NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## AGES 9, 13, and 17

LONG-TERM TREND MATHEMATICS and READING

# Sample Questions

General Information About The Nation's Report Card

2011-2012

Admin Schedule Line #_____ from Session #_____

NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

# 2011-2012

## LTT-9

| SECTION | |
|---|---|
| 1 | R21 |
| 2 | R22 |
| 3 | R23 |
| 4 | BR |

# Reading Book

# R001

School Information

SCHOOL #

| | | | | | | |
|---|---|---|---|---|---|---|
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Planning Code (Col. E1)

Admin. Code (Col. Q)

If Code 2 or 3, complete the box below.

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

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

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| Y | EXT TME | Y | MGNFY |
| Y | SM GRP | Y | SPEC EQ |
| Y | ONE ON | Y | CUEING |
| Y | REA DIR in English | Y | BRAIL |
| N/A | REA OCC in English | Y | SIGN |
| N/A | REA ALL in English | N/A | BIL DIC |
| Y | BREAK | Y | REA DIR in Spanish |
| Y | S STAFF | N/A | SP/ENG BK |
| Y | SCRIBE | N/A | REA ALL in Spanish |
| Y | LARGE | Y | OTHER |

DO NOT USE

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# National Assessment of Educational Progress

## 2011—2012 Long-Term Trend

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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. Students at ages 9, 13, and 17 will be assessed in long-term trend mathematics and reading in 2011–2012.

Results of the 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. 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.

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 assessment will require about 90 minutes of students' time and will include a questionnaire. The student informational questionnaire, found on page 24 of this booklet, provides educators and policymakers valuable insight into the conditions and factors that influence student learning so that decisions can be made to help maximize achievement for all students.

This sample questions booklet also contains an overview of the long-term trend assessment, describes the reading and mathematics components of the assessment, and provides test booklet directions. Sample subject questions and selected responses are also offered to help give you a better understanding of what the assessment is like. The final part of the booklet, located on the back cover, presents general information about the NAEP program.

If you have any questions or comments regarding NAEP, 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 Long-Term Trend Assessments

Since its inception in 1969, NAEP has served the important function of measuring our nation's educational progress by regularly administering various subject area assessments to nationally representative samples of students. The existence of the two national assessment programs—long-term trend NAEP and main NAEP—makes it possible to meet two important objectives: (1) measure student progress over time, and (2) as educational priorities change, develop new assessment instruments that reflect current educational content and assessment methodology. The long-term trend assessments have remained substantially the same since their first administration. NAEP's main assessments are periodically revised or updated to remain current.

Students in the long-term trend assessment are sampled by age—9, 13, and 17—throughout the school year. Age 13 students are assessed in the fall, age 9 students in the winter, and age 17 students in the spring of the academic year. The 2011–2012 long-term trend assessment includes mathematics and reading; students take only one of these subjects.

The long-term trend mathematics assessment measures students' knowledge of basic facts, ability to carry out numerical algorithms using paper and pencil, knowledge of basic measurement formulas as they are applied in geometric settings, and ability to apply mathematics to daily living skills (such as those related to time and money). The computational focus of the long-term trend assessment provides a unique opportunity to determine how students are performing in areas of computation and simple applications of mathematics. The long-term trend mathematics assessment is described in more detail on page 8 of this booklet.

The long-term trend reading assessment measures students' reading skills and comprehension abilities, primarily with expository, narrative, and document texts. While some questions in the long-term trend assessment ask students to write their own answers, the majority of questions are in a multiple-choice format. For a more detailed description of the long-term trend reading assessment, see page 10 of this booklet.

In addition to assessing students' progress in mathematics and reading, the NAEP long-term trend assessments include informational questions about students' home and school experiences that are thought to be related to educational achievement. For example, students are asked about the courses they have taken, activities in their classrooms, and the amount of time they spend on homework. Their responses to these questions provide an informative context for interpreting the assessment results. The long-term trend informational questions are on pages 24 through 28.

# Description of Long-Term Trend Mathematics

## Ages 9, 13, and 17

The long-term trend mathematics assessment covers the following content topics: numbers and numeration; measurement; shape, size, and position; probability and statistics; and variables and relationships. Each test booklet consists of three content blocks of 15 minutes each.

- *Numbers and Numeration:* These exercises deal with the ways numbers are used, processed, or written. Knowledge and understanding of numeration and number concepts are assessed for whole numbers, common fractions, decimal fractions, integers, and percents. Considerable emphasis is placed on operations. Number properties and order relations are also included.
- *Measurement:* These exercises cover appropriate units; equivalence relations; instrument reading; length, weight, capacity, time, temperature, perimeter, area, and volume; nonstandard units; and precision and interpolation. A substantial number of the measurement exercises require the use and understanding of metric units.
- *Shape, Size, and Position:* These exercises measure objectives related to school geometry and concern plane and solid shapes, congruence, similarity, properties of triangles, properties of quadrilaterals, constructions, sections of solids, basic theorems and relationships, and rotations and symmetry.
- *Probability and Statistics:* These exercises assess collecting data; organizing data with tables, charts, and graphs; interpreting and analyzing data; drawing inferences; making generalizations; using basic statistics; predicting outcomes and determining combinations.
- *Variables and Relationships:* These exercises deal with the recognition of facts, definitions, and symbols of algebra; the solution of equations and inequalities; the use of variables to represent problem situations and elements of a number system; the evaluation and interpretation of functions and formulas; the graphing of points and lines in a coordinate system; and the use of exponential and trigonometric functions, and logic. Most of these exercises are at the 17-year-old level, at which students have had the opportunity to study algebra.

For the three age levels assessed—9, 13, and 17—the percentage of test questions from each content topic is distributed as follows:

**Target Percentages by Age Level**

| | Age 9 | Age 13 | Age 17 |
|---|---|---|---|
| Numbers and numeration | 50% | 50% | 44% |
| Measurement | 19% | 19% | 12.5% |
| Shape, size, and position | 12.5% | 12.5% | 12.5% |
| Probability and statistics | 6% | 6% | 6% |
| Variables and relationships | 12.5% | 12.5% | 25% |

The long-term trend mathematics assessment includes the following process domains: mathematical knowledge, mathematical skill, mathematical understanding, and mathematical application.

- *Mathematical Knowledge:* Mathematical knowledge refers to the recall and recognition of mathematical ideas expressed in words, symbols, or figures. Mathematical knowledge relies, for the most part, on memory processes. It does not ordinarily require more complex mental processes. Exercises that assess mathematical knowledge require that a student recall or recognize one or more items of information. An example of an exercise involving recall would be one that asks for a multiplication fact, such as the product of five and two.
- *Mathematical Skill:* These exercises require the performance of specified tasks, such as making measurements, multiplying two fractions, performing mental computations, graphing a linear equation, or reading a table.
- *Mathematical Understanding:* Exercises that assess mathematical understanding require that a student provide an explanation, an illustration for one or more items of knowledge, or the transformation of knowledge. They do not require the application of that knowledge to the solution of a problem. An example of an exercise involving understanding is one that asks why a certain graph is not the graph of a function.
- *Mathematical Application:* Mathematical application and problem solving refer to the use of mathematical knowledge, skill, and understanding in solving both routine and nonroutine problems. Exercises that assess mathematical application and problem solving require a sequence of processes that relate to the formulation, solution, and interpretation of problems. The processes may include recalling and recording knowledge, selecting and carrying out algorithms, making and testing conjectures, and evaluating arguments and results. Exercises assessing mathematical application may vary from routine textbook problems to exercises dealing with mathematical arguments.

# Description of Long-Term Trend Reading

## Ages 9, 13, and 17

The long-term trend reading assessment contains a range of reading materials, from simple narrative passages to complex articles on specialized topics. The selections include brief stories, poems, and passages from textbooks and other age-appropriate reading material. Students' comprehension of these materials is assessed with both multiple-choice questions and constructed-response questions in which students are asked to provide a written response. In the long-term trend reading assessment, students are given selections in expository reading, narrative reading, and document reading. Each test booklet consists of three content blocks of 15 minutes each.

The expository reading selections in the assessment consist of passages ranging from 250 words to 500 words at age 9 or to 800 words at age 17 and short paragraphs of 50 to 150 words at all ages. Students read a passage, then answer multiple-choice or constructed-response questions about the passage. The percentage of questions in the assessment allocated to expository reading varies, by age and by block, from 54 percent to 61 percent.

Similarly, the narrative reading selections in the assessment consist of passages ranging from 250 words to 500 words at age 9 or to 800 words at age 17 and short paragraphs of 50 to 150 words at all ages. Students read a passage, then answer multiple-choice or constructed-response questions about the passage. The narrative reading selections also include poetry passages of 50 to 150 words, followed by multiple-choice and constructed-response questions. The percentage of questions in the assessment allocated to narrative reading varies, by age and by block, from 14 percent to 23 percent.

The document reading selections in the assessment consist of materials that represent real-life activities, such as a train schedule or a sale coupon. The percentage of questions in the assessment allocated to document reading varies, by age and by block, from 17 percent to 24 percent.

**Percentages of Items by Text Type, Item Format, and Age Level**

| Text Type | Age 9 | Age 13 | Age 17 |
|---|---|---|---|
| Expository | 66% | 59% | 70% |
| Narrative | 24% | 18% | 13% |
| Document and other | 10% | 23% | 17% |

# Booklet Directions

## Long-Term Trend Assessments

Your booklet has 4 sections. In each of Sections 1, 2 and 3, you will have 15 minutes to answer questions about a reading passage or answer questions about mathematics. Section 4 asks questions about you and your classes. There are many different booklets in this assessment, each containing different questions, and most of the students in the room with you have a booklet that is different from yours. Do not worry if the person sitting next to you is working on a page that doesn't look like the one you are working on. You will be told when to begin each section. Stop when you see this sign.

You should think carefully about your answers and answer every question. Use all the time available to complete each section. If you skip a question, go back and try to answer it before time is called.

Some of the questions ask you to choose the best answer and fill in the oval in your booklet. Example 1 shows a question like this. Read the question and fill in the oval beside the choice that you think is correct.

**Example 1**

How many minutes are there in an hour?

Ⓐ 12
Ⓑ 24
Ⓒ 30
Ⓓ 60

You should have filled in the oval for "60" because there are 60 minutes in an hour.

Other questions will ask you to write your answer on the blank line provided in your booklet. Now read Example 2 and write your answer on the blank line below.

**Example 2**

Add 32 and 14.

Answer _____

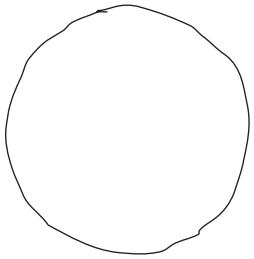
You should answer this question by writing 46 on the answer line provided.

GO ON TO THE NEXT PAGE

**Example 3**

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.

Draw a circle in the space below.



**Example 4**

Some questions ask you to write a longer response. Each of these questions has special directions. Your answer should be written or printed on the blank lines following the question. Use as much of the space in your booklet as you need.

**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 STOP sign at the end of each section until you are told to do so.

STOP

# III. Sample Questions

## Long-Term Trend Mathematics

## Age 9

1. Which is worth the most?

   Ⓐ 12 pennies

   Ⓑ 8 nickels

   Ⓒ 5 dimes

   Ⓓ 1 quarter

*The correct answer is C.*

---

2. Which of the following is the largest unit of measurement?

   Ⓐ Centiliter

   Ⓑ Kiloliter

   Ⓒ Liter

   Ⓓ Milliliter

*The correct answer is B.*

---

3. Which of these numbers is a prime number?

   Ⓐ 6

   Ⓑ 27

   Ⓒ 67

   Ⓓ 81

*The correct answer is C.*

---

# Long-Term Trend Reading

## Age 9

One thing that Silky the spider hated about himself was that he didn't have any hair. He went shopping for a wig. He went into a store and tried on about a hundred wigs before he found one he liked. It was a red wig to match his red eyes, and it had two long curls that went down his back. Oh, he looked and felt great in his new hair.

1. Which one of these sentences tells BEST how Silky felt about not having any hair?

   Ⓐ Silky wished he had some hair.

   Ⓑ Silky was not aware of his baldness.

   Ⓒ Silky thought that hair was a bother.

   Ⓓ Silky thought that being bald made him handsome.

*The correct answer is A.*

---

### Frontier Women

Like the early colonial women settlers of the backwoods, frontier women made everything their families needed. Most began work at daybreak and did not rest until late evening. They cooked, spun cloth, made clothing, raised children, and tried to keep their dirt homes clean. They cleared and plowed fields, tended and harvested crops, milked the cows, raised hogs, rode and trained horses, and did just about every chore on the farm.

The women not only worked, they also made most of their own tools. To make pitchforks, they attached handles to deer antlers. Many of the women learned to use a knife well enough to carve spoons, forks, and bowls out of animal bones. They fashioned cups and containers out of vegetable gourds and animal horns.

2. According to the article, which of the following pairs of activities did frontier women perform?

   Ⓐ Making tools and plowing fields

   Ⓑ Sewing clothes and trapping animals

   Ⓒ Ironing clothes and hunting for food

   Ⓓ Cleaning house and trading with Native Americans

*The correct answer is A.*

---

## How to Serve Meow-Wow Dinner

One 8-ounce cup per average-sized cat is the recommended daily amount.

Twice-a-day feeding is the general rule for most cats, so allow 1/2 cup for each meal.

Remember that some cats just naturally like to nibble often instead of having a full meal at one time. In this case, serve each cat a cupful of Meow-Wow Dinner once a day, allowing the cat to eat as much and as often as desired.

Until kittens are three months old, feed them Meow-Wow Dinner wet about three or four times a day. Let them eat all they want.

Sometimes cats lose their appetites and do not eat for a day or two. If lack of appetite continues, it may be wise to consult a veterinarian.

3. What should a two-month old kitten be fed?

Ⓐ Only dry food

Ⓑ One 8-ounce cup of food a day

Ⓒ Two cups of food once in the morning and once at night

Ⓓ Wet food three or four times a day

*The correct answer is D.*

# Long-Term Trend Mathematics

## Age 13

1. Change the following mixed numeral to an improper fraction.

$2\frac{1}{8} =$ _____

*Solution*:

$\frac{17}{8}$

---

2. Which of the following represents fifteen tens?

Ⓐ 5

Ⓑ 150

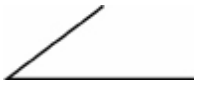
Ⓒ 1,500

Ⓓ 1,510

*The correct answer is B.*

---

3.Which of the following shows perpendicular lines?

Ⓐ 

Ⓑ

Ⓒ

Ⓓ

*The correct answer is B.*

---

# Long-Term Trend Reading

## Age 13

### Travels with Charley in Search of America

Even the cabin was dismal and damp. I turned the gas mantle high, lit the kerosene lamp, and lighted two burners of my stove to drive the loneliness away. The rain drummed on the metal roof. Nothing in my stock of food looked edible. The darkness fell and the trees moved closer. Over the rain drums I seemed to hear voices, as though a crowd of people muttered and mumbled offstage. Charley was restless. He didn't bark an alarm, but he growled and whined uneasily, which is very unlike him, and he didn't eat his supper and he left his water dish untouched—and that by a dog who drinks his weight in water every day and needs to because of the outgo. I succumbed utterly to my desolation, made two peanut-butter sandwiches, and went to bed and wrote letters home, passing my loneliness around. Then the rain stopped falling and the trees dripped and I helped spawn a school of secret dangers. Oh, we can populate the dark with horrors, even we who think ourselves informed and sure, believing nothing we cannot measure or weigh. I knew beyond all doubt that the dark things crowding in on me either did not exist or were not dangerous to me, and still I was afraid. I thought how terrible the nights must have been in a time when men knew the things were there and were deadly. But no, that's wrong. If I knew they were there, I would have weapons against them, charms, prayers, some kind of alliance with forces equally strong but on my side. Knowing they were not there made me defenseless against them and perhaps more afraid.

1. Which of the following best describes the man's fear?

   Ⓐ He was worried that his dog was becoming ill.

   Ⓑ He kept having fearful thoughts even though he knew there was no danger.

   Ⓒ He suspected that there were dangerous animals outside.

   Ⓓ He heard voices of people trying to break into the cabin.

*The correct answer is B.*

---

2. Think about the article again. Write down a few words that describe the mood or feeling of the story.

   Explain how the writer created this mood. Write your answer on the lines below.

   _____

   _____

   _____

   _____

## Elephant Seals

Elephant seals cannot always be found together or even on land. In fact, for most of the year they prefer to be alone and at sea. But there are two reasons these seals gather on shore each year.

One is to escape the stinging effect of saltwater when they molt, or shed their old hair for new hair. At this time large patches of skin are also shed with the old hair. That is what makes them so sensitive to salt. The other reason elephant seals come ashore is to give birth to their young and to mate.

During the mating season, the seals are as heavy as they will ever be during the year. Females may weigh as much as 1,700 pounds. Males may weigh close to 6,000 pounds and be 17 feet long.

Much of the weight of these animals is fat, which they gain from their diet of squid and other seafood. This fat insulates them from the cold and provides the energy for the long periods when they eat nothing at all. But unfortunately for the seals, their blubber is also a very rich source of oil. The fat from a large male may yield up to 210 gallons of oil.

Although the animals are huge, they can be approached without fear, for on land they move fairly slowly. Unlike many other types of seals, elephant seals have little fear of people. Thus, when large-scale hunting of seals began around 1850, it didn't take long to kill most of them. By the 1890's scientists supposed that these seals had been hunted off.

In 1911 it was a great surprise when a small herd of about 100 seals was found on a Mexican island near the coast of Baja California. This discovery was reported to the Mexican government, which immediately stationed soldiers on the island with orders to shoot anyone harming the seals. As you can imagine, the seals prospered and within another sixty years the size of the herd had greatly increased.

One feature of elephant seal behavior may have aided this remarkable comeback. The males engage in savage fighting that leaves one bull "King of the Beach." The winner is a champion prizefighter in the elephant seal world and, as a reward, he will have more "wives" on his part of the beach than any other bull. Farther down the beach, however, there are also other champions. This type of grouping helps the seals, for the strength of the most powerful bulls is passed on to the baby elephant seals. And in a vast ocean where these pups have to outswim an occasional white shark or killer whale, speed and strength are important.

Most of the fighting among males takes place in early December. They arrive at the Mexican island and other areas several weeks before the females so their problems will be settled before their wives arrive. From this time until they leave in March, the bulls eat nothing at all. They stay on shore and live only on the food and water contained in their stored fat.

Females arrive on the beaches in late December. Several days later each gives birth to a pup that weighs about 90 pounds. For one month the mother seal also eats nothing at all. In fact, she does very little other than nurse her pup. By the end of this 30-day period the pup may have tripled its weight, now weighing close to 300 pounds. At that time the mother leaves the pup to survive by itself. She then mates. One year later she gives birth to another pup.

And so the story goes, just as it did for thousands of years before the hunters arrived. Now, with the hunters gone and the seals recovered, this story should continue for thousands of years more.

8. Why do elephant seals come ashore each year?

Ⓐ To eat and store up food

Ⓑ To escape the winter migration of the white sharks and to avoid the cold water

Ⓒ To rest up from their hard life at sea and hibernate

Ⓓ To escape the saltwater and to give birth to their young

*The correct answer is D.*

# Long-Term Trend Mathematics

## Age 17

1. Which number is between 0.09 and 0.1 ?

Ⓐ 0.95

Ⓑ 0.5

Ⓒ 0.095

Ⓓ 0.05

*The correct answer is C.*

---

2. The following statement is true:

"If Sally goes to the movie, Mark will go also."

Which statement below could NOT be true?

Ⓐ Sally and Mark both go to the movie.

Ⓑ Sally goes to the movie and Mark does not go.

Ⓒ Mark goes to the movie and Sally does not go.

Ⓓ Neither Mark nor Sally goes to the movie.

*The correct answer is B.*

---

3. If $\frac{P}{41} = 64$, what does $\frac{P}{82}$ equal?

Ⓐ 32

Ⓑ 64

Ⓒ 128

Ⓓ 5248

*The correct answer is A.*

---

# Long-Term Trend Reading

## Age 17

1. Read the sentences in the paragraph below and choose the sentence that does NOT belong with the others.

   Colorado is a western state with many mountains. Colorado has more than 1,000 peaks two miles high. Gold was discovered in Colorado in 1859. A total of 54 of the 69 highest mountains in the United States are in Colorado.

   Ⓐ Colorado is a western state with many mountains.

   Ⓑ Colorado has more than 1,000 peaks two miles high.

   Ⓒ Gold was discovered in Colorado in 1859.

   Ⓓ A total of 54 of the 69 highest mountains in the United States are in Colorado.

*The correct answer is C.*

---

## I Start to Work

Addie, New York, Lower East Side District, 1900

My father made only four dollars a week and there were six children, so my mother took in work. She would get bundles of unfinished pants from this factory. There would be maybe twenty-five, thirty pants to a bundle. And she would bring them home and finish them, and she would keep my sister and me out of school to help. When she started this, I was eight years old.

All day we would sit in the kitchen and sew. We would turn up the bottoms and sew them, and we would put a lining in the waist and sew that. The next morning she would take the bundle back and get another one. I would go to school maybe once, twice a week.

Jess, Western Nebraska, 1906-1910

Starting when I was fourteen, I spent every summer working on farms. I packed my suitcase and took a train and would be gone for three months.

Every morning I got the team ready. Then the farmer would drive a binder through his wheat and cut it and bind it into bundles. And I would follow behind and stack the bundles on end in shocks so they wouldn't get wet. When the shocking was over, I'd help with the threshing. And when that was done, the summer was gone.

Martha, Philadelphia, 1903

When I was twelve years old my mother came to me, and she said I had to leave school and get a job. We needed the money. So I got a job makin' buttonholes in vests.

It was like nothin'. Just work. Start at seven, work till six, six days a week. I got three cents for every two buttonholes, and I made them by hand. Oh, you had to make an awful lot. The first week I made two hundred and sixty-five, and they gave me four dollars.

Joe, Northern Maine, 1895-1899

The first year I worked in the woods I was fifteen years old. This logging camp was twenty-five, thirty miles from the nearest town.

There was about eighty of us in that camp, and we all slept in log cabins. On each side there'd be bunks and in the middle there'd be a stove and a pile of wood. And they had a cook's room and an eatin' room and that sort of thing.

At night, we'd get together in the eatin' room. And some would play the mouth harp (harmonica) and maybe some would sing or step dance or tell stories. And there'd always be some clown carrying on–like me. Just in fun, I'd go over and throw a dipper of water on somebody. Well, that would always start a roughhouse.

But you had to do things like that to keep your spirits up. Takin' to the woods that way all winter, you worked hard and you never got to town. That first winter I was up there two months straight. When I was eighteen, I stayed five months and eight days before I came out.

2. What did Martha think about her job?

Ⓐ Her job was tiresome and uninteresting.

Ⓑ Her job was too difficult for children.

Ⓒ Her job was different and exciting.

Ⓓ Her job was better than going to school.

*The correct answer is A.*

## Throwing the Javelin

The scent of honeysuckle seemed to linger in the air and joined itself with the sweet odor of freshly cut grass. I slipped out of my bright red sweats and flung them to the base of the tree. I picked up the javelin, stuck point down in the turf. I stretched my arms with the javelin behind my neck. Out of habit, I stood and held the javelin in my left hand, and with the thumb of my right forced small clumps of dirt from the tip. I searched for a target. Picking a spot in a cloud moving towards me I cocked the javelin above my shoulder and regulated my breathing. My right foot was placed on the first mark and my left foot rested behind. My eyes were focused on one abstract point in the sky. Pierce it. I built up energy. Slowly, my legs flowed in motion, like pistons waiting for full power and speed. I could feel my legs churning faster, the muscles rippling momentarily, only to be solidified when foot and turf met like gears. Hitting the second mark, I escaped from the shadow of the tree and was bathed in sunlight . . . . Left foot forward . . . javelin back, straight back, . . . turn now, five steps . . . three, four . . . stretch, the clouds, the point . . . turn back, throw the hips . . . chest out . . . explode through the javelin . . . terminate forward motion, release.

The muscles of my right leg divided in thirds just above my knee, as the full weight of my body in motion was left to its support. Skipping, I followed through and watched the quivering javelin climb as it floated in the oncoming wind. For a moment, it reflected the sunlight and I lost sight of the javelin. The javelin landed quickly, piercing the ground. I heaved in exhaustion, and perspiration flowed from my face and hands. Before me the field stretched and I attempted to evaluate my throw. I was pleased. The smell of honeysuckle again drifted into my senses and somehow, I had a feeling of accomplishment I could just as easily have experienced had I thrown poorly.

Here is one student's impression of the story:

> When I watch throwing javelins on television, everything seems to happen in a split second. First, the javelin is in the thrower's hand and the next thing you know the official is out there measuring how far the javelin was thrown. In this story, though, throwing the javelin seems to take a long time.

3. Think about the story. Think about the way in which the writer created the impression that this javelin throw took a long time. Write your explanation on the lines provided.

_____

_____

_____

_____

_____

# IV. Student Informational Questionnaire

## FOR LONG-TERM TREND MATHEMATICS AND READING AT ALL AGE LEVELS (unless otherwise specified)

In this section, please tell us about yourself and your family. The section has 25 questions. Mark your answers in your booklet.

VB331330

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.

VB331331

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

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

VB331333

3. Does your family get a newspaper at least four times a week?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know.

VB331334

4. Does your family get any magazines regularly?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know.

GO ON TO THE NEXT PAGE

VB331335

5. About how many books are there in your home?

Ⓐ Few (0–10)

Ⓑ Enough to fill one shelf (11–25)

Ⓒ Enough to fill one bookcase (26–100)

Ⓓ Enough to fill several bookcases (more than 100)

VB331336

6. Is there a computer at home that you use?

Ⓐ Yes

Ⓑ No

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

Ⓐ Yes

Ⓑ No

Ⓒ I don't know.

TB001101

8. About how many pages a day do you have to read in school and for homework?

Ⓐ 5 or fewer

Ⓑ 6–10

Ⓒ 11–15

Ⓓ 16–20

Ⓔ More than 20

B001200

9. How much time did you spend on homework yesterday?

Ⓐ No homework was assigned

Ⓑ I had homework but didn't do it.

Ⓒ Less than 1 hour

Ⓓ 1 to 2 hours

Ⓔ More than 2 hours

VB331339

10. How often do you talk about things you have studied in school with someone in your family?

Ⓐ Never or hardly ever

Ⓑ Once every few weeks

Ⓒ About once a week

Ⓓ Two or three times a week

Ⓔ Every day

VB331447

11. 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

GO ON TO THE NEXT PAGE

B001801

12. How much television do you usually watch each day?

Ⓐ None

Ⓑ 1 hour or less

Ⓒ 2 hours

Ⓓ 3 hours

Ⓔ 4 hours

Ⓕ 5 hours

Ⓖ 6 hours or more

VB330870

13. How far in school did your mother go?

Ⓐ 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.

**[This question is not given at age 9]**

VB330871

14. How far in school did your father go?

Ⓐ 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.

**[This question is not given at age 9]**

VB331451

15. 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

HE002549

16. Which of the following best describes your high school program?

Ⓐ General

Ⓑ Academic or college preparatory

Ⓒ Vocational or technical

**[This question is only given at age 17]**

GO ON TO THE NEXT PAGE

SO003500

17. How often do you do each of the following things?

| | Almost every day | Once or twice a week | Once or twice a month | A few times a year | Never or hardly ever |
|---|---|---|---|---|---|
| A. Read for fun on your own time. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| B. Tell a friend about a good book. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

**[This question is only given in Reading at all three ages]**

B004801

18. What kind of mathematics are you taking this year?

Ⓐ I am not taking mathematics this year.

Ⓑ Regular mathematics

Ⓒ Pre-algebra

Ⓓ Algebra

Ⓔ Other

**[This question is only given in Mathematics at age 13]**

GO ON TO THE NEXT PAGE

B005300

**Questions 19–25.** Counting what you are taking now, have you ever taken any of the following mathematics courses?

| | Have taken | Have not taken |
|---|---|---|
| 19. General, business, or consumer mathematics | Ⓐ | Ⓑ |
| 20. Pre-algebra or introduction to algebra | Ⓐ | Ⓑ |
| 21. First-year algebra | Ⓐ | Ⓑ |
| 22. Second-year algebra | Ⓐ | Ⓑ |
| 23. Geometry | Ⓐ | Ⓑ |
| 24. Trigonometry | Ⓐ | Ⓑ |
| 25. Pre-calculus or calculus | Ⓐ | Ⓑ |

**[This question is only given in Mathematics at age 17]**

STOP

# 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.

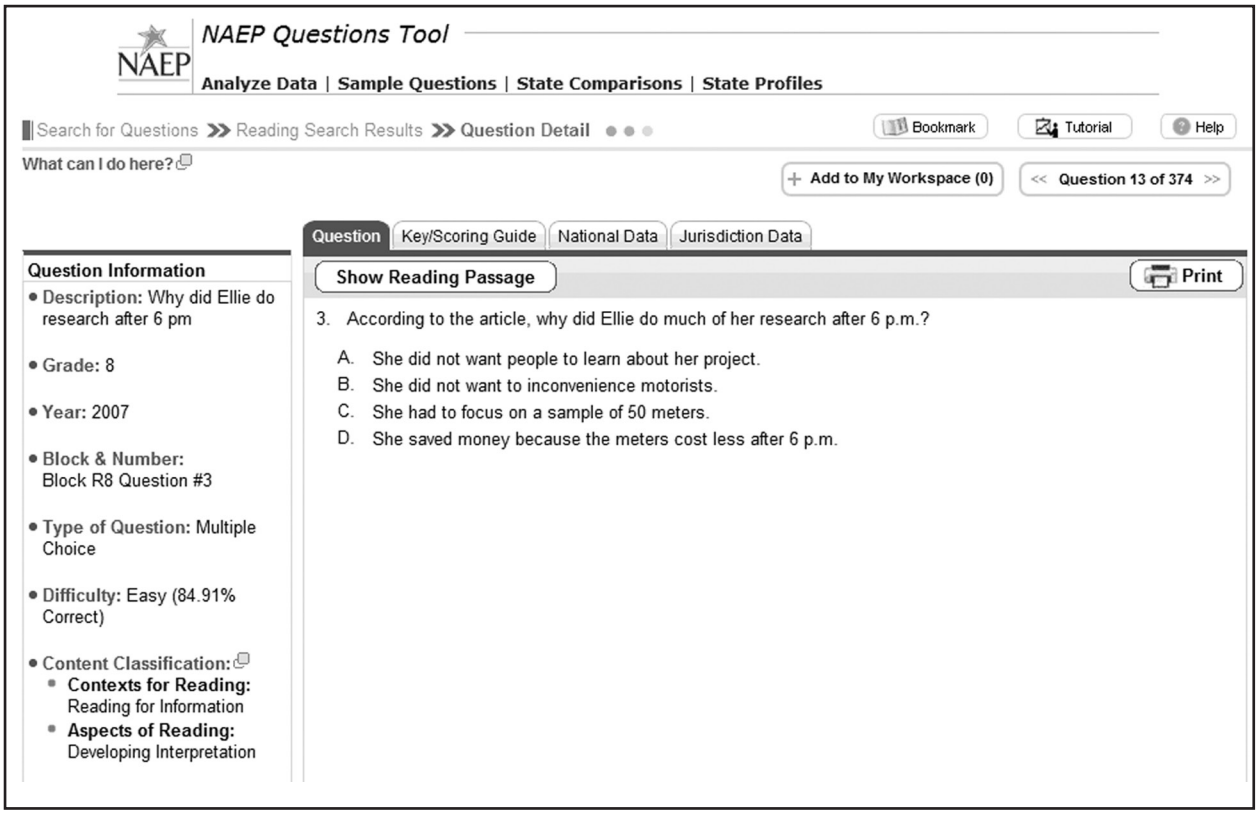
The purpose of the NQT is to provide teachers, researchers, educators, and the public with greater access to NAEP assessment exercises.

## 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?

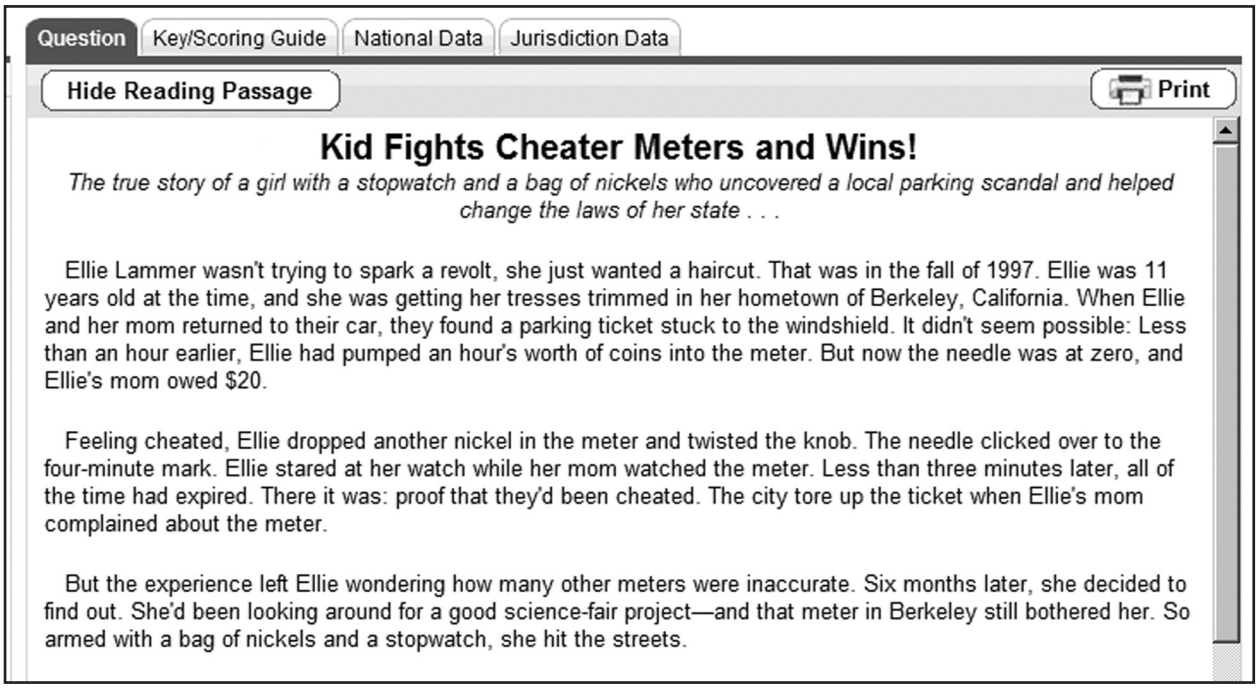
When you select a question to view, a screen similar to the one below will be displayed.



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.

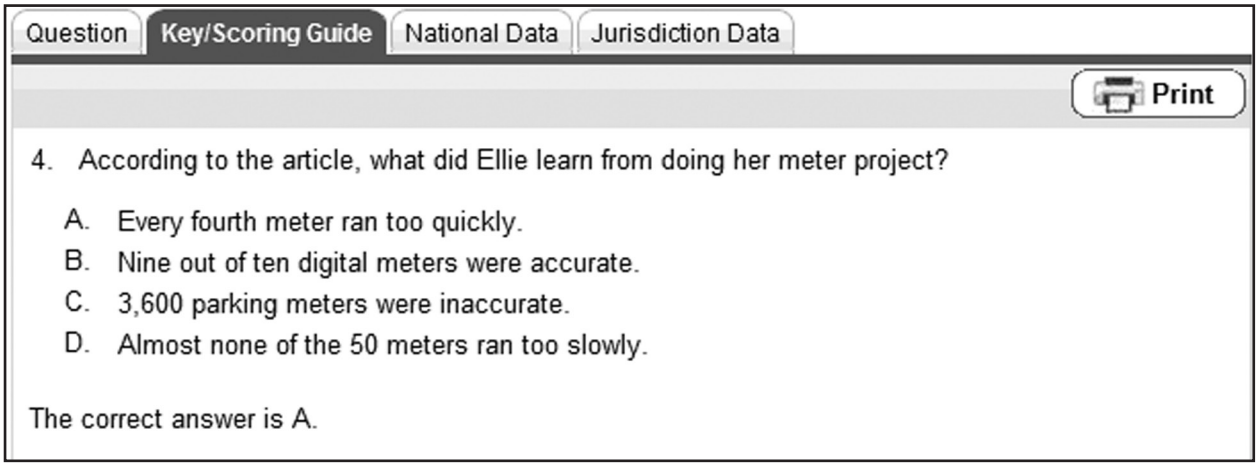
**Question:** When the screen first appears, the question will be displayed, and the **Question** tab will be highlighted. When you are viewing related information other than the question itself, click on this tab to re-display the question. The question and related graphics or text passages may not 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.




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

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



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

Question | Key/Scoring Guide | Sample Responses | National Data | Jurisdiction Data

Print

| Score & Description |
|---|
| **Extensive**<br>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**<br>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**<br>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**<br>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 & recieving 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.

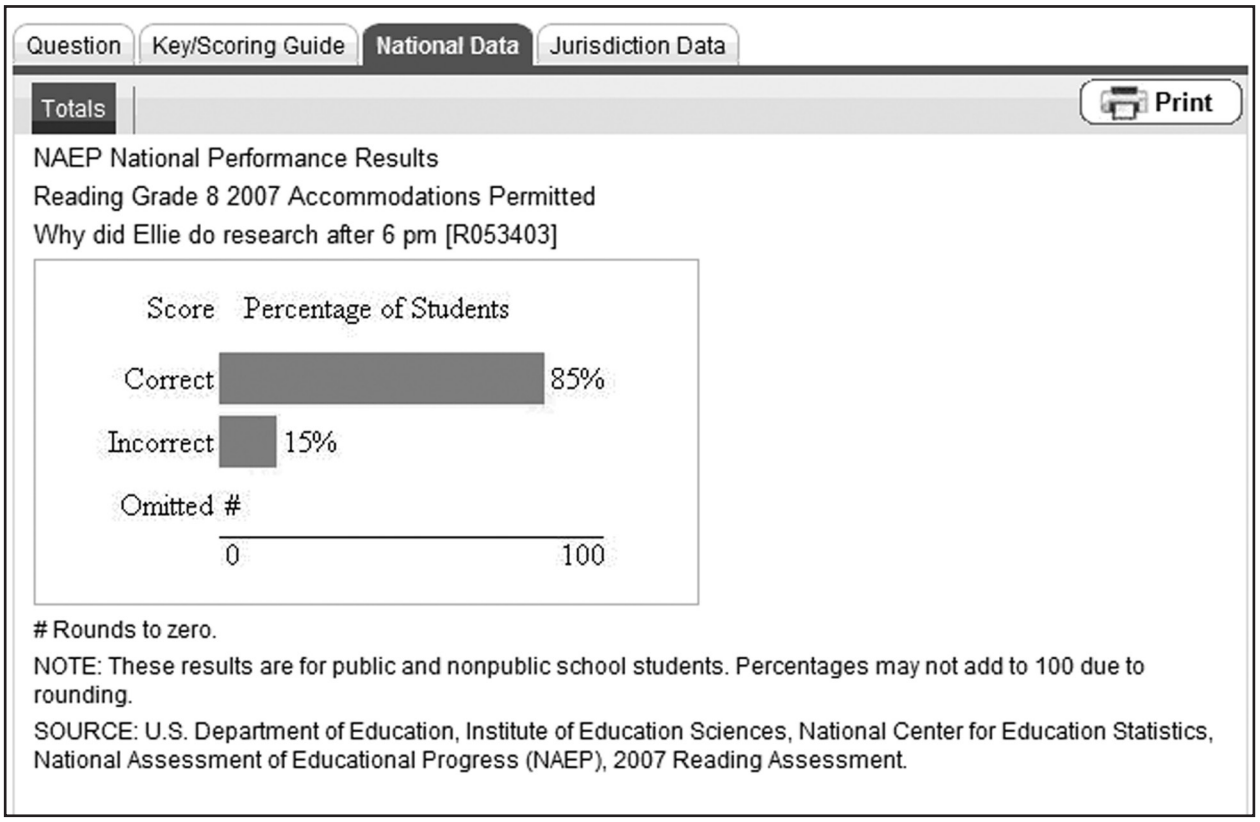
I think that what Ellie did was something good for the community, which should have been acknowledged. Our society focuses too much on the negative and needs to focus more on positive.

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.

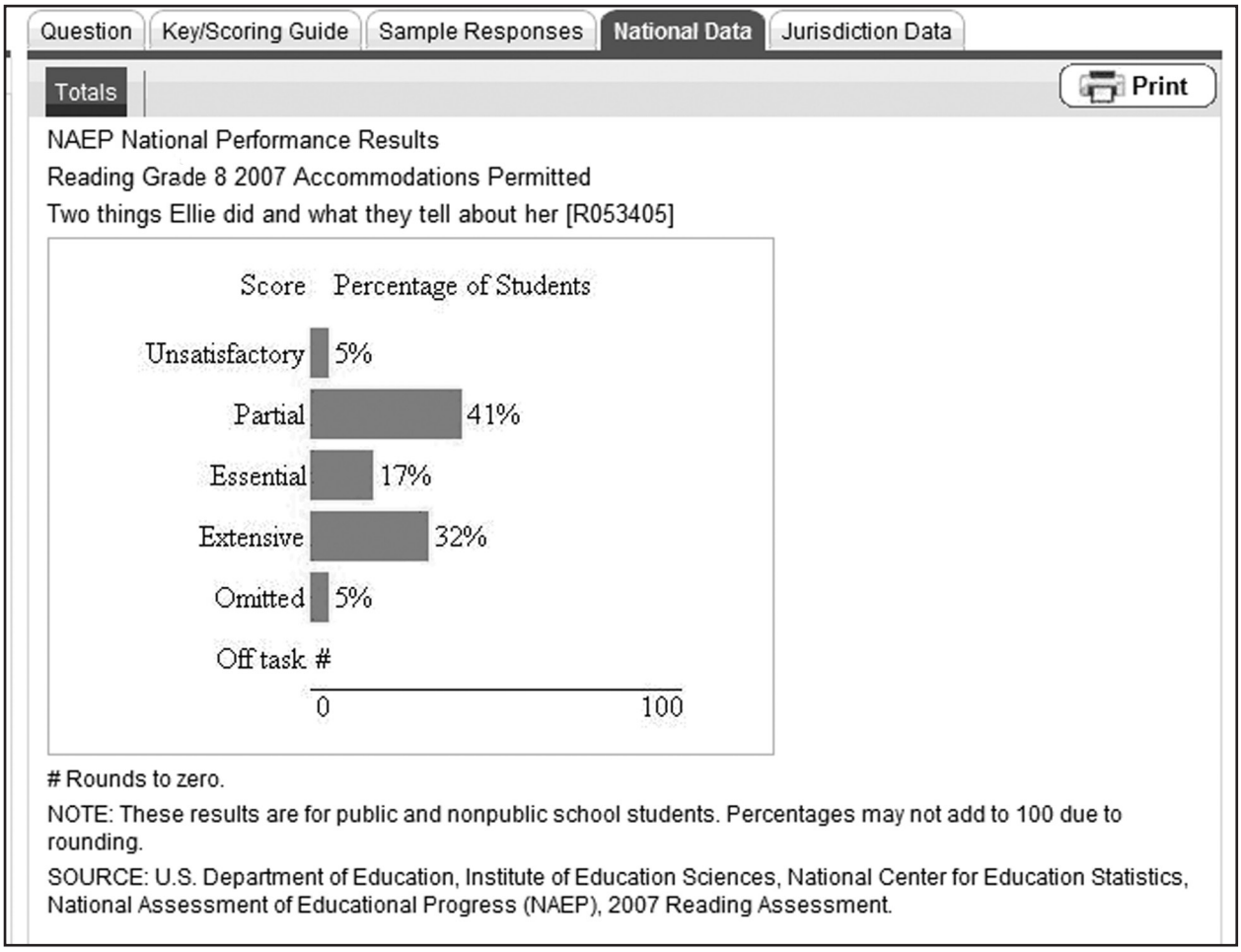
Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

**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.

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