| i. Watch movies or videos  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132699 |
| j. Take a test or quiz   | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132700 |
| k. Go on field trips or have outside speakers  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132701 |
| l. Use the books or computers in the library to do schoolwork                                | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132704 |
| m. Listen to information presented online  | <input type="radio"/> A | <input type="radio"/> B  | <input type="radio"/> C     | <input type="radio"/> D    | <input type="radio"/> E | VE132706 |

- VB598168
5. 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

- VE102054
6. This year, how often have you used computers at school for studying history or social studies?
- Ⓐ Never or hardly ever
  - Ⓑ Once every few weeks
  - Ⓒ About once a week
  - Ⓓ Two or three times a week
  - Ⓔ Every day

- VE142965
7. Think about all the courses since the ninth grade in which you have studied history or social studies. To what extent have you used computers to do research projects about topics in history or social studies using a CD or the Internet? Include both class work and homework assignments.
- Ⓐ Not at all
  - Ⓑ Small extent
  - Ⓒ Moderate extent
  - Ⓓ Large extent

- VC471044
8. When you study social studies or history, how often do you agree with the following statements? Fill in **one** oval on each line.

|  | Never<br>or hardly<br>ever | Sometimes | Often | Always<br>or almost<br>always |          |
|--|----------------------------|-----------|-------|-------------------------------|----------|
| a. I have a clear understanding of what my social studies or history teacher is asking me to do. | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC471046 |
| b. The social studies or history work is easy.   | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VE132507 |
| c. The social studies or history work is difficult.  | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC471049 |
| d. The social studies or history work is interesting.  | Ⓐ                          | Ⓑ         | Ⓒ     | Ⓓ                             | VC471051 |



9. How much do you agree that history or social studies is one of your favorite subjects? VE098853
- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A lot
10. Are you currently enrolled in or have you taken an Advanced Placement course in U.S. History? VB598179
- Ⓐ Yes
- Ⓑ No
11. Are you currently enrolled in or have you taken any online U.S. History courses for high school or college credit? VC470692
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
12. How much education do you think you will complete? QK070697
- Ⓐ I will not finish high school.
- Ⓑ I will graduate from high school.
- Ⓒ I will have some education after high school.
- Ⓓ I will graduate from college.
- Ⓔ I will go to graduate school.
- Ⓕ I don't know.
13. What do you expect that your main activity will be in the year after you leave high school? VC101417
- Ⓐ Working full time
- Ⓑ Attending a vocational, technical, or business school
- Ⓒ Attending a two-year college
- Ⓓ Attending a four-year college, service academy, or university
- Ⓔ Serving in the military
- Ⓕ Other
14. How hard was this test compared to most other tests you have taken this year in school? VB595182
- Ⓐ Easier than other tests
- Ⓑ About as hard as other tests
- Ⓒ Harder than other tests
- Ⓓ Much harder than other tests

VC034559

15. 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

VB595184

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

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



## V. NAEP Questions Tool

### Introduction

After every assessment cycle, NAEP releases a portion of the assessment to the public. The NAEP Questions Tool allows users to view those questions, as well as their associated scoring guides, keys, national performance data, student group data, and student responses (for constructed-response questions only). The tool also allows users to print selected questions and all their relevant information.

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

### How do I access the NAEP Questions Tool?

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

### What information can I get about each question?

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

The screenshot displays the NAEP Questions Tool interface. At the top, the NAEP logo is on the left, and the title "NAEP Questions Tool" is in the center. Below the title are navigation links: "Analyze Data", "Sample Questions", "State Comparisons", and "State Profiles". A search bar contains "Search for Questions" and "Reading Search Results" with a "Question Detail" breadcrumb. On the right, there are buttons for "Bookmark", "Tutorial", and "Help". Below the search bar, there is a "What can I do here?" link, an "Add to My Workspace (0)" button, and a "Question 13 of 374" indicator. The main content area has tabs for "Question", "Key/Scoring Guide", "National Data", and "Jurisdiction Data". The "Question" tab is active, showing a "Show Reading Passage" button and a "Print" button. The question text is: "3. According to the article, why did Ellie do much of her research after 6 p.m.?" with four multiple-choice options: A. She did not want people to learn about her project. B. She did not want to inconvenience motorists. C. She had to focus on a sample of 50 meters. D. She saved money because the meters cost less after 6 p.m. On the left side, there is a "Question Information" sidebar with the following details: Description: Why did Ellie do research after 6 pm; Grade: 8; Year: 2007; Block & Number: Block R8 Question #3; Type of Question: Multiple Choice; Difficulty: Easy (84.91% Correct); Content Classification: Contexts for Reading: Reading for Information; Aspects of Reading: Developing Interpretation.

Information related to the selected question is available by clicking the tabs at the top of the question field. A description of these tabs follows.

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

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

The screenshot shows a web interface with four tabs at the top: "Question", "Key/Scoring Guide", "National Data", and "Jurisdiction Data". The "Question" tab is selected. Below the tabs is a "Hide Reading Passage" button and a "Print" button. The main content area displays the title "Kid Fights Cheater Meters and Wins!" followed by a sub-header: "The true story of a girl with a stopwatch and a bag of nickels who uncovered a local parking scandal and helped change the laws of her state . . .". The text of the passage is as follows:

Ellie Lammer wasn't trying to spark a revolt, she just wanted a haircut. That was in the fall of 1997. Ellie was 11 years old at the time, and she was getting her tresses trimmed in her hometown of Berkeley, California. When Ellie and her mom returned to their car, they found a parking ticket stuck to the windshield. It didn't seem possible: Less than an hour earlier, Ellie had pumped an hour's worth of coins into the meter. But now the needle was at zero, and Ellie's mom owed \$20.

Feeling cheated, Ellie dropped another nickel in the meter and twisted the knob. The needle clicked over to the four-minute mark. Ellie stared at her watch while her mom watched the meter. Less than three minutes later, all of the time had expired. There it was: proof that they'd been cheated. The city tore up the ticket when Ellie's mom complained about the meter.

But the experience left Ellie wondering how many other meters were inaccurate. Six months later, she decided to find out. She'd been looking around for a good science-fair project—and that meter in Berkeley still bothered her. So armed with a bag of nickels and a stopwatch, she hit the streets.

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

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

The screenshot shows the same interface as above, but with the "Key/Scoring Guide" tab selected. The "Print" button is still visible. The question displayed is:

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

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

The correct answer is A.

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

The screenshot displays a web interface with a navigation bar at the top containing five tabs: "Question", "Key/Scoring Guide" (which is highlighted), "Sample Responses", "National Data", and "Jurisdiction Data". To the right of the tabs is a "Print" button with a printer icon. Below the navigation bar is a section titled "Score & Description" with a light gray background. This section is divided into four horizontal panels, each with a bold heading and a paragraph of text:

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

Note that the scoring criteria will vary depending on the subject and type of question.

**Sample Responses:** Shows sample student responses to the question for each score level. Use the scroll bar to move between the sections of the screen. Note that student responses are available only for constructed-response questions.

Question
Key/Scoring Guide
Sample Responses
National Data
Jurisdiction Data

Print

Evidence of full comprehension - Student Response

8. Do you think Ellie should have become a celebrity because of what she did? Use information from the article to explain why or why not.

Yes, because she went out and proved to the people that most of the parking meters were inaccurate. She actually made a difference.

8. Do you think Ellie should have become a celebrity because of what she did? Use information from the article to explain why or why not.

Yes, because if she hadn't done what she did, many people still may have been getting cheated by parking meters & receiving parking tickets today.

Scorer Comments:

Both responses explain the student's opinion using information from the article. The first response focuses on Ellie's accomplishment. The second response focuses on what might have happened if Ellie had not tackled the meter problem.

Evidence of partial or surface comprehension - Student Response

8. Do you think Ellie should have become a celebrity because of what she did? Use information from the article to explain why or why not.

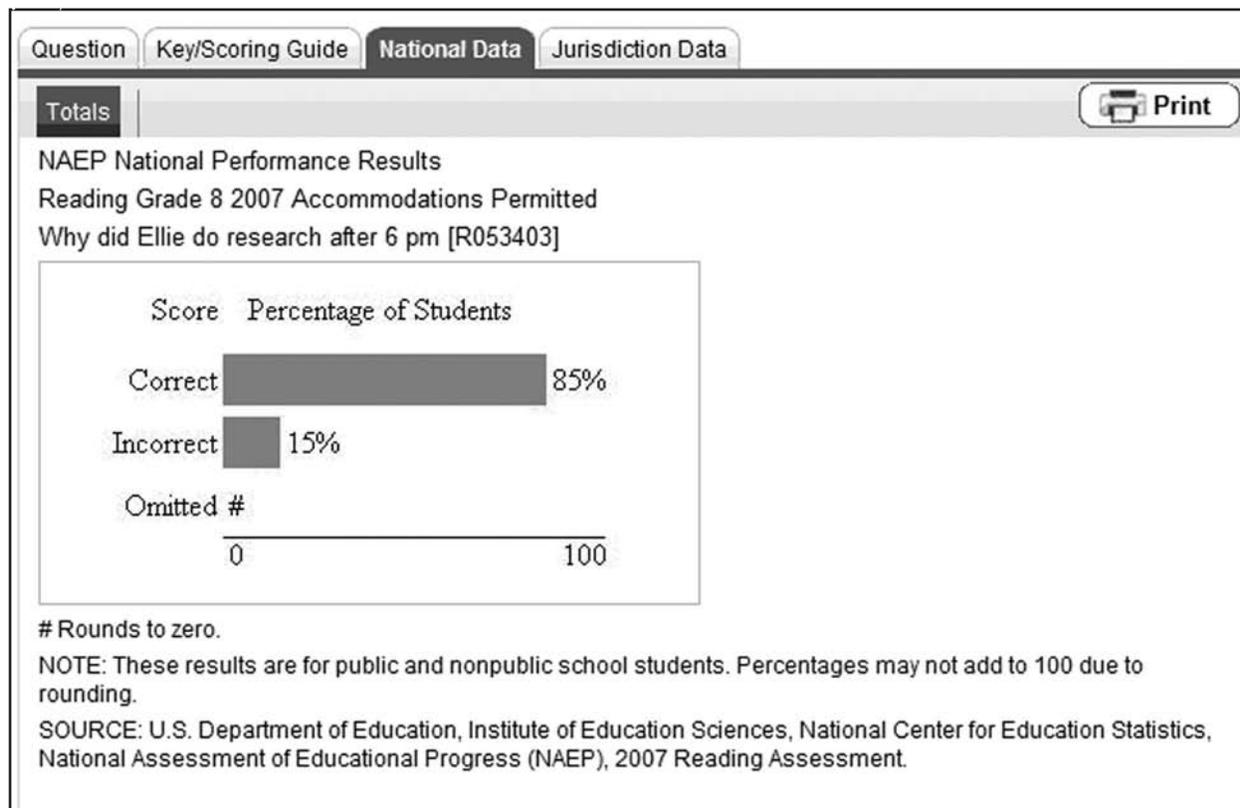
I think that what Ellie did was something good for the community, which should have been acknowledged. Our society focuses too much

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

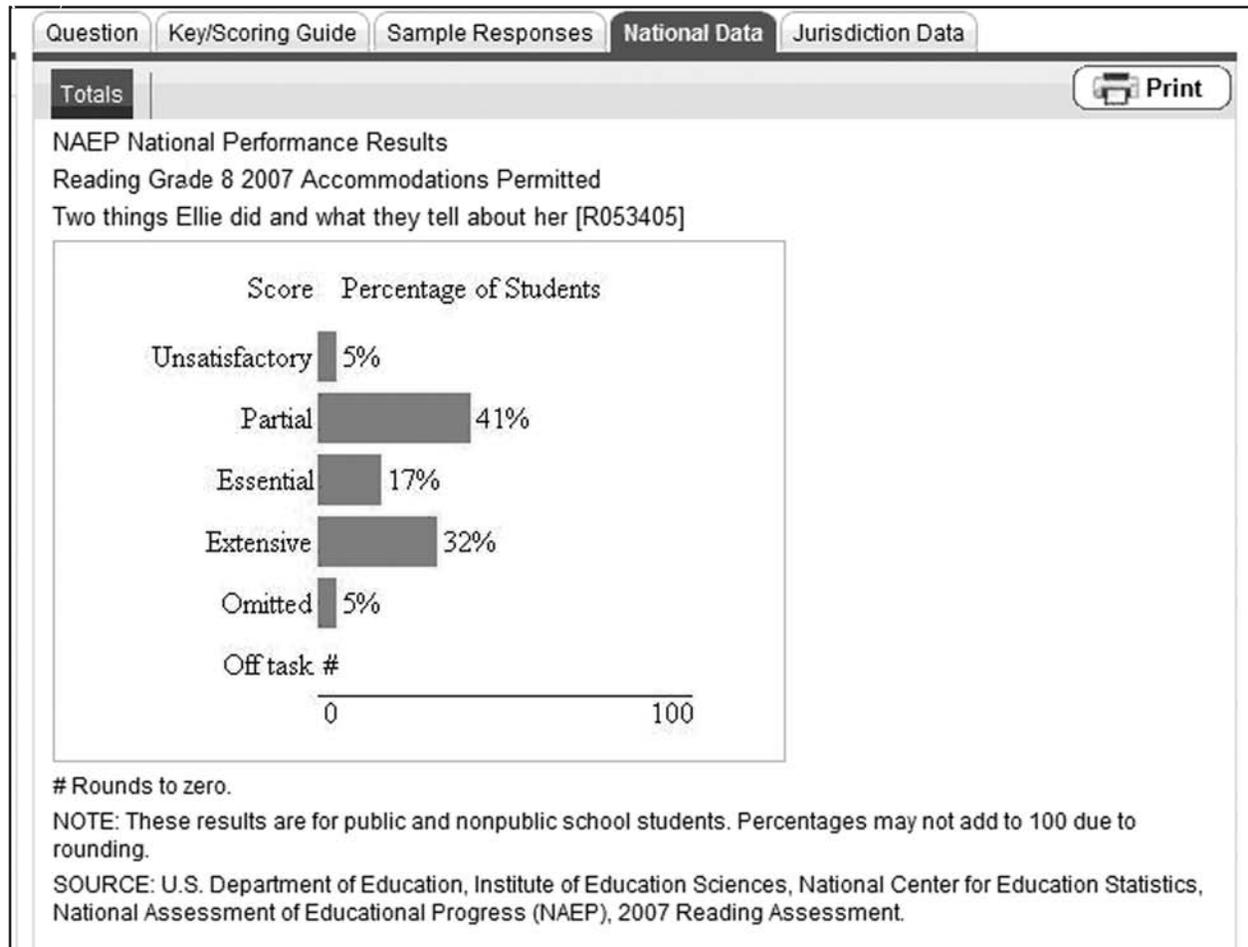
Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

**National Data:** Shows information about how students scored on the question.

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



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



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

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

*The Jurisdiction Data tab is displayed for the subjects in which state data have been collected by state.*

**Where can I find more information about the subjects NAEP assesses?**

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

**How can I get additional help?**

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

For additional help, write to us via **Contact Us** at <http://nces.ed.gov/nationsreportcard/contactus.asp>, or e-mail [Sherran.Osborne@ed.gov](mailto:Sherran.Osborne@ed.gov).

## **VI. Information About National Assessment of Educational Progress 2010 Assessments**

### **Civics, Geography, and U.S. History**

**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.** 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 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 Governing Board's website at <http://www.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 website 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 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.