



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

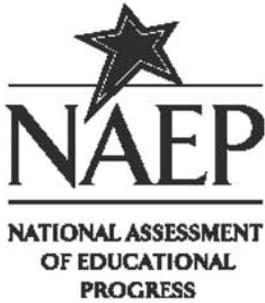
NAEP 2010 Sample Questions

General Information about The Nation's Report Card™

Grade 4

Civics
Geography
U.S. History
Writing
Mathematics





Admin Schedule Line # _____ from Session # _____

SECTION **Geography Book**

2010 1 | D1

Grade 4 2 | G3

 3 | G4

 4 | GB1

G401R

School and Teacher Information

SCHOOL # **TEACHER #**

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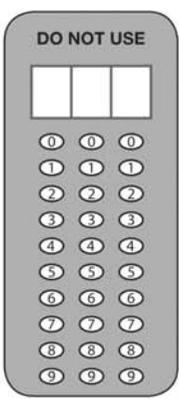
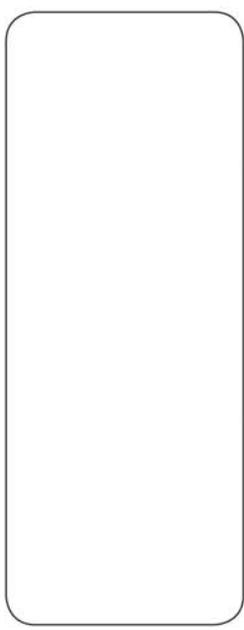
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If Code 2 or 3, complete the box below.

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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<input type="checkbox"/>	REA-ALL in English	<input type="checkbox"/> ONE ON
<input type="checkbox"/>	BREAK	<input type="checkbox"/> SETTING
<input type="checkbox"/>	SIGN	<input type="checkbox"/> S STAFF
<input type="checkbox"/>	BRAIL	<input type="checkbox"/> BIL DIC
<input type="checkbox"/>	LARGE	<input type="checkbox"/> REA DIR in Spanish
<input type="checkbox"/>	MGNFY	<input type="checkbox"/> REA ALL in Spanish
<input type="checkbox"/>	SCRIBE	<input type="checkbox"/> SP ENG BK
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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. Fourth-graders will be assessed in civics, geography, and U.S. history. In addition, we are piloting writing and conducting a special study in mathematics at grade 4.

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*TM. Results of the writing pilot and 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, writing, 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 4

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>.

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

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

The Geography Assessment

Grade 4

The structure and content of the NAEP geography assessment are guided by the geography framework for the 1994 and 2001 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>.

NAEP Geography Framework Distribution of Question Pool Across Areas of Geography Knowledge

Grade	Space and Place	Environment and Society	Spatial Dynamics and Connections
4	40%	30%	30%

The U.S. History Assessment

Grade 4

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 (40 percent) and those measuring historical analysis and interpretation (60 percent). Many questions in the assessment are based on visual or textual stimuli. 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**

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

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 4

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

	YES. Local governments do this job for people.	NO. Local governments do not do this job for people.
1. running restaurants	<input type="radio"/> A	<input checked="" type="radio"/>
2. cleaning a family’s house	<input type="radio"/> A	<input checked="" type="radio"/>
3. taking care of parks	<input checked="" type="radio"/>	<input type="radio"/> B
4. cleaning streets	<input checked="" type="radio"/>	<input type="radio"/> B

5. The President of the United States is elected for a term of

- A 2 years.
- 4 years.
- C 6 years.
- D 8 years.

6. People in the United States elect their government officials by

- A public surveys.
- B television newscasts.
- C telegrams.
- secret ballots.

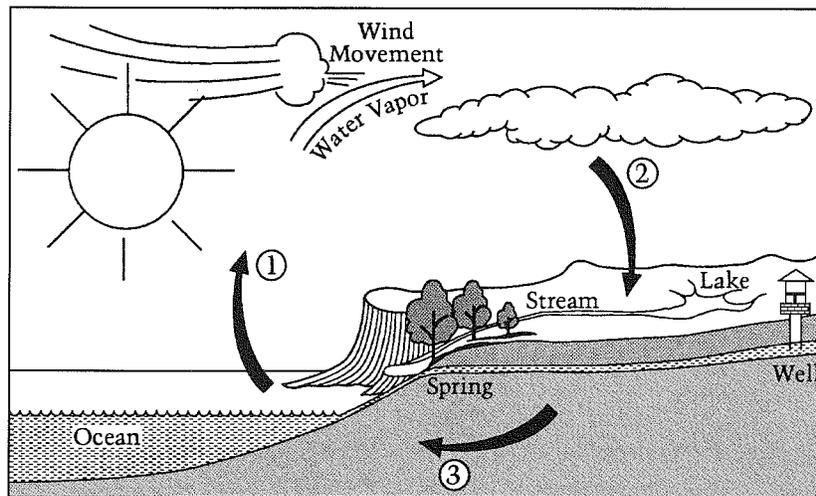
7. The first ten amendments to the United States Constitution are called the

- A Preamble.
- Bill of Rights.
- C Articles of Confederation.
- D Separation of Powers.



Sample Geography Questions

Grade 4



1. What does number 1 on the picture show?

- evaporation
- Ⓑ rain
- Ⓒ condensation
- Ⓓ erosion

BO001932

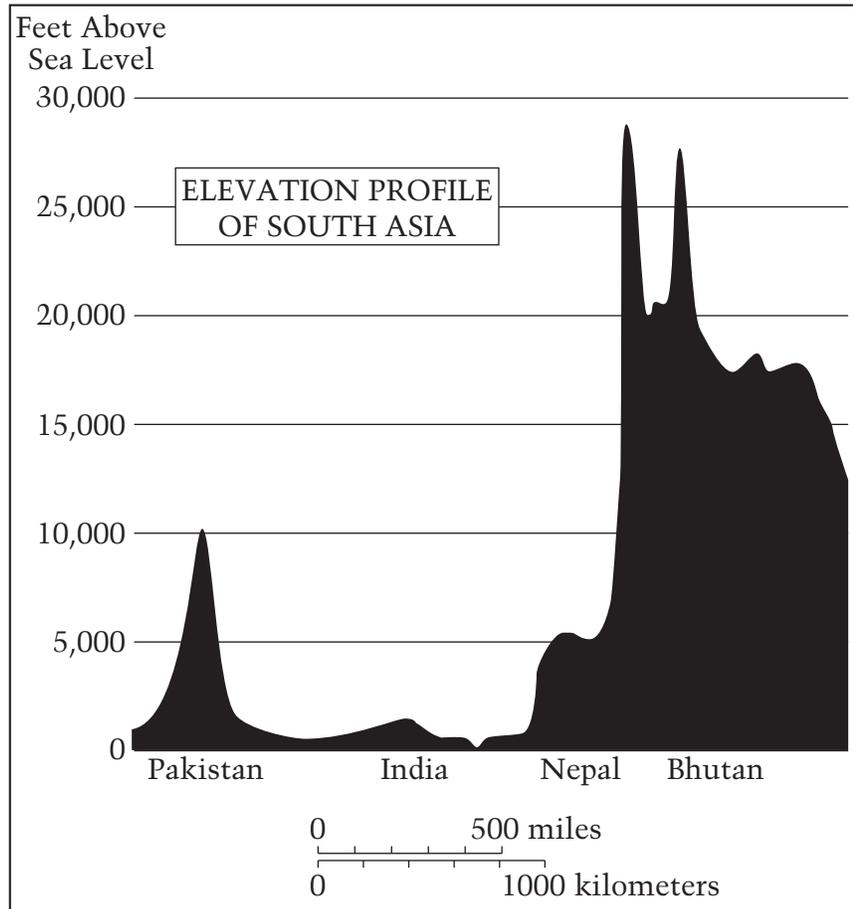
GO ON TO THE NEXT PAGE



2. On the map above, write the names of the North Pole, the South Pole, and the Equator in the correct location.

KJ000664

GO ON TO THE NEXT PAGE 



SE000715

3. Look at the elevation profile of South Asia. Which country has the lowest average elevation?

- Ⓐ Pakistan
- Ⓑ India
- Ⓒ Nepal
- Ⓓ Bhutan

SE000717

GO ON TO THE NEXT PAGE

4. WAYS TO GET RID OF WASTE

- dumping far out in the ocean
- burning
- recycling
- burying in landfills

From the list above, select one method of getting rid of waste and identify one advantage and one disadvantage of this method.

KJ000826

Method of waste disposal: _____

Advantage: _____

Disadvantage: _____

5. Switzerland is located in the middle of which mountain range?

- A Alps
- B Andes
- C Urals
- D Pyrenees

KJ000675

6. Most air and water pollution is caused by

- A ocean currents.
- B people.
- C earthquakes.
- D animals.

KJ000704

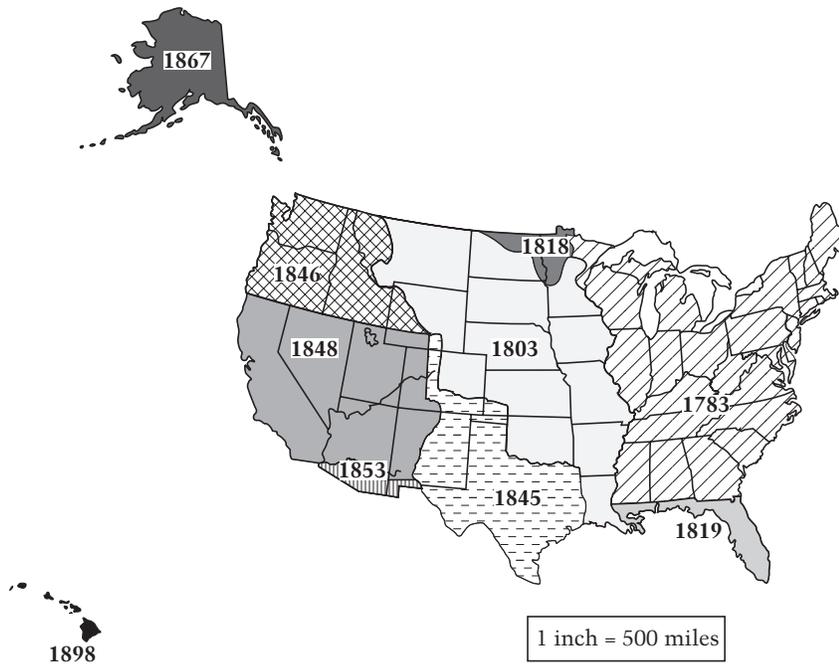


Sample U.S. History Questions

Grade 4

Questions 1–2 are based on the map below.

TERRITORIAL EXPANSION OF THE UNITED STATES



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

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

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

State or area: _____

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

GO ON TO THE NEXT PAGE

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

4. Sojourner Truth said these words in 1852:

I hears talk about the constitution and rights of man. I come up and I takes hold of this constitution. It looks mighty big. And I feels for my rights, but they not there.

What did Sojourner Truth want to communicate with her words?

- Ⓐ Poor people did not know what was written in the Constitution.
 - Ⓑ African Americans were not allowed to read the Constitution.
 - Ⓒ The Constitution did not talk about the rights of African Americans.
 - Ⓓ The Constitution needed to talk about the rights of Native Americans.
5. Imagine that you want to learn about what everyday life was like 100 years ago in the place where you live. Choose ONE of the items on the list below and circle it. Tell what information you could get from that item that would help you.

- a map of the place from 100 years ago
- a diary or journal from 100 years ago
- a local newspaper from 100 years ago
- an encyclopedia printed this year
- a cemetery



The Writing Assessment

Grade 4

The NAEP writing assessment measures three purposes for writing: 1) To Convey Experience, Real or Imagined; 2) To Explain; and 3) To Persuade. The Convey Experience tasks require students to communicate individual and imagined experiences to others. To Explain tasks require students to write to expand the reader’s understanding. To Persuade tasks require students to write to change the reader’s point of view or affect the reader’s actions.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, speeches, stories, and articles. All To Explain and To Persuade tasks require students to write for a specified audience; for example, a teacher, a principal, or peers. Writing tasks in the 2010 assessment incorporate an array of stimulus materials, including color photographs, newspaper articles, and poems.

Each student participating in the assessment will receive tasks in one booklet. At grade 4, the booklet will contain two 25-minute writing tasks. All booklets contain a planning page, giving students the opportunity to make notes and organize their ideas and all participating students will be provided with a writing strategies brochure, reminding them of various ways to plan and review their writing. For more information regarding the writing assessment framework please visit the National Assessment Governing Board’s website at <http://nagb.org/publications/frameworks.htm>.

Percentage of Tasks for Each Writing Purpose

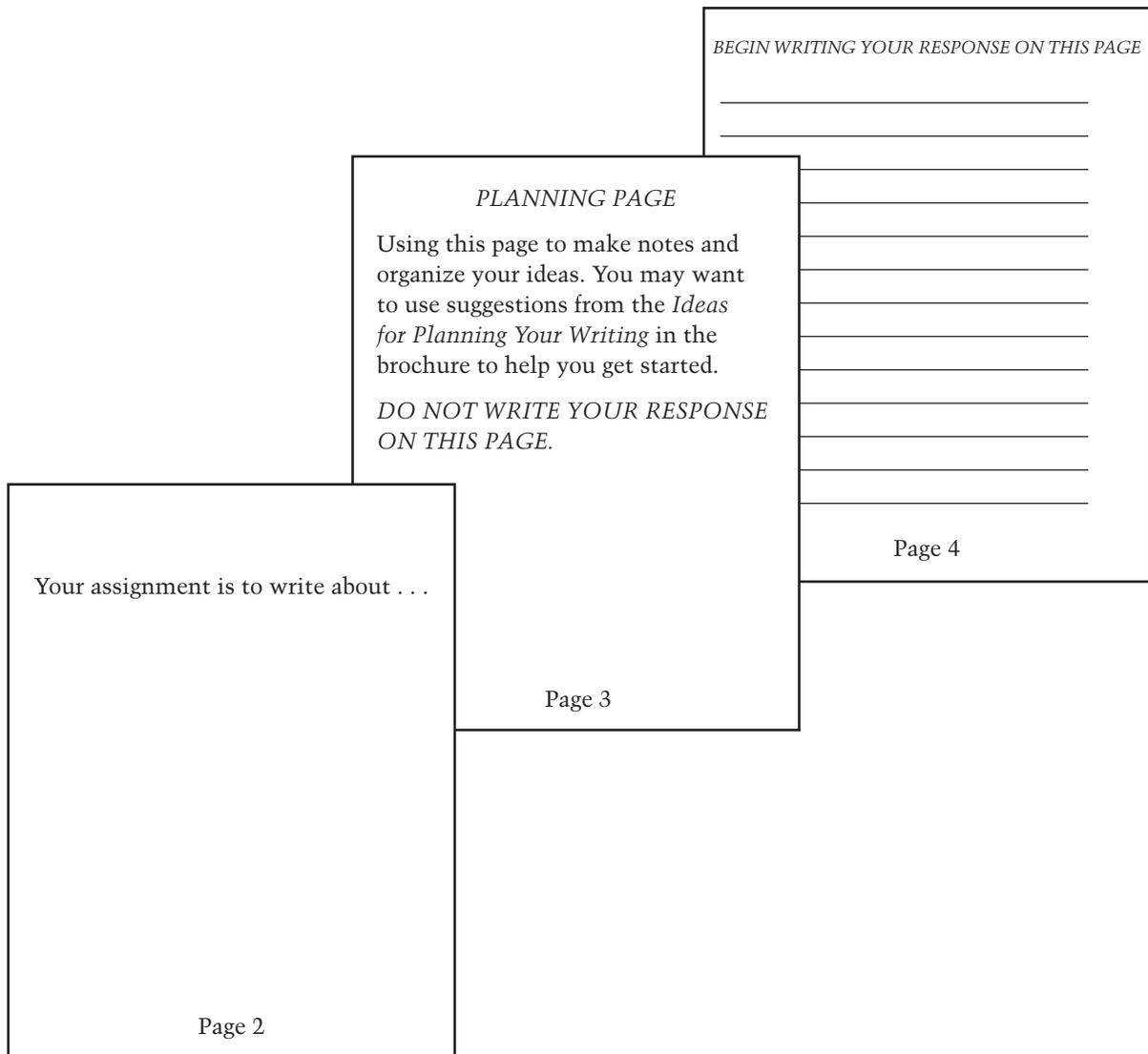
	Grade 4
To Convey Experience, Real or Imagined	35%
To Explain	35%
To Persuade	30%

Writing Booklet Directions

Sections 1 and 2 each contain one writing assignment. You will have 25 minutes to complete each assignment.

In each section, read the page that tells you your writing assignment. Then go on to the planning page where you can make notes and plan what to write. Do not write your paper on the planning page. After the planning page, there are lined pages where you should write your paper.

The following example shows what these pages look like.



GO ON TO THE NEXT PAGE

Remember to start writing your papers on the lined pages that begin on page 4 of each section that has a writing assignment.

For each assignment, you will probably need all of the 25 minutes to plan and write. Use as many lined pages as you need to write your paper. You may want to use ideas from the brochure you have been given to help you plan and review your paper.

If you finish before time is called, read your paper again and make any changes that you think will make it better.

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



Sample Writing Prompts

Grade 4

The scoring guides for these sample questions and other released questions from the assessment are available in the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/itmrls>.

Writing Prompt 1: Describe Lunchtime

Writing Purpose: To Convey Experience, Real or Imagined

Sample Prompt

Describe what lunchtime is like for you on a school day. Be sure to tell about your lunchtime so that someone who has never had lunch with you on a school day can understand where you have lunch and what lunchtime is like.

Sample Response

At lunchtime I usually eat cold lunch. My mother packs me a sandwich, a drink, fruit, and a treat. When I get in the lunchroom I find an empty table and sit there, and eat my lunch. My friends come and sit down with me. I open my lunch and start to eat. First I eat my sandwich then I open my drink, then eat my fruit and last but not least my treat. After that I sit quietly until I'm dismissed. When I can I go into the bathroom and clean my teeth because I have braces.

When I am done with that I go outside and put my lunch box away and go find my friends. We usually play four square or play on the play ground. If we are not on the playground or on the four square ground we are on the field playing tag, kickball, or soccer. I really like to play soccer and my friends do too.

Writing Prompt 2: Convince the School Librarian

Writing Purpose: To Persuade

Sample Prompt

Imagine this situation: Your favorite book is missing from your school library. It might be a book that you like to read over and over again. Or it might be a book that your teacher or parent has read to you. Some of your friends also like to read this book. The school librarian is not sure she wants to buy the book again. Write a letter to convince your school librarian to buy the book again. In your letter, give lots of reasons why the book should be in your school library.

Sample Response

Dear Mrs. Imagene,

I am quite sorry for this inconvenience, but my favorite book, Gypsy Summer is missing from your collection. We have so many old books on the shelves, that they are falling apart. Gypsy Summer is an educational book because it has the language of the Gypsies and I think we could use a new book on our shelves. I feel that people may want to read Gypsy Summer. It is quite an interesting book. Again, I hope it is not inconvenient. You can buy it at Half Price Books, Barnes and Noble, and many other bookstores you may know of.

The Mathematics Assessment

Grade 4

The NAEP mathematics assessment at grade 4 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 the students are asked to do in a task.

The mathematics framework for 2010 NAEP mathematics assessment includes multiple-choice questions, short-answer constructed-response questions, and extended constructed-response questions. The extended exercises allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short-answer and extended-response questions make up approximately 50 percent of student assessment time. The assessment also incorporates the use of calculators, rulers, 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-fifth of the test questions (four-function calculators at grade 4). NAEP provides calculators for all students. For more information regarding the mathematics assessment framework please visit the National Assessment Governing Board's website at <http://nagb.org/publications/frameworks.htm>.

NAEP Mathematics Framework **Distribution of Questions Across Content Strands**

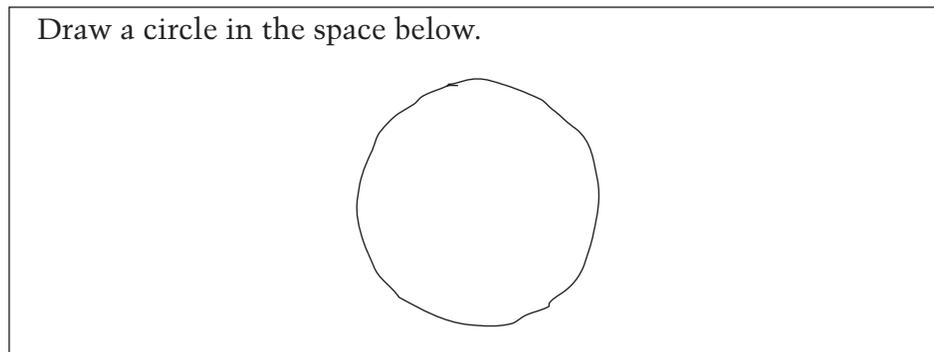
Number Properties and Operations	40%
Measurement	20%
Geometry	15%
Data Analysis, Statistics, and Probability	10%
Algebra	15%

Mathematics Booklet Directions

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

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

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



You may be given a calculator to use for at least one part of your booklet. If you are given a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful. After each question you will be asked to indicate whether you used the calculator.

When you receive the calculator, make sure you know how to use it. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.

REMEMBER:

Read each question CAREFULLY.

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

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

CHECK OVER your work if you finish a section early.

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

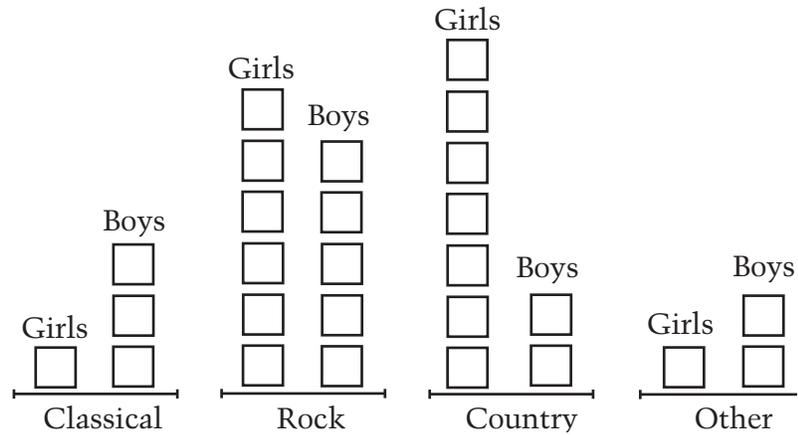


Sample Mathematics Questions

Grade 4

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

= 1 student

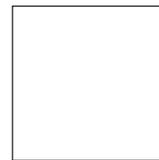
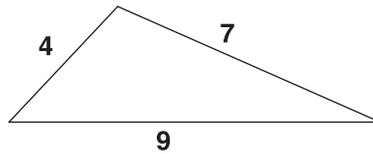


Which kind of music did most students in the class prefer?

- Ⓐ classical
 ● rock
 Ⓒ country
 Ⓓ other

GO ON TO THE NEXT PAGE

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



3. If both the square and the triangle above have the same perimeter, what is the length of each side of the square?
- A 4
- B 5
- C 6
- D 7



III. Student Informational Questionnaire

DIRECTIONS

In the next sections, you will be asked questions about yourself and your education. We will read the first section together. To answer these questions, fill in the oval beside the answer that is true for you. For example, fill in the oval beside your answer to this question:

How many movies did you see last month on television and in movie theaters?

- A None
- B 1 to 5
- C 6 to 10
- D More than 10

You should have filled in the oval beside the answer that best tells how many movies you saw last month on television and in movie theaters. On questions like this, be sure to make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end each section.

Do not go past the  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 12 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
- A Yes
- B No
- C I don't know.
4. Does your family get any magazines regularly? VB331334
- A Yes
- B No
- C I don't know.
5. About how many books are there in your home? VB331335
- A Few (0-10)
- B Enough to fill one shelf (11-25)
- C Enough to fill one bookcase (26-100)
- D Enough to fill several bookcases (more than 100)
6. Is there a computer at home that you use? VB331336
- A Yes
- B No
7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer. VB331337
- A Yes
- B No
- C I don't know.
8. About how many pages a day do you have to read in school and for homework? TB001101
- A 5 or fewer
- B 6-10
- C 11-15
- D 16-20
- E More than 20
9. How often do you talk about things you have studied in school with someone in your family? VB331339
- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E 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 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

12. 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 4

This section has 26 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often do you study social studies in school? VB594977
- (A) Never or hardly ever
- (B) Once or twice a month
- (C) Once or twice a week
- (D) Almost every day
2. During this school year, have you studied how the government works? VE040157
- (A) Yes
- (B) No
- (C) I don't know.
3. During this school year, have you studied the rules and laws of government? VE040159
- (A) Yes
- (B) No
- (C) I don't know.
4. During this school year, have you studied elections and voting? VE040164
- (A) Yes
- (B) No
- (C) I don't know.
5. During this school year, have you studied the president and leaders of our country? VE040177
- (A) Yes
- (B) No
- (C) I don't know.
6. During this school year, have you studied your community? VE040251
- (A) Yes
- (B) No
- (C) I don't know.
7. During this school year, have you studied the rights and responsibilities of citizens? VE040253
- (A) Yes
- (B) No
- (C) I don't know.
8. During this school year, have you studied how people try to solve disagreements? VE040254
- (A) Yes
- (B) No
- (C) I don't know.

9. When you study social studies in school, how often do you read material from a textbook? VE040257
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
10. When you study social studies in school, how often do you memorize material for class? VE040260
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
11. When you study social studies in school, how often do you read extra materials not in your textbook, such as newspapers, magazines, maps, charts, or cartoons? VE040264
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
12. When you study social studies in school, how often do you complete a worksheet? VE040269
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
13. When you study social studies in school, how often do you write reports? VE040273
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
14. When you study social studies in school, how often do you discuss current events? VE040279
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day

15. When you study social studies in school, how often do you watch television shows or videos in class? VE040281
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
16. When you study social studies in school, how often do you discuss television shows or videos in class? VE040284
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
17. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies? VB594978
- Ⓐ Never
 - Ⓑ Once or twice this year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
18. How often do you use computers at school for social studies? VB594979
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day
19. When you study social studies, do you do research projects about social studies topics using a CD or the Internet? Include things you do in class and things you do for homework assignments. VB594980
- Ⓐ Yes
 - Ⓑ No
20. When you study social studies in school, how often do you take part in debates? VE040290
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day

21. When you study social studies in school, how often do you take part in role-playing, mock trials, or dramas? VE040295
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
22. When you study social studies in school, how often do you write a letter to give your opinion or help solve a community problem? VE040299
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
23. When you study social studies in school, how often do you have visits from people in your community to learn about important events and ideas? VE040306
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
24. 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
25. 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
26. How important was it to you to do well on this test? VB595184
- Ⓐ Not very important
 - Ⓑ Somewhat important
 - Ⓒ Important
 - Ⓓ Very important



Geography Questionnaire

Grade 4

This section has 22 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often do you study social studies in school? VB594977
- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Almost every day
2. In this school year, have you studied geography? VC472674
- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.
3. When you study social studies in school, how often do you read material from a textbook? VE040257
- Ⓐ Never
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Almost every day
4. When you study social studies in school, how often do you memorize material for class? VE040260
- Ⓐ Never
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Almost every day
5. When you study social studies in school, how often do you read extra materials not in your textbook, such as newspapers, magazines, maps, charts, or cartoons? VE040264
- Ⓐ Never
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Almost every day

6. When you study social studies in school, how often do you complete a worksheet? VE040269
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
7. When you study social studies in school, how often do you write reports? VE040273
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
8. When you study social studies in school, how often do you discuss current events? VE040279
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
9. When you study social studies in school, how often do you watch television shows or videos in class? VE040281
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
10. When you study social studies in school, how often do you discuss television shows or videos in class? VE040284
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
11. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies? VB594978
- Ⓐ Never
 - Ⓑ Once or twice this year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week

12. How often do you use computers at school for social studies?^{VB331452}
- Ⓐ Every day
 - Ⓑ Two or three times a week
 - Ⓒ About once a week
 - Ⓓ Once every few weeks
 - Ⓔ Never or hardly ever

Questions 13–18. The following questions are about things you do when you study social studies. Include things you do in class and things you do for homework assignments.

13. Do you do research projects about social studies topics using a CD or the Internet?^{VB331555}
- Ⓐ Yes
 - Ⓑ No
14. Do you use computer programs in which you pretend to be an explorer, travel to new places, or do things like build cities?^{VB331556}
- Ⓐ Yes
 - Ⓑ No
15. Do you create or use maps using computer programs?^{VB331557}
- Ⓐ Yes
 - Ⓑ No
16. Do you use a computer to put social studies information into tables, charts, or graphs?^{VB331558}
- Ⓐ Yes
 - Ⓑ No
17. Do you use a computer to write reports or other things about social studies?^{VB331559}
- Ⓐ Yes
 - Ⓑ No
18. Do you put together words, pictures, and sounds on the computer to create projects about social studies?^{VB331560}
- Ⓐ Yes
 - Ⓑ No

19. How much do you like studying geography?^{VB345590}

- Ⓐ It is one of my favorite subjects.
- Ⓑ I like most other subjects better.
- Ⓒ I have never studied geography.

20. 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

21. 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

22. 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 4

This section has 20 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often do you study social studies in school? VB594977
- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Almost every day
2. Have you ever studied the history of the United States in school? VB345589
- Ⓐ Yes
- Ⓑ No
3. When you study history or social studies in school, how often do you read material from a textbook? VE037620
- Ⓐ Never
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Almost every day
4. When you study history or social studies in school, how often do you read extra material not in the regular textbook, such as biographies or historical stories? VE037622
- Ⓐ Never
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Almost every day
5. When you study history or social studies in school, how often do you make use of letters, diaries, or essays written by historical people? VE037629
- Ⓐ Never
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Almost every day

6. When you study history or social studies in school, how often do you discuss the material you have studied?^{VE037635}
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
7. When you study history or social studies in school, how often do you write short answers (a paragraph or less) to questions?^{VE037640}
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
8. When you study history or social studies in school, how often do you write a report?^{VE040089}
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
9. When you study history or social studies in school, how often do you work on a group project?^{VE040102}
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
10. When you study history or social studies in school, how often do you give a presentation to the class on the topic being studied?^{VE040105}
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
11. When you study history or social studies in school, how often do you watch movies or videos?^{VE129331}
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day

12. When you study history or social studies in school, how often do you take a test or quiz? VE040111
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
13. When you study history or social studies in school, how often do you go on field trips or have outside speakers? VE040115
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
14. When you study history or social studies in school, how often do you use the books or computers in the library to do schoolwork? VE040116
- Ⓐ Never
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week
 - Ⓔ Almost every day
15. This year in school, how often have you been asked to write long answers to questions or assignments for history or social studies? VB598168
- Ⓐ Never
 - Ⓑ Once or twice this year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
16. How often do you use computers at school for history or social studies? VB598169
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day
17. When you study history or social studies, do you do research projects about history or social studies topics using a CD or the Internet? Include things you do in class and things you do for homework assignments. VB598170
- Ⓐ Yes
 - Ⓑ No

18. 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

19. 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

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

VB595184

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



Writing Questionnaire

Grade 4

This section has 19 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. In a school day, about how much time do you spend writing assignments for school? The writing could be on paper or on a computer. VE036679
- Ⓐ None
 - Ⓑ About 10 minutes
 - Ⓒ About 30 minutes
 - Ⓓ About 1 hour
 - Ⓔ More than 1 hour
2. In a day, about how much time do you spend writing on your own and not for school—for example, writing stories or keeping a journal at home? The writing could be on paper or on a computer. VE032918
- Ⓐ None
 - Ⓑ About 10 minutes
 - Ⓒ About 30 minutes
 - Ⓓ About 1 hour
 - Ⓔ More than 1 hour
3. For school this year, how often do you write to explain something that you know or have read? VE087968
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
4. For school this year, how often do you write about your experiences or stories that you create? VE087969
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
5. For school this year, how often do you write personal essays? VE111797
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week

6. For school this year, how often do you write letters? ^{VE111800}
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
7. For school this year, how often do you write stories? ^{VE111806}
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
8. For school this year, how often do you write poems? ^{VE111807}
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
9. For school this year, how often do you write journal entries? ^{VE111826}
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
10. For school this year, how often do you use a computer to start writing a paper or report? ^{VE087470}
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Very often
 - Ⓓ Always or almost always
11. For school this year, how often do you use a computer to complete a paper or report? ^{VE087485}
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Very often
 - Ⓓ Always or almost always

12. For school this year, how often do you look for information on the Internet to include in your writing for a paper or report? VE088222
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Very often
 - Ⓓ Always or almost always
13. For school this year, how often do you use a computer at home to do writing assignments? VE088227
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Very often
 - Ⓓ Always or almost always
14. How often do you use a computer at home to do writing that is not part of your schoolwork? VE088230
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Very often
 - Ⓓ Always or almost always
15. How often do you write to your friends or family using the Internet (for example, e-mails, blogs, text messages, instant messages, or personal web pages)? VE111870
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
16. In a week, about how many pages do you write for homework? VE032882
- Ⓐ None
 - Ⓑ Up to half a page
 - Ⓒ Up to 1 page
 - Ⓓ More than 1 page

Questions 17–18. The following questions are about writing. For each question, please fill in the oval of the answer that best describes you.

17. Writing is one of my favorite activities. VB345688

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

18. Writing allows me to express my ideas. VB345689

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

19. If you had a choice, which of the following would you most prefer to write? VE088204

- Ⓐ Stories
- Ⓑ Letters or e-mails
- Ⓒ Plays
- Ⓓ Poems
- Ⓔ Song lyrics
- Ⓕ Comic books



Mathematics Questionnaire

Grade 4

This section has 22 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. In this school year, have you taken a math tutoring or enrichment course? VC628615
- (A) Yes
- (B) No
- (C) I don't know.
2. In this school year, have you participated in math-related activities such as math competitions? VC628619
- (A) Yes
- (B) No
- (C) I don't know.
3. In this school year, have you used math textbooks in your math class? VC628626
- (A) Yes
- (B) No
- (C) I don't know.
4. In this school year, have you brought your own calculator to your math class? VC628627
- (A) Yes
- (B) No
- (C) I don't know.
5. In this school year, how often have you used a calculator to solve math problems during math lessons? VC628629
- (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
6. In this school year, how often have you used a calculator to solve math problems during math tests? VC628631
- (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

7. In this school year, how often have you used a calculator at home to solve math problems for homework assignments or school projects? VC628633
- Ⓐ 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
8. In this school year, have you used a computer in your math class? VC628636
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ I don't know.
9. In this school year, how often have you played math games on the computer? VC628637
- Ⓐ 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
10. In this school year, have you done any online math activities for your math class? VC628639
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ I don't know.
11. In this school year, how often have you used Internet websites to learn new things about math that are not for schoolwork? VC628641
- Ⓐ 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
12. In this school year, how often have you used Internet websites to get help from math experts for math work? VC628643
- Ⓐ 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

13. In this school year, how often have you used the Internet to talk about math work with other students in your math class? VC628645
- Ⓐ 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
14. In this school year, have you used special math computer programs in your math class? VC628650
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ I don't know.
15. In this school year, how often have you used a computer program on the computer to make charts, tables, or graphs? VC628651
- Ⓐ 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
16. In this school year, how often have you used math programs on the computer to practice math problems? VC628654
- Ⓐ 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
17. In this school year, how much have you liked what you did in your math class? VC628655
- Ⓐ Very little
 - Ⓑ Some
 - Ⓒ Quite a bit
 - Ⓓ Very much
18. In this school year, how well have you done in your math class? VC628656
- Ⓐ Not well
 - Ⓑ Well
 - Ⓒ Very well

19. In this school year, how often has your teacher asked you to talk about how you solved a math problem during math class? VC628657
- Ⓐ 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
20. In this school year, how often has your teacher shown the class different ways to solve the same math problem? VC628658
- Ⓐ 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
21. In this school year, how often has your teacher told you about after-school math programs that you could join? VC628659
- Ⓐ 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
22. In this school year, how often has your teacher given you graded assignments or tests? VC628660
- Ⓐ 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



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 question is displayed as follows:

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 selected and 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 representing a score level:

- 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.

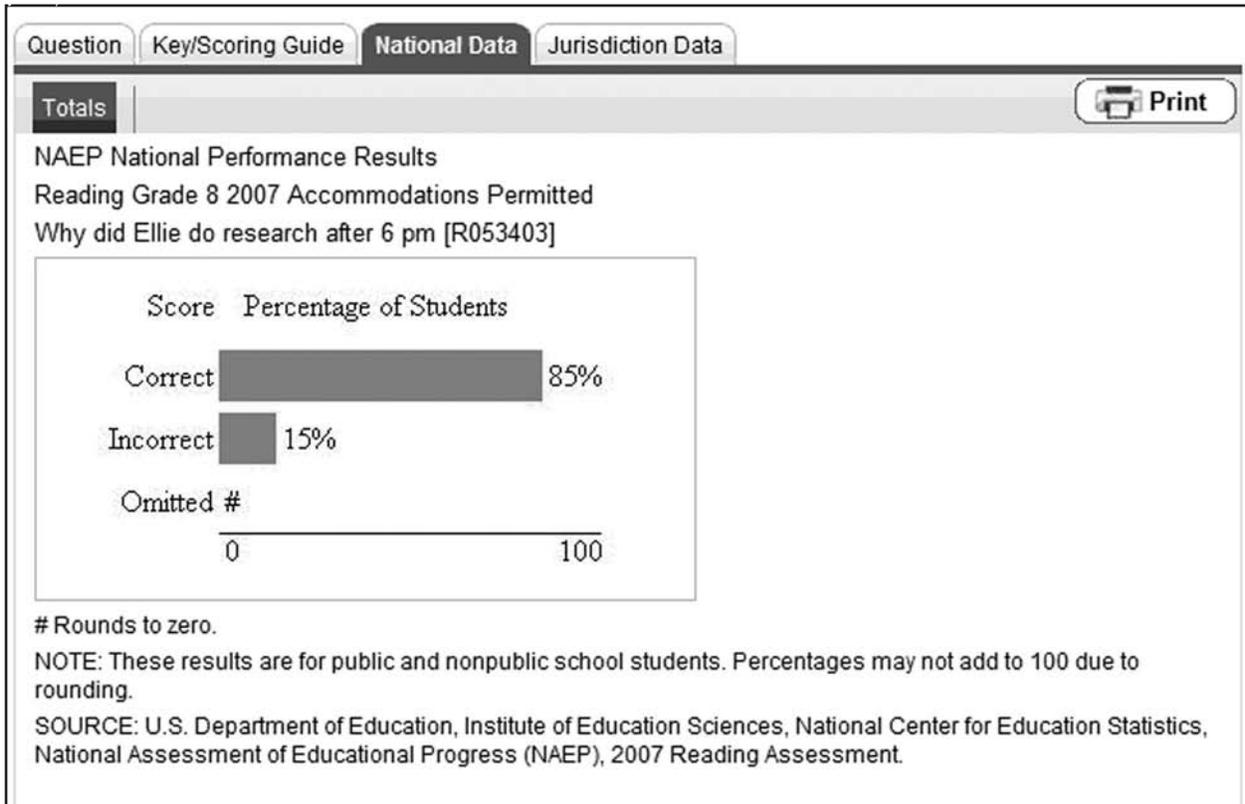
I think that what Ellie did was something good for the community, which should have been acknowledged. Our society focuses too much

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.

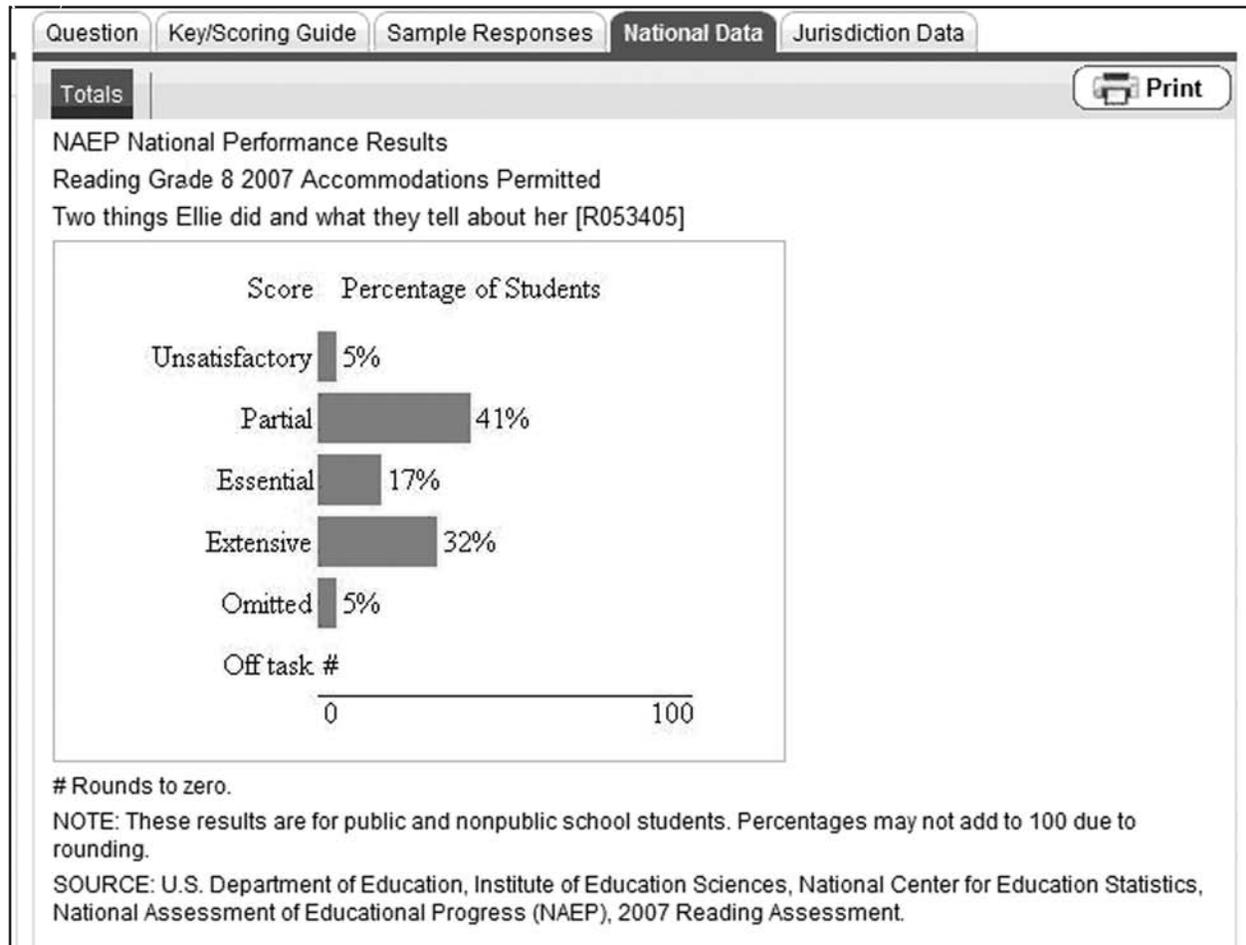
Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

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.

VI. Information About National Assessment of Educational Progress 2010 Assessments

Civics, Geography, U.S. History, Writing, 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.