

2006
Grade 8

SECTION	
1	D1
2	H10
3	H12
4	HB1

BOOK
H518

School and Teacher Information

SCHOOL #

TEACHER #

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

<input type="text"/>	<input type="text"/>
----------------------	----------------------

TOTAL TIME for ACCOMMODATION

ADMIN CODE

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

<input type="text"/>	<input type="text"/>
----------------------	----------------------

ACCOMMODATIONS

- none N
- 71 Y
- 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

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

- | | | |
|---|---|---|
| 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



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-16####-001:654321
Printed in U.S.A.

National Assessment of Educational Progress

2006 Sample Questions Booklet

I. About This Sample Questions Booklet	4
II. The Assessments	
The Civics Assessment	5
The U.S. History Assessment	6
Civics and U.S. History Booklet Directions.	7
Sample Civics Questions	9
Sample U.S. History Questions	10
The Mathematics Assessment.	12
Mathematics Booklet Directions.	13
Sample Mathematics Questions.	14
The Reading Assessment	16
Reading Booklet Directions	17
Sample Reading Questions	19
The Writing Assessment	25
Writing Booklet Directions	26
Grade 8 Sample Writing Prompts	28
III. Student Background Questionnaires	32
General Directions for Grade 8.	32
Student Background Questionnaire.	33
Civics Background Questionnaire	36
U.S. History Background Questionnaire.	39
Mathematics Background Questionnaire	42
Reading Background Questionnaire	47
Writing Background Questionnaire	53
IV. NAEP Questions Tool Tutorial	59
Information About National Assessment of Educational Progress	Back Cover

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. Eighth-graders will take civics and U.S. history 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 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).

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 Exercise Pool Across Areas of Civic Knowledge

Grade	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
8	15%	25%	25%	15%	20%

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 Framework 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
8	30%	30%	20%	20%

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. The cognitive dimension of historical thinking is measured by the inclusion of test questions divided between those measuring historical knowledge and perspective (35%) and those measuring historical analysis and interpretation (65%). Constructed-response questions make up approximately 50% of the assessment. Many questions in the assessment are based on visual or textual stimuli. At Grade 8, 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.

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 8

1. The President of the United States is elected to a term of
 - Ⓐ 2 years
 - Ⓑ 4 years
 - Ⓒ 6 years
 - Ⓓ 8 years
2. In the United States, an individual citizen has the right to
 - Ⓐ Impeach the President
 - Ⓑ Vote for government officials
 - Ⓒ Make new laws
 - Ⓓ Collect taxes
3. The term “separation of powers” refers to
 - Ⓐ State powers and duties that are not given to the central government
 - Ⓑ Division of authority among the legislative, executive, and judicial branches of government
 - Ⓒ Division of the legislature into two houses
 - Ⓓ Creation of a national capital that is not a part of any State
4. According to the Bill of Rights, which of the following is NOT allowed?
 - Ⓐ A jury trial in criminal cases
 - Ⓑ The testimony of witnesses who are relatives of the accused
 - Ⓒ A trial held too soon after the defendant has been accused
 - Ⓓ Cruel and unusual punishment
5. United States Senators are a part of which branch of the government?
 - Ⓐ Legislative
 - Ⓑ Executive
 - Ⓒ Treasury Department
 - Ⓓ Supreme Court
6. The powers of Congress are set forth in the
 - Ⓐ Declaration of Independence
 - Ⓑ Articles of Confederation
 - Ⓒ Constitution of the United States
 - Ⓓ Bill of Rights



Sample U.S. History Questions

Grade 8

Questions 1–3 refer to the passage below.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government.

—1776

- | | |
|--|---|
| <p>1. The quotation is from the</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Articles of Confederation <input type="radio"/> Ⓑ Constitution <input checked="" type="radio"/> Ⓒ Declaration of Independence <input type="radio"/> Ⓓ Missouri Compromise | <p>2. The primary author of the document was</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ George Washington <input type="radio"/> Ⓑ John Marshall <input type="radio"/> Ⓒ Robert E. Lee <input checked="" type="radio"/> Ⓓ Thomas Jefferson |
|--|---|
3. Explain why the document quoted was written.

It was written because the United States wanted to be free from laws made by King A/V "they" wrote it so we could be able to elect presidents and have our own rights as well. Then no one could take them away

4. Why was the invention of the steel plow important in United States history?

Questions 5–6 refer to the first census of the United States, shown below.

FIRST CENSUS OF THE UNITED STATES 1790

District	Free White Males of 16 Years and Up	Free White Males Under 16 Years	Free White Females	All Other Free Persons	Slaves	Total
Vermont	22,435	22,323	40,505	255	16	85,539
New Hampshire	36,036	34,351	70,160	630	158	141,385
Maine	24,384	24,748	46,870	538	None	96,540
Massachusetts	95,453	87,289	190,582	5,463	None	378,787
Rhode Island	16,019	15,799	32,652	3,407	948	68,825
Connecticut	60,523	54,403	117,448	2,808	2,764	237,946
New York	83,700	78,122	152,320	4,654	21,324	340,120
New Jersey	45,251	41,416	83,287	2,762	11,423	184,139
Pennsylvania	110,783	106,948	206,363	6,537	3,737	434,373
Delaware	11,783	12,143	22,384	3,899	8,387	59,094
Maryland	55,915	51,339	101,395	8,043	103,036	319,723
Virginia	110,936	116,135	215,046	12,866	292,627	747,610
Kentucky	15,154	17,057	28,922	114	12,430	73,677
North Carolina	69,988	77,506	140,710	4,975	100,572	393,751
South Carolina	35,576	37,722	66,380	1,801	107,094	249,073
Georgia	13,103	14,044	25,739	393	29,264	82,548
Total Number of Inhabitants of the United States Exclusive of Other Territories	807,094	791,850	1,541,263	59,150	694,280	3,893,635

5. The information in the census could be used to answer which questions?

- Which state had the highest official population?
- Ⓐ How many people moved to the United States in 1790?
- Ⓑ Which state was the largest in area?
- Ⓒ How many more male than female slaves were there in 1790?

6. The census was important in 1790 because it

- Ⓐ helped determine which citizens were eligible to vote
- Ⓑ told people which states had the most members of American Indian nations
- Ⓒ told people whether men or women tended to live longer
- helped determine state representation in the House of Representatives



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. NAEP provides calculators for all students. For more information regarding the mathematics assessment framework please visit <http://nagb.org>.

NAEP Mathematics Framework Distribution of Questions Across Content Strands

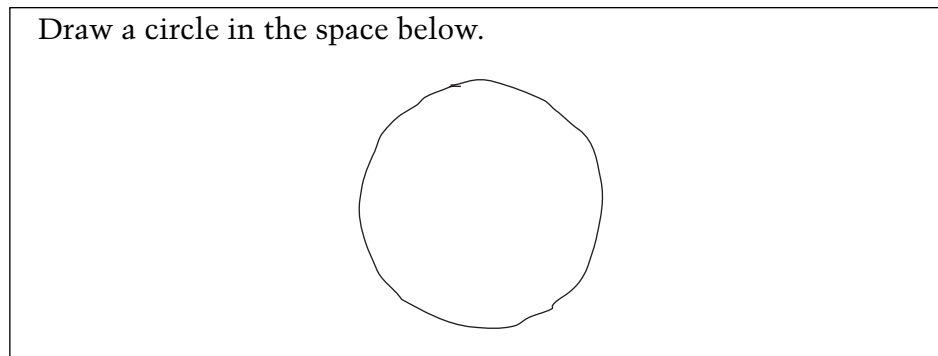
	Grade 8
Number Properties and Operations	20%
Measurement	15%
Geometry	20%
Data Analysis and Probability	15%
Algebra	30%

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 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 8

1. Of the following, which is the best unit to use when measuring the growth of a plant every other day during a 2-week period?

- Centimeter
 - Meter
 - Kilometer
 - Foot
 - Yard
-

2. Jaime knows the following facts about points A , B , and C .

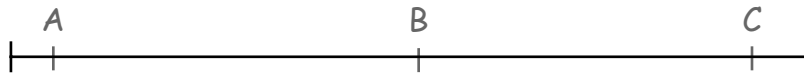
- Points A , B , and C are on the same line, but might not be in that order.
- Point C is twice as far from point A as it is from point B .

Jaime concluded that point C is always between points A and B .

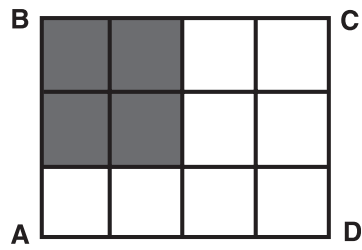
Is Jaime's conclusion correct?

- Yes No

In the space provided, use a diagram to explain your answer.



GO ON TO THE NEXT PAGE 



3. In the figure above, what fraction of rectangle ABCD is shaded?

- Ⓐ $\frac{1}{6}$
- Ⓑ $\frac{1}{5}$
- Ⓒ $\frac{1}{4}$
- Ⓓ $\frac{1}{3}$
- Ⓔ $\frac{1}{2}$

