



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

NAEP 2010 Sample Questions

General Information about The Nation's Report Card™

Grade 8

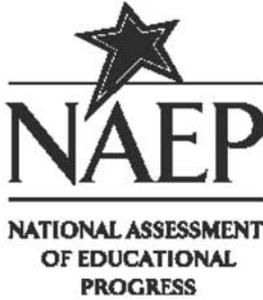
Civics

Geography

U.S. History

Mathematics





Admin Schedule Line # _____ from Session # _____

2010
Grade 8

SECTION	
1	MX81
2	MX82
3	D1
4	MB1

Mathematics
Book
M181

School and Teacher Information

SCHOOL #

TEACHER #

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Planning Code
(Col. E)

Admin. Code
(Col. Q)

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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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*TM. 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>.

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
8	15%	25%	25%	15%	20%

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>.

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

Grade	Space and Place	Environment and Society	Spatial Dynamics and Connections
8	40%	30%	30%

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**

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
8	30%	30%	20%	20%

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 8

1. The President of the United States is elected to a term of
 - Ⓐ 2 years.
 - Ⓑ 4 years.
 - Ⓒ 6 years.
 - Ⓓ 8 years.

2. In the United States, an individual citizen has the right to
 - Ⓐ impeach the President.
 - Ⓑ vote for government officials.
 - Ⓒ make new laws.
 - Ⓓ collect taxes.

3. The term “separation of powers” refers to
 - Ⓐ state powers and duties that are not given to the central government.
 - Ⓑ division of authority among the legislative, executive, and judicial branches of government.
 - Ⓒ division of the legislature into two houses.
 - Ⓓ 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?
 - Ⓐ A jury trial in criminal cases
 - Ⓑ The testimony of witnesses who are relatives of the accused
 - Ⓒ 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?
 - Ⓐ Legislative
 - Ⓑ Executive
 - Ⓒ Treasury Department
 - Ⓓ Supreme Court

6. The powers of Congress are set forth in the
 - Ⓐ Declaration of Independence.
 - Ⓑ Articles of Confederation.
 - Ⓒ Constitution of the United States.
 - Ⓓ Bill of Rights.

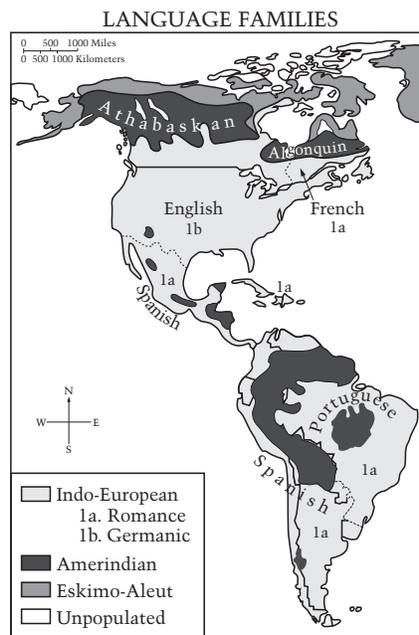


Sample Geography Questions

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

KJ000617

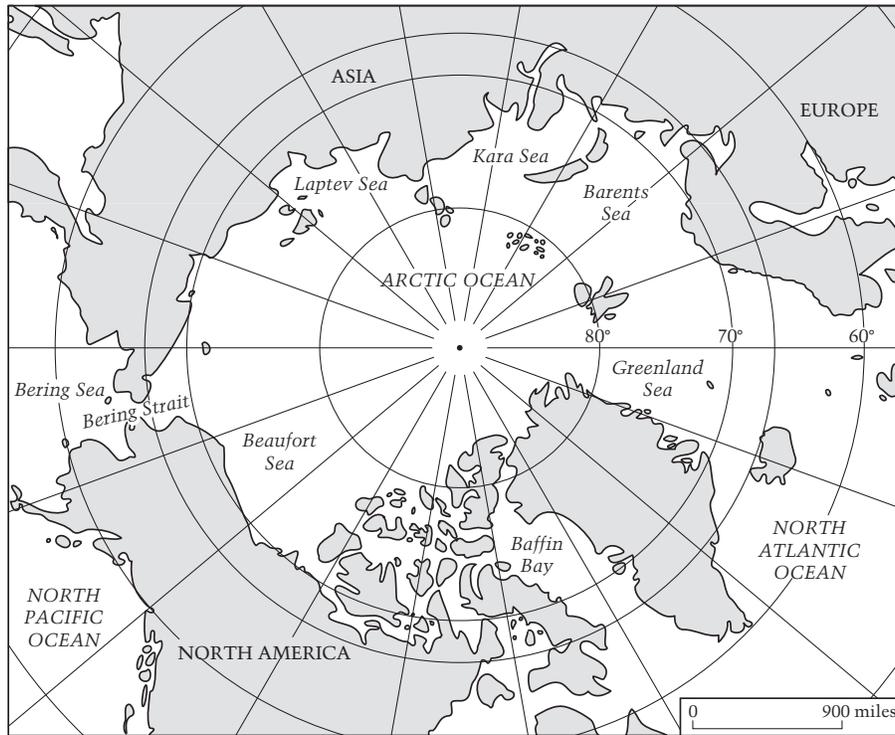


2. What historical trends explain the language patterns shown in the map above?
 Be as specific as possible in your answer.

GO ON TO THE NEXT PAGE

Questions 3–4 refer to the map below.

KJ000800



SE000689

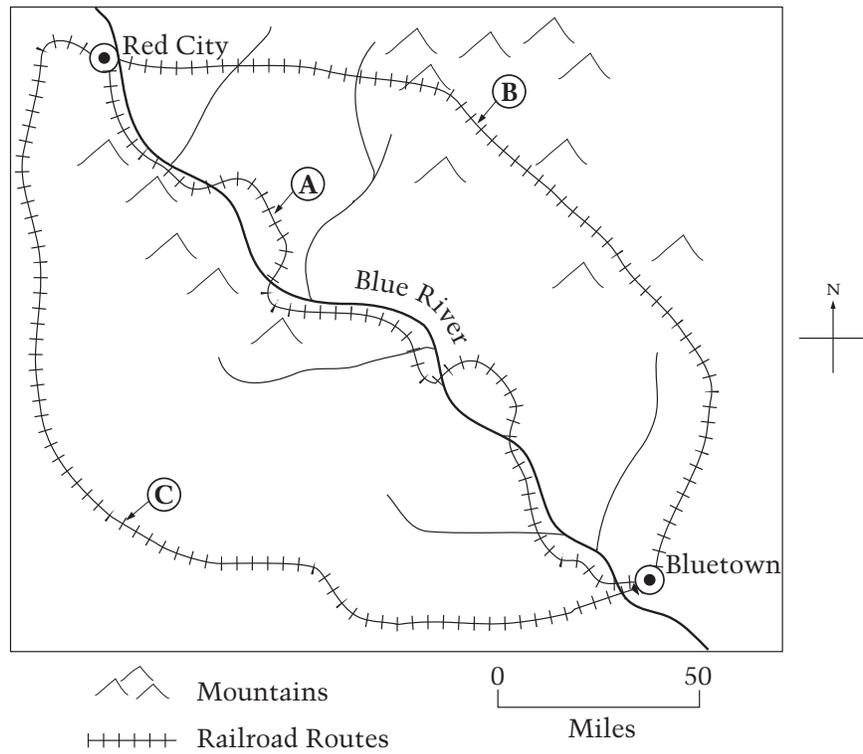
3. This map would be most useful to a
- Ⓐ pilot flying from Europe to South America.
 - pilot flying from Canada to Scandinavia.
 - Ⓒ person sailing to Antarctica.
 - Ⓓ person sailing in tropical seas.

BO001953

4. Latitude on this map is represented by
- circles.
 - Ⓑ shaded areas.
 - Ⓒ straight lines.
 - Ⓓ convergent lines.

SE000691

GO ON TO THE NEXT PAGE



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.

KJ000854

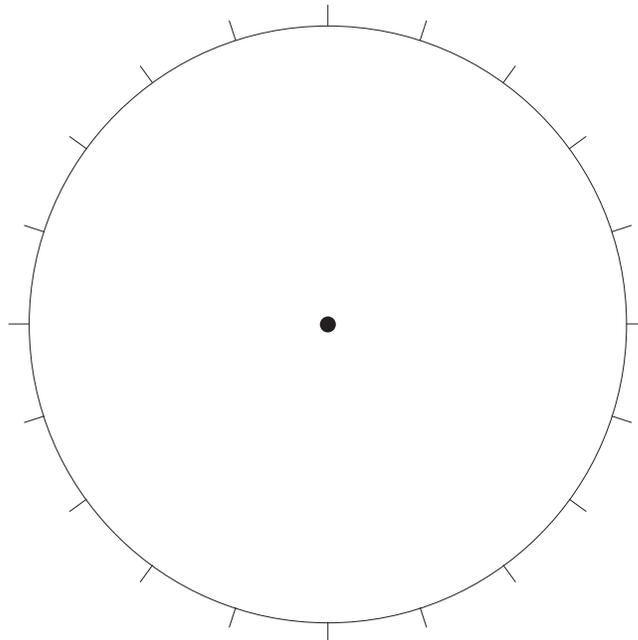
KJ000533

AVERAGE ANNUAL PRECIPITATION FOR LAKESIDE

<u>Season</u>	<u>Average Inches</u>	<u>Percent of Total</u>
Spring	5.0	25
Summer	7.0	35
Fall	4.0	20
Winter	4.0	20
Total	20.0	100

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.

KJ000514



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.
 - Ⓑ John Marshall.
 - Ⓒ 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?

GO ON TO THE NEXT PAGE 

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

FIRST CENSUS OF THE UNITED STATES 1790

District	Free White Males of 16 Years and Up	Free White Males Under 16 Years	Free White Females	All Other Free Persons	Slaves	Total
Vermont	22,435	22,323	40,505	255	16	85,539
New Hampshire	36,036	34,351	70,160	630	158	141,385
Maine	24,384	24,748	46,870	538	None	96,540
Massachusetts	95,453	87,289	190,582	5,463	None	378,787
Rhode Island	16,019	15,799	32,652	3,407	948	68,825
Connecticut	60,523	54,403	117,448	2,808	2,764	237,946
New York	83,700	78,122	152,320	4,654	21,324	340,120
New Jersey	45,251	41,416	83,287	2,762	11,423	184,139
Pennsylvania	110,783	106,948	206,363	6,537	3,737	434,373
Delaware	11,783	12,143	22,384	3,899	8,387	59,094
Maryland	55,915	51,339	101,395	8,043	103,036	319,723
Virginia	110,936	116,135	215,046	12,866	292,627	747,610
Kentucky	15,154	17,057	28,922	114	12,430	73,677
North Carolina	69,988	77,506	140,710	4,975	100,572	393,751
South Carolina	35,576	37,722	66,380	1,801	107,094	249,073
Georgia	13,103	14,044	25,739	393	29,264	82,548
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>.

NAEP Mathematics Framework Distribution of Questions Across Content Strands

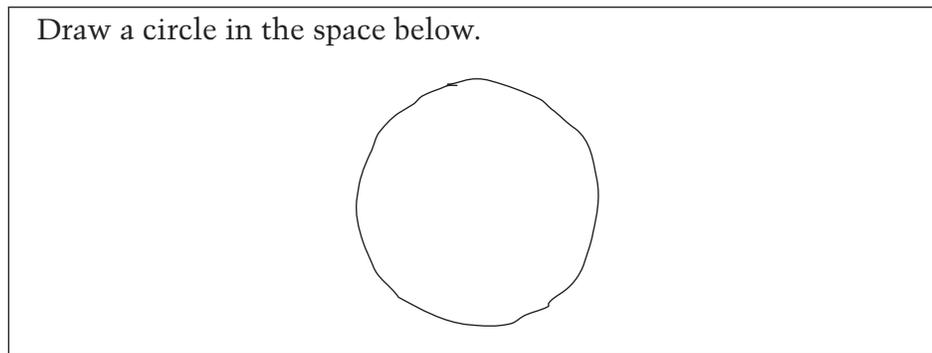
	Grade 8
Number Properties and Operations	20%
Measurement	15%
Geometry	20%
Data Analysis, Statistics, and Probability	15%
Algebra	30%

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 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  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 .

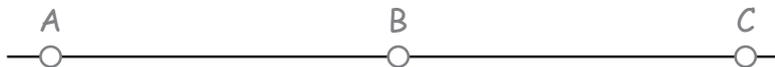
- Points A , B , and C are on the same line, but might not be in that order.
- Point C is twice as far from point A as it is from point B .

Jaime concluded that point C is always between points A and B .

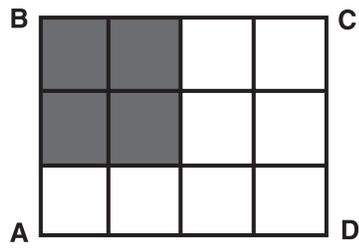
Is Jaime's conclusion correct?

- Yes No

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



GO ON TO THE NEXT PAGE 



3. In the figure above, what fraction of rectangle ABCD is shaded?

- (A) $\frac{1}{6}$
- (B) $\frac{1}{5}$
- (C) $\frac{1}{4}$
- (D) $\frac{1}{3}$
- (E) $\frac{1}{2}$



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

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

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

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

Example 2

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

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 far in school did your mother go?

VB330870

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

12. How far in school did your father go?

VB330871

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

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

VB331451

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

14. 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 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. VC467353

	Yes	No	I don't know.	
a. 5th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC467355
b. 6th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC467356
c. 7th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC467357
d. 8th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE131733

2. 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

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

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

	Never	A few times a year	Once or twice a month	Once or twice a week	Almost every day	
a. Read material from a textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132250
b. Read extra material not in the regular textbook (e.g., newspapers, magazines, maps, charts, or cartoons)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132303
c. Discuss the material studied	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132307
d. Write short answers (a paragraph or less) to questions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132309
e. Write a report	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132316
f. Work on a group project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132322
g. Give a presentation to the class on the topic being studied	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132323
h. Watch movies or videos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132324
i. Take a test or quiz	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132326
j. Go on field trips or have outside speakers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132327
k. Use the books or computers in the library to do schoolwork	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132330
l. Write a letter to give your opinion or help solve a community problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132333
m. Discuss current events	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132335
n. Take part in debates or panel discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132338
o. Take part in role-playing, mock trials, or dramas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE132340

5. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies? VB594978
- Ⓐ 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? VB594979
- Ⓐ 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. VE112830
- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent

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

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

VE132747

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A lot

10. 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

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?

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

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

VB595184

- Ⓐ 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.

VB345592

	Yes	No	I don't know.	
a. 5th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE101297
b. 6th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB345593
c. 7th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB345594
d. 8th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB345595

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

VC472881

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

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

VB345597

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

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

VE117406

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



5. 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
6. How often do you use a computer at school for social studies? VB333396
- Ⓐ 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. VE131505
- | | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|-----------------|--------------|----------|
| a. Do research projects about social studies topics using a CD or the Internet | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131526 |
| b. Use computer programs in which you play the role of an explorer, geographer, anthropologist, or historian | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131527 |
| c. Create or use maps using geographic information systems (GIS) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131528 |
| d. Organize social studies information by making tables, charts, or graphs on the computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131530 |
| e. Write reports or other things about social studies on the computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131531 |
| f. Combine words, images, and sounds to create multimedia reports or projects about social studies | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131533 |
| g. Use e-mail or the Internet to communicate with others about social studies | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE131537 |

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

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

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

- Ⓐ 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? VB595182

- Ⓐ 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? 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

12. 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 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. LC000105

	Yes	No	I don't know.	
a. 5th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE132582
b. 6th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LC000106
c. 7th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LC000107
d. 8th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE132588

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

- A Yes
- B No

3. Since the beginning of middle school or junior high school, how much have you studied the following periods of United States history? Fill in **one** oval on each line. VB598171

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



VE132663

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.

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

- VB598168
5. This year in school, how often have you been asked to write long answers to questions or assignments for history or social studies?
- Ⓐ Never
 - Ⓑ Once or twice this year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week

- VB598169
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

- VE132600
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

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

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

9. How much do you agree that history or social studies is one of your favorite subjects?^{VE098853}

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A lot

10. 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

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?^{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

12. How important was it to you to do well on this test?^{VB595184}

- Ⓐ 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. VC664187

	Yes	No	I don't know.	
a. Done online mathematics activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC664188
b. Taken mathematics tutoring or enrichment courses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC664189
c. Participated in mathematics-related activities such as mathematics competitions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC664190
d. Attended after-school programs related to mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC664191

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. VC664193

	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	
a. Mathematics textbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664195
b. A school computer that you can use	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664196
c. Your own calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664197
d. Mathematics-related computer programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664198

3. Please indicate how much you disagree or agree with the following statements. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. Mathematics work is interesting.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC664342
b. I study mathematics because it will help me do well in school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC664344
c. I like what we do in mathematics class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC664345
d. I have done a good job in mathematics class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC664346

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.

	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	
a. Asked you to talk about how you have solved a mathematics problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664349
b. Provided clear explanations about mathematics concepts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664350
c. Showed different ways to solve the same mathematics problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664352
d. Told you about after-school mathematics programs that you could join	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664354
e. Given you graded assignments or tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664355
f. Encouraged your class to ask questions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC664374

VC676913

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.

	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	
a. A calculator to do arithmetic calculations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676914
b. A calculator to check answers to mathematics problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676915
c. A graphing calculator to make charts, tables, or graphs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676916
d. A graphing calculator to analyze problems related to charts, tables, or graphs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676917
e. A graphing calculator to explore mathematics concepts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676918
f. A scientific calculator to solve problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676919
g. A scientific calculator to explore mathematics concepts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676920

VC676922

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.

	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	
a. During mathematics lessons	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676923
b. During mathematics tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676924
c. At home for mathematics homework assignments or school projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC676925



7. In this school year, how often have you used Internet websites to do these things? Fill in **one** oval on each line. VC676926

	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	
a. Find the information that you need for your mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676927
b. Prepare your homework assignments or school projects for your mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676928
c. Get help from mathematics experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676929
d. Learn new things about mathematics that are not for schoolwork	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676931

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. VC676932

	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	
a. Exchanged blogs with other students in your class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676933
b. Communicated through instant messages with other students in your class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676934

VC676935

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.

- | | 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 | |
|--|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Prepare for upcoming tests | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC676937 |
| b. Talk about websites that will help you with homework assignments or school projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC676938 |



VC676939

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.

	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	
a. A word processing program to write papers for mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676940
b. A spreadsheet program to analyze and solve problems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676941
c. Graphing software to make charts, tables, or graphs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676942
d. Graphing software to explore mathematics concepts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676943
e. Geometric software to help visualize mathematics concepts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676944
f. Mathematics software to practice or drill on mathematics problems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676945
g. Mathematics software to explore mathematics concepts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676946
h. Mathematics software program that presents new mathematics lessons with problems to solve	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676948
i. Statistical software to analyze and solve problems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676949
j. Simulation software to help explore real-world problems related to mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC676950



V. NAEP Questions Tool

Introduction

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

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

How do I access the NAEP Questions Tool?

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

What information can I get about each question?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The correct answer is A.

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

The screenshot displays a web interface with a navigation bar at the top containing five tabs: "Question", "Key/Scoring Guide" (which is selected and highlighted in dark grey), "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 grey background. This section is divided into four horizontal panels, each with a bold heading and a paragraph of text:

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

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

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

Question
Key/Scoring Guide
Sample Responses
National Data
Jurisdiction Data

Print

Evidence of full comprehension - Student Response

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

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

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

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

Scorer Comments:

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

Evidence of partial or surface comprehension - Student Response

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

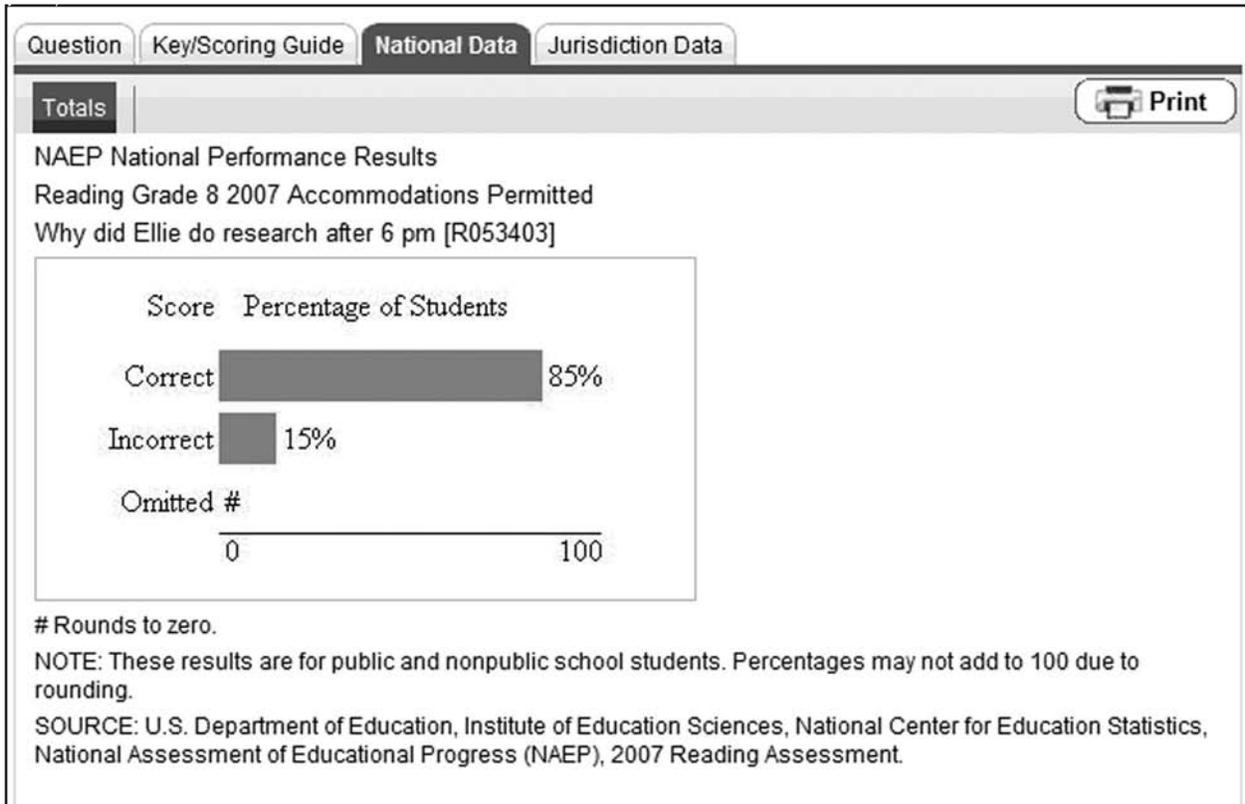
I think that what Ellie did was something good for the community, which should have been acknowledged. Our society focuses too much

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

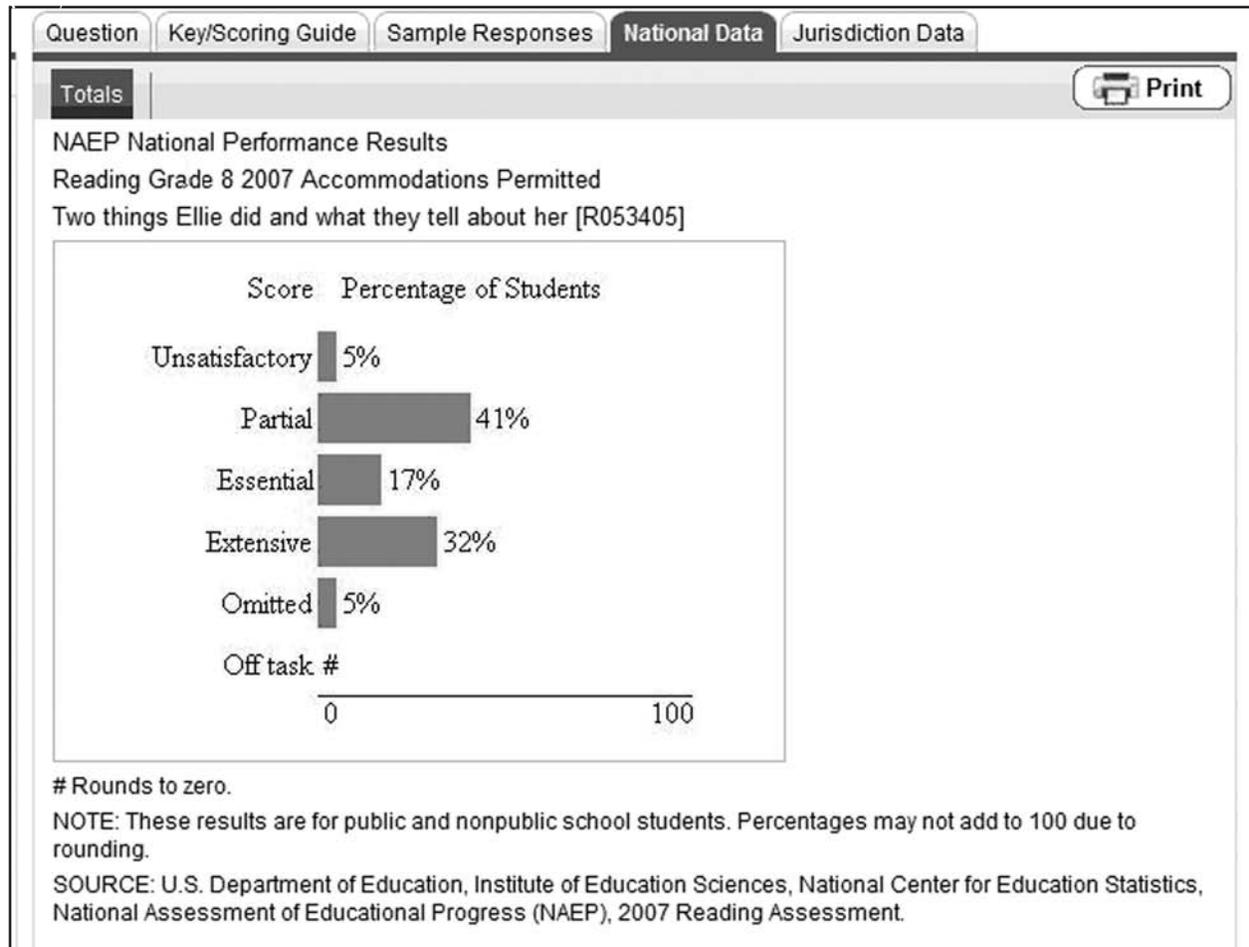
Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

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

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



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



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

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

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

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

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

How can I get additional help?

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

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

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.