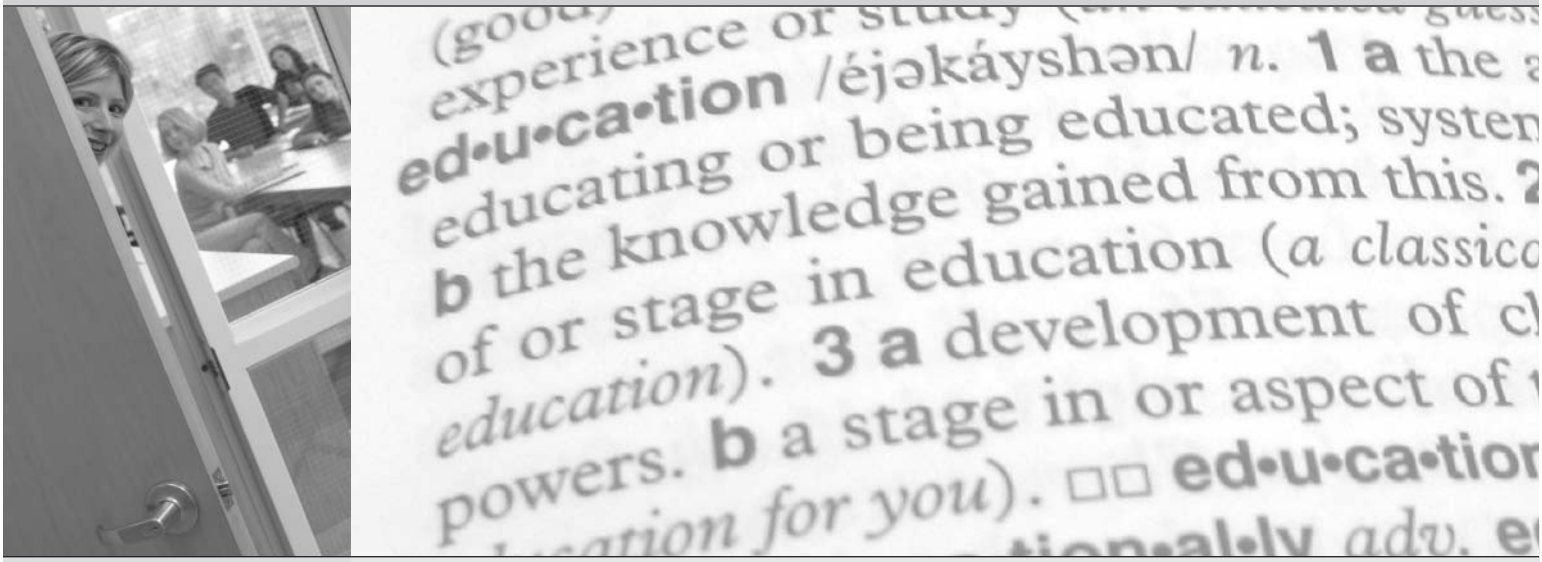
NCES
National Center for Education Statistics

The Nation's Report Card NAEP

U.S. Department of Education
National Assessment of Educational Progress

Sample Questions

General Information About The Nation's Report Card™



2006

Civics

U.S. History

Mathematics

Reading

Grade 4

National Assessment of Educational Progress

2006 Sample Questions Booklet

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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 America. 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. Fourth-graders will take civics and U.S. history, and participate in field tests for reading and mathematics.

Assessments require about 90 minutes of a student's time, and students only answer questions in one subject. The test booklet contains 50 minutes of test questions and a brief background section. This booklet features sample questions, selected responses, and background questions to help give you a better understanding of what the assessment is like.

NAEP is confidential. Students' answers to all questions are confidential and student names are removed from all assessment materials prior to the materials leaving the school. Individual student scores are not reported.

Results of the civics and U.S. history assessments will be released in the Nation's Report Card in the spring of 2007. They are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

If you have any questions or comments regarding NAEP or would like to view previous *Nation's Report Cards*, please visit the NAEP web site at http://nces.ed.gov/nationsreportcard. Also available through the web site is a Questions Tool (http://nces.ed.gov/nationsreportcard/itmrls) which will allow you to review additional sample questions with sample answers.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

NAEP is administered by NCES, a principal component of 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).

The Civics Assessment

The NAEP civics assessment encompasses three interrelated components: civics knowledge, intellectual and participatory skills, and civic dispositions. The knowledge component of the assessment is expressed in five fundamental questions:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

The NAEP civics assessment is also designed to measure the intellectual and participatory skills students need to face the challenges of public life in a constitutional democracy. Central among these are the abilities to describe, explain, and analyze information and arguments, and to evaluate, take, and defend positions on public issues. The third area of the assessment, civic dispositions and participatory skills, refers to the rights and responsibilities of citizens as members of society.

The assessment is made up of multiple-choice, short constructed-response, and extended constructed-response questions. The constructed-response questions make up approximately 40 percent of the assessment time. For more information regarding the civics assessment framework please visit http://nagb.org.

NAEP Civics Framework Distribution of Questions Pool Across Areas of Civic Knowledge

Grade	Civic life, politics, and government	Foundations of the American political system	The Constitution and the purposes, values, and principles of American democracy	Relationship of the United States to other nations and to world affairs	Roles of citizens in American democracy
4	25%	20%	15%	10%	30%

The U.S. History Assessment

The assessment is organized around three concepts or dimensions: major themes of U.S. history, chronological periods of U.S. history, and ways of knowing and thinking about U.S. history. The themes and periods of U.S. history function as a matrix, with the assessment addressing the role of the themes across the periods.

Distribution of Question Pool Across Historical Themes

	Themes			
Grade	Change & Continuity in American Democracy	Gathering & Interactions of Peoples, Cultures, & Ideas	Economic & Technological Changes & Their Relation to Society, Ideas, & the Environment	Changing Role of America in the World
4	25%	35%	25%	15%

Eight chronological periods that overlap and vary in depth of coverage are included in the assessment:

- Beginnings to 1607;
- Colonization, settlement, and communities (1607 to 1763);
- The Revolution and the new nation (1763 to 1815);
- Expansion and reform (1801 to 1861);
- Crisis of the Union: Civil War and Reconstruction (1850 to 1877);
- The development of modern America (1865 to 1920);
- Modern America and the World Wars (1914 to 1945);
- Contemporary America (1945 to present).

Questions include multiple-choice, short constructed-response, and extended constructed-response formats. Constructed-response questions make up approximately 50% of the assessment. The cognitive dimension of historical thinking is measured by the inclusion of test questions divided between those measuring historical knowledge and perspective (40%) and those measuring historical analysis and interpretation (60%). Many questions in the assessment are based on visual or textual stimuli. For more information regarding the U.S. history assessment framework please visit http://nagb.org.

Civics and U.S. History
Booklet Directions

In each of the next two sections, you will have 25 minutes to answer a series of questions about history or civics. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to several different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Who was Thomas Jefferson and why was he important? Try to identify two reasons.

Jefferson was the third U.S. President. He was the main writer of the Declaration of Independence and he bought the Louisiana territory from France.

GO ON TO THE NEXT PAGE

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

Example 2

Explain three reasons why the early English settlers of New England left home to journey to North America.

The early English settlers left home for three reasons. Many of them wanted religious freedom because the King would not let them practice their faiths. Some were looking for more land or a way to make a better living because they were poor or hadn't inherited any land. Others hoped to set up a whole new society better than the one they left behind.

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

Finally, in some questions you may be asked to draw maps, graphs, charts, tables, or timelines.

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

Sample Civics Questions

Grade 4

Questions 1–4. Here is a list of jobs. For each one, decide if the job is something local governments do for people. After each job, fill in the oval under "Yes" or "No."

	YES, local governments do this job for people.	NO, local governments do not do this job for people.
1. Running restaurants	Ⓐ	●
2. Cleaning a family's house	Ⓐ	●
3. Taking care of parks	●	Ⓑ
4. Cleaning streets	●	Ⓑ

5. The President of the United States is elected for a term of

   Ⓐ 2 years

   ● 4 years

   Ⓒ 6 years

   Ⓓ 8 years

6. People in the United States elect their government officials by

   Ⓐ Public surveys

   Ⓑ Television newscasts

   Ⓒ Telegrams

   ● Secret ballots

7. The first ten amendments to the United States Constitution are called the

   Ⓐ Preamble

   ● Bill of Rights

   Ⓒ Articles of Confederation

   Ⓓ Separation of Powers

STOP

Sample U.S. History Questions

Grade 4

1. Most people in the southern colonies made their living by

   Ⓐ iron mining

   Ⓑ fishing

   ● farming

   Ⓓ shipbuilding

2. The document that contains the basic rules used to run the United States government is

   Ⓐ the Declaration of Independence

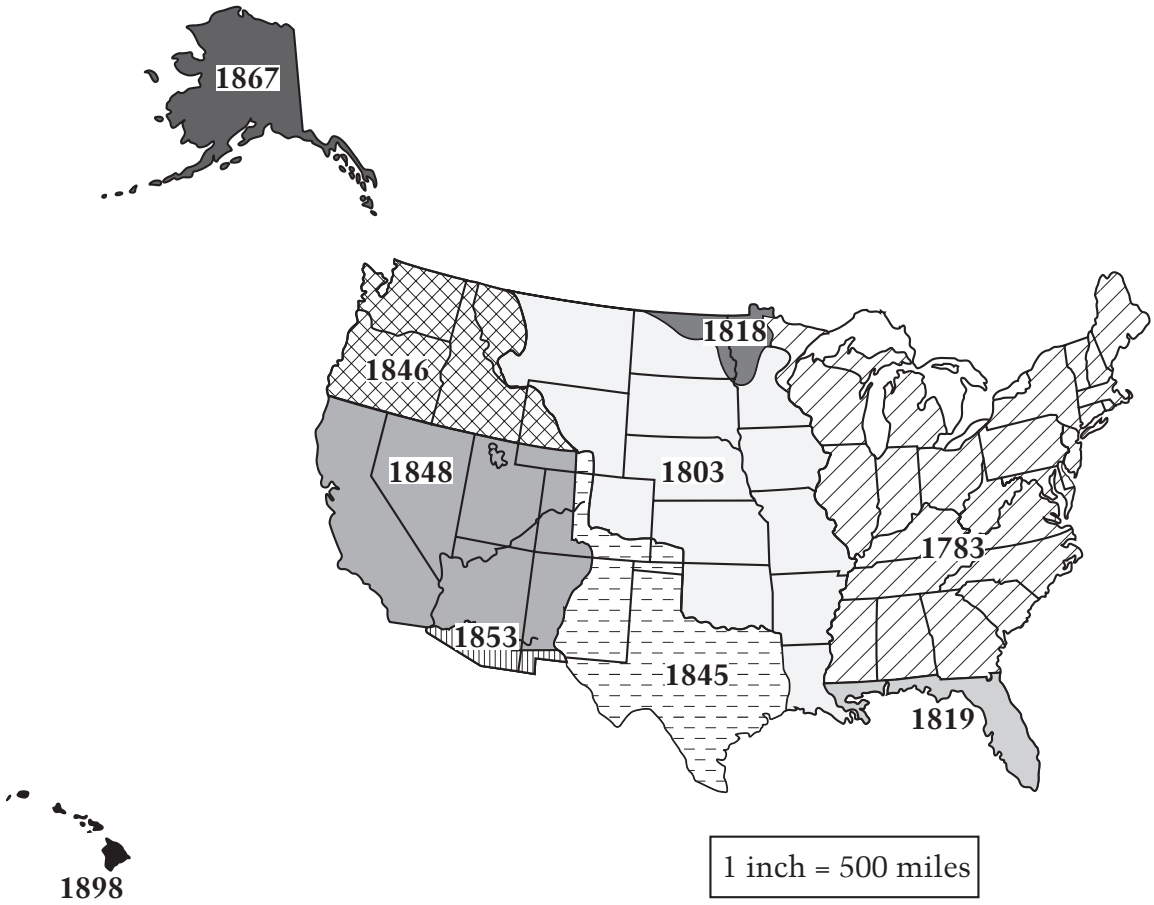
   Ⓑ Magna Carta

   Ⓒ the Mayflower Compact

   ● the Constitution

Questions 3–4 are based on the map below.

TERRITORIAL EXPANSION OF THE UNITED STATES



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3. Which area became part of the Unites States last?

- ● Hawaii
- Ⓑ Texas
- Ⓒ Oregon
- Ⓓ Alaska

4. Write the name of the state or area where you live in the space below.

State or Area: *Virginia*

In the space below, write one important fact about the way your state or area became part of the United States.

It was one of the 13 colonies.

5. Why were most early sawmills and flour mills located on rivers and streams?

- Ⓐ Water was needed to cool hot machinery.
- ● Waterwheels powered the cutting and grinding machines.
- Ⓒ People thought it was safer to live near rivers.
- Ⓓ It was easiest to expand the mills if they were near rivers.

6. In 1492, when Christopher Columbus first landed in the Americas, he thought he was in

- Ⓐ Spain
- ● the East Indies
- Ⓒ the Hawaiian Islands
- Ⓓ Italy

STOP

The Mathematics Assessment

The NAEP mathematics assessment measures students' ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis and Probability; and Algebra. Within each of these five content strands, students are asked questions that involve low, moderate, and high mathematical complexity.

The NAEP mathematics assessment includes multiple-choice questions, short-answer constructed-response questions, and extended constructed-response questions. The extended exercises allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short-answer and extended-response questions make up approximately 50 percent of student assessment time. The assessment also incorporates the use of calculators, rulers, protractors, and ancillary materials such as spinners and geometric shapes in some parts of the assessment, but not all.

Calculator use is permitted on approximately one-third of the test questions (four-function calculators at Grade 4). NAEP provides calculators for all students. At Grade 12, students may use their own scientific or graphing calculators. For more information regarding the mathematics assessment framework please visit http://nagb.org.

NAEP Mathematiics Framework
Distribution of Questions Across Content Strands

Number Properties and Operations	40%
Measurement	20%
Geometry	15%
Data Analysis and Probability	10%
Algebra	15%

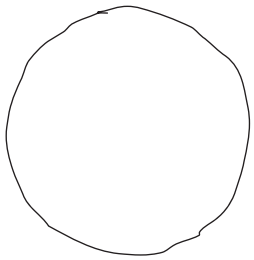
Mathematics Booklet Directions

This assessment uses many different booklets. Each booklet has different questions. Do not worry if the person next to you is working on questions that do not look like those you are working on.

Read each question carefully and answer it as well as you can. Do not spend too much time on any one question.

For some of the questions you may need to write or draw the answer. You can see how this is done in the example below.

Draw a circle in the space below.



You may be given a calculator to use for at least one part of your booklet. If you are given a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful. After each question you will be asked to indicate whether you used the calculator.

When you receive the calculator, make sure you know how to use it. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

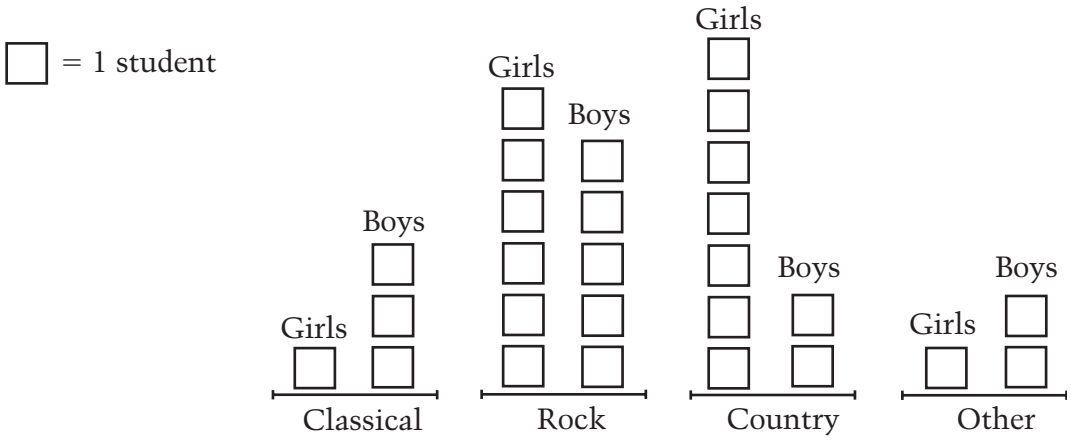
CHECK OVER your work if you finish a section early.

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

STOP

Sample Mathematics Questions
Grade 4

1. Each boy and girl in the class voted for his or her favorite kind of music. Here are the results.



Which kind of music did most students in the class prefer?

Ⓐ Classical

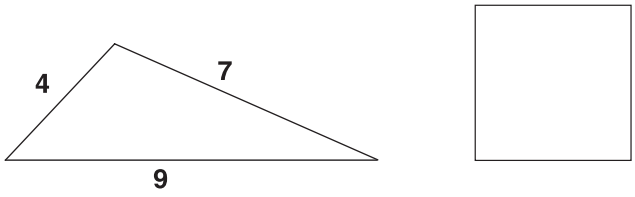
● Rock

Ⓒ Country

Ⓓ Other

GO ON TO THE NEXT PAGE

2. Sam can purchase his lunch at school. Each day he wants to have juice that costs 50¢, a sandwich that costs 90¢, and fruit that costs 35¢. His mother has only $1.00 bills. What is the least number of $1.00 bills that his mother should give him so he will have enough money to buy lunch for 5 days?



3. If both the square and the triangle above have the same perimeter, what is the length of each side of the square?

Ⓐ 4

● 5

Ⓒ 6

Ⓓ 7

STOP

The Reading Assessment

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. (Reading to perform a task is not assessed at Grade 4.) The assessment comprises reading materials selected from publications and other resources typically available to students in and out of school.

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

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

NAEP Reading Framework Distribution of Question Pool Across Contexts

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

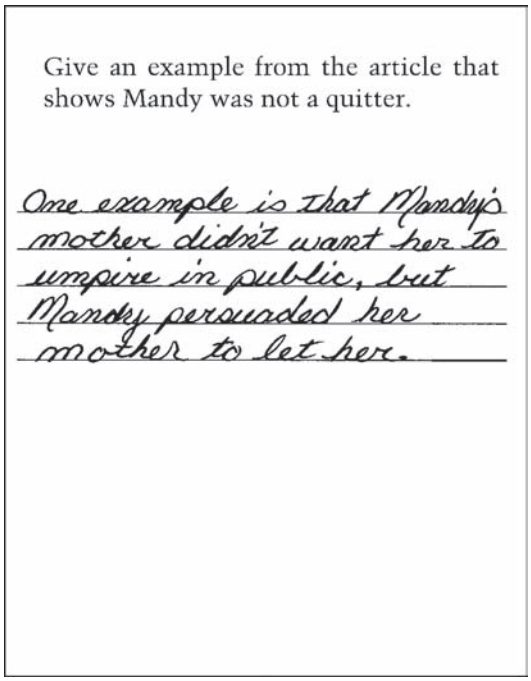
Reading Booklet Directions

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1


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

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

GO ON TO THE NEXT PAGE

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

Example 2

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

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

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

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.

STOP

Sample Reading Questions
Grade 4

WATCH OUT FOR WOMBATS!

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

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

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

Caroline Arnold

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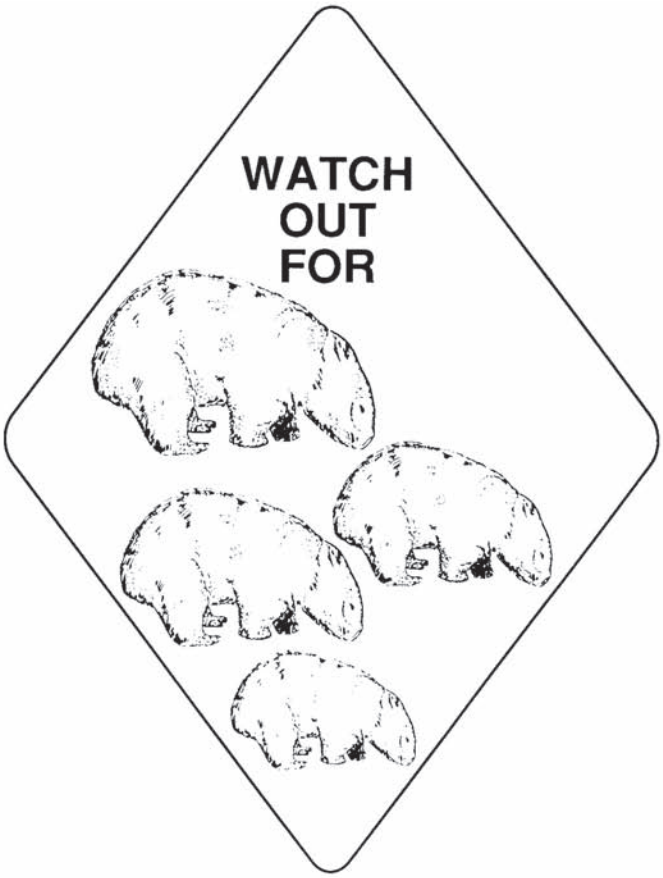

underground burrows. These burrows are usually nine to fifteen feet across, but they can be enormous—sometimes as long as ninety feet. One end of the burrow is used as a sleeping area—there the wombat builds a nest made of bark.

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

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

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

GO ON TO THE NEXT PAGE

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

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

Most marsupials have pouches which open upward when the animal is standing. However, both koalas and wombats have pouches which face downwards. A strong muscle keeps the pouch tightly closed and prevents the young wombat or koala from falling out. An advantage of the downward-opening pouch for wombats is that dirt is less likely to get inside when the wombat is burrowing.

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

WO000001

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1. This article mostly describes how

- ● the wombat's special body parts help it to grow and live
- Ⓑ highway signs help to save the wombat
- Ⓒ the wombat is like the koala and the North American badger
- Ⓓ wombats feed and raise their young

WO000002

2. Where do wombats live?

- Ⓐ North America
- Ⓑ Greenland
- ● Australia
- Ⓓ Africa

WO000004

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

WO000005

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

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

GO ON TO THE NEXT PAGE

4. Use the information in this passage to describe marsupials. WO000006

_____

_____

_____

_____

_____

5. Where do wombats usually live?

Ⓐ Along highways

Ⓑ Inside tree trunks

Ⓒ On high tree branches

● In underground burrows WO000007

6. Choose an animal, other than a koala, that you know about and compare it to the wombat. WO000008

_____

_____

_____

_____

_____

GO ON TO THE NEXT PAGE

7. Why are wombats not often seen by people?

Ⓐ Wombats look too much like koalas.

● Wombats usually are active at night.

Ⓒ There are not enough wombat-crossing signs.

Ⓓ Wombats are difficult to see in trees.

WO000009

8. Describe the sleeping area of wombats.

WO000011

_____

_____

_____

_____

_____

9. To get food, the wombat uses its

Ⓐ nose

Ⓑ ears

● claws

Ⓓ pouch

WO000012

GO ON TO THE NEXT PAGE

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

Ⓐ Try to attack the person.

● Run away from the person.

Ⓒ Growl at the person.

Ⓓ Beg for food from the person.

WO000013

11. Why has Australia set up animal reserves to protect the wombat? WO000014

_____

_____

_____

_____

_____

12. Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer. WO000015

_____

_____

_____

_____

_____

Student Background Questionnaire

General Directions for Grade 4

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

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

Ⓐ None

Ⓑ 1 to 5

Ⓒ 6 to 10

Ⓓ More than 10

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

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

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

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

STOP

Student Background Questionnaire

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

VB331330

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

GO ON TO THE NEXT PAGE

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.

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

VB331339

9. 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

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VB331447

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

Ⓐ None

Ⓑ 1 or 2 days

Ⓒ 3 or 4 days

Ⓓ 5 to 10 days

Ⓔ More than 10 days

VB331451

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

Ⓐ Never

Ⓑ Once in a while

Ⓒ About half of the time

Ⓓ All or most of the time

STOP

Student Background Questionnaire

Civics—Grade 4

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

VB594977

1. How often do you study social studies in school?

   Ⓐ Never or hardly ever

   Ⓑ Once or twice a month

   Ⓒ Once or twice a week

   Ⓓ Almost every day

ID100192

2. During this school year, have you studied any of the following topics? Fill in **one** oval on each line.

	Yes	No	I don't know
a. How our government works	Ⓐ	Ⓑ	Ⓒ
b. Rules and laws of our government	Ⓐ	Ⓑ	Ⓒ
c. Elections and voting	Ⓐ	Ⓑ	Ⓒ
d. The President and leaders of our country	Ⓐ	Ⓑ	Ⓒ
e. Your community	Ⓐ	Ⓑ	Ⓒ
f. Rights and responsibilities of citizens	Ⓐ	Ⓑ	Ⓒ
g. How people try to solve disagreements	Ⓐ	Ⓑ	Ⓒ

GO ON TO THE NEXT PAGE

ID100201

3. Do you do any of the following when you study social studies? Fill in **one** oval on each line.

	Yes	No	I don't know
a. Read from your textbook	Ⓐ	Ⓑ	Ⓒ
b. Memorize material you have read	Ⓐ	Ⓑ	Ⓒ
c. Read extra material not in your textbook (such as newspapers, magazines, maps, charts, or cartoons)	Ⓐ	Ⓑ	Ⓒ
d. Fill out worksheets	Ⓐ	Ⓑ	Ⓒ
e. Write reports	Ⓐ	Ⓑ	Ⓒ
f. Discuss current events	Ⓐ	Ⓑ	Ⓒ
g. Watch television shows, videos, or filmstrips in class	Ⓐ	Ⓑ	Ⓒ
h. Discuss television shows, videos, or filmstrips	Ⓐ	Ⓑ	Ⓒ
i. Take part in debates or panel discussions	Ⓐ	Ⓑ	Ⓒ
j. Take part in role-playing, mock trials, or dramas	Ⓐ	Ⓑ	Ⓒ
k. Write a letter to give your opinion or help solve a community problem	Ⓐ	Ⓑ	Ⓒ
l. Have visits from people in your community to learn about important events and ideas	Ⓐ	Ⓑ	Ⓒ

VB594978

4. This year in school, how often have you been asked to write long answers to questions or assignments that involved social studies?

Ⓐ Never

Ⓑ Once or twice this year

Ⓒ Once or twice a month

Ⓓ At least once a week

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VB594979

5. How often do you use computers at school for social studies?

Ⓐ Never or hardly ever

Ⓑ Once every few weeks

Ⓒ About once a week

Ⓓ Two or three times a week

Ⓔ Every day

VB594980

6. When you study social studies, do you do research projects about social studies topics using a CD or the Internet? Include things you do in class and things you do for homework assignments.

Ⓐ Yes

Ⓑ No

VB595182

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

Ⓐ Easier than other tests

Ⓑ About as hard as other tests

Ⓒ Harder than other tests

Ⓓ Much harder than other tests

VC034559

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

Ⓐ Not as hard as on other tests

Ⓑ About as hard as on other tests

Ⓒ Harder than on other tests

Ⓓ Much harder than on other tests

VB595184

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

STOP

Student Background Questionnaire

U.S. History—Grade 4

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

VB594977

1. How often do you study social studies in school?

   Ⓐ Never or hardly ever

   Ⓑ Once or twice a month

   Ⓒ Once or twice a week

   Ⓓ Almost every day

VB345589

2. Have you ever studied the history of the United States in school?

   Ⓐ Yes

   Ⓑ No

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VB598095

3. When you study history or social studies in school, how often do you do each of the following? Fill in **one** oval on each line.

	Never	A few times a year	Once or twice a month	Once or twice a week	About every day
a. Read material from a textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. Read extra material not in the regular textbook (e.g., biographies or historical stories)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. Use letters, diaries, or essays written by historical people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
d. Discuss the material studied	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
e. Write short answers (a paragraph or less) to questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
f. Write a report	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
g. Work on a group project	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
h. Give a report on the topic being studied	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
i. Watch movies, videos, or filmstrips	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
j. Take a test or quiz	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
k. Go on field trips or have outside speakers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
l. Schoolwork in the library	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

GO ON TO THE NEXT PAGE

VB598168

4. This year in school, how often have you been asked to write long answers to questions or assignments for history or social studies?

Ⓐ Never

Ⓑ Once or twice this year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB598169

5. How often do you use computers at school for history or social studies?

Ⓐ Never or hardly ever

Ⓑ Once every few weeks

Ⓒ About once a week

Ⓓ Two or three times a week

Ⓔ Every day

VB598170

6. When you study history or social studies, do you do research projects about history or social studies topics using a CD or the Internet? Include things you do in class and things you do for homework assignments.

Ⓐ Yes

Ⓑ No

VB595182

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

Ⓐ Easier than other tests

Ⓑ About as hard as other tests

Ⓒ Harder than other tests

Ⓓ Much harder than other tests

VC034559

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

Ⓐ Not as hard as on other tests

Ⓑ About as hard as on other tests

Ⓒ Harder than on other tests

Ⓓ Much harder than on other tests

VB595184

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

Student Background Questionnaire

Mathematics—Grade 4

This section has 11 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB525162

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

   Ⓐ Never or hardly ever

   Ⓑ Once every few weeks

   Ⓒ About once a week

   Ⓓ Two or three times a week

   Ⓔ Every day or almost every day

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

VB525166

2. Do you use a computer to practice or drill on math?

   Ⓐ Yes

   Ⓑ No

VB525172

3. Do you use a computer to play math games?

   Ⓐ Yes

   Ⓑ No

VB525174

4. What kind of **calculator** do you normally use?

   Ⓐ I don't have a calculator

   Ⓑ Regular calculator (addition, subtraction, multiplication, division)

   Ⓒ Graphing calculator

VB517158

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

   Ⓐ Never

   Ⓑ Sometimes

   Ⓒ Always

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Questions 6–8. The following statements are about math. For each statement, please mark the answer that best describes you.

VB473813

6. I like math.

Ⓐ This is not like me.

Ⓑ This is a little like me.

Ⓒ This is a lot like me.

VB473814

7. I am good at math.

Ⓐ This is not like me.

Ⓑ This is a little like me.

Ⓒ This is a lot like me.

VB473815

8. I understand most of what goes on in math class.

Ⓐ This is not like me.

Ⓑ This is a little like me.

Ⓒ This is a lot like me.

VB595182

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

Ⓐ Easier than other tests

Ⓑ About as hard as other tests

Ⓒ Harder than other tests

Ⓓ Much harder than other tests

VC034559

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

Ⓐ Not as hard as on other tests

Ⓑ About as hard as on other tests

Ⓒ Harder than on other tests

Ⓓ Much harder than on other tests

VB595184

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

STOP

Student Background Questionnaire

Reading—Grade 4

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

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

VB345686

1. When I read books, I learn a lot.
   - Ⓐ This is not like me.
   - Ⓑ This is a little like me.
   - Ⓒ This is a lot like me.

VB345687

2. Reading is one of my favorite activities.
   - Ⓐ This is not like me.
   - Ⓑ This is a little like me.
   - Ⓒ This is a lot like me.

VB345688

3. Writing things like stories or letters is one of my favorite activities.
   - Ⓐ This is not like me.
   - Ⓑ This is a little like me.
   - Ⓒ This is a lot like me.

VB345689

4. Writing helps me share my ideas.
   - Ⓐ This is not like me.
   - Ⓑ This is a little like me.
   - Ⓒ This is a lot like me.

VB345692

5. How often do you read for fun on your own time?
   - Ⓐ Never or hardly ever
   - Ⓑ Once or twice a month
   - Ⓒ Once or twice a week
   - Ⓓ Almost every day

VB345693

6. How often do you talk with your friends or family about something you have read?
   - Ⓐ Never or hardly ever
   - Ⓑ Once or twice a month
   - Ⓒ Once or twice a week
   - Ⓓ Almost every day

VB345696

7. How often do you write e-mails to your friends or family?
   - Ⓐ Never or hardly ever
   - Ⓑ Once or twice a month
   - Ⓒ Once or twice a week
   - Ⓓ Almost every day

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VB345699

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345700

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345701

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345703

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345704

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345705

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

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VB345707

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

Ⓐ Never

Ⓑ Once

Ⓒ 2 or 3 times

Ⓓ 4 or 5 times

Ⓔ 6 or more times

VB345708

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

Ⓐ Never

Ⓑ Once

Ⓒ 2 or 3 times

Ⓓ 4 or 5 times

Ⓔ 6 or more times

VB345709

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

Ⓐ Never

Ⓑ Once

Ⓒ 2 or 3 times

Ⓓ 4 or 5 times

Ⓔ 6 or more times

VB345715

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

Ⓐ Never

Ⓑ Once or twice this year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB429518

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

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

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

VB345711

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345712

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345713

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345714

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

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

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VB595182

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

Ⓐ Easier than other tests

Ⓑ About as hard as other tests

Ⓒ Harder than other tests

Ⓓ Much harder than other tests

VC034559

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

Ⓐ Not as hard as on other tests

Ⓑ About as hard as on other tests

Ⓒ Harder than on other tests

Ⓓ Much harder than on other tests

VB595184

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

NAEP Questions Tool Tutorial

The **NAEP Questions Tool** provides educators, researchers, parents, and students with access to released questions from NAEP assessments in nearly all subject areas, dating from 1990.

The questions are presented as

- examples of what NAEP asks students in grades 4, 8, and 12;
- examples of questions that probe students' knowledge of specific content areas; and
- a way to examine student performance on a specific question by race/ethnicity, gender, and other student groupings across the nation and, for mathematics, reading, science, and writing.

NAEP has released over 1,000 questions from past assessments to the public, and will continue to release more after each assessment.

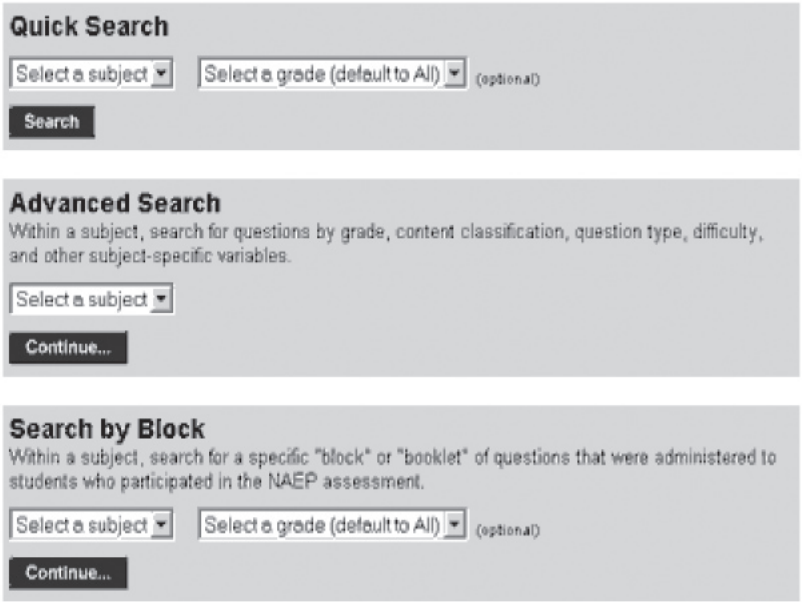
How to Access

The direct URL to NAEP Questions is http://nces.ed.gov/nationsreportcard/itmrls or click **NAEP Questions** on the Nation's Report Card home page.

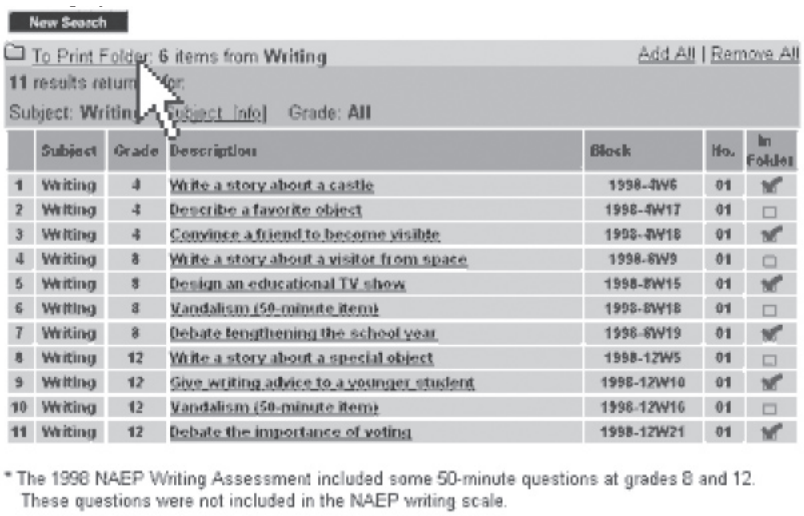
How do I search for specific questions?

1. First, click on **Search Options** on the first screen.

2. Next, select your question search option and click on **Search** or **Continue.** Note that there are several ways to search for questions.



3. Questions that match your search criteria will be listed on the next screen. You can then click on any question to view it.



	Subject	Grade	Description	Block	No.	In Folder
1	Writing	4	Write a story about a castle	1998-4W6	01	✓
2	Writing	4	Describe a favorite object	1998-4W17	01	
3	Writing	4	Convince a friend to become visible	1998-4W18	01	✓
4	Writing	8	Write a story about a visitor from space	1998-8W9	01	
5	Writing	8	Design an educational TV show	1998-8W15	01	✓
6	Writing	8	Vandalism (50-minute item)	1998-8W18	01	
7	Writing	8	Debate lengthening the school year	1998-8W19	01	✓
8	Writing	12	Write a story about a special object	1998-12W5	01	
9	Writing	12	Give writing advice to a younger student	1998-12W10	01	✓
10	Writing	12	Vandalism (50-minute item)	1998-12W16	01	
11	Writing	12	Debate the importance of voting	1998-12W21	01	✓

* The 1998 NAEP Writing Assessment included some 50-minute questions at grades 8 and 12. These questions were not included in the NAEP writing scale.

Some NAEP questions are given to students at more than one grade level. These cross-grade questions are referred to as, for example, 4(8) or 8(4), where the first number refers to the focal grade—the grade level/assessment from which the question and related material was drawn—and the second number (the number in parentheses) refers to the other grade level in which the question was also given.

Three Ways to Search for Questions

There are three ways to search for questions:

- quick search,
- advanced search, or
- search by block.

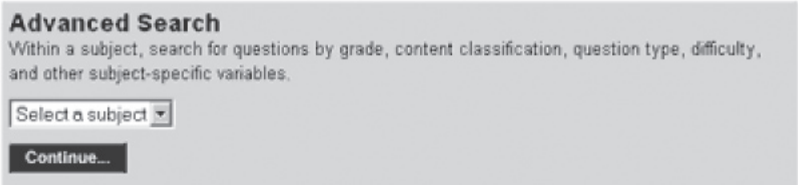
Quick Search

Select a subject and grade by using the pull-down menus.

You must choose a subject but, if you do not choose a grade, you will view questions from all grades. When you have chosen a subject or subject and grade, click on **Search**.

Advanced Search

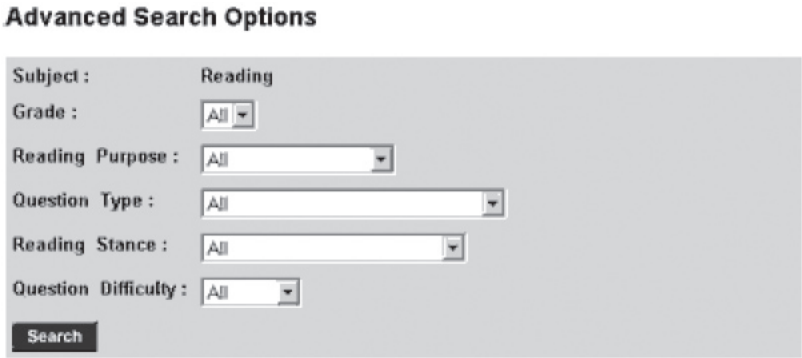
Within a subject, you can search for questions by grade, content classification, question type, difficulty, and other subject-specific variables using **Advanced Search**. First, you must choose a subject and click on **Continue**.



Next, select your advanced search criteria. Note that options will differ depending on the subjects you choose.

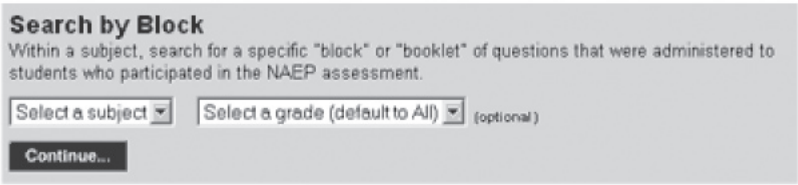
Question difficulty is determined as follows: for multiple-choice and dichotomously scored (right-wrong) items, easy questions are those with scores greater than 60 percent, medium questions are those with scores greater than or equal to 40 percent and less than 60 percent, and hard questions are those with scores less than 40 percent. For constructed-response questions, separate weights are assigned to each score category.

When you are finished, click on **Search**.



Search by Block

If you have a specific "block" of questions you want to view (a "block" refers to the group of questions administered to students in a test booklet), you may use this search feature.



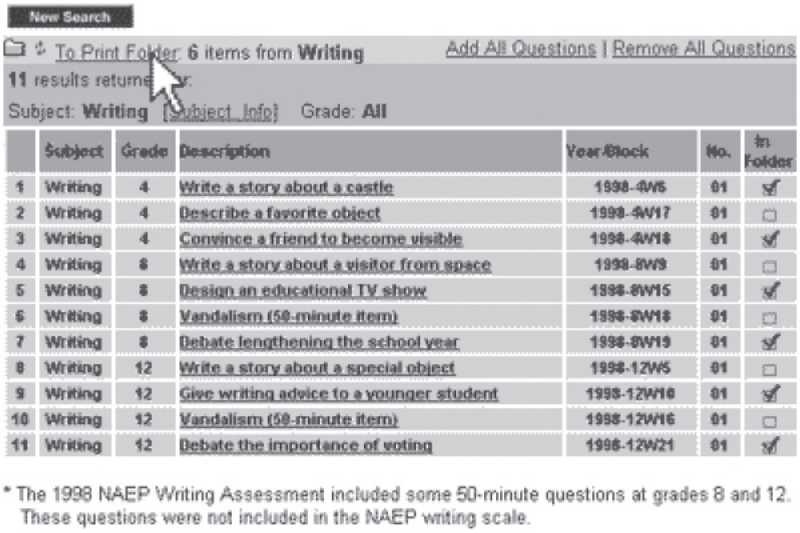
How do I print a question or group of questions?

The NAEP Questions Tool allows users to customize and print NAEP questions. After selecting and saving questions in the **Print Folder**, you can change the question order, delete questions and decide what information you wish to print along with the questions (e.g., scoring guides, content classifications).

Selecting Questions

Select questions to be added to the print document by clicking on the check boxes in the **In Folder** column on the **Search Results** screen. A red check mark appears on each selected check box.

Note: As the check boxes are marked, the number of items in the **Print Folder** is NOT updated. To update the displayed information, click on **To Print Folder** to the Print Folder icon.



	Subject	Grade	Description	Year/Block	No.	In Folder
1	Writing	4	Write a story about a castle	1998-4W6	01	✓
2	Writing	4	Describe a favorite object	1998-4W17	01	☐
3	Writing	4	Convince a friend to become visible	1998-4W18	01	✓
4	Writing	8	Write a story about a visitor from space	1998-8W9	01	☐
5	Writing	8	Design an educational TV show	1998-8W15	01	✓
6	Writing	8	Vandalism (50-minute item)	1998-8W18	01	☐
7	Writing	8	Debate lengthening the school year	1998-8W19	01	✓
8	Writing	12	Write a story about a special object	1998-12W5	01	☐
9	Writing	12	Give writing advice to a younger student	1998-12W10	01	✓
10	Writing	12	Vandalism (50-minute item)	1998-12W16	01	☐
11	Writing	12	Debate the importance of voting	1998-12W21	01	✓

* The 1998 NAEP Writing Assessment included some 50-minute questions at grades 8 and 12. These questions were not included in the NAEP writing scale.

Adding All Questions to the Print Folder

Clicking on the **Add All Questions** link on the **Search Results** page automatically adds all the displayed questions to the Print Folder.

Removing All Questions from the Print Folder

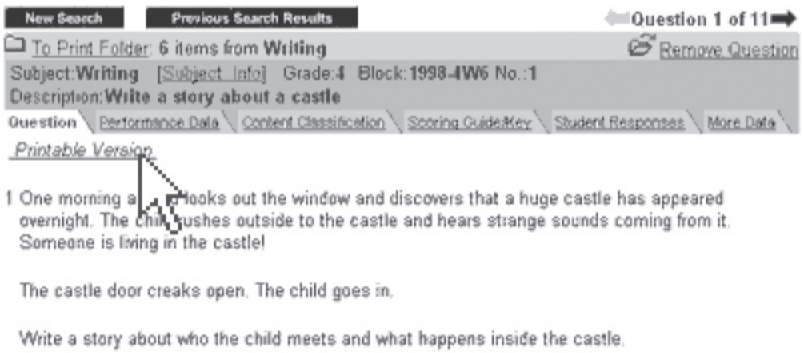
Clicking on the **Remove All Questions** link on the **Search Results** page automatically removes all selected questions from the **Print Folder**.

Printing Individual Questions Directly

Questions are displayed as links on the **Search Options** page. Clicking on a specified question (link) displays the entire question. Clicking on the **Printable Version** link takes you to a screen that has only the question and does not include the NAEP Questions Tool interface. From this page you can print using the browser's print icon.

Adding/Removing Individual Questions to/from the Print Document

You can add or remove questions you are viewing by clicking on the **Add Question/ Remove Question** icon on the upper right of the screen. As you add or remove questions, the number of questions in your print folder will be automatically updated.

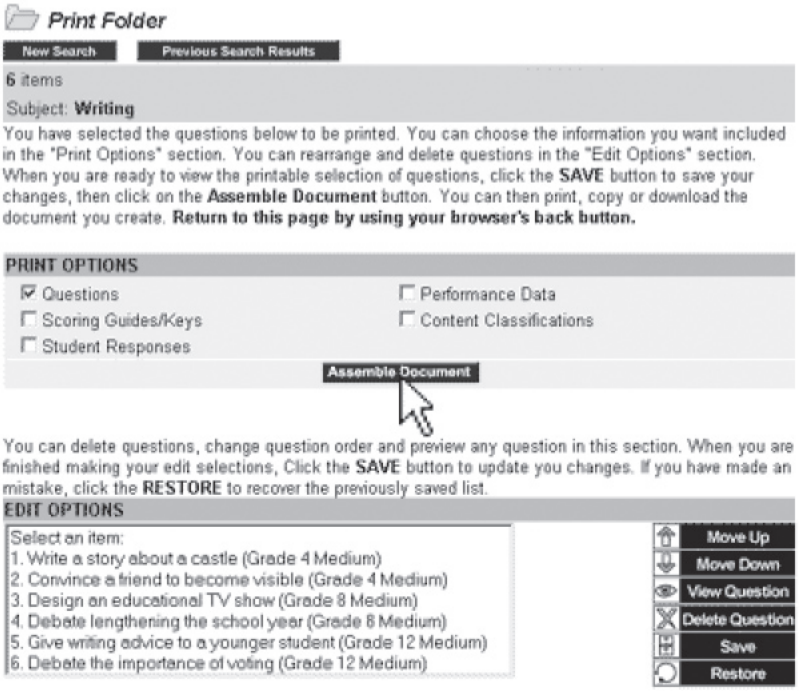


Printing from the Print Folder

The selected questions are put into the **Print Folder** as one document. Clicking on the **Print Folder** link or icon brings you to a page where you have a number of options for formatting your print document. In the Print Options area, you can select items to include with your questions in the print document (for example, scoring guides/keys, performance data or content classification information). Questions are automatically selected on this page. Once you've selected what you would like to be included in your document, you can click **Assemble Document**. Note: In the print document, underlined text represents text that has been substituted for items that were originally part of a set. For the exact wording of items that were given to students, please refer to the text as represented with the tool itself.

Editing the Print Document

The order in which questions appear can be rearranged in the **Edit** section, so that easy, medium, and hard questions are arranged in an appropriate order. For instance, a teacher might want the easier questions to appear first, followed by medium, then harder questions. A question is rearranged by selecting one question then using either the **Move Up** or **Move Down** arrows to the right to move it accordingly. The change can either be retained by clicking on **Save** or be rejected by clicking on **Restore**. You can also preview a question by clicking on the **View Question** button. A question can be deleted from your document by clicking on **Delete Question**.



Clicking on **Assemble Document** creates a printable file. From here, you can print using the browser's print icon or save to disk. You may also use copy/paste to import part or all of the print document into any HTML-aware editor.

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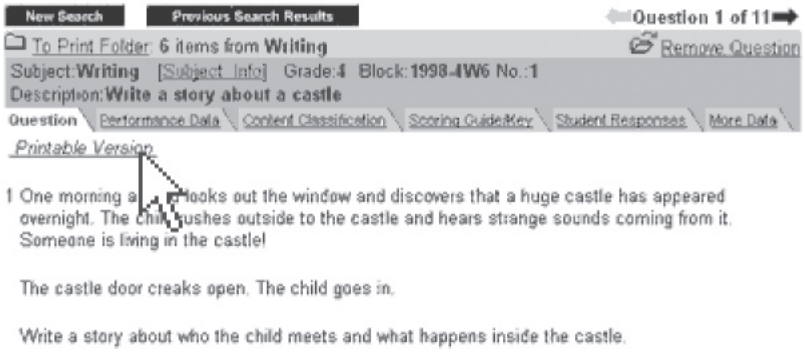
What information can I get about each question?

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



Information related to a selected question is available by clicking the tabs at the top of the screen. This information includes:

Question - Shows the printable version of the question. When the screen first displays, the question will display. Click on this tab to redisplay the question after another choice has been selected.

Performance Data - Shows information about how students scored on the question.

Content Classification - Shows information about how the question relates to the subject area framework. This includes a description of the content domain—what is being assessed—and the cognitive skills within that domain.

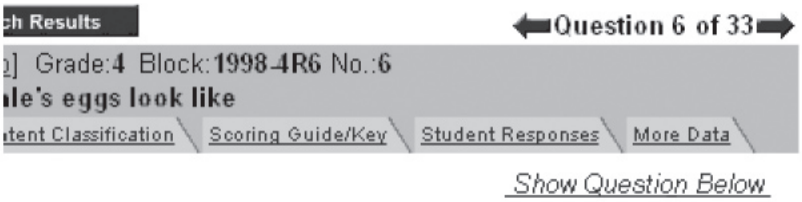
Scoring Guide/Key - Shows the scoring guide or rubric for constructed-response questions and the correct answer for multiple-choice questions.

Student Responses - Shows actual student responses to the question for each score level.

More Data - Displays additional data for each item, including how subgroups (gender, race/ethnicity, parents' highest level of education, type of school, region of the country, type of location, Title I participation, National School Lunch Program and achievement level) performed on this question. Provides a link to the NAEP Data Tool, where you can search for more specific national and state NAEP data.

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. To help you view the different parts of the question, we have added several links above the question on the right side of the screen.



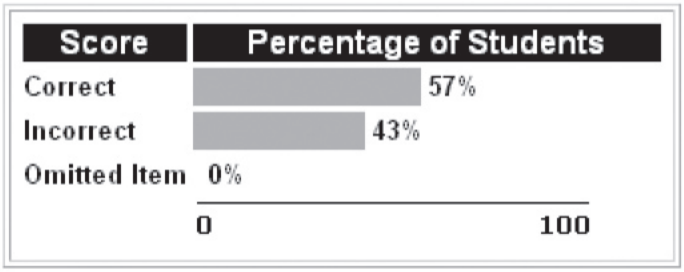
The names of the links may change depending on the type of question and the subject area.

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. You can view the questions as they were presented to the student by printing a block of questions in its PDF form.

Performance 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.

1998 National Performance Results

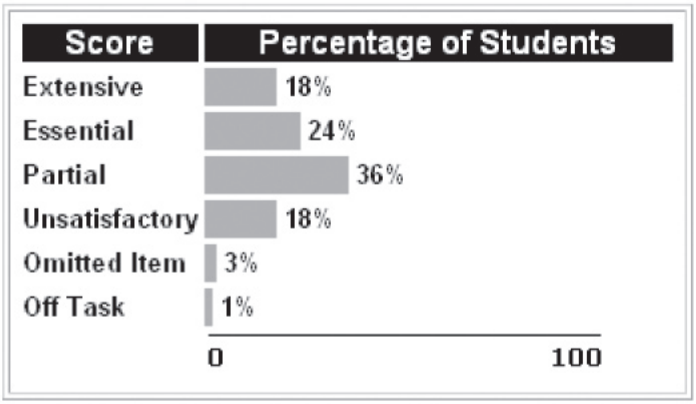


Note:

- These results are for public and nonpublic school students.
- Percentage may not add to 100 due to rounding.

For Constructed-Response Questions - Shows the percentage of students who scored at each score level, or who omitted the question or were off-task.

1998 National Performance Results

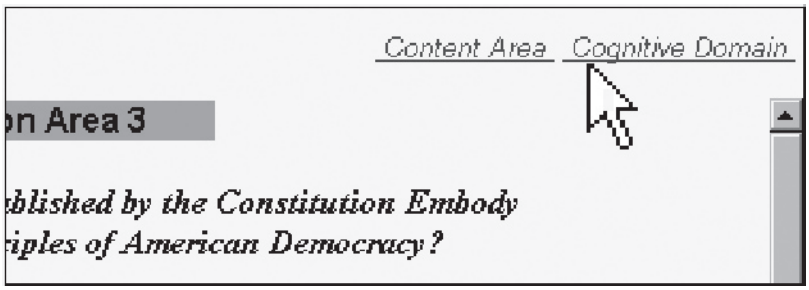


Note:

- These results are for public and nonpublic school students.
- Percentage may not add to 100 due to rounding.

The scoring criteria will vary depending on the subject and type of question. Click on **Scoring Guide/Key** to see a description of the score levels used for each question.

Content Classification - Shows information about how the question relates to the subject area framework. This includes a description of the content domain—what is being assessed—and the *cognitive skills* within that domain.

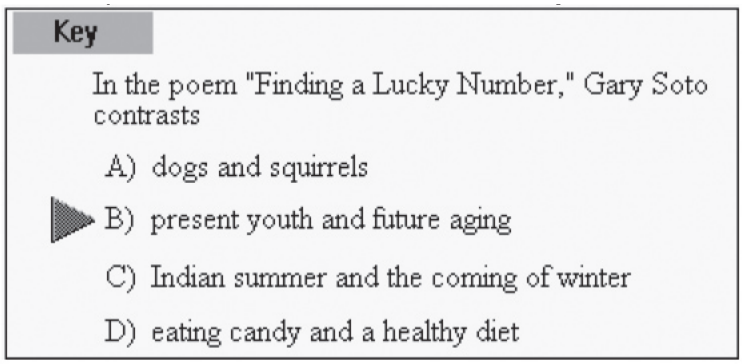


Use the links on the upper right of the Content Classification screen to move between the sections of the screen. Note that the name of the links will vary depending on subject and question type.

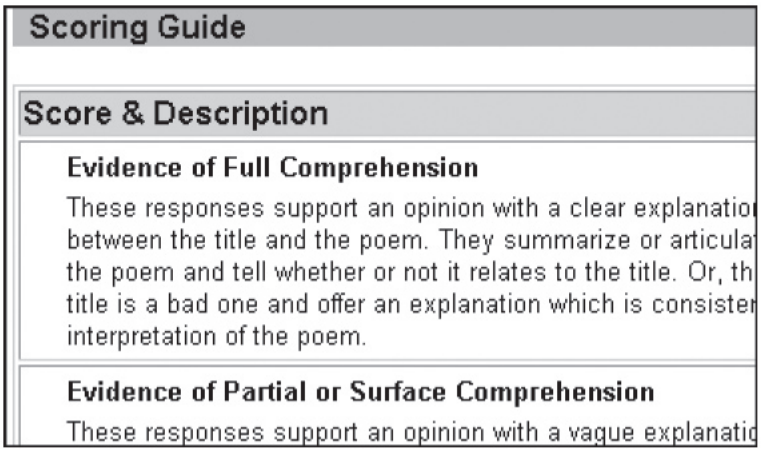
For a more extensive description of the subject area you have chosen, click on **Subject Info** at the top of the screen next to the subject name.

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

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

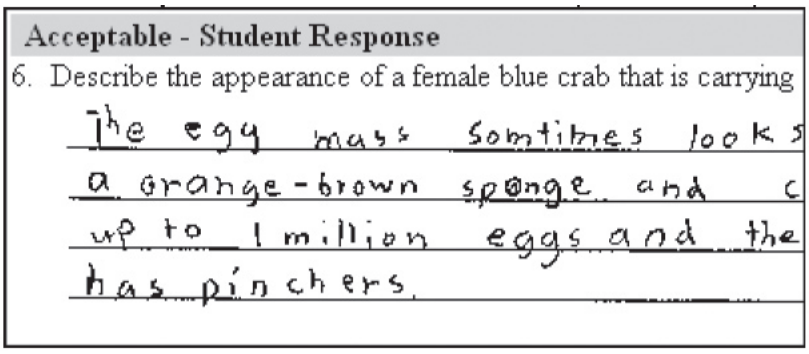


For Constructed-Response Questions - Shows the scoring guide used to determine the score for the student's answer.



Note that the scoring criteria will vary depending on the subject and type of question.

Student Responses - Shows actual student responses to the question for each score level.


Acceptable - Student Response

6. Describe the appearance of a female blue crab that is carrying

The egg mass somtimes looks a orange-brown sponge and c up to 1 million eggs and the has pinchers.

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 a **Scorer's Commentary** button after the student responses. Each subject offers a different model for the scorer's commentary—some provide one for every response, others for both responses. The scorer's commentary gives you additional information on why the response received the score that it did and often refers back to the scoring guide.

More Data - Shows information about how subgroups of students performed on the question. This information enables you to see comparisons between the subgroups. From this screen you can also link to the NAEP Data Tool (http://nces.ed.gov/nationsreportcard/naepdata).

NAEP 1998 National Reading Summary Data Tables for Grade 4
Question Response Percentages (Standard Errors In Parenthes

NAEP ID: R012206F

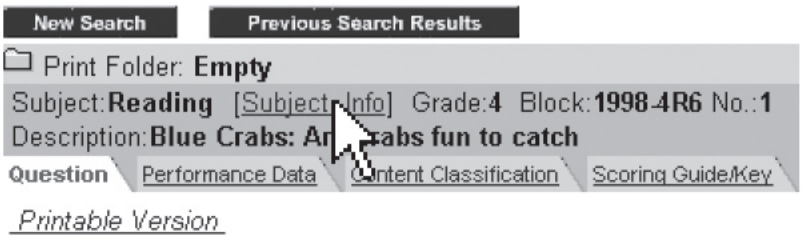
	N	UNACCEPT	ACCEPT	OMIT
-- TOTAL --	1679	58 (1.5)	33 (1.3)	9 (0.8)
GENDER				
MALE	813	58 (2.4)	33 (2.0)	10 (1.3)
FEMALE	866	59 (1.8)	33 (1.5)	9 (1.0)
RACE/ETHNICITY				
WHITE	988	53 (1.7)	40 (1.6)	7 (0.8)
BLACK	281	72 (3.9)	13 (2.5)	15 (3.0)
HISPANIC	313	73 (3.3)	16 (2.2)	12 (2.2)
ASIAN/PACIFIC ISLANDER	61	**** (****)	**** (****)	**** (****)
AMERICAN INDIAN	32	**** (****)	**** (****)	**** (****)
PARENTS' HIGHEST LEVEL OF EDUCATION				
LESS THAN H.S.	47	**** (****)	**** (****)	**** (****)

Information about the performance of the following subgroups is included on the More Data screen:

- Gender
- Race/Ethnicity
- Parents' Highest Level of Education
- Type of School
- Region of the Country
- Type of Location
- Title I Participation
- National School Lunch Program
- Achievement Level

Where can I find more information about the subjects NAEP assesses?

You can find information about each subject by clicking on Subject Info at the top of the screen next to the subject name.



This leads you to more detailed information about NAEP procedures, including a description of frameworks, assessment instruments, scoring, school and student samples for that subject, NAEP reports, and interpreting NAEP results.

You can find even more information about each subject by choosing a subject on the NAEP home page.

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**, or e-mail Sherran.Osborne@ed.gov.