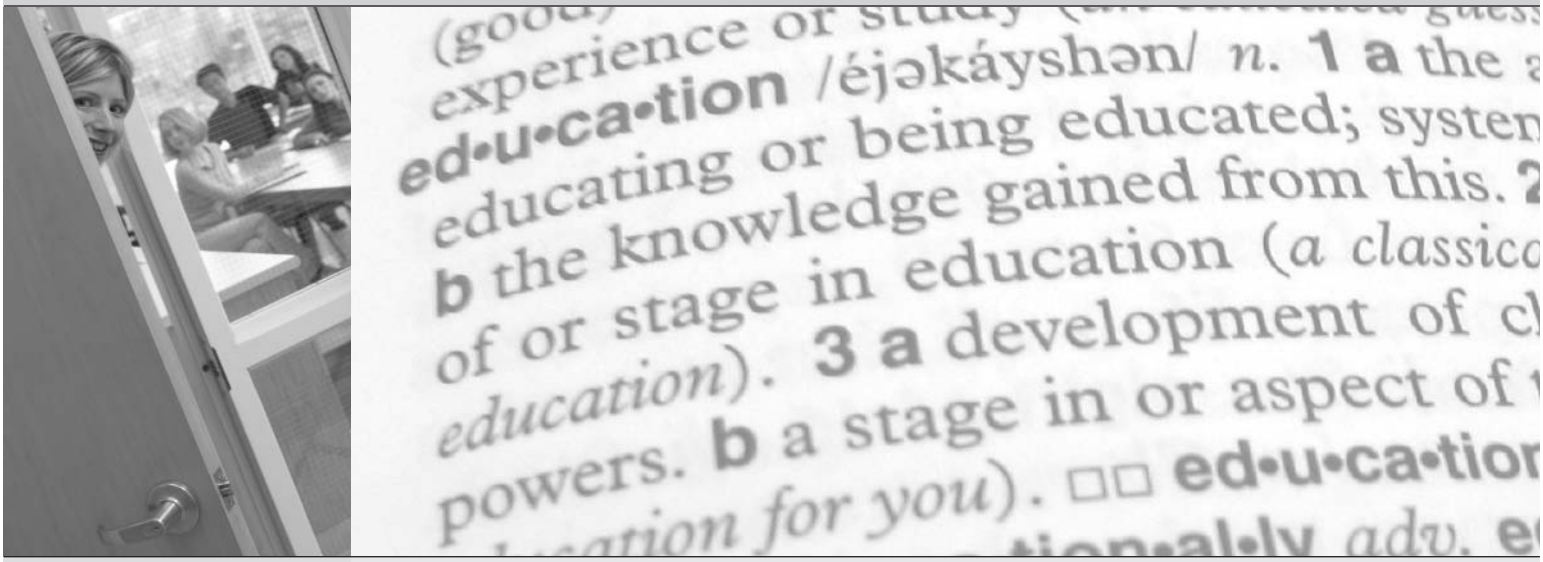
NCES
National Center for Education Statistics

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™



2005–2006

Civics
U.S. History
Economics
Mathematics
Reading
Writing

Grade 12

National Assessment of Educational Progress

2005–2006 Sample Questions Booklet

I. About This Sample Questions Booklet 4

II. The Assessments

The Civics Assessment 5

The U.S. History Assessment 6

Civics and U.S. History Booklet Directions 7

Sample Civics Questions 9

Sample U.S. History Questions 11

The Economics Assessment 14

Economics Booklet Directions 15

Sample Economics Questions 17

The Mathematics Assessment 20

Mathematics Booklet Directions 21

Sample Mathematics Questions 22

The Reading Assessment 24

Reading Booklet Directions 25

Sample Reading Questions 27

The Writing Assessment 33

Writing Booklet Directions 34

Grade 12 Writing Prompts 36

III. Student Background Questionnaires 40

General Directions for Grade 12 40

Student Background Questionnaire 41

Civics Background Questionnaire 44

Economics Background Questionnaire 48

U.S. History Background Questionnaire 54

Mathematics Background Questionnaire 58

Reading Background Questionnaire 63

Writing Background Questionnaire 69

IV. NAEP Questions Tool Tutorial 75

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. Twelfth-graders will take civics, U.S. history and economics, as well as participate in field tests for mathematics, reading and writing.

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, economics, 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 Question 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
12	10%	20%	25%	20%	25%

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.

NAEP U.S. History 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
12	25%	25%	25%	25%

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 (30%) and those measuring historical analysis and interpretation (70%). Many questions in the assessment are based on visual or textual stimuli. At Grade 12, a portion of the assessment questions may be organized around a single historical issue. 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.

STOP

Sample Civics Questions
Grade 12

1. The right to counsel, which is guaranteed to a person arrested for committing a crime, means the right to be

   ● Represented by a lawyer

   Ⓑ Protected against self-incrimination

   Ⓒ Protected against search and seizure

   Ⓓ Free from being tried twice for the same crime

2. Which of the following best describes the way in which the United States Constitution assigns governmental power?

   Ⓐ It assigns it entirely to the states

   Ⓑ It assigns it entirely to the national government

   ● It divides it between the states and the national government

   Ⓓ It divides it between the states and the federal courts

GO ON TO THE NEXT PAGE

3. According to the United States Constitution, which of the following has the power to declare war?

   Ⓐ United States Supreme Court

   ● United States Congress

   Ⓒ United Nations

   Ⓓ Joint Chiefs of Staff

4. The procedure by which a candidate is nominated for President of the United States is established by

   Ⓐ Congressional legislation

   Ⓑ The United States Constitution

   Ⓒ The Bill of Rights

   ● Political parties

Question 5 refers to the descriptions below of two different electoral systems.

Most democratic countries elect legislatures through one of two types of electoral systems: single-member district or proportional representation. In single-member district systems, citizens in specific areas vote for candidates who represent their districts. In proportional representation systems, citizens in the country vote for political parties. Parties are then awarded seats in the legislature proportionate to the percentage of the vote they have won. In other words, if a party wins 20 percent of the vote, it receives 20 percent of the seats in the legislature.

5. Which of the following is the best argument that a single-member district system is better than a proportional representation system?

   ● Voters should make choices about individual candidates, as they do in single-member district systems, rather than simply vote for a party.

   Ⓑ Single-member district systems lead to stronger political parties, which are good for democracy.

   Ⓒ Single-member district systems are better at representing the interests of minorities.

   Ⓓ Voters will make wiser choices if they focus on national issues, as they do in single-member district systems, rather than on local issues, as they tend to do in proportional representation systems.

STOP

Sample U.S. History Questions
Grade 12

1. A consequence of Prohibition was

   Ⓐ The failure of the Republicans in the 1928 presidential election

   ● The growth of organized crime

   Ⓒ The turning of public attention to pressing international issues

   Ⓓ Widespread popular support for further moral reform

2. President Franklin D. Roosevelt's goal in supporting the Lend-Lease Act of 1941 was to

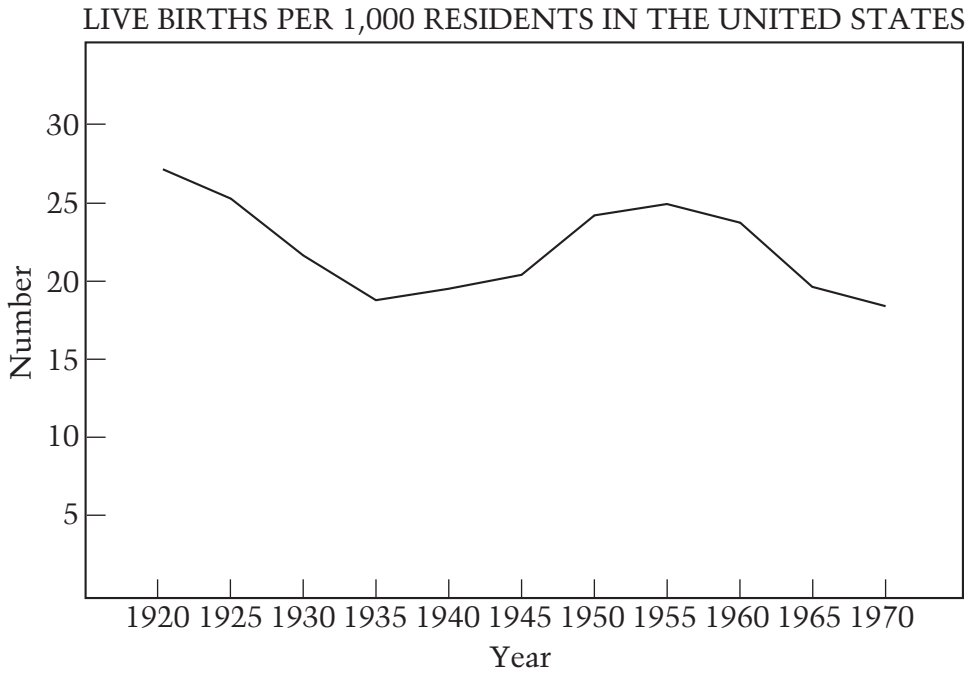
   Ⓐ Encourage Japanese Americans to relocate voluntarily

   Ⓑ Use foreign investment as a way of stimulating the American economy

   Ⓒ Maintain an isolationist stance by providing only limited aid to both sides in the European conflict

   ● Assist Britain's war effort without violating United States neutrality laws

GO ON TO THE NEXT PAGE



3. The graph above supports which statement about the birthrate in the United States?

   (A) It declined steadily from 1920 to 1950.

   (B) It increased rapidly during the great Depression.

   (C) It increased after the Second World War.

   (D) It tended to increase after each war.

GO ON TO THE NEXT PAGE

4. • Increases in automobile ownership
   • Building of a modern highway system
   • Tax deductions for mortgage interest

   Explain how one of the factors listed above contributed to the growth of suburbs.

   The increase in automobile ownership allowed people to get out of the dark cities and into the peaceful suburbs. They were able to commute to and from work in their cars and not have the hassle of city living.

5. In the 1970's the United States economy was directly affected by

   ● A sharp increase in the price of oil

   Ⓑ An increase in the cost of solar energy

   Ⓒ An overall decline in international trade

   Ⓓ A rapid decline in prices of consumer goods

6. The North Atlantic Treaty Organization (NATO) and the Warsaw Pact are best described as two

   Ⓐ Organizations founded by the European Economic Community to promote trade between Europe and the United States

   Ⓑ Treaties negotiated between the allies and the Central Powers at Versailles after the First World War

   Ⓒ Bodies established by the United Nations to promote peace within multiethnic European countries such as Czechoslovakia and Yugoslavia

   ● Military organizations made up, respectively, of the United States and its allies and the Soviet Union and its allies during the Cold War

STOP

The Economics Assessment

The NAEP economics assessment includes items classified across three interrelated components: economics content knowledge areas, cognitive categories, and contextual settings. The three economics content knowledge areas and the respective amount of assessment time specified for each content area appear in the table below.

NAEP Economics Framework Distribution of Question Pool Across Economics Content Area

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

The three cognitive categories describe the primary cognitive demands assessment items may make on students participating in the NAEP assessment. The NAEP framework calls for students to spend approximately 33 percent of their assessment time on items from each category. The three cognitive categories for economics items include:

- Knowing
- Applying
- Reasoning

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

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

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

Economics Booklet Directions

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

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

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

Example 1

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

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

GO ON TO THE NEXT PAGE

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

Example 2

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

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

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

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

STOP

Sample Economics Questions
Grade 12

1. What is the first step labor unions take when negotiating contracts with employers?

   ● Engage in collective bargaining

   Ⓑ Start a plant lockout

   Ⓒ Demand binding arbitration

   Ⓓ Call for a strike

2. Which of the following strategies is generally considered an effective means of enhancing a country's long-term economic growth?

   Ⓐ Decreasing the money supply

   Ⓑ Decreasing government spending

   ● Increasing spending on education and training

   Ⓓ Increasing the international value of the country's currency

GO ON TO THE NEXT PAGE

3. Consider the following information as you answer the question below.

—The United States economy is at full employment.

—Six months ago, a group of foreign oil-exporting nations agreed to limit the supply of oil to force higher oil prices. This action has resulted in a 25 percent increase in price on all oil products.

—The Federal Reserve Bank is considering adding more money to the money supply to help workers and employers cope with the higher oil prices.

Use economic analysis to explain the following:

(1) What is likely to happen to (a) the price level and (b) output as a result of the increase in oil prices?

Since oil is a major input in many production processes, an increase in the price of oil raises the costs of production for businesses. This will decrease aggregate supply causing a decline in output and an increase in the price level.

(2) If the Federal Reserve decides to increase the money supply to counter the impact of the oil price increase, what is likely to happen to the price level in the short run?

The increase in the money supply by the Fed will lead to a decrease in interest rates. The lower interest rates will stimulate investment and interest-sensitive consumption spending, causing aggregate demand to increase. The increase in aggregate demand will lead to an increase in output and the price level in the short-run.

4. Explain the reason a firm might be able to afford to pay a higher salary to more productive workers than to less productive workers.

GO ON TO THE NEXT PAGE

5. Trade restrictions, such as the imposition of import tariffs, usually result in higher product prices. Despite this increase, which of the following is often the primary economic motivation for a government to impose such restrictions?

   ● The government is responding to help domestic producers.

   Ⓑ The government is responding to help domestic consumers.

   Ⓒ The government wants to increase the demand for products subject to the tariffs.

   Ⓓ The government wants to raise revenue to pay for the tariffs.

Average Earnings Per Hour In Manufacturing and Service Jobs

Year	Manufacturing Earnings per Hour	Service Industry Earnings per Hour
1965	$ 2.50	$ 2.05
1975	$ 4.67	$ 4.02
1985	$ 9.16	$ 7.90
1995	$11.74	$11.39
2000	$13.62	$13.93

Source: Bureau of Labor Statistics

6. Which of the following changes in the labor market would have led to the changes in average hourly wages shown in the table above?

   Ⓐ The supply of workers in the service industry increased more than did the supply for workers in manufacturing.

   Ⓑ The supply of workers in manufacturing increased more than did the demand for such workers.

   ● The demand for workers in the service industry increased more than did the supply of such workers.

   Ⓓ The demand for workers in manufacturing increased more than did the demand for workers in the service industry.

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.

Scientific calculator use is permitted on approximately one-third of the test questions. 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 Mathematics Framework Distribution of Questions Across Content Strands

Number Properties and Operations	10%
Measurement	30%
Geometry	
Data Analysis and Probability	25%
Algebra	35%

Mathematics Booklet Directions

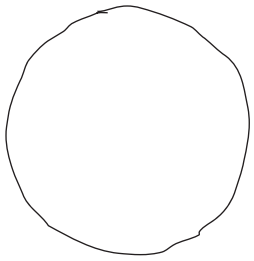
This assessment uses many different booklets. Each booklet has different questions. Do not worry if the person next to you is working on questions that do not look like those you are working on.

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.

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

Draw a circle in the space below.



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.

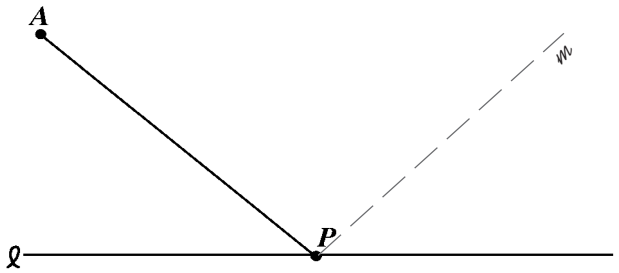
REMEMBER:
Read each question CAREFULLY.
Fill in only ONE OVAL for each question or write your answer in the space provided.
If you change your answer, ERASE your first answer COMPLETELY.
CHECK OVER your work if you finish a section early.

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 12

1. In the figure below, use the protractor to draw a line m through point P perpendicular to segment AP. In the answer space provided, give the measure of the smaller angle formed by lines ℓ and m.



Answer: 50°

---

2. A certain machine produces 300 nails per minute. At this rate, how long will it take the machine to produce enough nails to fill 5 boxes of nails if each box will contain 250 nails?

Ⓐ 4 min

Ⓑ 4 min 6 sec

● 4 min 10 sec

Ⓓ 4 min 50 sec

Ⓔ 5 min

GO ON TO THE NEXT PAGE

3. The table below shows the daily attendance at two movie theaters for 5 days and the mean (average) and the median attendance.

	Theater A	Theater B
Day 1	100	72
Day 2	87	97
Day 3	90	70
Day 4	10	71
Day 5	91	100
Mean (average)	75.6	82
Median	90	72

(a) Which statistic, the mean or the median, would you use to describe the typical daily attendance for the 5 days at Theater A? Justify your answer.

I would use the median, since it successfully ignores the aberrance of day 4.

(b) Which statistic, the mean or the median, would you use to describe the typical daily attendance for the 5 days at Theater B? Justify your answer.

I would use the mean, since the median gives an artificially low number – it does not reflect at all the two days of high attendance.

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. 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 Reading Contexts

	Grade 12
Reading for Literary Experience	35%
Reading to Gain Information	45%
Reading to Perform a Task	20%

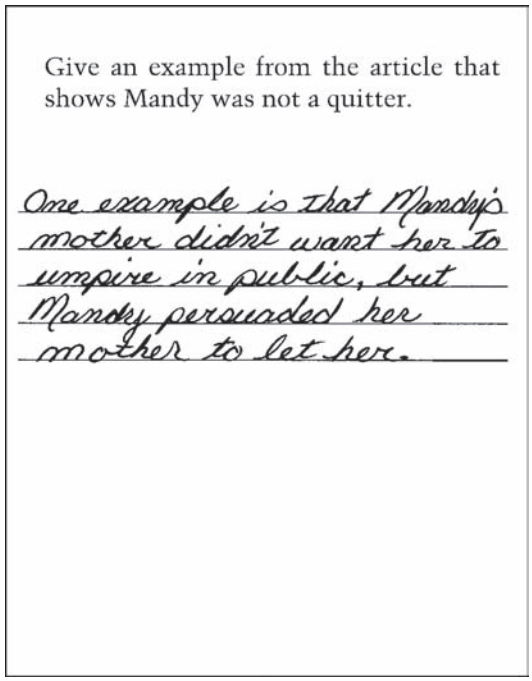
Reading Booklet Directions

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

Reading to Perform a Task

Grade 12

BARGAIN BASEMENT

$25 and under

AIR CONDITIONER Fedders, large works $25. 555 1076

ALL KINDS OF GOLF CLUBS— $20. after 3PM. 555 5507

ANTIQUE WARDROBE – Needs lt. work. 1st $25. 555 1326

ASSORTED SZS, WINDOWS & DOORS – $25. 555 8261

BEACH UMBRELLAS – $5/each. 555 7092

BED FRAME – Twin or Full size $15. 555 0572

BIKE RACK – $20, cot $10. call 555 7640

BIKE – Boys $25 electricians supplies $5 25. 555 7797

BIKE – Girls 16" Schwinn VG Cond. $25. 555 9724

BLACK & WHITE TV – 20" good cond. $25. 555 2924

BLACK LEATHER ROLL CAGE COVERS – $25. 555 8109

BMX – Free Style Bike nice $25. Call 555 2124

BOOKS — PAPER BACKS – & hard covers. $.15 – $1. 555-0750

BOWLING BALL – w/leather bag $25. 555 1138

BOYS SUIT JACKETS – One brown 1 blue sz. 12 $10. 555 0608

BRASS TONE HEADBOARD – & bedframe $20. 555 4783

BRICK FLOWER BED EDGING —$1/ea rug braided. 555 6988

BUSHINGS – Polyurethane shock boot $1.50. 555 8109

CAKE PLATE – 50th anniv. gold trim Nu $12. 555 8011

CAN OPENER – Rival under the counter $5. 555-4707

CEILING FAN – New 52" white $20. 555 6376

CHANGING TABLE – $10. potty $3., vaporizer $3. 555 2005

$25 and under

COFFEE DECANTERS – Glass $2 new, have 5. 555 0688

COUCH – Early American nice $20. 555 2145

CURTAINS – Sheers 108x84 white $20, call 555 6376

DESERT STORM – Series 2 and 3 $12 per box. 555 7093

DESERT STORM – Series 1 cards $12 per box. 555 7093

DICK CEPEK BLACK LIGHT BAR – $15 new. 555 8109

ELEC. MOWER – $15 good outdoor chairs $2. 555 6104

ELECTRIC FENCE ITEMS—Poles battery case etc. $25. 555 0490

FARBER ELECTRIC BROILER— $15. 555 4783

FLOOR TILE – Armstrong white 1 box $4. 555 6962

FLOOR JACK – 6 ft. hght $10. call 555 5034

FORMICA – 2' × 2' $.25/each 2' × 4' $.50 colors. 555 8597

FREE FIREWOOD – Call 555-1823

FREE ORANGE KITTEN – {1}. call 555-8392

FREE RABBIT HUTCH – Free standing 2' × 7'. 555 6711

FUEL OIL TANK – Inside, 275 gallon, $25. 555 9604

GARAGE DOOR OPENER – For parts $7. 555 6911

GAS CAN – 5 gallon $10. call 555 3724

GOLF CART – Like new. $20. Call after 3PM. 555 5507

GOLF BAG – & Irons 3, 2, 9, $25. 555 7092

GOLF BALLS – $2 dz. putters, sand wedge $10. 555-3575

$25 and under

HAIR SALON FURNITURE – Free. 555 8109

HEPA FILTER – 12 x 12 $25. Call 555 6127

HIGH CHAIR – $25. Century windup swing $5. 555 0559

HOSE – For sump pump new 13 ft. $6. 555-5434

HOSTA – 25¢ up, CORAL BELLES. Flowering Cabbage Plants, $1. 555 2445

INSULATION – 6" × 15' fiber glass $8. roll. 555-1017 after 6 p.m.

JACK NICKLAUS GOLF CLUBS $25. after 3 PM 555-5507

JEAN JACKETS – Med. was $75 only $25. 555-0608

LADIES BETTER DRESSES – size 9 12, $2. 555 0750

LADIES BETTER DRESSES – size 9-12, $2. 555 0750

LADIES BETTER DRESSES – size 9 12, $2. 555 0750

LAMPS – Pictures Mr. Coffee Broiler $1. up. 555 3575

LAMPS – 2 $15/each 1 crib & mattress $20. 555 0567

LAWN MOWER – 22" push rotary $20. 555-1457

LEATHER ROLL CAGE COVERS —Brand new $25. 555-8109

LESTOIL SPRAY FLOOR CLEANER — $12 a case 555 4707

LIGHT FIXTURES – Bath, dining, foyer, kitchen. Total of 8. $5 $20 ea. 555 7503

LOCK – Shalage entry brush aluminum $12. 555 5434

LONDON FOG COAT – W/lining egg shell $15. 555 5434

GO ON TO THE NEXT PAGE

$25 and under

MAPLE BOARDS – $2. a Sq.Ft. 1"2"3". Call 555 1822

MECHANIC'S CREEPER – & Jack stands $25. 555 6127

MEDICINE CABINET – $5. Call 555-0572

MINI BLINDS – Shade white 60W $15. Call 555 8640

MOTOR FURNACE – 1/4H.P. A 1 Delco $20. 555 1138

MOWER – Push type 18 Crafts man $20. Good cond. 555 0958

NEW DOORS – Prhng. &blrd $25. Also new locks $3.50 555 0572

PAINTERS TOOLS – Work bag & clothes. $1 $5/ea. Call 555 7503

PATIO TILE – In/out 6x6 new terra cotta 21¢. 555 1544

PING PONG TABLE – Official size V. good, $25. 555 4987

PLAYPEN – $10. Please call 555 1915

PORT. TV – BW 6" $15, record player $10/bo. 555 3575

ROLLER – 30" × 12" concrete filled, $25. 555 6040

RUG RUNNER BRAIDED – Mauve 29"w × 11'L $20. 555 4101

SALTON ELECTRIC WARMER SERVING CART – $25. 555 4283

SCHWINN STINGRAY – $20. ladies 26" $25. 555 7456

SCREWS – Black type 2" & 2 1/2" 13 lbs. $25. 555 5434

SEARS MOWERS – Mechanics special pair $25. 555 3432

SHEETMOSS – 1/2 box to line wire basket, $13. 555 0234

SHORTS – 25 pair girls, some new sz. 12, $15. 555 0627

SILVERPLATE PLATTER – $20. 8mm movie camera. 555 7456

SKATES – In line roller like new $20/bo. 555 6009

SOFA BED – Sleeps {2} good $25. After 6, 555 1159

$25 and under

STORM DOOR – Screen 80 x 35 3/4, $25. 555 1138

STREET HOCKEY NET – $10 new in box. 555 1660

TABLE – Wrought Iron round 38", $25. 555 8380

TALL END TABLE – lamp & shade $15. 555 0750

TENT – 9x9 umbrella exc. cond., $25. 555-2674

TIRES – P235/75R15 on GM rims $20/ea. 555-6296

TIRES – On rims Ford Ranger pair $25. 555 3432

TRAILER HITCH – $20/bo. Call 555 5038

TRX CYCLE – For child old $20. 555 5038 good.

TYPEWRITERS – Elec, manual $10. &$5. port. Singer sew. mach. $15. 555 0219

VACUUM – Canister style, good $25. 555 7456

VACUUM – Hoover Canister $25. all attach. 555-8428

WARN WINCH FRONT BUMPER – Black $25. 555-8109

WATER LILLIES – Variety comanche $15. 555 2569

WINDOW FAN – 18" w/slides $25. 555 2660

WINDSHIELD – 71' 75' caddy CPE, $25. 555 6296

$26 to $100

6 NEW CABLE REMOTES – For TKR box $35/ea. 555 3950

AIR CONDITIONER CASEMENT WINDOW – $100 firm. 555 5422

BED – 4 poster maple $50, cushion patio set, $70. 555 8876

BEDROOM FURN. – 1940's, waterfall col, wardrobe clos, dresser/ngtstnd, nds. refin, $65. 555-7503

BIKE – Ladies Schwinn 10spd., 24", $75. exc. cond. 555 9571

$26 to 100

BIKE – 26 3 speed runs OK 1st $50. after 3PM 555-7154

CAMARO THM350 MALIBU – THM 350 $75. 555 2135 lv. msg.

CHAIR – Stratlounger excel. cond., $75. 555-5434

COLOR TV'S – 2. 15" and 17", $80 and $90. Call anytime. 555 6373

DRAFTING TABLE – Lamp & chair $60. 555 9389

EXERCISE BIKE – White, lk. new, $65. Call Michael 555 2503

FORD C-4 AUTO TRANS – $75. Call 555 0140

GAS STOVE – 30" glass door, good cond. $100. 555 0958

GOLF CLUB SET – Irons, woods, bag, $85. 555 7258

GRATEFUL DEAD TICKETS – {6} great seats $65/ea. 555 1377

HAYWARD EARTH FILTER – 3/4 hp. asking $100. Call 555-5547

HEALTH MEMBERSHIP – Hamilton Fitness Club, $100. Call 10-8 555-7223

LAWN MOWERS – $25/up. A-1 cond. Call 555-9232

LAWNMOWER – Lawnboy, 21" self prop. $75. 555 5147

LAWNMOWER – 21" self prop. rear bag $90. 555-8428

MEN 12 SPD BIKE – $55, brand new. Baby monitor, $20. Wood high chair, $25 555 1561

MOVING – Computer hutch, $35. Call John in Lawrenceville. 555-8083

MOWER – Gas 21 Briggs runs good $55. 3-6PM 555 7154

POSTAGE STAMP COLLECTION – Mostly U.S. $50. 555-9505

REDWOOD – 48" round table 3 benches, $50. 555 0233

REFRIG – Washer, dryer-stove $90/bo good. 555 0076

GO ON TO THE NEXT PAGE

$26 to 100

REFRIGERATOR – Good. cond. $100. LIPTON MICROWAVE, $50. 555-2640

REFRIGERATOR – Large sideXside $95. 555 3592

REMOTE PLANE – & all to fly $100/bo Dennis. 555 1321

SEGA GENESIS GAMES – $30 ea. Like new. Call Steve at 555-6153 afternoons &eves

$26 to 100

SKIER ROWER – Good cond. $80. Call 555-9581

SMITH CORONA – Electronic typewriter, new $75. 555 7384

SOFA – $100, Chair $50, kitchen table $10. 555-2152

SOFA – Chair ottoman, blue flowered, $100. 555-3220

SOFABED – Like new, beige, blues, browns $89. 555 6806

STEREO – HI FI Cabinet type, 8-track AM/FM, $40. 555-4987

$26 to 100

TABLE & 4 CHAIRS – Glass & oak top, $65. 555-9389

TATUNG MONITOR – $40. Call 555-5383

TENT – 2 person yellow/teal canvas, no flr, but incl. 2 infl. mattr, $30. 555 7503

TYPEWRITER – Electric, $40. Smith Corona 555 8428

YAMAHA 500 DIRTBIKE – Not Running, $100. Call 555-9332

1. The Bargain Basement ads are divided into sections identified by the headings "$25 and under" and "$26 to $100." Suggest another way that this information could be organized and what the advantages would be.

WO000925

Another way this information can be organized is by Men's & Women's aparrel, Sports and hobby equipment, machinery/mechanical parts. The advantages of this type of organizing it that it makes it easier for people to find specific things.

(Misspelling and grammar reflect actual student response.)

2. Which three types of information are usually found in these classified ads?

Ⓐ Original cost, age of item, size of item

Ⓑ Item description, home address, phone number

Ⓒ Phone number, item description, cost of the item

Ⓓ Item condition, seller's name, time of day to call

WO000926

GO ON TO THE NEXT PAGE

3. It is possible to place a free ad in the Bargain Basement section. If you want to place a free ad, your items must be

Ⓐ sold within five days

● priced at $25 or less

Ⓒ in good condition

Ⓓ inspected by the editor

WO000927

4. Suppose you want to buy a bicycle. Look at the ads for bicycles listed in the Bargain Basement section. Tell which advertised bicycle interests you the most. Explain how you used the information in the ads to make your selection.

WO001004

_____

_____

_____

5. Abbreviations in the ads are useful because they

● communicate information while saving space

Ⓑ allow for different interpretations

Ⓒ make each section more interesting

Ⓓ make the items within a section appear to be similar

WO000931

6. What is an acceptable way to place a $1 Bargain Basement ad in this newspaper?

Ⓐ Phone in the ad, pay by credit card.

Ⓑ Phone in the ad, pay by money order.

Ⓒ Mail the ad, pay by cash.

● Mail the ad, pay by check.

WO000932

GO ON TO THE NEXT PAGE

7. Think of one item under $25 to advertise in a Bargain Basement classified ad. Write the ad directly on the form below for John or Jane Jones from 1210 Locust Street, Midtown, NY 00001. Their phone number is (212) 555-3456.

WO000933

BARGAIN BASEMENT

Use this coupon for items over $25 but not more than $100

3 DAYS FOR $1

We'll insert your classified ad for 3 consecutive days in the BARGAIN BASEMENT section. To qualify, the advertised item must be over $25 but not more than $100 and each item must be priced. Enclose check or money order with coupon.

Instructions:

1. Print one (1) letter in each space.
2. Allow one (1) space between words.
3. Include punctuation marks within the appropriate letter space.
4. All ADS MUST HAVE PRICE AND PHONE NUMBER IN THEM.
5. No businesses; individuals only qualify for this rate.
6. Maximum of 3 orders (9 insertions) per item.

FIRST LINE

SECOND LINE

Name_____

Address_____

3 DAYS FOR FREE

SPECIAL OFFER
Items must be $25 or less

Follow the above instructions & mail us this coupon to insert your free ad for 3 consecutive days in the BARGAIN BASEMENT section. The advertised item must be $25 or less and each item must be priced.

$1 ads and free ads accepted only on this coupon. $1 ads and free ads will not be accepted by phone. No cancellations or refunds. Coupons also available at the CLASSIFIED Counter of The Times. The Times reserves the right to limit the quantity of free ads in any given publication.

Mail to: The Times Newspaper, BARGAIN BASEMENT, P.O. Box 847, Trenton, N.J. 08605

GO ON TO THE NEXT PAGE

8. Suggest a way to improve the ordering form for Bargain Basement classified ads. WO000930

_____

_____

_____

_____

_____

9. What are three possible mistakes in writing an ad that could prevent it from being published? WO000934

_____

_____

_____

_____

_____

STOP

The Writing Assessment

The NAEP writing assessment measures three purposes of writing: narrative, informative, and persuasive. The narrative tasks comprise first-person and third-person fictional stories. The informative tasks comprise description, explanation, and analysis. The persuasive tasks comprise writing to convince, writing to construct an argument, and writing to refute a position.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, reports, stories, and articles. Some tasks require students to write for a specified audience; for example, to a teacher, to a committee, or to a friend. Writing tasks in the 2006 assessment incorporate an array of stimulus materials, such as color photographs, comic strips, newspaper articles, and poems.

Each student participating in the assessment will receive one test booklet. At grade 12, students will receive two 25-minute writing tasks. All booklets contain a Planning Page, thus providing students with the opportunity to make notes and organize their ideas. In addition, all participating students are provided with a writing strategies brochure to remind them of various ways to plan and review their writing. For more information regarding the writing assessment framework please visit http://nagb.org.

NAEP Writing Framework Distribution of Time to Be Spent on Tasks for Each Writing Purpose

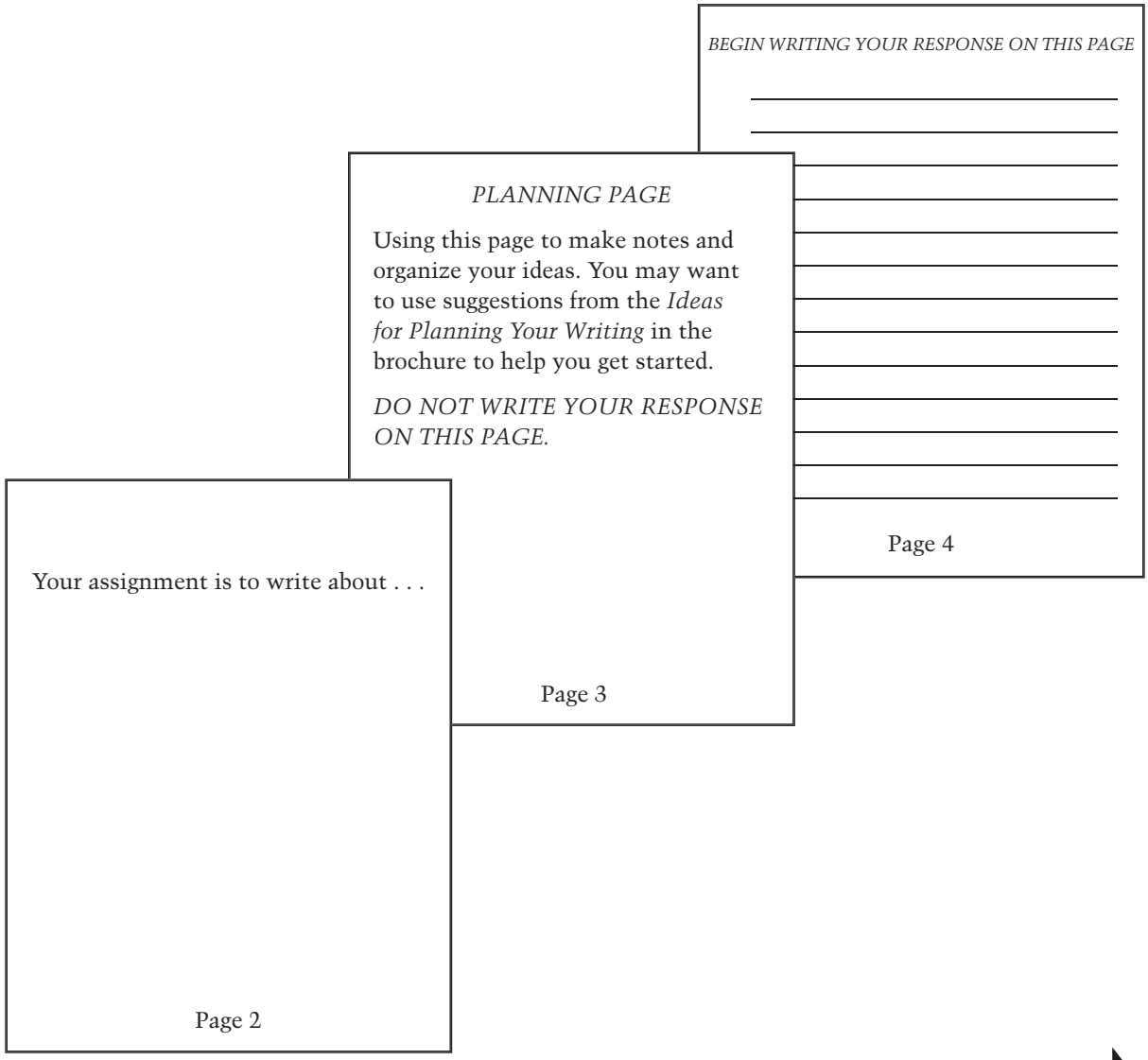
	Grade 12
Narrative	25%
Informative	35%
Persuasive	40%

Writing Booklet Directions

Sections 1 and 2 each contain one writing assignment. You will have 25 minutes to complete each assignment.

In each section, read the page that tells you your writing assignment. Then go on to the planning page where you can make notes and plan what to write. Do not write your paper on the planning page. After the planning page, there are lined pages where you should write your paper.

The following example shows what these pages look like.



GO ON TO THE NEXT PAGE

Remember to start writing your papers on the lined pages that begin on page 4 of each section that has a writing assignment.

For each assignment, you will probably need all of the 25 minutes to plan and write. Use as many lined pages as you need to write your paper. You may want to use ideas from the brochure you have been given to help you plan and review your paper.

If you finish before time is called, read your paper again and make any changes that you think will make it better.

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

STOP

Grade 12 Sample Writing Prompts

Writing Prompt 1 (with sample response)
Informative: Save a Book

For *Save a Book,* students were asked to explain what book they would save by memorization if they lived in a society where reading was not allowed. Since any book could be chosen, a wide range of responses was acceptable. In this booklet we provide an example of an "Excellent" response.

> 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.

Sample "Excellent" Response

"Excellent" responses were well developed throughout with sentence variety and good word choice. The "Excellent" response shown below, about Herman Hesse's Demian, is well developed and has strong transitions. Well-chosen details and precise word choices support a sustained controlling idea: that teens can learn from the main character's coming of age. The "Excellent" rating was given to 4 percent of the responses to this task.

Sample "Excellent" Response

Creating a literary masterpiece is most likely every writer's dream. German writer Hermain 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

Sample "Excellent" Response (Continued)

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 realms 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.

Sample "Excellent" Response (Continued)

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.

Writing Prompt 2
Persuasive: Music Labels

Recently, the music industry started to put rating labels on record albums, compact discs, and tapes. These labels describe the content and language of the music. A local committee is considering a rating label law that would make it illegal for anyone under the age of 18 to buy recordings with negative ratings.

Write a letter to the committee telling whether or not you think that negative rating labels should be used to restrict teenagers from buying certain music. Give specific reasons to support your opinion.

Student Background Questionnaire

General Directions for Grade 12

In the next two sections, you will be asked questions about yourself and your education. The choices for some questions will be written across the page as shown. Fill in the oval for the best answer.

Example 1

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
1. How often do you watch movies on TV?	Ⓐ	Ⓑ	Ⓒ	Ⓓ

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

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

Example 2

2. Which event would you prefer to attend?

Ⓐ basketball game

Ⓑ car show

Ⓒ concert

Ⓓ play

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

Do not go past the 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 14 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

Ⓒ 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

Ⓘ 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

GO ON TO THE NEXT PAGE

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

VB330870

11. 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.

VB330871

12. 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.

VB331451

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

Ⓐ Never

Ⓑ Once in a while

Ⓒ About half of the time

Ⓓ All or most of the time

HE002549

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

Ⓐ General

Ⓑ Academic or college preparatory

Ⓒ Vocational or technical

Student Background Questionnaire

Civics—Grade 12

ID10027

1. In what grade(s) have you studied civics or government? Fill in **all** ovals that apply.

   a. Grade 9 Ⓐ

   b. Grade 10 Ⓐ

   c. Grade 11 Ⓐ

   d. Grade 12 Ⓐ

ID100216

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. The United States Constitution	Ⓐ	Ⓑ	Ⓒ
b. Congress	Ⓐ	Ⓑ	Ⓒ
c. The President and the cabinet	Ⓐ	Ⓑ	Ⓒ
d. How laws are made	Ⓐ	Ⓑ	Ⓒ
e. The court system	Ⓐ	Ⓑ	Ⓒ
f. Political parties, elections, and voting	Ⓐ	Ⓑ	Ⓒ
g. State and local government	Ⓐ	Ⓑ	Ⓒ
h. Other countries' governments	Ⓐ	Ⓑ	Ⓒ
i. International organizations (such as the United Nations)	Ⓐ	Ⓑ	Ⓒ

GO ON TO THE NEXT PAGE

ID100234

3. Do you do any of the following when you study civics or government? 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	Ⓐ	Ⓑ	Ⓒ

GO ON TO THE NEXT PAGE

VB610546

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

   Ⓐ Never

   Ⓑ Once or twice this year

   Ⓒ Once or twice a month

   Ⓓ At least once a week

VB595262

5. This year, how often have you used computers at school for studying civics or government?

   Ⓐ Never or hardly ever

   Ⓑ Once every few weeks

   Ⓒ About once a week

   Ⓓ Two or three times a week

   Ⓔ Every day

   Ⓕ I haven't studied civics or government this year

VB595263

6. Think about all the courses since the ninth grade in which you have studied civics or government. To what extent have you used computers to do research projects about topics in civics or government using a CD or the Internet? Include both work in class and homework assignments.

   Ⓐ Not at all

   Ⓑ Small extent

   Ⓒ Moderate extent

   Ⓓ Large extent

ID100232

7. Have you taken or are you currently taking the College Board Advanced Placement course in United States Government and Politics?

   Ⓐ Yes

   Ⓑ No

GO ON TO THE NEXT PAGE

K070697

8. How much education do you think you will complete?

Ⓐ I will not finish high school.

Ⓑ I will graduate from high school.

Ⓒ I will have some education after high school.

Ⓓ I will graduate from college.

Ⓔ I will go to graduate school.

Ⓕ I don't know.

VC101417

9. What do you expect that your main activity will be in the year after you leave high school?

Ⓐ Working full time

Ⓑ Attending a vocational, technical, or business school

Ⓒ Attending a two-year college

Ⓓ Attending a four-year college, service academy, or university

Ⓔ Serving in the military

Ⓕ Other

QVB595182

10. 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

11. 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

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

STOP

Student Background Questionnaire

Economics—Grade 12

This section has 16 questions. Mark your answers in your booklet. Unless directed otherwise, fill in only one oval for each question.

VB595239

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

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

GO ON TO THE NEXT PAGE

VB595669

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

Ⓐ I have **taken at least one** of the courses listed in Question 1 ➔ Go to Question 3

Ⓑ I have **not taken any** of the courses listed in Question 1 ➔ Skip to Question 7

VC099117

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

Ⓐ I am not taking any of these courses in grade 12.

Ⓑ I am currently enrolled in a year-long course.

Ⓒ I completed a semester-long course this school year.

Ⓓ I just started a semester-long course.

VB595670

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

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

GO ON TO THE NEXT PAGE

VB595676

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

Ⓐ Never

Ⓑ Once or twice a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB595677

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

Ⓐ Never or hardly ever

Ⓑ Once every few weeks

Ⓒ About once a week

Ⓓ Two or three times a week

Ⓔ Every day

Ⓕ I haven't studied economics this year

VB595679

7. **Not including things you do for school,** how often do you watch, read about, or listen to information on the following topics? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. The local economy (unemployment in your area, job opportunities, prices of goods and services, taxes, public budgets, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. The U.S. economy (unemployment, inflation, economic growth, national economic policy, interest rates, the stock market, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. The international economy (the state of economies in other countries, trade agreements and restrictions, globalization, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Personal finance (savings, investment, credit cards, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ

GO ON TO THE NEXT PAGE

VB595964

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

	Not at all	Small extent	Moderate extent	Large extent
a. Newspapers and magazines	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Radio and television	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Family and friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ
e. Personal experiences (such as having a job or keeping a budget)	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB595971

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

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

GO ON TO THE NEXT PAGE

VB607183

10. **Last summer,** how much did you work? Include work you did for pay or for a family business.

Ⓐ Did not work at all

Ⓑ Worked once in awhile or less than 5 hours a week

Ⓒ Worked between 5 and 10 hours a week

Ⓓ Worked between 11 and 20 hours a week

Ⓔ Worked more than 20 hours a week

VB607184

11. **Currently,** how much do you work? Include work you do for pay or for a family business.

Ⓐ Do not work at all

Ⓑ Work once in awhile or less than 5 hours a week

Ⓒ Work between 5 and 10 hours a week

Ⓓ Work between 11 and 20 hours a week

Ⓔ Work more than 20 hours a week

QK070697

12. How much education do you think you will complete?

Ⓐ I will not finish high school.

Ⓑ I will graduate from high school.

Ⓒ I will have some education after high school.

Ⓓ I will graduate from college.

Ⓔ I will go to graduate school.

Ⓕ I don't know.

VC101417

13. What do you expect that your main activity will be in the year after you leave high school?

Ⓐ Working full time

Ⓑ Attending a vocational, technical, or business school

Ⓒ Attending a two-year college

Ⓓ Attending a four-year college, service academy, or university

Ⓓ Serving in the military

Ⓔ Other

GO ON TO THE NEXT PAGE

VB595182

14. 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

15. 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

16. 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 12

This section has 13 questions. Mark your answers in your booklet. Unless directed otherwise, fill in only one oval for each question.

LC000126

1. Did you take a United States history course in the following grades? Fill in **one** oval on each line.

	Yes	No	I don't know
a. 9th grade	Ⓐ	Ⓑ	Ⓒ
b. 10th grade	Ⓐ	Ⓑ	Ⓒ
c. 11th grade	Ⓐ	Ⓑ	Ⓒ

2. Are you taking a United States history course now?

Ⓐ Yes

Ⓑ No

VB598171

3. Since the beginning of middle school or junior high school, how much have you studied the following periods of United States history? Fill in **one** oval on each line.

	Not at all	Some	A lot
a. The period before 1815: beginnings through the Revolution (e.g., colonization, settlement, revolution)	Ⓐ	Ⓑ	Ⓒ
b. The period between 1815 and 1865: the new nation through the Civil War (e.g., expansion, reform, crisis of the Union)	Ⓐ	Ⓑ	Ⓒ
c. The period between 1865 and 1945: the development of modern America (e.g., Reconstruction, industrial growth, United States role in world affairs, the Great Depression, the First and Second World Wars, immigration)	Ⓐ	Ⓑ	Ⓒ
d. The period between 1945 and the present: contemporary America (e.g., civil rights movement, women's rights movement, Korean and Vietnam wars, environmental movement)	Ⓐ	Ⓑ	Ⓒ

GO ON TO THE NEXT PAGE

VB598095

4. 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

5. 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

VB598177

6. This year, how often have you used computers at school for studying history or social studies?

Ⓐ Never or hardly ever

Ⓑ Once every few weeks

Ⓒ About once a week

Ⓓ Two or three times a week

Ⓔ Every day

Ⓕ I haven't studied history this year

VB598178

7. Think about all the courses since the ninth grade in which you have studied history or social studies. To what extent have you used computers to do research projects about topics in history or social studies using a CD or the Internet? Include both work in class and homework assignments.

Ⓐ Not at all

Ⓑ Small extent

Ⓒ Moderate extent

Ⓓ Large extent

VB598179

8. Are you currently enrolled in or have you taken an Advanced Placement course in U. S. History?

Ⓐ Yes

Ⓑ No

QK070697

9. How much education do you think you will complete?

Ⓐ I will not finish high school.

Ⓑ I will graduate from high school.

Ⓒ I will have some education after high school.

Ⓓ I will graduate from college.

Ⓔ I will go to graduate school.

Ⓕ I don't know.

VC101417

10. What do you expect that your main activity will be in the year after you leave high school?

Ⓐ Working full time

Ⓑ Attending a vocational, technical, or business school

Ⓒ Attending a two-year college

Ⓓ Attending a four-year college, service academy, or university

Ⓔ Serving in the military

Ⓕ Other

GO ON TO THE NEXT PAGE

VB595182

11. 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

12. 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

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

STOP

Student Background Questionnaire

Mathematics—Grade 12

This section has 16 questions. Mark your answer in your booklet. Unless directed otherwise, fill in only **one** oval for each question.

VB543279

1. Which courses have you taken from eighth grade to the present? **Fill in one or more ovals on each line.** INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course (such as trigonometry taught in drafting class or computer programming taught in Algebra II).

	I have never taken this course	I took this course in or before Grade 8	I took this course in Grade 9	I took this course in Grade 10	I took this course in Grade 11	I took this course in Grade 12
a. **Basic** or **general** mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
b. **Tech-prep** mathematics, **business** mathematics, **consumer** mathematics, or other **applied mathematics** course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
c. **Introduction to algebra** or **pre-algebra** course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
d. **Algebra I** course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
e. **Geometry** course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
f. **Algebra II** course, **with or without trigonometry**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
g. **Trigonometry** (as a separate course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
h. **Pre-calculus** course, (also called third-year algebra or elementary functions and analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
i. **Unified, integrated, or sequential** mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
j. **Probability or statistics** course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
k. **Calculus** course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
l. **Discrete or finite** mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
m. **Other** mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
n. **Computer programming** course (such as C++, Pascal, Visual Basic, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ

GO ON TO THE NEXT PAGE

VB543295

2. Are you currently enrolled in or have you taken an Advanced Placement (AP) course in mathematics? Fill in **one or more** ovals.

   Ⓐ Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB

   Ⓑ Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC

   Ⓒ Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics

   Ⓓ No, I have never taken an Advanced Placement (AP) mathematics course

VB543297

3. Are you currently enrolled in or have you taken any **online** mathematics courses for **high school or college credit**?

   Ⓐ Yes

   Ⓑ No

VB543264

4. How often do you use a computer to play mathematics games that are **not for a mathematics class**?

   Ⓐ Never or hardly ever

   Ⓑ Once every few weeks

   Ⓒ About once a week

   Ⓓ Two or three times a week

   Ⓔ Every day or almost every day

VB543267

5. What kind of calculator do you usually use when you are **not in mathematics class**?

   Ⓐ None

   Ⓑ Basic four-function (addition, subtraction, multiplication, division)

   Ⓒ Scientific (not graphing)

   Ⓓ Graphing

VB517284

6. Are you currently taking a mathematics course?

   Ⓐ Yes → **Go to Question 7**

   Ⓑ No → **Skip to Question 14**.

VB525162

7. How often do you use a computer for mathematics 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

VB543148

8. On a typical day, how much time do you spend doing work for mathematics 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

VB543155

9. When you are doing mathematics for school or homework, how often do you use these **different types of computer programs**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. A spreadsheet program for mathematics class assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. A program to practice or drill on math facts (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. A program that presents new mathematics lessons with problems to solve	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
d. The Internet to learn things for mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
e. A calculator program on the computer to solve or check problems for mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
f. A graphing program on the computer to make charts or graphs for mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
g. A statistical program to calculate patterns such as correlations or cross-tabulations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

GO ON TO THE NEXT PAGE

VB543149

10. When you are **doing mathematics for school or homework**, how often do you **use a computer** for the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Chat online with friends about mathematics class work or homework (for example, e-mail, chat rooms, or instant messaging)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. Find out about mathematics class work or homework from your teacher using e-mail, instant messaging, web, etc.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. Use a computer to get help with mathematics from an outside source (for example, online tutoring)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

VB517159

11. How often do you use these different types of calculators in your mathematics class?

	Never use	Sometimes but not often	Usually use
a. Basic four-function (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ
b. Scientific (not graphing)	Ⓐ	Ⓑ	Ⓒ
c. Graphing	Ⓐ	Ⓑ	Ⓒ

GO ON TO THE NEXT PAGE

VB543269

12. For each of the following activities, how often do you use a **calculator**? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. To check your work on mathematics homework assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. To calculate the answers to mathematics homework problems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. To work in class on mathematics lessons led by your teacher	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

VB517158

13. When you take a mathematics test or quiz, how often do you use a calculator?

Ⓐ Never

Ⓑ Sometimes

Ⓒ Always

VB595182

14. 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

VC034595

15. 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

16. 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 12

This section has 15 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB345622

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB379288

2. How often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ

GO ON TO THE NEXT PAGE

VB345628

3. NOT including reading that you do for school, how often do you spend time reading each of the following types of **fiction**? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Comic books or joke books	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Fiction books or stories (books or stories about imagined events)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Plays	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB345657

4. NOT including reading that you do for school, how often do you spend time reading each of the following types of **non-fiction**? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Biographies or autobiographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Books about science (for example, nature, animals, astronomy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Books about technology (for example, machines, computers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Books about other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ
e. Books about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ
f. Other non-fiction books	Ⓐ	Ⓑ	Ⓒ	Ⓓ

GO ON TO THE NEXT PAGE

VB345640

5. NOT including reading that you do for school, how often do you spend time reading each of the following types of **articles or stories**? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Articles or stories in a newspaper	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Articles or stories in a magazine	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Articles or stories on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB345644

6. Now think about reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Write in a journal about something that you have read for English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ

GO ON TO THE NEXT PAGE

VB345648

7. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times
a. Written a report or paper about something that you have read (for example, a book report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. Made a presentation to the class about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. Done a project about something that you have read (for example, written a play, created a web site)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

VB345652

8. Think about the classes that you are taking this year. How often do you read something that is **NOT** a textbook for each of the following classes? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	I don't take this class
a. English class (for example, plays, fiction books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. Science class (for example, science magazines, biographies of scientists)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. Social studies or history class (for example, books about people who lived a long time ago, real letters written a long time ago)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
d. Math class (for example, math word-games)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

GO ON TO THE NEXT PAGE

VB345715

9. 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

VB429520

10. When you have reading assignments in school, how often does your teacher do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Ask you to explain or support your understanding of what you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Ask you to discuss different interpretations of what you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB595182

11. 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

GO ON TO THE NEXT PAGE

VC034559

12. 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

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

QK 070697

14. How much education do you think you will complete?

Ⓐ I will not finish high school.

Ⓑ I will graduate from high school.

Ⓒ I will have some education after high school.

Ⓓ I will graduate from college.

Ⓔ I will go to graduate school.

Ⓕ I don't know.

TB005501

15. What do you expect that your main activity will be in the year after you leave high school?

Ⓐ Working full time

Ⓑ Attending a vocational, technical, or business school

Ⓒ Attending a two-year college

Ⓓ Attending a four-year college, service academy, or university

Ⓔ Serving in the regular military service

Ⓕ Other

STOP

Student Background Questionnaire

Writing—Grade 12

This section has 15 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB345622

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Writing things like stories or letters is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Writing helps me share my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB379288

2. How often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Write e-mails to your friends or family	Ⓐ	Ⓑ	Ⓒ	Ⓓ

GO ON TO THE NEXT PAGE

VB345665

3. How often do you write each of the following **for school** this year? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Thoughts or observations in a log or journal	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. A simple summary of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. A report about something that you have studied or researched	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. An essay in which you analyze or interpret something	Ⓐ	Ⓑ	Ⓒ	Ⓓ
e. A letter or essay in which you try to convince or persuade others to believe or do something	Ⓐ	Ⓑ	Ⓒ	Ⓓ
f. A story (such as a story about a personal or imagined experience)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
g. Business writing (such as a resume or letter to a company)	Ⓐ	Ⓑ	Ⓒ	Ⓓ

GO ON TO THE NEXT PAGE

VB378055

4. When you write a paper or report **for school** this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Brainstorm with other students to decide what to write about	Ⓐ	Ⓑ	Ⓒ
b. Organize your paper before you write (for example, make an outline, draw a chart)	Ⓐ	Ⓑ	Ⓒ
c. Make changes to your paper to fix mistakes and improve your paper	Ⓐ	Ⓑ	Ⓒ
d. Work with other students in pairs or small groups to discuss and improve your paper	Ⓐ	Ⓑ	Ⓒ

VB378060

5. When you write a paper or report **for school** this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)	Ⓐ	Ⓑ	Ⓒ
b. Use a computer to make changes to the paper or report (for example, spell-check, cut and paste)	Ⓐ	Ⓑ	Ⓒ
c. Look for information on the Internet to include in the paper or report	Ⓐ	Ⓑ	Ⓒ

GO ON TO THE NEXT PAGE

VB378126

6. Think about the classes that you are taking this year. How often do you write something that is **at least a paragraph in length** for each of the following classes? Include things you write such as journal writing, reports, investigations, and essays. Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Social studies or history class	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VB345715

7. 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

VB378054

8. When you write, how often does your teacher talk to you about what you are writing?

Ⓐ Never

Ⓑ Sometimes

Ⓒ Always

GO ON TO THE NEXT PAGE

VB378131

9. When you write, how often does your teacher ask you to write more than one draft of a paper?

   Ⓐ Never

   Ⓑ Sometimes

   Ⓒ Always

VB429583

10. When your teacher grades your writing, how important is each of the following? Fill in **one** oval on each line.

	Not very important	Moderately important	Very important
a. Your spelling, punctuation, and grammar	Ⓐ	Ⓑ	Ⓒ
b. The way your paper is organized	Ⓐ	Ⓑ	Ⓒ
c. The quality and creativity of your ideas	Ⓐ	Ⓑ	Ⓒ
d. The length of your paper	Ⓐ	Ⓑ	Ⓒ

11. How much education do you think you will complete?

   Ⓐ I will not finish high school.

   Ⓑ I will graduate from high school.

   Ⓒ I will have some education after high school.

   Ⓓ I will graduate from college.

   Ⓔ I will go to graduate school.

   Ⓕ I don't know.

GO ON TO THE NEXT PAGE

VC101417

12. What do you expect that your main activity will be in the year after you leave high school?

Ⓐ Working full time

Ⓑ Attending a vocational, technical, or business school

Ⓒ Attending a two-year college

Ⓓ Attending a four-year college, service academy, or university

Ⓔ Serving in the military

Ⓕ Other

VB595182

13. 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

14. 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

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

Ⓐ Not very important

Ⓑ Somewhat important

Ⓒ Important

Ⓓ Very important

STOP

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.

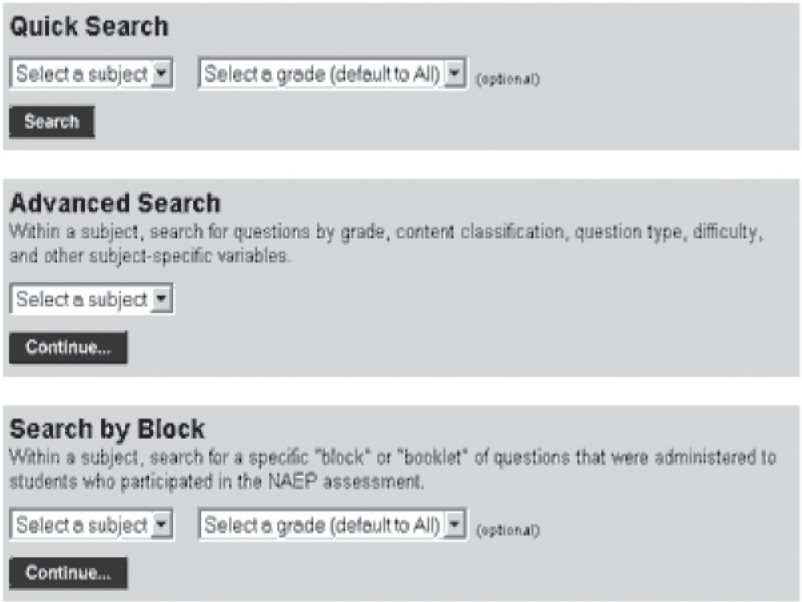
How to Access

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.

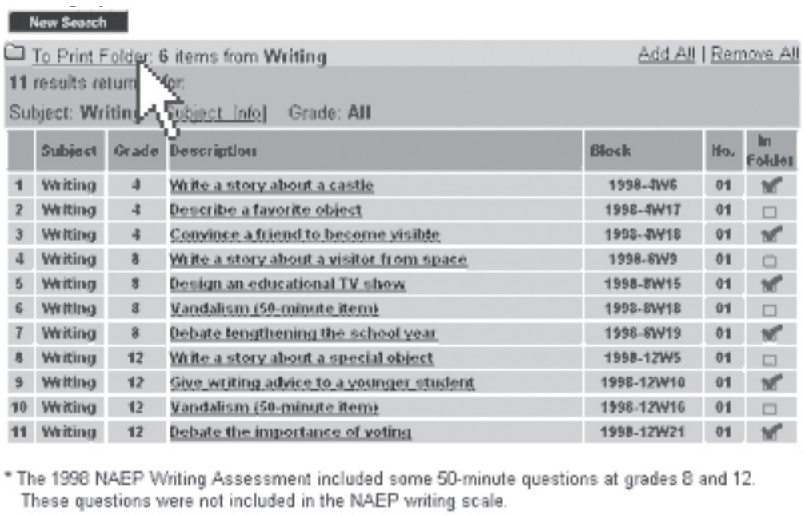
How do I search for specific questions?

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.

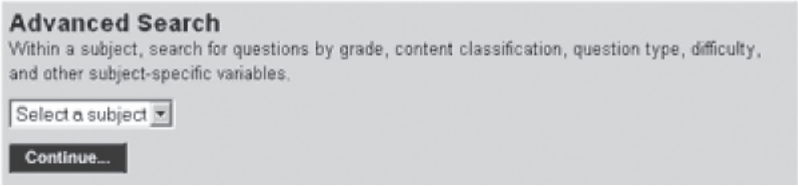
Quick Search

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

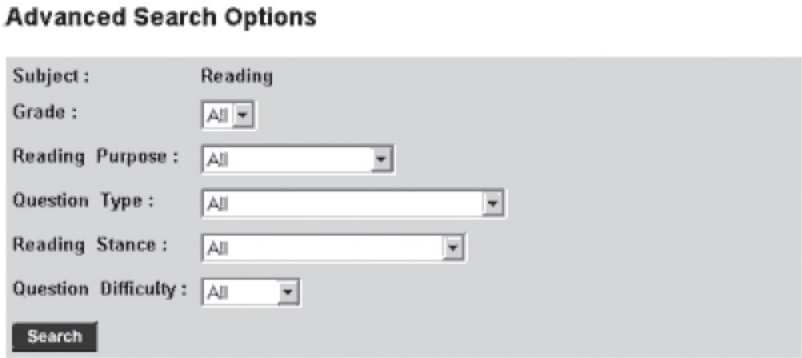
Within a subject, you can search for questions by grade, content classification, question type, difficulty, and other subject-specific variables using **Advanced Search**. First, you must choose a subject and click on **Continue**.



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

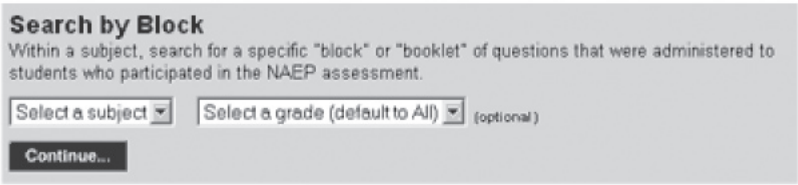
Question difficulty is determined as follows: for multiple-choice and dichotomously scored (right-wrong) items, easy questions are those with scores greater than 60 percent, medium questions are those with scores greater than or equal to 40 percent and less than 60 percent, and hard questions are those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



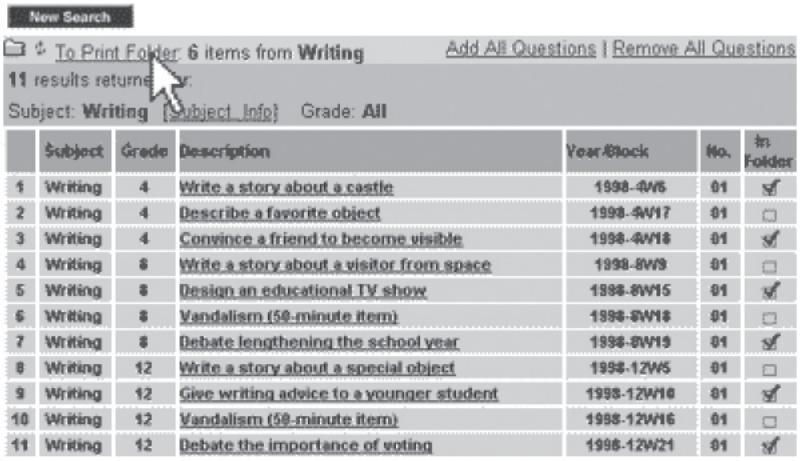
How do I print a question or group of questions?

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** next 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

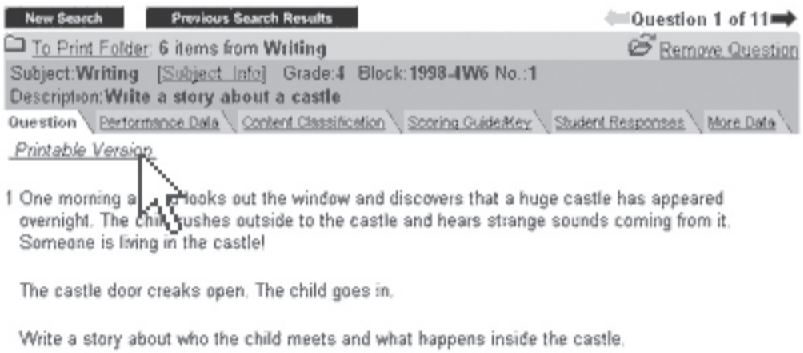
Clicking on the **Remove All Questions** link on the **Search Results** page automatically removes all selected questions from the **Print Folder**.

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.

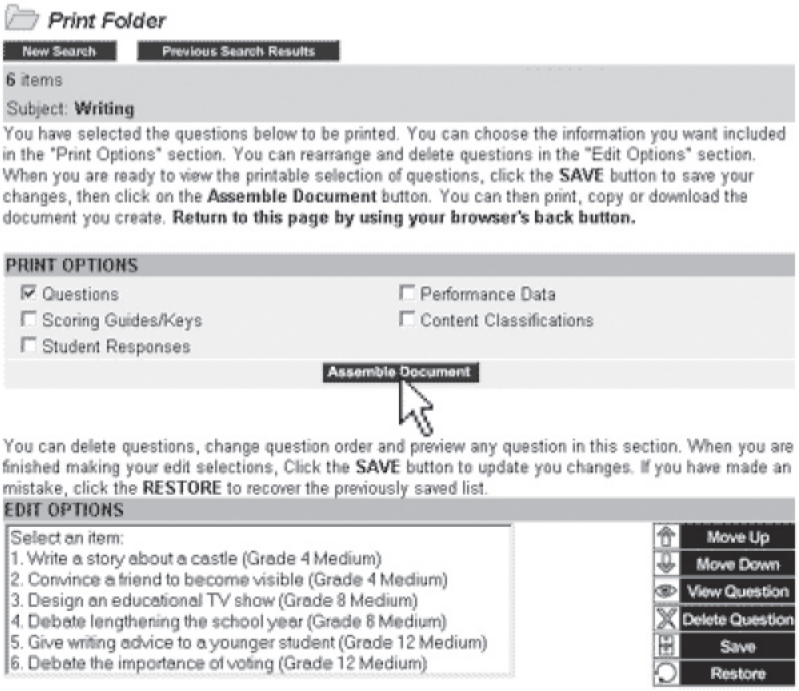


Printing from the Print Folder

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**.

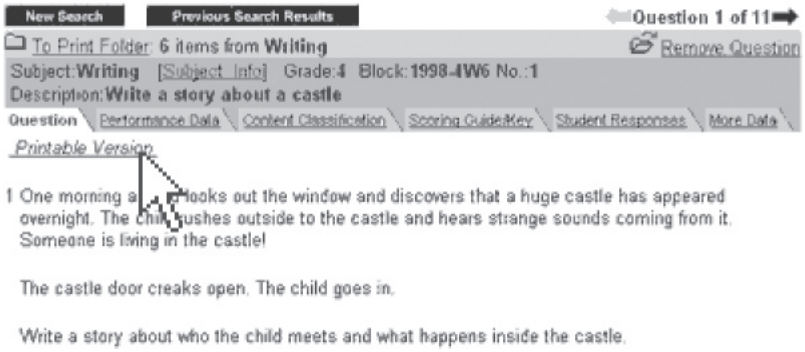


Clicking on **Assemble Document** creates a printable file. From here, you can print using the browser's print icon or save to disk. You may also use copy/paste to import part or all of the print document into any HTML-aware editor.

This material is from the National Assessment of Educational Progress (NAEP), which is funded by a federal government grant. This material is in the public domain (excluding any third-party copyrighted materials it may contain) and, therefore, our permission is not required to reproduce it. Please reprint any acknowledgement exactly as it appears on the material being reproduced. If no acknowledgement exists, you may acknowledge the source of your materials. You are encouraged to reproduce this material as needed.

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.

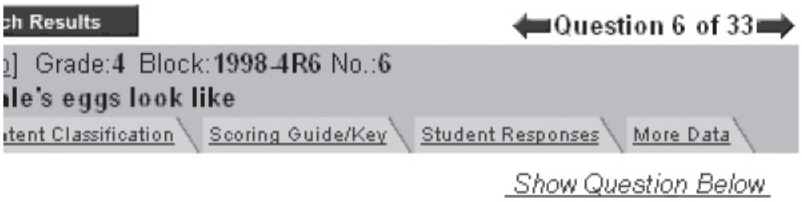
Scoring Guide/Key - Shows the scoring guide or rubric for constructed-response questions and the correct answer for multiple-choice questions.

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.



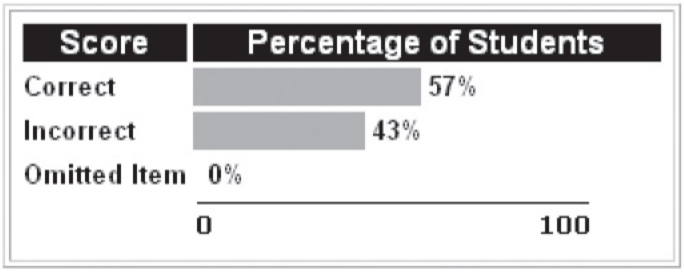
The names of the links may change depending on the type of question and the subject area.

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

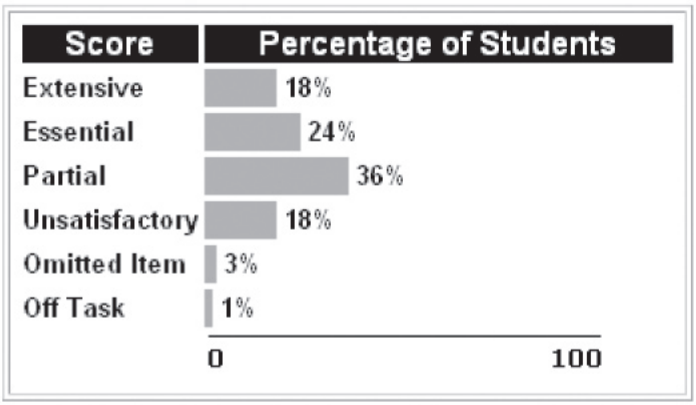


Note:

- 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

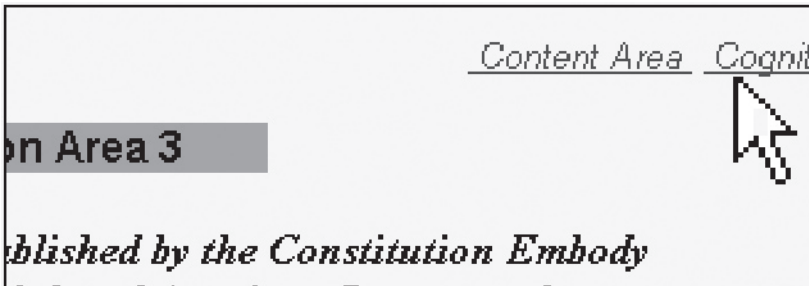


Note:

- 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.

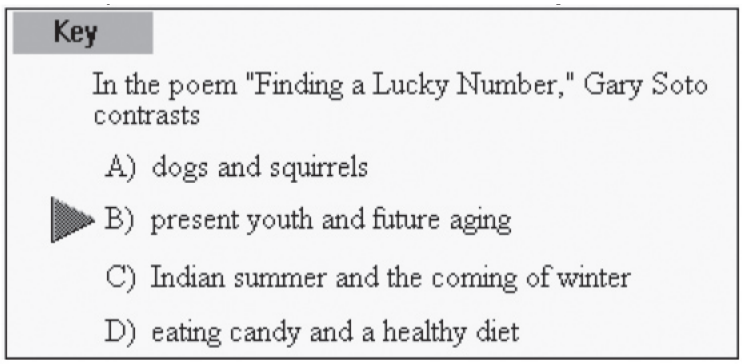


Use the links on the upper right of the Content Classification screen to move between the sections of the screen. Note that the name of the links will vary depending on subject and question type.

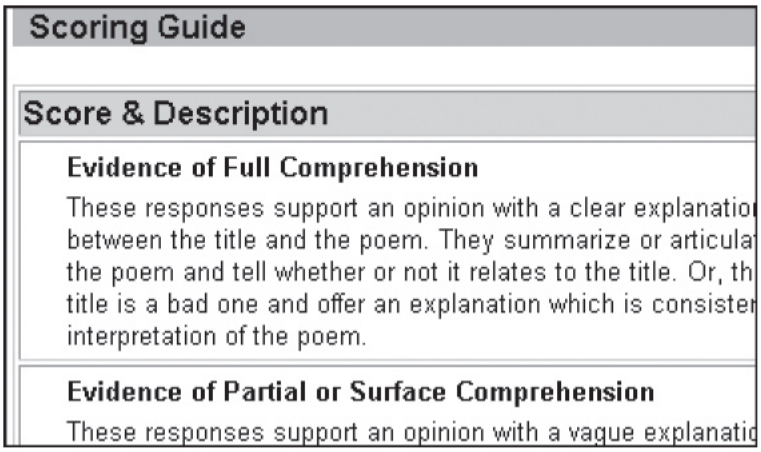
For a more extensive description of the subject area you have chosen, click on **Subject Info** at the top of the screen next to the subject name.

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

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

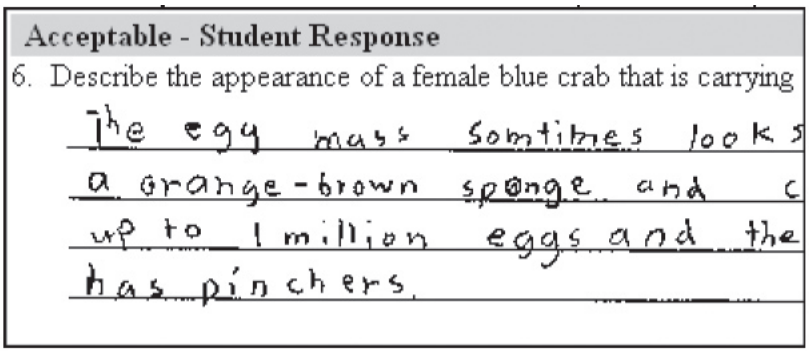


For Constructed-Response Questions - Shows the scoring guide used to determine the score for the student's answer.



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

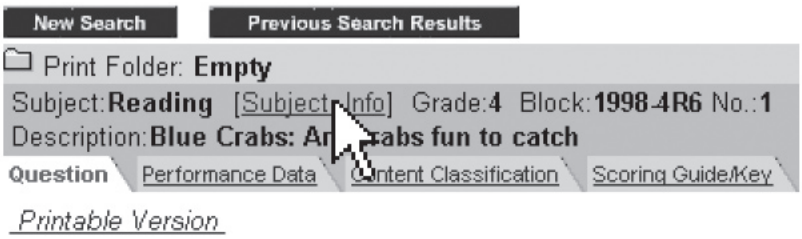
	N	UNACCEPT	ACCEPT	OMIT
-- TOTAL --	1679	58 (1.5)	33 (1.3)	9 (0.8)
GENDER				
MALE	813	58 (2.4)	33 (2.0)	10 (1.3)
FEMALE	866	59 (1.8)	33 (1.5)	9 (1.0)
RACE/ETHNICITY				
WHITE	988	53 (1.7)	40 (1.6)	7 (0.8)
BLACK	281	72 (3.9)	13 (2.5)	15 (3.0)
HISPANIC	313	73 (3.3)	16 (2.2)	12 (2.2)
ASIAN/PACIFIC ISLANDER	61	**** (****)	**** (****)	**** (****)
AMERICAN INDIAN	32	**** (****)	**** (****)	**** (****)
PARENTS' HIGHEST LEVEL OF EDUCATION				
LESS THAN H.S.	47	**** (****)	**** (****)	**** (****)
GRADUATED H.S.	195	59 (2.6)	32 (2.5)	10 (2.1)

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.