COMPUTER-BASED ASSESSMENTS

WRITING | GRADES 8 and 12

MATHEMATICS | GRADE 8

Sample Questions

General Information About The Nation’s Report Card

2011
National Assessment of Educational Progress

2011 Sample Questions Booklet
for Computer-Based Assessments

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I. About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP), I want to thank you for your participation in this essential measure of student achievement in the United States. NAEP tells us what students in our country know and can do. In the coming year, fourth-, eighth- and twelfth-graders will participate in NAEP. In 2011, students at grade 8 will take a computer-based mathematics special study and students at grades 8 and 12 will take a computer-based writing assessment. Each student answers questions in only one subject. After watching a tutorial, students will take two 30-minute tasks in writing or two 25-minute tasks in mathematics, and then respond to a brief 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 and special study materials before the materials leave the school. Results of the 2011 writing computer-based 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 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. This booklet includes sample questions for mathematics and writing, in order to promote understanding of the assessments, and student questionnaires, which provide educators and policymakers with contextual information for the assessment and information about factors that may be related to students’ learning.

If you have any questions or comments regarding NAEP or would like to view previous Nation’s Report Cards, please visit the NAEP website at http://nces.ed.gov/nationsreportcard. The NAEP website also features the NAEP Questions Tool (http://nces.ed.gov/nationsreportcard/itmrlsx), which allows you to review additional sample questions with sample answers, and a video of students talking about NAEP (http://nces.ed.gov/nationsreportcard/videos/naepstudent.asp).

Peggy G. Carr
Associate Commissioner for Assessment
National Center for Education Statistics
Institute of Education Sciences

NAEP is administered by the National Center for Education Statistics, within the U.S. Department of Education’s Institute of Education Sciences. Policy for the assessment, including its content and standards, is set by the independent, bipartisan National Assessment Governing Board (www.nagb.org).
II. The Assessments

The Mathematics Special Study
Computer-Based
Grade 8

The 2011 NAEP mathematics computer-based special study will be administered to students at grade 8 on laptop computers provided by NAEP for the study. The special study measures students’ ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra. Within each of these five content strands, students are asked questions that involve low, moderate, and high mathematical complexity. Mathematical complexity deals with what students are asked to do in a task.

The goal of the study is to explore the use of adaptive testing for NAEP. A sample of students will be randomly assigned to one of two groups, an experimental group and a control group. Students in the experimental group will take a first mathematics block (set of questions) consisting of all multiple-choice questions. Their answers will be scored by the computer during the assessment, and the student’s performance on this block will determine which of three blocks—easy, medium, or hard—the computer will provide for the second mathematics block. This is called an adaptive test. Students in the control group will also take a first mathematics block consisting of all multiple-choice questions, but the second mathematics block—easy, medium, or difficult—will be randomly assigned.

By administering questions that are more closely matched to student ability, NAEP can explore whether more accurate information can be obtained about what students know and can do. The study may also provide information about whether computer-based adaptive testing causes students to be more or less engaged in the assessment.

The 2011 mathematics computer-based special study includes multiple-choice questions and short constructed-response questions. It also incorporates the use of calculators in some parts of the study, but not all. Students will be given a handout with three pages of scratch paper with calculator directions on the back cover. Scientific calculator use is permitted on approximately one-third of the test questions. At grade 8, students may use their own scientific or graphing calculators. These questions are designed so that students who bring their own graphing calculators are not at an advantage compared to students who use the scientific calculators provided by NAEP.
For more information regarding the mathematics assessment framework, please visit the National Assessment Governing Board's website at http://www.nagb.org/publications/frameworks.htm.

### NAEP Mathematics Framework

**Distribution of Questions Across Content Strands**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Properties and Operations</td>
<td>20%</td>
</tr>
<tr>
<td>Measurement</td>
<td>15%</td>
</tr>
<tr>
<td>Geometry</td>
<td>20%</td>
</tr>
<tr>
<td>Data Analysis, Statistics, and Probability</td>
<td>15%</td>
</tr>
<tr>
<td>Algebra</td>
<td>30%</td>
</tr>
</tbody>
</table>
Before the Assessment

Students will be given scratch paper (and a pencil), in case they want to use it to help solve the problems on the assessment. It will not be collected as part of the assessment because it is for their own use.

Mathematics Scratch Paper

You may use this scratch paper to help you solve the problems on the assessment. The work you do on this paper will not be scored.

BE SURE TO ENTER YOUR RESPONSE TO TEST QUESTIONS ON THE COMPUTER.
Students will be permitted to use a calculator in some sections of the mathematics assessment. They can either use their own calculator, or one that will be provided by NAEP. If they choose to use a NAEP calculator, instructions for use are included on the back of the scratch paper. In addition, they will find a quick reference card on the calculator lid.

You may use either your own calculator or the calculator provided by NAEP for the parts of the assessment where calculator use is permitted.

CALCULATOR INSTRUCTIONS FOR NAEP-PROVIDED CALCULATOR

How to Use the Calculator

To turn on your calculator, press ON/AC.

To clear your calculator, press ON/AC or press CE/C twice.

EXAMPLES:

<table>
<thead>
<tr>
<th>Example</th>
<th>To Solve</th>
<th>Enter/Press These Keys</th>
<th>The Display Will Be</th>
<th>Clear/Press</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(4 \times 7.3 + 2)</td>
<td>(4 \times 7.3 \div 2 =)</td>
<td>14.6</td>
<td>ON/AC</td>
</tr>
<tr>
<td>2.</td>
<td>((80 - 14) \times 6)</td>
<td>(80 - 14 = \times 6 =) or ({80 - 14 } \times 6 =)</td>
<td>396</td>
<td>ON/AC</td>
</tr>
<tr>
<td>3.</td>
<td>(\sqrt{29})</td>
<td>29 (\sqrt{ })</td>
<td>5.3851648</td>
<td>ON/AC</td>
</tr>
<tr>
<td>4.</td>
<td>(\pi)</td>
<td>(\pi)</td>
<td>3.1415927</td>
<td>ON/AC</td>
</tr>
</tbody>
</table>

When to Use a Calculator

You may be permitted to use a calculator for one or more parts of this assessment. The computer will tell you when you may use a calculator and when you may not use a calculator. For the parts of the assessment where calculator use is permitted, you will have to decide when to use a calculator. For some questions using a calculator is helpful; maybe even necessary, but for other questions a calculator may not be helpful.

If you have questions about how to use the calculator during the assessment, you can refer to these instructions or to the quick reference card on the lid of the calculator.
Beginning the Assessment

Students will now begin work on the computer. They should read each screen carefully. The laptop computers provided by NAEP will include headphones.

You will do this activity on the computer. First, you will complete two sections with mathematics questions. Then, you will be asked to answer questions about yourself, your family, and your education.

This assessment is different for each student. Do not worry if the person next to you is working on questions that do not look like those you are working on.

Click NEXT to learn how to use the computer for this activity.

A tutorial explaining how to use the computer will be presented at this point. The tutorial will be narrated and will include animated graphics to demonstrate to students the features of the computer-based mathematics special study.
Following a brief recap of how to use the computer, students will proceed to the screen of the first mathematics section.

You are now ready to complete the two mathematics sections. Here are important points to remember:

- Read each question carefully. Think carefully about your answers, and answer every question.
- Use all the time available to complete each section. Check over your work if you finish a section early. If you skip a question, you may go back within that section and try to answer it before time is up.
- In some sections, you may be permitted to use a calculator. You will see the green OK calculator icon when you may use it, and a red NO calculator icon when you may not.

Click NEXT to continue.
At the beginning of each section, students will be advised whether or not use of a calculator is permitted.

YOU ARE PERMITTED TO USE A CALCULATOR IN THIS SECTION.

This section has 17 questions. Respond to questions on the computer. You will have to select an answer or type your response as directed. In those questions where you type an answer, it is important that your answer be clear and complete since partial credit may be awarded.

Remember:
- You are permitted to use a calculator in this section; either your own, or the one provided by NAEP. If you need help using the one provided by NAEP, read the instructions on the back of the scratch paper or look at the quick reference card on the calculator lid.
- If the calculator does not work or you do not know how to use it, raise your hand and ask for help.
- You will have to decide when to use the calculator. For some questions using the calculator is helpful, and may even be necessary. However, for other questions the calculator may not be helpful.
- This section is 25 minutes. If you finish before time is up, you may review any question within this section. You will not be able to go to the next section until 25 minutes are up.
- You may use the scratch paper provided, but be sure to enter all of your responses on the computer.

Click NEXT to continue.

YOU ARE NOT PERMITTED TO USE A CALCULATOR IN THIS SECTION.

This section has 16 questions. Respond to questions on the computer. You will have to select an answer or type your response as directed. In those questions where you type an answer, it is important that your answer be clear and complete since partial credit may be awarded.

Remember:
- You are NOT permitted to use a calculator in this section.
- This section is 25 minutes. If you finish before time is up, you may review any question within this section. You will not be able to go to the next section until 25 minutes are up.
- You may use the scratch paper provided, but be sure to enter all of your responses on the computer.

Click NEXT to continue.
Students have 25 minutes to complete each section. If they finish a section in less time, they can review their responses by using the back button. They will not be able to proceed to the next section until the 25 minutes is up.

You have time left to complete or review your responses to this section. You will not be able to go to the next section until 25 minutes are up. You may use the BACK button to return to your response.

When time is up, students will be notified that their responses have been saved. They will be instructed to click NEXT to continue.
Sample Mathematics Questions

Grade 8

1. If \( m \) represents the total number of months that Jill worked and \( p \) represents Jill’s average monthly pay, which of the following expressions represents Jill’s total pay for the months she worked?

- \( m + p \)
- \( m \div p \)
- \( m \times p \)
- \( p \div m \)
- \( m - p \)

2. The paper tube in the figure above is to be cut along the dotted line and opened up. What will be the shape of the flattened piece of paper?

Answer: __________________________
Student Questionnaire: Mathematics

Upon completion of the writing tasks, the tutorial will appear again to provide an overview of the second part of the assessment in which students will answer questions about themselves, their families, and their education. Unless otherwise indicated, students are to select one response for each question. On some questions students will be asked to follow instructions, such as “Select one circle on each line.” Students will be reminded that the HELP button is available if they need to review directions. After the tutorial, students will begin the questionnaire.

Question 1
Are you Hispanic or Latino? Select one or more squares.

- ☐ 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.

Question 2
Which of the following best describes you? Select one or more squares.

- ☐ White
- ☐ Black or African American
- ☐ Asian
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or other Pacific Islander
Question 3
Does your family get any magazines regularly?

- Yes
- No
- I don't know

Question 4
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)

Question 5
Is there a computer at home that you use?

- Yes
- No

Question 6
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
Question 7
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

Question 8
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

Question 9
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
Question 10
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.

Question 11
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.

Question 12
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
Question 13
What math class are you taking this year?

- Geometry
- Algebra II
- Algebra I (one-year course)
- First year of a two-year Algebra I course
- Second year of a two-year Algebra I course
- Introduction to algebra or pre-algebra
- Basic or general eighth-grade math
- Integrated or sequential math
- Other math class

Question 14
What math class do you expect to take next year?

- Geometry
- Algebra II
- Algebra I (one-year course)
- First year of a two-year Algebra I course
- Second year of a two-year Algebra I course
- Introduction to algebra or pre-algebra
- Basic or general math
- Integrated or sequential math
- Business or consumer math
- Other math class
- I don't know.
Question 15
Do you study or do work for math at an after-school or tutoring program?

☐ Yes
☐ No

Question 16
How often do you feel the following way in your math class? Select one circle on each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never or hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a clear understanding of what my math teacher is asking me to do.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The math work is too easy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The math work is challenging.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The math work is engaging and interesting.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Question 17
Please indicate how much you DISAGREE or AGREE with the following statements. Select one circle on each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because math is fun, I wouldn’t want to give it up.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I like math.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Math is one of my favorite subjects.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Question 18
How often do you use these different types of calculators in your math class?

<table>
<thead>
<tr>
<th>Calculator Type</th>
<th>Never use</th>
<th>Sometimes, but not often</th>
<th>Usually use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic four-function (addition, subtraction, multiplication, division)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Scientific (not graphing)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Graphing</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Question 19
When you take a math test or quiz, how often do you use a calculator?

○ Never
○ Sometimes
○ Always
Question 20
For each of the following activities, how often do you use a calculator? Select one circle on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or hardly ever</th>
<th>Once every few weeks</th>
<th>About once a week</th>
<th>Two or three times a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>To check your work on math homework assignments</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To calculate the answers to math homework problems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To work in class on math lessons led by your teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Question 21
What kind of calculator do you usually use when you are not in math class?

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

Question 22
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
Question 23
Do you use a computer for math homework at home?

- [ ] Yes
- [ ] No

Question 24
On a typical day, how much time do you spend doing work for math class on a computer? Include work you do in class and for homework.

- [ ] None
- [ ] Half an hour or less
- [ ] About 1 hour
- [ ] About 2 hours
- [ ] More than 2 hours
### Question 25
When you are doing math for school or homework, how often do you use these different types of computer programs? Select one circle on each line.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Never or hardly ever</th>
<th>Once every few weeks</th>
<th>About once a week</th>
<th>Two or three times a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>A spreadsheet program for math class assignments</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A program to practice or drill on math facts (addition, subtraction, multiplication, division)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A program that presents new math lessons with problems to solve</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The Internet to learn things for math class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A calculator program on the computer to solve or check problems for math class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A graphing program on the computer to make charts or graphs for math class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A statistical program to calculate patterns such as correlations or cross tabulations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A word processing program to write papers for math class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A program to work with geometric shapes for math class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Question 26
Do you use the Internet at home?

- ○ Yes
- ○ No
Question 27
How often do you use e-mail, instant messages, blogs, or text messages to do any of the following? Select one circle on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>Once every few weeks</th>
<th>About once a week</th>
<th>Two or three times a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk online with friends about math work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Get help with math from someone other than your teacher, family, classmates, or friends</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Question 28
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

Question 29
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
Question 30
How important was it to you to do well on this test?

- [ ] Not very important
- [ ] Somewhat important
- [ ] Important
- [ ] Very important

Question 31
Have you ever taken a test on the computer? The test may have been a classroom test, a standardized test, a practice test or quiz, or any other type of test.

- [ ] Yes
- [ ] No

Question 32
Do you prefer taking a test on computer or on paper?

- [ ] Computer
- [ ] Paper
- [ ] It does not matter.

Question 33
Please indicate how much you disagree or agree with the following statement: This test was easy.

- [ ] Strongly disagree
- [ ] Disagree
- [ ] Agree
- [ ] Strongly agree
THANK YOU!

You have completed the activity. Please sit quietly until time is up. You may not take out school work, a book, cell phone, or play on the laptop. Please wait for further instruction from the test administrator.

Thank you for participating in the National Assessment of Educational Progress.
The Writing Assessment

Computer-Based

Grades 8 and 12

The 2011 NAEP computer-based writing assessment will be administered to students at grades 8 and 12 on laptop computers provided by NAEP for the assessment. The 2011 writing assessment measures three purposes for writing, as specified in the 2011 writing framework: (1) To Convey Experience, Real or Imagined; (2) To Explain; and (3) To Persuade (see chart below). To Convey Experience tasks require students to communicate individual and imagined experiences to others; To Explain tasks require students to write to expand the reader’s understanding; and To Persuade tasks require students to write to change the reader’s point of view or affect the reader’s actions.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, speeches, stories, and articles. To Explain and To Persuade tasks require students to write for a specified audience, such as a teacher, a school board, or peers. Writing tasks in the 2011 computer-based assessment incorporate an array of stimulus materials, including multimedia stimuli such as short videos and audio, as well as color photographs, newspaper articles, and poems.

The 2011 NAEP Writing Framework asserts that “the technology used to compose is an important part of the writing process and reflects new conditions for writing at school and at work.” Each student participating in the assessment will receive two 30-minute writing tasks on computer and will use an interface allowing the use of standard word processing tools, such as cut and paste and spell-check. Students will be given paper and pencil for planning their writing and told they may use the computer for planning their writing if they prefer. In addition, all participating students are provided with a writing strategies brochure, reminding them of various ways to plan and review their writing. For more information regarding the writing assessment framework, please visit the National Assessment Governing Board’s website at http://nagb.org/publications/frameworks.htm.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Grade 8</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Convey Experience, Real or Imagined</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>To Explain</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>To Persuade</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Planning to Write

Students will be given a piece of scratch paper (and a pencil), in case they want to use it to help organize their work. It will not be collected as part of the assessment because it is for their own use in planning their writing.
Beginning the Assessment

Students will now begin work on the computer. They should read each screen carefully. The laptop computers provided by NAEP will include headphones.

A tutorial explaining how to use the computer will be presented at this point. The tutorial will be narrated and include animated graphics to demonstrate to students the features of the writing computer-based assessment.

Navigation tools (scroll bars, the NEXT button), as well as access to typical word processing tools (text formatting, cutting, pasting, spell check, and thesaurus) will be clearly demonstrated.
The tutorial also will highlight special functions that will be available to students during the assessment, such as the HELP button and the VOLUME and ZOOM sliders. In addition, students will become familiar with the SPEAK button that will allow them to hear the computer read aloud words or phrases in the writing task, and the HIGHLIGHTER button that can be used to highlight words or phrases in the writing task.

Following a brief recap of the tools that will be used during the assessment, students will proceed to the screen of the first writing task.

You are now ready to complete two writing tasks. Read each task carefully. You will have 30 minutes to complete each task. You will probably need the whole 30 minutes for each task.

You may use the paper and pencil you have been given to plan your writing, or you may plan on computer. You may want to use the Ideas for Planning Your Writing in the brochure you have been given.

Be sure to use the word processing panel labeled “Write” to write the response that you will submit.

Some word processing tools, like spell check and thesaurus, are available to you. You may use these tools if you wish, but you do not have to use them.

If you finish before time is up, reread your work and make any changes in your writing that you think will make it better. You may use the Ideas for Reviewing Your Writing in the brochure.

Click NEXT to continue.
A novel written in the 1950’s describes a world where people are not allowed to read books. A small group of people who want to save books memorize them, so that the books won’t be forgotten. For example, an old man who has memorized the novel *The Call of the Wild* helps a young boy memorize it by reciting the story to him. In this way, the book is saved for the future.

If you were told that you could save just one book for future generations, which book would you choose?

Write an essay in which you discuss which book you would choose to save for future generations and what it is about the book that makes it important to save. Be sure to discuss in detail why the book is important to you and why it would be important to future generations.

If I could only save one book, I would save *The Giver* by Lois Lowry. *The Giver* is one of my favorite books. I think it would benefit future generations, because it shows human faults, gives hope, and it models the “real-life” situation.

*The Giver* is about a very secluded community of people. The government chooses spouses, children, jobs, and determines every course of everyone’s lives, except for the Receiver of Memory. He or she
Sample Writing Prompts and Sample Student Responses

These sample questions are drawn from past assessments that were administered in paper-and-pencil format and are for illustrative purposes only. In the computer-based writing assessment, some prompts will be text-based, and some will be presented with audiovisual stimuli. All prompts in the 2010 writing assessment have been developed especially for the computer-based administration.

The scoring guides for these sample questions and other released questions from the assessment are available in the NAEP Questions Tool at http://nces.ed.gov/nationsreportcard/itmrlsx.

Sample Writing Prompt: Grade 8

Writing Prompt: Support a School Schedule
Writing Purpose: To Persuade

Imagine that the article shown below appeared in your local newspaper. Read the article carefully; then write a letter to your principal arguing for or against the proposition that classes at your school should begin and end much later in the day. Be sure to give detailed reasons to support your argument and make it convincing.

The Journal of Medicine announced today the results of several recent studies on the sleep patterns of teenagers and adults. These studies show that adults and teenagers often have different kinds of sleep patterns because they are at different stages in the human growth cycle.

The study on teenagers’ sleep patterns showed that changes in teenagers’ growth hormones are related to sleeping patterns. In general, teenagers’ energy levels are at their lowest in the morning, between 9 a.m. and 12 noon. To make the most of students’ attention span and ability to learn, the study showed that most teenagers need to stay up late at night and to sleep late in the morning. They called this pattern “the night owl syndrome.”

Studies of adults (over 30 years of age) showed the opposite sleep pattern. On average, adults’ energy levels were at their lowest at night between 9 p.m. and 12 midnight and at their highest between 6 and 9 a.m. In addition, a study of adults of different ages revealed that as adults get older they seem to wake up earlier in the morning. Thus, adults need to go to sleep earlier in the evening. Researchers called this sleep pattern “the early bird syndrome.”

Researchers claim that these studies should be reviewed by all school systems and appropriate changes should be made to the daily school schedule.
Dear Principal,

I am an eighth grade student in your school, and I believe that the schedule should not be changed. While it may be true that students are not at their fullest potential in the morning, it is also true that teachers are not at their fullest potential in the afternoon. If you did change the schedule, the students may be more ready to learn, but the teachers will be less ready to teach. What good is it to have potentially good students if they cannot be taught well? At least if the teachers are teaching their best to students some information has to settle into their minds. If the teachers can teach well enough, the students will learn what they need to, regardless of whether they feel like learning or not. It doesn’t take much of an effort for students to hear the information, but it takes a lot for a teacher to process the information, figure out how to give it to the students in an understandable form and then actually teach it to them.

Also, if students are awake and fully energized, there is more of a chance they may cause a disturbance in the classroom. Furthermore, if teachers are tired, they won’t be as strict as they should be, and the disturbances will worsen.

The way the schedule is set up now, both students and teachers have a fair share of suitable times. The teachers have the morning and the students have the afternoon.

I know you will probably be receiving lots of student letters arguing for schedule changes, so please keep my letter in mind as you read them.

Thank you.
Sample Writing Prompt: Grade 12

Writing Prompt: Save a Book
Writing Purpose: To Explain

Same Prompt

A novel written in the 1950s describes a world where people are not allowed to read books. A small group of people who want to save books memorize them, so that the books won’t be forgotten. For example, an old man who has memorized the novel *The Call of the Wild* helps a young boy memorize it by reciting the story to him. In this way, the book is saved for the future.

If you were told that you could save just one book for future generations, which book would you choose?

Write an essay in which you discuss which book you would choose to save for future generations and what it is about the book that makes it important to save. Be sure to discuss in detail why the book is important to you and why it would be important for future generations.
Sample Response

Creating a literary masterpiece is most likely every writer’s dream. German writer Herman Hesse did so when he wrote *Demian*, the story of one boy’s coming of age.

Although this novel is not necessarily a blatant American classic, it does have many powerful traits and deserves to be read by any highschooler. In the sense of literary analysis, the novel is an excellent example of Jungian psychology, and serves to chronicle a boy named Emil Sinclair’s individuation, or the process of finding out who he is. High school is a wonderful time of self-discovery, where teens bond with several groups of friends, try different foods, fashions, classes, and experiences, both good and bad. The end result in May of senior year, is a mature and confident adult, ready to enter the next stage of life. Since Sinclair is going through much of what an average student might (troubles at school, falling in love) relating with and learning from Sinclair is an important aspect of the novel. The novel speaks of two realms: the dark half and the good half, and Sinclair’s early “loss of innocence” by stealing a few coins from his mother. Many students feel disheartened by the sudden realization that they are no longer children, and long for the ignorant bliss of innocent childhood. Reading about Sinclair’s journey through the good and bad realm prepares students for the imminent good and bad experiences in life, and provides them with a hope for the future: that such experiences will leave them a mature and well-rounded adult, full of wisdom and compassion.

If one were to rid the world of books, *Demian* should be saved because of its profound impact on its readers. It is said that a book is a classic if people continue to read it decades after it is written. I see a classic as nothing more than a literary jewel, polished until society can gaze into it and see a perfect glimpse of itself.
Student Questionnaire: Writing

Upon completion of the writing tasks, the tutorial will appear again to provide an overview of the second part of the assessment in which students will answer questions about themselves, their families, and their education. Unless otherwise indicated, students are to select one response for each question. On some questions students will be asked to follow instructions, such as “Select one circle on each line.” Students will be reminded that the HELP button is available if they need to review directions. After the tutorial, students will begin the questionnaire.

Question 1
Are you Hispanic or Latino? Select one or more squares.

- [ ] 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.

Question 2
Which of the following best describes you? Select one or more squares.

- [ ] White
- [ ] Black or African American
- [ ] Asian
- [ ] American Indian or Alaska Native
- [ ] Native Hawaiian or other Pacific Islander
Question 3
Does your family get any magazines regularly?
- Yes
- No
- I don't know.

Question 4
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)

Question 5
Is there a computer at home that you use?
- Yes
- No

Question 6
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.

Question 7
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
Question 8
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

Question 9
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

Question 10
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.

Question 11
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.
Question 12
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

Question 13 (Grade 12 ONLY)
Which of the following best describes your high school program?

- ☐ General
- ☐ Academic or college preparatory
- ☐ Vocational or technical

Question 14
In a typical school day, about how much time do you spend on writing assignments of a paragraph or more during each of the following classes? The writing could be on paper or on a computer. Select one circle on each line.

<table>
<thead>
<tr>
<th>Class</th>
<th>I don't take this class</th>
<th>0 minutes</th>
<th>Up to 15 minutes</th>
<th>Between 15 and 30 minutes</th>
<th>Between 30 and 60 minutes</th>
<th>More than 60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/language arts class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Social studies class such as history, civics, government, or geography</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Science class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mathematics class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Question 15
In a typical day, about how much time do you spend writing on your own and not for school — for example, writing stories or keeping a journal at home? The writing could be on paper or on a computer.

- ☐ 0 minutes
- ☐ Up to 15 minutes
- ☐ Between 15 and 30 minutes
- ☐ Between 30 and 60 minutes
- ☐ More than 60 minutes
Question 16
How often do you write, in and out of school, for each of the following activities? Include only the writing that you do on paper. Select one circle on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing for school assignments (for example, reports, essays, or letters)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing that is not part of your coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 17
For school this year, how often do you write for each of the following purposes? The writing could be on paper or on a computer. Select one circle on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>At least once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explain something that you know or have read</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To convince or persuade someone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To convey a real or imagined experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 18
For school this year, how often do you write for each of the following audiences? The writing could be on paper or on a computer. Select one circle on each line.

<table>
<thead>
<tr>
<th></th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>At least once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School officials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community organizations, government officials, or businesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 19 (Grade 8 ONLY)
For school this year, how often do you write each of the following? The writing could be on paper or on a computer. Select one circle on each line.

<table>
<thead>
<tr>
<th>Type of Writing</th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>At least once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speeches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal entries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book reviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanations of how you solved a mathematics or science problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 20 (Grade 12 ONLY)
For school this year, how often do you write each of the following? The writing could be on paper or on a computer. Select one circle on each line.

<table>
<thead>
<tr>
<th>Type of Writing</th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>Once or twice a month</th>
<th>At least once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speeches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal entries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book reviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job applications or résumés</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanations of how you solved a mathematics or science problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 21
Did you use the **paper and pencil** you were given to make notes, plan, or organize your writing for this test? Select one circle on each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first writing task on this test</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>For the second writing task on this test</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

Question 22
Did you use the **computer** to make notes, plan, or organize your writing for this test? Select one circle on each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first writing task on this test</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>For the second writing task on this test</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

Question 23
For school this year, how often do you use each of the following when you write a paper or report? Select one circle on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or hardly ever</th>
<th>Sometimes</th>
<th>Very often</th>
<th>Always or almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the Internet to look for information to include in the paper or report</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Use a computer to make changes to the paper or report (for example, spell-check or cut and paste)</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Use a computer to complete your writing</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>
Question 24

How often do you use a computer, in and out of school, for each of the following activities? Select one circle on each line.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or hardly ever</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing for school assignments (for example, reports, essays, or letters)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Writing that is not part of your schoolwork</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Writing e-mails</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Writing using the Internet (for example, for blogs or personal web pages)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Question 25

In a typical week, about how many pages do you write for English/language arts homework?

- ○ None
- ○ Up to one page
- ○ One to three pages
- ○ Four to five pages
- ○ More than five pages

Question 26

Please indicate how much you disagree or agree with the following statements about writing. Select one circle on each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is one of my favorite activities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Writing allows me to express my ideas.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Question 27
If you had a choice, which of the following would you most prefer to write?

- Stories
- Letters or e-mails
- Plays
- Poems
- Song lyrics
- Comic books

Question 28
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

Question 29
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

Question 30
How important was it to you to do well on this test?

- Not very important
- Somewhat important
- Important
- Very important
Thank you! You have completed the activity. Please sit quietly until the time is up. You may not take out school work, a book, cellphone, or play on the laptop. Please wait for further instruction from the test administrator.

Thank you for participating in the National Assessment of Educational Progress.
III. 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.

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

**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.

<table>
<thead>
<tr>
<th>Score &amp; Description</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extensive</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Essential</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Partial</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

Note that the scoring criteria will vary depending on the subject and type of question.
**Sample Responses:** Shows sample student responses to the question for each score level. Use the scroll bar to move between the sections of the screen. Note that student responses are available only for constructed-response questions.

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

Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.
**National Data:** Shows information about how students scored on the question.

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

# Rounds to zero.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.

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

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

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

The Jurisdiction Data tab is displayed for the subjects in which state data have been collected by state.
Where can I find more information about the subjects NAEP assesses?

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

How can I get additional help?

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

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