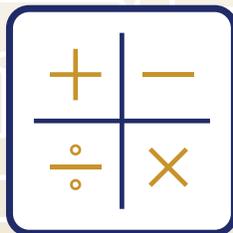


Sample Questions

General Information About The Nation's Report Card

Grade 4

Mathematics



Reading



Writing



National Assessment of Educational Progress

2017 Grade 4 Sample Questions Booklet

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I. 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 the United States. NAEP tells us what students in our country know and can do in various subjects.

In 2017, the NAEP mathematics, reading, and writing assessments will be administered to fourth- and eighth-grade students throughout the nation on NAEP-provided tablets. Some students will participate in pilot digitally based assessments in mathematics and reading, and eighth-grade students will also take pilot assessments on tablets in U.S. history, civics, and geography. Information collected from the pilots will be used to prepare for the full transition to digitally based assessments by the end of the decade. Additionally, some students will take paper-and-pencil versions of the mathematics and reading assessments. Administering these two assessments via both tablet and paper and pencil will help NAEP evaluate any differences in student performance related to the delivery mode.

As part of the NAEP assessments, students will also complete brief survey questionnaires about themselves and their educational experiences in and outside of the classroom. For example, students may be asked how often they use a computer for math in school, or how often they read for fun on their own time. By asking questions about students' opportunities to learn as well as their learning experiences, NAEP survey questionnaires collect valuable information that contextualizes student performance for educators, policymakers, and researchers. It also allows for more in-depth analyses of the national assessment results and students' learning environments. To learn more about NAEP survey questionnaires, visit <https://nces.ed.gov/nationsreportcard/bgquest.aspx>.

Each NAEP assessment takes approximately 90 to 120 minutes for a student to complete, and each student answers questions in only one subject. NAEP is voluntary. Results are reported for the nation in all subjects, and for states and selected large urban districts in certain subjects, but not for individual schools or students. Answers to all student questions are confidential, and student names are removed from all assessment materials before leaving the school. Results of the 2017 mathematics, reading, and writing assessments will be reported as The Nation's Report Card. Assessment results are widely discussed in the press and are used by educators, researchers, policymakers, elected officials, and to make decisions about education policy and funding.

This booklet includes the NAEP 2017 survey questionnaires for grade 4 for mathematics, reading, and writing, as well as sample questions for these three subjects in order to promote understanding of the assessment.

To review additional sample questions and answers, access the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/nqt>. Additional information for teachers and schools can be found at <http://nces.ed.gov/nationsreportcard/educators>, including more details about the NAEP assessment and the critical role of educators in the NAEP program.

If you have any questions or comments regarding NAEP or would like to view previous report cards, please visit the NAEP website at <http://nces.ed.gov/nationsreportcard>. To learn more about NAEP digitally based assessments and view tutorials, visit <https://nces.ed.gov/nationsreportcard/dba>.

Peggy G. Carr, Ph.D.
Acting Commissioner
National Center for Education Statistics
Institute of Education Sciences

II. The NAEP Assessments

Each NAEP assessment is built around an organizing framework, which is the blueprint that guides the development of the assessment. The National Assessment Governing Board oversees the development of the NAEP frameworks, which describe the specific knowledge and skills to be assessed in each subject. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others.

An increasing number of schools are making digital tools an integral part of the learning environment. These changes reflect that the knowledge and skills needed for future post-secondary success involve the use of new technologies.

NAEP is evolving to address the changing educational landscape through its transition to digitally based assessments. These digitally based assessments reflect the growing use of technology in education, and will allow NAEP to collect new types of data that will enhance our understanding of what students know and can do in various subjects. Some questions may include multimedia, such as audio and video. Other questions may allow the use of embedded technological features (such as an onscreen calculator) to form a response, or may engage students in solving problems within realistic scenarios.

In 2017, most fourth- and eighth-grade students will take the mathematics and reading assessments on touch-screen tablets with keyboards, and a subset of students will take paper-and-pencil versions of these assessments. The writing assessment will be administered exclusively on touch-screen tablets with keyboards.

The new NAEP digitally based assessments incorporate cutting-edge learning technologies. At the beginning of each assessment, students take a brief interactive tutorial designed to teach them about the system and the tools they use to take the assessment. These tutorials help ensure that students can effectively use the tools during the assessment. Some parts of the tutorials are the same across subjects, while other parts are specific to each subject. For example, because mathematics uses different tools at each grade, there are different tutorials for each grade in mathematics.

To learn more about NAEP digitally based assessments and view a NAEP tutorial, visit <https://nces.ed.gov/nationsreportcard/dba>.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 75 minutes for paper-and-pencil assessments and 90 minutes for digitally based assessments, 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, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education. The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you. OMB 1850-0928. APPROVAL EXPIRES 08/31/2019 XXXXXX-001:321. Printed in the USA by Pearson ISD9609

Mathematics

Grade 4

The NAEP 2017 mathematics assessment measures students' ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra. Within each of these five content strands, students are asked questions of low, moderate, or high mathematical complexity. Mathematical complexity is a measure of the level of demand placed on a student's thinking in order to answer a question correctly.

The NAEP mathematics assessment includes multiple-choice, short constructed-response, and extended constructed-response questions. The short and extended constructed-response questions allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short constructed-response and extended constructed-response questions combined make up approximately 50 percent of student assessment time.

In 2017, some students will take the paper-and-pencil version of the mathematics assessment, and some will take a digitally based assessment on touch-screen tablets with keyboards. The paper-and-pencil version of the assessment incorporates the use of calculators, rulers, protractors, and other ancillary materials such as geometric shapes, in some parts of the assessment, but not all. During the digitally based assessment, students will have access to onscreen tools that will help them interact with the assessment. Some of these in-system tools include a scratchwork tool, a calculator, a math keyboard, magnification, a read-aloud option, and a progress bar and timer.

Calculator use is permitted on approximately 30 percent of the test questions. NAEP provides a four-function calculator for students who receive a section of questions where calculator use is permitted.

For more information regarding the mathematics assessment framework, please visit the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

NAEP Mathematics Framework Distribution of Questions Across Content Strands

Number Properties and Operations	40%
Measurement	20%
Geometry	15%
Data Analysis, Statistics, and Probability	10%
Algebra	15%

Digitally Based Assessment Directions

Below are the General Directions for the mathematics digitally based assessment. Students will see these instructions on the screen prior to beginning the assessment.

This assessment has several sections of mathematics questions. When you are finished with these sections, you will be asked to answer questions about yourself and your experiences in and out of school.

If time runs out before you complete a section, your work will be saved.

Tap Next to begin.

Here is an example of directions a student might see during the mathematics assessment.

This section has 15 mathematics questions. You have 30 minutes to complete this section.

You cannot use the calculator in this section.

If you finish before time is up, you may review your work.

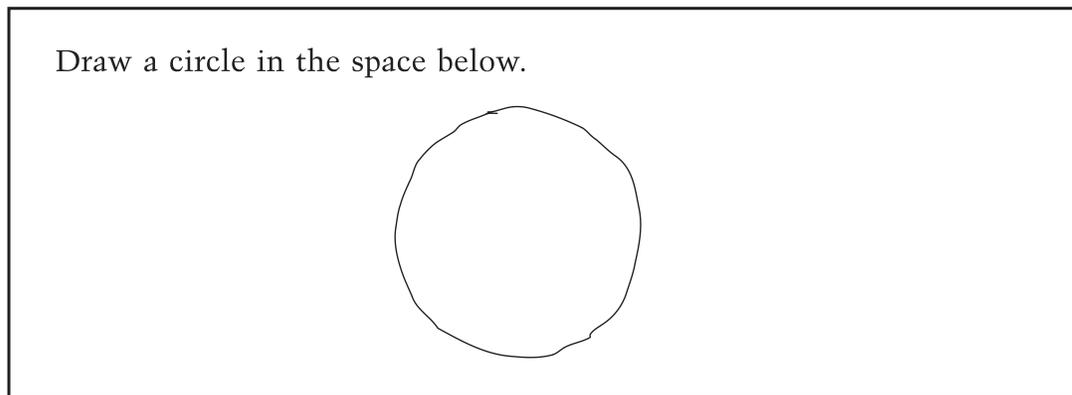
Tap Next to continue.

Paper-and-Pencil Assessment 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.

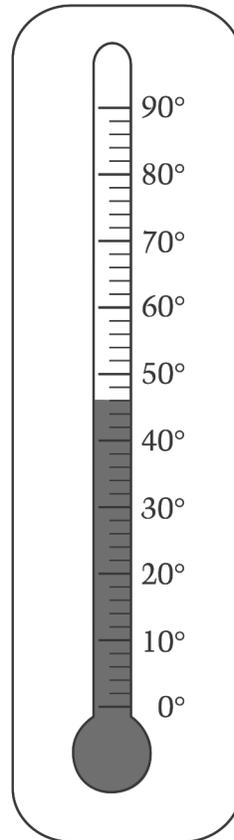
Do not go past the  sign at the end of each section until you are told to do so.



Sample Questions

Grade 4

The following sample questions and correct student responses are from a previous paper-and-pencil administration of a NAEP mathematics assessment and are available on the NAEP Questions Tool. For additional sample questions and responses, visit <http://nces.ed.gov/nationsreportcard/nqt>.



1. What temperature does the thermometer show?
- Ⓐ 43°
 - Ⓑ 46°
 - Ⓒ 52°
 - Ⓓ 54°

GO ON TO THE NEXT PAGE

$$n + 4 = 12$$

2. What value of n makes the number sentence true?

A 3

B 4

C 8

D 16



Reading

Grade 4

The NAEP 2017 reading assessment measures students' ability to understand, to interpret, and to think critically about grade-appropriate texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in two major text types: literary text and informational text. The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

The reading framework for the NAEP reading assessment conceptualizes reading as a dynamic cognitive process. The framework suggests reading is a complex process that includes

- understanding written text,
- developing and interpreting meaning, and
- using meaning as appropriate to type of text, purpose, and situation.

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. Grade 4 students spend approximately 50 percent of their assessment time providing written answers to constructed-response questions.

In 2017, some students will take the paper-and-pencil version of the reading assessment, and some will take a digitally based assessment on touch-screen tablets with keyboards. During the digitally based assessment, students will have access to onscreen tools that will help them navigate the assessment. Some of these tools include a help window, zoom tool, progress bar and timer, a read-aloud option, and an annotation tool, which will allow them to use an onscreen pencil and highlighter tools to mark up passages and items.

For more information regarding the reading assessment framework, please visit the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

NAEP Reading Framework Distribution of Literary and Informational Passages at Grade 4

Literary text	50%
Informational text	50%

Digitally Based Assessment Directions

Below are the General Directions for the reading digitally based assessment. Students will see these instructions on the screen prior to beginning the assessment.

This assessment has several sections of reading passages and questions. When you are finished with these sections, you will be asked to answer questions about yourself and your experiences in and out of school.

If time runs out before you complete a section, your work will be saved.

Tap Next to begin.

Here is an example of directions a student might see during the reading assessment.

In this section, you have 30 minutes to read a story and a poem and answer 10 questions about them.

If you finish before time is up, you may review your work.

Tap Next to continue.

Paper-and-Pencil Assessment Directions

In each of the next two sections, you will have 25 minutes to read one or two passages and to answer questions about what you have read.

You will be asked to respond to two types of questions. The first type of question requires you to choose the best answer and fill in the oval for that answer in your booklet. Some questions of this type will ask you about the meaning of a word as it is used in the passage.

The other type of question requires you to write your answer on the blank lines in your booklet. Some questions of this type will ask you to write a short answer and some questions will ask you to write a longer answer.

Here is an example of a question that requires you to write a short answer.

Do you think “Summer Adventure” was a good title for the story? Explain why or why not using details from the story.

I think “Summer Adventure”
was a good title for the
story because the main
character, Joe, got to go
on a trip to Alaska
where he saw Mt. McKinley.

GO ON TO THE NEXT PAGE 

Here is an example of a question that requires you to write a longer, more detailed answer.

Joe has different feelings during his trip in Alaska. Describe two different feelings Joe had and explain what caused him to have those feelings.

Joe was lonely when he first arrived in Alaska because he was missing his friends back home, but then he met Jerry and Pat and felt better. When Jerry's parents took them all to Portage Lake, Joe felt excited because they went on a boat ride across a lake filled with icebergs to see the blue glacier.

Think carefully about each question. When you are writing your response, make your answer as complete as possible. Be sure your handwriting is clear. Use as many lines as you need.

You may go back to the passage when answering the questions.

If you finish before time is called, read over your work to be sure you have provided your best answer.



Sample Questions

Grade 4 Reading Selection

Daddy Day Care

Antarctica’s ultimate stay-at-home dads

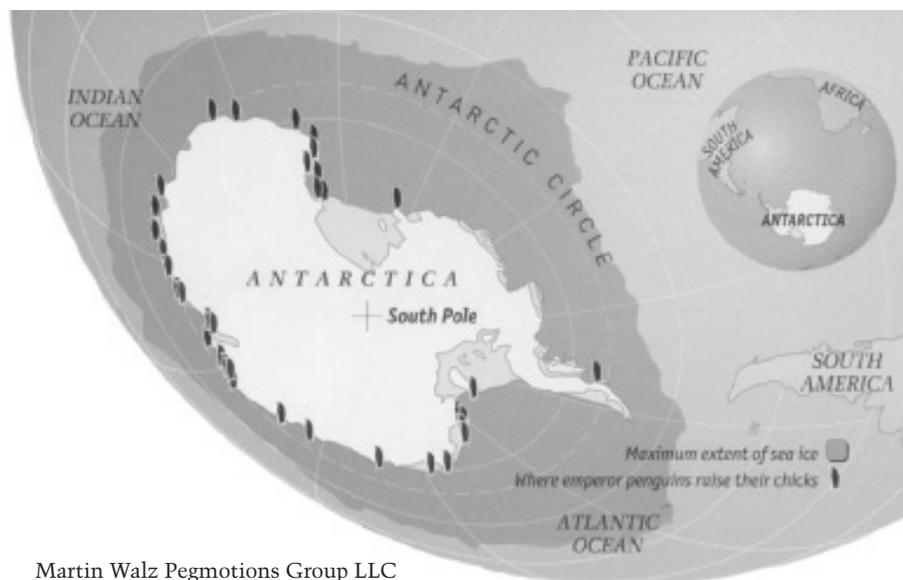
by Ruth Musgrave

When you think “tough,” you may think of sharks, grizzly bears, or professional wrestlers, but you probably don’t think of male penguins. Emperor penguins may not look it, but the males are tough enough to take on the deadly Antarctic winter and survive.

And they do it—without eating—while taking care of the eggs! When other animals head north in March to avoid the Antarctic winter, emperor penguins head south.

Antarctica is surrounded by a huge mass of sea ice in the winter. This ice floats on the ocean in the southernmost part of the Earth. Harsh and frigid, it is here where emperor penguins choose to mate and lay their eggs.

All the other animals, even other penguins, leave months before the Antarctic winter sets in. The only living things left above the ice are the emperors and the humans watching them.



Martin Walz Pegmotions Group LLC

GO ON TO THE NEXT PAGE

Foothold for Family

At the breeding colony, all the males and females find mates. After courtship, the female lays one egg and gives it to her mate. Nesting in this barren, ice-covered world isn't a problem because emperors don't build nests. The male incubates the one-pound egg on his feet, covering it with a featherless fold of skin called a "brood patch."

Each male emperor penguin holds his egg throughout the brutal, Antarctic winter months of May and June. Nestled against a dad's warm, protective body, the softball-size egg remains untouched by the frozen world.

Meanwhile, the female travels to the sea to feed. She won't be back until just about the time the egg hatches—in about two months.

Warm-Up for Dads

The Antarctic weather wears on the male penguins with a viciousness that would seem unbearable to humans. Feathers, fat, and other adaptations are usually enough to keep adult penguins alive. But scientists who visit have to wear 22 pounds of clothing to stay warm!

"The penguins make it look so easy," says Gerald Kooyman, a biologist who has made more than 30 research trips to Antarctica. "After watching them awhile you almost forget how remarkable they are—until the weather changes and the wind slices right through you!"

One of the impressive ways emperors stay toasty when temperatures plummet or the wind blasts is to "huddle." A huddle forms when hundreds, even thousands, of males crowd together. The birds move constantly, slowly rotating from the cold outside rings to the warm, wind-free center.

One scientist who spent an entire winter observing these amazing birds says it is staggering to see 10,000 penguins in a single quiet huddle. The temperature inside can be 77°F. Standing nearby when a huddle breaks up, observers can feel, smell, even see the heat. It's like a wall of steam. The penguins are packed in so tightly that when one comes out, the bird is square-shaped for a few moments from the pressure of the other birds.

All for One

Not only is it unbelievably cold while the emperor dad stands holding his egg all winter, it's also dark. Nevertheless, he keeps the egg warm, without stopping for anything, even food. He loses up to a half of his body weight before his mate comes back from feeding at sea in July. She takes over the egg, which then hatches. The male finally gets to go eat. When he gets back, the parents take turns holding the chick on their feet to keep it warm for the next eight weeks. At that point it's old enough to safely stand on the ice by itself.



A newly hatched chick stays warm by standing on top of a parent's feet.

GO ON TO THE NEXT PAGE

Snack Time

These older chicks gather together in large groups while their parents feed at sea. When adults return with food for their young, they locate their chicks by their calls. Emperors may look alike, but they don't sound alike. Each individual has a unique call that is recognized by other penguins.

Looking like toddlers in overstuffed snowsuits, hungry chicks scurry to parents returning from sea. As they race toward the adults—and dinner—they chirp, letting their parents know “I’m over here!”



Older chicks gather together to stay warm while their parents find food.

Independence Day

By the time the chicks are finally ready to fend for themselves, it's December. This is summertime in the Antarctic. During the winter, the nearest open water could be 50 miles from the rookery. In summer, the ice that the chicks hatched on has begun to break up, so the chicks don't have far to go to the sea.

The chicks are on their own now. The adults leave to start the cycle again, so the young emperors must learn to swim and find food by themselves. Winter day care is over; it's time for summer independence!

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Penguin photographs © 2009 Frans Lanting/www.franslanting.com

GO ON TO THE NEXT PAGE 

The following sample questions and correct student responses are from a previous paper-and-pencil administration of a NAEP reading assessment and are available on the NAEP Questions Tool. For additional sample questions and responses, visit <http://nces.ed.gov/nationsreportcard/nqt>.

1. What is the main purpose of the article?
 - Ⓐ To describe why older chicks stand together in groups
 - Ⓑ To help people understand what winter in the Antarctic is really like
 - To describe what male emperor penguins do to care for their young
 - Ⓓ To explain why emperor penguins travel south in winter

2. On page 4, the article says that emperor penguins live in a **barren** world. This suggests that the penguins live in a place where
 - almost nothing grows
 - Ⓑ few other penguins go
 - Ⓒ there is a lot of danger
 - Ⓓ it is dark most of the year



GO ON TO THE NEXT PAGE

3. Explain how emperor penguins stay warm when they form huddles.

Emperor penguins stay warm in huddles because they share body heat. They take turns from in and outside the middle. In the middle it can be 77° farrenhight and no wind.



Writing

Grade 4

The NAEP 2017 digitally based writing assessment will be administered to fourth-grade students on touch-screen tablets with keyboards provided by NAEP for the assessment. Each tablet will be equipped with an attached mouse, and each student will also get a stylus pen. The 2017 writing assessment measures three purposes for writing, as specified in the 2017 writing framework: (1) To Convey Experience, Real or Imagined; (2) To Explain; and (3) To Persuade. To Convey Experience tasks require students to communicate individual and imagined experiences to others; To Explain tasks require students to write to expand the reader’s understanding of an issue or topic; and To Persuade tasks require students to write to change the reader’s point of view or affect the reader’s actions. The distribution of tasks at grade 4 as specified by the framework is shown in the table below.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, speeches, stories, and articles. To Explain and To Persuade tasks require students to write for a specified or clearly implied audience, such as a teacher, a principal, a school board, or peers. Writing tasks in the 2017 digitally based assessment incorporate an array of stimulus materials, including multimedia stimuli such as short videos and audio, as well as color photographs, newspaper articles, and poems.

The 2017 NAEP Writing Framework asserts that “the technology used to compose is an important part of the writing process and reflects new conditions for writing at school and at work.” Each student participating in the assessment will receive two 30-minute writing tasks on the tablet and will use an interface allowing the use of standard word-processing tools, such as cut and paste and spell-check. Students will be given paper and pencil for planning their writing and told they may use the tablet for planning their writing if they prefer. In addition, all participating students are provided with a writing strategies brochure, reminding them of various ways to plan and review their writing. For more information regarding the writing assessment framework, please visit the National Assessment Governing Board’s website at <http://nagb.org/publications/frameworks.htm>.

NAEP Writing Framework Distribution of Questions Pool Across Purposes for Writing

To Convey Experience, Real or Imagined	35%
To Explain	35%
To Persuade	30%

Digitally Based Assessment Directions

Below are the General Directions for the writing digitally based assessment. Students will see these instructions on the screen prior to beginning the assessment.

This assessment has two sections of writing tasks. When you are finished with these sections, you will be asked to answer questions about yourself and your experiences in and out of school.

If time runs out before you complete a section, your work will be saved.

Tap Next to begin.

Here is an example of directions a student might see during the writing assessment.

You are now ready to do a writing task.

Read the task carefully. You have 30 minutes to write your response. Do the best you can in the time allowed.

Your writing will be judged on how well you develop your ideas and how well you express yourself.

If you choose to plan your writing, these tools are available to you:

- Pencil and planning paper
- Tablet
- Ideas for Planning and Reviewing Your Writing handout

Open the Writing panel to type your response.

If you finish before time is up, reread your writing and make revisions you think are necessary. You cannot go on until 30 minutes are up.

Tap Next to continue.

Sample Writing Task and Response

Grade 4

The scoring guides for this sample question and other released questions from the assessment are available in the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/nqt>.

Writing Task: *Convince the School Librarian*

Writing Purpose: To Persuade

Sample Task

Imagine this situation: Your favorite book is missing from your school library. It might be a book that you like to read over and over again. Or it might be a book that your teacher or parent has read to you. Some of your friends also like to read this book. The school librarian is not sure she wants to buy the book again. Write a letter to convince your school librarian to buy the book again. In your letter, give lots of reasons why the book should be in your school library.

Sample Response

Dear Mrs. Imagene,

I am quite sorry for this inconvenience, but my favorite book, Gypsy Summer is missing from your collection. We have so many old books on the shelves, that they are falling apart. Gypsy Summer is an educational book because it has the language of the Gypsies and I think we could use a new book on our shelves. I feel that people may want to read Gypsy Summer. It is quite an interesting book. Again, I hope it is not inconvenient. You can buy it at Half Price Books, Barnes and Noble, and many other bookstores you may know of.

III. NAEP Survey Questionnaires

What are the NAEP survey questionnaires?

Each year, students who take the NAEP assessments also complete NAEP survey questionnaires. These survey questionnaires are used to collect contextual information about students' opportunities to learn in and outside of the classroom as well as their educational experiences. This information helps put student achievement results into context and allows for meaningful comparison between student groups. NAEP survey questionnaires provide important information for educators, policymakers, and researchers that allow in-depth analyses to better understand the context in which students learn.

Who participates in NAEP survey questionnaires?

NAEP survey questionnaires are voluntary and are given to students who participate in the NAEP assessments. Students have 15 minutes to complete the questions, which are located at the end of the assessment. While they are encouraged to answer as many questions as they feel comfortable with, students can skip any part of the survey questionnaire by leaving the response to a question blank.

Why is student participation in NAEP survey questionnaires important?

NAEP is the only measure of how students across the nation are performing in various subjects. Knowing how students perform on the NAEP assessment, and exploring patterns, such as how different student groups perform over time, are important steps in measuring educational equity in the United States and improving the education system.

How does NAEP protect the personal information of students and schools?

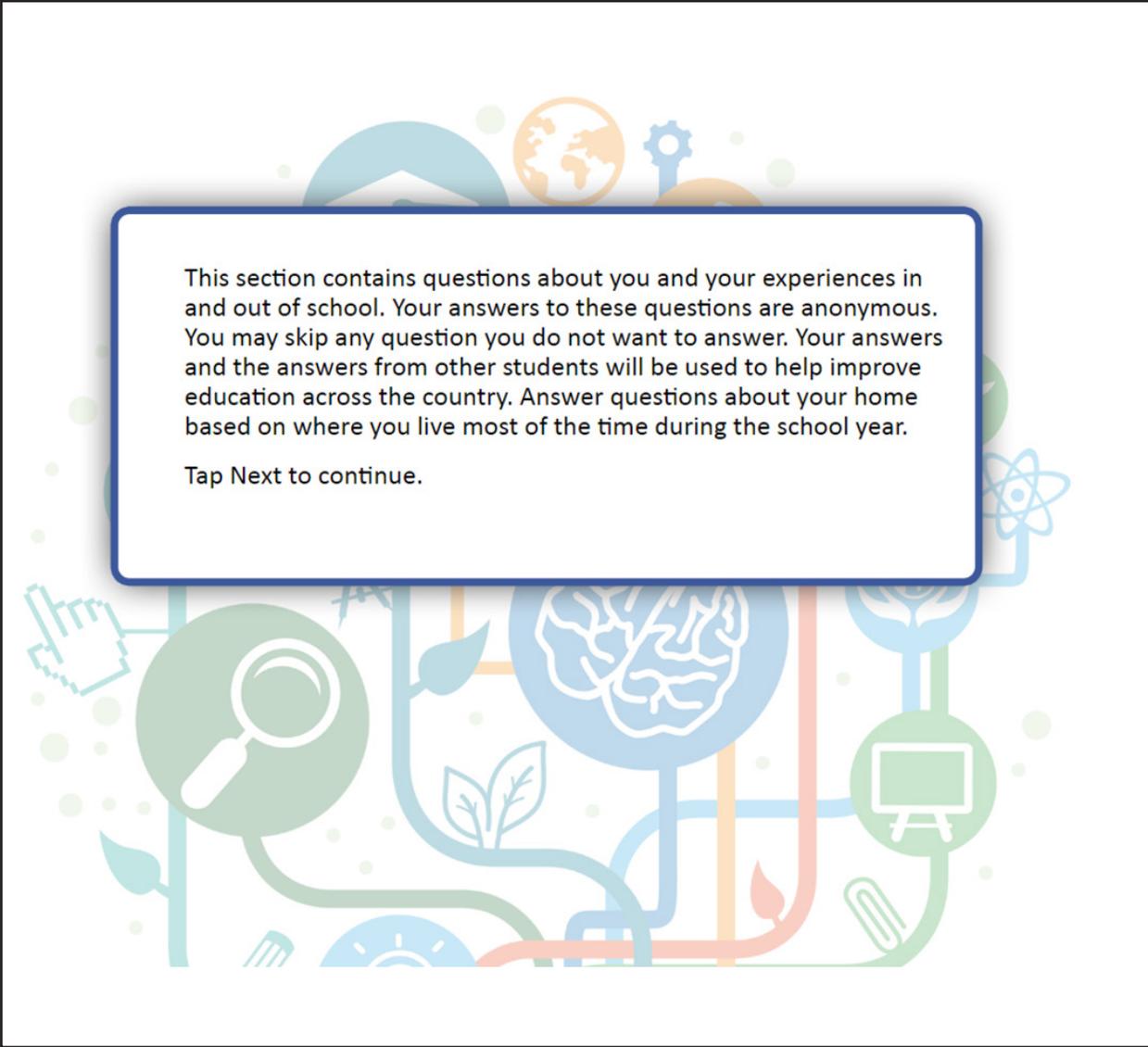
NAEP is confidential. NAEP assessment and survey questionnaire results cannot be linked to any student's personally identifiable information such as name or address. As an additional protection against the disclosure of school or student data, data are handled at all times in accordance with applicable federal standards and industry best practices.

Find out more about the NAEP survey questionnaires

The following pages contain the NAEP 2017 survey questionnaires that will be administered to students who take the NAEP digitally based assessments. To access the NAEP survey questionnaires online, visit <https://nces.ed.gov/nationsreportcard/bgquest.aspx>. To learn more about NAEP survey questionnaires, visit https://nces.ed.gov/nationsreportcard/bgquest_faq.aspx.

Digitally Based Assessment Survey Questionnaire Directions

Below are the directions for the digitally based assessment survey questionnaires. Students will see these instructions on the screen prior to beginning the survey questionnaire.



This section contains questions about you and your experiences in and out of school. Your answers to these questions are anonymous. You may skip any question you do not want to answer. Your answers and the answers from other students will be used to help improve education across the country. Answer questions about your home based on where you live most of the time during the school year.

Tap Next to continue.

Survey Questionnaire

Mathematics—Grade 4

VH240003

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

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

VH260313

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH333658

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort



GO ON TO THE NEXT PAGE

VH333660

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

VH333661

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

VH240387

6. Are you Hispanic or Latino? Select **one or more** answer choices.

- Ⓐ 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.



GO ON TO THE NEXT PAGE

VH240388

7. Which of the following best describes you? Select **one or more** answer choices.

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

VH240186

8. 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)



GO ON TO THE NEXT PAGE

9. Do you have any of the following in your home? Select **one** answer choice on each row.

VH271104

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

VH354591

10. How often do you use the Internet for homework at home?

- A Never
- B About once or twice a month
- C About once or twice a week
- D Almost every day
- E Every day

VH240190

11. 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



VH240189

12. 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

13. Do any of the following people live in your home? Select **one** answer choice on each row.

VH271144

	Yes	No	
a. Mother	Ⓐ	Ⓑ	VH271145
b. Stepmother	Ⓐ	Ⓑ	VH271146
c. Foster mother or other female legal guardian	Ⓐ	Ⓑ	VH271147
d. Father	Ⓐ	Ⓑ	VH271148
e. Stepfather	Ⓐ	Ⓑ	VH271149
f. Foster father or other male legal guardian	Ⓐ	Ⓑ	VH271150

VH591969

14. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?
- Ⓐ Never
 - Ⓑ In some classes
 - Ⓒ In about half of the classes
 - Ⓓ In more than half of the classes
 - Ⓔ In all or almost all classes



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VH271276

15. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

VH271337

16. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271338
b. I try very hard even after making mistakes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271339
c. I keep working hard even when I feel like quitting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271345



17. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

VH271367

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH271370
b. I paid attention and resisted distractions.	(A)	(B)	(C)	(D)	(E)	VH271372
c. I stayed on task without reminders from my teacher.	(A)	(B)	(C)	(D)	(E)	VH271374
d. I paid attention in class even when I was not interested.	(A)	(B)	(C)	(D)	(E)	VH271375

18. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271749

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756



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19. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

VH271934

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

VH254028

20. Write the ZIP code of your home address in the box.

VH350115

21. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?

- (A) Never
- (B) Once
- (C) Two or three times
- (D) Four or five times
- (E) More than five times



VH350116

22. For school this year, how often do you work in pairs or small groups to talk about something that you have done in math?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

VH266754

23. How often do you use a computer or other digital device (excluding handheld calculators) for math **at school**?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

VH591846

24. How often do you use a computer or other digital device (excluding handheld calculators) for math homework?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day



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VH336228

25. How often do you use the Internet to learn things about math?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

VH336231

26. How often do you **use a calculator**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

VH336233

27. How often do you receive help or tutoring with math **outside of school or after school**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day



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28. This school year, how often did the following things happen in your math class? Select **one** answer choice on each row.

VH267415

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices when teaching math to my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH588077
b. My teacher required us to use computers or other digital devices to complete math assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267419

VH268936

29. How often do you use math in everyday life **outside of school**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day



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30. How often do you participate in each of the following activities **outside of school**? Select **one** answer choice on each row.

VH268945

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
c. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962

VH336085

31. Have you ever helped your friends with their math homework?

- Ⓐ Yes
- Ⓑ No

VH269037

32. Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days.



VH267672

33. Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267674
b. Divide 42 stickers among 6 students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617317
c. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267682
d. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267683



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34. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH269048

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH269049
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH269050
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH269053
d. I want to learn as much as possible in my math class.	(A)	(B)	(C)	(D)	(E)	VH269059
e. I want to become better in math this year.	(A)	(B)	(C)	(D)	(E)	VH269056
f. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH269060



35. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH267478

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267479
b. I look forward to my math class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267481
c. I am interested in the things I learn in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617324
d. I think making an effort in math is worthwhile.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267485
e. I think math will help me even when I am not in school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267486
f. I think it is important to do well in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267487



Survey Questionnaire

Reading—Grade 4

VH240003

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

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

VH260313

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH333658

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort



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VH333660

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

VH333661

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

VH240387

6. Are you Hispanic or Latino? Select **one or more** answer choices.

- Ⓐ 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.



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VH240388

7. Which of the following best describes you? Select **one or more** answer choices.

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

VH240186

8. 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)



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9. Do you have any of the following in your home? Select **one** answer choice on each row.

VH271104

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

VH354591

10. How often do you use the Internet for homework at home?

- A Never
- B About once or twice a month
- C About once or twice a week
- D Almost every day
- E Every day

VH240190

11. 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



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VH240189

12. 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

13. Do any of the following people live in your home? Select **one** answer choice on each row.

VH271144

	Yes	No	
a. Mother	Ⓐ	Ⓑ	VH271145
b. Stepmother	Ⓐ	Ⓑ	VH271146
c. Foster mother or other female legal guardian	Ⓐ	Ⓑ	VH271147
d. Father	Ⓐ	Ⓑ	VH271148
e. Stepfather	Ⓐ	Ⓑ	VH271149
f. Foster father or other male legal guardian	Ⓐ	Ⓑ	VH271150

VH591969

14. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?
- Ⓐ Never
 - Ⓑ In some classes
 - Ⓒ In about half of the classes
 - Ⓓ In more than half of the classes
 - Ⓔ In all or almost all classes



VH271276

15. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

16. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271337

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271338
b. I try very hard even after making mistakes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271339
c. I keep working hard even when I feel like quitting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271345



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17. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

VH271367

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271370
b. I paid attention and resisted distractions.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271372
c. I stayed on task without reminders from my teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271374
d. I paid attention in class even when I was not interested.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271375

18. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271749

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271750
b. I like activities that challenge my thinking abilities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271752
c. I enjoy situations where I will have to think about something.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271753
d. I enjoy thinking about new solutions to problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271756



19. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

VH271934

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

VH254028

20. Write the ZIP code of your home address in the box.



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V11332850

21. How often does your teacher ask you to read a book you have chosen yourself?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

V11332853

22. How often does your teacher ask you to discuss new or difficult vocabulary?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day



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VH332862

23. For school this year, how often do you work in pairs or small groups to talk about something that you have read?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

VH332871

24. For school this year, how often do you have a class discussion about something that the class has read?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

VH588774

25. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

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VH598672

26. On a typical school day, how much time do you use a computer or other digital device to do your **English/language arts** schoolwork and homework?
- Ⓐ Less than 30 minutes
 - Ⓑ About 30 minutes
 - Ⓒ About 1 hour
 - Ⓓ About 2 hours
 - Ⓔ About 3 hours
 - Ⓕ 4 or more hours

VH260228

27. In this school year, how often do you borrow reading materials (such as books or magazines) from your school library or media center?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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28. Do you think you would be able to do each of the following when reading? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	(A)	(B)	(C)	(D)	(E)	VH2.60848
b. Explain the meaning of something you have read	(A)	(B)	(C)	(D)	(E)	VH2.60849
c. Figure out the main idea of a text	(A)	(B)	(C)	(D)	(E)	VH2.60851
d. Find text in a reading passage to help you answer a question on a test	(A)	(B)	(C)	(D)	(E)	VH2.60859
e. Recognize when you don't understand something you are reading	(A)	(B)	(C)	(D)	(E)	VH2.60861
f. Recognize the difference between fact and opinion in a text	(A)	(B)	(C)	(D)	(E)	VH2.60863



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29. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH260926

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH260928
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH260929
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260930
d. I want to learn as much as possible in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260931
e. I want to become a better reader this year.	(A)	(B)	(C)	(D)	(E)	VH260934
f. I want to understand as much as I can in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260938



30. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH589132

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260271
b. I like talking about books with other people.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260272
c. I think reading is important.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260275
d. I enjoy going to a bookstore or a library.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260277

31. Besides doing homework, how much time do you spend reading **outside of school**?

VH598686

- A Less than 30 minutes a day
- B About 30 minutes a day
- C About 1 hour a day
- D About 2 hours a day
- E About 3 hours a day
- F 4 or more hours a day

32. How often do you receive help from a tutor, family member, or friend with English/language arts **outside of school or after school**?

VH332820

- A Never
- B About once or twice a year
- C About once or twice a month
- D About once or twice a week
- E Every day or almost every day



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33. How often do you typically do each of the following things **outside of school**? Select **one** answer choice on each row.

VH260906

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260907
b. Go to my local library to borrow books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260911
c. Read blogs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260913
d. Use social media (for example, Facebook, Twitter, Instagram)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333261
e. Help friends with reading homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260917



Survey Questionnaire

Writing—Grade 4

VH240003

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

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

VH260313

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH333658

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort



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VH333660

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

VH333661

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

VH240387

6. Are you Hispanic or Latino? Select **one or more** answer choices.

- Ⓐ 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.



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VH240388

7. Which of the following best describes you? Select **one or more** answer choices.

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

VH240186

8. 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)



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9. Do you have any of the following in your home? Select **one** answer choice on each row.

VH271104

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

VH354591

10. How often do you use the Internet for homework at home?

- A Never
- B About once or twice a month
- C About once or twice a week
- D Almost every day
- E Every day

VH240190

11. 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



VH240189

12. 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

13. Do any of the following people live in your home? Select **one** answer choice on each row.

VH271144

	Yes	No	
a. Mother	Ⓐ	Ⓑ	VH271145
b. Stepmother	Ⓐ	Ⓑ	VH271146
c. Foster mother or other female legal guardian	Ⓐ	Ⓑ	VH271147
d. Father	Ⓐ	Ⓑ	VH271148
e. Stepfather	Ⓐ	Ⓑ	VH271149
f. Foster father or other male legal guardian	Ⓐ	Ⓑ	VH271150

VH591969

14. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?
- Ⓐ Never
 - Ⓑ In some classes
 - Ⓒ In about half of the classes
 - Ⓓ In more than half of the classes
 - Ⓔ In all or almost all classes



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VH271276

15. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

16. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271337

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271338
b. I try very hard even after making mistakes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271339
c. I keep working hard even when I feel like quitting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271345



17. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

VH271367

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH271370
b. I paid attention and resisted distractions.	(A)	(B)	(C)	(D)	(E)	VH271372
c. I stayed on task without reminders from my teacher.	(A)	(B)	(C)	(D)	(E)	VH271374
d. I paid attention in class even when I was not interested.	(A)	(B)	(C)	(D)	(E)	VH271375

18. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH271749

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756



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19. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

VH271934

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

VH254028

20. Write the ZIP code of your home address in the box.



VH240360

21. For school this year, how often do you write stories?

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

VH565091

22. For school this year, how often do you write reports?

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



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VH240359

23. For school this year, how often do you write letters?

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

VH312244

24. For school this year, how often do you typically write for each of the following purposes? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. To explain something that you know or have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312245
b. To convince or persuade someone	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312246
c. To describe a real experience (for example, write about factual events or personal experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312247
d. To describe an imagined experience (for example, tell a fictional story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312248

VH565092

25. For school this year, how often do you look for information on the Internet to include in your writing?

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



VH565084

26. In a day, about how much time do you spend writing **on paper** for school assignments?
- Ⓐ None
 - Ⓑ About 10 minutes
 - Ⓒ About 30 minutes
 - Ⓓ About 1 hour
 - Ⓔ More than 1 hour

VH565085

27. In a day, about how much time do you spend writing **on a computer** for school assignments?
- Ⓐ None
 - Ⓑ About 10 minutes
 - Ⓒ About 30 minutes
 - Ⓓ About 1 hour
 - Ⓔ More than 1 hour

VH336201

28. Which best describes the way you type on a keyboard?
- Ⓐ I don't know how to type using a keyboard.
 - Ⓑ I can type with one or two fingers, but I have to search for where the letter keys are.
 - Ⓒ I can type with one or two fingers, and I know where most of the letter keys are.
 - Ⓓ I can type with all ten fingers when I look at the keyboard.
 - Ⓔ I can type with all ten fingers without looking at the keyboard.
 - Ⓕ I type using a way other than both hands.



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29. Do you think that you would be able to do each of the following? Select **one** answer choice on each row.

VH589023

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain something in my writing	(A)	(B)	(C)	(D)	(E)	VH311982
b. Convince someone of something in my writing	(A)	(B)	(C)	(D)	(E)	VH616470
c. Tell an imaginary story in my writing	(A)	(B)	(C)	(D)	(E)	VH311984
d. Write a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315010

30. Thinking about your English/language arts class this year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH312034

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to be a better writer than my classmates.	(A)	(B)	(C)	(D)	(E)	VH312048
b. I want my teacher to think I am a good writer.	(A)	(B)	(C)	(D)	(E)	VH312050
c. I want to have my classmates believe I can write well.	(A)	(B)	(C)	(D)	(E)	VH312043
d. I want to become a better writer.	(A)	(B)	(C)	(D)	(E)	VH312042
e. I want to improve how I express my ideas.	(A)	(B)	(C)	(D)	(E)	VH312038
f. I want to better organize my ideas when writing.	(A)	(B)	(C)	(D)	(E)	VH312051



31. How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

VH312352

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Writing is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH312353
b. Writing is easy for me.	(A)	(B)	(C)	(D)	(E)	VH312356
c. I enjoy expressing my thoughts in writing.	(A)	(B)	(C)	(D)	(E)	VH314723
d. I enjoy sharing my writing with others.	(A)	(B)	(C)	(D)	(E)	VH314733

32. In a typical week, how many days do you spend writing **on your own and not for school**—for example, writing stories or keeping a journal at home? Fill in a number **between 0 and 7**.

VH312241

days

33. How often do you write to your friends or family using a computer or other digital device (for example, writing e-mails, blog posts, text messages, instant messages, or personal web pages)?

VH616533

- (A) Never or hardly ever
- (B) Once or twice a month
- (C) Once or twice a week
- (D) Every day or almost every day



IV. Enhanced NAEP Questions Tool

Introduction

After every assessment cycle, the National Center for Education Statistics (NCES) releases dozens of assessment questions to the public. The NAEP Questions Tool (NQT) allows users to search for questions by subject, grade, difficulty, and other characteristics. You can also view scoring guides, keys, national performance data, demographic group data, and student responses (for constructed-response questions only). The tool also allows users to create customized reports and to print selected questions and all relevant information. The purpose of the NQT is to provide teachers, researchers, educators, and the public with greater access to NAEP assessment questions.

How do I access the NAEP Questions Tool?

The NQT is available online at <http://nces.ed.gov/nationsreportcard/nqt>. The tool can also be accessed by clicking the “Sample Questions” link on The Nation’s Report Card home page at <http://nationsreportcard.gov>.

What can I do with the enhanced NAEP Questions Tool?

NCES has developed an enhanced version of the NAEP Questions Tool (NQT) that expands on its current features to make the tool more useful than ever. You can now use the enhanced NQT to:

- Sort and select NAEP questions more easily with a new “drag ‘n drop” viewing option
- “Test yourself” on any NAEP subject with a more customizable quiz function
- Create online, self-scoring quizzes that students can login to take any time
- Compare results to how students performed across the nation

If you need help navigating the NQT, there is a Help button on every page. For more information on how to use the NQT, visit <http://nces.ed.gov/nationsreportcard/about/naeptools.asp#qrg>.

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

The NAEP website contains a wealth of information about the subjects NAEP assesses and can be accessed at <http://nces.ed.gov/nationsreportcard>.

How can I get additional help?

For more help with features on the NAEP website, click “Help” in the side panel. For additional assistance, write to us via Contact Us at <http://nces.ed.gov/nationsreportcard/contactus.aspx>, or email Sherran.Osborne@ed.gov.

V. About NAEP

NAEP OVERVIEW. NAEP is the largest continuing and nationally representative assessment of what our nation's students know and can do in various academic subjects. NAEP is administered by the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. For more information about the NAEP program, visit the NAEP website at <http://nces.ed.gov/nationsreportcard> or call 202-316-3121.

PARTICIPATION. States and districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8. Student participation is always voluntary. At the discretion of each school, students may earn community service hours for participating in NAEP activities and are provided ample opportunity to make up any work that is missed. Contact your school's NAEP coordinator for more information.

NAEP INFORMATION FOR PARENTS. If you have questions about your child's participation in the NAEP program, or you want to learn more about the NAEP assessments, visit <https://nces.ed.gov/nationsreportcard/parents/>.

NAEP CONTENT. The National Assessment Governing Board sets policy for NAEP and oversees the creation of the NAEP frameworks, which describe the specific knowledge and skills that should be assessed in each subject. For additional information on framework development, see the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>.

NAEP SECURE QUESTIONS. On 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 PUBLICATIONS. NAEP reports and brochures 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.