

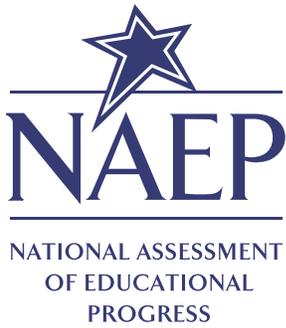
GRADE 4

MATHEMATICS | READING | SCIENCE

Sample Questions

General Information About The Nation's Report Card

2015



Admin Form Line # from Session #

2015
Grade 4

SECTION	
1	MXX
2	MXX
3	D1
4	MB1

Mathematics
Book
M1XXXX

School and Teacher Information

SCHOOL # **TEACHER #**

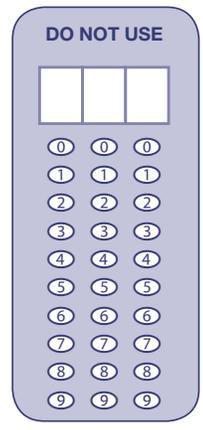
Planning Code (Col. C) **Admin. Code (Col. J)**

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

If Extended Time (EXT) is coded below, enter the total time used below.

<input type="checkbox"/> EXT	<input type="checkbox"/> LRG
<input type="checkbox"/> SMG	<input type="checkbox"/> MAG
<input type="checkbox"/> ONE	<input type="checkbox"/> EQP
<input type="checkbox"/> RA-D	<input type="checkbox"/> CUE
<input type="checkbox"/> RA-O	<input type="checkbox"/> BRL-P
<input type="checkbox"/> RA-A	<input type="checkbox"/> BRL-R
<input type="checkbox"/> BRK	<input type="checkbox"/> SL-P
<input type="checkbox"/> CAL	<input type="checkbox"/> SL-R
<input type="checkbox"/> SSTF	<input type="checkbox"/> BI-D
<input type="checkbox"/> SCR	<input type="checkbox"/> RA-DS
	<input type="checkbox"/> RA-AS
	<input type="checkbox"/> BI-B
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National Assessment of Educational Progress

2015 Grade 4 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 assessments in mathematics, reading, and science. 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 contextual questionnaires.

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 2015 mathematics, reading, and science assessments will be reported as The Nation's Report Card. Assessment results are widely discussed in the press and are used by elected officials, 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 related to students' learning. This booklet includes these questionnaires as well as sample questions for mathematics, reading, and science 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 the NAEP Questions Tool (<http://nces.ed.gov/nationsreportcard/nqt>), which allows you to review additional sample questions with sample answers.

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

II. The 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.

Mathematics

Grade 4

The 2015 NAEP 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. 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 30 percent of the test questions. NAEP provides a four-function 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 <http://www.nagb.org/publications/frameworks.htm>.

NAEP Mathematics Framework Distribution of Questions Across Content Strands

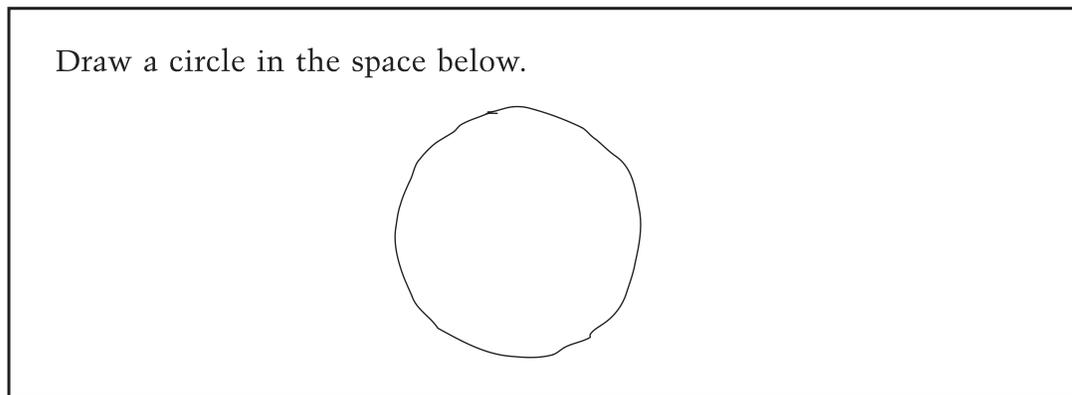
Number Properties and Operations	40%
Measurement	20%
Geometry	15%
Data Analysis, Statistics, and Probability	10%
Algebra	15%

Booklet Directions

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

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

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



You may be given a calculator to use for at least one part of your booklet. If you are given a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the 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.

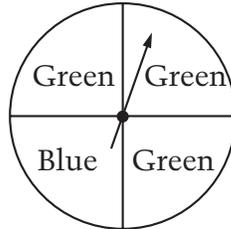
Do not go past the  sign at the end of each section until you are told to do so.



Sample Questions

Grade 4

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

Did you use the calculator on this question?

- Yes No

MOVIE TIMES

Early Show	3:15
Late Show	7:30

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.

3:15 7:30
 4:15 1 hour 8:30
 4:27 12 minutes 8:42



Reading

Grade 4

The 2015 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 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 includes

- 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 percent of their assessment time providing written answers to constructed-response questions. 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 Question Pool Across Contexts

Literary text	50%
Informational text	50%

Booklet 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 4 Reading Selection

Daddy Day Care

Antarctica's ultimate stay-at-home dads

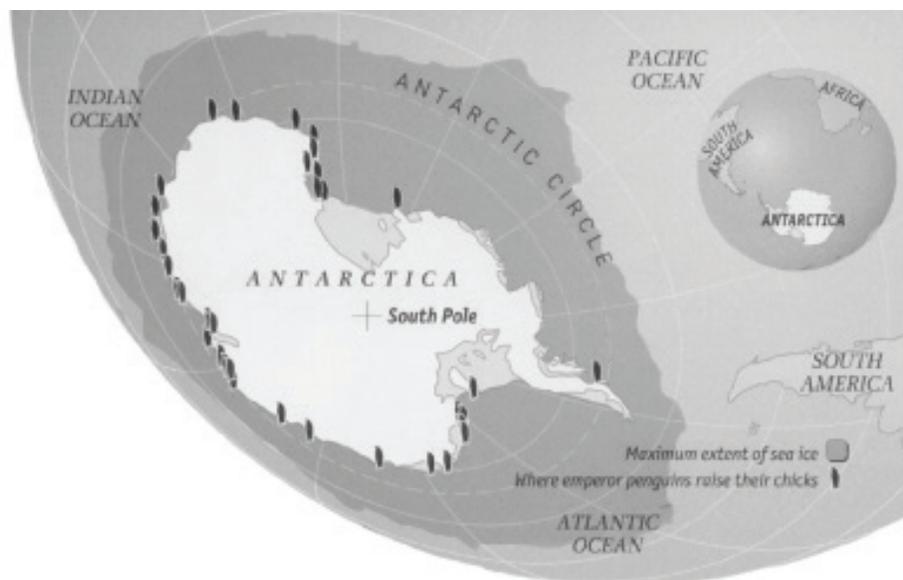
by Ruth Musgrave

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.



GO ON TO THE NEXT PAGE

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.



GO ON TO THE NEXT PAGE

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.

GO ON TO THE NEXT PAGE

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

GO ON TO THE NEXT PAGE 

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. 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



GO ON TO THE NEXT PAGE

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° farrenhight and no wind.



Science

Grade 4

The 2015 NAEP science assessment contains selected-response (multiple-choice) questions, as well as short and extended constructed-response questions. At least 50 percent of the assessment time is devoted to constructed-response questions. These questions measure students' knowledge of facts, ability to integrate this knowledge into larger constructs, and capacity to use the tools, procedures, and reasoning processes of science to develop an increased understanding of the natural world.

The 2015 NAEP science assessment is organized according to science content and practices in the NAEP science framework. For more information regarding the science assessment framework, please visit the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

Science Content

Physical Science (33.3%)*	Life Science (33.3%)*	Earth and Space Science (33.3%)*
<p>Matter</p> <ul style="list-style-type: none"> • Properties of matter • Changes in matter <p>Energy</p> <ul style="list-style-type: none"> • Forms of energy • Energy transfer and conservation <p>Motion</p> <ul style="list-style-type: none"> • Motion at the macroscopic level • Forces affecting motion 	<p>Structures and Functions of Living Systems</p> <ul style="list-style-type: none"> • Organization and development • Matter and energy transformations • Interdependence <p>Changes in Living Systems</p> <ul style="list-style-type: none"> • Heredity and reproduction • Evolution and diversity 	<p>Earth in Space and Time</p> <ul style="list-style-type: none"> • Objects in the universe • History of the Earth <p>Earth Structures</p> <ul style="list-style-type: none"> • Properties of Earth materials • Tectonics <p>Earth Systems</p> <ul style="list-style-type: none"> • Energy in Earth systems • Climate and weather • Biogeochemical cycles

* Item distribution for the content areas is measured by percentage of student response time.

Science Practices

The framework reflects these four science practices**:

- Identifying Science Principles (30%)
- Using Science Principles (30%)
- Using Scientific Inquiry (30%)
- Using Technological Design (10%)

** Item distribution for the science practices is measured by percentage of student response time.

Booklet Directions

In each of sections 1 and 2, you will have 25 minutes to answer a series of questions about science.

You will be asked to respond to several different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet. On questions like this, be sure to mark your answers clearly and darken the oval completely. If you make a mistake or want to change your answer, be sure to erase any unwanted marks. Here is an example of a question that requires you to fill in an oval.

Example 1

How hot is it on the surface of the Sun?

- Ⓐ Not quite as hot as boiling water
- Ⓑ About as hot as fire
- Ⓒ About 100°F
- Ⓓ Much hotter than almost anything on Earth

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

Example 2

Describe one important difference between plants and animals.

Most plants make their
own food, while animals
eat plants and other
animals for food.

GO ON TO THE NEXT PAGE 

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

Example 3

Describe three things that animals do to survive in areas that have cold winters.

Some animals store a lot
of fat so that they can go
into a deep sleep all winter.
Some animals grow a thick
coat of fur to keep them
warm. Some birds and
butterflies fly away from a
cold area and spend the
winter in a place that is
warm and has a lot of food.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need. If you finish a section before time is called, you may go back and check your work on that section only.

Finally, in some questions you may be asked to draw a diagram or fill in a table.

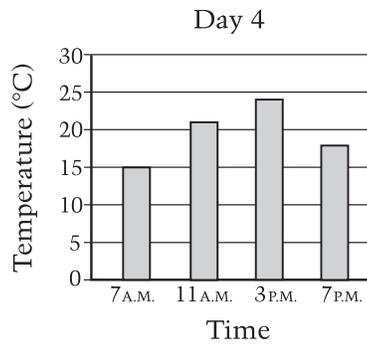
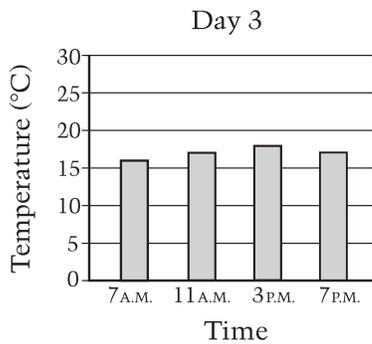
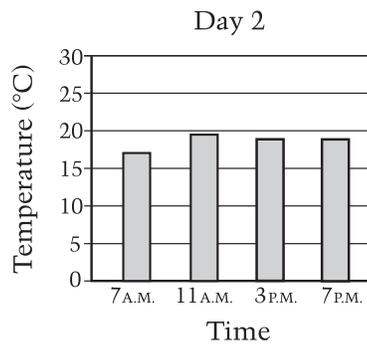
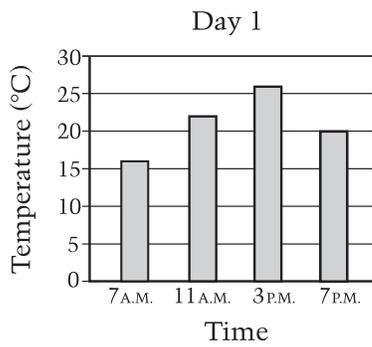


Sample Questions

Grade 4

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. Grace's class measured the temperature outside four times a day for four days in a row. Their results are shown below.



GO ON TO THE NEXT PAGE

Based on these data, choose two days that were most likely cloudy.

- Ⓐ Day 1
- Ⓑ Day 2
- Ⓒ Day 3
- Ⓓ Day 4

Explain why you chose these two days and why you did not choose the other days. Use the data in the graphs and your science knowledge about weather in your answer.

I thought that day 2 and 3 were cloudy
because the temperature was lower than
day 1 and 4. With no clouds on day 1 and 4
the temperature was Higher. that's why I
picked day 2 and 3.

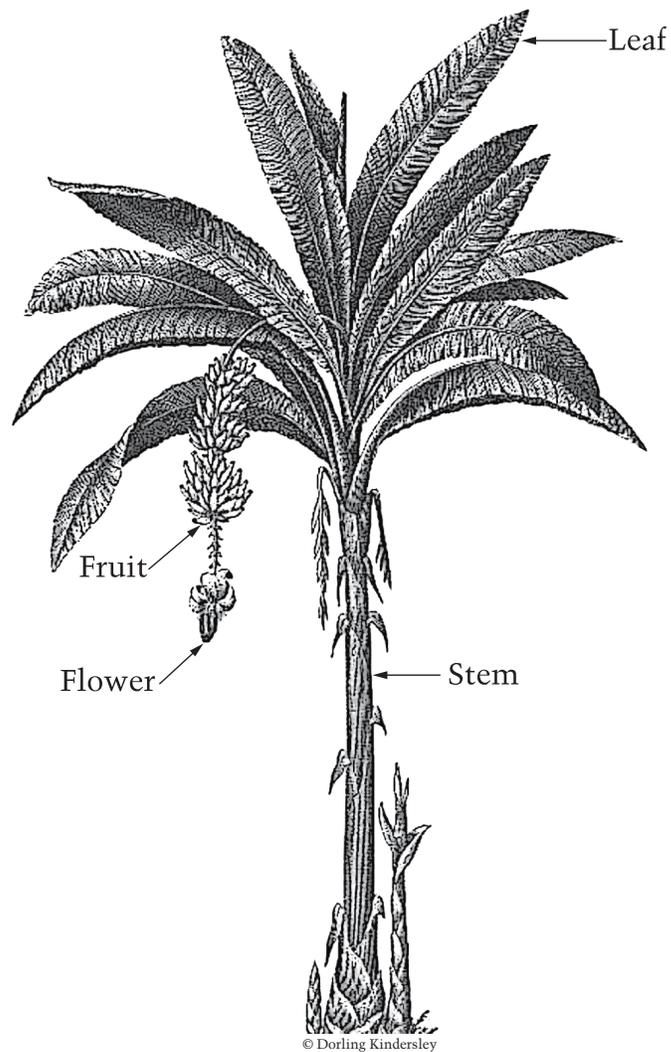
2. A thermometer shows that the outside air temperature is colder than the temperature at which water turns to ice. However, ice on the sidewalk melts.

What probably caused this?

- Ⓐ The air heating the sidewalk
- Ⓑ The sidewalk reflecting sunlight into the air
- Ⓒ The wind causing the ice on the sidewalk to melt
- Ⓓ The sunlight making the sidewalk warmer than the air

GO ON TO THE NEXT PAGE 

3. Look at the banana plant shown below.



What part of this plant helps it get the most light?

- Ⓐ Green fruit
- Ⓑ A peeling, thick stem
- Wide, long leaves
- Ⓓ Brightly colored flowers



III. Contextual 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.

--	--	--	--	--

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

This section has 19 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

- | | |
|--|---|
| <small>VB525162</small>
1. How often do you use a computer for math at school?

<input type="radio"/> Ⓐ Never or hardly ever
<input type="radio"/> Ⓑ Once every few weeks
<input type="radio"/> Ⓒ About once a week
<input type="radio"/> Ⓓ Two or three times a week
<input type="radio"/> Ⓔ Every day or almost every day | <small>VC497143</small>
2. Do you use a computer for math homework at home?

<input type="radio"/> Ⓐ Yes
<input type="radio"/> Ⓑ 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.

- | | |
|--|---|
| <small>VB525166</small>
3. Do you use a computer to practice or drill on math?

<input type="radio"/> Ⓐ Yes
<input type="radio"/> Ⓑ No | <small>VB525168</small>
5. Do you use a computer to make charts or graphs for math?

<input type="radio"/> Ⓐ Yes
<input type="radio"/> Ⓑ No |
| <small>VB525172</small>
4. Do you use a computer to play math games?

<input type="radio"/> Ⓐ Yes
<input type="radio"/> Ⓑ No | <small>VB525170</small>
6. Do you use the Internet to learn things about math?

<input type="radio"/> Ⓐ Yes
<input type="radio"/> Ⓑ 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. How often do you receive help or tutoring with math outside of school or after school?
VF017602
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
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

VC497560

13. How often do you feel you can do a good job on your math assignments?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VC497758

14. How often do you feel you can do a good job on your math tests?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VC497562

15. How often do you feel you like math?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VC497563

16. How often do you feel math is one of your favorite subjects?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VB595182

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

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

VC034559

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?

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VB595184

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

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



Reading

Grade 4

This section has 20 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. Reading is one of my favorite activities. VF009522
- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.
2. How often do you receive help or tutoring with reading outside of school or after school? VE659013
- Ⓐ Never or hardly ever
- Ⓑ Once or twice a month
- Ⓒ Once or twice a week
- Ⓓ Every day or almost every day
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

7. How often does your teacher ask you to read aloud?
VC504001
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
8. How often does your teacher ask you to read silently?
VC504002
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
9. How often does your teacher ask you to read a book you have chosen yourself?
VC504003
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
10. How often does your teacher ask you to write something about what you have read?
VC504004
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
11. How often does your teacher ask you to discuss new or difficult vocabulary?
VE658861
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
12. For school this year, how often do you work in pairs or small groups to talk about something that you have read?
VB345704
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week

13. For school this year, how often do you have a class discussion about something that the class has read?
VB345703
- Ⓐ Never or hardly ever
 - Ⓑ A few times a year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
14. When reading a story in class, how often does your teacher ask you to explain the story in your own words?
VC504005
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
15. When reading a story in class, how often does your teacher ask you to talk about what the characters do and feel?
VC504006
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
16. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?
VB345715
- Ⓐ Never
 - Ⓑ Once or twice this year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
17. For school this year, how often do you use a computer or other computer-like device to read a story, article, or book?
VE658878
- Ⓐ Never
 - Ⓑ Once or twice this year
 - Ⓒ Once or twice a month
 - Ⓓ At least once a week
18. 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

VC034559

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

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VB595184

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

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



Science

Grade 4

This section has 32 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. In this school year, how often have you done activities or projects in science? VC315287
- Ⓐ 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. In this school year, have you done activities or projects to learn about living things (for example, plants, animals, bacteria)? VH157864
- Ⓐ Yes
- Ⓑ No
3. In this school year, have you done activities or projects to learn about electricity (for example, circuits, batteries, and light bulbs)? VH157868
- Ⓐ Yes
- Ⓑ No
4. In this school year, have you done activities or projects to learn about chemicals (for example, mixing sugar or salt in water)? VH157871
- Ⓐ Yes
- Ⓑ No

- VH157875
5. In this school year, have you done activities or projects to learn about rocks or minerals (for example, looking at different rocks)?
- Ⓐ Yes
- Ⓑ No
- VH157879
6. In this school year, how often have you done science activities using scientific tools (for example, telescopes, microscopes, thermometers, or weighing scales)?
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day
- VC315232
7. In this school year, how often have you read a science textbook?
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day
- VC315239
8. In this school year, how often have you read a book or magazine about science?
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day
- VC519400
9. In this school year, how often have you read about science on the computer?
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day
- VC315248
10. In this school year, how often have you watched a movie, video, or DVD about science?
- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

11. In this school year, how often have you discussed news stories about science?
VC315249
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
12. In this school year, how often have you worked with other students on a science activity or project?
VC315270
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
13. In this school year, how often have you presented what you learned about science to your class?
VC315259
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
14. In this school year, how often have you taken a science test or quiz?
VC315256
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
15. In this school year, how often have you talked about measurements or results from your science activities or projects?
VC315288
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
16. In this school year, how often have you been asked to write about your science activities or projects (such as reports, science journals, or lab write-ups)?
VF633162
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day

- VH142438
17. In this school year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments for science?
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
- VC546453
18. In this school year, how often have you talked with your teacher about how you are doing in science?
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
- VH157884
19. In this school year, how often have you used your school library or media center resources for science (such as books, magazines, computers, and audio-video materials)?
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
- VC546463
20. In this school year, how often have you used computers for science?
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day or almost every day
- VC315410
21. How often do you do science activities that are not for schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
- VC315291
22. How often do you feel you can understand what the teacher talks about in science class?
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always

23. How often do you feel you can do a good job on your science tests?
VC315292
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
24. How often do you feel you can do a good job on your science assignments?
VC315294
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
25. How much do you like studying science?
VC315299
- Ⓐ Very little
 - Ⓑ Some
 - Ⓒ Quite a bit
 - Ⓓ Very much
26. How often do you feel science is one of your favorite subjects?
VC315302
- Ⓐ Never or hardly ever
 - Ⓑ Sometimes
 - Ⓒ Often
 - Ⓓ Always or almost always
27. In this school year, have you participated in a science club, a science fair, or a science competition?
VF640468
- Ⓐ Yes
 - Ⓑ No
28. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?
VF633304
- Ⓐ Yes
 - Ⓑ No
29. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was **not** on a school trip?
VF633276
- Ⓐ Yes
 - Ⓑ No
30. 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

VC034559

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

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VB595184

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

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



V. 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.

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 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.

