

8th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 8

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were especially chosen to represent other eighth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will take reading, others math or writing. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Distribute Materials (Choose A or B)

A: Booklets and Materials Not Previously Distributed

(30 students or less)

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

B: Booklets and Materials Previously Distributed

(more than 30 students)

Each of you should have a booklet and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and materials.

Remove Label

Now remove the label with your name on it from the booklet. Place the label on an upper corner of your desk.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a brochure, ruler, protractor, or other materials. Please take a look now to see if you have any extra materials inside the front cover of your booklet.

If you have extra materials, take them out of your booklet and put them on an upper corner of your desk. The instructions in your booklet will tell you when you need to use them.

If you have a packet labeled “Z” containing a set of 7 letters, remove the set, fold along the perforations, and separate the 7 letters. Then put all the materials back into the packet.

- Allow time for students to separate squares.

Now, please look at your booklet cover. In the top right corner under the word “**BOOK**,” you will find a group of letters and numbers. If your booklet has a “**W**” before the number, you should have this writing brochure.

- Point to the booklet number on the Booklet Cover Poster.
- Hold up Grade 8 Writing Brochure.

Raise your hand if your booklet has a “**W**” and you do not have a brochure, and I will give you one.

- Pass out additional brochures as necessary.

This brochure has two parts. The first gives you ideas for planning your writing.

- Point out the first part.

The second part gives you ideas for reviewing what you have written.

- Point out the second part.

You should read the brochure carefully for ideas about writing.

Code the Booklet Cover

Now, please look again at the front cover of your booklet. You will see a group of boxes labeled “School Number.”

- Point to the “School #” boxes on the Booklet Cover Poster.

The number you are to write in these boxes is on the chalkboard. It is (**READ NUMBER**).

- Point to the number on the chalkboard as you read it. Repeat the number as necessary.

Please look again at the group of letters and numbers at the top right corner of your booklet cover, under the word “**BOOK**.”

If the first letter in the group is an “**M**,” locate the name of your **math** teacher on the chalkboard and the two-digit number for your teacher. Write the 2-digit number on your booklet cover in the boxes labeled “Teacher #.”

- Point to the “Teacher #” boxes on the Booklet Cover Poster.

If the first letter in the group is an “**R**” or a “**W**,” locate the name of your **language arts** teacher on the chalkboard and the two-digit number for your teacher. Write the 2-digit number on your booklet cover in the boxes labeled “Teacher #.”

- Point to the “Teacher #” boxes on the Booklet Cover Poster.

If your math or language arts teacher is not listed on the board, please raise your hand.

- Point to the teacher names and teacher numbers. Repeat instructions as necessary.
- Assist students whose teachers are not listed on the board.

Booklet Directions

- Set timer for 2 minutes.
- Do not admit any more students into the session.

Now open your booklet to the directions on the first two pages. You will have 2 minutes to read the directions to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

Cognitive Section

- Set timer for 2 minutes.

Now turn the page and read the next set of directions to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

SECTION 1

Now turn to the beginning of Section 1. Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, "You will need a calculator for this section." If you see this sentence, raise your hand now and I will give you a calculator.

- Distribute grey calculators, checking to make sure the correct students receive calculators.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 1. While you are working in this section, I can't help you answer the questions or explain words to you. Don't worry if the person next to you is working on questions that don't look like the ones you are working on.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It is important to show all of your work. If you need another pencil at any time, please raise your hand.

Carefully read the directions at the beginning of the section and then start working. Please begin.

- If any students have booklet **R073**, quietly tell them that they will have 50 minutes to complete this section. They should not stop working when the timer sounds at the end of Section 1. Instead they should continue working until the timer sounds at the end of Section 2.
- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator only in a calculator section.
- In test booklets M112C, M113C, M115, M116, M128, M129C, M135P, M136G, M143V, and M148V, if a student raises a question about Pluto's status as a planet, please give the following response:

“The status of Pluto was changed from planet to dwarf planet after this booklet was printed. This change does not affect the distances and you should still answer this question.”
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work.

- After 10 minutes, say:

Please stop. I need to collect the NAEP calculators now. Raise your hand if you have one.

- Collect calculators.

SECTION 2

Turn to the beginning of Section 2.

If you see the sentence, “You will need a calculator for this section,” please raise your hand.

- Distribute grey calculators, checking to make sure the correct students receive calculators.
- Set timer for 25 minutes.

You will have 25 minutes to complete Section 2. Carefully read the directions and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets and using a calculator only in a calculator section.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only.

- After 10 minutes, say:

Please stop.

Raise your hand if you have a NAEP calculator and I will collect it.

- Collect calculators.

Background Section

SECTION 3

- Start timer for 2 minutes.

Now turn the page to the directions for Sections 3 and 4 and read them to yourself.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop and turn to Section 3 on the next page. I will read the first two questions and the answer choices with you.

IF NEW JERSEY, SAY:

You are not required to answer questions 1 and 2 about your race or ethnicity.

- Read the questions and answer choices for Questions 1 and 2 on the next page to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

A I am not Hispanic or Latino.

B Yes, I am Mexican, Mexican American, or Chicano.

C Yes, I am Puerto Rican or Puerto Rican American.

D Yes, I am Cuban or Cuban American.

E Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**.

A White

B Black or African American

C Asian

D American Indian or Alaska Native

E Native Hawaiian or other Pacific Islander

- Set timer for 5 minutes.

You will have 5 minutes to answer the rest of the questions in Section 3 on your own. Please begin.

- Start timer.
- After 5 minutes have passed, say:

Please stop.

SECTION 4

- Set timer for 8 minutes.

Now turn to the beginning of Section 4. You will have 8 minutes to work on this section on your own. While you work, I will collect the labels from your desk. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 4, but after no more than 8 minutes, say:

Please stop working.

SECTION 5 – ESBQ, IF REQUIRED

- Set timer for 5 minutes.

Now take out Section 5 from the back of your booklet and open it. You will have 5 minutes to work on this section on your own. Please begin.

- Start timer.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working.

Collect Materials (Choose A or B)

A: For Small Sessions (30 students or less)

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag or envelope. As I call your name, please come forward with your assessment booklet and materials, and then return to your seat.

- Read students' names in Administration Schedule order to collect booklets and ancillary materials.
- Verify that each student has returned an assessment booklet with any used ancillary materials included inside the booklet cover.
- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.

B: For Large Sessions

(more than 30 students)

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag or envelope. Then, place the assessment booklet on an upper corner of your desk.

- Collect the booklets and the ancillary materials.
- Verify that every student has returned an assessment booklet with any used ancillary materials included inside the booklet cover.
- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

NIES Student Survey, If Required

- Before dismissing students, ask that students participating in the NIES Student Survey remain in the classroom.
- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES Student Survey will be administered.

GRADE 8: NAEP ACCOMMODATIONS GUIDELINES

General Guidelines

Accommodation	Guidelines for the Person Administering the Accommodation
<ul style="list-style-type: none"> Bilingual booklet 	<ul style="list-style-type: none"> Requires a separate session. Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Bilingual Dictionary 	<ul style="list-style-type: none"> Check the dictionary prior to the start of the session to be sure it does not contain definitions.
<ul style="list-style-type: none"> Directions read aloud in native language (Spanish) 	<ul style="list-style-type: none"> Requires a separate session. Use the grade-appropriate, bilingual session script to conduct the session.
<ul style="list-style-type: none"> Read aloud – most or all 	<ul style="list-style-type: none"> Requires a separate session. For mathematics booklets, use the Mathematics Read Aloud Guidelines for details on how to read certain mathematical symbols and equations.
<ul style="list-style-type: none"> Test items signed 	<ul style="list-style-type: none"> Requires a separate session. For mathematics booklets, use the Mathematics Read Aloud Guidelines for details on how to sign certain mathematical symbols and equations.
<ul style="list-style-type: none"> Braille version of test 	<ul style="list-style-type: none"> Requires a separate session. If a scribe is used, when a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should use the matching, regular assessment booklet to record student answers. Use the companion booklet to follow along with the student.
<ul style="list-style-type: none"> Responds orally to scribe 	<ul style="list-style-type: none"> Requires a separate session. When a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one change to make revisions, and then will need to move on to the next question.
<ul style="list-style-type: none"> Responds using computer or typewriter 	<ul style="list-style-type: none"> Check the computer prior to the start of the session. Monitor the student during the session to be sure the spelling/grammar function is disabled.

Mathematics Read Aloud Guidelines

Read-aloud examples are given for the following categories: 1. Numbers; 2. Symbols; 3. Operations; 4. Expressions; and 5. Vocabulary. Information is provided about reading Figures and Graphs.

1. Numbers

Description	Example(s)	Read as:
General	0	Zero (not "oh")
Large whole numbers	632,407,981 45,000,689,112	"six three two comma four zero seven comma nine eight one" "four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions - common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths."
Fractions - not common - read as "numerator over denominator"	$\frac{14}{25}$ $\frac{487}{6972}$	"fourteen over twenty-five" "four hundred eighty-seven over six thousand nine hundred seventy-two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"three and one-half" "fifty-seven and three fourths"
Percents	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5,368	"four dollars and ninety-eight cents" "thirty-three cents" "five thousand, three hundred sixty-eight dollars"
Negative numbers - do NOT read negative sign as "minus."	- 3 $-\frac{5}{8}$ - 7.56	"negative three" "negative five eighths" "negative seven point five six"
Dates (years)	1987 2005	"nineteen eighty-seven" "two thousand five"
Roman Numerals	I II III IV	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"

Mathematics Read Aloud Guidelines (continued)

2. Symbols

Description	Example(s)	Read as:
Operation symbols	$+$ $-$ \times \div	“plus” “minus” “times” “divided by”
Powers and roots	7^2 5^3 2^4 $\sqrt{6}$	“seven squared” “five cubed” “two to the fourth power” “the square root of six”
Parentheses - read as “the quantity”	$3(x + 2)$ $(y - 5) \div 6$	“three times the quantity ‘x’ plus two” “the quantity ‘y’ minus 5 (pause) divided by six”
Miscellaneous	π \approx \leq \geq \angle (as in $\angle AOB$) $^{\circ}\text{F}$ $^{\circ}\text{C}$	“pi” “approximately equal to” “less than or equal to” “greater than or equal to” “angle” as in “angle ‘A’ ‘O’ ‘B’” “degrees ‘F’” “degrees ‘C’”
Absolute value	$ 3 $ $ -6 $ $ x + 2 $	“the absolute value of three” “the absolute value of negative six” “the absolute value of ‘x’ plus two”
Shapes (when used instead of numbers or letters to represent variables; do NOT read shape names if the question is asking students to identify shapes)	\square \triangle $\parallel\text{ogram}$ \circ	“box” “triangle” “parallelogram” “circle”

Mathematics Read Aloud Guidelines (continued)

3. Operations

Description	Example(s)	Read as:
Addition – Vertical	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$	“thirteen plus twenty-seven equals”
Horizontal	$13 + 27 =$	“thirteen plus twenty-seven equals”
Subtraction – Vertical	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$	“four hundred eighty-seven minus one hundred fifty-nine equals”
Horizontal	$487 - 159 =$	“four hundred eighty-seven minus one hundred fifty-nine equals”
Multiplication – Vertical	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$	“sixty-three times forty-nine equals”
Horizontal	$63 \times 49 =$	“sixty-three times forty-nine equals”
Division – Vertical	$\begin{array}{r} 8 \\ 15 \overline{)120} \end{array}$	“fifteen into one hundred twenty equals eight”
Horizontal	$120 \div 15 = 8$	“one hundred twenty divided by 15 equals eight”
The answer choices to questions such as “Divide: $4 \overline{)121}$ ”	Answers of the form 30 R1	“thirty ‘R’ one” (Do NOT read “R” as “remainder”)
Operations with boxes or shapes	$3 + \square = 15$	“three plus box equals fifteen”
	$\square + \triangle = 26$	“box plus triangle equals twenty-six”

Mathematics Read Aloud Guidelines (continued)

4. Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $y = x^2 + 6x - 1$ $V = \frac{4}{3}\pi r^3$ $\frac{ t - 2 }{6} \leq 15$ $x^2 y^3 = -36$	“‘N’ plus four” “eight ‘x’ minus three” “four times the quantity ‘y’ minus two (pause) plus 5 equals 7” “‘y’ equals ‘x’ squared plus six ‘x’ minus one” “‘V’ equals four-thirds pi ‘r’ cubed” “the absolute value of ‘t’ minus two (pause) over six is less than or equal to fifteen” “‘x’ squared ‘y’ cubed equals negative thirty-six”
Proportions	$\frac{15}{24} = \frac{x}{100}$	“fifteen over twenty-four equals ‘x’ over one hundred”
Coordinate pairs	the point $(-1, 2)$ The Point A is at $(6, 3)$. A. $(-3, -4)$	“the point (pause) negative one comma two” “The point ‘A’ is at (pause) six comma three.” “‘A’ (pause) negative three comma negative four”
Answer choices with no other text	B. $\left(\frac{2}{3}, \frac{1}{5}\right)$	“‘B’ (pause) two-thirds comma one-fifth”

Mathematics Read Aloud Guidelines (continued)

5. Vocabulary

Vocabulary	Read as:
congruent	con' gru ent
kilograms	kil' ō grams
kilometers	kil om' ě ters
isosceles	ī sōs' ě lēs
pentagonal	pen tag' ō nal
perimeter	per im' ě ter
Pythagorean	pi thag' ōr ē an
quadrilateral	qua' drī lat er al
quartile	quar' tile
theorem	thē' um
x-intercept	“x” in ter cept
y-intercept	“y” in ter cept

Figures and Graphs

The text and numbers in figures should be read as shown in the previous tables.

No additional description or information should be provided.

Abbreviations (e.g., units such as “cm” or “ft”) should be read letter by letter (e.g., “cm” should be read as “c” “m,” NOT as “centimeters” and “ft” should be read as “f” “t,” NOT as “feet”).

8th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 8 ACCOMMODATION

Introduction

- For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were especially chosen to represent other eighth-graders and schools across **(STATE NAME)** and the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will take reading, others math or writing. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across **(STATE NAME)** and the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

Additional Materials

- Read this section only if students have ancillaries. Skip the paragraphs about Set Z or the writing brochure if none of the students have booklets that require these ancillaries.

Some of your booklets may have sections in which you will need to use something extra, like a brochure, ruler, protractor, or other materials. If so, you will find them on the upper corner of your desk. The instructions in your booklet will tell you when to use them.

IF MATHEMATICS, SAY:

If you have a packet labeled “Z” containing a set of 7 letters, remove the set, fold along the perforations, and separate the 7 letters. Then put all the materials back into the packet.

- Allow time for students to separate squares.

IF WRITING, SAY:

Now, please look at your booklet cover. In the top-right corner under the word “**BOOK**,” you will find a group of letters and numbers. If your booklet has a “**W**” before the number, you should have this writing brochure.

- Hold up Grade 8 Writing Brochure.

Raise your hand if your booklet has a “**W**” and you do not have a brochure, and I will give you one.

- Pass out additional brochures as necessary.

This brochure has two parts. The first gives you ideas for planning your writing.

- Point out the first part.

The second part gives you ideas for reviewing what you have written.

- Point out the second part.

You should read the brochure carefully for ideas about writing.

Code the Booklet Cover

Now, please look at the front cover of your booklet. You will see a group of boxes labeled “School Number.” The number you are to write in these boxes is on the chalkboard. It is **(READ NUMBER)**.

- Point to the number on the chalkboard as you read it. Repeat the number as necessary.

Now, I need to find out the name of your teacher.

- Look at each student’s booklet to determine the subject in which the student is being assessed. Ask each student to tell you his/her teacher’s name and assist them in recording the appropriate teacher number on the booklet cover.
- For students whose teachers are not listed on the Roster, write the teacher name on the booklet cover.

Booklet Directions

Non-read aloud

Now open your booklet to the directions on the first two pages. Read the directions to yourself. Please begin.

- Help students find the correct page as necessary.
- Do not admit any more students into the session.
- When all students have finished reading the directions, say:

Read aloud

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud.

- Help students find the correct page as necessary.
- Do not admit any more students into the session.
- Read the directions and example in the booklet to the students. Then, say:

Cognitive Section

Non-read aloud

Now turn the page and read the next set of directions to yourself. Please begin.

- When all students have finished reading the directions, say:

Read aloud

Now turn the page and read the next set of directions to yourself as I read them out loud.

- Read the directions and example in the booklet to the students. Then, say:

SECTION 1

Now turn to the beginning of Section 1.

- Read the next two paragraphs only if students require calculators.

Some of you will need to use a calculator for at least one part of your booklet. If so, there will be a sentence at the top of the page that says, "You will need a calculator for this section." If you see this sentence, raise your hand now and I will give you a calculator.

If you don't know how to use the calculator, there are instructions on the back cover of your booklet to help you. If you need help with the calculator at any time during the assessment, please raise your hand.

- Distribute grey calculators as necessary, checking to make sure the correct students receive calculators.

While you are working in this section, I can't help you answer the questions or explain words to you. You may print or write your answers in cursive.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. It is important to show all of your work.

If you have any questions or need another pencil at any time, please raise your hand.

Non-read aloud

Carefully read the directions and then start working. Please begin.

- If any students have booklet **R073**, quietly tell them that they should work straight through their booklet. They should not stop working when the when the script instructs them to stop and begin Section 2. Instead they should continue working until the end of Section 2.
- Note the time Section 1 begins.
- Monitor students, making sure they are working in the correct section of their booklets.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions to the students.
- Note the time Section 1 begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If required, use the *Mathematics Read Aloud Guidelines for Mathematics Booklets*.
- If students have booklet **R073**, read the entire cognitive section with the students. Skip **SECTION 2** of this script.

- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- In test booklets M112C, M113C, M115, M116, M128, M129C, M135P, M136G, M143V, and M148V, if a student raises a question about Pluto's status as a planet, please give the following response:
"The status of Pluto was changed from planet to dwarf planet after this booklet was printed. This change does not affect the distances and you should still answer this question."
- Note the time each student finishes with Section 1.
- Collect calculators if any were distributed.
- When most or all students are done with Section 1, move on to the next section.
- If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

SECTION 2

Now turn to the beginning of Section 2.

- Read the next paragraph only if students require calculators.

If you see the sentence, “You will need a calculator for this section,” please raise your hand.

- Distribute grey calculators, checking to make sure the correct students receive calculators.

Non-read aloud

Carefully read the directions and then start working. Please begin.

- Note the time Section 2 begins.
- Monitor students, making sure they are working in the correct section of their booklets.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- Note the time Section 2 begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.
- If required, use the *Mathematics Read Aloud Guidelines for Mathematics Booklets*.

- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Note the time each student finishes with Section 2.
- Collect calculators if any were distributed.
- When most or all students are done with Section 2, move on to the next section.
- If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Background Section

SECTION 3

Non-read aloud

Now turn the page to the directions for Sections 3 and 4 and read them to yourself. Please begin.

- When all students have finished reading the directions, say

Now turn the page to the beginning of Section 3. I will read the first two questions and the answer choices for you.

[IF NEW JERSEY, SAY: You are not required to answer questions 1 and 2 about your race or ethnicity.]

- Read the first two questions and answer choices in booklet to the students. These can be found on the next page of this script.

Read aloud

Now turn the page to the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the booklet directions to the students.

Now turn the page to the beginning of Section 3.

[IF NEW JERSEY, SAY: You are not required to answer questions 1 and 2 about your race or ethnicity.] Let's begin.

- Read the questions and answer choices from Section 3 in the student booklet to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
- A I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**.
- A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

Non-read aloud

Answer the rest of the questions in Section 3 on your own. Please begin.

Read aloud

- Continue reading the questions and answer choices from Section 3 in the student booklet.

- When all students have finished Section 3, move on to the next section.

SECTION 4

Non-read aloud

Now turn to the beginning of Section 4. You will do this section on your own. Please begin.

Read aloud

Now turn to the beginning of Section 4 and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answers choices in the booklet to the students.

- When all students have finished Section 4, move on to the next section.

SECTION 5 – ESBQ, IF REQUIRED

Non-read aloud

Now take out Section 5 from the back of your booklet and open it. You will do this section on your own. Please begin.

Read aloud

Now take out Section 5 from the back of your booklet and open it. Read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answers choices in the booklet to the students.

- When all students have finished Section 5, move on to the next section.

Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you have a packet of materials, make sure to place the materials back in the bag.

- Collect the booklets, ancillaries, and student ID labels. Tear up the ID labels and throw them away.
- If a student needed considerable more time than the others for the cognitive sections, allow him/her to continue working on the cognitive sections only.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

NIES Student Survey, If Required

- Before dismissing students, ask that students participating in the NIES Student Survey remain in the classroom.
- When all of the other students have left and you have accounted for all of the session materials, escort those students to the location where the NIES survey will be administered.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 8

Assessment administrators (AAs) may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the background section is repeated below, with an explanation of what information the question is attempting to obtain from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedia, etc., can be based on the resources available in either home.
- For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the foster home.
- For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted in the outside margin of the page that the student is living in an orphanage. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the orphanage.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- A No, I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

The student may choose more than one category if applicable. Help the student as much as necessary with this question. Never tell the student his or her race or ethnicity. Help explain the options to the student.

The following provides some terms that Hispanics use to describe themselves:

Mexican, Mexicano, Mexican American, Chicano

Puerto Rican, Boricua

Cuban, Cubano

Other Latin American, Latino, Hispanic, or Spanish descent

2. Which of the following best describes you? Fill in **one or more ovals**.

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

The student may choose more than one category if applicable.

Students who have identified themselves as Hispanic or Latino in Question 1 may express confusion about Question 2 and/or a reluctance to answer it. If the issue arises, explain that "Hispanic" is considered an "ethnicity," not a "race." Asking both questions helps to make certain that Hispanic students get counted as Hispanic—that their Hispanic identities are preserved—regardless of what racial option(s) they select in Question 2. However, if a student insists that he or she doesn't relate to any of the "race" designations, he or she may leave Question 2 blank.

If the student doesn't know race/ethnicity, you should ask the student which category best describes the student's background. If the student tells you he or she is from a particular group, such as "Navajo," "Irish," or "Japanese," then you may suggest the appropriate response category (e.g., American Indian, White, or Asian).

If the student says that he or she is American, ask the student to select the next best category that describes him or her, in addition to being American.

The following provide guidance for the response categories:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: A person having origins in any of the black racial groups of Africa. Other terms sometimes used include Haitian or Negro.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

American Indian or Alaska Native: Central and South American Indians (the original people in Central and South America) should be classified as American Indians. Other terms sometimes used for Alaska Native include Eskimo and Aleut.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (The term "Native Hawaiian" does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category includes the following Pacific Islander groups: Carolinian, Fijian, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

3. Does your family get a newspaper at least four times a week?

- A Yes
- B No
- C I don't know

Newspapers obtained in school are not to be included in this question.

4. Does your family get any magazines regularly?

- A Yes
- B No
- C I don't know

Getting any magazines "regularly" is defined as currently subscribing to a weekly or monthly magazine or purchasing one "regularly"; that is, 3 out of every 4 weeks if the magazine is a weekly and at least 10 months a year if the magazine is a monthly.

5. About how many books are there in your home?
- A Few (0–10)
 - B Enough to fill one shelf (11–25)
 - C Enough to fill one bookcase (26–100)
 - D Enough to fill several bookcases (more than 100)

The total number of books should include all books—hardback, softback, or books on tapes or CDs—that are in the home (i.e., belonging to the student, the student’s sibling(s), the student’s parents, etc.). The total number should not include magazines, newspapers, comic books, etc.

6. Is there a computer at home that you use?
- A Yes
 - B No

This question refers to a computer, located in the student’s home, that the student uses for any purpose (e.g., for schoolwork, games, Internet, e-mail, etc.).

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.
- A Yes
 - B No
 - C I don’t know

An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. It can be an electronic encyclopedia, such as one available on a computer or CD. Any single comprehensive reference source would qualify as a “Yes” response. However, a dictionary, the World Almanac, or any other yearly almanac publication should not be included.

8. About how many pages a day do you have to read in school and for homework?
- A 5 or fewer
 - B 6–10
 - C 11–15
 - D 16–20
 - E More than 20

This question refers to the number of pages of reading that is typically assigned each day across all subject areas. The total number of pages should include reading that the student completes in class and as homework.

9. How often do you talk about things you have studied in school with someone in your family?

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

This question refers to any kind of discussion that the student has with parents, sibling(s), or other family members about schoolwork or anything studied in school. It does not include conversations that are solely concerned with the student's social or interpersonal experiences at school. Neither does it include simple questions about whether the student has any homework or has completed his or her homework.

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

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

This question refers to the number of full days the student was absent from school in the last month for any reason (e.g., illness, skipped, sports events, extracurricular events, family vacation). However, missing school days due to snow or other weather conditions when the school was closed should not be included in the answer to this question. "In the last month" is defined as the last 30 days. The student should give his or her best estimate as to the number of days missed.

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

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

This question focuses on the language used by people in the student's home, excluding the student. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

12. How far in school did your father go?

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

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student says that he or she does not live with a male parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary male caregiver (i.e., the male in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver.

Option B, "He graduated from high school," refers to having received a high school diploma or a GED or High School Equivalency. Option C, "He had some education after high school," refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy). Option D, "He graduated from college," refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not option D. If the student's father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

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

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

This question focuses on the language used by people in the student's home, excluding the student. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

8th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS: GRADE 8

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

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

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

This question refers to the student's attitudes toward reading and writing. Reading and writing are asked about in general, not specifically with reference to school.

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

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

This question asks the frequency with which the student engages in various reading activities outside of school.

Read for fun on your own time: refers to how often the student reads for his or her own enjoyment during free time. Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

Write e-mails to your friends or family: refers to e-mails that the student writes in school or out of school.

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

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Comic books or joke books	A	B	C	D
b. Fiction books or stories (books or stories about imagined events)	A	B	C	D
c. Plays	A	B	C	D
d. Poems	A	B	C	D

This question asks the frequency with which the student reads comic books, other fiction, drama, or poetry for pleasure. Frequency refers to how often the student engages in reading, not on how often he or she completes a book, story, play, poem, etc. For example, if the student reads from a book twice a week, he or she should mark "At least once a week," even if finishing the book takes a month.

"Comic books or joke books" refers to whole, stand-alone publications. Comic books may also be called "graphic novels"; comic strips printed in a newspaper do not count.

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

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Biographies or autobiographies	A	B	C	D
b. Science books (for example, nature, animals, astronomy)	A	B	C	D
c. Technology books (for example, machines, computers)	A	B	C	D
d. Travel books about other countries	A	B	C	D
e. History books	A	B	C	D
f. Other non-fiction books	A	B	C	D

The items in this question refer to how often the student reads non-fiction for pleasure. Frequency refers to how often the student engages in reading, not to how often he or she completes a work of non-fiction. For example, if the student reads from a non-fiction book twice a week, he or she should mark "At least once a week," even if finishing the book takes a month.

Biographies or autobiographies: refers to writings about real people.

Science books (for example, nature, animals, astronomy): refers to non-fiction books that contain information about these and other science-related subjects.

Technology books (for example, machines, computers): refers to non-fiction books that contain information about these and other technology-related subjects. Computer manuals are also included in this item.

Travel books or books about other countries: refers to books that contain factual information about other countries. The information may be related to things such as geography, culture, or the political system. Travel books are also included in this item.

History books: refers to books that contain information about historical events that took place in the United States or in other countries.

Other non-fiction books: refers to any non-fiction book not included in the above categories.

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

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

This question refers to the sources for articles or stories that the student reads for pleasure. The frequency with which the student reads this material is based on how often the student engages in reading, not how often the student completes an article or story. For example, if the student reads from a story in a magazine twice a week, but takes longer than a week to finish the story, the student should mark “At least once a week.”

Articles in newspapers: refers to journalistic stories that appear in newspapers. They can be related to any topic, including sports, human interest, world events. Reading sports-related articles is included; however, looking up sports statistics does not qualify as reading an article in a newspaper.

Articles or stories in a magazine: refers to written pieces in magazines. They may be news stories, short stories (fiction), or articles about specific topics (such as music). Paging through a magazine looking at photographs or advertisements should not be included.

Articles or stories on the Internet: refers to fiction or non-fiction articles or stories posted on the Internet. “Surfing the Web,” reading e-mail, or reading comments written in a chat room does not qualify.

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

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

Have a class discussion about something that the whole class has read: refers to the frequency with which the student's English class has a class discussion about material that the class has read. This discussion may be lead by the teacher but must involve some student participation. That is, a teacher lecturing the students does not qualify. If a class discussion was held, but the student did not speak, the student should include this discussion in his or her answer.

Work in pairs or small groups to talk about something that you have read: refers to the frequency with which the student engages in class-assigned one-on-one or small-group discussions in English class about material that he or she has read.

Write in a journal about something that you have read for English class: refers to the frequency with which the student engages in class-assigned, informal writing about material that he or she has read for English class. The journal may or may not be read by the teacher or others. Private or personal journals, kept voluntarily by the student, do not qualify here.

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

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

Written a report or paper about something that you have read (for example, a book report): refers to the frequency with which the student writes formal reports for his or her English class about material that he or she has read.

Made a presentation to the class about something that you have read: refers to the frequency with which the student makes a presentation to instruct or communicate to the English class about material that he or she has read. The presentation may be an individual presentation or a group presentation.

Done a project about something that you have read (for example, written a play, created a web site): refers to the frequency with which the student completes an English class project related to material that the student has read. The project may be an individual project or a group project. "Project" refers to a sustained activity that yields a product.

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

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

This question asks the frequency with which the student reads, for various courses, material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment. If the student does not take a particular class, he or she should mark the last column.

English class (for example, plays, fiction books): refers to any non-textbook materials read for the student's English class.

Science class (for example, science magazines, biographies of scientists): refers to any non-textbook materials read for the student's science class. "Science" refers to any science class such as biology, life science, chemistry, physics, or engineering.

Social studies or history class (for example, books about people who lived a long time ago, real letters written a long time ago): refers to any non-textbook materials read for the student's social studies or history class. "Social studies or history" refers to subjects such as history, geography, government, or sociology.

Math class (for example, math word-games): refers to any non-textbook materials read for the student's math class. Solving mathematical puzzles that do not require reading (for example, solving numerical puzzles from a mathematical puzzle book) should not be included in this question.

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

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

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and for assignments that involve reading. "Long answers" are answers that require at least one paragraph. The phrase "tests and assignments that involve reading" refers to tests on materials that are read by the student and reading assignments that are given to the student.

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

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

This question is intended to assess the frequency with which the student is asked to explain or discuss what is read at school. In answering this question, the student should include textbook and non-textbook materials assigned to the entire class, as well as textbook and non-textbook materials selected by the student to fulfill an assignment.

11. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including reading.

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

- 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

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on other school tests taken this year.

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

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

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK A: GRADE 8

This section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. 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 reading is fun, I wouldn't want to give it up.	A	B	C	D
b. I read in my spare time.	A	B	C	D
c. When I read, I sometimes get totally absorbed.	A	B	C	D
d. I like to read.	A	B	C	D
e. Reading is one of my favorite activities.	A	B	C	D
f. I read only if I have to.	A	B	C	D
g. I read only to get information I need.	A	B	C	D
h. I read because it will help me do well in school.	A	B	C	D

The eight statements in this question assess the student's attitude towards and interest in reading; the question refers to reading in general, including but not limited to reading in school. The student's responses should express how strongly he or she agrees or disagrees with each statement.

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

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

The two items in this question refer to how often the student engages in each of the specified activities.

Read for pleasure: refers to how often the student reads for his or her own enjoyment during free time. Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: refers to how often the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

3. NOT including reading that you do for school, how often do you spend time reading each of the following types of **fiction**? Fill in **one** oval on each line. (VB345628) [4/8/12]

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Comic books	A	B	C	D
b. Short stories or novels	A	B	C	D
c. Plays	A	B	C	D
d. Poems	A	B	C	D

The four items in this question refer to how often the student reads poetry or particular types of fiction for pleasure. Frequency refers to how often the student engages in reading, not how often he or she completes a novel, play, etc. For example, if the student reads fiction or poetry twice a week, he or she should mark "At least once a week," even if finishing the selection takes longer than a week.

"Comic books" refers to whole, stand-alone publications, which may also be called "graphic novels"; comic strips printed in a newspaper do not count.

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

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Biographies or autobiographies	A	B	C	D
b. Science books (for example, nature, animals, astronomy)	A	B	C	D
c. Technology books (for example, machines, computers)	A	B	C	D
d. Travel books or books about other countries	A	B	C	D
e. History books	A	B	C	D
f. Other non-fiction books	A	B	C	D

The six items in this question refer to how often the student reads non-fiction for pleasure. Frequency refers to how often the student engages in reading, not how often he or she completes a work of non-fiction. For example, if the student reads from a non-fiction book twice a week, he or she should mark “At least once a week,” even if finishing the book takes a month.

Biographies or autobiographies: refers to writings about real people.

Science books (for example, nature, animals, astronomy): refers to non-fiction books that contain information about these and other science-related subjects.

Technology books (for example, machines, computers): refers to non-fiction books that contain information about these and other technology-related subjects. Computer manuals are also included in this item.

Travel books or books about other countries: refers to books that contain factual information about other countries. The information may be related to things such as geography, culture, or the political system. Travel books are also included in this item.

History books: refers to books that contain information about historical events that took place in the United States or in other countries.

Other non-fiction books: refers to any non-fiction book not included in the above categories.

5. Think about the classes that you are taking this year. How often do you read articles, books, newspapers, or something that is **NOT** a textbook in each of the following classes? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	I don't take this class
a. English/language arts class	A	B	C	D	E
b. Science class	A	B	C	D	E
c. Social studies or history class	A	B	C	D	E
d. Math class	A	B	C	D	E

This question asks the frequency with which the student reads, for various courses, material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment. If the student does not take a particular class, he or she should mark the last column.

English/language arts class: refers to any non-textbook materials read for the student's English or language arts class.

Science class: refers to any non-textbook materials read for the student's science class. "Science" refers to any science class such as biology, life science, chemistry, physics, or engineering.

Social studies or history class: refers to any non-textbook materials read for the student's social studies or history class. "Social studies or history" refers to subjects such as history, geography, government, or sociology.

Math class: refers to any non-textbook materials read for the student's mathematics class. Solving mathematical puzzles that do not require reading (for example, solving numerical puzzles from a mathematical puzzle book) should not be included in this question.

6. So far this year, how many times have you been asked to write answers of **at least a paragraph in length** to questions on tests or assignments that involved reading?
- A Never
 - B Once or twice this year
 - C Once or twice a month
 - D At least once a week

This question asks the student how frequently, during the current year, he or she has been instructed to write at least one paragraph in response to a test question or to fulfill an assignment. The required response should relate to a test of, or an assignment regarding, something the student has read for class. However, this writing might have been required for any subject, not just for the student's reading class.

7. How often do you and your teacher review your progress in English/language arts by looking at your work together?
- A Never or hardly ever
 - B A few times a year
 - C Once or twice a month
 - D At least once a week

This question asks the student how often the teacher discusses the student's English/language arts progress by talking with him or her on a one-to-one basis about written or other assigned work.

8. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

9. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

10. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK B: GRADE 8

This section has 8 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often does your teacher do each of the following during English/language arts class? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Ask you to read aloud	A	B	C	D
b. Ask you to read silently	A	B	C	D
c. Help you understand new words	A	B	C	D
d. Help you break words into parts	A	B	C	D
e. Teach you the meaning of new words before you read	A	B	C	D
f. Ask you different questions about what you have read	A	B	C	D
g. Ask you to write something about what you have read	A	B	C	D

The seven items in this question refer to how often the student's teacher either engages in or asks the student to engage in a specified activity during English/language arts class.

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Discuss new or difficult vocabulary	A	B	C	D
b. Explain or support our understanding of what we have read	A	B	C	D
c. Discuss different interpretations of what we have read	A	B	C	D
d. Discuss whether the authors are reliable sources of information	A	B	C	D
e. Make predictions about what we will find as we continue reading	A	B	C	D
f. Discuss something the whole class has read	A	B	C	D
g. Work in pairs or small groups to talk about something that we have read	A	B	C	D
h. Do a group activity or project about what we have read	A	B	C	D
i. Read books we have chosen ourselves	A	B	C	D
j. Write something about what we have read	A	B	C	D

The ten items in this question refer to how often the student's teacher engages the whole English/language arts class in each of the specified activities.

3. In English/language arts class, 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	Almost every day
a. Summarize the passage	A	B	C	D
b. Interpret the meaning of the passage	A	B	C	D
c. Question the motives or feelings of the characters	A	B	C	D
d. Identify the main themes of the passage	A	B	C	D
e. Relate the passage, its characters, and/or its themes to your own life	A	B	C	D

The five items in this question refer to how often the student's teacher asks the student to engage in each of the specified exercises during English/language arts class.

4. How often do you use either the school library or the public library to do each of the following? Fill in **one** oval each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Do research for a school assignment	A	B	C	D
b. Get information for your own use	A	B	C	D

The two items in this question refer to how often the student uses any library that is not located in his or her home to engage in each of the specified activities.

5. How much time do you spend each week reading for pleasure on your own?

- A None
- B 1 hour or less per week
- C 2 hours
- D 3 hours
- E 4–5 hours
- F 6 hours or more per week

This question encompasses all types of reading in school or out of school.

6. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

7. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

8. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK C: GRADE 8

This section has 9 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often does your English/language arts teacher allow you and your class 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	Almost every day
a. Select what to read for class (for example, your own book, newspaper, journal article)	A	B	C	D
b. Help plan what the class will study next	A	B	C	D
c. Have a say in how your assignments and work will be evaluated or graded	A	B	C	D
d. Select how you will demonstrate what you have learned (for example, through a skit, poster, presentation, debate)	A	B	C	D
e. Select the resources you can use to complete class projects or assignments (for example, the Internet, newspaper, your own books, personal interviews)	A	B	C	D
f. Select work arrangements for projects and assignments (for example, by yourself, with a group)	A	B	C	D
g. Select learning goals for the class	A	B	C	D

The seven items in this question assess how often the student's teacher allows students to participate in decisions about how the English/language arts class will function, with regard to curriculum, evaluation, and goals. The items also probe the student's involvement in setting individual expectations and goals.

2. How often does your English/language arts teacher do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Discuss books you have read on your own	A	B	C	D
b. Tell you about book clubs that you could join	A	B	C	D
c. Offer free reading time during class	A	B	C	D
d. Tell you about special reading activities	A	B	C	D

The four items in this question refer to how often the student's teacher engages in each of the specified activities in or out of class. Item "a" involves an interaction between the teacher and the student. Items "b" through "d" need only to involve the teacher's providing information.

3. During your English/language arts class, how often does your teacher ask you to use computers in the following ways? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. To learn and practice vocabulary	A	B	C	D
b. To practice spelling and grammar	A	B	C	D
c. To write reports	A	B	C	D
d. To produce multimedia reports/projects	A	B	C	D
e. To read books on the computer	A	B	C	D
f. To access reading-related websites (for example, websites with book reviews and lists of recommended books)	A	B	C	D
g. To conduct research for reading and writing projects	A	B	C	D
h. To correspond with teachers or students from other schools using e-mail	A	B	C	D

The eight items in this question refer to whether or not the student's teacher asks the student to use a computer during reading class to engage in each of the specified activities.

4. Outside of school, how often do you e-mail, text message, or instant message with other students from your English/language arts class 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	Almost every day
a. Talk about class projects	A	B	C	D
b. Talk about upcoming quizzes and tests	A	B	C	D
c. Talk about homework shortcuts	A	B	C	D
d. Talk about websites that will help you with homework	A	B	C	D
e. Find out about new books to read	A	B	C	D

The five items in this question refer to how frequently, outside of school, the student uses technology to discuss class projects, tests, homework, websites, or books with other students. This discussion might be initiated by the student or by the other participant. Note that face-to-face communication does not count.

5. What kind of reader do you think you are?

- A A poor reader
- B An average reader
- C A good reader
- D A very good reader

This question assesses the student's own perception of his or her reading ability. The student's answer should reflect his or her self-evaluation, which may or may not agree with others' evaluations.

6. Do you attend an English/language arts after-school or tutoring program?

- A Yes
- B No

This question asks whether the student participates in an English/language arts program that is offered outside of his or her current class. The student may or may not have been referred by school personnel. The program may or may not be school-sponsored, and it may or may not take place on school property. The program may be oriented towards remedial instruction, advanced instruction, or reading-related interests. However, the activity must constitute an organized "program"; a student's receiving instruction from a private English/language arts tutor does not count.

7. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

8. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

9. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK D: GRADE 8

This section has 9 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. When you are reading and come across a word you do not understand, how often do you do each 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. Look up the word	A	B	C	D	E
b. Ask someone	A	B	C	D	E
c. Guess from the words around it	A	B	C	D	E
d. Just keep reading	A	B	C	D	E
e. Determine from the root word, prefix, and/or suffix	A	B	C	D	E

Each of the five items in this question reflects a strategy that a student might adopt when faced with an unfamiliar word. The student might engage in all, some, or none of these tactics—and might do so with the same or different frequency. In other words, the student should respond to each item independently.

2. How often do you do the following activities to learn new words outside of school? 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. Play word games	A	B	C	D	E
b. Pay attention to unfamiliar words while reading	A	B	C	D	E

Each of the two items in this question reflects a strategy that a student might use to learn new words when he or she is not at school. The student might use both, either, or neither of these tactics—and might do so with the same or different frequency. In other words, the student should respond to each item independently.

3. How often do you do any of the following activities? 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. Borrow reading materials from the public or school library	A	B	C	D	E
b. Buy books or magazines at bookstores	A	B	C	D	E
c. Take part in summer reading programs	A	B	C	D	E
d. Attend book clubs or book fairs	A	B	C	D	E

The four items in this question refer to how often the student engages in each of the specified activities. The student might engage in “a,” “c,” or “d” in school or out of school; however, unless the school operates an onsite bookstore, “b” refers to an out-of-school activity.

4. Please indicate how much you DISAGREE or AGREE with the following statements about studying for and learning English/language arts. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am certain I can understand the most difficult material presented in my English/language arts texts.	A	B	C	D
b. I am confident I can understand the most complex material presented by my English/language arts teacher.	A	B	C	D
c. I am confident I can do an excellent job on my English/language arts assignments.	A	B	C	D
d. I am confident I can do an excellent job on my English/language arts tests.	A	B	C	D
e. I am certain I can master the skills being taught in my English/language arts class.	A	B	C	D

The five statements in this question assess the student’s own perception of his or her continued performance in reading. The student’s responses should express how strongly he or she agrees or disagrees with each statement. The answers should reflect the student’s self-evaluation, which may or may not agree with others’ evaluations.

5. Please indicate how much you DISAGREE or AGREE with the following statements about studying for and learning English/language arts. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. When I study, I try to relate new material to things I have learned in other subjects.	A	B	C	D
b. When I study, I figure out how the information might be useful in the real world.	A	B	C	D
c. When I study, I try to understand the material better by relating it to things I already know.	A	B	C	D
d. When I study, I figure out how the material fits in with what I have learned.	A	B	C	D

Each of the four statements in this question expresses a strategy that might or might not reflect the student’s study practices. The student’s responses should express how strongly he or she agrees or disagrees with each statement. He or she might engage in all, some, or none of these approaches—and might emphasize them equally or differently. In other words, the student should respond to each item independently.

6. How often do you feel the following way in your English/language arts class? Fill in **one** oval each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. I have a clear understanding of what my teacher is asking me to do.	A	B	C	D
b. The English/language arts work is too easy.	A	B	C	D
c. The English/language arts work is boring.	A	B	C	D
d. I have done a good job on my homework.	A	B	C	D
e. I have done a good job on my classwork.	A	B	C	D
f. The English/language arts work is challenging.	A	B	C	D
g. The English/language arts work is engaging and interesting.	A	B	C	D
h. I am learning.	A	B	C	D

The eight items in this question assess the student's perceptions and attitudes regarding his or her current English/language arts class.

Items "a," "b," and "f" assess the student's perception of the difficulty posed by the material presented in his or her current English/language arts class.

Items "c" and "g" assess how much the student enjoys his or her current English/language arts class.

Items "d" and "e" assess the student's self-perceived performance in his or her current English/language arts course (homework and class work, respectively), regardless of the material's difficulty.

Item "h" assesses the student's perception of his or her own progress in understanding the English/language arts material presented in the current class. This progress may or may not be reflected in the student's perception of his or her actual performance on homework or in class.

7. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

8. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

9. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

MATHEMATICS BACKGROUND QUESTIONS: GRADE 8

This section has 11 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

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

Mathematics course patterns differ from school district to school district; moreover, they are continually changing as more districts introduce traditional “high school” mathematics at earlier grade levels. Sometimes these more advanced classes are offered for all students and sometimes only for the most able students. To interpret performance on the NAEP mathematics assessment, it is helpful to know the type of course in which a student is enrolled and, thus, the mathematics content to which he or she has been exposed. However, given the wide variation in course titles, students may have difficulty in selecting the correct course descriptor from our list. The following descriptions of the mathematics content typically covered in each type of course may be helpful to students who are unsure what to answer. Encourage students to give their best judgment, even if they are not certain of the correct answer.

Geometry is usually taken after Algebra I and involves working with theorems and proofs involving two-dimensional figures such as rectangles, triangles, and circles.

Algebra II usually involves solving quadratic equations, radical expressions and equations, and rational expressions and equations, as well as working with functional notation and right-triangle trigonometry. Algebra II would be a very advanced class for an eighth-grade student because it is usually taken after both Algebra I and Geometry.

Algebra I usually involves simplifying expressions, finding and solving linear equations and inequalities, solving systems of equations, analyzing data, and working with powers and exponents. The content is sometimes taught in a single school year and sometimes spread over two consecutive years.

Introduction to algebra or pre-algebra usually involves solving equations, using positive and negative numbers, graphing equations, and understanding probability and statistics.

Basic or general eighth-grade math usually includes topics in number sense, measurement, and conversions. Typically, this course places much less emphasis on equations than does algebra or pre-algebra.

Integrated/sequential math is a multi-year curriculum used by some schools and districts. As its name implies, integrated/sequential math is a specific series of topics, taught in a specific order over more than one year, in which each topic builds upon the previous one. The interdependence of the topics distinguishes integrated/sequential math from a traditional algebra/geometry sequence, in which algebra and geometry are more independent courses. At this grade level integrated/sequential math usually includes topics in number patterns, problem solving, area and perimeter, Pythagorean theorems, and logic.

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

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

Because mathematics course work is highly sequential, knowing the course that will be taken next year offers a further check on what courses the student has already completed. Students should be encouraged to give their best judgment; however, if they really have no idea what mathematics to expect in ninth grade, they should select the "I don't know" option.

Refer to the previous question for descriptions of the mathematics content typically covered in each course.

Basic or general math at ninth grade would be the same as "basic or general eighth-grade math."

Business or consumer math usually involves topics in commission, discount, sales tax, interest, unit pricing, and mark-ups.

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. I have a clear understanding of what my teacher is asking me to do.	A	B	C	D
b. The math work is too easy.	A	B	C	D
c. The math work is boring.	A	B	C	D
d. I have done a good job on my homework.	A	B	C	D
e. I have done a good job on my classwork.	A	B	C	D
f. The math work is challenging.	A	B	C	D
g. The math work is engaging and interesting.	A	B	C	D
h. I am learning.	A	B	C	D

Items “a,” “b,” and “f” assess the student’s perception of the difficulty posed by the material presented in his or her current mathematics class.

Items “c” and “g” assess how much the student enjoys his or her current mathematics class.

Items “d” and “e” assess the student’s self-perceived performance in his or her current mathematics course (homework and class work, respectively), regardless of the material’s difficulty.

Item “h” assesses the student’s perception of his or her own progress in understanding the mathematics presented in the current class. This progress may or may not be reflected in the student’s perception of his or her actual performance on homework or in class.

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

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

This question refers to the frequency with which the student uses a computer at school for mathematics-related work—including class work, homework, and any other mathematics-related activity. The work may be done on computers in a classroom, in a school library, in a school computer lab, or elsewhere at school.

5. On a typical day, how much time do you spend doing work for math class on a computer? Include work you do in class and for homework.
- A None
 - B Half an hour or less
 - C About 1 hour
 - D About 2 hours
 - E More than 2 hours

This question refers to the amount of time the student spends on any computer, performing work for his or her mathematics class. The student should include both work done during class and homework done outside of class. The computer could be at home, at school, in a library, or anywhere else.

6. 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	A	B	C	D	E
b. A program to practice or drill on math facts (addition, subtraction, multiplication, division)	A	B	C	D	E
c. A program that presents new math lessons with problems to solve	A	B	C	D	E
d. The Internet to learn things for math class	A	B	C	D	E
e. A calculator program on the computer to solve or check problems for math class	A	B	C	D	E
f. A graphing program on the computer to make charts or graphs for math class	A	B	C	D	E
g. A statistical program to calculate patterns such as correlations or cross tabulations	A	B	C	D	E
h. A word processing program to write papers for math class	A	B	C	D	E
i. A drawing program to work with geometric shapes for math class	A	B	C	D	E

This question refers to the types of computer software the student uses while studying mathematics and the frequency with which he or she uses each type of software. The student should include software used in mathematics class and for mathematics homework. Extra credit or self-study work should be included, but not work for other classes (such as science). The computer could be at home, at school, in a library, or anywhere else.

A spreadsheet program for math class assignments: refers to the frequency with which the student uses spreadsheet programs for assignments for his or her mathematics class. This activity may include using a spreadsheet program to create/display data in tables, in charts, or in graphs. Such programs include Excel, Lotus 1 2 3, etc.

A program to practice or drill on math facts (addition, subtraction, multiplication, division): refers to the frequency with which the student uses programs that are designed to increase mastery of basic mathematics concepts and facts, like addition, subtraction, multiplication, division, fractions, and decimals. Such programs include Math Blaster, Math Flashcards, Decimal & Fraction Maze, Math Advantage 2002, etc.

A program that presents new math lessons with problems to solve: refers to the frequency with which the student uses programs that present entire lessons, from introducing a new concept through practice and mastery. In some cases the lessons use a self-discovery model in which the student learns the concept by working through the problems; in other cases the concept is presented in an expository manner at the beginning of each lesson. Examples include the SMILE Program, 123Math.ca, Math Goodies, the Carnegie Algebra Tutor, etc.

The Internet to learn things for math class: refers to the frequency with which the student uses the Internet to access Websites containing substantive information about mathematics (including the application of mathematics or the history of mathematics) for mathematics class assignments. Sites might include those sponsored by encyclopedia, universities, professional societies, or museums. The student should not include his or her visits to school or to class Websites for administrative purposes (e.g., to find out the day's homework assignment) or e-mail exchanges with classmates or teachers.

A calculator program on the computer to solve or check problems for math class: refers to the frequency with which the student uses a calculator program on a computer (typically the basic or scientific calculator applications included with the computer operating systems) to solve or check problems for his or her mathematics class. The student should not include the use of hand-held calculators, even programmable calculators.

A graphing program on the computer to make charts or graphs for math class: refers to the frequency with which the student uses a graphing program on a computer to construct charts or graphs for mathematics class. Programs include the Chart functions within Excel or Lotus or separate programs, such as CAD, DeltaGraph, Advanced Grapher, Graphmatica.

A statistical program to calculate patterns such as correlations or cross tabulations: refers to the frequency with which the student uses a statistical program to calculate patterns for his or her mathematics class. Programs include Data Desk, ActivStats, Minitab, Mathematica, etc.

A word processing program to write papers for math class: refers to the frequency with which the student uses word processing programs to write reports for his or her mathematics class. Word processing programs include Word, Word Perfect, Notepad, etc.

A drawing program to work with geometric shapes for mathematics class: refers to the frequency with which the student uses graphics programs to work with geometric shapes for his/her math class. Programs include Sketchpad, Cabri, Cinderella, Hot Spot, Smart Draw, etc.

7. 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)	A	B	C
b. Scientific (not graphing)	A	B	C
c. Graphing	A	B	C

This question refers to the frequency with which the student uses different types of calculators while mathematics class is in session. The calculator could be supplied by the student or by the school.

Basic four-function calculators perform addition, subtraction, multiplication and division. They do not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculators perform basic arithmetic operations plus calculating exponents and performing other complex operations.

Graphing calculators perform graphic functions. In addition to drawing graphs in the viewing window, they will accept algebraic notation and data matrices.

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

- A Never
- B Sometimes
- C Always

The mathematics tests or quizzes could be in the student's regular classroom, but they could also be in a pull-out or after-school program that teaches mathematics. If calculator use is different in these different settings, the student should answer for his or her regular classroom. The calculator could be supplied by the student or by the school.

9. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

10. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

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

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

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

MATHEMATICS BACKGROUND QUESTIONS BOOK E: GRADE 8

This section has 15 questions. Mark your answers in your booklet.

1. How often do you use a computer to play math games **in your math class**?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to whether the student uses a computer to play mathematics games during math class. Many mathematics “games” are a form of practice and drill, but other possibilities exist. Because new software is constantly being created, it is not possible to specify every activity that would qualify as a “math game.” Thus, if a student considers a program that he or she uses on the computer to be a math game, a “yes” answer is appropriate.

2. How often do you use a computer to play math games that are **not for a math class**?
- A Never or hardly ever
 - B Once every few weeks
 - C About once a week
 - D Two or three times a week
 - E Every day or almost every day

This question refers to whether the student uses a computer to play mathematics games outside of mathematics class. The games might be played during a different class, during another school activity, in a library, at home, or anywhere else. Many mathematics “games” are a form of practice and drill, but other possibilities exist. Because new software is constantly being created, it is not possible to specify every activity that would qualify as a “math game.” Thus, if a student considers a program that he or she uses on the computer to be a math game, a “yes” answer is appropriate.

3. How often do you use e-mail, instant messages, blogs, chat rooms, 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. Work online with friends for math class	A	B	C	D	E
b. Ask your teacher questions about your math homework	A	B	C	D	E
c. Get help with math from someone other than your teacher, family, classmates, or friends	A	B	C	D	E

This question refers to the student’s use of e-mail, instant messages, blogs, chat rooms, or text messages for the specified mathematics-related activities only. These activities may take place at school, at home, or anywhere else.

4. Do you attend a math after-school or tutoring program?

- A Yes → Go to Question 5
- B No → Skip to Question 6

This question asks whether the student participates in a mathematics program that is offered outside of his or her current mathematics class. The student may or may not have been referred by school personnel. The program may or may not be school-sponsored, and it may or may not take place on school property. The program may be oriented towards remedial instruction, advanced instruction, or math-related interests. However, the activity must constitute an organized “program”; a student’s receiving instruction from a private mathematics tutor does not count.

5. This year, have you used **computers** to help you learn math in an after-school or tutoring program?

- A Yes
- B No

This question asks whether the student has used a computer in the program that he or she has indicated by answering “yes” to the previous question. If a student participates in more than one program and has used a computer in any of them during the current year, he or she should answer “yes.”

6. Do you use a computer for math homework at home?

- A No, I do not have a computer at home. → Skip to Question 8
- B No, I have a computer at home, but I do not use it for math. → Go to Question 7
- C Yes, I have a computer at home, and I use it for math. → Go to Question 7

This question assesses whether the student uses a computer at home for work that has been assigned by his or her mathematics teacher. A student’s using the computer for any other purpose—including playing mathematics games or engaging in other mathematics-related activities that have not been assigned—does not count. Because the question does not specify how often the activity must have been performed to qualify as a “yes,” this decision should be left to the student’s own judgment. Many students may think that a single occurrence qualifies.

7. Do you use the Internet at home?

- A Yes
- B No

This question asks whether the student uses his or her home computer to access the Internet for any activity, whether or not the activity is related to mathematics. For example, a student’s accessing non-mathematics-oriented websites, blogs, or chat rooms counts. The question does not specify how often the student must have accessed the Internet to answer “yes”; this decision should be left to the student’s own judgment.

8. 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	A	B	C	D	E
b. To calculate the answers to math homework problems	A	B	C	D	E
c. To work in class on math lessons led by your teacher	A	B	C	D	E

The three items in this question assess how often the student uses a calculator to engage in activities related to his or her mathematics class. Items “a” and “b” might take place in or out of class. Item “c” refers to classroom activity.

9. What kind of **calculator** do you usually use when you are **not in math class**?
- A None
 - B Basic four-function (addition, subtraction, multiplication, division)
 - C Scientific (not graphing)
 - D Graphing

This question refers to the type of calculator, if any, that the student uses outside of mathematics class. Calculator use in any other class should be included, as should use that occurs away from school, whether or not it is related to schoolwork.

Basic four-function calculators perform addition, subtraction, multiplication and division. They do not perform additional functions such as fractions, parenthetical expressions, and sine/cosine.

Scientific calculators perform basic arithmetic operations plus calculating exponents and performing other complex operations.

Graphing calculators perform graphic functions. In addition to drawing graphs in the viewing window, they will accept algebraic notation and data matrices.

10. Please indicate how much you DISAGREE or AGREE with the following statements about studying for and learning math. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am certain I can understand the most difficult material presented in my math texts.	A	B	C	D
b. I am confident I can understand the most complex material presented by my math teacher.	A	B	C	D
c. I am confident I can do an excellent job on my math assignments.	A	B	C	D
d. I am confident I can do an excellent job on my math tests.	A	B	C	D
e. I am certain I can master the skills being taught in my math class.	A	B	C	D

The five statements in this question assess the student's own perception of his or her continued performance in mathematics. The student's responses should express how strongly he or she agrees or disagrees with each statement. The answers should reflect the student's self-evaluation, which may or may not agree with others' evaluations.

11. Please indicate how much you DISAGREE or AGREE with the following statements about studying for and learning math. Fill in one oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. When I study, I try to relate new material to things I have learned in other subjects.	A	B	C	D
b. When I study, I figure out how the information might be useful in the real world.	A	B	C	D
c. When I study, I try to understand the material better by relating it to things I already know.	A	B	C	D
d. When I study, I figure out how the material fits in with what I have learned.	A	B	C	D

Each of the four statements in this question expresses a strategy that might or might not reflect the student's study practices. The student's responses should express how strongly he or she agrees or disagrees with each statement. He or she might engage in all, some, or none of these approaches—and might emphasize them equally or differently. In other words, the student should respond to each item independently.

12. 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.	A	B	C	D
b. I do math in my spare time.	A	B	C	D
c. When I do math, I sometimes get totally absorbed.	A	B	C	D
d. I like math.	A	B	C	D
e. Math is one of my favorite subjects.	A	B	C	D
f. I take math only because I have to.	A	B	C	D
g. I take math only because it will help me in the future.	A	B	C	D

The seven statements in this question assess the student's attitude towards and interest in mathematics; the question refers to mathematics in general, including but not limited to schoolwork. The student's responses should express how strongly he or she agrees or disagrees with each statement.

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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

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

This question asks the student how much he or she cared about doing well on this NAEP test.

8th QUESTION-BY-QUESTION SPECIFICATIONS

WRITING BACKGROUND QUESTIONS: GRADE 8

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

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

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

This question refers to the student's attitudes toward reading and writing. Reading and writing are asked about in general, not specifically with reference to school.

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

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

This question asks the frequency with which the student engages in various reading- and writing-related activities outside of school.

Read for fun on your own time: refers to how often the student reads for his or her own enjoyment during free time. Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

Write e-mails to your friends or family: refers to e-mails that the student writes in school or out of school.

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

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

This question asks the frequency with which the student engages in various types of writing to fulfill class assignments. Note that “I” refers to either an autobiographical or a fictional narrative.

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

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

This question asks the student what planning activities he or she performs, alone or with other students, before writing an assigned paper and what editing activities he or she undertakes, alone or with other students, after writing the first draft.

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

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

This question asks the student about his or her use of a computer during the process of completing a writing assignment; it also asks how frequently he or she uses the Internet as a reference while completing a writing assignment.

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

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

This question asks the student how frequently in each of four classes--English, science, social studies or history, and mathematics—he or she is assigned to write at least one paragraph.

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

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

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and for assignments that involve reading. "Long answers" are answers that require at least one paragraph. The phrase "tests and assignments that involve reading" refers to tests on materials that are read by the student and reading assignments that are given to the student.

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

- A Never
- B Sometimes
- C Always

This question asks the student how often the teacher discusses the student's writing with him or her on a one-to-one basis.

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

- A Never
- B Sometimes
- C Always

Self-explanatory

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

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

This question asks the student to rate the importance the teacher places on each of four factors when grading students' writing.

11. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including writing.

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

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on other school tests taken this year.

13. How important was it to you to do well on this test?
- A Not very important
 - B Somewhat important
 - C Important
 - D Very important

This question asks the student how much he or she cared about doing well on this NAEP test.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

EXTENDED STUDENT BACKGROUND QUESTIONNAIRE (ESBQ): GRADE 8

Exercise Administrators may answer questions that students have about the questions in the Extended Student Background Questionnaire. These questions address important issues about the homes in which students live, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the Extended Student Background Questionnaire is repeated below, with an explanation of what information the question is attempting to elicit from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

As a result of damage caused by natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

A student may notice that a question being asked here is similar to a question asked elsewhere. If a student raises a question about this, assure the student that they should answer each question as accurately as possible and not to be concerned about other questions or responses.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about items in the home, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about items in the home, etc., should be based on the resources available in the foster home.*

- For students living in an orphanage or a group home, questions that refer to mother or father should not be answered, and it should be noted in the outside margin of the page that the student is living in an orphanage or a group home. Answers to questions about items in the home, etc., should be based on the resources available in the orphanage or group home.
- Questions that ask about “home” refer to the home in which students spend a majority of their time, in the case of students in joint-custody situations. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home they were at on the day of the test.

Script: This section has nine questions about the place where you live and the people in your family. Please answer all questions, and mark your answers in your booklet.

1. Which of the following people live in your home? Fill in **one** oval on each line.

	Yes	No
a. Mother	A	B
b. Stepmother/Foster mother	A	B
c. Father	A	B
d. Stepfather/Foster father	A	B
e. One or more grandparents	A	B
f. One or more brothers/sisters	A	B
g. One or more other children	A	B
h. One or more other adults	A	B

The purpose of this item is to find out who lives in the student’s home. Students should refer to only one home when answering this item. For students in joint custody arrangements, “home” refers to the home in which the student spends a majority of his or her time. In the case of students in joint-custody arrangements where students spend equal amounts of time in two homes, the students should refer to the home they were at on the day of the test. Students living in an orphanage or group home should skip this question and indicate in the margin that he or she lives in an orphanage or group home.

2. Do you live in different homes with different people during the school year? Fill in only **one** oval.

- A Yes
B No

The purpose of question 2 is to identify children living in shared-custody arrangements. Vacation homes should not be considered “different homes with different people” for the purpose of answering this question. Students who live in one home except when on vacation should answer “No” by filling in oval B. Students who have switched foster homes should answer “No” by filling in oval B.

-
3. How many brothers and sisters do you have? Include all brothers and sisters who are related to you in any way, whether they live with you or not. Fill in only **one** oval.
- A None
 - B One
 - C Two
 - D Three
 - E Four
 - F Five
 - G Six or more

The purpose of this question is to determine the total number of brothers and sisters a student has, rather than just the number of brothers and sisters with whom the student currently resides. "Related to you in any way" refers to stepsiblings, half siblings, adopted siblings, etc.

4. Does your mother usually have a job for which she is paid? Fill in only **one** oval.
- A Yes
 - B No

The purpose of question number 4 is to determine whether or not the student's mother is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" refers to working on two or more days a week for more than half the year. If student has no knowledge of his or her mother's participation in the workforce he or she should answer no to this question. In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver. If the student says that he or she does not live with a female parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary female caregiver (i.e., the female in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a female parent or other caregiver with whom he or she has previously lived, the student should answer with respect to that female parent or caregiver. Where there is no female present in the home and no knowledge of any female caregiver, the student should skip this question and make a note in the margin.

5. Does your father usually have a job for which he is paid? Fill in only **one** oval.
- A Yes
- B No

The purpose of question number 5 is to determine whether or not the student's father is participating in the labor force in either a full-time or part-time capacity, on a regular basis. Note that a volunteer job is not a "job for pay." "Usually" refers to working on two or more days a week for more than half the year. If student has no knowledge of his or her father's participation in the workforce he or she should answer "No" to this question.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student says that he or she does not live with a male parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary male caregiver (i.e., the male in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the labor force status of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver. Where there is no male present in the home and no knowledge of any male caregiver, the student should skip this question and make a note in the margin.

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

	We have	We do NOT have
a. Access to the Internet	A	B
b. Cell phone	A	B
c. Clothes dryer just for my family	A	B
d. Electric dishwasher	A	B
e. Electric garbage disposal	A	B
f. More than six rooms (not including bathrooms)	A	B
g. More than one bathroom	A	B
h. A bedroom of my own	A	B
i. Air conditioning in my whole home	A	B
j. Three or more cars, small trucks, or sport utility vehicles	A	B

This question asks about items in the student's home. Students should answer this item for the home they referenced in earlier questions. Item c, "Clothes dryer just for my family," refers to a clothes dryer either in the student's house or apartment unit that is only used by the student's family. Students that live in apartment complexes with communal washers and dryers should not include those dryers. For item f, "More than six rooms (not including bathrooms)" students should not include bathrooms, porches, balconies, foyers, halls, and half-rooms in this count. Item i, refers to central air conditioning. Students who have window units should answer "We do NOT have" to this question.

7. How far in school did your mother go? Fill in only **one** oval.
- A She did not finish high school.
 - B She graduated from high school.
 - C She completed some education after high school but did not graduate.
 - D She graduated from a technical school, a junior college, a community college, or another type of two-year school.
 - E She graduated from a four-year college.
 - F She has a master's degree, Ph.D., M.D., law degree, or other advanced degree.

A student may notice that this question is similar to another question asked in a different questionnaire section. If a student raises a question about this, assure the student that they should answer this question as accurately as possible and not to be concerned about other questions or responses.

In the absence of a biological or adoptive mother or female guardian, this question applies to the female in the student's home who is responsible for the day-to-day care of the student—that is, a stepmother, a grandmother, some other adult female relative, or an unrelated person, such as a foster mother or other female caregiver. If the student says that he or she does not live with a female parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary female caregiver (i.e., the female in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological mother and a stepmother, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no female parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a female parent or other caregiver with whom he or she has previously lived, the student should answer with respect to that female parent or caregiver. If there is no female parent or caregiver at all the student should answer this question the same as he or she answers the question regarding father's education.

Option B, "She graduated from high school," refers to having received a high school diploma or a GED or High School Equivalency.

Option C, "She completed some education after high school but did not graduate," refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy) but not completing a degree in that course of study.

Option D, "She graduated from a technical school, a junior college, a community college, or another type of two-year school refers to having a degree or certificate from technical school or a two-year college (e.g., A.A., A.S.). Students whose mother (or female parent figure or caregiver) started but did not complete a technical or two-year program should fill in Option C, not option D.

Option E, "She graduated from a four-year college," refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose mother (or female parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not Option E.

Option F, "She has a master's degree Ph.D., M.D., law degree, or other advanced degree," refers to having completed graduate education after obtaining a bachelor's degree that led to her receiving a master's degree. If the student's mother (or female parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

8. How far in school did your father go? Fill in only **one** oval.
- A He did not finish high school.
 - B He graduated from high school.
 - C He completed some education after high school but did not graduate.
 - D He graduated from a technical school, a junior college, a community college, or another type of two-year school.
 - E He graduated from a four-year college.
 - F He has a master's degree (M.B.A., M.S., M.A.) or equivalent.
 - G He has a Ph.D., M.D., law degree (J.D.), or other advanced degree.

A student may notice that this question is similar to another question asked in a different questionnaire section. If a student raises a question about this, assure the student that they should answer this question as accurately as possible and not to be concerned about other questions or responses.

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student says that he or she does not live with a male parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary male caregiver (i.e., the male in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver. If there is no male parent or caregiver at all the student should answer this question the same as he or she answers the question regarding mother's education.

Option B, "He graduated from high school," refers to having received a high school diploma or a GED or High School Equivalency.

Option C, "He completed some education after high school but did not graduate," refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy) but not completing a degree in that course of study.

Option D, "He graduated from a technical school, a junior college, a community college, or another type of two-year school refers to having a degree or certificate from technical school or a two-year college (e.g., A.A., A.S.). Students whose father (or male parent figure or caregiver) started but did not complete a technical or two-year program should fill in Option C, not Option D.

Option E, "He graduated from a four-year college," refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not Option E.

Option F, "He has a master's degree (M.B.A., M.S., M.A.) or equivalent," refers to having completed graduate education after obtaining a bachelor's degree that led to her receiving a master's degree.

Option G, “He has a Ph.D., M.D., law degree (J.D.), or other advanced degree,” refers to having a doctorate degree or advanced professional degree such as a M.D., D.V.M, or J.D. If the student’s father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

9. Does your family own or rent your home, or have some other living arrangement? Fill in only **one** oval.
- A Own (or pay mortgage)
 - B Rent
 - C Other

To answer this question students should refer to the same home they referenced to answer the earlier questions. Option C, “Other” includes living with a friend or relative, living in an emergency housing shelter, or being homeless.

12th

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 12

Introduction

Good morning/afternoon, everyone! My name is (**YOUR NAME**). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things for you to keep in mind: the test takes about 90 minutes and you will be answering questions in either reading or writing, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

Distribute Materials (Choose A or B)

A: Booklets and Materials Not Previously Distributed

(30 students or less)

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

B: Booklets and Materials Previously Distributed

(more than 30 students)

Each of you should have a booklet and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and materials.

Remove Label

Now remove the peach-colored label with your name on it from the booklet. Place the label on an upper corner of your desk.

Additional Materials (Choose A or B)

A. RW SESSION

(public school)

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a photograph or a brochure. Please take a look now to see if you have any extra materials inside the front cover of your booklet.

If you have extra materials, take them out of your booklet and put them on an upper corner of your desk. The instructions in your booklet will tell you when you need to use them.

Now, please look at your booklet cover. In the top right corner under the word “**BOOK**,” you will find a group of letters and numbers.

If your booklet has a “**W**” before the number at the top right of the front cover, you should have this writing brochure.

- Hold up Grade 12 Writing Brochure.

Raise your hand if your booklet has a “**W**” and you do not have a brochure, and I will give you one.

- Pass out additional brochures as necessary.

This brochure has two parts. The first gives you ideas for planning your writing.

- Point out the first part.

The second part gives you ideas for reviewing what you have written.

- Point out the second part.

You should read the brochure carefully for ideas about writing.

B. WT SESSION

(nonpublic school)

The assessment you are taking today uses many different booklets, each with different questions. All have at least one section in which you will need to use something extra, like a photograph or a brochure. Please take out the extra materials from inside the front cover of your booklet and put them on an upper corner of your desk. The instructions in your booklet will tell you when you need to use them.

You should all have this writing brochure.

- Hold up Grade 12 Writing Brochure.

Raise your hand if you do not have a brochure, and I will give you one.

- Pass out additional brochures as necessary.

This brochure has two parts. The first gives you ideas for planning your writing.

- Point out the first part.

The second part gives you ideas for reviewing what you have written.

- Point out the second part.

You should read the brochure carefully for ideas about writing.

Code the Booklet Cover

Now, please look again at the front cover of your booklet. You will see a group of boxes labeled “School Number.” The number you are to write in these boxes is on the chalkboard. It is (**READ NUMBER**).

- Point to the number on the chalkboard as you read it. Repeat the number as necessary.

Booklet Directions

- Set timer for 2 minutes.
- Do not admit any more students into the session.

Now open your booklet to the directions on the first two pages. You will have 2 minutes to read the directions to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

Cognitive Section

- Set timer for 2 minutes.

Now turn the page and read the next set of directions to yourself. Please begin.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop.

SECTION 1

Now turn to the beginning of Section 1. You will have 25 minutes to complete this section. While you are working, I can't help you answer the questions or explain words to you.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. If you need another pencil at any time, please raise your hand.

Carefully read the directions at the beginning of the section and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work.

- After 10 minutes, say:

Please stop.

SECTION 2

Turn to the beginning of Section 2. You will have 25 minutes to complete this section. Carefully read the directions and then start working. Please begin.

- Start timer.
- Monitor students, making sure they are working in the correct section of their booklets.
- When the timer shows 10 minutes left in the session, say:

You have 10 minutes left to work on this section. If you think you are finished, you may go back and review your work on this section only.

- After 10 minutes, say:

Please stop.

Background Section

SECTION 3

- Start timer for 2 minutes.

Now turn the page to the directions for Sections 3 and 4 and read them to yourself.

- Start timer.
- When all students have finished reading the directions, but after no more than 2 minutes, say:

Please stop and turn to Section 3 on the next page. I will read the first two questions and the answer choices with you.

IF NEW JERSEY, SAY:

You are not required to answer questions 1 and 2 about your race or ethnicity.

- Read the questions and answer choices for Questions 1 and 2 below to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
 - A I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**.
 - A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

-
- Set timer for 5 minutes.

You will have 5 minutes to answer the rest of the questions in Section 3 on your own. Please begin.

- Start timer.
- After 5 minutes have passed, say:

Please stop.

SECTION 4

- Set timer for 8 minutes.

Now turn to the beginning of Section 4. You will have 8 minutes to work on this section on your own. While you work, I will collect the labels from your desk. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 4, but after no more than 8 minutes, say:

Please stop working.

Collect Materials (Choose A or B)

A: For Small Sessions **(30 students or less)**

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you were given any materials, make sure to place them back in the envelope. As I call your name, please come forward with your assessment booklet and materials, and then return to your seat.

- Read students' names in Administration Schedule order to collect booklets and ancillary materials.
- Verify that each student has returned an assessment booklet with any used ancillary materials included inside the booklet cover.
- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.

B: For Large Sessions

(more than 30 students)

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover. If you were given any materials, make sure to place them back in the envelope. Then, place the assessment booklet on an upper corner of your desk.

- Collect the booklets and the ancillary materials.
- Verify that every student has returned an assessment booklet with any used ancillary materials included inside the booklet cover.
- Allow students offered the extended time accommodation to continue working on the cognitive sections of the assessment, if necessary.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

GRADE 12: NAEP ACCOMMODATIONS GUIDELINES

General Guidelines

Accommodation	Guidelines for the Person Administering the Accommodation
<ul style="list-style-type: none"> Bilingual Dictionary 	<ul style="list-style-type: none"> Check the dictionary prior to the start of the session to be sure it does not contain definitions.
<ul style="list-style-type: none"> Read aloud – most or all 	<ul style="list-style-type: none"> Requires a separate session.
<ul style="list-style-type: none"> Test items signed 	<ul style="list-style-type: none"> Requires a separate session.
<ul style="list-style-type: none"> Braille version of test 	<ul style="list-style-type: none"> Requires a separate session. If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should use the matching, regular assessment booklet to record student answers. Use the companion booklet to follow along with the student.
<ul style="list-style-type: none"> Responds orally to scribe 	<ul style="list-style-type: none"> Requires a separate session. When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for a student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell the word only when it is critical to distinguish meaning. The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one change to make revisions, and then will need to move on to the next question.
<ul style="list-style-type: none"> Responds using computer or typewriter 	<ul style="list-style-type: none"> Check the computer prior to the start of the session. Monitor the student during the session to be sure the spelling/grammar function is disabled.

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2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SESSION SCRIPT: GRADE 12 ACCOMMODATION

Introduction

- For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things for you to keep in mind: the test takes about 90 minutes and you will be answering questions in either reading or writing, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

Additional Materials (Choose A or B)

A. RW SESSION

(public school)

- Read this section only if students have writing booklets.

Some of your booklets may have sections in which you will need to use something extra, like a photograph or a brochure. If so, you will find them on the upper corner of your desk. The instructions in your booklet will tell you when to use them.

Now, please look at your booklet cover. In the top right corner under the word “**BOOK**,” you will find a group of letters and numbers. If your booklet has a “**W**” before the number, you should have this writing brochure.

- Hold up Grade 12 Writing Brochure.

Raise your hand if your booklet has a “**W**” and you do not have a brochure, and I will give you one.

- Pass out additional brochures as necessary.

This brochure has two parts. The first gives you ideas for planning your writing.

- Point out the first part.

The second part gives you ideas for reviewing what you have written.

- Point out the second part.

You should read the brochure carefully for ideas about writing.

B. WT SESSION

(nonpublic school)

All of your booklets have at least one section in which you will need to use something extra, like a photograph or a brochure. You will find these extra materials on the upper corner of your desk. The instructions in your booklet will tell you when to use them.

You should all have this writing brochure.

- Hold up Grade 12 Writing Brochure.

Raise your hand if you do not have a brochure, and I will give you one.

- Pass out additional brochures as necessary.

This brochure has two parts. The first gives you ideas for planning your writing.

- Point out the first part.

The second part gives you ideas for reviewing what you have written.

- Point out the second part.

You should read the brochure carefully for ideas about writing.

Code the Booklet Cover

Now, please look at the front cover of your booklet. You will see a group of boxes labeled “School Number.” The number you are to write in these boxes is on the chalkboard. It is **(READ NUMBER)**.

- Point to the number on the chalkboard as you read it. Repeat the number as necessary.

Booklet Directions

Non-read aloud

Now open your booklet to the directions on the first two pages. Read the directions to yourself. Please begin.

- Help students find the correct page as necessary.
- Do not admit any more students into the session.

Read aloud

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud.

- Help students find the correct page as necessary.
- Do not admit any more students into the session.

- When all students have finished reading the directions, say:

- Read the directions, and example in the booklet to the students. Then, say:

Cognitive Section

Non-read aloud

Now turn the page and read the next set of directions to yourself. Please begin.

- When all students have finished reading the directions, say:

Read aloud

Now turn the page and read the next set of directions to yourself as I read them out loud.

- Read the directions, and example in the booklet to the students. Then, say:

SECTION 1

Now turn to the beginning of Section 1.

While you are working in this section, I can't help you answer the questions or explain words to you.

Some questions may require 5 minutes or more for you to think about and answer. Think carefully about the question and write a complete answer. If you have any questions or need another pencil at any time, please raise your hand.

Non-read aloud

Carefully read the directions and then start working. Please begin.

- Note the time Section 1 begins.
- Monitor students, making sure they are working in the correct section of their booklets.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions to the students.
- Note the time Section 1 begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.

- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Note the time each student finishes with Section 1.
- When most or all students are done with Section 1, move on to the next section.
- If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

SECTION 2

Now turn to the beginning of Section 2.

Non-read aloud

Carefully read the directions and then start working. Please begin.

- Note the time Section 2 begins.
- Monitor students, making sure they are working in the correct section of their booklets.

Read aloud

Read the next set of directions to yourself as I read them out loud.

- Read the directions in the booklet to the students.
- Note the time Section 2 begins.

Let's begin.

- Read the questions and answer choices in the booklet to the students.

- If a student finishes before the others in the group, prompt him/her to go back and review the current section.
- Note the time each student finishes with Section 2.
- When most or all students are done with Section 2, move on to the next section.
- If a student needs considerably more time than the others, tell him/her that there will be time at the end of the session to go back to that section.

Background Section

SECTION 3

Non-read aloud

Now turn the page to the directions for Sections 3 and 4 and read them to yourself. Please begin.

- When all students have finished reading the directions, say:

Now turn the page to the beginning of Section 3. I will read the first two questions and the answer choices for you.

[IF NEW JERSEY, SAY: You are not required to answer questions 1 and 2 about your race or ethnicity.]

Let's begin.

- Read the first two questions and answer choices from Section 3, found on the next page, to the students.

Read aloud

Now turn the page to the directions for Sections 3 and 4. Read them to yourself as I read them out loud.

- Read the booklet directions to the students.

Now turn the page to the beginning of Section 3.

[IF NEW JERSEY, SAY: You are not required to answer questions 1 and 2 about your race or ethnicity.]

Let's begin.

- Read the questions and answer choices from Section 3 in the student booklet to the students.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
- (A) I am not Hispanic or Latino.
 - (B) Yes, I am Mexican, Mexican American, or Chicano.
 - (C) Yes, I am Puerto Rican or Puerto Rican American.
 - (D) Yes, I am Cuban or Cuban American.
 - (E) Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**.
- (A) White
 - (B) Black or African American
 - (C) Asian
 - (D) American Indian or Alaska Native
 - (E) Native Hawaiian or other Pacific Islander

Non-read aloud

Answer the rest of the questions in Section 3 on your own. Please begin.

Read aloud

- Continue reading the questions and answer choices from Section 3 in the student booklet.

- When all students have finished Section 3, move on to the next section.

SECTION 4

Non-read aloud

Now turn to the beginning of Section 4. You will do this section on your own. Please begin.

Read aloud

Now turn to the beginning of Section 4 and read to yourself as I read out loud. Let's begin.

- Read the directions, questions, and answers choices in the booklet to the students.

- When all students have finished Section 4, move on to the next section.

Collect Materials

I'm now going to collect everything but the pencil from you. Please place any extra materials inside the booklet cover.

- Collect the booklets, ancillaries, and student ID labels. Tear up the ID labels and throw them away.
- If a student needed considerable more time than the others for the cognitive sections, allow him/her to continue working on the cognitive sections only.

Thank and Dismiss Students

Thank you very much for your time and effort here today. On your pencil you'll notice the website address for the National Assessment of Educational Progress. Visit this website if you would like more information about the assessment you just completed.

- Dismiss students according to school policy.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 12

Assessment administrators (AAs) may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question in the background section is repeated below, with an explanation of what information the question is attempting to obtain from the students.

If a student feels that a question in this section is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Finally, some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- *Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedia, etc., can be based on the resources available in either home.*
- *For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the foster home.*
- *For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted in the outside margin of the page that the student is living in an orphanage. Answers to questions about newspapers, encyclopedia, etc., should be based on the resources available in the orphanage.*

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- A No, I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

The student may choose more than one category if applicable. Help the student as much as necessary with this question. Never tell the student his or her race or ethnicity. Help explain the options to the student.

The following provides some terms that Hispanics use to describe themselves:

- Mexican, Mexicano, Mexican American, Chicano
- Puerto Rican, Boricua
- Cuban, Cubano
- Other Latin American, Latino, Hispanic, or Spanish descent

2. Which of the following best describes you? Fill in **one or more ovals**.

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

The student may choose more than one category if applicable.

- *Students who have identified themselves as Hispanic or Latino in Question 1 may express confusion about Question 2 and/or a reluctance to answer it. If the issue arises, explain that "Hispanic" is considered an "ethnicity," not a "race." Asking both questions helps to make certain that Hispanic students get counted as Hispanic—that their Hispanic identities are preserved—regardless of what racial option(s) they select in Question 2. However, if a student insists that he or she doesn't relate to any of the "race" designations, he or she may leave Question 2 blank.*
- *If the student doesn't know race/ethnicity, you should ask the student which category best describes the student's background. If the student tells you he or she is from a particular group, such as "Navajo," "Irish," or "Japanese," then you may suggest the appropriate response category (e.g., American Indian, White, or Asian).*
- *If the student says that he or she is American, ask the student to select the next best category that describes him or her, in addition to being American.*

The following provide guidance for the response categories:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: A person having origins in any of the black racial groups of Africa. Other terms sometimes used include Haitian or Negro.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

American Indian or Alaska Native: Central and South American Indians (the original people in Central and South America) should be classified as American Indians. Other terms sometimes used for Alaska Native include Eskimo and Aleut.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (The term "Native Hawaiian" does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category includes the following Pacific Islander groups: Carolinian, Fijian, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

3. Does your family get a newspaper at least four times a week?

- A Yes
- B No
- C I don't know

Newspapers obtained in school are not to be included in this question.

4. Does your family get any magazines regularly?

- A Yes
- B No
- C I don't know

Getting any magazines "regularly" is defined as currently subscribing to a weekly or monthly magazine or purchasing one "regularly"; that is, 3 out of every 4 weeks if the magazine is a weekly and at least 10 months a year if the magazine is a monthly.

5. About how many books are there in your home?
- A Few (0–10)
 - B Enough to fill one shelf (11–25)
 - C Enough to fill one bookcase (26–100)
 - D Enough to fill several bookcases (more than 100)

The total number of books should include all books—hardback, softback, or books on tapes or CDs—that are in the home (i.e., belonging to the student, the student’s sibling(s), the student’s parents, etc.). The total number should not include magazines, newspapers, comic books, etc.

6. Is there a computer at home that you use?
- A Yes
 - B No

This question refers to a computer, located in the student’s home, that the student uses for any purpose (e.g., for schoolwork, games, Internet, e-mail, etc.).

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.
- A Yes
 - B No
 - C I don’t know

An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. It can be an electronic encyclopedia, such as one available on a computer or CD. Any single comprehensive reference source would qualify as a “Yes” response. However, a dictionary, the World Almanac, or any other yearly almanac publication should not be included.

8. About how many pages a day do you have to read in school and for homework?
- A 5 or fewer
 - B 6–10
 - C 11–15
 - D 16–20
 - E More than 20

This question refers to the number of pages of reading that is typically assigned each day across all subject areas. The total number of pages should include reading that the student completes in class and as homework.

9. How often do you talk about things you have studied in school with someone in your family?

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

This question refers to any kind of discussion that the student has with parents, sibling(s), or other family members about schoolwork or anything studied in school. It does not include conversations that are solely concerned with the student's social or interpersonal experiences at school. Neither does it include simple questions about whether the student has any homework or has completed his or her homework.

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

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

This question refers to the number of full days the student was absent from school in the last month for any reason (e.g., illness, skipped, sports events, extracurricular events, family vacation). However, missing school days due to snow or other weather conditions when the school was closed should not be included in the answer to this question. "In the last month" is defined as the last 30 days. The student should give his or her best estimate as to the number of days missed.

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

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

This question focuses on the language used by people in the student's home, excluding the student. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

12. How far in school did your father go?

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

In the absence of a biological or adoptive father or male guardian, this question applies to the male in the student's home who is most responsible for the day-to-day care of the student—that is, a stepfather, a grandfather, some other adult male relative, or an unrelated person, such as a foster father or other male caregiver. If the student says that he or she does not live with a male parent, stepparent, or guardian, instruct the student to choose the appropriate answer for his or her primary male caregiver (i.e., the male in the student's home who is most responsible for his or her day-to-day care). If the student spends or has spent time living with both a biological father and a stepfather, the student should provide the information with regard to the person with whom he or she has lived the most during his or her lifetime. If no male parent figure or caregiver is currently present in the home but the student has some knowledge about the education level of a male parent or other male caregiver with whom he or she has previously lived, the student should answer with respect to that male parent or caregiver.

Option B, "He graduated from high school," refers to having received a high school diploma or a GED or High School Equivalency. Option C, "He had some education after high school," refers to participating in any type of post-secondary education (e.g., vocational, technical, or business school; two-year or four-year college or university; service academy). Option D, "He graduated from college," refers to having a degree (e.g., B.A., B.S.) from a four-year college, university, or service academy program. Students whose father (or male parent figure or caregiver) started but did not complete a four-year program should fill in Option C, not option D. If the student's father (or male parent figure or caregiver) is currently in school, the student should code the category for the highest level of schooling this person has completed at the time of the assessment.

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

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

This question focuses on the language used by people in the student's home, excluding the student. It asks how often people in the student's home talk to each other (or to the student) in a language other than English. A student from an English-speaking home should pick the first option, "Never." The student should not count occasional use of another language by someone in his or her family who is practicing a language for school, travel, etc.

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

- A General
- B Academic or college preparatory
- C Vocational or technical

This question refers to the type of high school program in which the student is currently enrolled.

A general program is a program of courses that fulfills graduation requirements but would not be considered sufficient for college or university entrance and is not geared towards a particular trade or profession.

An academic or college preparatory program prepares students for college or university study.

A vocational or technical program prepares students for employment immediately after completing high school. Although sometimes thought of in terms of auto-shop or carpentry courses, such programs frequently include a strong academic component and teach skills like computer-aided design.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK A: GRADE 12

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. 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 reading is fun, I wouldn't want to give it up.	A	B	C	D
b. I read in my spare time.	A	B	C	D
c. When I read, I sometimes get totally absorbed.	A	B	C	D
d. I like to read.	A	B	C	D
e. Reading is one of my favorite activities.	A	B	C	D
f. I read only if I have to.	A	B	C	D
g. I read only to get information I need.	A	B	C	D
h. I read because it will help me do well in school.	A	B	C	D

The eight statements in this question assess the student's attitude towards and interest in reading; the question refers to reading in general, including but not limited to reading in school. The student's responses should express how strongly he or she agrees or disagrees with each statement.

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

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

The two items in this question refer to how often the student engages in each of the specified activities.

Read for pleasure: refers to how often the student reads for his or her own enjoyment during free time. Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: refers to how often the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

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

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Comic books	A	B	C	D
b. Short stories or novels	A	B	C	D
c. Plays	A	B	C	D
d. Poems	A	B	C	D

The four items in this question refer to how often the student reads poetry or particular types of fiction for pleasure. To differentiate this question from Question 5, “Short stories or novels” refers here to stand-alone publications (i.e., a hardback or paperback novel, a book of short stories, or a short story published in a literature anthology). “Comic books” also refers to stand-alone publications; comic books may be called “graphic novels.” Comic strips printed in a newspaper do not count.

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

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Biographies or autobiographies	A	B	C	D
b. Science books (for example, nature, animals, astronomy)	A	B	C	D
c. Technology books (for example, machines, computers)	A	B	C	D
d. Travel books or books about other countries	A	B	C	D
e. History books	A	B	C	D
f. Other non-fiction books	A	B	C	D

The items in this question refer to how often the student reads non-fiction for pleasure. Frequency refers to how often the student engages in reading, not to how often he or she completes a work of non-fiction. For example, if the student reads from a non-fiction book twice a week, he or she should mark “At least once a week,” even if finishing the book takes a month.

Biographies or autobiographies: refers to writings about real people.

Science books (for example, nature, animals, astronomy): refers to non-fiction books that contain information about these and other science-related subjects.

Technology books (for example, machines, computers): refers to non-fiction books that contain information about these and other technology-related subjects. Computer manuals are also included in this item.

Travel books or books about other countries: refers to books that contain factual information about other countries. The information may be related to things such as geography, culture, or the political system. Travel books are also included in this item.

History books: refers to books that contain information about historical events that took place in the United States or in other countries.

Other non-fiction books: refers to any non-fiction book not included in the above categories.

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

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

This question refers to the sources for articles or stories that the student reads for pleasure. The frequency with which the student reads this material is based on how often the student engages in reading, not how often the student completes an article or story. For example, if the student reads from a story in a magazine twice a week, but takes longer than a week to finish the story, the student should mark "At least once a week."

Articles in newspapers: refers to journalistic stories that appear in newspapers. They can be related to any topic, including sports, human interest, world events. Reading sports-related articles is included; however, looking up sports statistics does not qualify as reading an article in a newspaper.

Articles or stories in a magazine: refers to written pieces in magazines. They may be news stories, short stories (fiction), or articles about specific topics (such as music). Paging through a magazine looking at photographs or advertisements should not be included.

Articles or stories on the Internet: refers to fiction or non-fiction articles or stories posted on the Internet. "Surfing the Web," reading e-mail, or reading comments written in a chat room does not qualify.

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

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

The three items in this question refer to how often the student engages in each of the specified activities. Items "a" and "b" are classroom activities. Item "c" may take place in or out of school.

7. So far this year, how many times have you been asked to write answers of **at least a paragraph in length** to questions on tests or assignments that involved reading?

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

This question asks the student how frequently, during the current year, he or she has been instructed to write at least one paragraph in response to a test question or to fulfill an assignment. The required response should relate to a test of, or an assignment regarding, something the student has read for class. However, this writing might have been required for any subject, not just for the student's reading class.

8. How often do you and your teacher review your progress in English/language arts by looking at your work together?

A Never or hardly ever
B A few times a year
C Once or twice a month
D At least once a week

This question asks the student how often the teacher discusses the student's English/language arts progress by talking with him or her on a one-to-one basis about written or other assigned work.

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

A I will not finish high school.
B I will graduate from high school.
C I will have some education after high school.
D I will graduate from college.
E I will go to graduate school.
F I don't know.

This question asks the student to provide his or her best estimate concerning future education. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "don't know" if he or she is completely uncertain.

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

- A Working full time
- B Attending a vocational, technical, or business school
- C Attending a two-year college
- D Attending a four-year college, service academy, or university
- E Serving in the military
- F Other

This question asks the student to provide his or her best estimate concerning plans to work or to continue education.

11. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

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

- 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

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

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

This question asks the student how much he or she cared about doing well on this NAEP test.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK B: GRADE 12

This section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. Think about the classes that you are taking this year. How often do you read articles, books, newspapers, or something that is **NOT** a textbook in each of the following classes? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	I don't take this class
a. English/language arts class	A	B	C	D	E
b. Science class	A	B	C	D	E
c. Social studies or history class	A	B	C	D	E
d. Mathematics class	A	B	C	D	E

This question asks the frequency with which the student reads, for various courses, material other than an assigned textbook. Anything read from a textbook should not be included in this question. In answering this question, the student should include both non-textbook materials assigned to the entire class, as well as non-textbook materials selected by the student to fulfill an assignment. If the student does not take a particular class, he or she should mark the last column.

English/language arts class: refers to any non-textbook materials read for the student's English or language arts class.

Science class: refers to any non-textbook materials read for the student's science class. "Science" refers to any science class such as biology, life science, chemistry, physics, or engineering.

Social studies or history class: refers to any non-textbook materials read for the student's social studies or history class. "Social studies or history" refers to subjects such as history, geography, government, or sociology.

Mathematics class: refers to any non-textbook materials read for the student's mathematics class. Solving mathematical puzzles that do not require reading (for example, solving numerical puzzles from a mathematical puzzle book) should not be included in this question.

2. How often does your teacher do each of the following during English/language arts class? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Ask you to read aloud	A	B	C	D
b. Ask you to read silently	A	B	C	D
c. Help you understand new words	A	B	C	D
d. Help you break words into parts	A	B	C	D
e. Teach you the meaning of new words before you read	A	B	C	D
f. Ask you different questions about what you have read	A	B	C	D
g. Ask you to write something about what you have read	A	B	C	D

The seven items in this question refer to how often the student's teacher either engages in or asks the student to engage in a specified activity during English/language arts class.

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Discuss new or difficult vocabulary	A	B	C	D
b. Explain or support our understanding of what we have read	A	B	C	D
c. Discuss different interpretations of what we have read	A	B	C	D
d. Discuss whether the authors are reliable sources of information	A	B	C	D
e. Make predictions about what we will find as we continue reading	A	B	C	D
f. Discuss something the whole class has read	A	B	C	D
g. Work in pairs or small groups to talk about something that we have read	A	B	C	D
h. Do a group activity or project about what we have read	A	B	C	D
i. Read books we have chosen ourselves	A	B	C	D
j. Write something about what we have read	A	B	C	D

The ten items in this question refer to how often the student's teacher engages the whole English/language arts class in each of the specified activities.

4. In English/language arts class, 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	Almost every day
a. Summarize the passage	A	B	C	D
b. Interpret the meaning of the passage	A	B	C	D
c. Question the motives or feelings of the characters	A	B	C	D
d. Identify the main themes of the passage	A	B	C	D
e. Relate the passage, its characters, and/or its themes to your own life	A	B	C	D

The five items in this question refer to how often the student's teacher asks the student to engage in each of the specified exercises during English/language arts class.

5. How often do you use either the school library or the public library to do each of the following? Fill in **one** oval each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Do research for a school assignment	A	B	C	D
b. Get information for your own use	A	B	C	D

The two items in this question refer to how often the student uses any library that is not located in his or her home to engage in each of the specified activities.

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

- A I will not finish high school.
- B I will graduate from high school.
- C I will have some education after high school.
- D I will graduate from college.
- E I will go to graduate school.
- F I don't know.

This question asks the student to provide his or her best estimate concerning future education. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "don't know" if he or she is completely uncertain.

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

- A Working full time
- B Attending a vocational, technical, or business school
- C Attending a two-year college
- D Attending a four-year college, service academy, or university
- E Serving in the military
- F Other

This question asks the student to provide his or her best estimate concerning plans to work or to continue education.

8. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

9. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

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

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

This question asks the student how much he or she cared about doing well on this NAEP test.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK C: GRADE 12

This section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How often does your English/language arts teacher allow you and your class 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	Almost every day
a. Select what to read for class (for example, your own book, newspaper, journal article)	A	B	C	D
b. Help plan what the class will study next	A	B	C	D
c. Have a say in how your assignments and work will be evaluated or graded	A	B	C	D
d. Select how you will demonstrate what you have learned (for example, through a skit, poster, presentation, debate)	A	B	C	D
e. Select the resources you can use to complete class projects or assignments (for example, the Internet, newspaper, your own books, personal interviews)	A	B	C	D
f. Select work arrangements for projects and assignments (for example, by yourself, with a group)	A	B	C	D
g. Select learning goals for the class	A	B	C	D

The seven items in this question assess how often the student's teacher allows students to participate in decisions about how the English/language arts class will function, with regard to curriculum, evaluation, and goals. The items also probe the student's involvement in setting individual expectations and goals.

2. How often does your English/language arts teacher do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Discuss books you have read on your own	A	B	C	D
b. Tell you about book clubs that you could join	A	B	C	D
c. Offer free reading time during class	A	B	C	D
d. Tell you about special reading activities	A	B	C	D

The four items in this question refer to how often the student's teacher engages in each of the specified activities in or out of class. Item "a" involves an interaction between the teacher and the student. Items "b" through "d" need only to involve the teacher's providing information.

3. During your English/language arts class, how often does your teacher ask you to use computers in the following ways? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. To learn and practice vocabulary	A	B	C	D
b. To practice spelling and grammar	A	B	C	D
c. To write reports	A	B	C	D
d. To produce multimedia reports/projects	A	B	C	D
e. To read books on the computer	A	B	C	D
f. To access reading-related websites (for example, websites with book reviews and lists of recommended books)	A	B	C	D
g. To conduct research for reading and writing projects	A	B	C	D
h. To correspond with teachers or students from other schools using e-mail	A	B	C	D

The eight items in this question refer to whether or not the student's teacher asks the student to use a computer during reading class to engage in each of the specified activities.

4. Outside of school, how often do you e-mail, text message, or instant message with other students from your English/language arts class 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	Almost every day
a. Talk about class projects	A	B	C	D
b. Talk about upcoming quizzes and tests	A	B	C	D
c. Talk about homework shortcuts	A	B	C	D
d. Talk about websites that will help you with homework	A	B	C	D
e. Find out about new books to read	A	B	C	D

The five items in this question refer to how frequently, outside of school, the student uses technology to discuss class projects, tests, homework, websites, or books with other students. This discussion might be initiated by the student or by the other participant. Note that face-to-face communication does not count.

5. How often do you do any of the following activities? 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. Borrow reading materials from the public or school library	A	B	C	D	E
b. Buy books or magazines at bookstores	A	B	C	D	E
c. Take part in summer reading programs	A	B	C	D	E
d. Attend book clubs or book fairs	A	B	C	D	E

The four items in this question refer to how often the student engages in each of the specified activities. The student might engage in "a," "c," or "d" in school or out of school; however, unless the school operates an onsite bookstore, "b" refers to an out-of-school activity.

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

- A I will not finish high school.
- B I will graduate from high school.
- C I will have some education after high school.
- D I will graduate from college.
- E I will go to graduate school.
- F I don't know.

This question asks the student to provide his or her best estimate concerning future education. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "don't know" if he or she is completely uncertain.

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

- A Working full time
- B Attending a vocational, technical, or business school
- C Attending a two-year college
- D Attending a four-year college, service academy, or university
- E Serving in the military
- F Other

This question asks the student to provide his or her best estimate concerning plans to work or to continue education.

8. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

9. 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

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

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

This question asks the student how much he or she cared about doing well on this NAEP test.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

READING BACKGROUND QUESTIONS BOOK D: GRADE 12

This section has 13 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. How much time do you spend each week reading for pleasure on your own?
 - A None
 - B 1 hour or less per week
 - C 2 hours
 - D 3 hours
 - E 4–5 hours
 - F 6 hours or more per week

This question encompasses all types of reading in school or out of school.

2. What kind of reader do you think you are?
 - A A poor reader
 - B An average reader
 - C A good reader
 - D A very good reader

This question assesses the student's own perception of his or her reading ability. The student's answer should reflect his or her self-evaluation, which may or may not agree with others' evaluations.

3. When you are reading and come across a word you do not understand, how often do you do each 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. Look up the word	A	B	C	D	E
b. Ask someone	A	B	C	D	E
c. Guess from the words around it	A	B	C	D	E
d. Just keep reading	A	B	C	D	E
e. Determine from the root word, prefix, and/or suffix	A	B	C	D	E

Each of the five items in this question reflects a strategy that a student might adopt when faced with an unfamiliar word. The student might engage in all, some, or none of these tactics—and might do so with the same or different frequency. In other words, the student should respond to each item independently.

4. How often do you do the following activities to learn new words outside of school? 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. Play word games	A	B	C	D	E
b. Pay attention to unfamiliar words while reading	A	B	C	D	E

Each of the two items in this question reflects a strategy that a student might use to learn new words when he or she is not at school. The student might use both, either, or neither of these tactics—and might do so with the same or different frequency. In other words, the student should respond to each item independently.

5. Please indicate how much you DISAGREE or AGREE with the following statements about studying for and learning English/language arts. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am certain I can understand the most difficult material presented in my English/language arts texts.	A	B	C	D
b. I am confident I can understand the most complex material presented by my English/language arts teacher.	A	B	C	D
c. I am confident I can do an excellent job on my English/language arts assignments.	A	B	C	D
d. I am confident I can do an excellent job on my English/language arts tests.	A	B	C	D
e. I am certain I can master the skills being taught in my English/language arts class.	A	B	C	D

The five statements in this question assess the student’s own perception of his or her continued performance in reading. The student’s responses should express how strongly he or she agrees or disagrees with each statement. The answers should reflect the student’s self-evaluation, which may or may not agree with others’ evaluations.

6. Please indicate how much you DISAGREE or AGREE with the following statements about studying for and learning English/language arts. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree
a. When I study, I try to relate new material to things I have learned in other subjects.	A	B	C	D
b. When I study, I figure out how the information might be useful in the real world.	A	B	C	D
c. When I study, I try to understand the material better by relating it to things I already know.	A	B	C	D
d. When I study, I figure out how the material fits in with what I have learned.	A	B	C	D

Each of the four statements in this question expresses a strategy that might or might not reflect the student’s study practices. The student’s responses should express how strongly he or she agrees or disagrees with each statement. He or she might engage in all, some, or none of these approaches—and might emphasize them equally or differently. In other words, the student should respond to each item independently.

7. Do you attend an English/language arts after-school or tutoring program?

- A Yes
- B No

This question asks whether the student participates in an English/language arts program that is offered outside of his or her current class. The student may or may not have been referred by school personnel. The program may or may not be school-sponsored, and it may or may not take place on school property. The program may be oriented towards remedial instruction, advanced instruction, or reading-related interests. However, the activity must constitute an organized "program": a student's receiving instruction from a private English/language arts tutor does not count.

8. How often do you feel the following way in your English/language arts class? Fill in **one** oval each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. I have a clear understanding of what my teacher is asking me to do.	A	B	C	D
b. The English/language arts work is too easy.	A	B	C	D
c. The English/language arts work is boring.	A	B	C	D
d. I have done a good job on my homework.	A	B	C	D
e. I have done a good job on my classwork.	A	B	C	D
f. The English/language arts work is challenging.	A	B	C	D
g. The English/language arts work is engaging and interesting.	A	B	C	D
h. I am learning.	A	B	C	D

The eight items in this question assess the student's perceptions and attitudes regarding his or her current English/language arts class.

Items "a," "b," and "f" assess the student's perception of the difficulty posed by the material presented in his or her current English/language arts class.

Items "c" and "g" assess how much the student enjoys his or her current English/language arts class.

Items "d" and "e" assess the student's self-perceived performance in his or her current English/language arts course (homework and class work, respectively), regardless of the material's difficulty.

Item "h" assesses the student's perception of his or her own progress in understanding the English/language arts material presented in the current class. This progress may or may not be reflected in the student's perception of his or her actual performance on homework or in class.

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

- A I will not finish high school.
- B I will graduate from high school.
- C I will have some education after high school.
- D I will graduate from college.
- E I will go to graduate school.
- F I don't know.

This question asks the student to provide his or her best estimate concerning future education. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "don't know" if he or she is completely uncertain.

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

- A Working full time
- B Attending a vocational, technical, or business school
- C Attending a two-year college
- D Attending a four-year college, service academy, or university
- E Serving in the military
- F Other

This question asks the student to provide his or her best estimate concerning plans to work or to continue education.

11. 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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including mathematics.

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

- 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

This question asks the student to evaluate his or her effort on this NAEP test, compared to his or her effort on other school tests taken this year, in all subjects including mathematics.

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

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

This question asks the student how much he or she cared about doing well on this NAEP test.

12th

QUESTION-BY-QUESTION SPECIFICATIONS

WRITING BACKGROUND QUESTIONS: GRADE 12

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

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

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

This question refers to the student's attitudes toward reading and writing. Reading and writing are asked about in general, not specifically with reference to school.

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

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

This question is intended to measure the frequency with which the student engages in various reading activities outside of school.

Read for fun on your own time: refers to how often the student reads for his or her own enjoyment during free time. Reading may include a variety of materials, such as books, comic books, and articles in the newspaper or on the Internet.

Talk with your friends or family about something you have read: refers to the frequency with which the student discusses material that he or she has read with a friend or family member. This discussion can be initiated by the student or by the other participant. It can be based on material that the student has read for school or for his or her own enjoyment.

Write e-mails to your friends or family: refers to e-mails that the student writes in school or out of school.

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

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

This question asks the frequency with which the student engages in various types of writing to fulfill class assignments. Note that “I” refers to either an autobiographical or a fictional narrative.

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

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

This question asks the student what planning activities he or she performs, alone or with other students, before writing an assigned paper and what editing activities he or she undertakes, alone or with other students, after writing the first draft.

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

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

This question asks the student about his or her use of a computer during the process of completing a writing assignment; it also asks how frequently he or she uses the Internet as a reference while completing a writing assignment.

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

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

This question asks the student how frequently in each of four classes--English, science, social studies or history, and mathematics—he or she is assigned to write at least one paragraph.

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

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

This question refers to the frequency with which the student has been asked to integrate reading and writing in school by writing on tests and for assignments that involve reading. “Long answers” are answers that require at least one paragraph. The phrase “tests and assignments that involve reading” refers to tests on materials that are read by the student and reading assignments that are given to the student.

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

- A Never
- B Sometimes
- C Always

This question asks the student how often the teacher discusses the student's writing with him or her on a one-to-one basis.

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

- A Never
- B Sometimes
- C Always

Self-explanatory

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

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

This question asks the student to rate the importance the teacher places on each of four factors when grading students' writing.

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

- A I will not finish high school.
- B I will graduate from high school.
- C I will have some education after high school.
- D I will graduate from college.
- E I will go to graduate school.
- F I don't know.

This question asks the student to provide his or her best estimate concerning future education. If the student is considering more than one response option, he or she should select the highest level being considered. The student should only mark "don't know" if he or she is completely uncertain.

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

- A Working full time
- B Attending a vocational, technical, or business school
- C Attending a two-year college
- D Attending a four-year college, service academy, or university
- E Serving in the military
- F Other

This question asks the student to provide his or her best estimate concerning plans to work or to continue education.

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

This question asks the student to evaluate how difficult this NAEP test has been. "Compared to other tests" means school tests given in all subjects, including writing.

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

This question asks the student to evaluate his or her effort on this NAEP test compared to his or her effort on other school tests taken this year.

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

This question asks the student how much he or she cared about doing well on this NAEP test.

Preparing for Assessment Day Checklist (Chapter 2)

Procedure 4. Preparing the Booklets		<input type="checkbox"/>
A	Check assessment booklet bundles.	<input type="checkbox"/>
Step 1	Verify the Bundle # on Bundle Slip matches number in Bundle # box in upper-right section of Administration Schedule.	<input type="checkbox"/>
Step 2	Verify prefixes on Bundle Slip match prefixes printed on the Administration Schedule.	<input type="checkbox"/>
B	Verify booklet ID number and attach student label.	<input type="checkbox"/>
Step 1	Begin with first student listed on Administration Schedule and first booklet in first bundle for your session.	<input type="checkbox"/>
Step 2	Match booklet ID number with column N of Administration Schedule.	<input type="checkbox"/>
Step 3	Attach student ID label to booklet cover.	<input type="checkbox"/>
Step 4	If the student has a code in column P, write that code on the student ID label.	<input type="checkbox"/>
C	Prepare ESBQs, if necessary.	<input type="checkbox"/>
Step 1	Start with first student on Administration Schedule.	<input type="checkbox"/>
Step 2	Assign questionnaire by affixing preprinted non-removable student ID label to the cover.	<input type="checkbox"/>
Step 3	Prepare a non-removable student ID label for each student newly added to the Administration Schedule by writing the student booklet ID on the label and then affixing it to the cover.	<input type="checkbox"/>
Step 4	Record line and Session Numbers on the cover of the questionnaire.	<input type="checkbox"/>
Step 5	Insert questionnaires in back of student booklet covers.	<input type="checkbox"/>
D	Prepare Accommodation Booklets.	<input type="checkbox"/>
Step 1	Remove original booklet assigned to student from the stack of booklets.	<input type="checkbox"/>
Step 2	Record an Administration Code of 52 on original booklet cover.	<input type="checkbox"/>
Step 3	Record line and Session Numbers on original booklet cover and set aside.	<input type="checkbox"/>
Step 4	Affix student ID label to accommodation booklet.	<input type="checkbox"/>
Step 5	Substitute accommodation booklet for original in the stack of booklets, or, if accommodation session is scheduled, set booklet aside.	<input type="checkbox"/>

Preparing for Assessment Day Checklist (Chapter 2) (continued)

E	Check column P on Administration Schedule for Withdrawn/Ineligible/Excluded students and Refusals.	<input type="checkbox"/>
Step 1	If students are coded as Withdrawn/Ineligible/Excluded/Refusal, write the Administration Code on the student ID label and set booklet aside.	<input type="checkbox"/>
F	Record line and Session Numbers on booklet cover.	<input type="checkbox"/>
G	Insert required ancillary materials inside the booklets.	<input type="checkbox"/>
H	Band together booklets.	<input type="checkbox"/>
Step 1	Band together booklets for Withdrawn/Ineligible/Excluded students and Refusals along with original booklets for students receiving accommodation booklets.	<input type="checkbox"/>
Step 2	Band together booklets for separate accommodation sessions.	<input type="checkbox"/>
Step 3	Band together booklets for students participating in the regular session.	<input type="checkbox"/>
I	Conduct a QC check on the prepared booklets.	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 3)

Procedure 4. Receiving the Session Materials	
Original Administration Schedule (and copies of Administration Schedules for other sessions, if necessary)	<input type="checkbox"/>
Copy of each Roster of Questionnaires (Grades 4/8)	<input type="checkbox"/>
NIES Linking Form, if necessary	<input type="checkbox"/>
Session Box (including assessment booklets with ancillaries and “Testing in Progress—Do not Disturb” sign)	<input type="checkbox"/>
Timer	<input type="checkbox"/>
Calculators (Grades 4/8)	<input type="checkbox"/>
No. 2 pencils	<input type="checkbox"/>
Extra ancillary materials	<input type="checkbox"/>
Student Appreciation Certificates (Grade 4)	<input type="checkbox"/>
Session Debriefing Form	<input type="checkbox"/>

Procedure 6. Preparing the Room		
A	Set out supplies.	<input type="checkbox"/>
Step 1	Set out materials for easy access. <ul style="list-style-type: none"> ■ AA manual turned to the appropriate Session Script ■ Copy of each Roster of Questionnaires (Grades 4/8) ■ Administration Schedule plus copies of Administration Schedules for other sessions ■ Timer ■ Session Debriefing Form 	<input type="checkbox"/>
Step 2	Set out materials for distribution. <ul style="list-style-type: none"> ■ Prepared assessment booklets with appropriate ancillary materials inserted into the front cover ■ Sharpened No. 2 pencils ■ Student Appreciation Certificates (Grade 4 only) ■ Correct number of grade-appropriate calculators (Grades 4/8) ■ Extra Calculators (Grades 4/8) ■ Extra ancillary materials 	<input type="checkbox"/>
B	Erase or conceal visual materials.	<input type="checkbox"/>
C	Post “Testing in Progress—Do Not Disturb” sign outside room.	<input type="checkbox"/>
D	Write school ID number on board (Grades 8/12).	<input type="checkbox"/>
E	Write teacher names and corresponding teacher numbers on board (Grades 4/8).	<input type="checkbox"/>
F	Post Booklet Cover Poster at the front of room (Grades 4/8).	<input type="checkbox"/>

Completing Activities After the Assessment Checklist (Chapter 6)

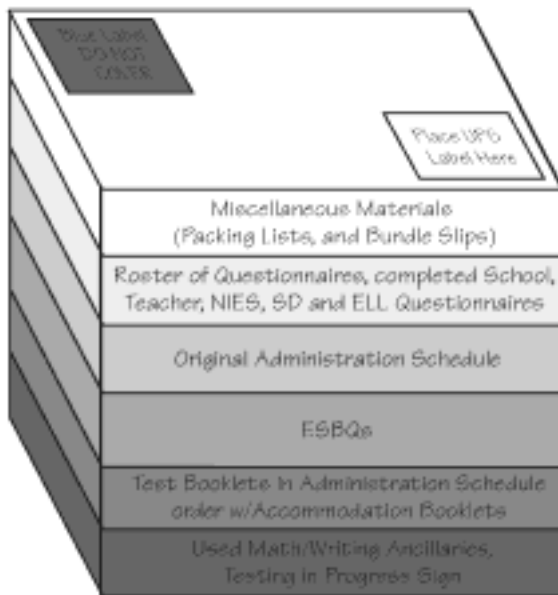
Procedure 2. Completing the Administration Schedule		
A	Enter Administration Code in column P for every student listed on the Administration Schedule.	<input type="checkbox"/>
B	Enter Administration Code 52 for all unassigned booklets on Administration Schedule.	<input type="checkbox"/>
C	<p>Complete the Summary Box.</p> <ul style="list-style-type: none"> ■ Record total number of students who did not participate in the session “# Absent” box. Include students with Admin. Codes 40-45, 48 and 49 in column P. ■ Record total number of parent/student refusals in the “# Refused” box. Will be coded 46 or 47 in column P. ■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Administration Codes 10-14 and 71-82 in column P. 	<input type="checkbox"/>

Procedure 3. Coding the Booklet Covers		
A	Organize all booklets back into Administration Schedule order.	<input type="checkbox"/>
B	Remove ESBQs from booklets and record the Administration Codes, if necessary.	<input type="checkbox"/>
C	Ensure that each booklet has the correct school ID number.	<input type="checkbox"/>
D	Verify that the students recorded their teachers’ numbers.	<input type="checkbox"/>
E	Transfer Administration Codes to the student booklet covers.	<input type="checkbox"/>
F	Write an explanation on the booklet cover for an Administration Code that requires one (Administration Codes 12-14, 22-24, 48, and 79).	<input type="checkbox"/>
G	Code additional accommodations on the booklet cover.	<input type="checkbox"/>
H	Code the “Total Time for Accommodation (74-EXT)” boxes for extended time accommodations.	<input type="checkbox"/>
I	Verify that the student ID labels are removed from booklets.	<input type="checkbox"/>
J	Remove all ancillary materials from booklets.	<input type="checkbox"/>
K	Band booklets together and place the Administration Schedule on top of the stack.	<input type="checkbox"/>
L	Provide materials to your AC for quality control check.	<input type="checkbox"/>

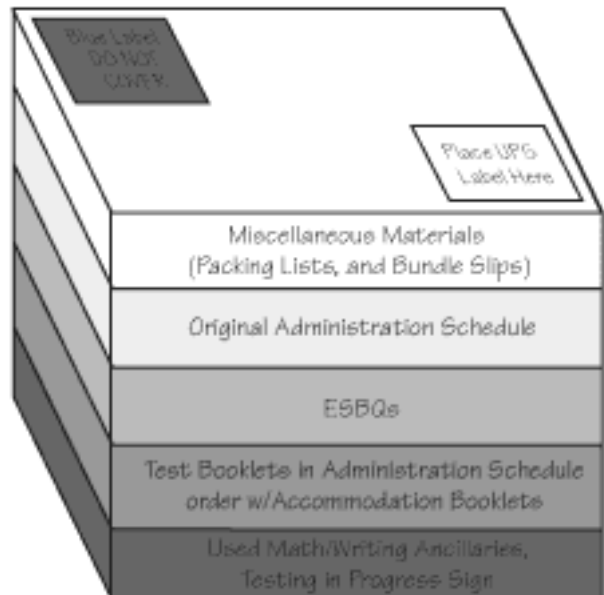
Post-Assessment Checklist (Chapter 6)

Procedure 4. Packing the Session Box(es)		
A	Pack the boxes according to Pearson procedure.	<input type="checkbox"/>
Step 1	Place remaining ancillary materials that are not to be given to the AC into the box.	<input type="checkbox"/>
Step 2	Place all used and unused booklets, in Administration Schedule order, at the bottom of the box. <ul style="list-style-type: none"> ■ Place used accommodation booklets with the original booklets. ■ Fold large-print accommodation booklets and place on top of the stack of booklets. ■ Band all booklets together. 	<input type="checkbox"/>
Step 3	If the ESBQ was administered, place the stack of ESBQs in the box.	<input type="checkbox"/>
Step 4	Place the original (blue) Administration Schedule with names removed into the box.	<input type="checkbox"/>
Step 5	If you have the box for session number ending in 01, place the Roster of Questionnaires (without names), and the completed School, Teacher, NIES, SD and/or ELL Questionnaires into the box.	<input type="checkbox"/>
Step 6	Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last.	<input type="checkbox"/>
B	Provide leftover session materials to your AC.	<input type="checkbox"/>
C	Provide Session Box to your AC for final QC check of session materials.	<input type="checkbox"/>

Session 01 Box



Remaining Session Box(es)



Makeup Session Checklist (Chapter 7)

Conducting a Makeup Session		
Procedure 1. Secure Assessment Materials for the Makeup Session		<input type="checkbox"/>
Procedure 2. Retrieve the NAEP Storage Envelope		<input type="checkbox"/>
Procedure 3. Organize the Booklets		<input type="checkbox"/>
Procedure 4. Prepare the Room		<input type="checkbox"/>
Procedure 5. Conduct the Makeup Session		<input type="checkbox"/>
Procedure 6. Complete the Administration Schedule		<input type="checkbox"/>
Step 1	Mark students attending makeup session with a checkmark in the Attendance column.	<input type="checkbox"/>
Step 2	Shade Makeup Held oval at top of Administration Schedule.	<input type="checkbox"/>
Step 3	Change Administration Code for participating students to the appropriate Assessed in Makeup Session Codes (20-24) on Administration Schedule or accommodation code, if necessary.	<input type="checkbox"/>
Step 4	Complete summary box at top of Administration Schedule by entering # of students assessed and add the number assessed in original and number assessed in makeup to obtain the TOTAL ASSESSED.	<input type="checkbox"/>
Procedure 7. Code the Booklet Covers		<input type="checkbox"/>
Procedure 8. Prepare the NAEP Storage Envelope		<input type="checkbox"/>
Procedure 9. Repack the Session Box and Return to Your AC		<input type="checkbox"/>
Procedure 10. Complete the Session Debriefing Form and Return to Your AC		<input type="checkbox"/>

NAEP 2007

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AC

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