

## The Reading Assessment

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of 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 three contexts: reading for literary experience, reading to gain information, and reading to perform a task. (Reading to perform a task is not assessed at Grade 4.) The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

Across the three contexts for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different approaches to understanding text. The NAEP framework accounts for these different approaches by specifying four aspects of reading that represent the types of comprehension questions asked of students. Forming a general understanding questions ask students to consider the text as a whole. Developing an interpretation questions ask students to identify connections and relationships within the text. Making reader/text connections questions ask students to connect information from the text with prior knowledge and experience. Examining content and structure questions ask students to critically evaluate the content, organization, and form of the text. All four aspects of reading are assessed at all three grades within the contexts for reading described above.

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>.

### **NAEP Reading Framework Distribution of Question Pool Across Contexts**

	<b>Grade 4</b>
Reading for Literary Experience	55%
Reading to Gain Information	45%
Reading to Perform a Task	Not assessed

## Reading Booklet Directions

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. 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 three 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

Give an example from the article that shows Mandy was not a quitter.

*One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.*

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Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

### Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

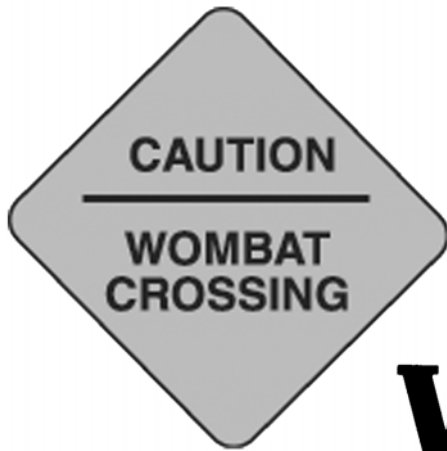
When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. 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 Reading Questions

### Grade 4



# WATCH OUT FOR WOMBATS!

**A**S WE RODE ALONG THE HIGHWAY sixty miles northeast of Adelaide, Australia, a diamond-shaped sign suddenly loomed ahead. *Watch Out for Wombats*, it warned. We peered into the sparse scrub along the roadside and searched for the brown furry animals. In the distance we spotted a mob of red kangaroos bouncing out of sight, and near the road a crowlike bird called a currawong was perched, but nowhere did we see any wombats. However, we later found out that this was not surprising because we were traveling during midday, and wombats are active mostly at night. It wasn't until we visited the animal reserve that we finally saw our first wombat and learned more about this funny-looking creature.

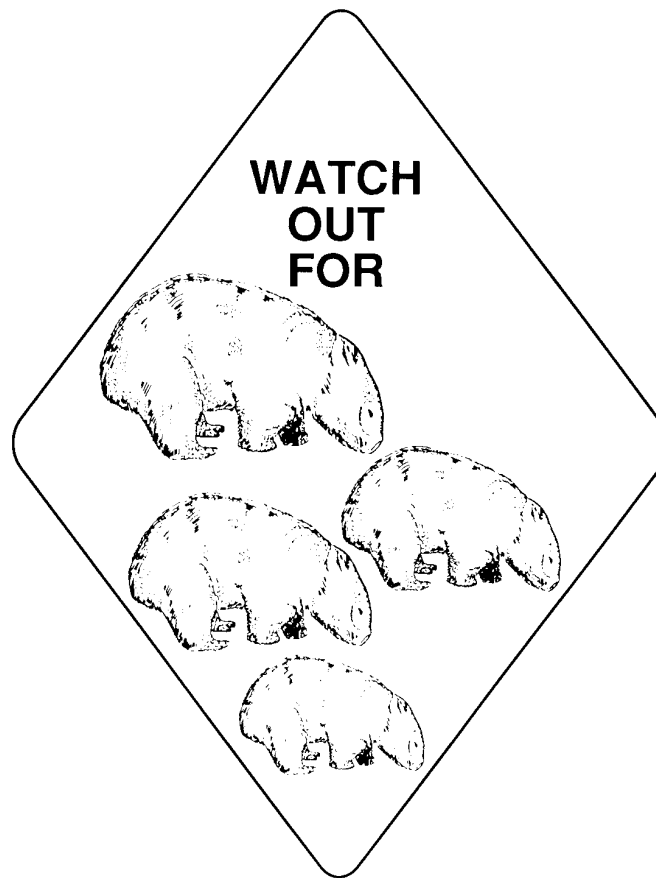
We found that there are two types of wombats in Australia: the hairy-nosed wombat, which lives in Queensland and South Australia, and the coarse-haired wombat, which lives along the southeast coast. Both have soft brown fur, short ears, and thick-set bodies. They are said to resemble North American badgers. The hairy-nosed wombat is smaller and has pointier ears compared to its coarse-haired cousin; otherwise they are very much alike.

In many ways the wombat is similar to another Australian native, the koala. Like koalas, wombats have strong forelimbs and powerful claws. But instead of using its claws to cling to high tree branches as the koala does, the wombat digs large

**Caroline Arnold**

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underground burrows. These burrows are usually nine to fifteen feet across, but they can be enormous—sometimes as long as ninety feet. One end of the burrow is used as a sleeping area—there the wombat builds a nest made of bark.

The wombat is a vegetarian, so it also uses its mighty claws to tear up grasses and roots for its food. A mother wombat will pull out single stems of grass and lay them on the ground so her young wombat can eat the tender bases. The wombat's teeth, which grow throughout its

life, are sharp and ideal for cutting and tearing.

When a mother wombat gives birth, she never has to worry about finding a baby-sitter—she simply carries her baby along with her. Like most mammals in Australia, wombats are marsupials. A baby wombat is born at a very early stage of development and lives in its mother's pouch until it is old enough to survive on its own.

Wombats have only one baby at a time, usually during the Australian winter months, May to July. A baby wombat is called a joey. At birth the

tiny joey—barely an inch long—uses its forelimbs to pull itself along its mother’s underside to get into her pouch, where it will be kept warm, protected, and fed.

Marsupials, like all mammals, are nourished by their mothers’ milk. The nipples that supply the milk are inside the pouch. Once inside, the wombat joey finds a nipple and grabs it. The nipple then swells up in the baby’s mouth, providing a firm hold and a steady supply of food. The joey stays in its mother’s pouch for the next four months and grows rapidly.

Most marsupials have pouches which open upward when the animal is standing. However, both koalas and wombats have pouches which face downwards. A strong muscle keeps the pouch tightly closed and

prevents the young wombat or koala from falling out. An advantage of the downward-opening pouch for wombats is that dirt is less likely to get inside when the wombat is burrowing.

The wombat is a shy and gentle animal. But even if you lived in Australia and were willing to keep watch during the nighttime hours, it would be difficult to get to know one. As more and more people move into territories in which wombats live, they destroy the wombat’s burrows and food supplies. In some areas where the wombat was once plentiful, it is now almost extinct. Animal reserves have been set up recently to protect the wombat. Perhaps with a little help these friendly creatures will again prosper and multiply. The next time we drive through Australia, we really may have to *Watch Out for Wombats!*

W0000001

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1. This article mostly describes how
- the wombat's special body parts help it to grow and live
  - highway signs help to save the wombat
  - the wombat is like the koala and the North American badger
  - wombats feed and raise their young

WO000002

2. Where do wombats live?

- North America
- Greenland
- Australia
- Africa

WO000004

3. Describe one way in which wombats and koalas are similar and one way in which they are different.

WO000005

Similar *They both have strong forelimbs and powerful claws.*

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Different *The koala climbs trees and wombats dig holes.*

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4. Use the information in this passage to describe marsupials.

WO000006

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5. Where do wombats usually live?

- Ⓐ Along highways
- Ⓑ Inside tree trunks
- Ⓒ On high tree branches
- Ⓓ In underground burrows

WO000007

6. Choose an animal, other than a koala, that you know about and compare it to the wombat.

WO000008

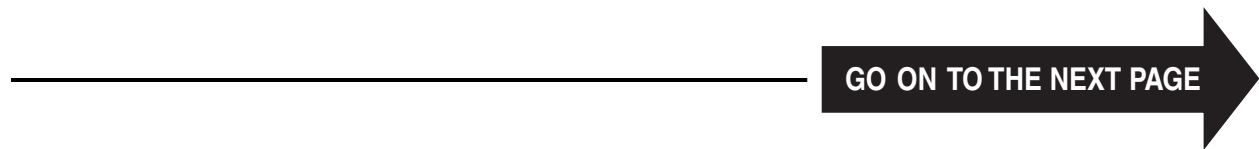
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7. Why are wombats not often seen by people?

- Ⓐ Wombats look too much like koalas.
- Ⓑ Wombats usually are active at night.
- Ⓒ There are not enough wombat-crossing signs.
- Ⓓ Wombats are difficult to see in trees.

WO000009

8. Describe the sleeping area of wombats.

WO000011

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9. To get food, the wombat uses its

- Ⓐ nose
- Ⓑ ears
- Ⓒ claws
- Ⓓ pouch

WO000012



10. What would a wombat probably do if it met a person?

- Ⓐ Try to attack the person.
- Ⓑ Run away from the person.
- Ⓒ Growl at the person.
- Ⓓ Beg for food from the person.

WO000013

11. Why has Australia set up animal reserves to protect the wombat?

WO000014

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12. Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

WO000015

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# Student Background Questionnaire

## General Directions for Grade 4


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

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

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

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

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

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

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



## Student Background Questionnaire

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

VB331330

VB331331

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

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

- VB331333 VB331337
3. Does your family get a newspaper at least four times a week?
- A Yes
- B No
- C I don't know.
- VB331334 TB001101
4. Does your family get any magazines regularly?
- A Yes
- B No
- C I don't know.
- VB331335 VB331339
5. About how many books are there in your home?
- 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)
- VB331336
6. Is there a computer at home that you use?
- A Yes
- B No
7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.
- A Yes
- B No
- C I don't know.
8. About how many pages a day do you have to read in school and for homework?
- A 5 or fewer
- B 6–10
- C 11–15
- D 16–20
- E More than 20
9. How often do you talk about things you have studied in school with someone in your family?
- 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

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VB331447

VB331451

10. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

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

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



# Student Background Questionnaire

## Mathematics—Grade 4

This section has 9 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB525162

1. 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

**Questions 2–5.** For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

VB525166

2. Do you use a computer to practice or drill on math?
- Ⓐ Yes
  - Ⓑ No

VB525172

3. Do you use a computer to play math games?
- Ⓐ Yes
  - Ⓑ No

VB525174

4. What kind of **calculator** do you normally use?
- Ⓐ I don't have a calculator.
  - Ⓑ Regular calculator (addition, subtraction, multiplication, division)
  - Ⓒ Graphing calculator

VB517158

5. When you take a math test or quiz, how often do you use a calculator?
- Ⓐ Never
  - Ⓑ Sometimes
  - Ⓒ Always

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VC180837

6. How often do you feel the following way in your math class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. The math work is too hard.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
b. I have done a good job on my homework.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
c. I have done a good job in class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
d. The math work is too easy.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
e. I like what we do in math class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

VB595182

7. 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

VB595184

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

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

VC034559

8. 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





# Student Background Questionnaire

## Reading—Grade 4

This section has 25 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

**Questions 1–4.** The following questions are about reading and writing. For each question, please mark the answer that best describes you.

VB345686

1. When I read books, I learn a lot.

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

VB345687

2. Reading is one of my favorite activities.

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

VB345688

3. Writing things like stories or letters is one of my favorite activities.

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

VB345689

4. Writing helps me share my ideas.

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

VB345692

5. How often do you read for fun on your own time?

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

VB345693

6. How often do you talk with your friends or family about something you have read?

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

VB345696

7. How often do you write e-mails to your friends or family?

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

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VB345699

8. How often do you read stories or poems for fun outside of school?

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

VB345700

9. How often do you read to learn about real things (such as facts about dinosaurs or other countries) for fun outside of school?

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

VB345701

10. How often do you read stories or articles that you find on the Internet for fun outside of school?

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

VB345703

11. For school this year, how often do you have a class discussion about something that the class has read?

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

VB345704

12. For school this year, how often do you work in pairs or small groups to talk about something that you have read?

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

VB345705

13. For school this year, how often do you write in a journal about something that you have read for class?

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

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VB345707

14. So far this year, how many times have you written a book report?

- Ⓐ Never
- Ⓑ Once
- Ⓒ 2 or 3 times
- Ⓓ 4 or 5 times
- Ⓔ 6 or more times

VB345708

15. So far this year, how many times have you made a presentation to the class about something that you have read?

- Ⓐ Never
- Ⓑ Once
- Ⓒ 2 or 3 times
- Ⓓ 4 or 5 times
- Ⓔ 6 or more times

VB345709

16. So far this year, how many times have you done a school project about something that you have read (for example, written a play, created a poster)?

- Ⓐ Never
- Ⓑ Once
- Ⓒ 2 or 3 times
- Ⓓ 4 or 5 times
- Ⓔ 6 or more times

VB345715

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

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

VB429518

18. When you have reading assignments in school, how often does your teacher give you time to read books you have chosen yourself?

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

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**Questions 19–22.** The following four questions ask about the subjects that you study in school this year.

VB345711

VB345713

19. How often do you read paperbacks, softcover books, or magazines for **reading**?

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

21. How often do you read paperbacks, softcover books, or magazines for **social studies or history**?

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

VB345712

VB345714

20. How often do you read paperbacks, softcover books, puzzle books, or magazines for **science**?

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

22. How often do you read paperbacks, softcover books, puzzle books, or magazines for **math**?

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

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VB595182

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

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

VC034559

24. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

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

VB595184

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

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

