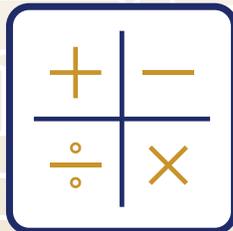


Sample Questions

General Information About The Nation's Report Card

Grade 8

Mathematics



Reading



Writing



National Assessment of Educational Progress

2017 Grade 8 Sample Questions Booklet

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I. About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP), I want to thank you for your participation in this essential measure of student achievement in the United States. NAEP tells us what students in our country know and can do in various subjects.

In 2017, the NAEP mathematics, reading, and writing assessments will be administered to fourth- and eighth-grade students throughout the nation on NAEP-provided tablets. Some students will participate in pilot digitally based assessments in mathematics and reading, and eighth-grade students will also take pilot assessments on tablets in U.S. history, civics, and geography. Information collected from the pilots will be used to prepare for the full transition to digitally based assessments by the end of the decade. Additionally, some students will take paper-and-pencil versions of the mathematics and reading assessments. Administering these two assessments via both tablet and paper and pencil will help NAEP evaluate any differences in student performance related to the delivery mode.

As part of the NAEP assessments, students will also complete brief survey questionnaires about themselves and their educational experiences in and outside of the classroom. For example, students may be asked how often they use a computer for math in school, or how often they read for fun on their own time. By asking questions about students' opportunities to learn as well as their learning experiences, NAEP survey questionnaires collect valuable information that contextualizes student performance for educators, policymakers, and researchers. It also allows for more in-depth analyses of the national assessment results and students' learning environments. To learn more about NAEP survey questionnaires, visit <https://nces.ed.gov/nationsreportcard/bgquest.aspx>.

Each NAEP assessment takes approximately 90 to 120 minutes for a student to complete, and each student answers questions in only one subject. NAEP results are reported for the nation, states, and selected large urban districts, but not for individual schools or students. Answers to all student questions are confidential, and student names are removed from all assessment materials before leaving the school. Results of the 2017 mathematics, reading, and writing assessments will be reported as The Nation's Report Card. Assessment results are widely discussed in the press and are used by educators, researchers, policymakers, and elected officials to make decisions about education policy and funding.

This booklet includes the NAEP 2017 survey questionnaires for grade 8 for mathematics, reading, and writing, as well as sample questions for these three subjects in order to promote understanding of the assessment.

To review additional sample questions and answers, access the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/nqt>. Additional information for teachers and schools can be found at <http://nces.ed.gov/nationsreportcard/educators>, including more details about the NAEP assessment and the critical role of educators in the NAEP program.

If you have any questions or comments regarding NAEP or would like to view previous report cards, please visit the NAEP website at <http://nces.ed.gov/nationsreportcard>. To learn more about NAEP digitally based assessments and view tutorials, visit <https://nces.ed.gov/nationsreportcard/dba>.

Peggy G. Carr, Ph.D.
Acting Commissioner
National Center for Education Statistics
Institute of Education Sciences

II. The NAEP Assessments

Each NAEP assessment is built around an organizing framework, which is the blueprint that guides the development of the assessment. The National Assessment Governing Board oversees the development of the NAEP frameworks, which describe the specific knowledge and skills to be assessed in each subject. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others.

An increasing number of schools are making digital tools an integral part of the learning environment. These changes reflect that the knowledge and skills needed for future post secondary success involve the use of new technologies.

NAEP is evolving to address the changing educational landscape through its transition to digitally based assessments. These digitally based assessments reflect the growing use of technology in education, and will allow NAEP to collect new types of data that will enhance our understanding of what students know and can do in various subjects. Some questions may include multimedia, such as audio and video. Other questions may allow the use of embedded technological features (such as an onscreen calculator) to form a response, or may engage students in solving problems within realistic scenarios.

In 2017, most fourth- and eighth-grade students will take the mathematics and reading assessments on touch-screen tablets with keyboards, and a subset of students will take paper-and-pencil versions of these assessments. The writing assessment will be administered exclusively on touch-screen tablets with keyboards.

The new NAEP digitally based assessments incorporate cutting-edge learning technologies. At the beginning of each assessment, students take a brief interactive tutorial designed to teach them about the system and the tools they use to take the assessment. These tutorials help ensure that students can effectively use the tools during the assessment. Some parts of the tutorials are the same across subjects, while other parts are specific to each subject. For example, because mathematics uses different tools at each grade, there are different tutorials for each grade in mathematics.

To learn more about NAEP digitally based assessments and view a NAEP tutorial, visit <https://nces.ed.gov/nationsreportcard/dba>.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 75 minutes for paper-and-pencil assessments and 90 minutes for digitally based assessments, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

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Mathematics

Grade 8

The NAEP 2017 mathematics assessment measures students' ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra. Within each of these five content strands, students are asked questions of low, moderate, or high mathematical complexity. Mathematical complexity is a measure of the level of demand placed on a student's thinking in order to answer a question correctly.

The NAEP mathematics assessment includes multiple-choice, short constructed-response, and extended constructed-response questions. The short and extended constructed-response questions allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short constructed-response and extended constructed-response questions combined make up approximately 50 percent of student assessment time.

In 2017, some students will take the paper-and-pencil version of the mathematics assessment, and some will take a digitally based assessment on touch-screen tablets with keyboards. The paper-and-pencil version of the assessment incorporates the use of calculators, rulers, protractors, and other ancillary materials such as geometric shapes, in some parts of the assessment, but not all. During the digitally based assessment, students will have access to onscreen tools that will help them interact with the assessment. Some of these in-system tools include a scratchwork tool, a calculator, a math keyboard, magnification, a read-aloud option, and a progress bar and timer.

Calculator use is permitted on approximately 30 percent of the test questions. NAEP provides a scientific calculator for students who receive a section of questions where calculator use is permitted.

For more information regarding the mathematics assessment framework, please visit the Governing Board's website at www.nagb.org/publications/frameworks.htm.

NAEP Mathematics Framework Distribution of Questions Across Content Strands

Number Properties and Operations	20%
Measurement	15%
Geometry	20%
Data Analysis, Statistics, and Probability	15%
Algebra	30%

Digitally Based Assessment Directions

Below are the General Directions for the mathematics digitally based assessment. Students will see these instructions on the screen prior to beginning the assessment.

This assessment has several sections of mathematics questions. When you are finished with these sections, you will be asked to answer questions about yourself and your experiences in and out of school.

If time runs out before you complete a section, your work will be saved.

Tap Next to begin.

Here is an example of directions a student might see during the mathematics assessment.

This section has 15 mathematics questions. You have 30 minutes to complete this section.

You cannot use the calculator in this section.

If you finish before time is up, you may review your work.

Tap Next to continue.

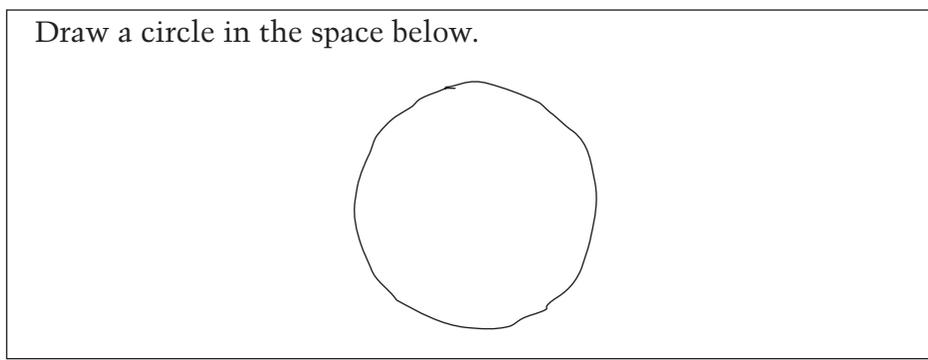


Paper-and-Pencil Assessment Directions

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 permitted to use a calculator for at least one part of your booklet. You may use either your own calculator or the calculator provided by NAEP. If you are permitted to use a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful.

If you are using the calculator provided by NAEP, 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  sign at the end of each section until you are told to do so.

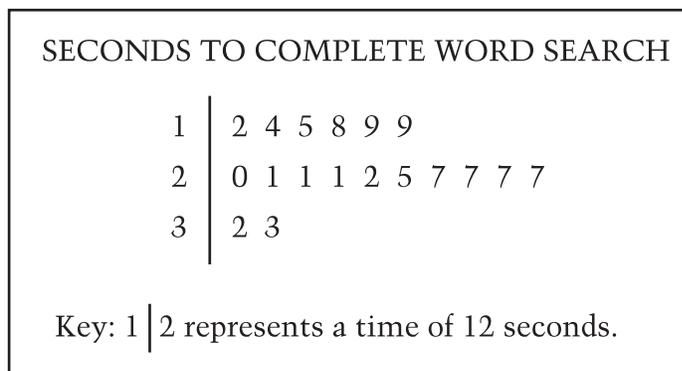


Sample Questions

Grade 8

The following sample questions and correct student responses are from a previous paper-and-pencil administration of a NAEP mathematics assessment and are available on the NAEP Questions Tool. For additional sample questions and responses, visit <http://nces.ed.gov/nationsreportcard/nqt>.

1. The stem-and-leaf plot below shows the number of seconds it took each student in a class of 18 to complete a word search.



How many students took more than 25 seconds to complete the word search?

- (A) 4
- (B) 5
- (C) 6
- (D) 7
- (E) 10

GO ON TO THE NEXT PAGE 

2. The point $(4, k)$ is a solution to the equation $3x + 2y = 12$. What is the value of k ?

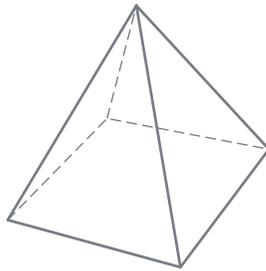
(A) -3

(B) 0

(C) 2

(D) 3

(E) 4



3. The figure above shows a pyramid with a square base. How many edges does the pyramid have?

(A) Three

(B) Four

(C) Five

(D) Seven

(E) Eight



Reading

Grade 8

The NAEP 2017 reading assessment measures students' ability to understand, to interpret, and to think critically about grade-appropriate 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 two major text types: literary text and informational text. The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

The reading framework for the NAEP reading assessment conceptualizes reading as a dynamic cognitive process. The framework suggests reading is a complex process that includes

- an assessment design based on current scientific reading research,
- a focused measurement of vocabulary, and
- objective measurements of reading behaviors (cognitive targets).

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. At grade 8, students spend approximately 60 percent of their assessment time providing written answers to constructed-response questions.

In 2017, some students will take the paper-and-pencil version of the reading assessment, and some will take a digitally based assessment on touch-screen tablets with keyboards. During the digitally based assessment, students will have access to onscreen tools that will help them navigate the assessment. Some of these tools include a help window, zoom tool, progress bar and timer, a read-aloud option, and an annotation tool, which will allow them to use an onscreen pencil and highlighter tools to mark up passages and items.

For more information regarding the reading assessment framework, please visit the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

NAEP Reading Framework Distribution of Literary and Informational Passages at Grade 8

Literary text	45%
Informational text	55%

Digitally Based Assessment Directions

Below are the General Directions for the reading digitally based assessment. Students will see these instructions on the screen prior to beginning the assessment.

This assessment has several sections of reading passages and questions. When you are finished with these sections, you will be asked to answer questions about yourself and your experiences in and out of school.

If time runs out before you complete a section, your work will be saved.

Tap Next to begin.

Here is an example of directions a student might see during the reading assessment.

In this section, you have 30 minutes to read a story and a poem and answer 10 questions about them.

If you finish before time is up, you may review your work.

Tap Next to continue.



Paper-and-Pencil Assessment Directions

In each of the next two sections, you will have 25 minutes to read one or two passages and to answer questions about what you have read.

You will be asked to respond to two types of questions. The first type of question requires you to choose the best answer and fill in the oval for that answer in your booklet. Some questions of this type will ask you about the meaning of a word as it is used in the passage.

The other type of question requires you to write your answer on the blank lines in your booklet. Some questions of this type will ask you to write a short answer and some questions will ask you to write a longer answer.

Here is an example of a question that requires you to write a short answer.

Do you think “Summer Adventure” was a good title for the story? Explain why or why not using details from the story.

I think “Summer Adventure”
was a good title for the
story because the main
character, Joe, got to go
on a trip to Alaska
where he saw Mt. McKinley.

GO ON TO THE NEXT PAGE 

Here is an example of a question that requires you to write a longer, more detailed answer.

Joe has different feelings during his trip in Alaska. Describe two different feelings Joe had and explain what caused him to have those feelings.

Joe was lonely when he first arrived in Alaska because he was missing his friends back home, but then he met Jerry and Pat and felt better. When Jerry's parents took them all to Portage Lake, Joe felt excited because they went on a boat ride across a lake filled with icebergs to see the blue glacier.

Think carefully about each question. When you are writing your response, make your answer as complete as possible. Be sure your handwriting is clear. Use as many lines as you need.

You may go back to the passage when answering the questions.

If you finish before time is called, read over your work to be sure you have provided your best answer.



Sample Questions

Grade 8 Reading Selection

Tech-Trash Tragedy

by Liam O'Donnell

In our wired world, technology moves at a laser-fast pace. Every day, a new gadget arrives and promises to bring us the future, today. In the race for faster computers and more-powerful gadgets, it's easy to forget about yesterday's high-tech wonders.

Unfortunately, used computers and gadgets end up in landfills across the country. Each year, we throw away 12 million computers. And that is not good news for the environment. To make our gadgets work, many of them use materials like lead and mercury. When mercury and lead end up in a landfill, they spread poisons into the earth, water, and air for miles around. This is called e-waste—and it's becoming a big pollution problem around the world.

Big problems call for big solutions, so adults and kids from dozens of countries are working hard to clean up our e-waste. And *you* can help, too.

Turning Old Into New

The trick to stopping e-waste is to catch it before it gets into the landfill. That's why some seventh-grade students at a school in Michigan organized a computer drop-off event. They put up posters and spread the word around the town, telling people to bring out their old computers.

And the people got the message. They dropped off dozens of old computers,

monitors, and printers at the school. Craig Greshaw, the school's computer teacher who helped organize the event, believes that knowing about computers goes beyond surfing the Web. "Part of that is learning about the chemicals inside the computers and what needs to be done with them to keep them safe," he told the town newspaper during the recycling drive. With their school gym filled with old computers, the students were ready for the next step in cleaning up the high-tech trash: turning old computers into new ones.

That's where companies like RePC step in. The Seattle company takes e-waste and turns it into e-gold. "Almost all of the parts of a computer can be reused or recycled," says Mark Dabek, owner of RePC. Any computer parts that can't be reused or sold get recycled in a way that won't hurt the environment. "The circuit boards are sent to a circuit board recycler that chops them and sends them to a facility with a very, very hot furnace called 'the reactor,'" Dabek says. After the computer parts are safely crushed and burned, their raw materials can be reused to make everything from appliances to office buildings.

Sometimes you can make a new computer from the parts of an old computer. Called refurbishing, it's what

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Out with the old and in with the new! Look how it piles up!

the tech whizzes at RePC do best. Buying a refurbished computer is a lot cheaper than buying a new one. But who wants a computer made up of old parts?

A lot of people, actually. Places like schools and community centers are often short on cash, but need computers to help them get things done. Robert Sterling, a computer teacher at a high school in California, uses computers donated from local businesses to motivate students and teach them about recycling. “If kids learn to recycle everything,” says Sterling, “they will set a good example for some of the older people who are not in the habit yet of recycling every day.”

Recycling old computers is big business, and there are many other companies like RePC across the country. Many big charities have computer-recycling

programs too, but be sure to call them first before you drop off any equipment.

Computers aren’t the only technology that can be reused. Last year, schools in New Mexico gave old cell phones a new lease on life while also helping to raise money for charity. The students collected eleven garbage bags of old cell phones, sold them to a cell phone refurbishing company, donated the money to charity, and helped keep the environment clean—all at the same time.

Building a Greener Future

Some computer makers are tackling tech trash by designing more environmentally responsible products. More new computers are made with recycled plastic and use less electricity. Many also have no lead in their circuits,

GO ON TO THE NEXT PAGE

which makes them less damaging to the environment. The same goes for those new flat monitors. Not only do they look cool, but they also use less-harmful chemicals.

Computers are an important part of our wired world. It's up to us to make sure that they don't pollute our planet. Talking to others about e-waste is a great way to

start tackling the problem. Speak to your teacher about organizing a computer collection drive at your school. Next time your baseball team is raising money, try collecting old cell phones. By working together for a clean future, we can make e-waste a thing of the past.

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The following sample questions and correct student responses are available on the NAEP Questions Tool. For additional sample questions and responses, visit <http://nces.ed.gov/nationsreportcard/nqt/>.

1. Which of the following does the author primarily use to persuade his readers to help fight e-waste?
- A Real-world examples
 - B Interviews with scientists
 - C Comparison and contrast
 - D Historical context



GO ON TO THE NEXT PAGE

2. Based on what you have read in this article, do you think the problem of tech trash will be difficult to solve? Explain your answer using two references to the article.

will be less difficult

I think solving the problem of tech trash because
more and more kids are getting involved and setting
a good example for some of the older people
who are not yet in the habit of recycling everyday.
Another reason why this problem will be less
difficult because some computer makers are
designing more environmentally responsible products.
This is why I think it will be less difficult to
solve the tech trash problem.



Writing

Grade 8

The NAEP 2017 digitally based writing assessment will be administered to eighth-grade students on touch-screen tablets with keyboards provided by NAEP for the assessment. Each tablet will be equipped with an attached mouse, and each student will also get a stylus pen. The 2017 writing assessment measures three purposes for writing, as specified in the 2017 writing framework: (1) To Convey Experience, Real or Imagined; (2) To Explain; and (3) To Persuade. To Convey Experience tasks require students to communicate individual and imagined experiences to others; To Explain tasks require students to write to expand the reader’s understanding of an issue or topic; and To Persuade tasks require students to write to change the reader’s point of view or affect the reader’s actions. The distribution of tasks at grade 8 as specified by the framework is shown in the table below.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, speeches, stories, and articles. To Explain and To Persuade tasks require students to write for a specified or clearly implied audience, such as a teacher, a principal, a school board, or peers. Writing tasks in the 2017 digitally based assessment incorporate an array of stimulus materials, including multimedia stimuli such as short videos and audio, as well as color photographs, newspaper articles, and poems.

The NAEP 2017 Writing Framework asserts that “the technology used to compose is an important part of the writing process and reflects new conditions for writing at school and at work.” Each student participating in the assessment will receive two 30-minute writing tasks on the tablet and will use an interface allowing the use of standard word-processing tools, such as cut and paste and spell-check. Students will be given paper and pencil for planning their writing and told they may use the tablet for planning their writing if they prefer. In addition, all participating students are provided with a writing strategies brochure, reminding them of various ways to plan and review their writing. For more information regarding the writing assessment framework, please visit the National Assessment Governing Board’s website at <http://nagb.org/publications/frameworks.htm>.

NAEP Writing Framework Distribution of Questions Pool Across Purposes for Writing

To Convey Experience, Real or Imagined	30%
To Explain	35%
To Persuade	35%

Digitally Based Assessment Directions

Below are the General Directions for the writing digitally based assessment. Students will see these instructions on the screen prior to beginning the assessment.

This assessment has two sections of writing tasks. When you are finished with these sections, you will be asked to answer questions about yourself and your experiences in and out of school.

If time runs out before you complete a section, your work will be saved.

Tap Next to begin.

Here is an example of directions a student might see during the writing assessment.

You are now ready to do a writing task.

Read the task carefully. You have 30 minutes to write your response. Do the best you can in the time allowed.

Your writing will be judged on how well you develop your ideas and how well you express yourself.

If you choose to plan your writing, these tools are available to you:

- Pencil and planning paper
- Tablet
- Ideas for Planning and Reviewing Your Writing handout

Open the Writing panel to type your response.

If you finish before time is up, reread your writing and make revisions you think are necessary. You cannot go on until 30 minutes are up.

Tap Next to continue.



Sample Writing Task and Response

Grade 8

This sample question is drawn from past assessments that were administered in paper-and-pencil format and is for illustrative purposes only. In the digitally based writing assessment, some tasks will be text-based, and some will be presented with audiovisual stimuli. All tasks in the 2017 writing assessment have been developed especially for the digitally based administration.

The scoring guides for this sample question and other released questions from the assessment are available in the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/nqt>.

Writing Task: *Support a School Schedule*

Writing Purpose: To Persuade

Sample Task

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

Studies Show Students Need To Sleep Late

Night Owls Versus Early Birds

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

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

They called this pattern "the night owl syndrome."

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

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

Sample Response

Dear Principal,

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

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

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

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

Thank you.

III. NAEP Survey Questionnaires

What are the NAEP survey questionnaires?

Each year, students who take the NAEP assessments also complete NAEP survey questionnaires. These survey questionnaires are used to collect contextual information about students' opportunities to learn in and outside of the classroom as well as their educational experiences. This information helps put student achievement results into context and allows for meaningful comparison between student groups. NAEP survey questionnaires provide important information for educators, policymakers, and researchers that allow in-depth analyses to better understand the context in which students learn.

Who participates in NAEP survey questionnaires?

NAEP survey questionnaires are voluntary and are given to students who participate in the NAEP assessments. Students have 15 minutes to complete the questions, which are located at the end of the assessment. While they are encouraged to answer as many questions as they feel comfortable with, students can skip any part of the survey questionnaire by leaving the response to a question blank.

Why is student participation in NAEP survey questionnaires important?

NAEP is the only measure of how students across the nation are performing in various subjects. Knowing how students perform on the NAEP assessment, and exploring patterns, such as how different student groups perform over time, are important steps in measuring educational equity in the United States and improving the education system.

How does NAEP protect the personal information of students and schools?

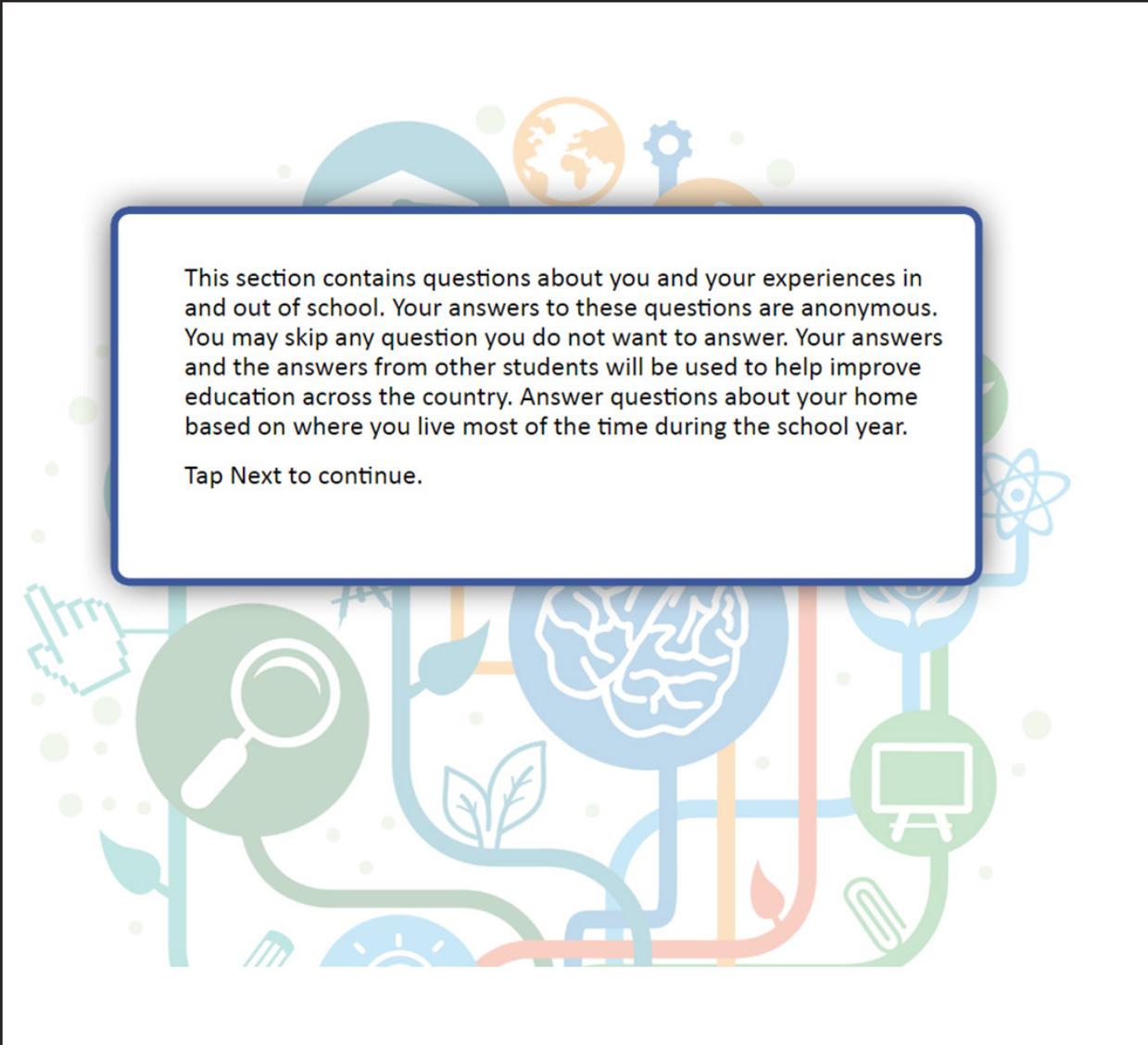
NAEP is confidential. NAEP assessment and survey questionnaire results cannot be linked to any student's personally identifiable information such as name or address. As an additional protection against the disclosure of school or student data, data are handled at all times in accordance with applicable federal standards and industry best practices.

Find out more about the NAEP survey questionnaires

The following pages contain the NAEP 2017 survey questionnaires that will be administered to students who take the NAEP digitally based assessments. To access the NAEP survey questionnaires online, visit <https://nces.ed.gov/nationsreportcard/bgquest.aspx>. To learn more about NAEP survey questionnaires, visit https://nces.ed.gov/nationsreportcard/bgquest_faq.aspx.

Digitally Based Assessment Survey Questionnaire Directions

Below are the directions for the digitally based assessment survey questionnaires. Students will see these instructions on the screen prior to beginning the survey questionnaire.



This section contains questions about you and your experiences in and out of school. Your answers to these questions are anonymous. You may skip any question you do not want to answer. Your answers and the answers from other students will be used to help improve education across the country. Answer questions about your home based on where you live most of the time during the school year.

Tap Next to continue.

Survey Questionnaire

Mathematics—Grade 8

VH240003

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

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

VH260313

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH333658

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort



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VH333660

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

VH333661

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

VH240387

6. Are you Hispanic or Latino? Select **one or more** answer choices.

- Ⓐ 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.



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VH240388

7. Which of the following best describes you? Select **one or more** answer choices.

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

VH240186

8. 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)



GO ON TO THE NEXT PAGE

9. Do you have any of the following in your home? Select **one** answer choice on each row.

VH271104

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

VH354591

10. How often do you use the Internet for homework at home?

- A Never
- B About once or twice a month
- C About once or twice a week
- D Almost every day
- E Every day

VH240190

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

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



VH240189

12. 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

VH240192

13. How far in school did **your mother** go?
- Ⓐ She did not finish high school.
 - Ⓑ She graduated from high school.
 - Ⓒ She had some education after high school.
 - Ⓓ She graduated from college.
 - Ⓔ I don't know.

VH240193

14. How far in school did **your father** go?
- Ⓐ He did not finish high school.
 - Ⓑ He graduated from high school.
 - Ⓒ He had some education after high school.
 - Ⓓ He graduated from college.
 - Ⓔ I don't know.



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VH336776

15. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

VH336779

16. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.



GO ON TO THE NEXT PAGE

17. Do any of the following people live in your home? Select **one** answer choice on each row.

VH271144

	Yes	No	
a. Mother	<input type="radio"/> A	<input type="radio"/> B	VH271145
b. Stepmother	<input type="radio"/> A	<input type="radio"/> B	VH271146
c. Foster mother or other female legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271147
d. Father	<input type="radio"/> A	<input type="radio"/> B	VH271148
e. Stepfather	<input type="radio"/> A	<input type="radio"/> B	VH271149
f. Foster father or other male legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271150

VH591969

18. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes

VH271276

19. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes



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20. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271337

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	(A)	(B)	(C)	(D)	(E)	VH271338
b. I try very hard even after making mistakes.	(A)	(B)	(C)	(D)	(E)	VH271339
c. I keep working hard even when I feel like quitting.	(A)	(B)	(C)	(D)	(E)	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	(A)	(B)	(C)	(D)	(E)	VH271345

21. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

VH271367

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH271370
b. I paid attention and resisted distractions.	(A)	(B)	(C)	(D)	(E)	VH271372
c. I stayed on task without reminders from my teacher.	(A)	(B)	(C)	(D)	(E)	VH271374
d. I paid attention in class even when I was not interested.	(A)	(B)	(C)	(D)	(E)	VH271375



VH271749

22. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756

VH271934

23. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

VH254028

24. Write the ZIP code of your home address in the box.



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VH266769

25. What math class are you taking this year? Select **one or more** answer choices.

- Ⓐ Eighth-grade math
- Ⓑ General eighth-grade math
- Ⓒ Algebra I course
- Ⓓ First year of a two-year algebra course
- Ⓔ Second year of a two-year algebra course
- Ⓕ Algebra I (one-year course)
- Ⓖ Algebra II
- Ⓗ Geometry
- Ⓘ Other

VH240046

26. What math class do you expect to take next year?

- Ⓐ Geometry
- Ⓑ Algebra II
- Ⓒ Algebra I (one-year course)
- Ⓓ First year of a two-year Algebra I course
- Ⓔ Second year of a two-year Algebra I course
- Ⓕ Introduction to algebra or pre-algebra
- Ⓖ Basic or general math
- Ⓗ Business or consumer math
- Ⓘ Other math class
- Ⓡ I don't know.



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27. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

VH350116

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

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

VH266754

29. How often do you use a computer or other digital device (excluding handheld calculators) for math **at school**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

VH336233

30. How often do you receive help or tutoring with math **outside of school or after school**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day



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VH266808

31. In your math class this year, how often have you used the following types of calculators? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Basic calculator	(A)	(B)	(C)	(D)	(E)	VH266809
b. Graphing calculator	(A)	(B)	(C)	(D)	(E)	VH266810

VH589166

32. This school year, how often did the following things happen in your math class? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices to show us how to work through math problems.	(A)	(B)	(C)	(D)	(E)	VH267416
b. I used the Internet for my math work.	(A)	(B)	(C)	(D)	(E)	VH267417
c. My teacher used computers or other digital devices when teaching math to my class.	(A)	(B)	(C)	(D)	(E)	VH588077
d. My teacher required us to use computers or other digital devices to complete math assignments.	(A)	(B)	(C)	(D)	(E)	VH267419



33. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to complete your math assignments?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

34. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to look online for resources for help with your math assignments?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day



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35. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to take an online practice test?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

VH268936

36. How often do you use math in everyday life **outside of school**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

VH589204

37. How often do you participate in each of the following activities **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Program computers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268949
c. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
d. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962



38. Have you ever helped your friends with their math homework?

- Ⓐ Yes
Ⓑ No

VH269037

39. Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days.

VH589192

40. Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267674
b. Divide 42 stickers among 6 students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617317
c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267679
d. Describe the properties shared by every isosceles right triangle	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267681
e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267682
f. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267683



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41. How much does each of the following statements describe a person like you? Select one answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH269049
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH269050
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH269053
d. I want to learn as much as possible in my math class.	(A)	(B)	(C)	(D)	(E)	VH269059
e. I want to become better in math this year.	(A)	(B)	(C)	(D)	(E)	VH269056
f. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH269060



42. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	(A)	(B)	(C)	(D)	(E)	VH267479
b. I look forward to my math class.	(A)	(B)	(C)	(D)	(E)	VH267481
c. I am interested in the things I learn in math.	(A)	(B)	(C)	(D)	(E)	VH617324
d. I think making an effort in math is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH267485
e. I think math will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH267486
f. I think it is important to do well in math.	(A)	(B)	(C)	(D)	(E)	VH267487



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43. How much do you enjoy solving each of the following types of math problems? Select **one** answer choice on each row.

	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot	
a. Addition, subtraction, multiplication, and division	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267499
b. Finding areas of shapes and figures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267501
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267502
d. Solving equations or simplifying expressions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267503
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267504
f. Working with geometric figures like rectangles and squares	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267505



Survey Questionnaire

Reading—Grade 8

VH240003

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

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

VH260313

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH333658

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort



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VH333660

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

VH333661

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

VH240387

6. Are you Hispanic or Latino? Select **one or more** answer choices.

- Ⓐ 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.



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7. Which of the following best describes you? Select **one or more** answer choices.

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

8. 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)



GO ON TO THE NEXT PAGE

9. Do you have any of the following in your home? Select **one** answer choice on each row.

VH271104

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

VH354591

10. How often do you use the Internet for homework at home?

- A Never
- B About once or twice a month
- C About once or twice a week
- D Almost every day
- E Every day

VH240190

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

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



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VH240189

12. 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

VH240192

13. How far in school did **your mother** go?
- Ⓐ She did not finish high school.
 - Ⓑ She graduated from high school.
 - Ⓒ She had some education after high school.
 - Ⓓ She graduated from college.
 - Ⓔ I don't know.

VH240193

14. How far in school did **your father** go?
- Ⓐ He did not finish high school.
 - Ⓑ He graduated from high school.
 - Ⓒ He had some education after high school.
 - Ⓓ He graduated from college.
 - Ⓔ I don't know.



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VH336776

15. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

VH336779

16. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

GO ON TO THE NEXT PAGE



VH271144

17. Do any of the following people live in your home? Select **one** answer choice on each row.

	Yes	No	
a. Mother	<input type="radio"/> A	<input type="radio"/> B	VH271145
b. Stepmother	<input type="radio"/> A	<input type="radio"/> B	VH271146
c. Foster mother or other female legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271147
d. Father	<input type="radio"/> A	<input type="radio"/> B	VH271148
e. Stepfather	<input type="radio"/> A	<input type="radio"/> B	VH271149
f. Foster father or other male legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271150

VH591969

18. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes

VH271276

19. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes



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VH271337

20. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271338
b. I try very hard even after making mistakes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271339
c. I keep working hard even when I feel like quitting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271345

VH271367

21. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271370
b. I paid attention and resisted distractions.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271372
c. I stayed on task without reminders from my teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271374
d. I paid attention in class even when I was not interested.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271375



22. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271749

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756

23. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

VH271934

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

24. Write the ZIP code of your home address in the box.

VH254028



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VH332887

25. For your English/language arts class this year, how often do you do each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH332888
b. Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH332889

VH260254

26. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Evaluate the main evidence in a persuasive/argument passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260256
b. Analyze the author’s organization of information in a passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333142
c. Critique the author’s craft or technique	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333144



VH333074

27. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333075
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333076
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333079
d. Identify the main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333078
e. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333094
f. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333077

VH588774

28. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?

- A Never
- B Once
- C Two or three times
- D Four or five times
- E More than five times



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VH598672

29. On a typical school day, how much time do you use a computer or other digital device to do your **English/language arts** schoolwork and homework?

- Ⓐ Less than 30 minutes
- Ⓑ About 30 minutes
- Ⓒ About 1 hour
- Ⓓ About 2 hours
- Ⓔ About 3 hours
- Ⓕ 4 or more hours

VH260228

30. In this school year, how often do you borrow reading materials (such as books or magazines) from your school library or media center?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day



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31. Do you think you would be able to do each of the following when reading? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	(A)	(B)	(C)	(D)	(E)	VH260848
b. Explain the meaning of something you have read	(A)	(B)	(C)	(D)	(E)	VH260849
c. Figure out the main idea of a text	(A)	(B)	(C)	(D)	(E)	VH260851
d. Find text in a reading passage to help you answer a question on a test	(A)	(B)	(C)	(D)	(E)	VH260859
e. Recognize when you don't understand something you are reading	(A)	(B)	(C)	(D)	(E)	VH260861



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VH611300

32. Do you think you would be able to do each of the following when reading? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize the difference between fact and opinion in a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260863
b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260857
c. Critique an author's craft or technique	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260866
d. Use evidence from a text to support my answer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616841
e. Identify the author's perspective in a persuasive text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260868



VH260926

33. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260928
b. I want to show others that my English/language arts schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260929
c. I want to look smart in comparison to the other students in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260930
d. I want to learn as much as possible in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260931
e. I want to become a better reader this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260934
f. I want to understand as much as I can in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260938



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VH589132

34. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260271
b. I like talking about books with other people.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260272
c. I think reading is important.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260275
d. I enjoy going to a bookstore or a library.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260277

VH598686

35. Besides doing homework, how much time do you spend reading **outside of school**?

- A Less than 30 minutes a day
- B About 30 minutes a day
- C About 1 hour a day
- D About 2 hours a day
- E About 3 hours a day
- F 4 or more hours a day

VH332820

36. How often do you receive help from a tutor, family member, or friend with English/language arts **outside of school or after school**?

- A Never
- B About once or twice a year
- C About once or twice a month
- D About once or twice a week
- E Every day or almost every day



VH261065

37. How often do you typically read each of the following **outside of school** (print or online)? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Stories or novels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261066
b. Poems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261067
c. Plays	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261068
d. Biographies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617043
e. Comic books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261070
f. Magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261071
g. E-mails	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261074
h. Text messages	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261075

VH260906

38. How often do you typically do each of the following things **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260907
b. Go to my local library to borrow books (print or online)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260911
c. Read blogs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260913
d. Use social media (for example, Facebook, Twitter, Instagram)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333261
e. Help friends with reading homework	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260917



Survey Questionnaire

Writing—Grade 8

VH240003

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

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

VH260313

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH333658

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort



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VH333660

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

VH333661

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

VH240387

6. Are you Hispanic or Latino? Select **one or more** answer choices.

- Ⓐ 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.



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VH240388

7. Which of the following best describes you? Select **one or more** answer choices.

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

VH240186

8. 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)



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9. Do you have any of the following in your home? Select **one** answer choice on each row.

VH271104

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

VH354591

10. How often do you use the Internet for homework at home?

- A Never
- B About once or twice a month
- C About once or twice a week
- D Almost every day
- E Every day

VH240190

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

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



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VH240189

12. 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

VH240192

13. How far in school did **your mother** go?

- Ⓐ She did not finish high school.
- Ⓑ She graduated from high school.
- Ⓒ She had some education after high school.
- Ⓓ She graduated from college.
- Ⓔ I don't know.

VH240193

14. How far in school did **your father** go?

- Ⓐ He did not finish high school.
- Ⓑ He graduated from high school.
- Ⓒ He had some education after high school.
- Ⓓ He graduated from college.
- Ⓔ I don't know.



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VH336776

15. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

VH336779

16. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.



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17. Do any of the following people live in your home? Select **one** answer choice on each row.

VH271144

	Yes	No	
a. Mother	<input type="radio"/> A	<input type="radio"/> B	VH271145
b. Stepmother	<input type="radio"/> A	<input type="radio"/> B	VH271146
c. Foster mother or other female legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271147
d. Father	<input type="radio"/> A	<input type="radio"/> B	VH271148
e. Stepfather	<input type="radio"/> A	<input type="radio"/> B	VH271149
f. Foster father or other male legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271150

18. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?

VH591969

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes

19. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

VH271276

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes



20. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271337

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271338
b. I try very hard even after making mistakes.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271339
c. I keep working hard even when I feel like quitting.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271345

21. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

VH271367

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271370
b. I paid attention and resisted distractions.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271372
c. I stayed on task without reminders from my teacher.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271374
d. I paid attention in class even when I was not interested.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271375



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VH271749

22. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756

VH271934

23. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

VH254028

24. Write the ZIP code of your home address in the box.

□ □ □ □ □



25. In your English/language arts class this year, how often do you **practice** each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Using new vocabulary in writing	(A)	(B)	(C)	(D)	(E)	VH312801
b. Typing on a keyboard	(A)	(B)	(C)	(D)	(E)	VH312802
c. Organizing ideas in writing (for example, outlining the order of my ideas before writing, re-organizing my ideas when I revise)	(A)	(B)	(C)	(D)	(E)	VH312806
d. Writing for different audiences or readers	(A)	(B)	(C)	(D)	(E)	VH312807
e. Writing different forms of text (for example, an essay, letter, or story)	(A)	(B)	(C)	(D)	(E)	VH313344
f. Citing sources correctly in writing	(A)	(B)	(C)	(D)	(E)	VH313380
g. Improving writing by revising first drafts	(A)	(B)	(C)	(D)	(E)	VH313384
h. Using details to develop ideas in writing	(A)	(B)	(C)	(D)	(E)	VH313385



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VH311844

26. In your English/language arts class this year, how often do you get the following **writing** assignments? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Assignments that you have to complete within one session	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311876
b. Assignments that you can work on over extended periods of time (for example, several class periods)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311881
c. Assignments that you have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312058
d. Assignments that you have to complete on a computer or other digital device	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH588405
e. Assignments of two or more pages (for example, a paper or report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312074



VH312124

27. When you work on a **longer writing assignment** (for example, an assignment of two or more pages), how often do you typically do each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Organize my ideas before I write (for example, by creating an outline)	(A)	(B)	(C)	(D)	(E)	VH312137
b. Write a first draft	(A)	(B)	(C)	(D)	(E)	VH312140
c. Reread and revise my draft writing	(A)	(B)	(C)	(D)	(E)	VH312141
d. Use a spell-checker in word processing software	(A)	(B)	(C)	(D)	(E)	VH616556
e. Use a thesaurus or dictionary in word processing software	(A)	(B)	(C)	(D)	(E)	VH312795


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VH428212

28. For school this year, how often do you typically write for each of the following purposes? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. To explain something that you know or have read	(A)	(B)	(C)	(D)	(E)	VH312245
b. To convince or persuade someone	(A)	(B)	(C)	(D)	(E)	VH312246
c. To describe a real experience (for example, write about factual events or personal experiences)	(A)	(B)	(C)	(D)	(E)	VH312247
d. To describe an imagined experience (for example, tell a fictional story)	(A)	(B)	(C)	(D)	(E)	VH312248
e. To analyze (for example, collect and describe evidence for an issue or argument)	(A)	(B)	(C)	(D)	(E)	VH312250

VH312229

29. During this school year, how often do you get **writing assignments of a paragraph or more** during each of the following classes? Select **one** answer choice on each row.

	I don't take this class.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	(A)	(B)	(C)	(D)	(E)	(F)	VH312230
b. Social studies class such as history, civics, government, or geography	(A)	(B)	(C)	(D)	(E)	(F)	VH312231
c. Science class	(A)	(B)	(C)	(D)	(E)	(F)	VH312232
d. Mathematics class	(A)	(B)	(C)	(D)	(E)	(F)	VH312233



VH312323

30. For school this year, how often do you use each of the following when you write a paper or report? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use the Internet to look for information to include in the paper or report	(A)	(B)	(C)	(D)	(E)	VH312325
b. Use a computer or other digital device to make changes to the paper or report (for example, spell-check or cut and paste)	(A)	(B)	(C)	(D)	(E)	VH312327
c. Use a computer or other digital device to complete your writing	(A)	(B)	(C)	(D)	(E)	VH312328

VH314230

31. In your English/language arts class this year, how often do you use each of the following for writing? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Paper and pen/pencil	(A)	(B)	(C)	(D)	(E)	VH314232
b. Desktop or laptop computer (including Chromebooks)	(A)	(B)	(C)	(D)	(E)	VH588417
c. Tablet (for example, Surface Pro, iPad, Kindle Fire)	(A)	(B)	(C)	(D)	(E)	VH314235
d. Smartphone (for example, iPhone, Samsung Galaxy, HTC One)	(A)	(B)	(C)	(D)	(E)	VH592243



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VH336201

32. Which best describes the way you type on a keyboard?

- Ⓐ I don't know how to type using a keyboard.
- Ⓑ I can type with one or two fingers, but I have to search for where the letter keys are.
- Ⓒ I can type with one or two fingers, and I know where most of the letter keys are.
- Ⓓ I can type with all ten fingers when I look at the keyboard.
- Ⓔ I can type with all ten fingers without looking at the keyboard.
- Ⓕ I type using a way other than both hands.

33. Do you think that you would be able to do each of the following? Select **one** answer choice on each row.

VH592330

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain something in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311982
b. Convince someone of something in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616470
c. Tell an imaginary story in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311984
d. Present a clear position in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311985
e. Support a position with reasons and examples in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311986



34. Do you think that you would be able to do each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Take different points of view into account in my persuasive writing	(A)	(B)	(C)	(D)	(E)	VH311987
b. Write a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315010
c. Write a paper without spelling mistakes	(A)	(B)	(C)	(D)	(E)	VH315014
d. Choose words in my writing that will effectively communicate my ideas	(A)	(B)	(C)	(D)	(E)	VH315032
e. Quickly come up with ideas about what to write for a timed writing task	(A)	(B)	(C)	(D)	(E)	VH311954



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VH312034

35. Thinking about your English/language arts class this year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to be a better writer than my classmates.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312048
b. I want my teacher to think I am a good writer.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312050
c. I want to have my classmates believe I can write well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312043
d. I want to become a better writer.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312042
e. I want to improve how I express my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312038
f. I want to better organize my ideas when writing.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312051

VH312352

36. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Writing is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312353
b. Writing is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312356
c. I enjoy expressing my thoughts in writing.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314723
d. I enjoy sharing my writing with others.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314733



37. How often do you use each of the following for writing **outside of school**? Select **one** answer choice on each row.

VH314380

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Paper and pen/pencil	(A)	(B)	(C)	(D)	(E)	VH314383
b. Desktop or laptop computer (including Chromebooks)	(A)	(B)	(C)	(D)	(E)	VH588431
c. Tablet (for example, Surface Pro, iPad, Kindle Fire)	(A)	(B)	(C)	(D)	(E)	VH314386
d. Smartphone (for example, iPhone, Samsung Galaxy, HTC One)	(A)	(B)	(C)	(D)	(E)	VH592889

38. In a typical week, how many days do you spend writing **on your own and not for school**—for example, writing stories or keeping a journal at home? Fill in a number **between 0 and 7**.

VH312241

 days


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VH314690

39. During this school year, how often do you do each of the following **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice my keyboarding skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314701
b. Write journal entries or blog posts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616527
c. Get tutoring to improve my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314703
d. Help others with their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314708



IV. Enhanced NAEP Questions Tool

Introduction

After every assessment cycle, the National Center for Education Statistics (NCES) releases dozens of assessment questions to the public. The NAEP Questions Tool (NQT) allows users to search for questions by subject, grade, difficulty, and other characteristics. You can also view scoring guides, keys, national performance data, demographic group data, and student responses (for constructed-response questions only). The tool also allows users to create customized reports and to print selected questions and all relevant information. The purpose of the NQT is to provide teachers, researchers, educators, and the public with greater access to NAEP assessment questions.

How do I access the NAEP Questions Tool?

The NQT is available online at <http://nces.ed.gov/nationsreportcard/nqt>. The tool can also be accessed by clicking the “Sample Questions” link on The Nation’s Report Card home page at <http://nationsreportcard.gov>.

What can I do with the enhanced NAEP Questions Tool?

NCES has developed an enhanced version of the NAEP Questions Tool (NQT) that expands on its current features to make the tool more useful than ever. You can now use the enhanced NQT to:

- Sort and select NAEP questions more easily with a new “drag ‘n drop” viewing option
- “Test yourself” on any NAEP subject with a more customizable quiz function
- Create online, self-scoring quizzes that students can login to take any time
- Compare results to how students performed across the nation

If you need help navigating the NQT, there is a Help button on every page. For more information on how to use the NQT, visit <http://nces.ed.gov/nationsreportcard/about/naeptools.asp#qrg>.

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

The NAEP website contains a wealth of information about the subjects NAEP assesses and can be accessed at <http://nces.ed.gov/nationsreportcard>.

How can I get additional help?

For more help with features on the NAEP website, click “Help” in the side panel.

For additional assistance, write to us via Contact Us at <http://nces.ed.gov/nationsreportcard/contactus.aspx>, or e-mail Sherran.Osborne@ed.gov.

V. About NAEP

NAEP OVERVIEW. NAEP is the largest continuing and nationally representative assessment of what our nation's students know and can do in various academic subjects. NAEP is administered by the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. For more information about the NAEP program, visit the NAEP website at <http://nces.ed.gov/nationsreportcard> or call 202-316-3121.

PARTICIPATION. States and districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8. Student participation is always voluntary. At the discretion of each school, students may earn community service hours for participating in NAEP activities and are provided ample opportunity to make up any work that is missed. Contact your school's NAEP coordinator for more information.

NAEP INFORMATION FOR PARENTS. If you have questions about your child's participation in the NAEP program, or you want to learn more about the NAEP assessments, visit <https://nces.ed.gov/nationsreportcard/parents/>.

NAEP CONTENT. The National Assessment Governing Board sets policy for NAEP and oversees the creation of the NAEP frameworks, which describe the specific knowledge and skills that should be assessed in each subject. For additional information on framework development, see the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

NAEP SECURE QUESTIONS. On written request, adults may review NAEP questions and instruments still in use. These arrangements must be made in advance, and persons reviewing the assessment may not remove the booklets from the room, copy them, or take notes. Contact your school's NAEP coordinator for more information.

NAEP PUBLICATIONS. NAEP reports and brochures can be searched and downloaded from the NAEP website at <http://nces.ed.gov/nationsreportcard>.

FOR FURTHER INFORMATION. For prompt field staff support on these or other matters, call the NAEP help desk at 800-283-6237.