

**GRADE 4**

MATHEMATICS | READING

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# Sample Questions

General Information About The Nation's Report Card

2013



# National Assessment of Educational Progress

## 2013 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 the coming year, fourth-, eighth-, and twelfth-graders will participate in NAEP. Fourth-graders will be assessed in mathematics and reading. Assessments require about 90 minutes of a student's time, and each student answers questions in only one subject. The test booklet contains 50 minutes of test questions and brief student questionnaires.

NAEP is voluntary and individual student scores are not reported. Answers to all student questions are confidential, and student names are removed from all assessment materials before the materials leave the school. Results of the 2013 mathematics and reading assessments will be reported in The Nation's Report Card. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

The national assessment results are more useful when parents, educators, and policymakers are able to study the proficiencies (or scores) and gain information about student experience, the school environment, and learning opportunities available to students. The questionnaires provide educators and policymakers with contextual information for the assessment, as well as information about factors that may be related to students' learning. This booklet includes these questionnaires as well as sample questions for mathematics and reading, in order to promote understanding of the assessment.

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>. Also available through the website is a Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrlsx>), which allows you to review additional sample questions with sample answers.

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

NAEP is administered by the National Center for Education Statistics, within the U.S. Department of Education's Institute of Education Sciences. Policy for the assessment, including its content and standards, is set by the independent, bipartisan National Assessment Governing Board (<http://www.nagb.org>).

## II. The Assessments

Each NAEP assessment is built around an organizing framework, which is the blueprint that guides the development of the assessment instrument and determines the content to be assessed. 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.

### The Mathematics Assessment

#### Grade 4

The 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. The assessment also incorporates the use of calculators, rulers, and other ancillary materials such as geometric shapes, in some parts of the assessment, but not all.

Calculator use is permitted on approximately one-fifth of the test questions. NAEP provides a four-function calculator for students who receive a block of questions where calculator use is permitted. For more information regarding the mathematics assessment framework, please visit the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

**NAEP Mathematics Framework  
Distribution of Questions Across Content Strands**

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

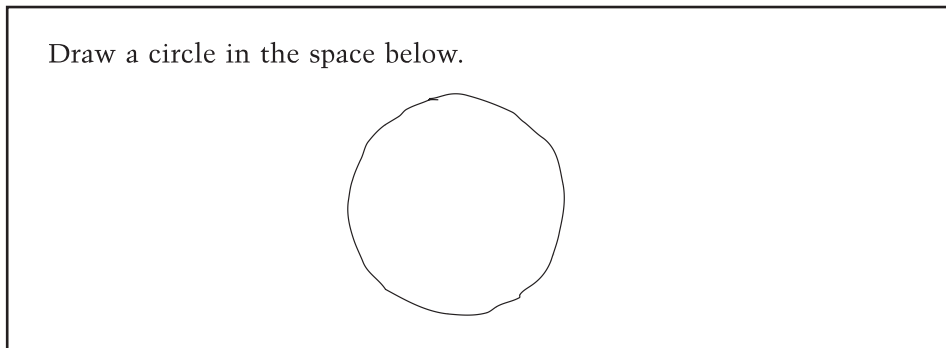
## Mathematics Assessment Booklet Directions

### 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 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.

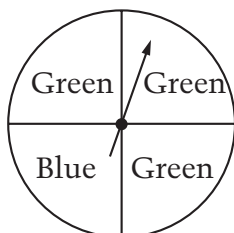
CHECK OVER your work if you finish a section early.

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



## Sample Mathematics Questions

## Grade 4



1. Ms. Livingston's class spins the arrow on the spinner 92 times. Of the following, which is the most likely result?
- 66 green, 26 blue
  - Ⓐ 46 green, 46 blue
  - Ⓑ 23 green, 69 blue
  - Ⓒ 2 green, 90 blue

Did you use the calculator on this question?

Yes

No

2. The early show and the late show for a movie last the same amount of time. The early show begins at 3:15 P.M. and ends at 4:27 P.M. The late show begins at 7:30 P.M. At what time does the late show end?

Show your work.

$$\begin{array}{r} 3:15 \\ 4:15 \\ 4:27 \end{array} \left\{ \begin{array}{l} 1 \text{ hour} \\ 12 \text{ min} \end{array} \right.$$

$$\begin{array}{r} 7:30 \\ 8:30 \\ \underline{8:42} \end{array}$$

*Sample Correct Response:*

The early show took 1 hour and 12 minutes. The late show starts by 7:30, so it should end at 8:42. Work shows  $4:27 - 3:15 = 1 \text{ hour } 12 \text{ minutes}$  and/or  $7:30 + 1 \text{ hour } 12 \text{ minutes} = 8:42$ .



## The Reading Assessment

### Grade 4

The 2013 NAEP 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 types of text—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 2011 National Assessment of Educational Progress, first implemented for the 2009 reading assessment, conceptualizes reading as a dynamic cognitive process. The framework defines reading as an active and complex process that involves

- understanding written text,
- developing and interpreting meaning, and
- using meaning as appropriate to type of text, purpose, and situation.

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://www.nagb.org/publications/frameworks.htm>.

**NAEP Reading Framework  
Distribution of Question Pool Across Contexts**

	<b>Grade 4</b>
Literary text	50%
Informational text	50%



## Reading Assessment Booklet Directions

### 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.

According to the story, why was the move to California difficult for Daisy?

Because the people in  
California weren't used to girls  
wrestling

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

In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

I know that Daisy is confident because she is not afraid to wrestle with boys. I also think Daisy is nice, because she always shook the boys' hands.

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 Reading Questions

### Grade 4 Reading Selection

# ***Daddy Day Care***

## ***Antarctica's ultimate stay-at-home dads***

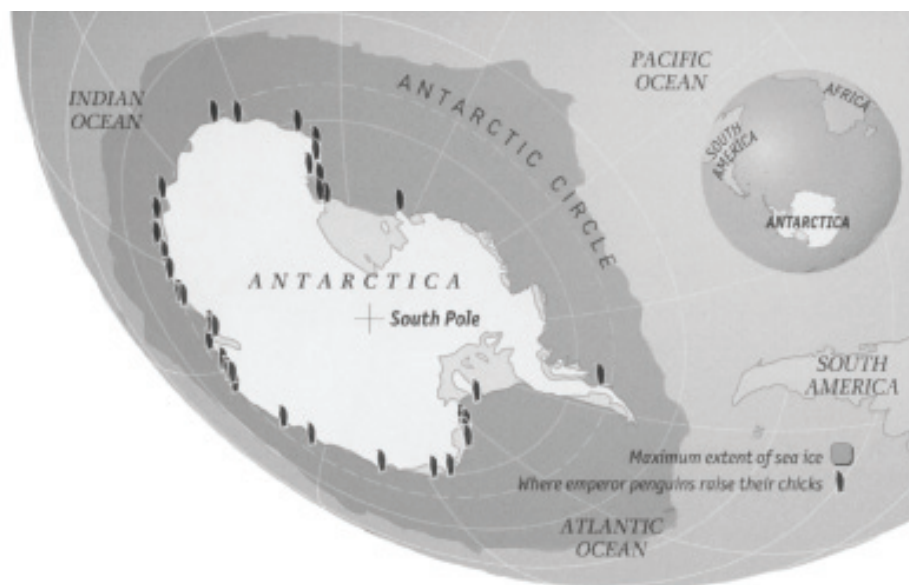
*by Ruth Musgrave*

When you think “tough,” you may think of sharks, grizzly bears, or professional wrestlers, but you probably don’t think of male penguins. Emperor penguins may not look it, but the males are tough enough to take on the deadly Antarctic winter and survive.

And they do it—without eating—while taking care of the eggs! When other animals head north in March to avoid the Antarctic winter, emperor penguins head south.

Antarctica is surrounded by a huge mass of sea ice in the winter. This ice floats on the ocean in the southernmost part of the Earth. Harsh and frigid, it is here where emperor penguins choose to mate and lay their eggs.

All the other animals, even other penguins, leave months before the Antarctic winter sets in. The only living things left above the ice are the emperors and the humans watching them.



### **Foothold for Family**

At the breeding colony, all the males and females find mates. After courtship, the female lays one egg and gives it to her mate. Nesting in this barren, ice-covered world isn't a problem because emperors don't build nests. The male incubates the one-pound egg on his feet, covering it with a featherless fold of skin called a "brood patch."

Each male emperor penguin holds his egg throughout the brutal, Antarctic winter months of May and June. Nestled against a dad's warm, protective body, the softball-size egg remains untouched by the frozen world.

Meanwhile, the female travels to the sea to feed. She won't be back until just about the time the egg hatches—in about two months.

### **Warm-Up for Dads**

The Antarctic weather wears on the male penguins with a viciousness that would seem unbearable to humans. Feathers, fat, and other adaptations are usually enough to keep adult penguins alive. But scientists who visit have to wear 22 pounds of clothing to stay warm!

"The penguins make it look so easy," says Gerald Kooyman, a biologist who has made more than 30 research trips to Antarctica. "After watching them awhile you almost forget how remarkable they are—until the weather changes and the wind slices right through you!"

One of the impressive ways emperors stay toasty when temperatures plummet or the wind blasts is to "huddle." A huddle forms when hundreds, even thousands, of males crowd together. The birds move constantly, slowly rotating from the cold outside rings to the warm, wind-free center.

One scientist who spent an entire winter observing these amazing birds says it is staggering to see 10,000 penguins in a single quiet huddle. The temperature inside can be 77°F. Standing nearby when a huddle breaks up, observers can feel, smell, even see the heat. It's like a wall of steam. The penguins are packed in so tightly that when one comes out, the bird is square-shaped for a few moments from the pressure of the other birds.

### **All for One**

Not only is it unbelievably cold while the emperor dad stands holding his egg all winter, it's also dark. Nevertheless, he keeps the egg warm, without stopping for anything, even food. He loses up to a half of his body weight before his mate comes back from feeding at sea in July. She takes over the egg, which then hatches. The male finally gets to go eat. When he gets back, the parents take turns holding the chick on their feet to keep it warm for the next eight weeks. At that point it's old enough to safely stand on the ice by itself.



**A newly hatched chick stays warm by standing on top of a parent's feet.**

### Snack Time

These older chicks gather together in large groups while their parents feed at sea. When adults return with food for their young, they locate their chicks by their calls. Emperors may look alike, but they don't sound alike. Each individual has a unique call that is recognized by other penguins.

Looking like toddlers in overstuffed snowsuits, hungry chicks scurry to parents returning from sea. As they race toward the adults—and dinner—they chirp, letting their parents know “I’m over here!”



**Older chicks gather together to stay warm while their parents find food.**

### Independence Day

By the time the chicks are finally ready to fend for themselves, it's December. This is summertime in the Antarctic. During the winter, the nearest open water could be 50 miles from the rookery. In summer, the ice that the chicks hatched on has begun to break up, so the chicks don't have far to go to the sea.

The chicks are on their own now. The adults leave to start the cycle again, so the young emperors must learn to swim and find food by themselves. Winter day care is over; it's time for summer independence!

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Penguin photographs © 2009 Frans Lanting/www.franslanting.com

The following multiple-choice questions with the correct answers are based on the reading selection and can be found along with other examples at the NAEP Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrlsx>).

1. What is the main purpose of the article?
  - Ⓐ To describe why older chicks stand together in groups
  - Ⓑ To help people understand what winter in the Antarctic is really like
  - Ⓒ To describe what male emperor penguins do to care for their young
  - Ⓓ To explain why emperor penguins travel south in winter
  
2. On page 4, the article says that emperor penguins live in a **barren** world. This suggests that the penguins live in a place where
  - Ⓐ almost nothing grows
  - Ⓑ few other penguins go
  - Ⓒ there is a lot of danger
  - Ⓓ it is dark most of the year



The following constructed-response questions, based on the reading selection, show example answers from students in previous NAEP assessments, along with the scoring level and description of answers at each level. Visit the NAEP Questions Tool for additional sample constructed-response questions and student responses at <http://nces.ed.gov/nationsreportcard/itmrlsx>.

***Example of a full comprehension response—Student Response:***

3. Explain how emperor penguins stay warm when they form huddles.

Emperor penguins stay warm in huddles because they share body heat. They take turns from in and outside the middle. In the middle it can be 77° Fahrenheit and no wind.

*Score & Description*

The full comprehension response above gives three reasons for how emperor penguins stay warm when they form huddles.

Full comprehension responses explain how emperor penguins stay warm when they form huddles. Responses mention one of the following:

- They constantly move from the outside where it's cold to the center where it's warm.
- They stay warm because they use their body heat.
- After 1000's of penguins huddle it is wind-free.



***Example of a partial comprehension—Student Response:***

3. Explain how emperor penguins stay warm when they form huddles.

A hundreds even thousands, of males crowd together.

***Score & Description***

The partial comprehension response above provides a definition of huddles or information about huddles but does not explain how penguins stay warm when they form huddles. Responses may include the following correct information:

- There are many penguins packed together.
- It is 77 degrees inside a huddle.
- You can see the steam rising off the penguins in the huddle.

***Example of little or no comprehension—Student Response:***

3. Explain how emperor penguins stay warm when they form huddles.

The emperor penguins stay warm with his feathers, fat, and other adaptations are usually enough to keep the emperor penguins alive.

***Score & Description***

The response above shows little or no comprehension. A response at this level may provide details about penguins staying warm that are unrelated to huddles, such as the following:

- The flap of skin keeps the egg warm.
- They have fur and fat to keep them nice and toasty.

Or responses may provide irrelevant details or personal opinions or simply repeat the question, for example:

- They stay warm because they are warm in the huddle.
- They need to keep the egg warm.

### III. Informational Questionnaire

#### Grade 4

#### DIRECTIONS

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

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

- Ⓐ None
- Ⓑ 1 to 5
- Ⓒ 6 to 10
- Ⓓ More than 10

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

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

Do not go past the  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.



In this section, please tell us about yourself and your family. Please answer questions about your home based on where you live most of the time during the school year. The section has 11 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

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

3. About how many books are there in your home? VB331335
- Ⓐ 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)
4. Is there a computer at home that you use? VB331336
- Ⓐ Yes
  - Ⓑ No
5. Do you have the following in your home? Fill in ovals for **all** that apply. VF098664
- Ⓐ Access to the Internet
  - Ⓑ Clothes dryer just for your family
  - Ⓒ Dishwasher
  - Ⓓ More than one bathroom
  - Ⓔ Your own bedroom
6. About how many pages a day do you have to read in school and for homework? TB001101
- Ⓐ 5 or fewer
  - Ⓑ 6–10
  - Ⓒ 11–15
  - Ⓓ 16–20
  - Ⓔ More than 20
7. How often do you talk about things you have studied in school with someone in your family? VB331339
- Ⓐ Never or hardly ever
  - Ⓑ Once every few weeks
  - Ⓒ About once a week
  - Ⓓ Two or three times a week
  - Ⓔ Every day
8. How many days were you absent from school in the last month? VB331447
- Ⓐ None
  - Ⓑ 1 or 2 days
  - Ⓒ 3 or 4 days
  - Ⓓ 5 to 10 days
  - Ⓔ More than 10 days

VB331451

9. 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

VE102537

11. Write the ZIP code of your home address in the boxes.

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VF095730

10. Do the following people live in your home? Fill in ovals for **all** that apply.

- Ⓐ Mother
- Ⓑ Stepmother
- Ⓒ Foster mother or other female legal guardian
- Ⓓ Father
- Ⓔ Stepfather
- Ⓕ Foster father or other male legal guardian



## IV. Subject Questionnaires

### Mathematics

### Grade 4

1. How often do you use a computer for math at school? VB525162
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day
2. Do you use a computer for math homework at home? VC497143
- Ⓐ Yes
- Ⓑ No

**Questions 3–19.** For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

3. Do you use a computer to practice or drill on math? VB525166
- Ⓐ Yes
- Ⓑ No
4. Do you use a computer to play math games? VB525172
- Ⓐ Yes
- Ⓑ No
5. Do you use a computer to make charts or graphs for math? VB525168
- Ⓐ Yes
- Ⓑ No
6. Do you use the Internet to learn things about math? VB525170
- Ⓐ Yes
- Ⓑ No

7. How often do you **use a calculator**? VB525173
- Ⓐ Never or hardly ever
  - Ⓑ Once in a while
  - Ⓒ Almost every day
8. When you take a math test or quiz, how often do you use a calculator? VB517158
- Ⓐ Never
  - Ⓑ Sometimes
  - Ⓒ Always
9. Do you study or do work for math at an after-school or tutoring program? VC290281
- Ⓐ Yes
  - Ⓑ No
10. How often do you feel your math classwork is too hard? VC497182
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
11. How often do you feel your math classwork is too easy? VC497186
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
12. How often do you like what you do in class for math? VC497557
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
13. How often do you feel you can do a good job on your math tests? VC497558
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always

14. How often do you feel you can do a good job on your math assignments? VC497560
- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always
15. How often do you feel you like math? VC497562
- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always
16. How often do you feel math is one of your favorite subjects? VC497563
- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always
17. How hard was this test compared to most other tests you have taken this year in school? VB595182
- Ⓐ Easier than other tests
- Ⓑ About as hard as other tests
- Ⓒ Harder than other tests
- Ⓓ Much harder than other tests
18. 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? VC034559
- Ⓐ 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
19. How important was it to you to do well on this test? VB595184
- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important



Some students will participate in a special study in mathematics, and will be asked an additional three questions as part of the subject-specific questionnaire in mathematics.

VE453868

20. Did you know before today that you would be taking this test?

- Ⓐ Yes
- Ⓑ No

VE453870

21. Did you answer all of the math questions?

- Ⓐ Yes → ***You have finished. Thank you for your time.***
- Ⓑ No → *Please answer the next question.*

VE453875

22. Why did you leave one or more of the math questions blank? Fill in **one or more** ovals.

- Ⓐ I did not have enough time.
- Ⓑ I do not know how to use a calculator.
- Ⓒ I am not used to writing out my answers.
- Ⓓ The questions were too hard.



## Reading

### Grade 4

This section has 18 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. How often do you feel reading is one of your favorite subjects? VC503832
- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always
2. Do you study or do work for reading at an after-school or tutoring program? VC503844
- Ⓐ Yes
- Ⓑ No
3. How often do you read for fun on your own time? VB345692
- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Almost every day
4. How often do you talk with your friends or family about something you have read? VB345693
- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Almost every day
5. How often does your teacher ask you to make a presentation to the class about something that you have read? VC503873
- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always
6. How often does your teacher ask you to read articles or stories in a magazine or in newspapers? VC504000
- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

- VC504001
7. How often does your teacher ask you to read aloud?
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
- VC504002
8. How often does your teacher ask you to read silently?
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
- VC504003
9. How often does your teacher ask you to read a book you have chosen yourself?
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
- VC504004
10. How often does your teacher ask you to write something about what you have read?
- Ⓐ Never or hardly ever
  - Ⓑ Sometimes
  - Ⓒ Often
  - Ⓓ Always or almost always
- VB345704
11. For school this year, how often do you work in pairs or small groups to talk about something that you have read?
- Ⓐ Never or hardly ever
  - Ⓑ A few times a year
  - Ⓒ Once or twice a month
  - Ⓓ At least once a week
- VB345703
12. For school this year, how often do you have a class discussion about something that the class has read?
- Ⓐ Never or hardly ever
  - Ⓑ A few times a year
  - Ⓒ Once or twice a month
  - Ⓓ At least once a week

13. When reading a story in class, how often does your teacher ask you to explain the story in your own words?  
VC504005
- (A) Never or hardly ever  
(B) Sometimes  
(C) Often  
(D) Always or almost always
14. When reading a story in class, how often does your teacher ask you to talk about what the characters do and feel?  
VC504006
- (A) Never or hardly ever  
(B) Sometimes  
(C) Often  
(D) Always or almost always
15. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?  
VB345715
- (A) Never  
(B) Once or twice this year  
(C) Once or twice a month  
(D) At least once a week
16. How hard was this test compared to most other tests you have taken this year in school?  
VB595182
- (A) Easier than other tests  
(B) About as hard as other tests  
(C) Harder than other tests  
(D) Much harder than other tests
17. 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?  
VC034559
- (A) Not as hard as on other tests  
(B) About as hard as on other tests  
(C) Harder than on other tests  
(D) Much harder than on other tests
18. How important was it to you to do well on this test?  
VB595184
- (A) Not very important  
(B) Somewhat important  
(C) Important  
(D) Very important



## V. NAEP Questions Tool

### Introduction

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

### How do I access the NAEP Questions Tool?

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

### How do I learn to use the NAEP Questions Tool?

View a short video showing the features of NQT and how to use them, a more detailed tutorial, and a Quick Reference Guide at NAEP Website Tools and Applications (<http://nces.ed.gov/nationsreportcard/about/naeptools.asp#qrg>). There is also a “What can I do here?” link and a Help button on every page.

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

The NAEP website contains a wealth of information about the subjects NAEP assesses. The URL for the site is <http://nces.ed.gov/nationsreportcard/>.

### How can I get additional help?

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

For additional help, write to us via Contact Us at <http://nces.ed.gov/nationsreportcard/contactus.asp>, or e-mail [Sherran.Osborne@ed.gov](mailto:Sherran.Osborne@ed.gov).

## VI. About NAEP

**NAEP OVERVIEW.** NAEP is the largest continuing and nationally representative assessment of what our nation's students know and can do in 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 202-502-7420.

**PARTICIPATION.** States and districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8. Student participation is always voluntary. Contact your school's NAEP coordinator for more information.

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

**NAEP SAMPLE QUESTIONS.** For each assessment, some of the test questions, along with performance data, are made available to the public to provide concrete samples of NAEP contents and results. For every assessment, NAEP distributes sample questions booklets to participating schools that provide more detailed information about the assessment design and questions. Released questions and student performance data may be viewed and downloaded from the NCES website at <http://nces.ed.gov/nationsreportcard/itmrlsx>.

**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.

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