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. Eighth-graders will be assessed in civics, geography, and U.S. history. In addition, we are conducting a special study in mathematics at grade 8.

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™. Results of the mathematics special study will be evaluated to determine which questions will be included in the 2011 main assessment. 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, U.S. history, and mathematics, 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).
II. The Assessments

The Civics Assessment

Grade 8

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 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Civic life, politics, and government</th>
<th>Foundations of the American political system</th>
<th>The Constitution and the purposes, values, and principles of American democracy</th>
<th>Relationship of the United States to other nations and to world affairs</th>
<th>Roles of citizens in American democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>15%</td>
<td>25%</td>
<td>25%</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>
The Geography Assessment

Grade 8

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

The assessment 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](http://nagb.org/publications/frameworks.htm).

**NAEP Geography Framework**

*Distribution of Question Pool Across Areas of Geography Knowledge*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Space and Place</th>
<th>Environment and Society</th>
<th>Spatial Dynamics and Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>
The U.S. History Assessment

Grade 8

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. The cognitive dimension of historical thinking is measured by the inclusion of test questions divided between those measuring historical knowledge and perspective (35 percent) and those measuring historical analysis and interpretation (65 percent). Constructed-response questions make up approximately 50 percent of the assessment. Many questions in the assessment are based on visual or textual stimuli. At Grade 8, 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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Change &amp; Continuity in American Democracy</th>
<th>Gathering &amp; Interactions of Peoples, Cultures, &amp; Ideas</th>
<th>Economic &amp; Technological Changes &amp; Their Relation to Society, Ideas, &amp; the Environment</th>
<th>Changing Role of America in the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
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. Germany attacked American ships. Germany 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 8

1. The President of the United States is elected to a term of
   (ı) 2 years.
   (●) 4 years.
   (ı) 6 years.
   (ı) 8 years.

2. In the United States, an individual citizen has the right to
   (ı) impeach the President.
   (●) vote for government officials.
   (ı) make new laws.
   (ı) collect taxes.

3. The term “separation of powers” refers to
   (ı) state powers and duties that are not given to the central government.
   (●) division of authority among the legislative, executive, and judicial branches of government.
   (ı) division of the legislature into two houses.
   (ı) creation of a national capital that is not a part of any State.

4. According to the Bill of Rights, which of the following is NOT allowed?
   (ı) A jury trial in criminal cases
   (●) The testimony of witnesses who are relatives of the accused
   (ı) A trial held too soon after the defendant has been accused
   (●) Cruel and unusual punishment

5. United States Senators are a part of which branch of the government?
   (ı) Legislative
   (●) Executive
   (ı) Treasury Department
   (ı) Supreme Court

6. The powers of Congress are set forth in the
   (ı) Declaration of Independence.
   (●) Articles of Confederation.
   (●) Constitution of the United States.
   (ı) Bill of Rights.
Sample Geography Questions

Grade 8

1. What would a scientist probably study to predict where acid rain would fall?

- the atomic structures of sulphur, nitrogen, and oxygen
- mass-transit systems that serve major cities
- wind patterns that prevail over major manufacturing areas
- the location of sewage-treatment plants

2. What historical trends explain the language patterns shown in the map above? Be as specific as possible in your answer.
Questions 3–4 refer to the map below.

3. This map would be most useful to a
   a. pilot flying from Europe to South America.
   b. pilot flying from Canada to Scandinavia.
   c. person sailing to Antarctica.
   d. person sailing in tropical seas.

4. Latitude on this map is represented by
   a. circles.
   b. shaded areas.
   c. straight lines.
   d. convergent lines.
5. 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
GO ON TO THE NEXT PAGE
6. 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.

### AVERAGE ANNUAL PRECIPITATION FOR LAKESIDE

<table>
<thead>
<tr>
<th>Season</th>
<th>Average Inches</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>5.0</td>
<td>25</td>
</tr>
<tr>
<td>Summer</td>
<td>7.0</td>
<td>35</td>
</tr>
<tr>
<td>Fall</td>
<td>4.0</td>
<td>20</td>
</tr>
<tr>
<td>Winter</td>
<td>4.0</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20.0</td>
<td>100</td>
</tr>
</tbody>
</table>

7. Use the information in the table above to construct a pie chart on the figure below. Be sure to label all information. You may use your ruler to draw the chart.
Sample U.S. History Questions

Grade 8

Questions 1–3 refer to the passage below.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government.

—1776

1. The quotation is from the
   - Articles of Confederation.
   - Constitution.
   - Declaration of Independence.
   - Missouri Compromise.

2. The primary author of the document was
   - George Washington.
   - Robert E. Lee.
   - Thomas Jefferson.

3. Explain why the document quoted was written.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Why was the invention of the steel plow important in United States history?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Questions 5–6 refer to the first census of the United States, shown below.

FIRST CENSUS OF THE UNITED STATES 1790

<table>
<thead>
<tr>
<th>District</th>
<th>Free White Males of 16 Years and Up</th>
<th>Free White Males Under 16 Years</th>
<th>Free White Females</th>
<th>All Other Free Persons</th>
<th>Slaves</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermont</td>
<td>22,435</td>
<td>22,323</td>
<td>40,505</td>
<td>255</td>
<td>16</td>
<td>85,539</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>36,036</td>
<td>34,351</td>
<td>70,160</td>
<td>630</td>
<td>158</td>
<td>141,385</td>
</tr>
<tr>
<td>Maine</td>
<td>24,384</td>
<td>24,748</td>
<td>46,870</td>
<td>538</td>
<td>None</td>
<td>96,540</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>95,453</td>
<td>87,289</td>
<td>190,582</td>
<td>5,463</td>
<td>None</td>
<td>378,787</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>16,019</td>
<td>15,799</td>
<td>32,652</td>
<td>3,407</td>
<td>948</td>
<td>68,825</td>
</tr>
<tr>
<td>Connecticut</td>
<td>60,523</td>
<td>54,403</td>
<td>117,448</td>
<td>2,808</td>
<td>2,764</td>
<td>237,946</td>
</tr>
<tr>
<td>New York</td>
<td>83,700</td>
<td>78,122</td>
<td>152,320</td>
<td>4,654</td>
<td>21,324</td>
<td>340,120</td>
</tr>
<tr>
<td>New Jersey</td>
<td>45,291</td>
<td>41,416</td>
<td>83,287</td>
<td>2,762</td>
<td>14,231</td>
<td>184,139</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>110,783</td>
<td>106,948</td>
<td>206,363</td>
<td>6,537</td>
<td>3,737</td>
<td>434,373</td>
</tr>
<tr>
<td>Delaware</td>
<td>11,783</td>
<td>12,143</td>
<td>22,384</td>
<td>3,899</td>
<td>8,387</td>
<td>59,094</td>
</tr>
<tr>
<td>Maryland</td>
<td>55,915</td>
<td>51,339</td>
<td>101,395</td>
<td>8,043</td>
<td>103,036</td>
<td>319,723</td>
</tr>
<tr>
<td>Virginia</td>
<td>110,936</td>
<td>116,135</td>
<td>215,046</td>
<td>12,866</td>
<td>292,627</td>
<td>747,610</td>
</tr>
<tr>
<td>Kentucky</td>
<td>15,154</td>
<td>17,057</td>
<td>28,922</td>
<td>114</td>
<td>12,430</td>
<td>73,677</td>
</tr>
<tr>
<td>North Carolina</td>
<td>69,988</td>
<td>77,506</td>
<td>140,710</td>
<td>4,975</td>
<td>100,572</td>
<td>393,751</td>
</tr>
<tr>
<td>South Carolina</td>
<td>35,576</td>
<td>37,722</td>
<td>66,380</td>
<td>1,801</td>
<td>107,094</td>
<td>249,073</td>
</tr>
<tr>
<td>Georgia</td>
<td>13,103</td>
<td>14,044</td>
<td>25,739</td>
<td>393</td>
<td>29,264</td>
<td>82,548</td>
</tr>
</tbody>
</table>

Total Number of Inhabitants of the United States Exclusive of Other Territories 807,094 791,850 1,541,263 59,150 694,280 3,893,635

5. The information in the census could be used to answer which questions?
   • Which state had the highest official population?
   ○ How many people moved to the United States in 1790?
   □ Which state was the largest in area?
   □ How many more male than female slaves were there in 1790?

6. The census was important in 1790 because it
   ○ helped determine which citizens were eligible to vote.
   □ told people which states had the most members of American Indian nations.
   □ told people whether men or women tended to live longer.
   • helped determine state representation in the House of Representatives.
The Mathematics Assessment

Grade 8

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

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

Calculator use is permitted on approximately one-third of the test questions. At grade 8, students may use their own scientific or graphing calculators. These items are designed so that students who bring their own graphing calculators are not at an advantage compared to students who use the calculators provided. For more information regarding the mathematics assessment framework please visit the National Assessment Governing Board’s website at http://nagb.org/publications/frameworks.htm.

<table>
<thead>
<tr>
<th>NAEP Mathematics Framework</th>
<th>Distribution of Questions Across Content Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 8</td>
</tr>
<tr>
<td>Number Properties and Operations</td>
<td>20%</td>
</tr>
<tr>
<td>Measurement</td>
<td>15%</td>
</tr>
<tr>
<td>Geometry</td>
<td>20%</td>
</tr>
<tr>
<td>Data Analysis, Statistics, and Probability</td>
<td>15%</td>
</tr>
<tr>
<td>Algebra</td>
<td>30%</td>
</tr>
</tbody>
</table>
Mathematics Booklet Directions

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

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

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

Draw a circle in the space below.

You may be permitted to use a calculator for at least one part of your booklet. You may use either your own calculator or the calculator provided by NAEP. If you are permitted to use a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful.

If you are using the calculator provided by NAEP, make sure you know how to use it before beginning the section. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you finish a section early.

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

Grade 8

1. Of the following, which is the best unit to use when measuring the growth of a plant every other day during a 2-week period?
   - centimeter
   - meter
   - kilometer
   - foot
   - yard

2. Jaime knows the following facts about points A, B, and C.
   - Points A, B, and C are on the same line, but might not be in that order.
   - Point C is twice as far from point A as it is from point B.
Jaime concluded that point C is always between points A and B.

Is Jaime’s conclusion correct?
   - Yes
   - No

In the space provided, use a diagram to explain your answer.

[Diagram of points A, B, and C on a line]
3. In the figure above, what fraction of rectangle ABCD is shaded?

- $\frac{1}{6}$
- $\frac{1}{5}$
- $\frac{1}{4}$
- $\frac{1}{3}$
- $\frac{1}{2}$
III. Student Informational Questionnaire

Grade 8

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

<table>
<thead>
<tr>
<th>1. How often do you watch movies on TV?</th>
<th>Never or hardly ever</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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?
   ☐ basketball game
   ☐ car show
   ☐ concert
   ☐ 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 14 questions. Mark your answers in your booklet. Fill in only one oval for each question except where instructed otherwise.

1. Are you Hispanic or Latino? Fill in one or more ovals.
   - ☐ No, I am not Hispanic or Latino.
   - ☐ Yes, I am Mexican, Mexican American, or Chicano.
   - ☐ Yes, I am Puerto Rican or Puerto Rican American.
   - ☐ Yes, I am Cuban or Cuban American.
   - ☐ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in one or more ovals.
   - ☐ White
   - ☐ Black or African American
   - ☐ Asian
   - ☐ American Indian or Alaska Native
   - ☐ Native Hawaiian or other Pacific Islander
3. Does your family get a newspaper at least four times a week?
☐ Yes
☐ No
☐ I don’t know.

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

5. About how many books are there in your home?
☐ Few (0-10)
☐ Enough to fill one shelf (11-25)
☐ Enough to fill one bookcase (26-100)
☐ Enough to fill several bookcases (more than 100)

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

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

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

9. How often do you talk about things you have studied in school with someone in your family?
☐ Never or hardly ever
☐ Once every few weeks
☐ About once a week
☐ Two or three times a week
☐ Every day
10. How many days were you absent from school in the last month?
   - None
   - 1 or 2 days
   - 3 or 4 days
   - 5 to 10 days
   - More than 10 days

11. How 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.

12. 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.

13. 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

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

   ![ZIP code boxes](image)

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

Civics Questionnaire

Grade 8

This section has 12 questions. Mark your answers in your booklet. Fill in only one oval for each question except where instructed otherwise.

1. In which of the following grades did you learn about civics or government? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Yes</th>
<th>No</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5th grade</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. 6th grade</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. 7th grade</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. 8th grade</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. How often do you study social studies in school?

☐ Never or hardly ever
☐ Once or twice a month
☐ Once or twice a week
☐ Almost every day
3. During this school year, have you studied any of the following topics? Fill in one oval on each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>I don’t know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The United States Constitution</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Congress</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. The President and the cabinet</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. How laws are made</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. The court system</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Political parties, elections, and voting</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. State and local government</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Other countries’ governments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. International organizations (such as the United Nations)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

ID100216 ID100217 ID100218 ID100219 ID100220 ID100221 ID100222 ID100223 ID100224 ID100225
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.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Never</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read material from a textbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Read extra material not in the regular textbook (e.g., newspapers, magazines, maps, charts, or cartoons)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Discuss the material studied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Write short answers (a paragraph or less) to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Write a report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Work on a group project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Give a presentation to the class on the topic being studied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Watch movies or videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Take a test or quiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Go on field trips or have outside speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Use the books or computers in the library to do schoolwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Write a letter to give your opinion or help solve a community problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Discuss current events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Take part in debates or panel discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Take part in role-playing, mock trials, or dramas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies?
   ☐ Never
   ☐ Once or twice this year
   ☐ Once or twice a month
   ☐ At least once a week

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

7. When you study social studies, to what extent do you use computers to do research projects about social studies topics using a CD or the Internet? Include both class work and homework assignments.
   ☐ 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.

   a. I have a clear understanding of what my social studies or civics or government teacher is asking me to do.
      Never or hardly ever ☐ Sometimes ☐ Often ☐ Always or almost always ☐

   b. The social studies or civics or government work is easy.
      ☐ ☐ ☐ ☐

   c. The social studies or civics or government work is difficult.
      ☐ ☐ ☐ ☐

   d. The social studies or civics or government work is interesting.
      ☐ ☐ ☐ ☐
9. How much do you agree that social studies or civics or government is one of your favorite subjects?

☐ Not at all
☐ A little
☐ A lot

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

☐ Easier than other tests
☐ About as hard as other tests
☐ Harder than other tests
☐ Much harder than other tests

11. 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

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

☐ Not very important
☐ Somewhat important
☐ Important
☐ Very important
# Geography Questionnaire

## Grade 8

This section has 12 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.

   a. 5th grade
   b. 6th grade
   c. 7th grade
   d. 8th grade

2. In this school year, how often have you learned about geography?
   - Never or hardly ever
   - A few times a year
   - Once or twice a month
   - Once or twice a week
   - 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.

   a. Using maps and globes
   b. Natural resources (for example, oil, forests, and water)
   c. Countries and cultures
   d. Environmental issues (for example, pollution and recycling)
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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read material from a textbook</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>b. Read extra material not in the regular textbook (e.g., newspapers, magazines, maps, charts, or cartoons)</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>c. Discuss the material studied</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>d. Write short answers (a paragraph or less) to questions</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>e. Write a report</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>f. Work on a group project</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>g. Give a presentation to the class on the topic being studied</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>h. Watch movies or videos</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>i. Take a test or quiz</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>j. Go on field trips or have outside speakers</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>k. Use the books or computers in the library to do schoolwork</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>l. Listen to information presented online</td>
<td>〇</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>
5. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies?

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

6. How often do you use a computer at school for social studies?

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

7. When you study social studies, to what extent do you use computers to do any of the following? For this question, include both class work and homework assignments. Fill in one oval on each line.

   | Not at all | Small extent | Moderate extent | Large extent |
---|------------|--------------|-----------------|-------------|

a. Do research projects about social studies topics using a CD or the Internet

b. Use computer programs in which you play the role of an explorer, geographer, anthropologist, or historian

c. Create or use maps using geographic information systems (GIS)

d. Organize social studies information by making tables, charts, or graphs on the computer

e. Write reports or other things about social studies on the computer

f. Combine words, images, and sounds to create multimedia reports or projects about social studies

g. Use e-mail or the Internet to communicate with others about social studies
8. When you study social studies or geography, how often do you agree with the following statements? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Never or hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I have a clear understanding of what my social studies or geography teacher is asking me to do.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. The social studies or geography work is easy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. The social studies or geography work is difficult.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. The social studies or geography work is interesting.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

☐ Not at all
☐ A little
☐ A lot

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

☐ Easier than other tests
☐ About as hard as other tests
☐ Harder than other tests
☐ Much harder than other tests

11. 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

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

☐ Not very important
☐ Somewhat important
☐ Important
☐ Very important
U.S. History Questionnaire

Grade 8

This section has 12 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.

   a. 5th grade
   b. 6th grade
   c. 7th grade
   d. 8th grade

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

<table>
<thead>
<tr>
<th>Period</th>
<th>Not at all</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The period before 1815: beginnings through the Revolution (e.g., colonization, settlement, revolution)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The period between 1815 and 1865: the new nation through the Civil War (e.g., expansion, reform, crisis of the Union)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read material from a textbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Read extra material not in the regular textbook (e.g., biographies or historical stories)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use letters, diaries, or essays written by historical people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Discuss the material studied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Write short answers (a paragraph or less) to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Write a report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Work on a group project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Give a presentation to the class on the topic being studied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Watch movies or videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Take a test or quiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Go on field trips or have outside speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Use the books or computers in the library to do schoolwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Listen to information presented online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

7. When you study history or social studies, to what extent do you use computers to do research projects about history or social studies topics using a CD or the Internet? Include both class work and homework assignments.

☐ Not at all

☐ Small extent

☐ Moderate extent

☐ Large extent

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

☐ Never or hardly ever

☐ Once every few weeks

☐ About once a week

☐ Two or three times a week

☐ Every day

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

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I have a clear understanding of what my social studies or history teacher is asking me to do.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. The social studies or history work is easy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. The social studies or history work is difficult.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. The social studies or history work is interesting.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
9. How much do you agree that history or social studies is one of your favorite subjects?
   ☑ Not at all
   ☐ A little
   ☐ A lot

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

11. 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

12. How important was it to you to do well on this test?
    ☑ Not very important
    ☐ Somewhat important
    ☐ Important
    ☑ Very important
Mathematics Questionnaire

Grade 8

This section has 10 questions. Mark your answers in your booklet.

1. In this school year, have you done any of the following activities for your mathematics class? Fill in one oval on each line.

   a. Done online mathematics activities

   b. Taken mathematics tutoring or enrichment courses

   c. Participated in mathematics-related activities such as mathematics competitions

   d. Attended after-school programs related to mathematics

2. In this school year, how often have you used each of the following items in your mathematics class? Fill in one oval on each line.

   a. Mathematics textbooks

   b. A school computer that you can use

   c. Your own calculator

   d. Mathematics-related computer programs
3. Please indicate how much you disagree or agree with the following statements. Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mathematics work is interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I study mathematics because it will help me do well in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I like what we do in mathematics class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I have done a good job in mathematics class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In this school year, how often has your teacher done each of the following during mathematics class? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked you to talk about how you have solved a mathematics problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provided clear explanations about mathematics concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Showed different ways to solve the same mathematics problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Told you about after-school mathematics programs that you could join</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Given you graded assignments or tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Encouraged your class to ask questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. In this school year, how often have you used these different types of calculators for your mathematics class? Fill in one oval on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A calculator to do arithmetic calculations</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>B. A calculator to check answers to mathematics problems</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C. A graphing calculator to make charts, tables, or graphs</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>D. A graphing calculator to analyze problems related to charts, tables, or graphs</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>E. A graphing calculator to explore mathematics concepts</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>F. A scientific calculator to solve problems</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>G. A scientific calculator to explore mathematics concepts</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

6. In this school year, how often have you used a calculator to solve mathematics problems in each of the following? Fill in one oval on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. During mathematics lessons</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>B. During mathematics tests</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C. At home for mathematics homework assignments or school projects</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
7. In this school year, how often have you used Internet websites to do these things? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Find the information that you need for your mathematics class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Prepare your homework assignments or school projects for your</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mathematics class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Get help from mathematics experts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Learn new things about mathematics that are not for schoolwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. In this school year, how often have you done these things to ask about assignments or school projects for your mathematics class? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Exchanged blogs with other students in your class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Communicated through instant messages with other students in your class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. In this school year, how often have you sent e-mails, text messages, or instant messages to other students in your mathematics class to do these things? Fill in one oval on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Prepare for upcoming tests</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Talk about websites that will help you with homework assignments or school projects</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
10. In this school year, how often have you used these different types of computer programs for your mathematics class? Fill in one oval on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A word processing program to write papers for mathematics class</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>b. A spreadsheet program to analyze and solve problems</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>c. Graphing software to make charts, tables, or graphs</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>d. Graphing software to explore mathematics concepts</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>e. Geometric software to help visualize mathematics concepts</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>f. Mathematics software to practice or drill on mathematics problems</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>g. Mathematics software to explore mathematics concepts</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>h. Mathematics software program that presents new mathematics lessons with problems to solve</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>i. Statistical software to analyze and solve problems</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>j. Simulation software to help explore real-world problems related to mathematics</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
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.
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.

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

**For Multiple-Choice Questions:** Shows the “key” or correct answer for the question.
For Constructed-Response Questions: Shows the scoring guide used to determine the score for the student’s answer.

- **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.

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.

---

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

# Rounds to zero.

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

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

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

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

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

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

How can I get additional help?

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

For additional help, write to us via Contact Us at http://nces.ed.gov/nationsreportcard/contactus.asp, or e-mail Sherran.Osborne@ed.gov.
VI. Information About
National Assessment of Educational Progress
2010 Assessments
Civics, Geography, U.S. History, and Mathematics

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. 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.

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