

GRADE 8

MATHEMATICS | READING

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. Eighth-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.
Associate Commissioner for Assessment
National Center for Education Statistics
Institute of Education Sciences

NAEP is administered by the National Center for Education Statistics, within the U.S. Department of Education's Institute of Education Sciences. Policy for the assessment, including its content and standards, is set by the independent, bipartisan National Assessment Governing Board (<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 8

The grade 8 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, protractors, and other ancillary materials such as geometric shapes, in some parts of the assessment, but not all.

Calculator use is permitted on approximately thirty percent of the test questions. At grade 8, students may use their own scientific or graphing calculators, with some restrictions for test-security purposes. These items are designed so that students who bring their own graphing calculators are not at an advantage compared to students who use the scientific calculator provided by NAEP. 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

	Grade 8
Number Properties and Operations	20%
Measurement	15%
Geometry	20%
Data Analysis, Statistics, and Probability	15%
Algebra	30%

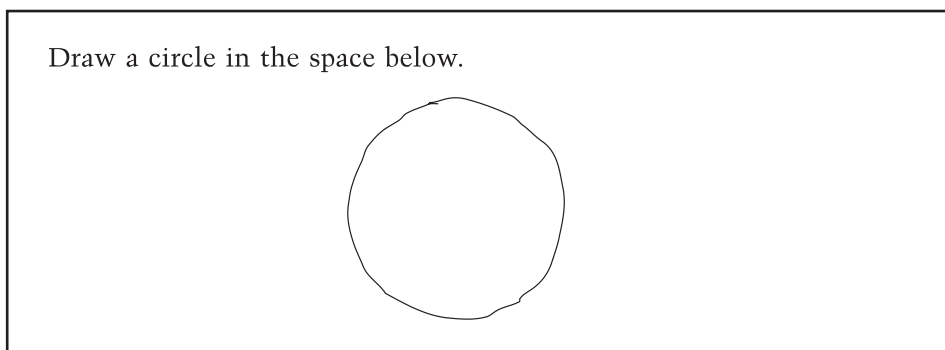
Mathematics Assessment Booklet Directions

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 8

1. Which of the following numbers is twenty-three and eight-thousandths?

- Ⓐ 230.8
- Ⓑ 23.8
- Ⓒ 23.08
- Ⓓ 23.008
- Ⓔ 23.0008
-

2. On average, thunder is heard in Tororo, Uganda, 251 days each year. What is the probability that thunder will be heard in Tororo on any day? (1 year = 365 days)

Give your answer to the nearest percent.

Answer: _____%

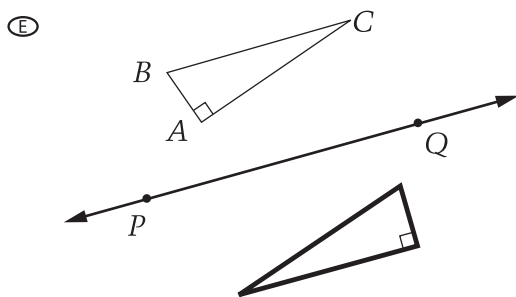
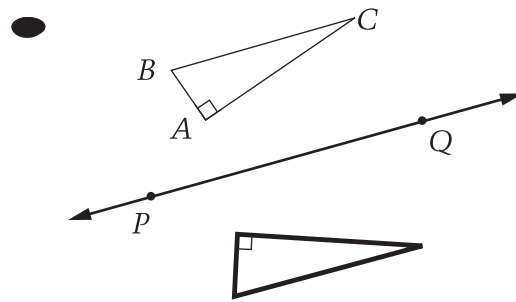
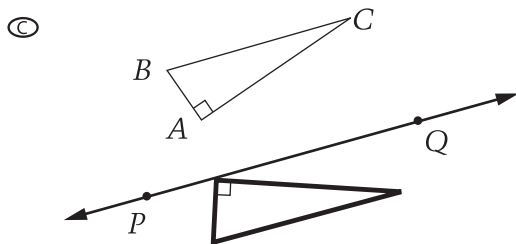
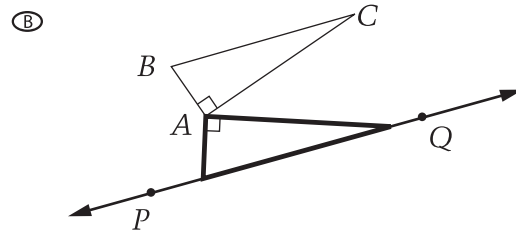
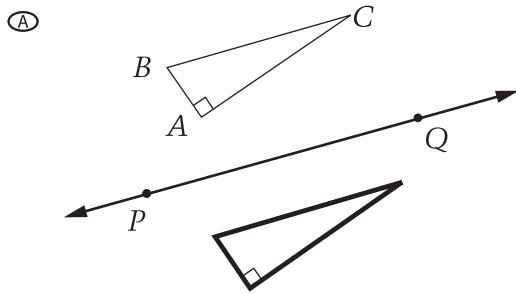
Answer: 69%

Solution (not required in response):

$$\frac{251}{365} = \frac{x}{100}$$

$$365x = 25100$$

3. Which of the following figures shows the reflection of triangle ABC over line PQ ?



GO ON TO THE NEXT PAGE

The Reading Assessment

Grade 8

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 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 is the same as the framework for the 2009 reading assessment, which replaced a framework that was first developed for the 1992 assessment. The 2011 NAEP reading framework includes

- an assessment design based on current scientific reading research,
- consistency with the Elementary and Secondary Education Act Reauthorization of 2001 (No Child Left Behind) legislation,
- use of international reading assessments to inform the NAEP framework,
- a focused measurement of vocabulary,
- objective measurements of reading behaviors (cognitive targets), and
- distinction of cognitive targets relevant to literary and informational text.

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

NAEP Reading Framework
Distribution of Question Pool Across Contexts

	Grade 8
Literary text	45%
Informational text	55%

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.

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.

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 Reading Questions

Grade 8 Reading Selection

Meet the author: E. B. White, the author of children’s classics Charlotte’s Web and Stuart Little, was also a great essayist.

Not Just for Kids Anymore

“I have a lot of the cat in me,” said author E. B. White, “and cats are not joiners.”

Perhaps that is why White, one of the country’s greatest writers, is so hard to label. His essays for *The New Yorker* appealed to an urbane crowd, but he is best remembered for his children’s books. He loved the bustle of New York City, but was happy raising chickens on a Maine farm. And just when critics thought they had him pegged as a benign satirist, he’d write a biting condemnation of the dangers of technology.



© The New York Times/Redux

E. B. White and Minnie, his dachshund, at *The New Yorker* offices in the late 1940s.

The son of a piano manufacturer, Elwyn Brooks White was born in Mount Vernon, New York, in 1899. His family was prosperous, and White was raised with the mix of sophistication and common sense that would mark his writing.

After graduation from Cornell University, White spent a year as a newspaper reporter in New York City, then decided to drive across the country with a friend in a Model T Ford. The trip gave White a lifetime of anecdotes, and spawned a legend or two. “When they ran out of money,” White’s friend, James Thurber, noted, “they played for their supper—and their gasoline—on a fascinating musical instrument that White had made out of some pieces of wire and an old shoe.”

When White returned to New York City in the mid-1920s, he spent a few years bouncing between advertising jobs and unemployment before trying his hand again at writing. Borrowing his brother’s typewriter, he began pounding out sketches and poems. On a lark, he sent some essays to a fledgling magazine called *The New Yorker*. Since its founding in 1925, the magazine had struggled to find its niche, and White’s work helped put *The New Yorker* on the map. His essays were funny and sophisticated; they spoke equally to socialites and cab drivers, professors and plumbers. Through his essays, which he wrote for nearly 50 years, White helped give *The New Yorker* its voice and identity.

In 1945, already a leading literary figure, White embarked on his second career: writing children’s books. He moved from New York to a farm in Maine, where he raised chickens and geese. Seeking a way to amuse his nieces and nephews, White started to write stories for them. “Children were always after me to tell them a story and I found I couldn’t do it,” he said. “So I had to get it down on paper.”

A vivid dream about a mouselike character led to *Stuart Little*. Then, in 1952, White published *Charlotte’s Web*. The book, which was inspired by White’s own farm animals, is arguably the most famous children’s story published in the 20th century.

By the time he died from Alzheimer’s disease in 1985, White’s essays had appeared in more college anthologies than those of any other writer. Many said his essays matched his personality: subtle without being simple, critical without being mean.

Indeed, one *New York Times* critic wrote, “There are times reading an E. B. White book of essays when you think he must be the most likable man of letters alive. If you are some kind of writer yourself, you probably want to imitate him.”

—By John DiConsiglio

VC101798

From LITERARY CAVALCADE, April 2000 issue.
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E. B. White was not only a great author for children, he was also the preeminent essayist of his time. This essay, written as a “Talk of the Town” piece for The New Yorker, provides a hint of his powers.

Twins

by E. B. White

On a warm, miserable morning last week we went up to the Bronx Zoo to see the moose calf and to break in a new pair of black shoes. We encountered better luck than we had bargained for. The cow moose and her young one were standing near the wall of the deer park below the monkey house, and in order to get a better view we strolled down to the lower end of the park, by the brook. The path there is not much traveled. As we approached the corner where the brook trickles under the wire fence, we noticed a red deer getting to her feet. Beside her, on legs that were just learning their business, was a spotted fawn, as small and perfect as a trinket seen through a reducing glass. They stood there, mother and child, under a gray beech whose trunk was engraved with dozens of hearts and initials. Stretched on the ground was another fawn, and we realized that the doe had just finished twinning. The second fawn was still wet, still unrisen. Here was a scene of rare sylvan splendor, in one of our five favorite boroughs, and we couldn't have asked for more. Even our new shoes seemed to be working out all right and weren't hurting much.

The doe was only a couple of feet from the wire, and we sat down on a rock at the edge of the footpath to see what sort of start young fawns get in the deep fastnesses of Mittel Bronx.

The mother, mildly resentful of our presence and dazed from her labor, raised one forefoot and stamped primly. Then she lowered her head, picked up the afterbirth, and began dutifully to eat it, allowing it to swing crazily from her mouth, as though it were a bunch of withered beet greens. From the monkey house came the loud, insane hooting of some captious primate, filling the whole woodland with a wild hooar. As we watched, the sun broke weakly through, brightened the rich red of the fawns, and kindled their white spots. Occasionally, a sightseer would appear and wander aimlessly by, but of all who passed none was aware that anything extraordinary had occurred. "Looka the kangaroos!" a child cried. And he and his mother stared sullenly at the deer and then walked on.

In a few moments the second twin gathered all his legs and all his ingenuity and arose, to stand for the first time sniffing the mysteries of a park for captive deer. The doe, in recognition of his achievement, quit her other work and began to dry him, running her tongue against the grain and paying particular attention to the key points. Meanwhile the first fawn tiptoed toward the shallow brook, in little stops and goes, and started across. He paused midstream to make a slight contribution, as a child does in bathing. Then, while his mother watched, he continued across, gained the other side, selected a hiding place, and lay down under a skunk-cabbage leaf next to the fence, in perfect concealment, his legs folded neatly under him. Without actually going out of sight, he had managed to disappear completely in the shifting light and shade. From somewhere a long way off a twelve-o'clock whistle sounded. We hung around awhile, but he never budged. Before we left, we crossed the brook ourselves, just outside the fence, knelt, reached through the wire, and tested the truth of what we had once heard: that you can scratch a new fawn between the ears without starting him. You can indeed.

VB436837

"TWINS" FROM THE SECOND TREE FROM THE CORNER
by E. B. White. Copyright 1948 by E. B. White. Copyright Renewed.
Reprinted by permission of HarperCollins Publishers Inc.
First published in *The New Yorker*, June 12, 1948.

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. Which of the following is a major idea of the biographical sketch of E. B. White?

- Ⓐ His writing was enjoyed by adults.
- Ⓑ He wrote for average readers.
- Ⓒ His writing was not easy to categorize.
- Ⓓ He was a typical children’s author.

2. The following is from the essay “Twins.”

Occasionally, a sightseer would appear and wander aimlessly by, but of all who passed none was aware that anything extraordinary had occurred. “Looka the kangaroos!” a child cried. And he and his mother stared sullenly at the deer and then walked on.

In these sentences, E. B. White is mainly

- Ⓐ showing how much he knows about animals in the zoo
- Ⓑ contrasting his experience with that of the other sightseers
- Ⓒ showing that he enjoys the reactions of children
- Ⓓ comparing the reactions of children and adults

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 why the setting of a zoo in a city helps to make E. B. White’s essay “Twins” more effective.

The setting of the zoo in the city makes his essay more effective because it is unlikely that you will see a deer giving birth in New York city.

Score & Description:

The response above explains why the setting of a zoo in a city makes the essay more effective.

Full comprehension responses demonstrate understanding of how the city setting contributes to the effectiveness of the essay. Responses may explain that the events in the essay are more significant and unusual because they are not expected in a city environment.

- The setting is important because you don’t expect to see the beauty of nature in a city of big buildings and busy streets.
- It’s good to set it in the city because then a deer is rare, which makes it more special.
- No one expects to see a deer in the city.
- It’s unusual to see nature in the big city.
- The fast pace of the city is a contrast to the slow pace of nature.

GO ON TO THE NEXT PAGE

Example of a partial comprehension—Student Response:

3. Explain why the setting of a zoo in a city helps to make E. B. White’s essay “Twins” more effective.

The setting make thing interesting because a city and a zoo are different and not many places have a zoo in a city.

The response above makes only a general reference to a zoo in a city and does not address the setting in relation to the effectiveness of the essay.

Partial comprehension responses provide a general statement about setting but do not explain how the setting of the essay contributes to its effectiveness.

- The setting allows you to visualize the story
- The story shows you that nature can happen anywhere.
- It was unusual because zoos are usually in the country, not the city.

Example of little or no comprehension in the—Student Response:

3. Explain why the setting of a zoo in a city helps to make E. B. White’s essay “Twins” more effective.

It would be better and more realistic for a child and a mother to go to the zoo.

The response above does not answer the question.

Responses at the little or no comprehension level provide irrelevant details from the biographical sketch or essay, or personal opinions. They do not talk about setting and may use details such as the following:

- Because that’s where the deer are.
- Because that’s where he went.
- People like going to zoos.



III. Informational Questionnaire

Grade 8

DIRECTIONS

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

Example 1

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
1. How often do you watch movies on TV?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

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


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

Example 2

2. Which event would you prefer to attend?
<input type="radio"/> A basketball game
<input type="radio"/> B car show
<input type="radio"/> C concert
<input type="radio"/> D play

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



Do not go past the  **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 13 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

VB330870

9. How far in school did your mother go?

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

VB330871

10. How far in school did your father go?

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

VB331451

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

- Ⓐ Never
- Ⓑ Once in a while
- Ⓒ About half of the time
- Ⓓ All or most of the time

VF095730

12. 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

VE102537

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

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IV. Subject Questionnaires

Mathematics

Grade 8

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

VB543277

1. What math class are you taking this year?

- Ⓐ Geometry
- Ⓑ Algebra II
- Ⓒ Algebra I (one-year course)
- Ⓓ First year of a two-year Algebra I course
- Ⓔ Second year of a two-year Algebra I course
- Ⓕ Introduction to algebra or pre-algebra
- Ⓖ Basic or general eighth-grade math
- Ⓗ Integrated or sequential math
- Ⓙ Other math class

VB543278

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

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

VC497572

3. How often do you feel the following way in your math class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. I have a clear understanding of what my math teacher is asking me to do.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497573
b. The math work is too easy.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497574
c. The math work is challenging.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497575
d. The math work is engaging and interesting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497576
e. I am learning.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC497577

VC189706

4. Please indicate how much you DISAGREE or AGREE with the following statements. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. Because math is fun, I wouldn't want to give it up.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC189707
b. I like math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC189710
c. Math is one of my favorite subjects.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC189711

VB517159

5. How often do you use these different types of calculators in your math class?

	Never use	Sometimes, but not often	Usually use	
a. Basic four-function (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ	VB517160
b. Scientific (not graphing)	Ⓐ	Ⓑ	Ⓒ	VB517161
c. Graphing	Ⓐ	Ⓑ	Ⓒ	VB517282



VB517158

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

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

VB543269

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

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. To check your work on math homework assignments	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VB543270
b. To calculate the answers to math homework problems	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VB543271
c. To work in class on math lessons led by your teacher	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VB543272

VB543267

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

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

VB525162

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

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VB543155

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

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. A spreadsheet program for math class assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543157
b. A program to practice or drill on math facts (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543158
c. A program that presents new math lessons with problems to solve	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543160
d. The Internet to learn things for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543159
e. A calculator program on the computer to solve or check problems for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543161
f. A graphing program on the computer to make charts or graphs for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543262
g. A statistical program to calculate patterns such as correlations or cross tabulations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB517157
h. A word processing program to write papers for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB543156
i. A program to work with geometric shapes for math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC466133



VC189613

11. How often do you use e-mail, instant messages, blogs, or text messages to do any of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
--	----------------------------	----------------------------	-------------------------	---------------------------------	-------------------------------------

- | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Talk online with friends about math work | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VC299268 |
| b. Get help with math from someone other than your teacher, family, classmates, or friends | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VC189627 |

VC290281

12. Do you study or do work for math at an after-school or tutoring program?

- A Yes
 B No

VC034559

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

- 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

VB595182

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

- A Easier than other tests
 B About as hard as other tests
 C Harder than other tests
 D Much harder than other tests

VB595184

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

- A Not very important
 B Somewhat important
 C Important
 D 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

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

- Ⓐ Yes
- Ⓑ No

VE453870

17. Did you answer all of the math questions?

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

VE453875

18. 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 8

This section has 12 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line. VB345622

	Strongly disagree	Disagree	Agree	Strongly agree	
a. When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345623
b. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345624

2. How often do you do each of the following? Fill in **one** oval on each line. VB379288

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB379289
b. Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB379290

3. Now think about reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line. VB345644

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345645
b. Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345646

VB345648

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

	Never	Once	2 or 3 times	4 or 5 times	6 or more times	
a. Made a presentation to the class about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345650
b. Done a project about something that you have read (for example, written a play, created a website)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345651
c. Conducted research for reading and writing projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF009263

VC503875

5. Do you study or do work for English/ language arts at an after-school or tutoring program?

- Ⓐ Yes
- Ⓑ No

VB345715

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

- Ⓐ Never
- Ⓑ Once or twice this year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

7. In your English/language arts class this year, how often does your class do each of the following? Fill in **one** oval on each line.

VC504013

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Read aloud	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504014
b. Read silently	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504015
c. Discuss new or difficult vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504016
d. Explain what we have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504017
e. Read books we have chosen ourselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504019
f. Write something about what we have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504020

VC504022

8. 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? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Summarize the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504023
b. Interpret the meaning of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504024
c. Question the motives or feelings of the characters	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504025
d. Identify the main themes of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504026

VC504027

9. In your English/language arts class this year, how often do you use a computer to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Learn and practice vocabulary	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504028
b. Practice spelling and grammar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504029
c. Access reading-related websites (for example, websites with book reviews and lists of recommended books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504033
d. Conduct research for reading and writing projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC504034

10. 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

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

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

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

VB595184

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

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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