



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS
U.S. Department of Education

Sample Questions

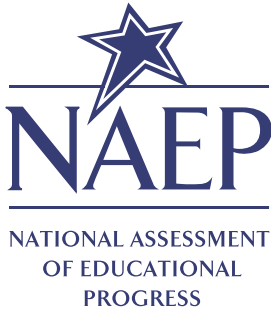
General Information about the Nation's Report Card™



(good) edu-
experience or study (an educated guess).
ed·u·ca·tion /éjəkáyshən/ n. **1 a** the act or pr
educating or being educated; systematic ins
b the knowledge gained from this. **2** a parti
of or stage in education (a classical educat
education). **3 a** a development of character
powers. **b** a stage in or aspect of this (tra
education for you). □□ **ed·u·ca·tion·al** adj.
alist n. **ed·u·ca·tion·al·ly** adv. **ed·u·ca·**
idvōōs/ v.tr. **1** bring out c

2008

Music and Visual Arts



Admin Schedule Line # _____ from Session # _____

**2008
Grade 8**

SECTION	
1	VA3
2	VA4
3	D1
4	VAB1

**Visual Arts
Book
VA761**

School Information

SCHOOL #

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If Code 2 or 3, complete the box below.

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

N/A	BIB
<input type="radio"/>	BID
<input type="radio"/>	LRG
<input type="radio"/>	EXT
<input type="radio"/>	REA
<input type="radio"/>	SMG
<input type="radio"/>	ONE
<input type="radio"/>	SCR
<input type="radio"/>	OTH
<input type="radio"/>	BRK
<input type="radio"/>	MAG
<input type="radio"/>	SSA

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

DO NOT USE

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0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

PLACE LABEL HERE

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A project of the Institute of Education Sciences.
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National Assessment of Educational Progress

2008 Arts Assessment: Music and Visual Arts

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About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP) project team, I want to thank you and other members of your school team for agreeing to participate in the NAEP assessment. Your participation is essential and highly valued. The data that NAEP provides about student achievement in various subjects are widely used by parents, educators, and researchers throughout the nation.

This sample questions booklet illustrates the kinds of exercises or test questions and tasks that are used in this assessment of student achievement in music and visual arts. Each student will be asked questions about one subject, not both, to minimize the burden on students. Eighth-graders will be asked to complete one general background section (less than 10 minutes), one subject-specific background section (10 minutes), and the cognitive sections for *one* subject (approximately one–two hours).

This booklet is divided into four sections. Section one includes the general background questions that eighth-graders will be asked to answer. Students will be asked questions about their racial and ethnic background, parental education, educational materials in the home, and the amount of time they spend on homework each day. This information is confidential, as student names never leave the school.

The second and third sections of this booklet contain descriptions of each assessment. The booklet also includes questions about specific subject matter that seek information from the student's point of view about how useful the students believe the particular subject matter is to their lives and their future. These sections also describe the tasks in the arts that participating students may encounter. Although the actual questions in the assessment must be safeguarded to maintain the integrity of the assessment and resulting data, the sample tasks are intended to preview the kinds of activities that are part of the 2008 assessment.

The fourth section contains information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review.

Again, the project team appreciates your willingness to allow NAEP to conduct the assessment at your institution. If you have any questions or comments regarding the NAEP program or this booklet, please refer to <http://nces.ed.gov/nationsreportcard>, or call Sherran Osborne of NCES at (202) 502-7420.

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

General Background Questionnaire

DIRECTIONS

In each of the next two sections, you will answer a series of questions about music or art. You should think carefully about your answers, and you should use all the time available 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.

Example 1

The artwork *Guernica* is a

- painting
- sculpture
- bas relief
- installation

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 2

Identify one characteristic of the work that helps to identify it as being a contemporary work of art.

The artist takes a common object and makes it much bigger than it really is.

GO ON TO THE NEXT PAGE

You will also be asked to answer some 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 3


Explain three reasons why the song you just heard was used by people doing work in fields.

The song was good for people doing work for three reasons. It has a slow steady beat. It has long words to learn. It also has a nice melody. This is why people use this music to work.

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 pictures or work with other materials.

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

Do not go past the  sign until you are told to do so.



Student Background Questionnaire

For Music and Visual Arts

In this section, please tell us about yourself and your family. The section has 13 questions. Mark your answers in your booklet.

VB331330

VB331331

1. Are you Hispanic or Latino? Fill in **one or more ovals**.
 - Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**.
 - Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

For the rest of the questions in this section, fill in only **one** oval for each question.

VB331333

VB331334

3. Does your family get a newspaper at least four times a week?
 - Ⓐ Yes
 - Ⓑ No
 - Ⓒ I don't know.
4. Does your family get any magazines regularly?
 - Ⓐ Yes
 - Ⓑ No
 - Ⓒ I don't know.



GO ON TO THE NEXT PAGE

VB331335

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

VB331336

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

VB331337

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

TB001101

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

VB331339

9. How often do you talk about things you have studied in school with someone in your family?
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day

VB331447

10. How many days were you absent from school in the last month?
- Ⓐ None
 - Ⓑ 1 or 2 days
 - Ⓒ 3 or 4 days
 - Ⓓ 5 to 10 days
 - Ⓔ More than 10 days

VB330870

11. How far in school did your mother go?
- Ⓐ She did not finish high school.
 - Ⓑ She graduated from high school.
 - Ⓒ She had some education after high school.
 - Ⓓ She graduated from college.
 - Ⓔ I don't know.



VB330871

12. How far in school did your father go?

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

VB331451

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

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

The Music Assessment

The NAEP Music assessment measures what students know and can do in the field of music. This includes (1) knowledge and understanding of musical works, including their personal, historical, cultural, and social contexts, and (2) perceptual, technical, and intellectual/reflective skills evidenced in evaluating musical works.

Each student participating in the assessment will take two timed cognitive blocks that contain multiple-choice questions, as well as short and extended constructed-response questions. Students participating in the music assessment may be asked to

- Describe and identify music that is played, using musical terms.
- Demonstrate understanding of musical notation.
- Evaluate the quality and effectiveness of others' performances.

Student Background Questionnaire

Music

This section has 10 questions. Mark your answers in your booklet. Follow the instructions for each question.

LD001053

1. How much do you agree with each of the following statements? Fill in **one** oval on each line.

	Agree	Not sure	Disagree	
a. I like to listen to music.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001054
b. I like to play music alone or with others.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001055
c. I think I have talent for music.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001056
d. People tell me I am a good musician.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001057
e. I like to play music for other people.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001058
f. I would like to be a musician when I grow up.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001059

LD001094

2. When you take music class in school, how often does your teacher do each of the following things? Fill in **one** oval on each line.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever	I don't have music.	
a. Play music for you to listen to	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001095
b. Ask you to sing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001096
c. Ask you to play instruments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001097
d. Ask you to write down music	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001098
e. Ask you to work on group assignments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001099
f. Ask you to make up your own music	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001100

GO ON TO THE NEXT PAGE

VC288062

3. Which of the following activities do you do in school? Fill in **one** oval on each line.

- | | Yes | No | |
|--|-------------------------|-------------------------|----------|
| a. Play in a band | <input type="radio"/> A | <input type="radio"/> B | VC288065 |
| b. Play in an orchestra | <input type="radio"/> A | <input type="radio"/> B | VC288066 |
| c. Sing in a chorus or choir | <input type="radio"/> A | <input type="radio"/> B | VC288067 |
| d. Take private singing lessons | <input type="radio"/> A | <input type="radio"/> B | VC288068 |
| e. Take private lessons on an instrument | <input type="radio"/> A | <input type="radio"/> B | VC288070 |
-

LD001108

LD001076

4. Do you have your own musical instrument?

- A Yes
 B No

5. In the last year, how many times did you go with your class to a concert?

- A None
 B 1 or 2 times
 C 3 or more times



GO ON TO THE NEXT PAGE

VC288175

6. When you are **not** in school, do you ever do the following things on your own, **not** in connection with schoolwork? Fill in **one** oval on each line.

	Yes	No	
a. Play with a group, band, or orchestra	<input type="radio"/> A	<input type="radio"/> B	VC288175
b. Sing in a group, chorus, or choir	<input type="radio"/> A	<input type="radio"/> B	VC288176
c. Play a musical instrument on your own	<input type="radio"/> A	<input type="radio"/> B	VC288180
d. Take private lessons on a musical instrument or in singing	<input type="radio"/> A	<input type="radio"/> B	VC288181
e. Listen to a musical tape, CD, or record	<input type="radio"/> A	<input type="radio"/> B	VC288182
f. Enter a music competition	<input type="radio"/> A	<input type="radio"/> B	VC288185
g. Go to a summer music program	<input type="radio"/> A	<input type="radio"/> B	VC288187
h. Read a book about music	<input type="radio"/> A	<input type="radio"/> B	VC288188
i. Watch a videotape or television program about music	<input type="radio"/> A	<input type="radio"/> B	VC288194
j. Talk with your family or friends about music	<input type="radio"/> A	<input type="radio"/> B	VC288195

VC288205

7. Have you ever listened to a musical performance in any of the following places? Fill in **one** oval on each line.

	Yes	No	
a. At school	<input type="radio"/> A	<input type="radio"/> B	VC288208
b. On the street or outdoors	<input type="radio"/> A	<input type="radio"/> B	VC288210
c. In a theater	<input type="radio"/> A	<input type="radio"/> B	VC288212
d. On television	<input type="radio"/> A	<input type="radio"/> B	VC288213


 GO ON TO THE NEXT PAGE

VB595182

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

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

VB595184

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

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

VC034559

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?

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



The Visual Arts Assessment

The NAEP Visual Arts assessment measures what students know and can do in visual arts. This includes (1) knowledge and understanding of works of visual art, including the personal, historical, cultural, and social contexts for artworks, and (2) perceptual, technical, and intellectual/reflective skills evidenced in the evaluation of works of art.

Each student participating in the assessment will take two timed cognitive blocks that contain multiple-choice questions, as well as short and extended constructed-response questions. Students participating in the visual arts assessment may be asked to

- Look at reproductions of artworks from a variety of genres and cultural contexts, analyze and describe different characteristics of the works, and describe the historical and social contexts of the works.
- Consider principles of the design of practical objects.
- Use aesthetic and pragmatic considerations to design new objects.

Student Background Questionnaire

Visual Arts

This section has 13 questions. Mark your answers in your booklet. Follow the instructions for each question.

LD001282

1. How much do you agree with each of the following statements? Fill in **one** oval on each line.

	Agree	Not sure	Disagree	
a. I like to look at art.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001283
b. I like to do artwork.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001284
c. I think I have talent for art.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001285
d. People tell me I am a good artist.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001286
e. I like to show my artwork to other people.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001287
f. I would like to be an artist when I grow up.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001288

LD001316

2. Are you taking an art course now, or have you taken an art course this year?

- A Yes
- B No

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LD001317

3. When you have art in school, how often does your teacher have you do the following things? Fill in **one** oval on each line.

	Every day	Once a week	Once a month	Never or hardly ever	
a. Paint or draw	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001318
b. Make things out of clay or other materials	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001319
c. Choose your own art project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001320
d. Work in a pair or a group on an art project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001321
e. Talk with others about your artwork or that of other students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001322
f. Write about your artwork	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001323
g. Look at videotapes, filmstrips, slides, or television programs about art	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	LD001324
h. Work with a camera, computer, or photocopier to make artwork	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC322796

LD001326

LD001328

4. How often does your teacher have you show your artwork in an exhibit?

- A Once or twice a **month**
- B Once or twice a **year**
- C Never or hardly ever

6. Do you keep an art journal or sketchbook in school?

- A Yes
- B No

LD001329

LD001327

5. In school, do you ever illustrate your work in other subjects?

- A Yes
- B No

7. Do either you or your teacher save your artwork in a portfolio?

- A Yes
- B No

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LD001300

LD001302

8. How often do you have homework for art class?

- Ⓐ About once a week
- Ⓑ About once a month
- Ⓒ Never or hardly ever

9. In the last year, how many times did you go with your class to an art museum, gallery, or exhibit?

- Ⓐ None
- Ⓑ 1 or 2 times
- Ⓒ 3 or more times

VC288034

10. When you are **not** in school, do you ever do the following things on your own, **not** in connection with schoolwork? Fill in **one** oval on each line.

	Yes	No	
a. Go to an art museum or exhibit	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288040
b. Take art classes	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288043
c. Make artwork	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288045
d. Exhibit your artwork	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288046
e. Enter an art competition	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288048
f. Go to a summer art program	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288050
g. Look at or read a book about art	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288051
h. Watch a videotape or television program about art	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288053
i. Talk with your family or friends about art	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288054
j. Visit an artist's studio	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288056
k. Keep an art journal or sketchbook	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VC288057



GO ON TO THE NEXT PAGE

VB595182

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

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VB595184

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

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- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important

VC034559

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?

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- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests



NAEP Questions Tool

Introduction

After every assessment cycle, NAEP releases a portion of the main assessment to the public. The NAEP Questions Tool allows users to view those questions, as well as their associated scoring guides, keys, classification information, performance data, student group data, and actual student responses (for constructed-response questions only). The purpose of the tool is to provide teachers, researchers, and educators greater access to NAEP assessment exercises.

The tool also allows users to print selected questions and all their relevant information.

How to Access

The direct URL to NAEP Questions is <http://nces.ed.gov/nationsreportcard/itmrls>, or click **NAEP Questions** on the Nation's Report Card™ home page.

What information can I get about each question?

When you select a question to view, a screen similar to the one below will be displayed.

The screenshot shows the NAEP Questions Tool interface. At the top, there are buttons for "New Search" and "Previous Search Results", and a navigation indicator "← Question 4 of 6 →". Below this is a "To Print Folder: Empty" button and an "Add Question" button. The main content area displays the following information:

- Subject: **Writing** [[Subject Info](#)] Grade: 4 Block: 1998-4W6 No.: 1
- Description: **Write a story about a castle**
- Navigation tabs: **Question** (selected), [Performance Data](#), [Content Classification](#), [Scoring Guide/Key](#), [Student Responses](#), [More Data](#)
- [Printable Version](#)

The question text is as follows:

1. One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle!

The castle door creaks open. The child goes in.

Write a story about who the child meets and what happens inside the castle.

Information related to a selected question is available by clicking the tabs at the top of the screen. This information includes the following:

Question: Shows the printable version of the question. When the screen first displays, the question will display. Click on this tab to redisplay the question after another choice has been selected.

Performance Data: Shows information about how students scored on the question.

Content Classification: Shows information about how the question relates to the subject area framework. This includes a description of the *content domain*—what is being assessed—and the *cognitive skills* within that domain.

Scoring Guide/Key: Shows the scoring guide or rubric for constructed-response questions and the correct answer for multiple-choice questions.

Student Responses: Shows *actual* student responses to the question for each score level.

More Data: Displays additional data for each item, including how groups of students (gender, race/ethnicity, parents' highest level of education, type of school, region of the country, type of location, National School Lunch Program, and achievement level) performed on this question. Provides a link to the NAEP Data Explorer, where you can search for more specific national and state NAEP data.

Question: When the screen first appears, the question will be displayed, and the **Question** tab will be highlighted. When you are viewing related information other than the question itself, click on this tab to re-display the question.

Links within the question: The question and related graphics or text passages may not fit on the screen area without scrolling. To help you view the different parts of the question, we have added several links above the question on the right side of the screen to such content as the content **classification**.



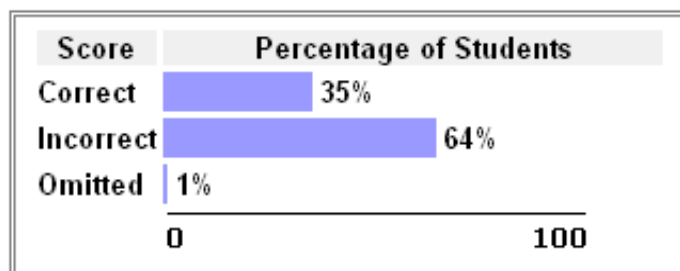
The names of the links may change depending on the type of question and the subject area. Such information as a reading passage or a map may be included in this link.

Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

Performance Data: Shows information about how students scored on the question.

For Multiple-Choice Questions: Shows the percentage of students who answered the question incorrectly or correctly, or who omitted the item.

2005 National Performance Results

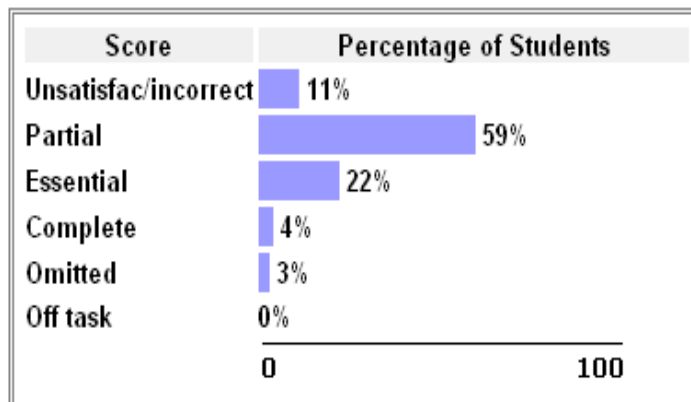


Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

For Constructed-Response Questions: Shows the percentage of students who scored at each score level, or who omitted the question or were off-task.

2005 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

The scoring criteria will vary depending on the subject and type of question. Click on **Scoring Guide/Key** to see a description of the score levels used for each question.

Content Classification: Shows information about how the question relates to the subject area framework. This includes a description of the *content domain*—what is being assessed—and the *cognitive skills* within that domain.

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[Content Area](#) [Cognitive Domain](#)

Content Area

What Are Civic Life, Politics, and Government?

Use the links on the upper right of the Content Classification screen to move between the sections of the screen. Note that the name of the links will vary depending on subject and question type.

For a more extensive description of the subject area you have chosen, click on **Subject Info** at the top of the screen next to the subject name.

Scoring Guide/Key: Shows information about how the question was scored.

For Multiple-Choice Questions: Shows the “key” or correct answer for the question.

Key

10. In the United States, taxes are NOT used for

- ▶ A) building churches
- B) funding public libraries
- C) building roads
- D) taking care of parks

For Constructed-Response Questions: Shows the scoring guide used to determine the score for the student’s answer.

Scoring Guide

Score & Description
<p>Appropriate The response explains one important difference between contemporary children and Fuller.</p>
<p>Partial The response makes accurate observations that lack direct comparisons e.g. "her life was hard", "she worked hard", "she had to do chores and wash." OR use of third-person to describe her actions, such as "she made sixteen dozen candles."</p>
<p>Inappropriate The response does not correctly identify a difference between Fuller's day and a modern one. Statements about actions that we all do, as in "she washed" are not acceptable. A restatement of the diary, such as "we baked two ovensfull of pies" is not acceptable.</p>

Note that the scoring criteria will vary depending on the subject and type of question.

Student Responses: Shows actual student responses to the question for each score level.

Evidence of full comprehension - Student Response

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

dreams don't only come true in fairy tales because Dr. Lucid really want to be an astronaut and she finally did become an astronaut.

Use the scroll bar to move between the sections of the screen. Note that student responses are available only for constructed-response questions.

In some subjects, you will find a **Scorer's Commentary** button after the student responses. Each subject offers a different model for the scorer's commentary—some provide one for every response, others for both responses. The scorer's commentary gives you additional information on why the response received the score that it did and often refers back to the scoring guide.

More Data: Shows information about how groups of students performed on the question. This information enables you to see comparisons between the groups of students. From this screen you can also link to the NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata>).

All students						
	Incorrect				P	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
All students	227 (0.3)	61 (0.5)	251 (0.5)	61 (0.5)	251 (0.5)	61 (0.5)

Gender						
	Incorrect				P	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
Male	227 (0.5)	58 (0.6)	254 (0.6)	58 (0.6)	254 (0.6)	58 (0.6)
Female	227 (0.4)	65 (0.7)	247 (0.8)	65 (0.7)	247 (0.8)	65 (0.7)

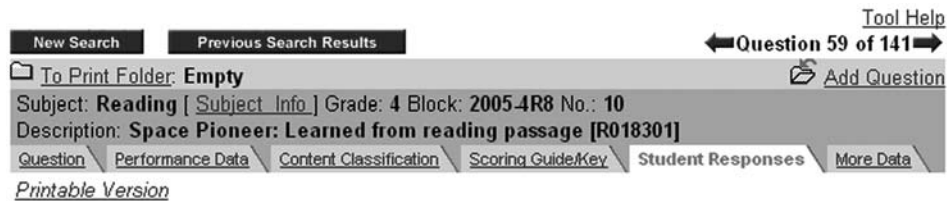
Region of the country (2003 and later)						
	Incorrect				P	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
Northeast	230 (0.8)	56 (1.0)	252 (0.9)	56 (1.0)	252 (0.9)	56 (1.0)
Midwest	229 (0.6)	59 (0.9)	251 (0.9)	59 (0.9)	251 (0.9)	59 (0.9)

Information about the performance of the following student groups is included on the More Data screen:

- Gender
- Race/Ethnicity
- Parents' Highest Level of Education
- Type of School
- Region of the Country
- Type of Location
- National School Lunch Program
- Achievement Level

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

You can find information about each subject by clicking on Subject Info at the top of the screen next to the subject name.



This leads you to more detailed information about NAEP procedures, including a description of frameworks, assessment instruments, scoring, school and student samples for that subject, NAEP reports, and interpreting NAEP results.

You can find even more information about each subject by choosing a subject on the NAEP home page.

Additional Help

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

For additional help, write to us via **Contact Us**, or e-mail Sherran.Osborne@ed.gov.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2008 ASSESSMENT
The Arts: Music and Visual Arts

Information About National Assessment of Educational Progress

PROJECT MISSION. NAEP is administered by the U.S. Department of Education to report on the achievement of American students in key academic subjects. For more information about the NAEP program, visit the NAEP website at <http://nces.ed.gov/nationsreportcard> or call 202-502-7420.

PARTICIPATION. Teacher and student participation is always voluntary. Contact your school's NAEP coordinator for more information.

NAEP CONTENT. The National Assessment Governing Board (NAGB) develops frameworks detailing what students reasonably might be expected to know and do for each subject assessed by NAEP. For additional information on framework development, see the NAGB website at <http://nagb.org>.

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

SECURE NAEP QUESTIONS. Upon written request, adults may review NAEP questions and instruments still in use. These arrangements must be made in advance, and persons reviewing the assessment may not remove the booklets from the room, copy them, or take notes. Contact your school's NAEP coordinator for more information.

NAEP REPORTS. NAEP publications can be searched and downloaded from the NAEP website at <http://nces.ed.gov/nationsreportcard>.

FOR FURTHER INFORMATION. For prompt field staff support on these or other matters, call the NAEP Help Desk at 800-283-6237.