



U.S. Department of Education  
National Assessment of  
Educational Progress

# Sample Questions

## General Information About The Nation's Report Card™



(good) experience or study (an educational guest)  
**ed·u·ca·tion** /éjəkáyshən/ *n.* **1** a the act of educating or being educated; system of or stage in education (a classical education). **3** **a** development of powers. **b** a stage in or aspect of education for you). □□ **ed·u·ca·tion** tionally adv. e

2005–2006

**Civics**

**U.S. History**

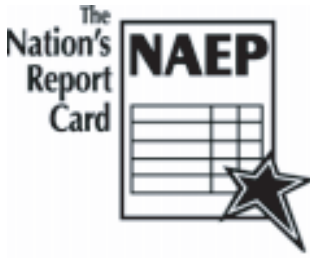
**Economics**

**Mathematics**

**Reading**

**Writing**

# Grade 12



**2006**  
**Grade 12**

SECTION	
1	C7
2	C10
3	D1
4	CB1

**BOOK**  
**C321X**

**School Information**

**SCHOOL #**

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<b>TOTAL TIME for ACCOMMODATION</b>	<b>ADMIN CODE</b>					
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**ACCOMMODATIONS**

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72	(Y)
73	(Y)
74	(Y)
75	(Y)
76	(Y)
77	(Y)
78	(Y)
79	(Y)
80	(Y)
81	(Y)
82	(Y)

**DO NOT USE**

0	0	0
1	1	1
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3	3	3
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9	9	9

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# National Assessment of Educational Progress

## 2005–2006 Sample Questions Booklet

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## About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP), I want to thank you for your participation in this essential measure of student achievement in America. NAEP tells us what students in our country know and can do. In the coming year, fourth-, eighth- and twelfth-graders will participate in NAEP. Twelfth-graders will take civics, U.S. history and economics, as well as participate in field tests for mathematics, reading and writing.

Assessments require about 90 minutes of a student's time, and students only answer questions in one subject. The test booklet contains 50 minutes of test questions and a brief background section. This booklet features sample questions, selected responses, and background questions to help give you a better understanding of what the assessment is like.

NAEP is voluntary and confidential. Students' answers to all questions are confidential and student names are removed from all assessment materials prior to the materials leaving the school. Individual student scores are not reported.

Results of the civics, economics, and U.S. history assessments will be released in the *Nation's Report Card* in the spring of 2007. They are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

If you have any questions or comments regarding NAEP or would like to view previous *Nation's Report Cards*, please visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>. Also available through the web site is a Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrls>) which will allow you to review additional sample questions with sample answers.

Peggy G. Carr, Associate Commissioner  
Education Assessment  
National Center for Education Statistics

NAEP is administered by NCES, a principal component of the U.S. Department of Education's Institute of Education Sciences. Policy for the assessment, including its content and standards, is set by the independent, bipartisan National Assessment Governing Board ([www.nagb.org](http://www.nagb.org)).

## The Civics Assessment

The NAEP civics assessment encompasses three interrelated components: civics knowledge, intellectual and participatory skills, and civic dispositions. The knowledge component of the assessment is expressed in five fundamental questions:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

The NAEP civics assessment is also designed to measure the intellectual and participatory skills students need to face the challenges of public life in a constitutional democracy. Central among these are the abilities to describe, explain, and analyze information and arguments, and to evaluate, take, and defend positions on public issues. The third area of the assessment, civic dispositions and participatory skills, refers to the rights and responsibilities of citizens as members of society.

The assessment is made up of multiple-choice, short constructed-response, and extended constructed-response questions. The constructed-response questions make up approximately 40 percent of the assessment time. For more information regarding the civics assessment framework please visit <http://nagb.org>.

### ***NAEP Civics Framework Distribution of Question Pool Across Areas of Civic Knowledge***

<b>Grade</b>	Civic life, politics, and government	Foundations of the American political system	The Constitution and the purposes, values, and principles of American democracy	Relationship of the United States to other nations and to world affairs	Roles of citizens in American democracy
12	10%	20%	25%	20%	25%

## The U.S. History Assessment

The assessment is organized around three concepts or dimensions: major themes of U.S. history, chronological periods of U.S. history, and ways of knowing and thinking about U.S. history. The themes and periods of U.S. history function as a matrix, with the assessment addressing the role of the themes across the periods.

### ***NAEP U.S. History Distribution of Question Pool Across Historical Themes:***

Themes				
Grade	Change & Continuity in American Democracy	Gathering & Interactions of Peoples, Cultures, & Ideas	Economic & Technological Changes & Their Relation to Society, Ideas, & the Environment	Changing Role of America in the World
12	25%	25%	25%	25%

Eight chronological periods that overlap and vary in depth of coverage are included in the assessment:

- Beginnings to 1607;
- Colonization, settlement, and communities (1607 to 1763);
- The Revolution and the new nation (1763 to 1815);
- Expansion and reform (1801 to 1861);
- Crisis of the Union: Civil War and Reconstruction (1850 to 1877);
- The development of modern America (1865 to 1920);
- Modern America and the World Wars (1914 to 1945);
- Contemporary America (1945 to present).

Questions include multiple-choice, short constructed-response, and extended constructed-response formats. Constructed-response questions make up approximately 50% of the assessment. The cognitive dimension of historical thinking is measured by the inclusion of test questions divided between those measuring historical knowledge and perspective (30%) and those measuring historical analysis and interpretation (70%). Many questions in the assessment are based on visual or textual stimuli. At Grade 12, a portion of the assessment questions may be organized around a single historical issue. For more information regarding the U.S. History assessment framework please visit <http://nagb.org>.

## Civics and U.S. History Booklet Directions

In each of the next two sections, you will have 25 minutes to answer a series of questions about history or civics. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to several different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

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

### Example 1

Who was Thomas Jefferson and why was he important? Try to identify two reasons.

*Jefferson was the third U.S. President. He was the main writer of the Declaration of Independence and he bought the Louisiana territory from France.*

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GO ON TO THE NEXT PAGE 

Also, you will be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain three reasons why the early English settlers of New England left home to journey to North America.

*The early English settlers left home for three reasons. Many of them wanted religious freedom because the King would not let them practice their faiths. Some were looking for more land or a way to make a better living because they were poor or hadn't inherited any land. Others hoped to set up a whole new society better than the one they left behind.*

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

Finally, in some questions you may be asked to draw maps, graphs, charts, tables, or timelines.

If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.





## Sample Civics Questions

### Grade 12

1. The right to counsel, which is guaranteed to a person arrested for committing a crime, means the right to be
  - Represented by a lawyer
  - Protected against self-incrimination
  - Protected against search and seizure
  - Free from being tried twice for the same crime
  
2. Which of the following best describes the way in which the United States Constitution assigns governmental power?
  - It assigns it entirely to the states
  - It assigns it entirely to the national government
  - It divides it between the states and the national government
  - It divides it between the states and the federal courts

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GO ON TO THE NEXT PAGE

3. According to the United States Constitution, which of the following has the power to declare war?
- Ⓐ United States Supreme Court
  - Ⓑ United States Congress
  - Ⓒ United Nations
  - Ⓓ Joint Chiefs of Staff
4. The procedure by which a candidate is nominated for President of the United States is established by
- Ⓐ Congressional legislation
  - Ⓑ The United States Constitution
  - Ⓒ The Bill of Rights
  - Ⓓ Political parties

Question 5 refers to the descriptions below of two different electoral systems.

Most democratic countries elect legislatures through one of two types of electoral systems: single-member district or proportional representation. In single-member district systems, citizens in specific areas vote for candidates who represent their districts. In proportional representation systems, citizens in the country vote for political parties. Parties are then awarded seats in the legislature proportionate to the percentage of the vote they have won. In other words, if a party wins 20 percent of the vote, it receives 20 percent of the seats in the legislature.

5. Which of the following is the best argument that a single-member district system is better than a proportional representation system?
- Ⓐ Voters should make choices about individual candidates, as they do in single-member district systems, rather than simply vote for a party.
  - Ⓑ Single-member district systems lead to stronger political parties, which are good for democracy.
  - Ⓒ Single-member district systems are better at representing the interests of minorities.
  - Ⓓ Voters will make wiser choices if they focus on national issues, as they do in single-member district systems, rather than on local issues, as they tend to do in proportional representation systems.



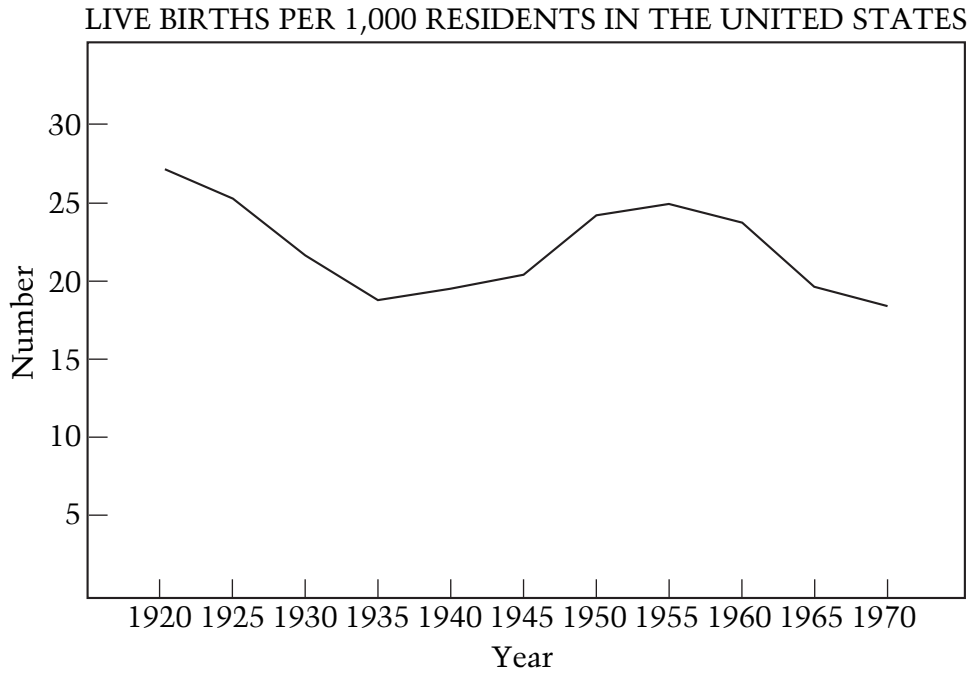
## Sample U.S. History Questions

### Grade 12

1. A consequence of Prohibition was
  - Ⓐ The failure of the Republicans in the 1928 presidential election
  - The growth of organized crime
  - Ⓑ The turning of public attention to pressing international issues
  - Ⓒ Widespread popular support for further moral reform
2. President Franklin D. Roosevelt's goal in supporting the Lend-Lease Act of 1941 was to
  - Ⓐ Encourage Japanese Americans to relocate voluntarily
  - Ⓑ Use foreign investment as a way of stimulating the American economy
  - Ⓒ Maintain an isolationist stance by providing only limited aid to both sides in the European conflict
  - Assist Britain's war effort without violating United States neutrality laws

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GO ON TO THE NEXT PAGE 



3. The graph above supports which statement about the birthrate in the United States?
- Ⓐ It declined steadily from 1920 to 1950.
  - Ⓑ It increased rapidly during the great Depression.
  - It increased after the Second World War.
  - Ⓓ It tended to increase after each war.

4. • Increases in automobile ownership  
• Building of a modern highway system  
• Tax deductions for mortgage interest

Explain how one of the factors listed above contributed to the growth of suburbs.

*The increase in automobile ownership allowed people to get out of the dark cities and into the peaceful suburbs. They were able to commute to and from work in their cars and not have the hassle of city living.*

5. In the 1970's the United States economy was directly affected by
- A sharp increase in the price of oil
  - Ⓐ An increase in the cost of solar energy
  - Ⓑ An overall decline in international trade
  - Ⓓ A rapid decline in prices of consumer goods
6. The North Atlantic Treaty Organization (NATO) and the Warsaw Pact are best described as two
- Ⓐ Organizations founded by the European Economic Community to promote trade between Europe and the United States
  - Ⓑ Treaties negotiated between the allies and the Central Powers at Versailles after the First World War
  - Ⓒ Bodies established by the United Nations to promote peace within multiethnic European countries such as Czechoslovakia and Yugoslavia
  - Military organizations made up, respectively, of the United States and its allies and the Soviet Union and its allies during the Cold War



## The Economics Assessment

The NAEP economics assessment includes items classified across three interrelated components: economics content knowledge areas, cognitive categories, and contextual settings. The three economics content knowledge areas and the respective amount of assessment time specified for each content area appear in the table below.

***NAEP Economics Framework Distribution of Question Pool Across Economics Content Area***

	<b>Grade 12</b>
The Market Economy	45%
The National Economy	40%
The International Economy	15%

The three cognitive categories describe the primary cognitive demands assessment items may make on students participating in the NAEP assessment. The NAEP framework calls for students to spend approximately 33 percent of their assessment time on items from each category. The three cognitive categories for economics items include:

- Knowing
- Applying
- Reasoning

The NAEP economics framework calls for economics items to be written in a variety of contextual settings appropriate to real-world situations and to the variety of ways in which students learn economic concepts. The ranges of assessment time specified by the framework for each of the contexts are:

- Individual and household (20 to 30%)
- Business (20 to 30%)
- Public (20 to 30%)
- Other contexts (0 to 10%)
- Context-Free (0 to 10%)
- Multiple Contexts (0 to 10%)

The assessment consists of multiple-choice, short constructed-response, and extended constructed-response questions. The constructed-response questions make up approximately 40 percent of the assessment time. For more information regarding the economics assessment framework please visit <http://nagb.org>.

## Economics Booklet Directions

In each of the next two sections, you will have 25 minutes to answer a series of questions about economics. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to several different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

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

### Example 1

A consumer wants to buy a television set. She is deciding between a standard model with a 19" screen or a more expensive deluxe model with a bigger screen and a built-in DVD player. How can she use an analysis of costs and benefits to help her choose?

*The consumer should determine how much change in benefit will be realized by buying the deluxe television as compared to the standard one and whether the additional features (marginal benefits) are worth more to the consumer than the additional (marginal) costs of the deluxe model.*

GO ON TO THE NEXT PAGE

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

### Example 2

The government of Country A does not subsidize haircuts for its citizens, but it does subsidize public education. From an economic standpoint, explain why this is a reasonable position for the government.

People will purchase a good or service if the benefit they receive is greater than the cost they pay. Haircuts primarily benefit only those who purchase them. Education, on the other hand, helps not only those becoming educated but also other members of society. For example, many members of society benefit from such things as new inventions and medical services provided by educated people.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.





## Sample Economics Questions

### Grade 12

1. What is the first step labor unions take when negotiating contracts with employers?
  - Engage in collective bargaining
  - Ⓐ Start a plant lockout
  - Ⓒ Demand binding arbitration
  - Ⓓ Call for a strike
2. Which of the following strategies is generally considered an effective means of enhancing a country's long-term economic growth?
  - Ⓐ Decreasing the money supply
  - Ⓑ Decreasing government spending
  - Increasing spending on education and training
  - Ⓓ Increasing the international value of the country's currency

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GO ON TO THE NEXT PAGE

3. Consider the following information as you answer the question below.

- The United States economy is at full employment.
- Six months ago, a group of foreign oil-exporting nations agreed to limit the supply of oil to force higher oil prices. This action has resulted in a 25 percent increase in price on all oil products.
- The Federal Reserve Bank is considering adding more money to the money supply to help workers and employers cope with the higher oil prices.

Use economic analysis to explain the following:

(1) What is likely to happen to (a) the price level and (b) output as a result of the increase in oil prices?

*Since oil is a major input in many production processes, an increase in the price of oil raises the costs of production for businesses. This will decrease aggregate supply causing a decline in output and an increase in the price level.*

(2) If the Federal Reserve decides to increase the money supply to counter the impact of the oil price increase, what is likely to happen to the price level in the short run?

*The increase in the money supply by the Fed will lead to a decrease in interest rates. The lower interest rates will stimulate investment and interest-sensitive consumption spending, causing aggregate demand to increase. The increase in aggregate demand will lead to an increase in output and the price level in the short-run.*

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4. Explain the reason a firm might be able to afford to pay a higher salary to more productive workers than to less productive workers.

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5. Trade restrictions, such as the imposition of import tariffs, usually result in higher product prices. Despite this increase, which of the following is often the primary economic motivation for a government to impose such restrictions?
- The government is responding to help domestic producers.
  - Ⓐ The government is responding to help domestic consumers.
  - Ⓒ The government wants to increase the demand for products subject to the tariffs.
  - Ⓓ The government wants to raise revenue to pay for the tariffs.

Average Earnings Per Hour In Manufacturing and Service Jobs		
Year	Manufacturing Earnings per Hour	Service Industry Earnings per Hour
1965	\$ 2.50	\$ 2.05
1975	\$ 4.67	\$ 4.02
1985	\$ 9.16	\$ 7.90
1995	\$11.74	\$11.39
2000	\$13.62	\$13.93
Source: Bureau of Labor Statistics		

6. Which of the following changes in the labor market would have led to the changes in average hourly wages shown in the table above?
- Ⓐ The supply of workers in the service industry increased more than did the supply for workers in manufacturing.
  - Ⓑ The supply of workers in manufacturing increased more than did the demand for such workers.
  - The demand for workers in the service industry increased more than did the supply of such workers.
  - Ⓓ The demand for workers in manufacturing increased more than did the demand for workers in the service industry.



## The Mathematics Assessment

The NAEP mathematics assessment measures students' ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis and Probability; and Algebra. Within each of these five content strands, students are asked questions that involve low, moderate, and high mathematical complexity.

The NAEP mathematics assessment includes multiple-choice questions, short-answer constructed-response questions, and extended constructed-response questions. The extended exercises allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short-answer and extended-response questions make up approximately 50 percent of student assessment time. The assessment also incorporates the use of calculators, rulers, protractors, and ancillary materials such as spinners and geometric shapes in some parts of the assessment, but not all.

Scientific calculator use is permitted on approximately one-third of the test questions. At grade 12, students may use their own scientific or graphing calculators. For more information regarding the mathematics assessment framework please visit <http://nagb.org>.

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

Number Properties and Operations	10%
Measurement	30%
Geometry	
Data Analysis and Probability	25%
Algebra	35%

## Mathematics Booklet Directions

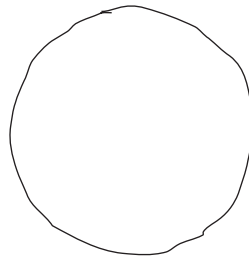
This assessment uses many different booklets. Each booklet has different questions. Do not worry if the person next to you is working on questions that do not look like those you are working on.

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

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

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

Draw a circle in the space below.



calculator may not be helpful. After each question you will be asked to indicate whether you used the calculator.

When you receive the calculator, make sure you know how to use it. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.


### REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you finish a section early.

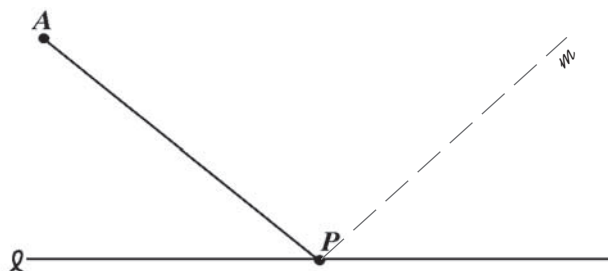
Do not go past the  sign at the end of each section until you are told to do so.



## Sample Mathematics Questions

### Grade 12

1. In the figure below, use the protractor to draw a line  $m$  through point  $P$  perpendicular to segment  $AP$ . In the answer space provided, give the measure of the smaller angle formed by lines  $\ell$  and  $m$ .



Answer: 50°

- 
2. A certain machine produces 300 nails per minute. At this rate, how long will it take the machine to produce enough nails to fill 5 boxes of nails if each box will contain 250 nails?
- Ⓐ 4 min
  - Ⓑ 4 min 6 sec
  - 4 min 10 sec
  - Ⓓ 4 min 50 sec
  - Ⓔ 5 min

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3. The table below shows the daily attendance at two movie theaters for 5 days and the mean (average) and the median attendance.

	<u>Theater A</u>	<u>Theater B</u>
Day 1	100	72
Day 2	87	97
Day 3	90	70
Day 4	10	71
Day 5	91	100
Mean (average)	75.6	82
Median	90	72

- (a) Which statistic, the mean or the median, would you use to describe the typical daily attendance for the 5 days at Theater A? Justify your answer.

*I would use the median, since it successfully ignores the aberrance of day 4.*

- (b) Which statistic, the mean or the median, would you use to describe the typical daily attendance for the 5 days at Theater B? Justify your answer.

*I would use the mean, since the median gives an artificially low number – it does not reflect at all the two days of high attendance.*

