

**GRADE 8**

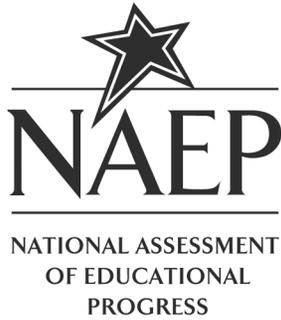
MATHEMATICS | READING | SCIENCE

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# Sample Questions

General Information About The Nation's Report Card

2011



**2011  
Grade 8**

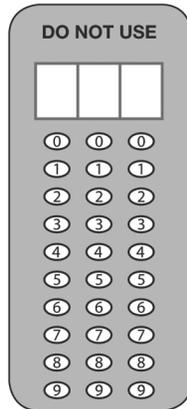
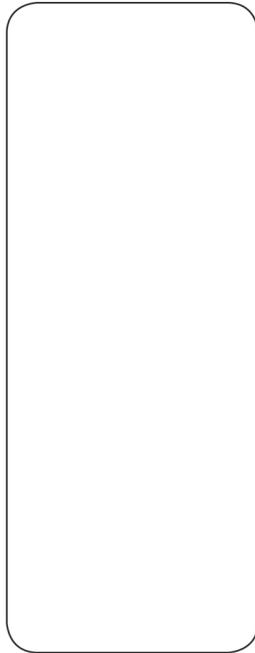
SECTION	
1	M3
2	M4
3	D1
4	MB1

**Mathematics  
Book  
M101PV**

School and Teacher Information

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If Code 2 or 3, complete the box below.	
<b>Accommodations Offered in Regular or Separate Session (Code All That Apply)</b>	
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<input type="checkbox"/> EXT TME <input type="checkbox"/> SM GRP <input type="checkbox"/> ONE ON <input type="checkbox"/> REA DIR in English <input type="checkbox"/> REA OCC in English <input type="checkbox"/> REA ALL in English <input type="checkbox"/> BREAK <input type="checkbox"/> S STAFF <input type="checkbox"/> SCRIBE <input type="checkbox"/> LARGE	<input type="checkbox"/> MGNFY <input type="checkbox"/> CALC <input type="checkbox"/> SPEC EQ <input type="checkbox"/> CUEING <input type="checkbox"/> BRAIL <input type="checkbox"/> SIGN <input type="checkbox"/> INCLU <input type="checkbox"/> BIL DIC <input type="checkbox"/> REA DIR in Spanish <input type="checkbox"/> REA ALL in Spanish <input type="checkbox"/> SP/ENG BK <input type="checkbox"/> OTHER



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# National Assessment of Educational Progress

## 2011 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 the United States. 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 mathematics, reading, and science. 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 student questionnaire.

NAEP is voluntary and individual student scores are not reported. Answers to all student questions are confidential, and student names are removed from all assessment materials before the materials leave the school. Results of the 2011 mathematics, reading, and science assessments will be reported in The Nation's Report Card. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

The national assessment results are more useful when parents, educators, and policymakers are able to study the proficiencies (or scores) and gain information about student experience, the school environment, and learning opportunities available to students. The student informational questionnaire provides educators and policymakers with contextual information for the assessment, as well as information about factors that may be related to students' learning. In addition, this booklet includes the student subject-specific questionnaire as well as sample questions for mathematics, reading, and science in order to promote understanding of the assessment.

If you have any questions or comments regarding NAEP or would like to view previous report cards, please visit the NAEP website at <http://nces.ed.gov/nationsreportcard>. Also available through the website is the NAEP Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrlsx>) 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, within 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 (<http://www.nagb.org>).

## II. The Assessments

### 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 constructed-response questions, and extended constructed-response questions. The constructed-response questions 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 which at times have included spinners and geometric shapes in some parts of the assessment, but not all.

Scientific 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 calculator are not at an advantage compared to students who use the scientific calculator provided by NAEP. For more information regarding the mathematics assessment framework please visit the National Assessment Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

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

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

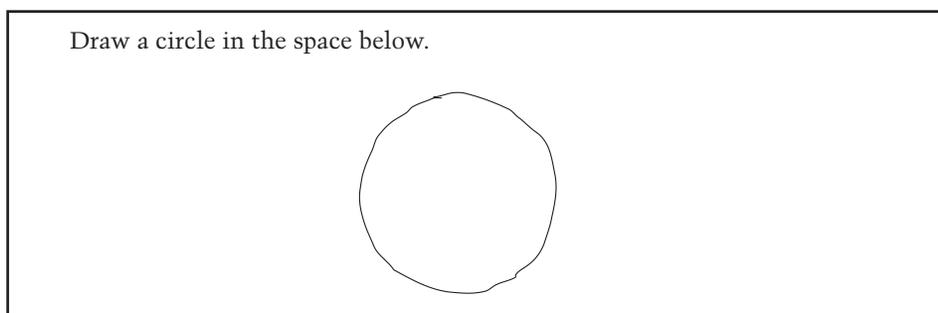
## Mathematics Booklet Directions

### 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 section 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. 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.

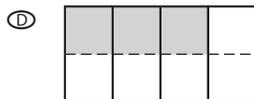
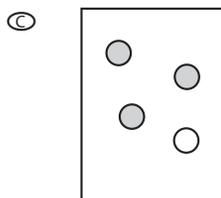
Do not go past the  sign at the end of each section until you are told to do so.



## Sample Mathematics Questions

### Grade 8

1. Which picture shows that  $\frac{3}{4}$  is the same as  $\frac{6}{8}$ ?



2. At Jorge's local video store, "New Release" video rentals cost \$2.50 each and "Movie Classic" video rentals cost \$1.00 each (including tax). On Saturday evening, Jorge rented 5 videos and spent a total of \$8.00.

How many of the 5 rentals were New Releases and how many were Movie Classics?

New Releases \_\_\_\_\_ Movie Classics \_\_\_\_\_



## The Reading Assessment

### Grade 8

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about grade-appropriate texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in two major types of text—literary text and informational text. The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

The reading framework for the 2011 NAEP Reading Assessment, first implemented for the 2009 reading assessment, conceptualizes reading as a dynamic cognitive process. The framework defines reading as an active and complex process that involves (1) understanding written text, (2) developing and interpreting meaning, and (3) using meaning as appropriate to type of text, purpose, and situation.

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. Students spend approximately 50 to 60 percent of their assessment time providing written answers to constructed-response questions. For more information regarding the reading assessment framework, please visit <http://nagb.org/publications/frameworks.htm>.

NAEP Reading Framework  
Distribution of Question Pool Across Contexts

	<b>Grade 8</b>
Literary text	45%
Informational text	55%

## Reading Booklet Directions

### DIRECTIONS

In each of the next two sections, you will have 25 minutes to read one or two passages and to answer questions about what you have read.

You will be asked to respond to two types of questions. The first type of question requires you to choose the best answer and fill in the oval for that answer in your booklet. Some questions of this type will ask you about the meaning of a word as it is used in the passage.

The other type of question requires you to write your answer on the blank lines in your booklet. Some questions of this type will ask you to write a short answer and some questions will ask you to write a longer answer.

Here is an example of a question that requires you to write a short answer.

Do you think “Summer Adventure” was a good title for the story? Explain why or why not using details from the story.

*I think "Summer Adventure" was a good title for the story because the main character, Joe, got to go on a trip to Alaska where he saw Mt. McKinley.*

Here is an example of a question that requires you to write a longer, more detailed answer.

Joe has different feelings during his trip in Alaska. Describe two different feelings Joe had and explain what caused him to have those feelings

Joe was lonely when he first arrived in Alaska because he was missing his friends back home, but then he met Jerry and Pat and felt better. When Jerry's parents took them all to Portage Lake, Joe felt excited because they went on a boat ride across a lake filled with icebergs to see the blue glaciers.

Think carefully about each question. When you are writing your response, make your answer as complete as possible. Be sure your handwriting is clear. Use as many lines as you need.

You may go back to the passage when answering the questions.

If you finish before time is called, read over your work to be sure you have provided your best answer.



## Sample Reading Questions

## Grade 8

*Alligator Poem**by Mary Oliver*

I knelt down  
at the edge of the water,  
and if the white birds standing  
in the tops of the trees whistled any warning  
I didn't understand,  
I drank up to the very moment it came  
crashing toward me,  
its tail flailing  
like a bundle of swords,  
slashing the grass,  
and the inside of its cradle-shaped mouth  
gaping,  
and rimmed with teeth—  
and that's how I almost died  
of foolishness  
in beautiful Florida.  
But I didn't.  
I leaped aside, and fell,  
and it streamed past me, crushing everything in its path  
as it swept down to the water  
and threw itself in,  
and, in the end, this isn't a poem about foolishness  
but about how I rose from the ground  
and saw the world as if for the second time,  
the way it really is.

The water, that circle of shattered glass,  
healed itself with a slow whisper  
and lay back  
with the back-lit light of polished steel,  
and the birds, in the endless waterfalls of the trees,  
shook open the snowy pleats of their wings, and drifted away  
while, for a keepsake, and to steady myself,  
I reached out,  
I picked the wild flowers from the grass around me—  
blue stars  
and blood-red trumpets  
on long green stems—  
for hours in my trembling hands they glittered  
like fire.

VC150731

From *New and Selected Poems* by Mary Oliver  
Copyright © 1992 by Mary Oliver  
Reprinted by permission of Beacon Press, Boston

VC151835

1. What does the poem mainly describe?

- A personal experience
- B An unusual dream
- C The danger of alligators
- D Traveling in Florida

VC150747

2. What is the speaker doing at the beginning of the poem?

- A Watching the birds
- B Wading in a stream
- C Drinking the water
- D Picking wildflowers

VC151836

3. The following lines are from the poem:

*I drank up to the very moment it came  
crashing toward me,  
its tail flailing  
like a bundle of swords,  
slashing the grass,  
and the inside of its cradle-shaped mouth  
gaping,  
and rimmed with teeth—*

Choose an image from these lines and explain what it shows about the speaker's experience with the alligator.

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VC150749

4. After the alligator has gone, the speaker says:

*The water, that circle of shattered glass,  
 healed itself with a slow whisper  
 and lay back  
 with the back-lit light of polished steel,  
 and the birds, in the endless waterfalls of the trees,  
 shook open the snowy pleats of their wings, and drifted away*

Explain what these lines show about how the speaker views nature at this point in the poem.

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VC150754

5. On page 3, the speaker says, “and, in the end, this isn’t a poem about foolishness.” What is the purpose of this line in relation to the rest of the poem?

- To signal a turning point in the poem
- B To emphasize the speaker’s confusion
- C To focus the reader on the first part of the poem
- D To show the speaker was embarrassed





VC150748

7. Do you think the alligator was trying to attack the speaker of the poem? Support your answer with reference to the poem.

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VC150902

8. Explain how “Alligator Poem” could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

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VC150769

9. The speaker’s description of flowers at the end of the poem is mainly meant to emphasize that the speaker
- Ⓐ believes nature is unpredictable
  - Ⓑ does not understand what is happening
  - Ⓒ is reliving a frightening experience
  - Ⓓ is seeing the world with a new intensity



## The Science Assessment

### Grade 8

The 2011 NAEP assessment in science for grade 8 contains multiple-choice questions, as well as short and extended constructed-response questions. At least 50% of the assessment time is devoted to constructed-response questions. These questions measure students' knowledge of facts, ability to integrate this knowledge into larger constructs, and capacity to use the tools, procedures, and reasoning processes of science to develop an increased understanding of the natural world.

The 2009 NAEP Science Framework replaces a framework developed in 1996. The 2011 NAEP science assessment is organized according to science content and science practices.

#### Science Content

Physical Science (30%)*	Life Science (30%)	Earth and Space Sciences (40%)
<p><b>Matter</b></p> <ul style="list-style-type: none"> <li>• Properties of matter</li> <li>• Changes in matter</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>• Forms of energy</li> <li>• Energy transfer and conservation</li> </ul> <p><b>Motion</b></p> <ul style="list-style-type: none"> <li>• Motion at the macroscopic level</li> <li>• Forces affecting motion</li> </ul>	<p><b>Structures and Functions of Living Systems</b></p> <ul style="list-style-type: none"> <li>• Organization and development</li> <li>• Matter and energy transformations</li> <li>• Interdependence</li> </ul> <p><b>Changes in Living Systems</b></p> <ul style="list-style-type: none"> <li>• Heredity and reproduction</li> <li>• Evolution and diversity</li> </ul>	<p><b>Earth in Space and Time</b></p> <ul style="list-style-type: none"> <li>• Objects in the universe</li> <li>• History of Earth</li> </ul> <p><b>Earth Structures</b></p> <ul style="list-style-type: none"> <li>• Properties of Earth materials</li> <li>• Tectonics</li> </ul> <p><b>Earth Systems</b></p> <ul style="list-style-type: none"> <li>• Energy in Earth systems</li> <li>• Climate and weather</li> <li>• Biogeochemical cycles</li> </ul>

\* Item distribution for the content areas is measured by percentage of student response time.

#### Science Practices

The frameworks reflect these four science practices:

- Identifying Science Principles (25%)\*\*
- Using Science Principles (25%)
- Using Scientific Inquiry (30%)
- Using Technological Design (10%)

\*\* Item distribution for the science practices is measured by percentage of student response time.

## Science Booklet Directions

### DIRECTIONS

In each of sections 1 and 2, you will have 25 minutes to answer a series of questions about science.

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. On questions like this, be sure to mark your answers clearly and darken the oval completely. If you make a mistake or want to change your answer, be sure to erase any unwanted marks. Here is an example of a question that requires you to fill in an oval.

#### Example 1

How hot is it on the surface of the Sun?

- A Not quite as hot as boiling water
- B About as hot as fire
- C About 100°F
- D Much hotter than almost anything on Earth

For some 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 2

Describe one important difference between plants and animals.

*Most plants make their own food, while animals eat plants and other animals for food.*

Also, you will be asked to answer some questions by writing longer, more detailed responses. For example, here is a question that requires you to provide a longer answer.

**Example 3**

Describe three things that animals do to survive in areas that have cold winters.

*Some animals store a lot of fat so that they can go into a deep sleep all winter. Some animals grow a thick coat of fur to keep them warm. Some birds and butterflies fly away from a cold area and spend the winter in a place that is warm and has a lot of food.*

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. If you finish a section before time is called, you may go back and check your work on that section only.

Finally, in some questions you may be asked to draw a diagram or fill in a table.



## Sample Science Questions

### Grade 8

HE001509

1. Pat has two kinds of plant food, “Quickgrow” and Supergrow.” What would be the best way for Pat to find out which plant food helps a particular type of houseplant grow the most?
- Ⓐ Put some Quickgrow on a plant in the living room, put some Supergrow on a plant of the same type in the bedroom, and see which one grows the most.
  - Ⓑ Find out how much each kind of plant food costs, because the more expensive kind is probably better for growing plants.
  - Put some Quickgrow on a few plants, put the same amount of Supergrow on a few other plants of the same type, put all the plants in the same place, and see which group of plants grows the most.
  - Ⓓ Look at the advertisements for Quickgrow, look at the advertisements for Supergrow, and see which one says it helps plants grow the most.

JL001094

2. If you go outside on a sunny day, you will make a shadow. At some times of day your shadow is longer than you are. At other times of day it is shorter than you are. How can this difference in the length of your shadow be explained? (You can use a drawing to help explain your answer.)

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GO ON TO THE NEXT PAGE

HE001834

3. While practicing for a play, a student standing on the stage of a large, empty auditorium shouts loudly and hears her voice echo throughout the room. Later, the same student is on the stage of the same auditorium, which is now full of quiet people. The student shouts again, just as loudly. This time, however, she does not hear an echo. Explain why she hears an echo the first time and why she does not hear an echo the second time.

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### 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 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

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

3. Does your family get any magazines regularly? VB331334
- (A) Yes
- (B) No
- (C) I don't know.
4. 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)
5. Is there a computer at home that you use? VB331336
- (A) Yes
- (B) No
6. 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.
7. 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
8. 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
9. How many days were you absent from school in the last month? VB331447
- (A) None
- (B) 1 or 2 days
- (C) 3 or 4 days
- (D) 5 to 10 days
- (E) More than 10 days

10. How far in school did your mother go? <sup>VB330870</sup>

- Ⓐ 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.

11. How far in school did your father go? <sup>VB330871</sup>

- Ⓐ 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.

12. How often do people in your home talk to each other in a language other than English? <sup>VB331451</sup>

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



## IV. Student Subject-Specific Questionnaires

### Mathematics Questionnaire

#### Grade 8

This section has 18 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

VB543277

1. What math class are you taking this year?

- Ⓐ Geometry
- Ⓑ Algebra II
- Ⓒ Algebra I (one-year course)
- Ⓓ First year of a two-year Algebra I course
- Ⓔ Second year of a two-year Algebra I course
- Ⓕ Introduction to algebra or pre-algebra
- Ⓖ Basic or general eighth-grade math
- Ⓗ Integrated or sequential math
- Ⓙ Other math class

VB543278

2. What math class do you expect to take next year?

- Ⓐ Geometry
- Ⓑ Algebra II
- Ⓒ Algebra I (one-year course)
- Ⓓ First year of a two-year Algebra I course
- Ⓔ Second year of a two-year Algebra I course
- Ⓕ Introduction to algebra or pre-algebra
- Ⓖ Basic or general math
- Ⓗ Integrated or sequential math
- Ⓙ Business or consumer math
- Ⓚ Other math class
- Ⓛ I don't know.

VC290281

3. Do you study or do work for math at an after-school or tutoring program?

- Ⓐ Yes
- Ⓑ No

VC497572

4. How often do you feel the following way in your math class? 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 math teacher is asking me to do.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497573
b. The math work is too easy.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497574
c. The math work is challenging.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497575
d. The math work is engaging and interesting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497576
e. I am learning.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497577

VC189706

5. 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. Because math is fun, I wouldn't want to give it up.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC189707
b. I like math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC189710
c. Math is one of my favorite subjects.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC189711

VB517159

6. How often do you use these different types of calculators in your math class?

	Never use	Sometimes, but not often	Usually use	
a. Basic four-function (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ	VB517160
b. Scientific (not graphing)	Ⓐ	Ⓑ	Ⓒ	VB517161
c. Graphing	Ⓐ	Ⓑ	Ⓒ	VB517282



VB517158

7. When you take a math test or quiz, how often do you use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

VB543269

8. For each of the following activities, how often do you use a **calculator**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. To check your work on math homework assignments	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VB543270
b. To calculate the answers to math homework problems	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VB543271
c. To work in class on math lessons led by your teacher	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VB543272

VB543267

9. What kind of **calculator** do you usually use when you are **not in math class**?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

VB525162

10. How often do you use a computer for math at school?

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

VC497143

11. Do you use a computer for math homework at home?

- Ⓐ Yes
- Ⓑ No

VB543148

12. On a typical day, how much time do you spend doing work for math class on a computer? Include work you do in class and for homework.

- Ⓐ None
- Ⓑ Half an hour or less
- Ⓒ About 1 hour
- Ⓓ About 2 hours
- Ⓔ More than 2 hours

VB543155

13. When you are doing math for school or homework, how often do you use these **different types of computer programs**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. A spreadsheet program for math class assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543157
b. A program to practice or drill on math facts (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543158
c. A program that presents new math lessons with problems to solve	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543160
d. The Internet to learn things for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543159
e. A calculator program on the computer to solve or check problems for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543161
f. A graphing program on the computer to make charts or graphs for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543262
g. A statistical program to calculate patterns such as correlations or cross tabulations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB517157
h. A word processing program to write papers for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543156
i. A program to work with geometric shapes for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC466133

VC189591

14. Do you use the Internet at home?

- A Yes
- B No

VC189613

15. How often do you use e-mail, instant messages, blogs, or text messages to do any of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Talk online with friends about math work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC299268
b. Get help with math from someone other than your teacher, family, classmates, or friends	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC189627

VB595182

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

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

VC034559

17. 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?

- A Not as hard as on other tests
- B About as hard as on other tests
- C Harder than on other tests
- D Much harder than on other tests



VB595184

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

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

Some students will participate in a special study in mathematics, and will be asked an additional three questions as part of the subject-specific questionnaire in mathematics.

VE453868

19. Did you know before today that you would be taking this test?

- Ⓐ Yes
- Ⓑ No

VE453870

20. Did you answer all of the math questions?

- Ⓐ Yes → ***You have finished. Thank you for your time.***
- Ⓑ No → *Please answer the next question.*

VE453875

21. Why did you leave one or more of the math questions blank? Fill in **one or more** ovals.

- Ⓐ I did not have enough time.
- Ⓑ I do not know how to use a calculator.
- Ⓒ I am not used to writing out my answers.
- Ⓓ The questions were too hard.



## Reading Questionnaire

### Grade 8

This section has 14 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

- VB345622
1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345623
b. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345624

- VB379288
2. How often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB379289
b. Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB379290

- VB345644
3. Now think about reading and writing you do for school. For your **English** class this year, how often do you do 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	At least once a week	
a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345645
b. Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345646

VB345648

4. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times	
a. Made a presentation to the class about something that you have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VB345650
b. Done a project about something that you have read (for example, written a play, created a website)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VB345651

VC503833

5. How often do you use either the school library or the public library to get information for a school project or homework?

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

VC503834

6. How often do you use either the school library or the public library to get information for your own use?

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

VC503875

7. Do you study or do work for English/ language arts at an after-school or tutoring program?

- A Yes  
 B No

VB345715

8. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

- A Never  
 B Once or twice this year  
 C Once or twice a month  
 D At least once a week

9. In your English/language arts class this year, how often does your class do each of the following? Fill in **one** oval on each line. VC504013

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Read aloud	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504014
b. Read silently	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504015
c. Discuss new or difficult vocabulary	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504016
d. Explain what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504017
e. Do a group activity or project about what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504018
f. Read books we have chosen ourselves	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504019
g. Write something about what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504020
h. Discuss different interpretations of what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504021



VC504022

10. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504023
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504024
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504025
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504026

VC504027

11. In your English/language arts class this year, how often do you use a computer to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Learn and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504028
b. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504029
c. Access reading-related websites (for example, websites with book reviews and lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504033
d. Conduct research for reading and writing projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504034

12. How hard was this test compared to most other tests you have taken this year in school? <sup>VB595182</sup>
- Ⓐ Easier than other tests
  - Ⓑ About as hard as other tests
  - Ⓒ Harder than other tests
  - Ⓓ Much harder than other tests
13. 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? <sup>VC034559</sup>
- Ⓐ 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
14. How important was it to you to do well on this test? <sup>VB595184</sup>
- Ⓐ Not very important
  - Ⓑ Somewhat important
  - Ⓒ Important
  - Ⓓ Very important



## Science Questionnaire

### Grade 8

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. In your science class this year, which of the following topics have been covered? Fill in **one** oval on each line. VC304978

	Yes	No	
a. Life science (for example, biology, the human body, or ecology)	<input type="radio"/> A	<input type="radio"/> B	VC304982
b. Physical science (for example, energy, physics, or chemistry)	<input type="radio"/> A	<input type="radio"/> B	VC304983
c. Earth and space science (for example, geology or astronomy)	<input type="radio"/> A	<input type="radio"/> B	VC304984
d. Engineering and technology (for example, designing solutions to problems)	<input type="radio"/> A	<input type="radio"/> B	VC304985

2. In your science class this year, have you done hands-on activities or projects with any of the following? Fill in **one** oval on each line. VC304986

	Yes	No	
a. Living things (for example, plants, animals, bacteria)	<input type="radio"/> A	<input type="radio"/> B	VC304988
b. Electricity (for example, batteries and light)	<input type="radio"/> A	<input type="radio"/> B	VC304989
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	<input type="radio"/> A	<input type="radio"/> B	VC304991
d. Rocks or minerals (for example, identifying types)	<input type="radio"/> A	<input type="radio"/> B	VC305007
e. Magnifying glass or microscope (for looking at small things)	<input type="radio"/> A	<input type="radio"/> B	VC305008
f. Thermometer or barometer (for making measurements)	<input type="radio"/> A	<input type="radio"/> B	VC305009
g. Simple machines (for example, pulleys and levers)	<input type="radio"/> A	<input type="radio"/> B	VC305012

3. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

VC305292

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Read a science textbook, in class or at home	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC546510
b. Read a book or magazine about science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC305295
c. Read about science on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720562
d. Watch a movie, video, or DVD about science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC305307

4. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

VC304769

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Discuss events in the news that are related to what you are learning in science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304771
b. Work with other students on a science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304772
c. Figure out different ways to solve a science problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304777
d. Present what you learned about science to your class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304778
e. Take a science test or quiz	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720564

VC720622

5. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Identify questions that can be addressed through science experiments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720623
b. Design a science experiment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720634
c. Talk about measurements you took for your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720635
d. Talk about the results of your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720636
e. Watch your teacher do a science experiment or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720638
f. Make graphs or charts of the results from your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720639
g. Write a report on your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720641

6. In this school year, how often have you been asked to write long answers to questions on tests or assignments for science? VC315289
- Ⓐ Never or hardly ever
  - Ⓑ Once every few weeks
  - Ⓒ About once a week
  - Ⓓ Two or three times a week
  - Ⓔ Every day or almost every day
7. In this school year, how often have you talked with your teacher about how you are doing in science? VC546453
- Ⓐ Never or hardly ever
  - Ⓑ Once every few weeks
  - Ⓒ About once a week
  - Ⓓ Two or three times a week
  - Ⓔ Every day or almost every day
8. In this school year, how often have you used library resources for science? VC315266
- Ⓐ Never or hardly ever
  - Ⓑ Once every few weeks
  - Ⓒ About once a week
  - Ⓓ Two or three times a week
  - Ⓔ Every day or almost every day
9. In this school year, how often have you used computers for science? VC546463
- Ⓐ Never or hardly ever
  - Ⓑ Once every few weeks
  - Ⓒ About once a week
  - Ⓓ Two or three times a week
  - Ⓔ Every day or almost every day

10. Please indicate how much you DISAGREE or AGREE with the following statements about science. Fill in **one** oval on each line. VC305330

	Strongly disagree	Disagree	Agree	Strongly agree	
a. I do science-related activities that are not for schoolwork.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305348
b. I like science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305350
c. Science is one of my favorite subjects.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305351
d. I take science only because I have to.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305352
e. I take science only because it will help me in the future.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305353

11. How hard was this test compared to most other tests you have taken this year in school? VB595182
- A Easier than other tests
  - B About as hard as other tests
  - C Harder than other tests
  - D Much harder than other tests

13. How important was it to you to do well on this test? VB595184
- A Not very important
  - B Somewhat important
  - C Important
  - D Very important

12. 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
- A Not as hard as on other tests
  - B About as hard as on other tests
  - C Harder than on other tests
  - D Much harder than on other tests



## V. NAEP Questions Tool

### Introduction

After every assessment cycle, NAEP releases a portion of the assessment to the public. The NAEP Questions Tool (NQT) allows users to search for questions by subject, grade, difficulty, and other characteristics. You can also view scoring guides, keys, national performance data, demographic group data, and student responses (for constructed-response questions only). The tool also allows users to create customized reports and to print selected questions and all relevant information.

The purpose of the NQT 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 | 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 is a "What can I do here?" section with a "+ 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 details: Description: Why did Ellie do research after 6 pm; Grade: 8; Year: 2007; Block & Number: Block R8 Question #3; Type of Question: Multiple Choice; Difficulty: Easy (84.91% Correct); Content Classification: Contexts for Reading: Reading for Information; Aspects of Reading: Developing Interpretation.

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

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

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

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

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

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

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

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

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

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

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

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

The correct answer is A.

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

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

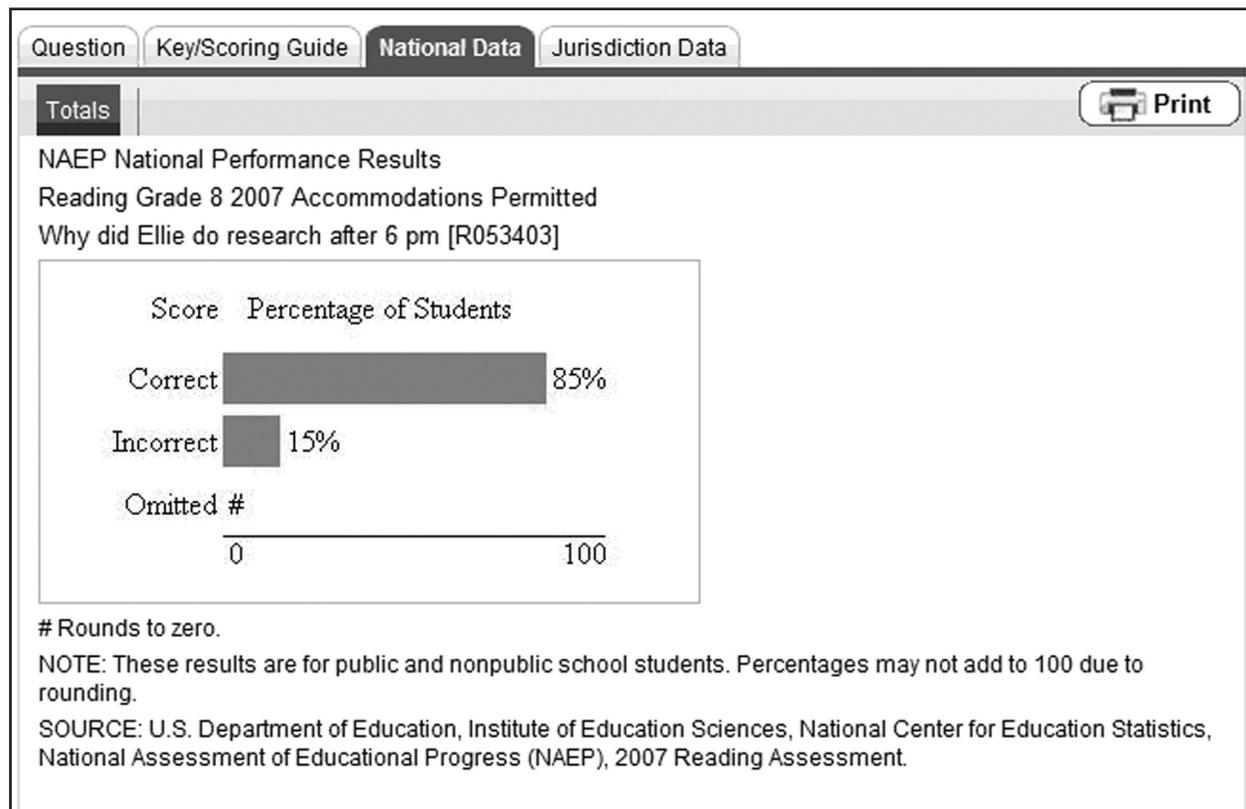
*I think that what Ellie did was something good for the community, which should have been acknowledged. Our society focuses too much*

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.

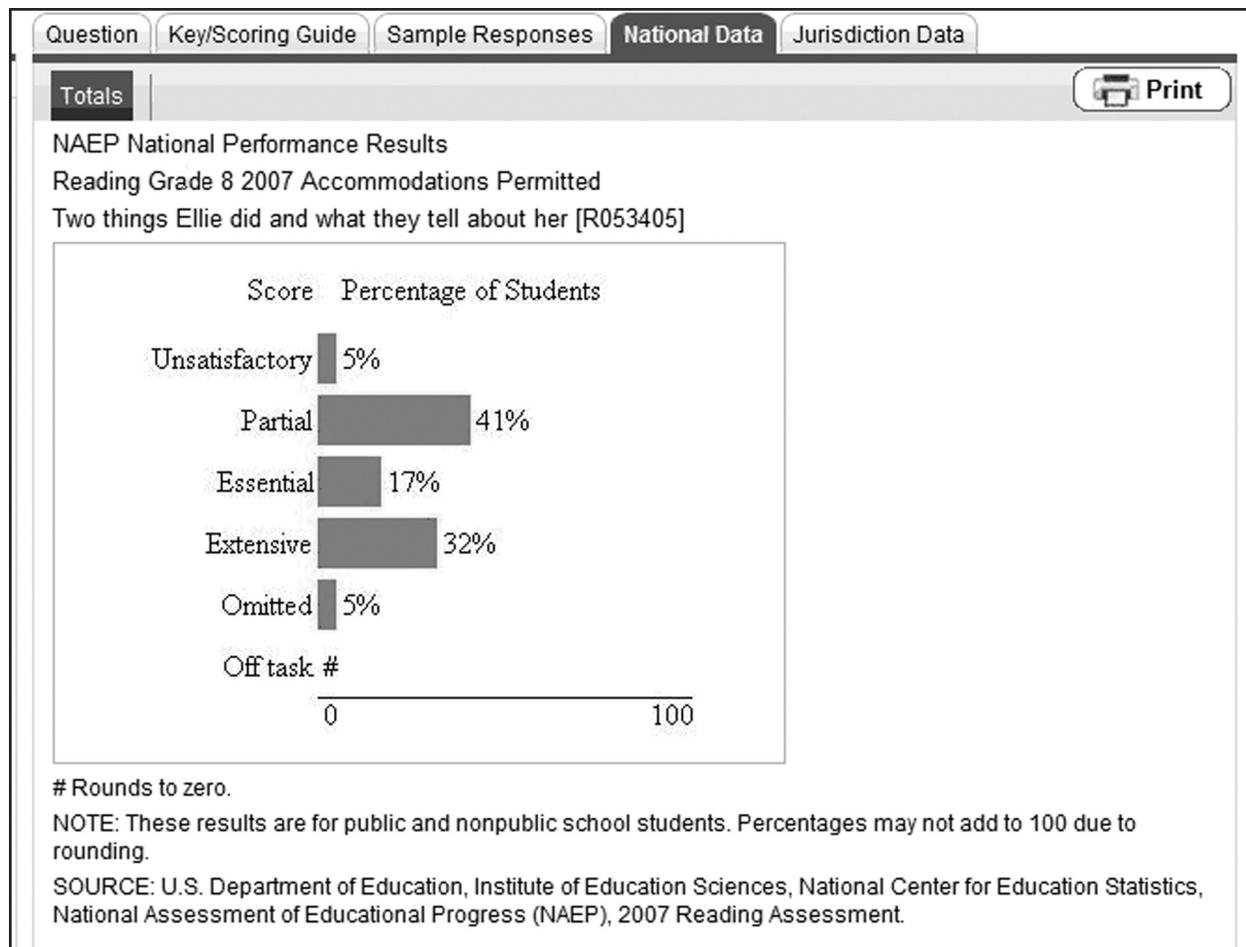
Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

**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](mailto:Sherran.Osborne@ed.gov).

## VI. About NAEP

**NAEP Overview.** NAEP is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects. NAEP is administered by the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. 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 sets policy for NAEP and oversees the creation of the NAEP frameworks, which describe the specific knowledge and skills that should be assessed. For additional information on framework development, see the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

**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 and downloaded from the NCES website at <http://nces.ed.gov/nationsreportcard/itmrlsx>.

**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.

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