

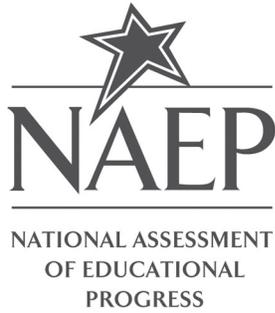
GRADE 12

ECONOMICS

Sample Questions

General Information About The Nation's Report Card

2012



Admin Schedule Line # _____ from Session # _____

2012
Grade 12

SECTION	
1	E1
2	E2
3	D1
4	EB1

Economics
Book
E601

School Information
SCHOOL #

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Planning Code
(Col. E)

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Admin. Code
(Col. Q)

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If Code 2 or 3, complete the box below.

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

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

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| <input type="radio"/> ONE ON | <input type="radio"/> CUEING |
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| <input type="radio"/> BREAK | <input type="radio"/> REA DIR in Spanish |
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| <input type="radio"/> SCRIBE | <input type="radio"/> N/A REA ALL in Spanish |
| <input type="radio"/> LARGE | <input type="radio"/> OTHER |

DO NOT USE

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PLACE LABEL HERE

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National Assessment of Educational Progress

2012 Sample Questions Booklet

I. About This Sample Questions Booklet	6
II. The Economics Assessment	7
Economics Booklet Directions	8
Sample Economics Questions	10
III. Student Informational Questionnaire	14
IV. Student Subject-Specific Questionnaire	
Economics Questionnaire.	18
V. NAEP Questions Tool.	24
VI. About NAEP	Back Cover

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, students at grade 12 will participate in NAEP and will be assessed in economics. The assessment requires about 90 minutes of a student's time. 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 economics assessment 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 often 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 and sample questions for economics 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, Ph.D.
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 Economics Assessment

Grade 12

The NAEP economics assessment includes items classified across three interrelated components: economics content knowledge areas, cognitive categories, and contextual settings. Each NAEP assessment is built around an organizing framework, which is the blueprint that guides the development of the assessment instrument and determines the content to be assessed. The National Assessment Governing Board develops the NAEP frameworks.

The three economics content knowledge areas and the respective amount of assessment time specified for each content area appear in the table below.

**NAEP Economics Framework Distribution of
Question Pool Across Economics Content Area**

	Grade 12
The Market Economy	45%
The National Economy	40%
The International Economy	15%

The framework for economics identifies three cognitive categories as Knowing, Applying, and Reasoning, and describes the primary cognitive demands assessment items may make on students participating in the NAEP assessment. The framework calls for students to spend approximately 33 percent of their assessment time on items from each category.

The NAEP economics framework calls for economics items to be written in a variety of contextual settings appropriate to real-world situations and to the variety of ways in which students learn economic concepts. The following ranges of assessment time are specified by the framework for each of the contexts:

- Individual and Household (20 to 30%)
- Business (20 to 30%)
- Public (20 to 30%)
- Other Contexts (0 to 10%)
- Context-Free (0 to 10%)
- Multiple Contexts (0 to 10%)

The assessment consists 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 economics assessment framework please visit <http://www.nagb.org/publications/frameworks.htm>.

Economics Booklet Directions

DIRECTIONS

In each of the next two sections, you will have 25 minutes to answer a series of questions about economics. 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

A consumer wants to buy a television set. She is deciding between a standard model with a 19" screen or a more expensive deluxe model with a bigger screen and a built-in DVD player. How can she use an analysis of costs and benefits to help her choose?

The consumer should determine how much change in benefit will be realized by buying the deluxe television as compared to the standard one and whether the additional features (marginal benefits) are worth more to the consumer than the additional (marginal) costs of the deluxe model.

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

Example 2

The government of Country A does not subsidize haircuts for its citizens, but it does subsidize public education. From an economic standpoint, explain why this is a reasonable position for the government.

People will purchase a good or service if the benefit they receive is greater than the cost they pay. Haircuts primarily benefit only those who purchase them. Education, on the other hand, helps not only those becoming educated but also other members of society. For example, many members of society benefit from such things as new inventions and medical services provided by educated people.

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 before time is called, be sure to read your work again and change anything that you think will make your answers better.



Sample Economics Questions

VB593415

1. James borrows \$10,000 from the bank. By the time the loan is repaid, James has paid the bank \$10,400. What does the additional \$400 represent?
- Ⓐ Inflation rate
 - Ⓑ Purchasing power of money
 - Ⓒ Interest
 - Ⓓ Investment

VB524788

2. Luisa has decided to give up her full-time job to go back to school. Identify one potential economic risk and one potential economic benefit that Luisa might have considered in making her decision.



GO ON TO THE NEXT PAGE

National Unemployment Rate Rising Rate of Inflation Falling

VB595053

3. Given the conditions presented in the headline above, what is likely to happen to spending in the economy? Explain your answer.

What is the relationship between spending and output in this situation?

What is likely to happen to real gross domestic product as a result of the relationship between spending and output?



VB525204

4. Which of the following actions is an example of an improvement in human capital?
- Ⓐ Carlos hires three workers for his business.
 - Frank's Furniture trains employees to use computers.
 - Ⓒ Tasha applies for a job as an engineer.
 - Ⓓ The city of Upland builds a new nursing home.

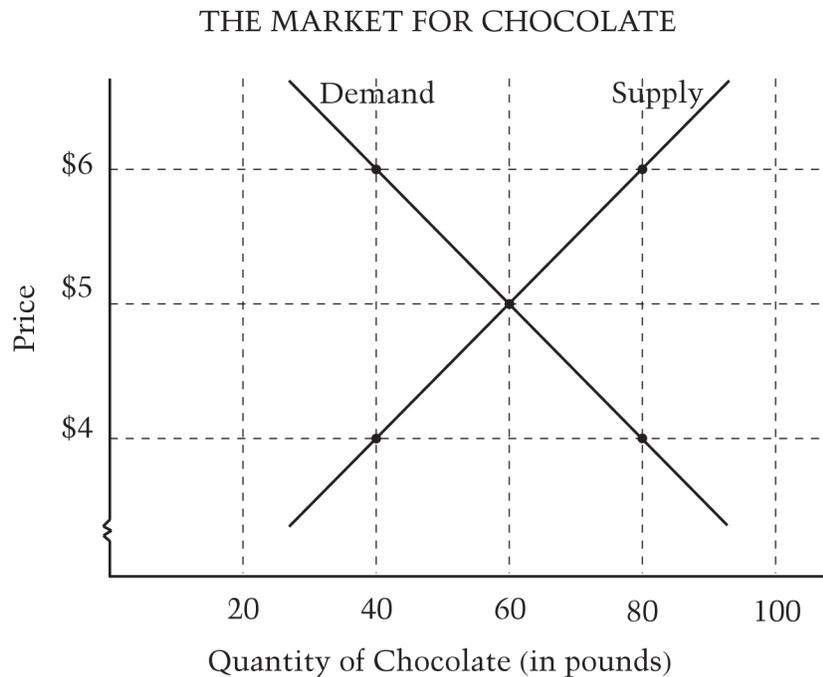
VB595836

5. Because Country A has no domestic sources of wood, it imports all its wood from wood-producing countries. If the price of wood in wood-producing countries rises substantially, which of the following is most likely to occur?
- Ⓐ Country A will import more wood to meet rising demand.
 - Ⓑ Country A will impose a tariff on wood imports.
 - Housing prices in Country A will increase as wood imports become more expensive.
 - Ⓓ Profits in other wood-producing countries will increase because of increased exports to Country A.



GO ON TO THE NEXT PAGE

Questions 6-7 refer to the following supply and demand graph.



6. Suppose that the government set the price of chocolate at \$6 per pound. Which of the following statements best describes an effect of this price control?
- A There would be a surplus of 40 pounds of chocolate.
 - B Less chocolate would be demanded at \$4 than at \$6.
 - C Producers of chocolate would want the price set at \$4.
 - D There would be a shortage of 20 pounds of chocolate.

VB543815

7. If the government removes the price control of \$6, what will be the price and quantity sold of chocolate?

	<u>Price</u>	<u>Quantity Sold</u> (in pounds)
<input type="radio"/> A	\$6	40
<input checked="" type="radio"/> B	\$5	60
<input type="radio"/> C	\$5	100
<input type="radio"/> D	\$4	80



III. Student Informational Questionnaire

Grade 12

DIRECTIONS

In the next two 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"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ

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

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

Example 2

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

Make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

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

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.



In this section, please tell us about yourself and your family. The section has 13 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? ^{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.

11. 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.

12. 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

13. Which of the following best describes your high school program? ^{HE002549}

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



IV. Student Subject-Specific Questionnaire

Economics Questionnaire

Grade 12

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

1. Which **economics-related courses** have you taken from ninth grade to the present? Count each course only once. Include courses you are currently taking as well as courses taken in summer school. Fill in **one or more ovals** on each line.

	Not taken	Taken/taking in Grade 12	Taken in Grade 11	Taken in Grade 10	Taken in Grade 9	
a. Economics course (general course other than Advanced Placement, International Baccalaureate®, or honors economics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595239
b. Government and economics course (combined course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595241
c. Consumer economics or personal finance course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595662
d. Advanced Placement Economics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595663
e. International Baccalaureate Economics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595664
f. Honors economics course (other than Advanced Placement or International Baccalaureate Economics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595665
g. Business course such as entrepreneurship or business principles	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595666
h. Any other economics course (specify) _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595667
i. Any other course that includes an extended (at least 8-week long) unit on economics (specify) _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB595668

2. Which of the following statements best describes your overall course-taking in economics?

VB595669

- Ⓐ I have **taken at least one** of the courses listed in Question 1. → *Go to Question 3.*
- Ⓑ I have **not taken any** of the courses listed in Question 1. → *Skip to Question 7.*

3. For the course(s) you marked “Taken/taking in Grade 12” in **Question 1**, which of the following is true for you? Fill in **all ovals** that apply.

VC099117

- Ⓐ I am not taking any of these courses in grade 12.
- Ⓑ I am currently enrolled in a year-long course.
- Ⓒ I completed a semester-long course this school year.
- Ⓓ I just started a semester-long course.

4. Think about the courses in **Question 1**. How much do you agree or disagree with the following statements about those courses that you took? Fill in **one** oval on each line.

VB595670

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	
a. Taking the course(s) helped me understand the U.S. economy.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595671
b. Taking the course(s) helped me understand the international economy.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595672
c. Taking the course(s) helped me understand what I hear on the news about current events and public policy.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595673
d. Taking the course(s) helped me understand how to manage my personal finances, now and in the future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595674
e. Taking the course(s) helped me make choices about my future education and career.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595675

5. In your current or most recent course that included economics, how often are you or were you asked to write long answers to questions or assignments?

VB595676

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

6. In your current or most recent course that included economics, how often do you or did you use the Internet to get economic data or information? Include both class work and homework.

VE464378

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

VB595679

7. **Not including things you do for school**, how often do you watch, read about, or listen to information on the following topics? 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. The local economy (unemployment in your area, job opportunities, prices of goods and services, taxes, public budgets, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595680
b. The U.S. economy (unemployment, inflation, economic growth, national economic policy, interest rates, the stock market, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595681
c. The international economy (the state of economies in other countries, trade agreements and restrictions, globalization, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595962
d. Personal finance (saving, investment, taxes, credit cards, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595963

VB595964

8. To what extent do you use the following sources to learn about **economic issues**? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Newspapers and magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595965
b. Radio and television	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595966
c. Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595967
d. Family and friends	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595968
e. Personal experiences (such as having a job or keeping a budget)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595969

9. Since the beginning of ninth grade, have you ever participated in any of the following **economics-related activities**? Fill in **one or more** ovals on each line. VB595971

	Yes, did this for a class	Yes, did this, but <u>not</u> for a class	No, never did this	
a. Future Business Leaders of America (FBLA)	Ⓐ	Ⓑ	Ⓒ	VB595972
b. DECA (an association of marketing students)	Ⓐ	Ⓑ	Ⓒ	VB595973
c. Junior Achievement	Ⓐ	Ⓑ	Ⓒ	VB595974
d. Club (includes such things as an economics, entrepreneurship, or investment club)	Ⓐ	Ⓑ	Ⓒ	VB595975
e. Academic competition (includes such things as Fed Challenge, Economics Challenge, or Academic Decathlon)	Ⓐ	Ⓑ	Ⓒ	VB595976
f. Stock market game/simulation	Ⓐ	Ⓑ	Ⓒ	VB595979
g. Student-managed school store	Ⓐ	Ⓑ	Ⓒ	VB595980
h. Student-managed credit union or bank	Ⓐ	Ⓑ	Ⓒ	VB595981
i. Other (specify) _____	Ⓐ	Ⓑ	Ⓒ	VB607182

10. **Last summer**, how much did you work?
Include work you did for pay or for a family business. VB607183
- Ⓐ Did not work at all
 - Ⓑ Worked once in awhile or less than 5 hours a week
 - Ⓒ Worked between 5 and 10 hours a week
 - Ⓓ Worked between 11 and 20 hours a week
 - Ⓔ Worked more than 20 hours a week
11. **Currently**, how much do you work?
Include work you do for pay or for a family business. VB607184
- Ⓐ Do not work at all
 - Ⓑ Work once in awhile or less than 5 hours a week
 - Ⓒ Work between 5 and 10 hours a week
 - Ⓓ Work between 11 and 20 hours a week
 - Ⓔ Work more than 20 hours a week
12. 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
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? 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
14. How important was it to you to do well on this test? VB595184
- Ⓐ Not very important
 - Ⓑ Somewhat important
 - Ⓒ Important
 - Ⓓ Very important



V. NAEP Questions Tool

Introduction

After every assessment cycle, NAEP releases a portion of the assessment to the public. The NAEP Questions Tool (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?" search box and a "+ Add to My Workspace (0)" button. A "Question 13 of 374" indicator is also present. 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. The question and related graphics or text passages may not fit on the screen area without scrolling.

Links within the question: 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 follows, describing Ellie Lammer's experience with a parking meter in Berkeley, California, in 1997.

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?". There are four multiple-choice options: 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. Below the options, the correct answer is stated: "The correct answer is A."

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

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

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

Note that the scoring criteria will vary depending on the subject.

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.

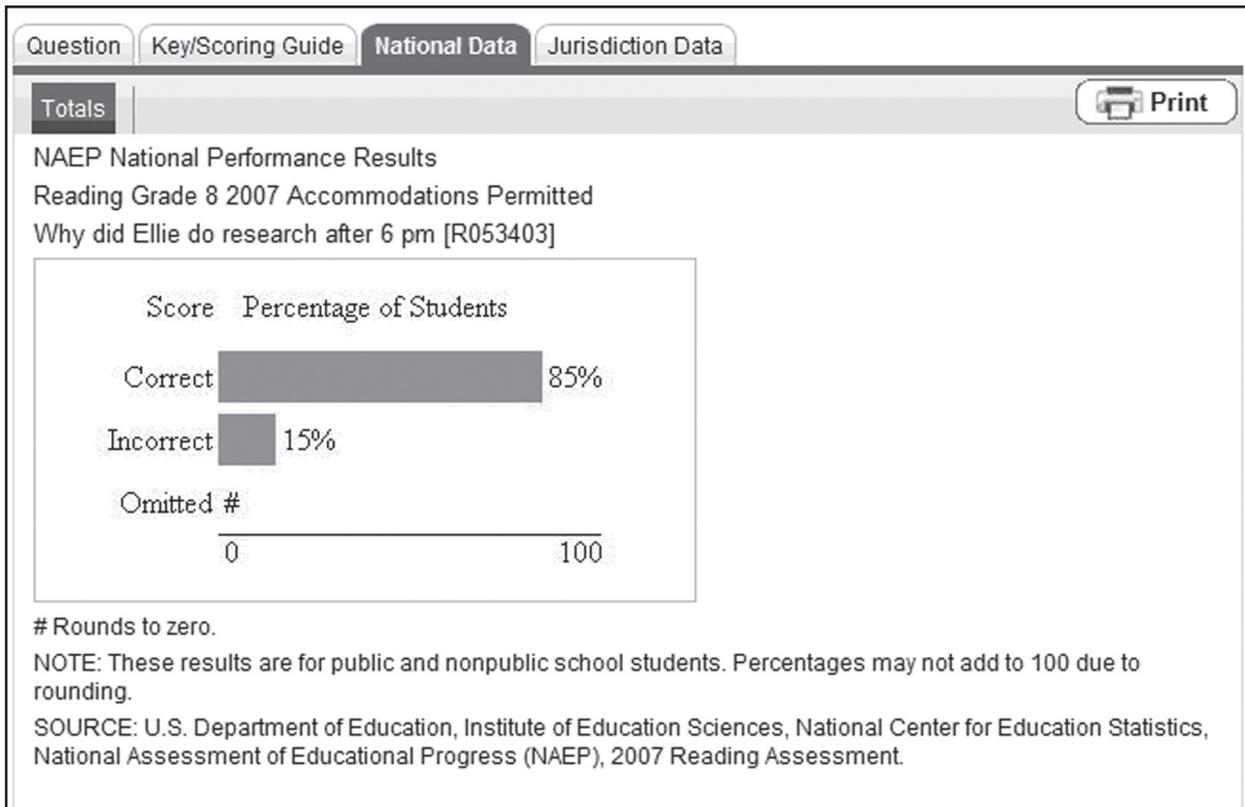
I think that what Ellie did was something good for the community, which should have been acknowledged. Our society focuses too much on the negative and needs to focus more on positive.

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.

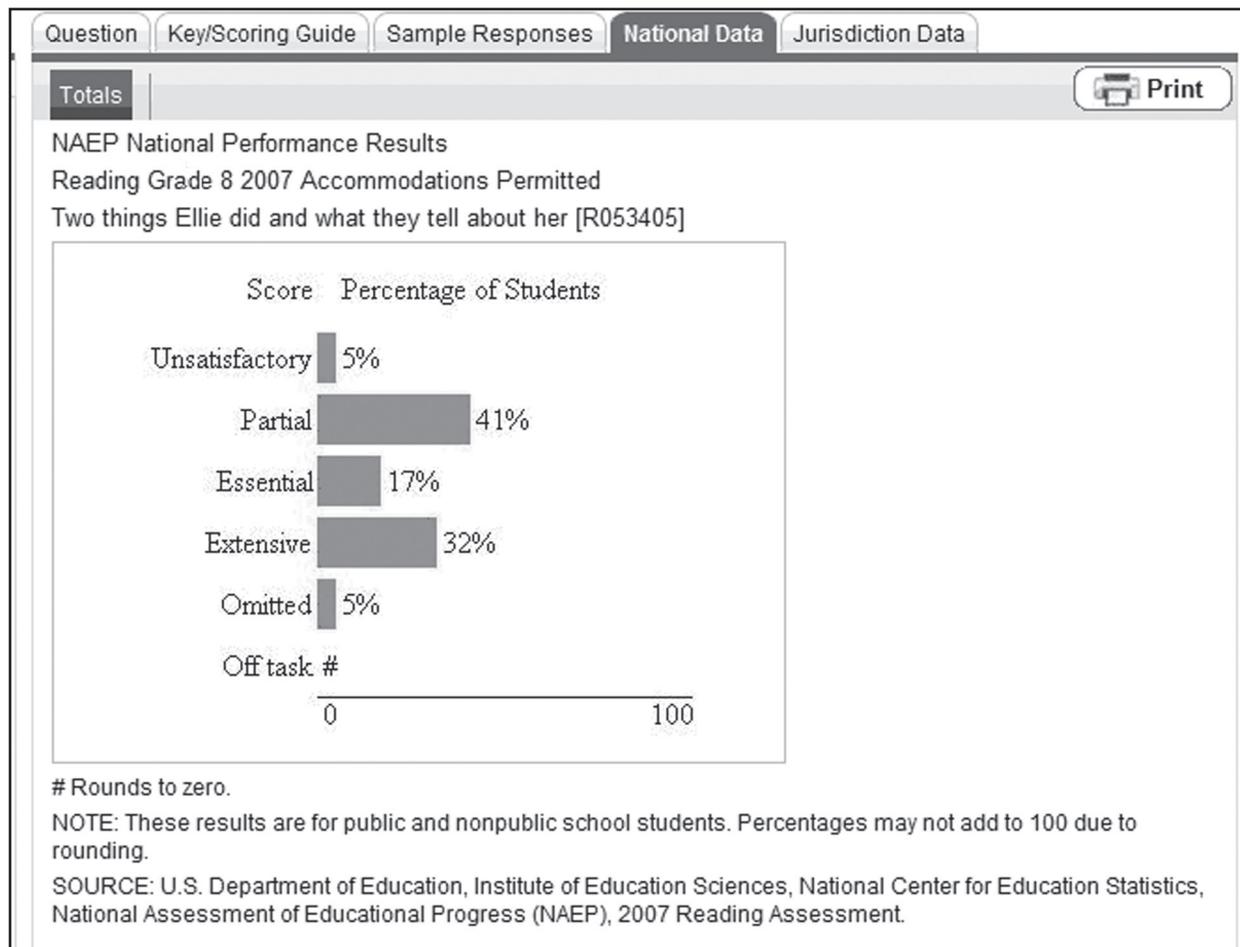
Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

National Data: Shows information about how students performed 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. 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. 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.

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