





**National  
Assessment  
of Educational  
Progress**

**2007  
Grade 12**

**SECTION**

1	W3
2	W9
3	D1
4	WB1

**BOOK  
W201D**

**School Information**

**SCHOOL #**

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**Admin  
Code  
(Col. P)**

**Total Time For  
Accommodation  
(74 - EXT)**

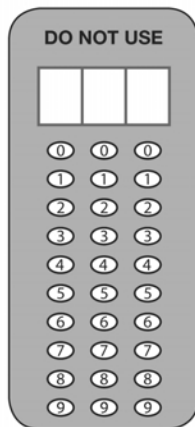
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**ADDITIONAL ACCOMMODATIONS  
OFFERED**

**(Code All That Apply)**

- No Additional Accom.
- 71 - BIB
- 72 - BID
- 73 - LRG
- 74 - EXT
- 75 - REA
- 76 - SMG
- 77 - ONE
- 78 - SCR
- 79 - OTH
- 80 - BRK
- 81 - MAG
- 82 - SSA



PLACE LABEL HERE

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# National Assessment of Educational Progress

## 2007 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 writing, as well as participate in pilot tests for reading.

Assessments require about 90 minutes of a student's time, and each student answers questions in only one subject. The test booklet contains 50 minutes of test questions and a brief section of background questions.

NAEP is voluntary and confidential. Answers to all student questions are confidential, and before the materials leave the school, student names are removed from all assessment materials. Individual student scores are not reported.

Results of the mathematics and reading assessments will be released in *The Nation's Report Card*<sup>™</sup> in the fall of 2007. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

The usefulness of the national assessment results increases when parents, educators, and policymakers are able to study the proficiencies (or scores) along with information about student experience, the school environment, and opportunities for students to learn. Included in this booklet are all of the general student background questions for writing. The student background questions provide educators and policymakers with valuable insight into the conditions and factors that influence student learning so that decision can be made that may maximize achievement for all students. Also included in this booklet are sample questions and selected responses to help give you a better understanding of what the assessment is like.

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 website 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 Writing Assessment

The NAEP writing assessment measures three purposes for writing: narrative, informative, and persuasive. The narrative tasks comprise first-person and third-person fictional stories or personal narratives. The informative tasks comprise description, explanation, and analysis. The persuasive tasks comprise writing to convince, writing to construct an argument, and writing to refute a position.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, reports, stories, and articles. Some tasks require students to write for a specified audience; for example, to a teacher, to a committee, or to a friend. Writing tasks in the 2007 assessment incorporate an array of stimulus materials, such as color photographs, comic strips, newspaper articles, and poems.

Each student participating in the assessment will receive one test booklet. At grade 12, students will receive two 25-minute writing tasks. All booklets contain a Planning Page, thus providing students with the opportunity to make notes and organize their ideas. In addition, all participating students are provided with a writing strategies brochure to remind them of various ways to plan and review their writing. For more information regarding the writing assessment framework please visit <http://nagb.org>.

### ***NAEP Writing Framework Distribution of Time to Be Spent on Tasks for Each Writing Purpose***

	<b>Grade 12</b>
Narrative	25%
Informative	35%
Persuasive	40%

## Writing Booklet Directions

Sections 1 and 2 each contain one writing assignment. You will have 25 minutes to complete each assignment.

In each section, read the page that tells you your writing assignment. Then go on to the planning page where you can make notes and plan what to write. Do not write your paper on the planning page. After the planning page, there are lined pages where you should write your paper.

The following example shows what these pages look like.

The diagram illustrates the layout of three pages in a writing booklet, arranged in a descending staircase pattern from right to left.


- Page 2:** A large rectangular box containing the text "Your assignment is to write about . . ." at the top and "Page 2" at the bottom.
- Page 3:** A rectangular box overlapping the right side of Page 2. It contains the heading "PLANNING PAGE" in italics, followed by the instruction "Using this page to make notes and organize your ideas. You may want to use suggestions from the *Ideas for Planning Your Writing* in the brochure to help you get started." Below this is the instruction "DO NOT WRITE YOUR RESPONSE ON THIS PAGE." and "Page 3" at the bottom.
- Page 4:** A rectangular box overlapping the right side of Page 3. It contains the instruction "BEGIN WRITING YOUR RESPONSE ON THIS PAGE" at the top, followed by several horizontal lines for writing, and "Page 4" at the bottom.

GO ON TO THE NEXT PAGE

**Remember to start writing your papers on the lined pages that begin on page 4 of each section that has a writing assignment.**

For each assignment, you will probably need all of the 25 minutes to plan and write. Use as many lined pages as you need to write your paper. You may want to use ideas from the brochure you have been given to help you plan and review your paper.

If you finish before time is called, read your paper again and make any changes that you think will make it better.

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



## Grade 12 Sample Writing Prompts

### Writing Prompt 1 (with sample response) Informative: Save a Book

For *Save a Book*, students were asked to explain what book they would save by memorization if they lived in a society where reading was not allowed. Since any book could be chosen, a wide range of responses was acceptable. In this booklet we provide an example of an “Excellent” response.

A novel written in the 1950’s describes a world where people are not allowed to read books. A small group of people who want to save books memorize them, so that the books won’t be forgotten. For example, an old man who has memorized the novel *The Call of the Wild* helps a young boy memorize it by reciting the story to him. In this way, the book is saved for the future.

If you were told that you could save just one book for future generations, which book would you choose?

Write an essay in which you discuss which book you would choose to save for future generations and what it is about the book that makes it important to save. Be sure to discuss in detail why the book is important to you and why it would be important to future generations.

### Sample “Excellent” Response

“Excellent” responses were well developed throughout with sentence variety and good word choice. The “Excellent” response shown below, about Herman Hesse’s *Demian*, is well developed and has strong transitions. Well-chosen details and precise word choices support a sustained controlling idea: that teens can learn from the main character’s coming of age. The “Excellent” rating was given to 4 percent of the responses to this task.



## Sample "Excellent" Response

Creating a literary masterpiece is most likely every writer's dream. German writer Hermann Hesse did so when he wrote *Demian*, the story of one boy's coming of age.

Although this novel is not necessarily a blatant American classic, it does have many powerful traits and deserves to be read by any high schooler. In the sense of literary analysis, the novel is an excellent example of Jungian psychology, and serves to chronicle a boy named Emil Sinclair's individuation, or the process of finding out who he is. High school is a wonderful time of self-discovery, where teens bond with several groups of friends, try different foods, fashions, classes, and experiences, both good and bad. The end result in May of senior year is a mature and confident adult, ready to enter the next stage of life. Since Sinclair is going through much of what an average student might (troubles at school, falling in love) relating with

## Sample "Excellent" Response (Continued)

and learning from Sinclair is an important aspect of the novel. The novel speaks of two realms: the dark half and the good half, and Sinclair's early "loss of innocence" by stealing a few coins from his mother. Many students feel disheartened by the sudden realization that they are no longer children, and long for the ignorant bliss of innocent childhood. Reading about Sinclair's journey through the good and bad realms prepares students for the imminent good and bad experiences in life, and provides them with a hope for the future: that such experiences will leave them a mature and well-rounded adult, full of wisdom and compassion.

**Sample “Excellent” Response (Continued)**

If one were to read the world of books, Demian should be saved because of its profound impact on its readers. It is said that a book is a classic if people continue to read it decades after it is written. I see a classic as nothing more than a literary jewel, polished until society can gaze into it and see a perfect glimpse of itself.

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**Writing Prompt 2**

Who are the heroes of today?

Who are our heroes? The media attention given to celebrities suggests that these people are today's heroes. Yet ordinary people perform extraordinary acts of courage every day that go virtually unnoticed. Are these people the real heroes?

Write an essay in which you define heroism and argue who you think our heroes really are—mass media stars, ordinary people, or maybe both. Be sure to use examples of specific celebrities, other people you have heard or read about, or people from your own community to support your position.