NAEP

National Assessment of Educational Progress

South Dakota Results 2005

Gary Skoglund, NAEP Director

South Dakota Department of Education

Student, School/District Characteristics for South Dakota Public Schools

Student Characteristics
Number enrolled: **125,537**
Percent in Title I schools: **42.9%**
With Individualized Education Programs (IEP): **13.6%**
Percent in limited-English proficiency programs: **3.6%**
Percent eligible for free/reduced lunch: **31.4%**

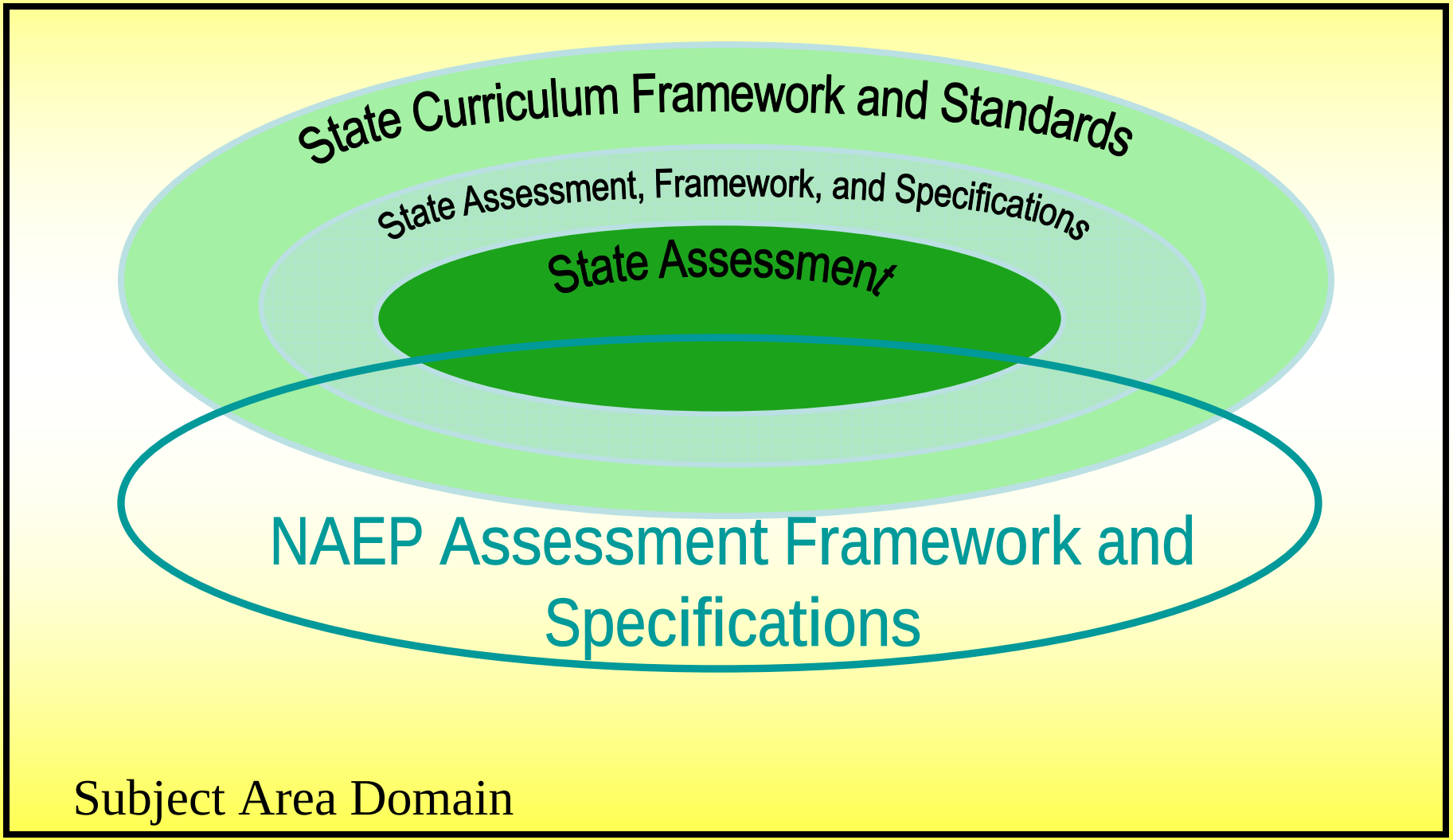
Racial/Ethnic Background
White: **84.9%**[1]
Black: **1.5%**[1]
Hispanic: **1.8%**[1]
Asian/Pacific Islander: **1.0%**
American Indian/Alaskan Native: **10.7%**[1]

School/District Characteristics
Number of school districts: **172**[*]
Number of schools: **741**
Number of charter schools: **N/A**
Per-pupil expenditures: **$6,675**[1]
Pupil/teacher ratio: **13.6**
Number of FTE teachers: **9,245**

CAUTION INTERPRETING RESULTS

The averages and percentages in this report are ***estimates based on samples of students*** rather than on entire populations. Moreover, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. ***Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error.*** Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level.

Defining the content domain to be assessed



Distribution of Items by Content Area

Table 1. Percentage Distribution of Items by Grade and Content Area

Content Area (2005)	Grade 4 (%)	Grade 8 (%)	Grade 12 (%)
Number Properties and Operations	40	20	10
Measurement	20	15	30
Geometry	15	20	
Data Analysis and Probability	10	15	25
Algebra	15	30	35

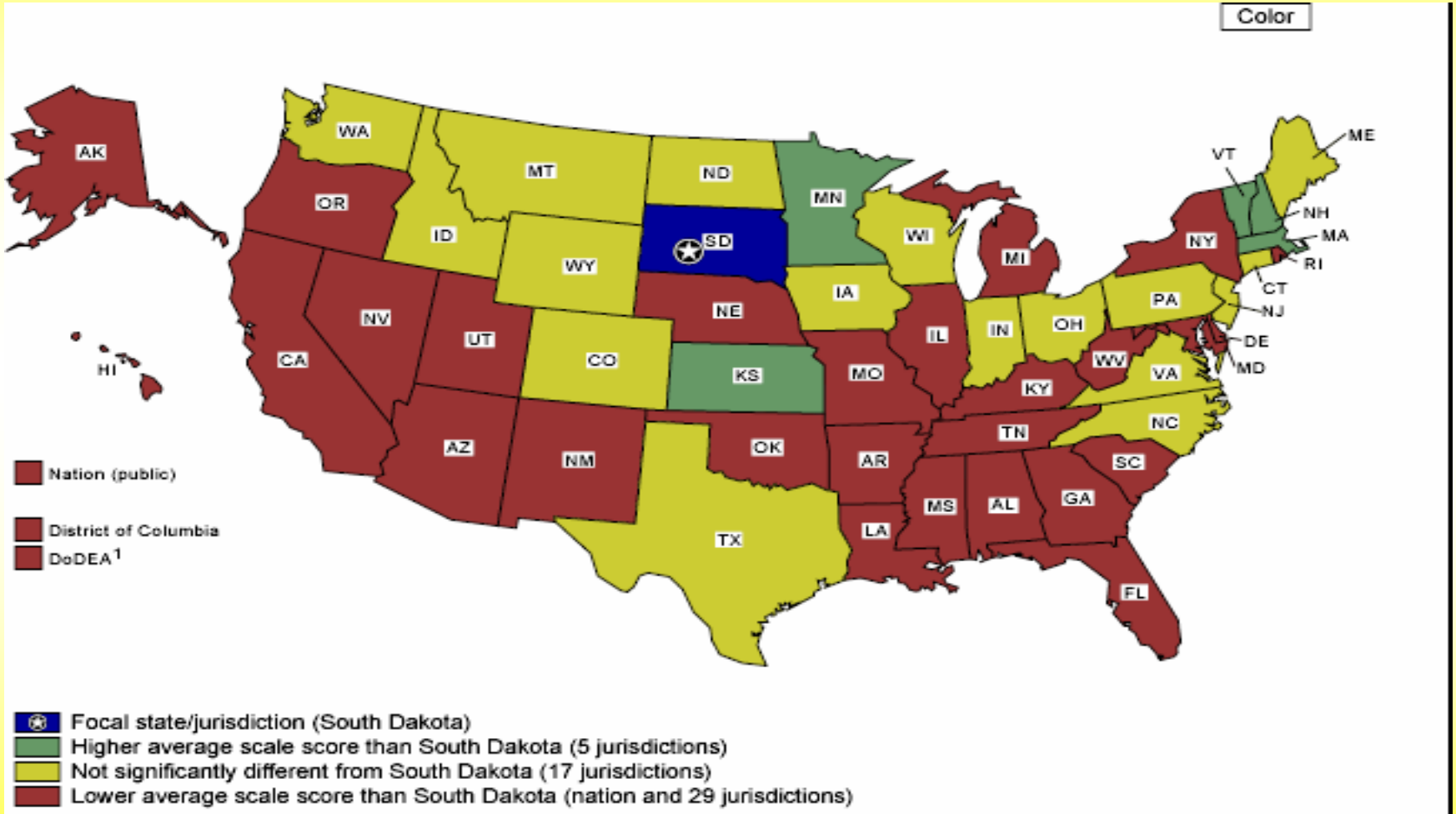
Performance of NAEP Reporting Groups in South Dakota Grade 4 Math

Group	2003	2005	Dif
Males	239	243	+4
Females	235	240	+5
White	241	245	+4
Native American	217	221	+4
Eligible for free/reduced lunch	227	232	+5
Not eligible for free/reduced lunch	244	249	+5
Students classified as having a disability	219	225	+6

Math Grade 4 Comparison—Highest and Bordering States 2003-2005

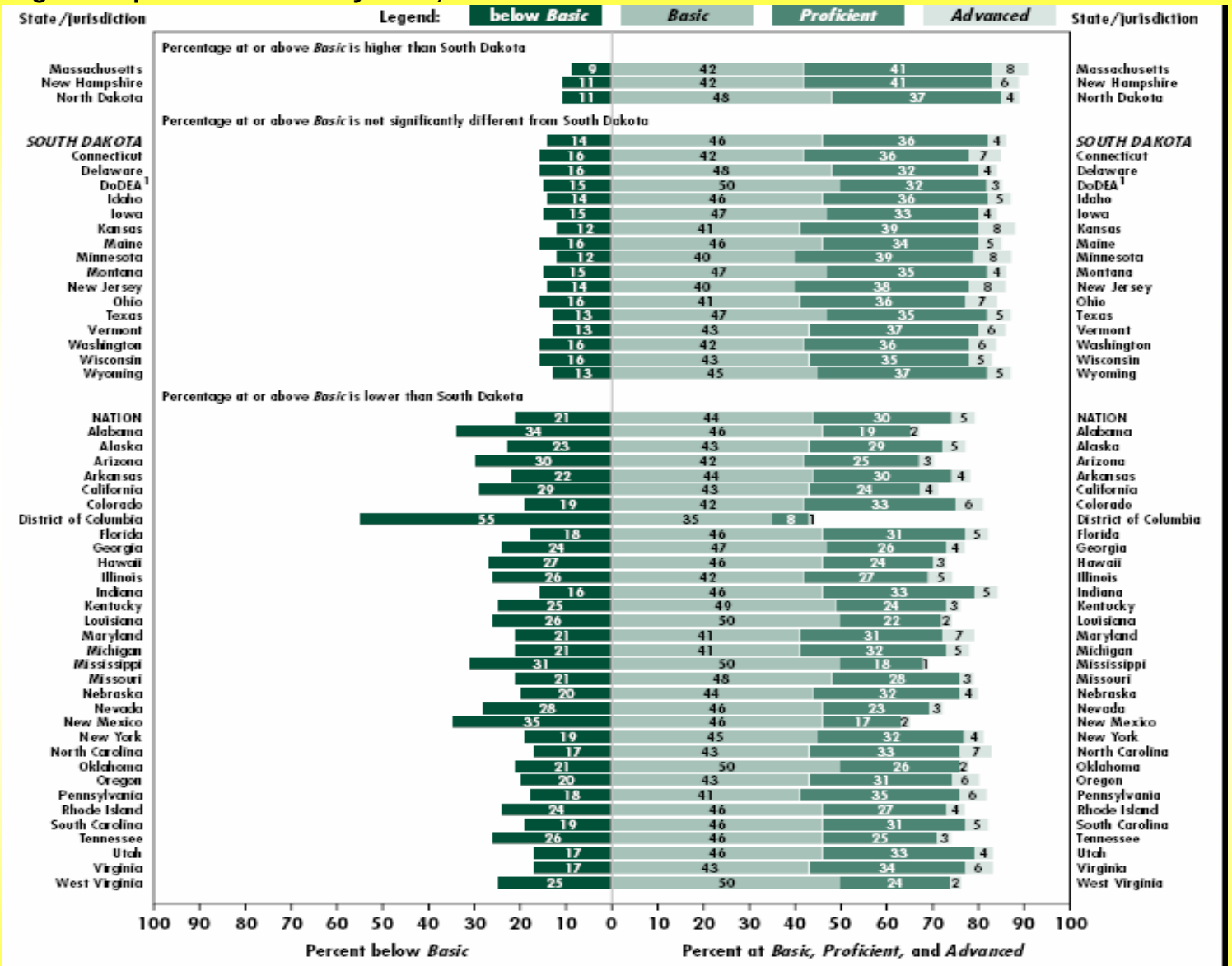
Jurisdiction	2003	2005
Massachusetts	242	247
Minnesota	242	246
Wyoming	241	243
North Dakota	238	243
South Dakota	237	242
Iowa	238	240
Nebraska	236	238

South Dakota's average mathematics scale score compared with scores for the nation and other participating jurisdictions, grade 4 public schools: 2005



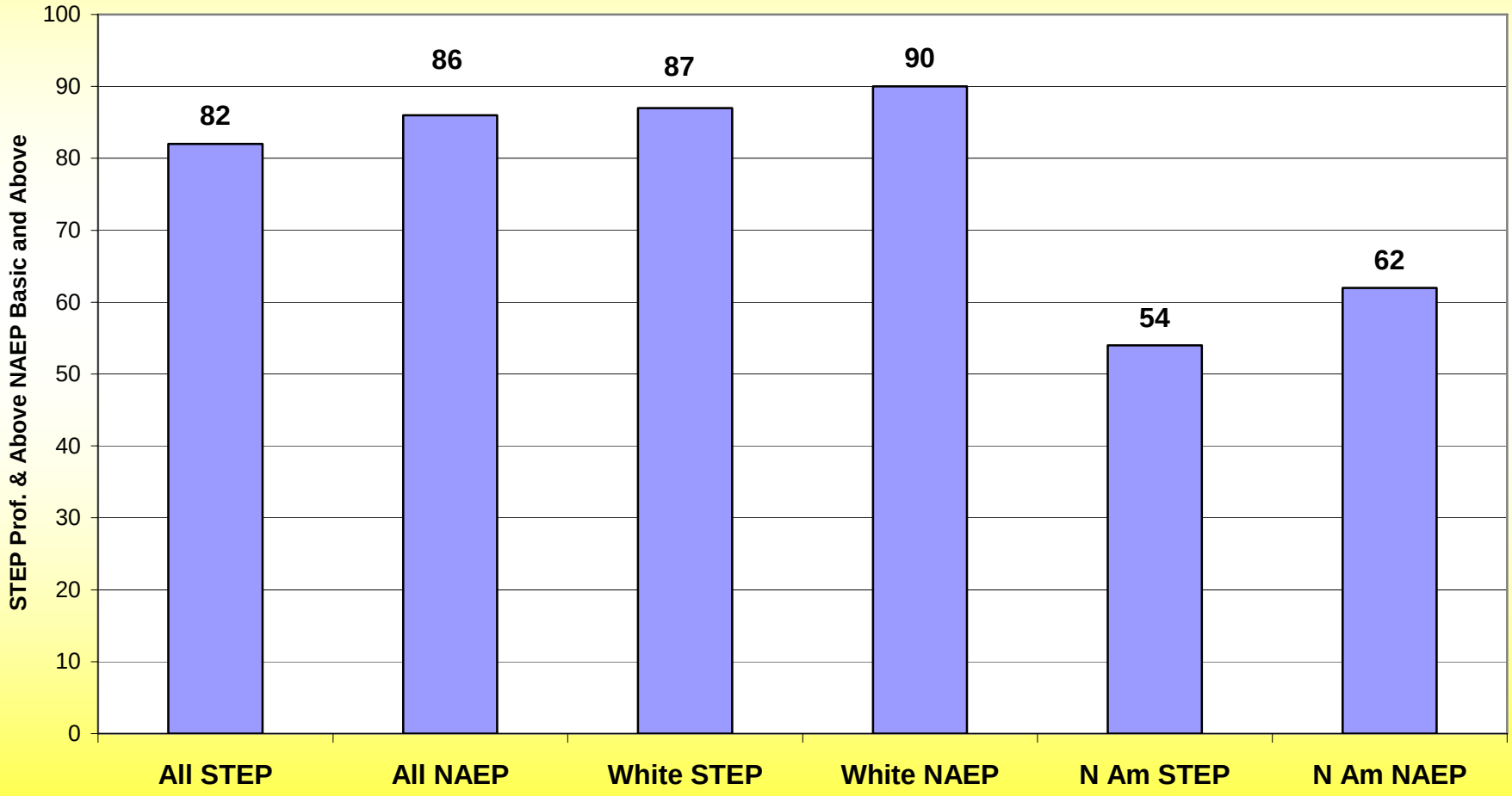
[1] Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Percentage of students within each mathematics achievement level, and South Dakota's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 4 public schools: By state, 2005



[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Dakota STEP Levels Compared to NAEP Levels Math Grade 4 2005



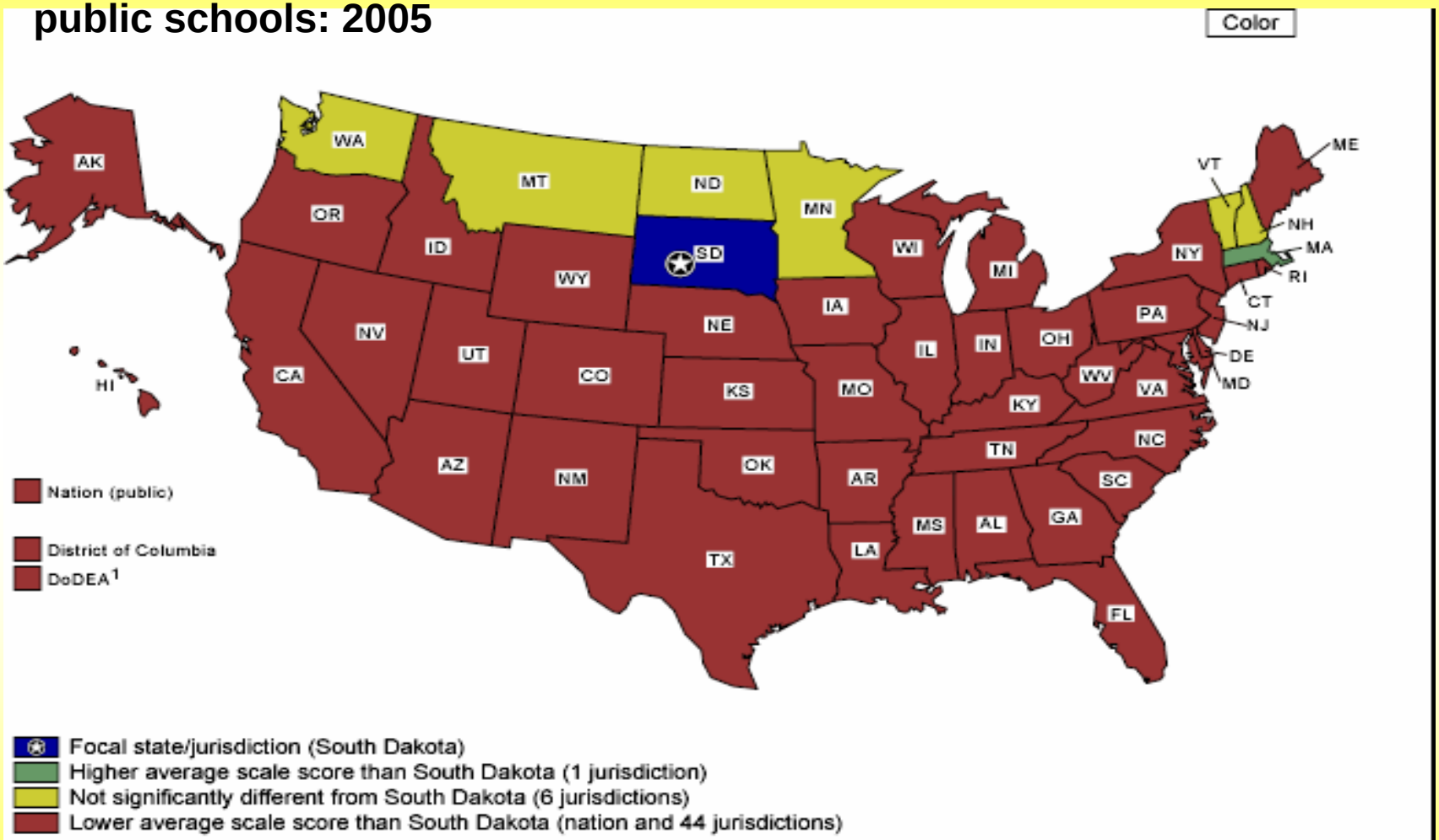
Performance of NAEP Reporting Groups in South Dakota Grade 8 Math

Group	2003	2005	Dif
Males	286	287	+1
Females	284	287	+3
White	288	291	+3
Native American	255	260	+5
Eligible for free/reduced lunch	272	276	+4
Not eligible for free/reduced lunch	291	294	+3
Students classified as having a disability	246	250	+4

Math Grade 8 Comparison—Highest and Bordering States 2003-2005

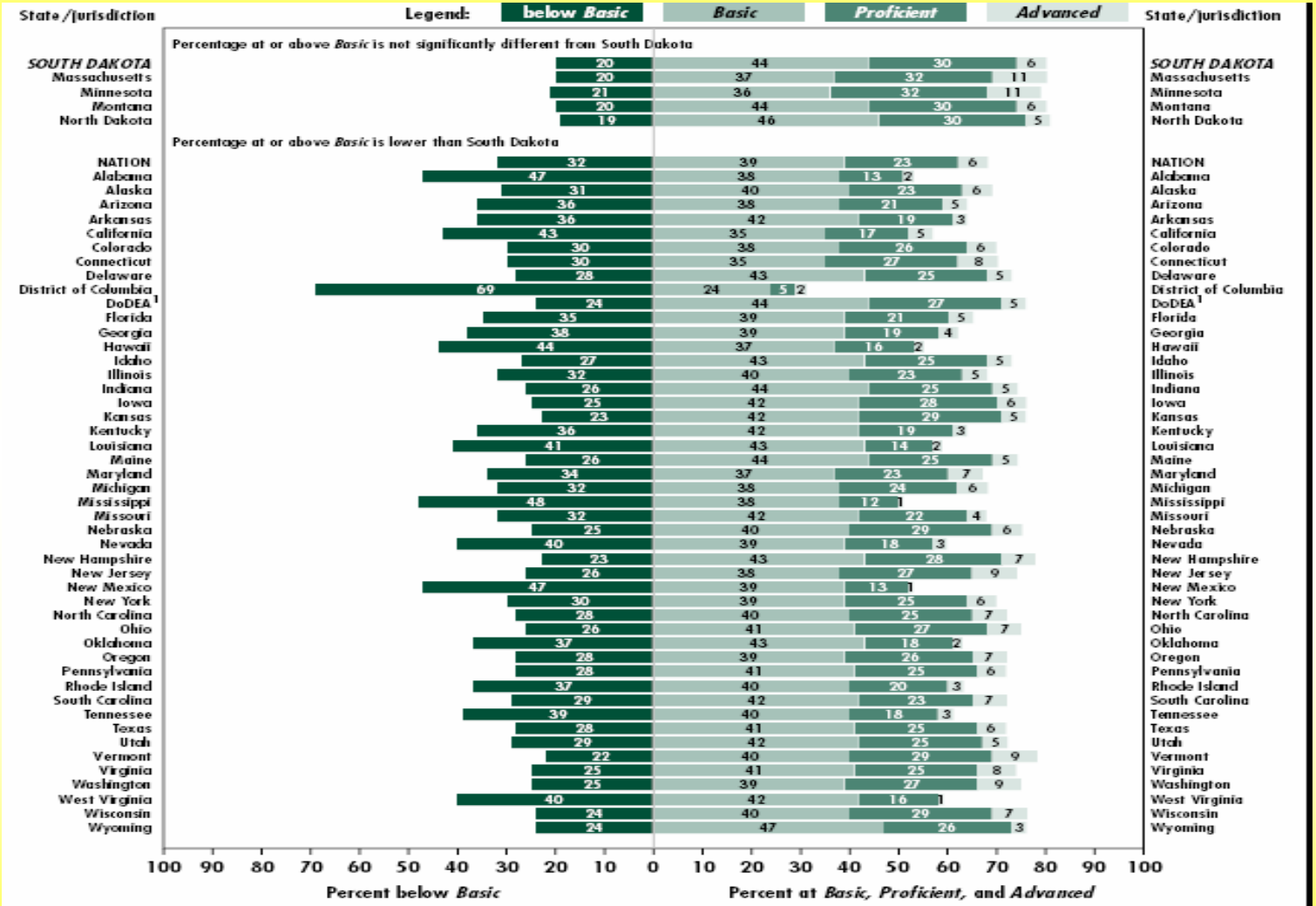
Jurisdiction	2003	2005
Massachusetts	287	292
Minnesota	291	290
South Dakota	285	287
North Dakota	287	287
Nebraska	282	284
Iowa	284	284
Wyoming	284	282

South Dakota's average mathematics scale score compared with scores for the nation and other participating jurisdictions, grade 8 public schools: 2005



[1] Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Percentage of students within each mathematics achievement level, and South Dakota's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 8 public schools: By state, 2005



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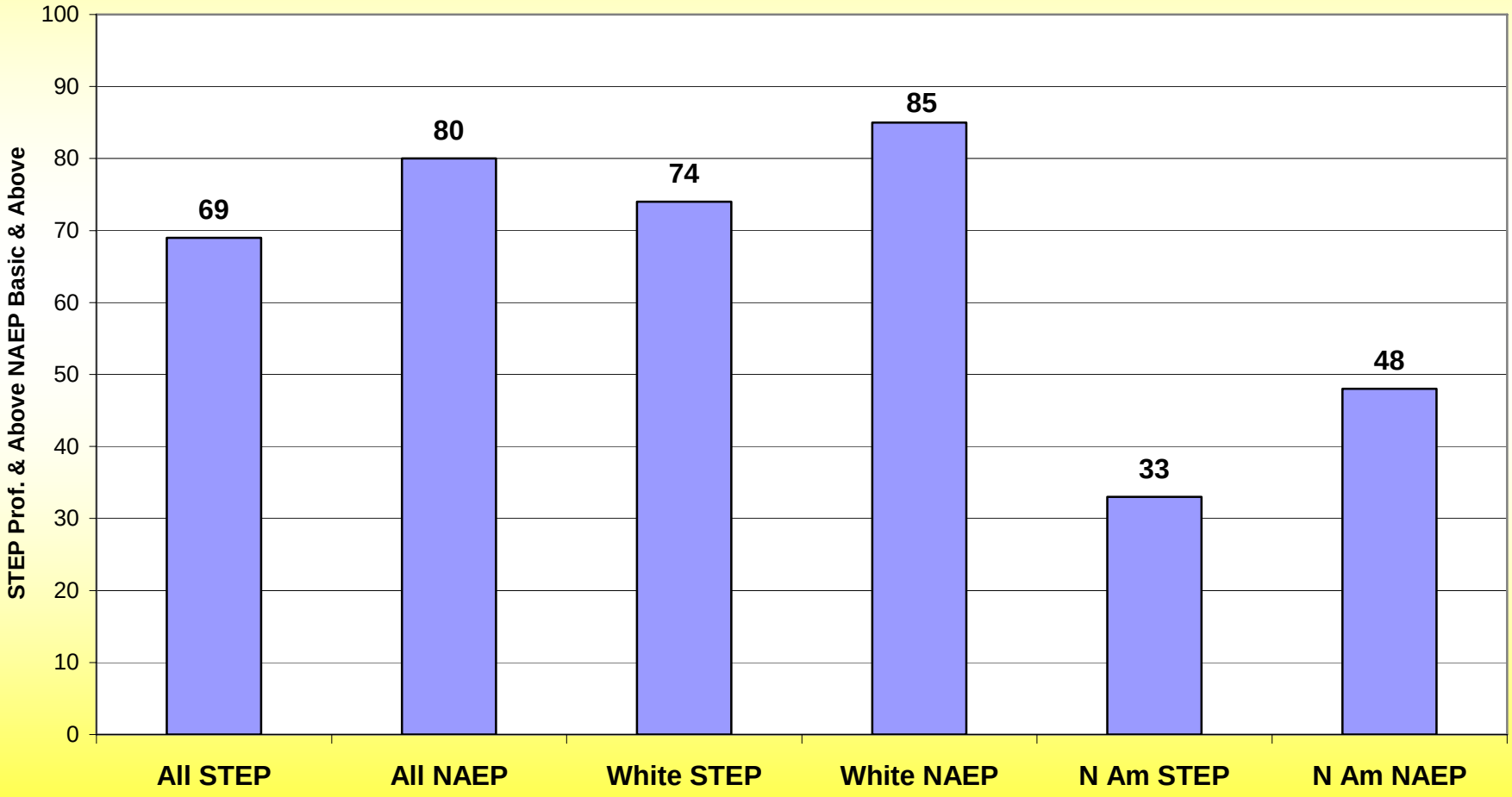
Dakota STEP Levels Compared to NAEP Levels Math Grade 8 2005



NAEP READING TEST

Recognizing that readers vary their approach to reading different texts, the framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. Each context for reading is associated with a range of different types of texts that are included in the NAEP reading assessment. All three contexts for reading are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4.

NAEP Reading

Context for Reading

- Reading for literary experience
- Reading for information
- Reading to perform a task

Aspects of Reading

- Forming a general understanding
- Developing interpretation
- Making reader/text connections
- Examining content and structure

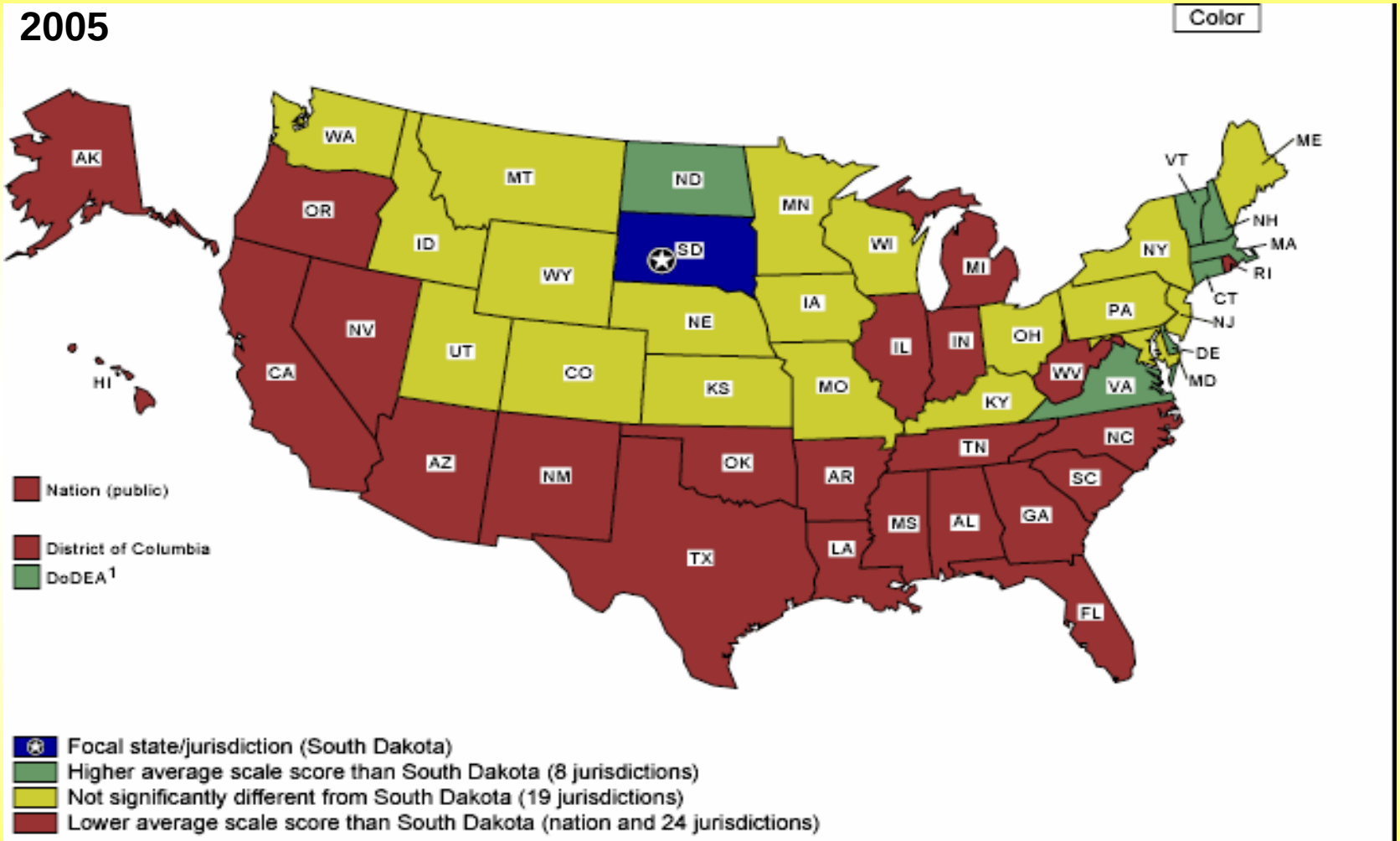
Performance of NAEP Reporting Groups in South Dakota Grade 4 Reading

Group	2003	2005	Dif
Males	220	219	-1
Females	225	227	+2
White	227	226	-1
Native American	197	201	+4
Eligible for free/reduced lunch	210	210	S
Not eligible for free/reduced lunch	230	231	+1
Classified as having a disability	192	192	S

Reading Grade 4 Comparison—Highest and Bordering States 2003-2005

Jurisdiction	2003	2005
Massachusetts	228	231
Minnesota	223	225
North Dakota	222	225
Wyoming	222	223
South Dakota	222	222
Nebraska	221	221
Iowa	223	221

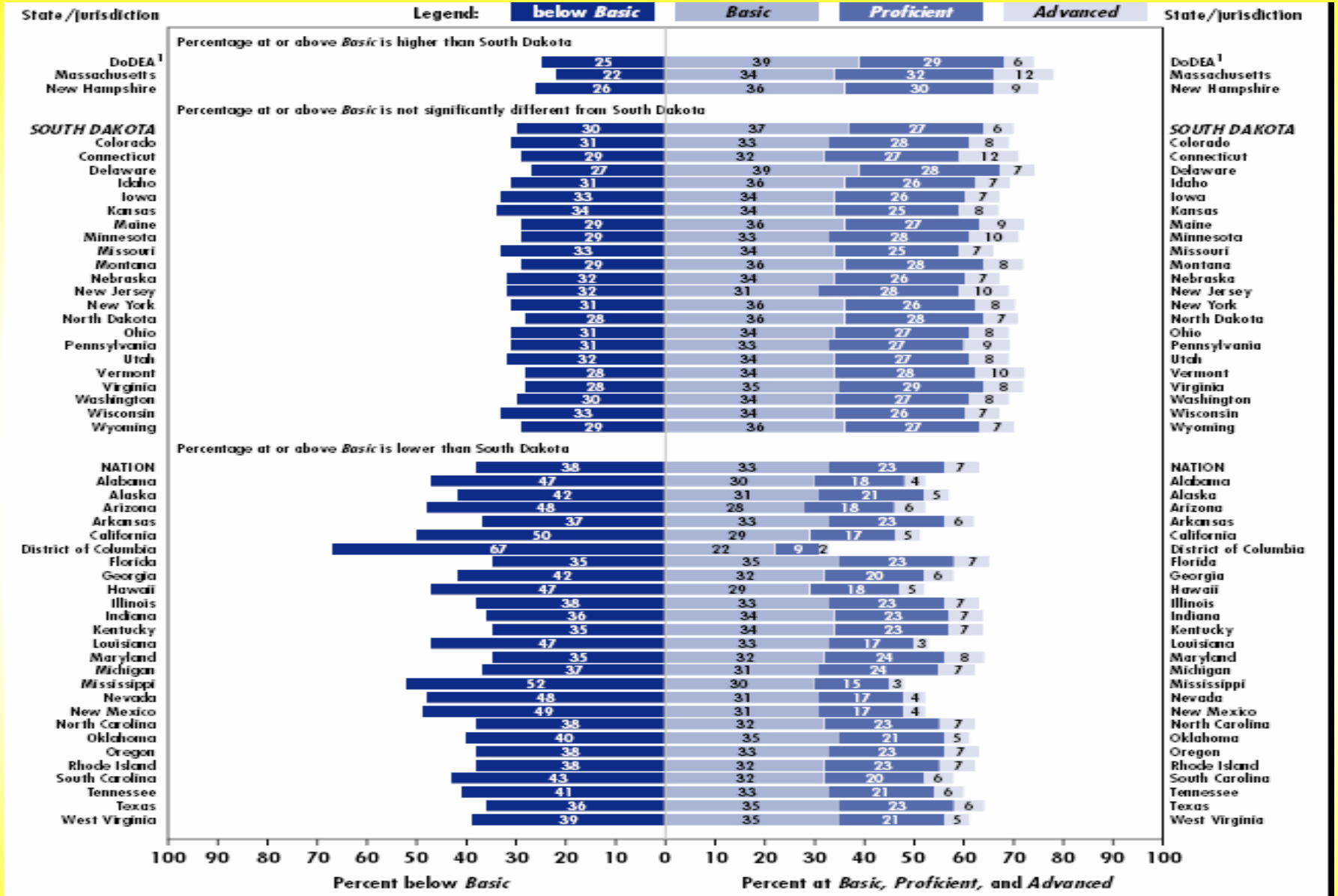
South Dakota's average reading scale score compared with scores for the nation and other participating jurisdictions, grade 4 public schools: 2005



[1] Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Percentage of students within each reading achievement level, and South Dakota's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 4 public schools: By state, 2005



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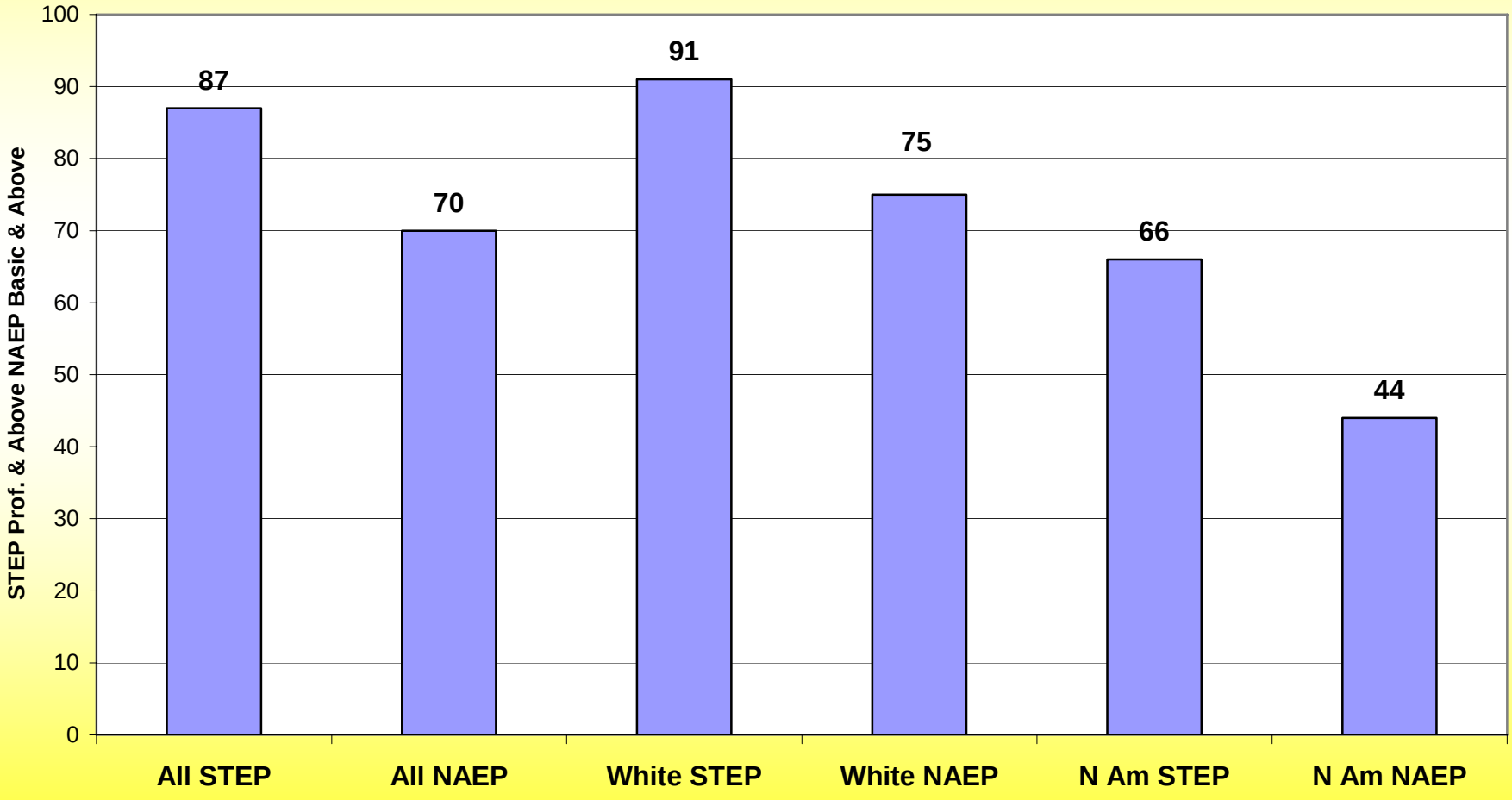
Dakota STEP Levels Compared to NAEP Levels Reading Grade 4 2005



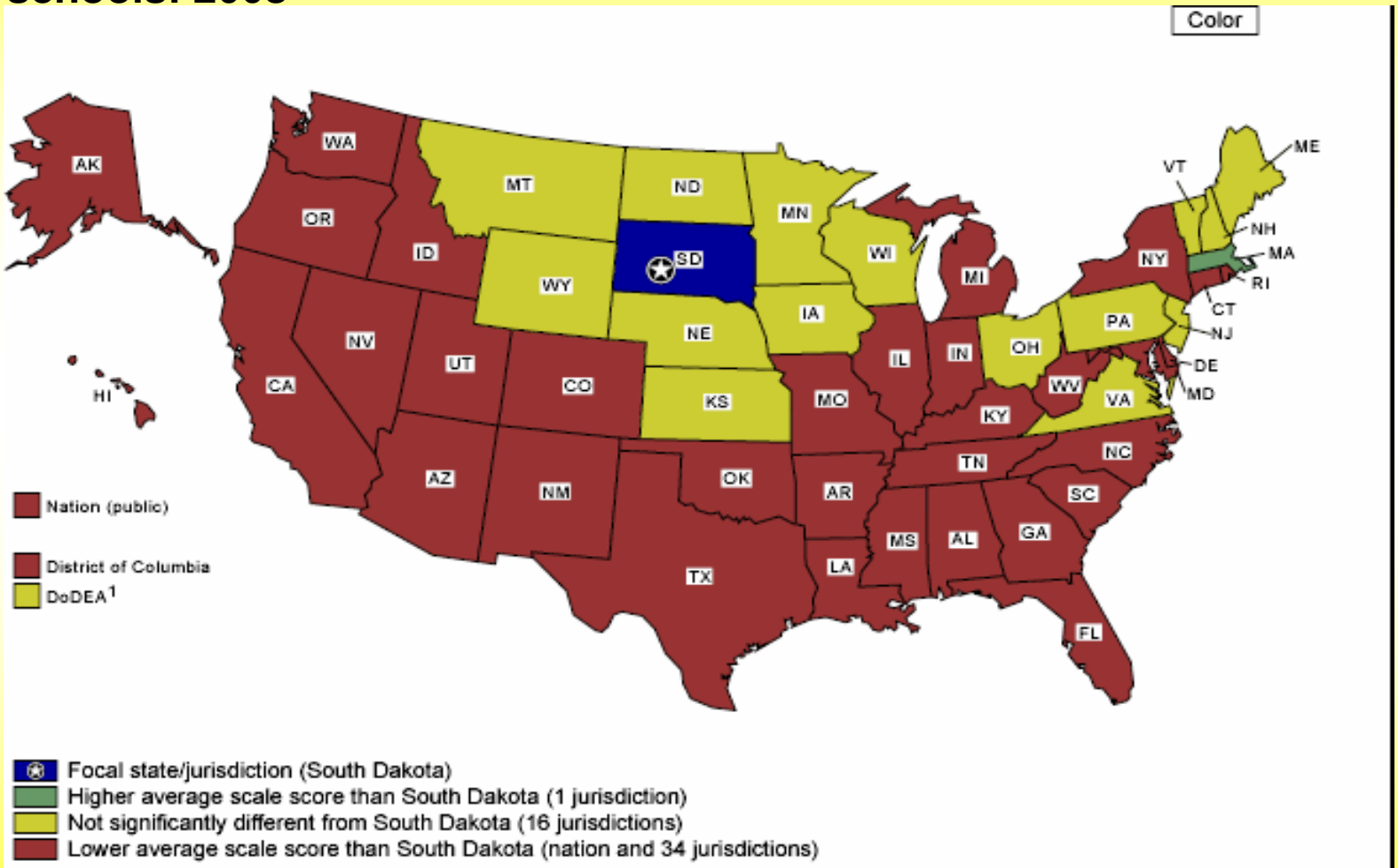
Performance of NAEP Reporting Groups in South Dakota Grade 8 Reading

Group	2003	2005	Dif
Males	265	264	-1
Females	275	273	-2
White	273	272	-1
Native American	246	245	-1
Eligible for free/reduced lunch	261	259	-2
Not eligible for free/reduced lunch	274	274	S
Students classified as having a disability	231	228	-3

Reading Grade 8 Comparison—Highest and Bordering States 2003-2005

Jurisdiction	2003	2005
Massachusetts	273	274
North Dakota	270	270
South Dakota	270	269
Minnesota	268	268
Wyoming	267	268
Nebraska	266	267
Iowa	268	267

South Dakota's average reading scale score compared with scores for the nation and other participating jurisdictions, grade 8 public schools: 2005



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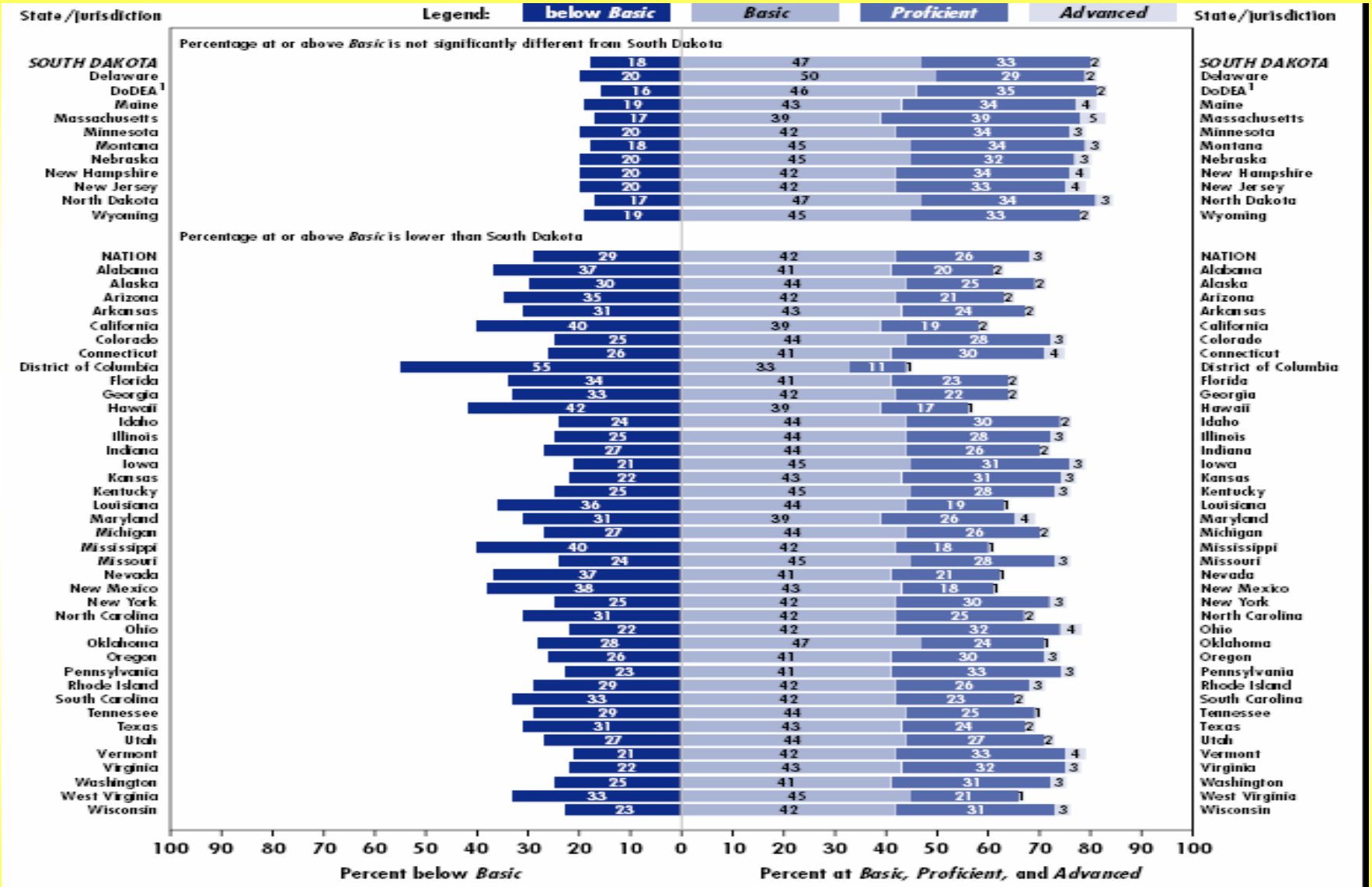
Percentage of students within each reading achievement level, and South Dakota's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 8 public schools: By state, 2005



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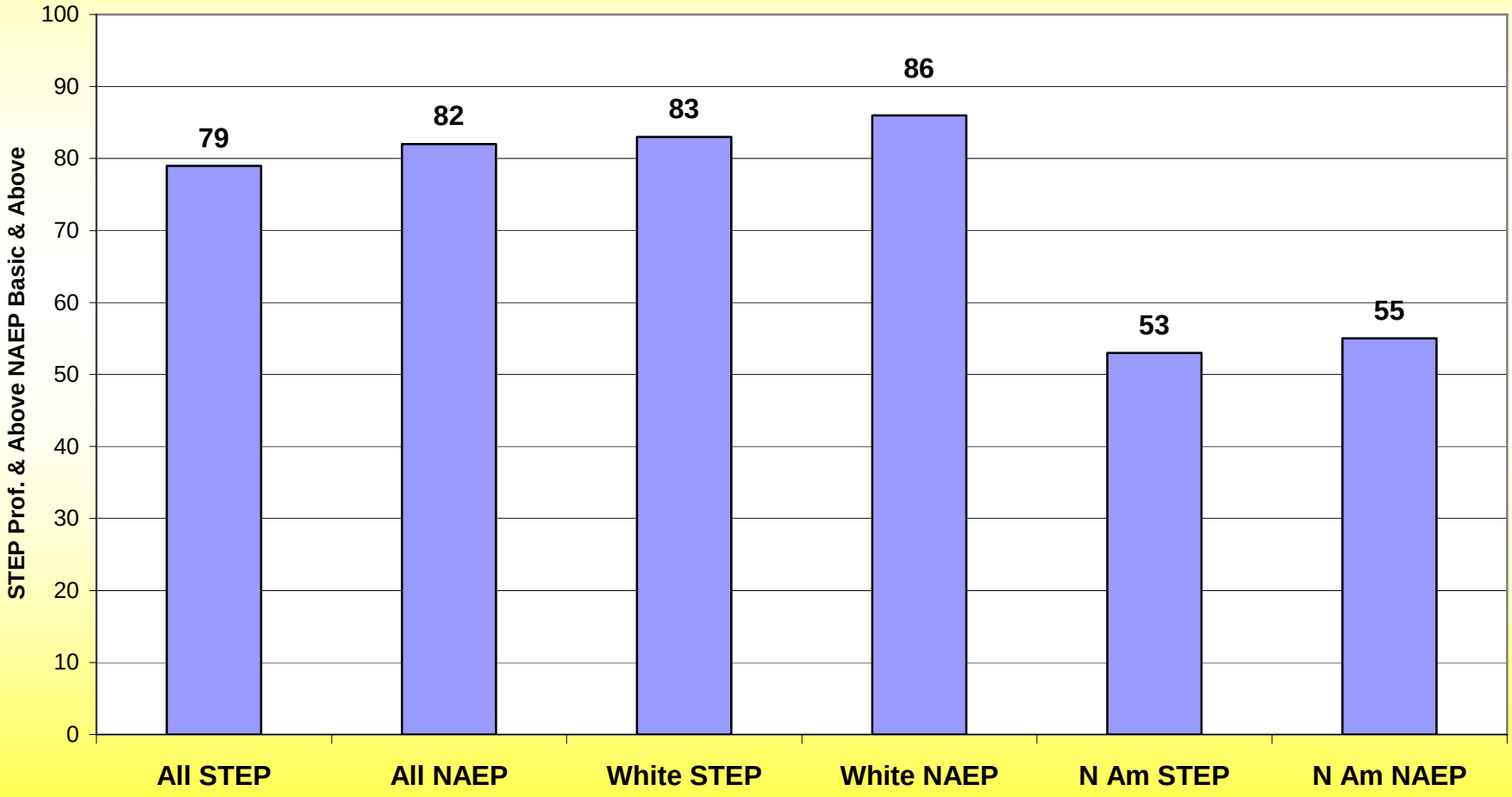
Dakota STEP Levels Compared to NAEP Levels Reading Grade 8 2005



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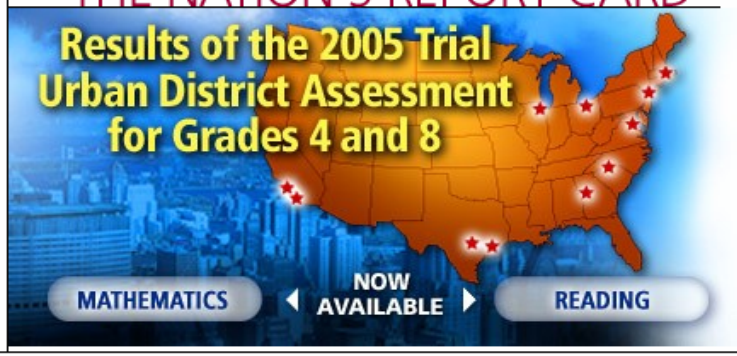

INSIDE NAEP

2005 Mathematics Scores Increase in Several Urban Districts

Average mathematics scores increased in 8 of 10 participating urban districts

NEW & NOTEWORTHY

Learn about the 2005 Trial Urban District Assessment (TUDA) in mathematics and reading, including what the assessment measures, how it was developed, who took it, and how it was administered.

Read about the new private school report, *Student Achievement in Private Schools*, and explore the NAEP 2000-2005 results for private school students

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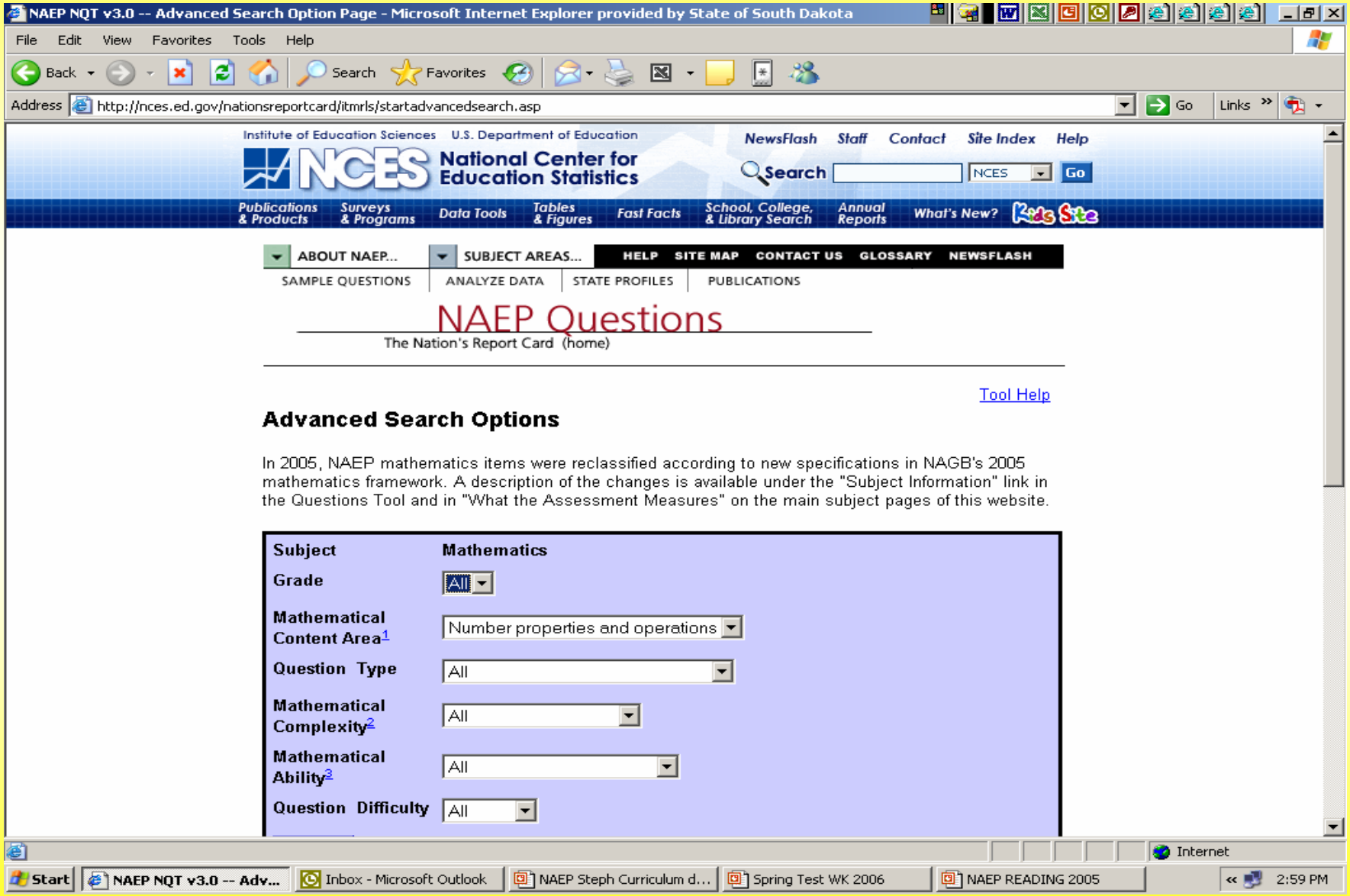
NAEP Questions Tool Search Options



NAEP Questions Tool - Number Properties and Operations

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Subject: **Mathematics** [Subject Info] Grade: **8**

1-20 | 21-40 | 41-60 | 61-62

	Subject	Grade	Description	Year/Block	No.	In Folder
1	Math	8 (4,12)	Add two 3-digit numbers	2003-8M6	01	
2	Math	8 (4,12)	Identify picture model of 3/4	2003-8M6	02	
3	Math	8 (4,12)	Solve a multi-step money word problem	2003-8M6	07	
4	Math	8 (4,12)	Identify solution method that uses multiplication	2003-8M6	09	
5	Math	8 (4,12)	Given a context, identify a multiple of 6	2003-8M6	11	
6	Math	8 (4,12)	Solve a multi-step word problem	2003-8M6	12	
7	Math	8 (4,12)	Show where 3/4 is on a number line	2003-8M6	16	
8	Math	8 (4,12)	Solve a word problem with simple fractions	2003-8M6	17	
9	Math	8 (4,12)	Use a scale to find a distance between two points	2003-8M6	19	
10	Math	8 (12)	Solve a money word problem	2003-8M7	02	
11	Math	8 (12)	Compare percent reduction	2003-8M7	06	
12	Math	8 (12)	Solve problem using multiplication and division	2003-8M7	09	
13	Math	8 (12)	Identify counterexample for statement	2003-8M7	11	
14	Math	8 (12)	Identify decimal for scientific notation	2003-8M7	16	
15	Math	8	Divide a 3-digit number by a 2-digit number	2003-8M10	01	
16	Math	8	Multiply a decimal by 100	2003-8M10	02	
17	Math	8	Solve a problem involving remainders	2003-8M10	05	
18	Math	8	Identify equivalent ratio	2003-8M10	10	
19	Math	8	Round to Thousands Place	1996-8M3	01	

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NAEP Questions Tool – Number Properties and Operations Grade 4 Test Question

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New Search | Previous Search Results | Question 1 of 176

To Print Folder: **Empty** | Add Question

Subject: **Math** [Subject Info] Grade: **4** Block: **2003-4M6** No.: **1**

Description: **Add two 3-digit numbers**

Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version

1. Add:

```
  238
+ 462
-----
```

A) 600
B) 690
C) 700
D) 790

Last updated 8 November 2001 (VYG)

Internet

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NAEP Questions Tool—Number Properties & Operations Grade 4 Correct Answer

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To Print Folder: **Empty** | Add Question

Subject: **Math** [Subject Info] Grade: **4** Block: **2003-4M6** No.: **1**

Description: **Add two 3-digit numbers**

Question | Performance Data | Content Classification | **Scoring Guide/Key** | Student Responses | More Data

Printable Version

Key

1. Add:

```
  238
+ 462
-----
```

A) 600
B) 690
C) 700
D) 790

Done Internet

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NAEP QT Number Properties & Operations Grade 4 National and State % Performance

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New Search | Previous Search Results | Question 1 of 176

To Print Folder: Empty | Add Question

Subject: **Math** [Subject Info] Grade: **4** Block: **2003-4M6** No.: **1**

Description: **Add two 3-digit numbers**

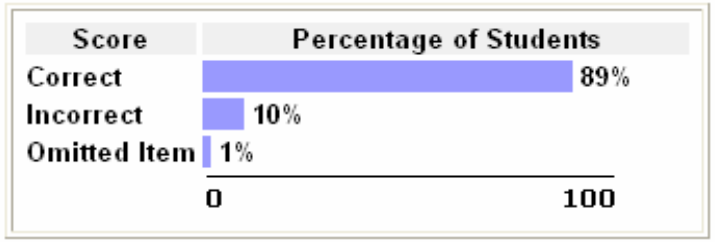
Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version

South Dakota Answers

A	3%
B	3%
C	92%
D	2%

2003 National Performance Results



Note:

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

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NAEP QT Number Properties & Operations Grade 4 More Data

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New Search | Previous Search Results | Question 1 of 176

To Print Folder: **Empty** | Add Question

Subject: **Math** [Subject Info] Grade: **4** Block: **2003-4M6** No.: **1**

Description: **Add two 3-digit numbers**

Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | **More Data**

Printable Version | *View Cross-State Data*

National/Mathematics Composite/Accommodations Permitted/Grade 4/2003

Add two 3-digit numbers *[M017401]*

Average Scale Score and Row Percentage (with Standard Errors)

Overall Performance

		A				B				C *				D				Or	
	N	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.
-- TOTAL --	38969	217	1.3	3%	0.1	217	1.0	6%	0.2	237	0.4	89%	0.2	210	2.3	1%	0.1	212	2.3

ACHIEVEMENT LEVEL

		A				B				C *				D				Or	
	N	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.
Advanced	1370	----	---	1%	0.5	----	---	2%	0.5	291	0.5	97%	0.7	----	---	0%	***	----	---
Proficient	10352	260	1.4	2%	0.2	262	0.8	3%	0.3	262	0.2	95%	0.3	----	---	1%	0.2	----	---
Basic	17302	229	0.8	3%	0.2	230	0.7	5%	0.3	232	0.1	91%	0.4	229	1.5	1%	0.1	230	1.6

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NAEP QT Number Properties & Operations Grade 4 Cross State Data

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Description: **Add two 3-digit numbers**

Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | **More Data**

Printable Version *View National Data*

National Public/Mathematics Composite/Accommodations Permitted/Grade 4/2003

Add two 3-digit numbers *[M017401]*

Average Scale Score and Row Percentage (with Standard Errors)

Overall Performance

			A				B				C *				D			
	Jurisdiction	N	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)	Avg. Score	(S.E.)	Row Pct.	(S.E.)
-- TOTAL --	National Public	37670	216	1.4	3%	0.1	216	0.9	6%	0.2	235	0.4	89%	0.3	208	1.6	1%	0.1
	Alabama	702	----	---	5%	0.7	----	---	6%	1.1	226	1.6	86%	1.4	----	---	1%	0.4
	Alaska	557	----	---	3%	0.6	----	---	9%	1.1	237	1.4	85%	1.5	----	---	2%	0.6
	Arizona	808	----	---	4%	0.7	----	---	7%	1.0	230	1.7	87%	1.2	----	---	2%	0.6
	Arkansas	648	----	---	4%	0.8	----	---	7%	1.1	231	1.4	87%	1.4	----	---	1%	0.4
	California	1862	203	5.7	4%	0.5	208	3.9	5%	0.7	228	1.5	90%	1.2	----	---	0%	0.2
	Colorado	733	----	---	4%	0.7	----	---	7%	1.2	237	1.4	87%	1.4	----	---	2%	0.5
	Connecticut	671	----	---	3%	0.7	----	---	6%	1.0	241	1.4	88%	1.3	----	---	1%	0.5
	Delaware	638	----	---	4%	0.6	----	---	6%	0.9	237	1.3	89%	1.1	----	---	1%	0.5
	District of Columbia	546	----	---	8%	1.1	190	3.7	12%	1.5	207	1.5	75%	1.9	----	---	3%	0.8
	Florida	715	----	---	3%	0.6	----	---	8%	1.1	236	1.4	87%	1.4	----	---	2%	0.6

Done Internet

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NAEP Questions Tool Geometry Grade 8 Test Question

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Address http://nces.ed.gov/nationsreportcard/itmrls/qtab.asp Go Links

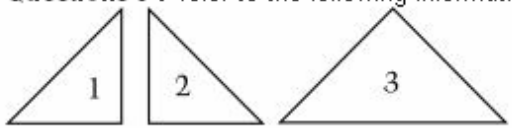
Subject:**Math** [Subject Info] Grade:**8** Block:**2003-8M10** No.:**6**

Description:**Form a parallelogram using shapes**

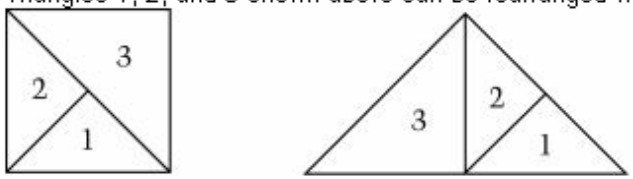
Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version

Questions 6-7 refer to the following information.



Triangles 1, 2, and 3 shown above can be rearranged with no overlap to form either of the following figures.



6. Draw lines on the figure below to show how triangles 1, 2, and 3 can be rearranged without overlap to form this parallelogram.

Internet

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NAEP Questions Tool – Geometry Grade 8
Correct and Incorrect Student Responses

NAEP NQT v2.0 -- Student Responses - Microsoft Internet

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Address http://nces.ed.gov/nationsreportcard/itmrls/srtab.asp Go Links

New Search Previous Search Results Question 16 of 82

To Print Folder: **Empty** Add Question

Subject: **Math** [Subject Info] Grade: **8** Block: **2003-8M10** No.: **6**

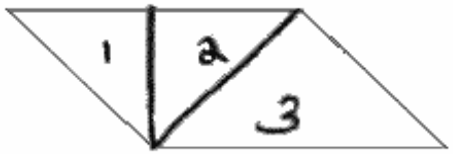
Description: **Form a parallelogram using shapes**

Question | Performance Data | Content Classification | Scoring Guide/Key | **Student Responses** | More Data

Printable Version

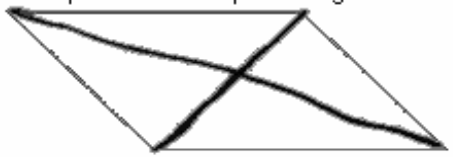
Correct - Student Response

6. Draw lines on the figure below to show how triangles 1, 2, and 3 can be rearranged without overlap to form this parallelogram.



Incorrect - Student Response

6. Draw lines on the figure below to show how triangles 1, 2, and 3 can be rearranged without overlap to form this parallelogram.



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NAEP QT Geometry Grade 8 National & State % Correct

NAEP NQT v2.0 -- Performance Data - Microsoft Internet E

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The Nation's Report Card (home)

Tool Help

New Search | Previous Search Results | Question 16 of 82

To Print Folder: **Empty** | Add Question

Subject: **Math** [Subject Info] Grade: **8** Block: **2003-8M10** No.: **6**

Description: **Form a parallelogram using shapes**

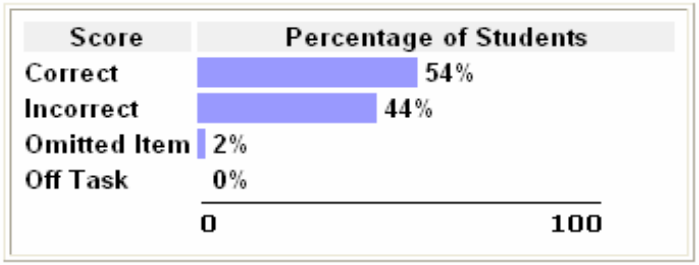
Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version

South Dakota Answers

Correct	46%
Incorrect	53%
Omitted	1%

2003 National Performance Results



Note:

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

Done Internet

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NAEP Questions Tool – Reading for Literacy Experience Grade 4 Test Question

NAEP NQT v2.0 -- Question - Microsoft Internet Explorer

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Tool Help

New Search | Previous Search Results | Question 6 of 32

To Print Folder: **Empty** | Add Question

Subject: **Reading** [Subject Info] Grade: **4** Block: **2003-4R9** No.: **6**

Description: **River: Another ending: coat not on the ice**

Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version | *View Passage*

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

Done Internet

start | Inbox - Microsoft Out... | 3 Internet Explorer | Microsoft PowerPoint ... | 10:09 AM

NAEP Questions Tool – Reading for Literacy Experience Grade 4 Correct Student Responses

NAEP NQT v2.0 -- Student Responses - Microsoft Internet

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Address http://nces.ed.gov/nationsreportcard/itmrls/srtab.asp Go Links

Evidence of full comprehension - Student Response

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

The story might have ended differently because Minnie might have drown because Elsie didnt have the wooll fibers to pull them over the ice.

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

Both Cory and Minnie would die because Elisa could not get help and leave the two stay in the water by there selfs.

Done Internet

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NAEP Questions Tool – Reading for Literacy Experience Grade 4 National and State %

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Tool Help

New Search | Previous Search Results | Question 6 of 32

To Print Folder: Empty | Add Question

Subject: **Reading** [Subject Info] Grade: **4** Block: **2003-4R9** No.: **6**

Description: **River: Another ending: coat not on the ice**

Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version

2003 National Performance Results

Score	Percentage of Students
Evidence of full comprehension	20%
Evidence of partial or surface comprehension	50%
Evidence of little or no comprehension	25%
Omitted Item	5%
Off Task	0%

0 100

Note:

- These results are for public and nonpublic school students

Done Internet

South Dakota Answers

Full Comp	23%
Partial Comp	55%
Little/No Comp	18%
Omitted Item	5%

NAEP Questions Tool – Reading Performing to a Task
Grade 8 Search Options

NAEP NQT v3.0 -- Advanced Search Option Page - Microsoft Internet Explorer provided by State of South Dakota

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Address http://nces.ed.gov/nationsreportcard/itmrls/startadvancedsearch.asp Go Links

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Advanced Search Options

Subject	**Reading**
Grade	All
Contexts for Reading	Reading to Perform a Task
Question Type	All
Aspects of Reading	All
Question Difficulty	

All
Forming a General Understanding
Developing Interpretation
Making Reader/Text Connections
Examining Content and Structure

Search

Internet

Start | NAEP NQT v3.0 -- Adv... | Inbox - Microsoft Outlook | NAEP Steph Curriculum d... | Spring Test WK 2006 | NAEP READING 2005 | 2:51 PM

NAEP Questions Tool – Reading Performing to a Task

Grade 8 Released Items

NAEP NQT v2.0 -- Search Results - Microsoft Internet Expl

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Address http://nces.ed.gov/nationsreportcard/itmrls/search.asp Go Links

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Tool Help

New Search

To Print Folder: **Empty** Add All Questions | Remove All Questions

9 results returned for:

Subject: **Reading** [Subject Info] Grade: **8**

	Subject	Grade	Description	Year/Block	No.	In Folder
1	Reading	8 (12)	Bargain: Suggest another organization of ads	2003-8R9	01	☐
2	Reading	8 (12)	Bargain: Three key types of information	2003-8R9	02	☐
3	Reading	8 (12)	Bargain: What is required for free ad - low price	2003-8R9	03	☐
4	Reading	8 (12)	Bargain: Use ads to select bike: explain why	2003-8R9	04	☐
5	Reading	8 (12)	Bargain: Why are abbreviations useful	2003-8R9	05	☐
6	Reading	8 (12)	Bargain: How $1 ad can be placed	2003-8R9	06	☐
7	Reading	8 (12)	Bargain: Write ad on printed order form	2003-8R9	07	☐
8	Reading	8 (12)	Bargain: Suggest an improvement to the order form	2003-8R9	08	☐
9	Reading	8 (12)	Bargain: Three key mistakes in writing an ad	2003-8R9	09	☐

Last updated 8 November 2001 (VYG)

javascript:updateyn('Z2R9', '05', 'q5') Internet

start Inbox - Microsoft Out... 3 Internet Explorer Microsoft PowerPoint ... 10:31 AM

NAEP Questions Tool – Reading Performing to a Task Grade 8 Correct Student Responses

NAEP NQT v2.0 -- Student Responses - Microsoft Internet

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Back Search Favorites Media

Address http://nces.ed.gov/nationsreportcard/itmrls/srtab.asp Go Links

information in the ads to make your selection.

I choose the "Bike" add for a Girls 16" schwinn. I used the information in the adds to compare prices and descriptions. The adds helped me find the bike which fit my needs.

4. Suppose you want to buy a bicycle. Look at the ads for bicycles listed in the Bargain Basement section. Tell which advertised bicycle interests you the most. Explain how you used the information in the ads to make your selection.

The BMX Bike intests me the most. It's cheap and in nice condition. I look at $25 or less, then at Bike it was right there

Scorer's Commentary

Internet

start Inbox - Microsoft Out... 3 Internet Explorer Microsoft PowerPoint ... 10:41 AM

NAEP Questions Tool – Reading Performing to a Task Grade 8 Partially Correct Student Responses

NAEP NQT v2.0 -- Student Responses - Microsoft Internet

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Address http://nces.ed.gov/nationsreportcard/itmrls/srtab.asp Go Links

4. Suppose you want to buy a bicycle. Look at the ads for bicycles listed in the Bargain Basement section. Tell which advertised bicycle interests you the most. Explain how you used the information in the ads to make your selection.

The BMX under the $25 is good. I found it by the information given

4. Suppose you want to buy a bicycle. Look at the ads for bicycles listed in the Bargain Basement section. Tell which advertised bicycle interests you the most. Explain how you used the information in the ads to make your selection.

I looked at the price and what kind it is

Scorer's Commentary

Evidence of little or no comprehension - Student Response

4. Suppose you want to buy a bicycle. Look at the ads for bicycles listed in the Bargain Basement section. Tell which advertised bicycle interests you the most. Explain how you used the information in the ads to make your selection.

I would call 555-2924

4. Suppose you want to buy a bicycle. Look at the ads for bicycles listed in the Bargain Basement section. Tell which advertised bicycle interests you the most. Explain how you used the

Internet

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NAEP Questions Tool – Reading Performing to a Task Grade 8 National and State %

NAEP NQT v2.0 -- Performance Data - Microsoft Internet E

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New Search Previous Search Results Question 4 of 9

To Print Folder: **Empty** Add Question

Subject:**Reading** [Subject Info] Grade:**8** Block:**2003-8R9** No.:**4**

Description:**Bargain: Use ads to select bike: explain why**

Question | Performance Data | Content Classification | Scoring Guide/Key | Student Responses | More Data

Printable Version

2003 National Performance Results

Score	Percentage of Students
Evidence of full comprehension	20%
Evidence of partial or surface comprehension	68%
Evidence of little or no comprehension	9%
Omitted Item	3%
Off Task	0%

0 100

Note:

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

Done Internet

start Inbox - Micr... 1 Reminder NAEP NQT v... NAEP Netwo... Microsoft Po... 1:47 PM

South Dakota Answers

Full comp	19%
Partial comp	73%
Little/no comp	7%
Omitted Item	1%

NAEP Data Explorer - Microsoft Internet Explorer provided by State of South Dakota

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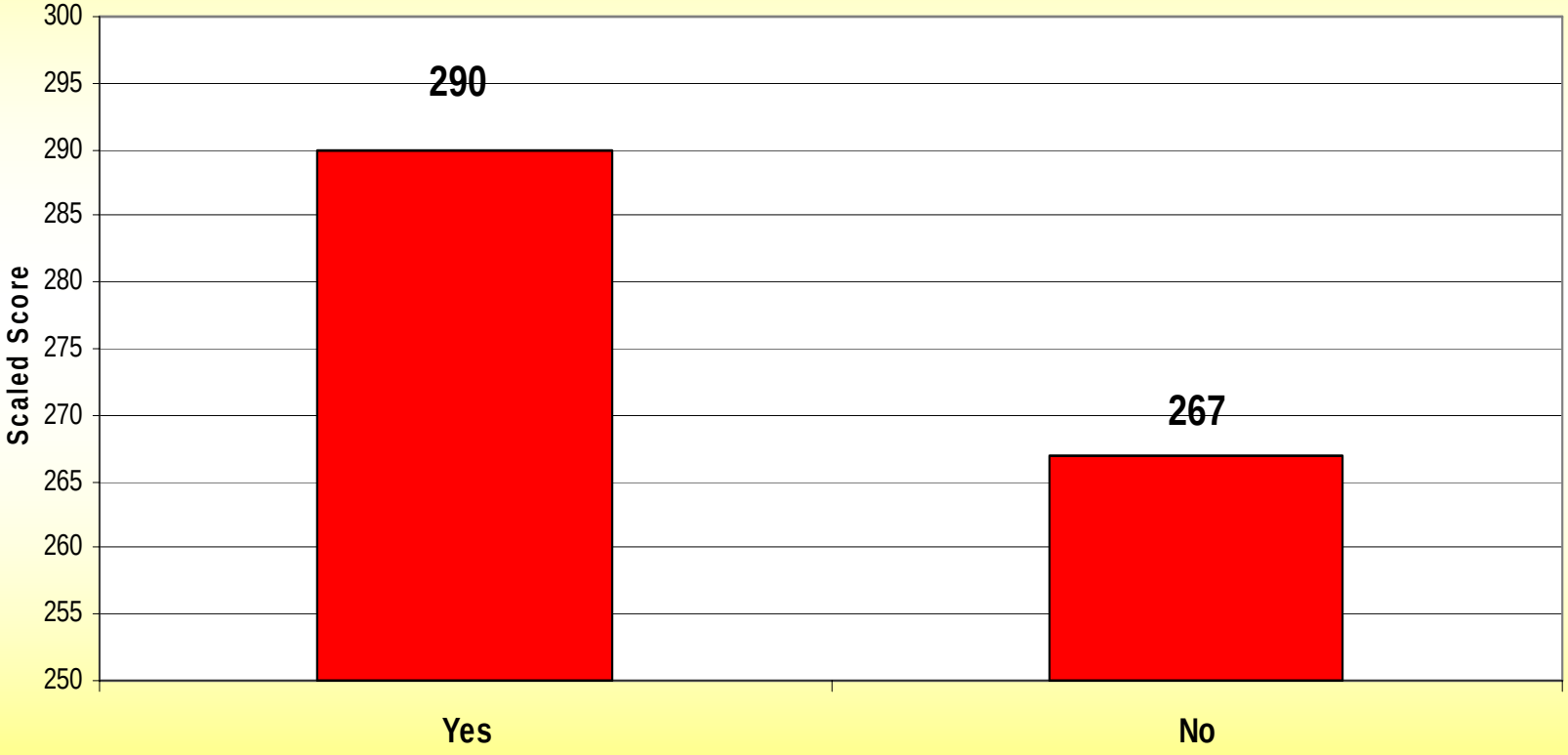
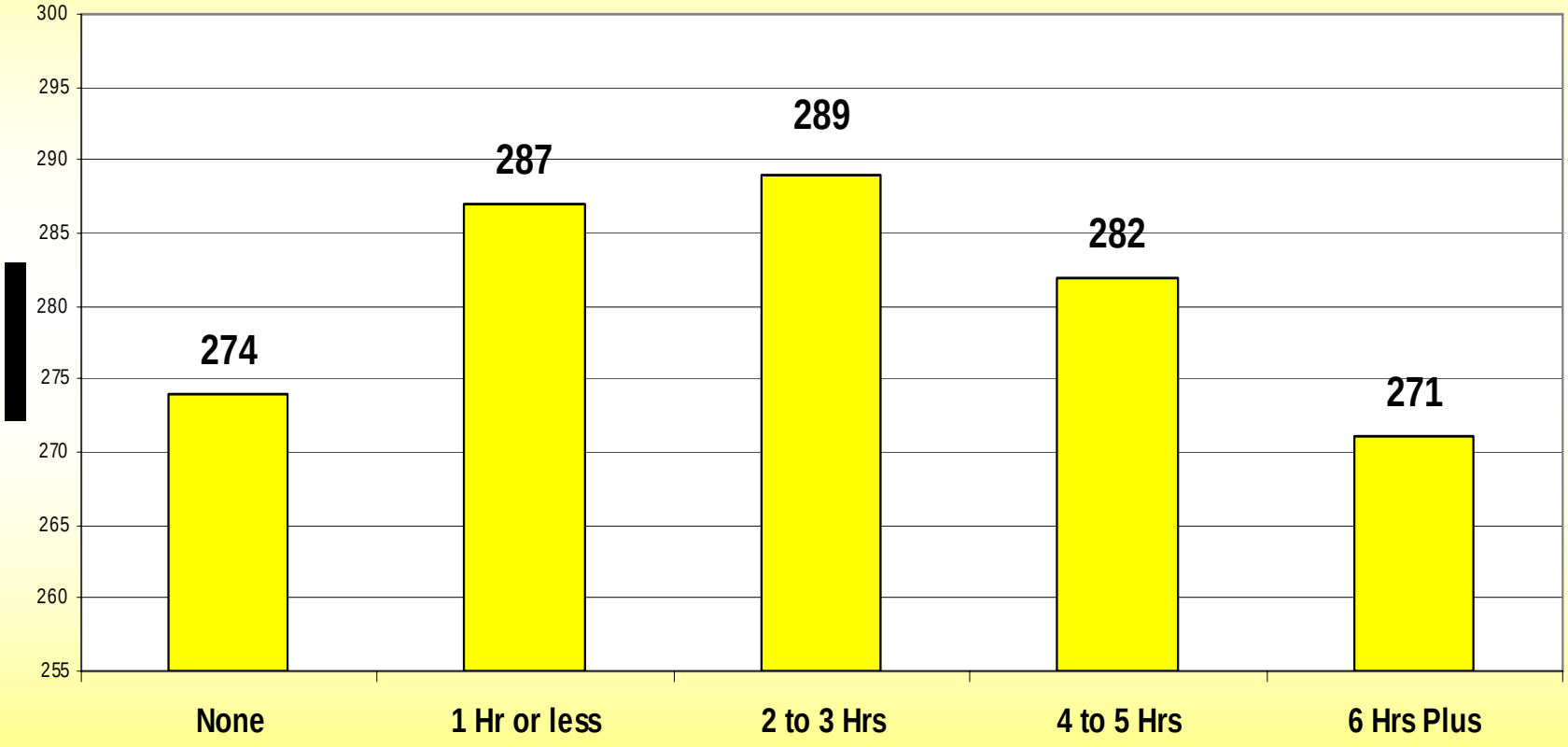
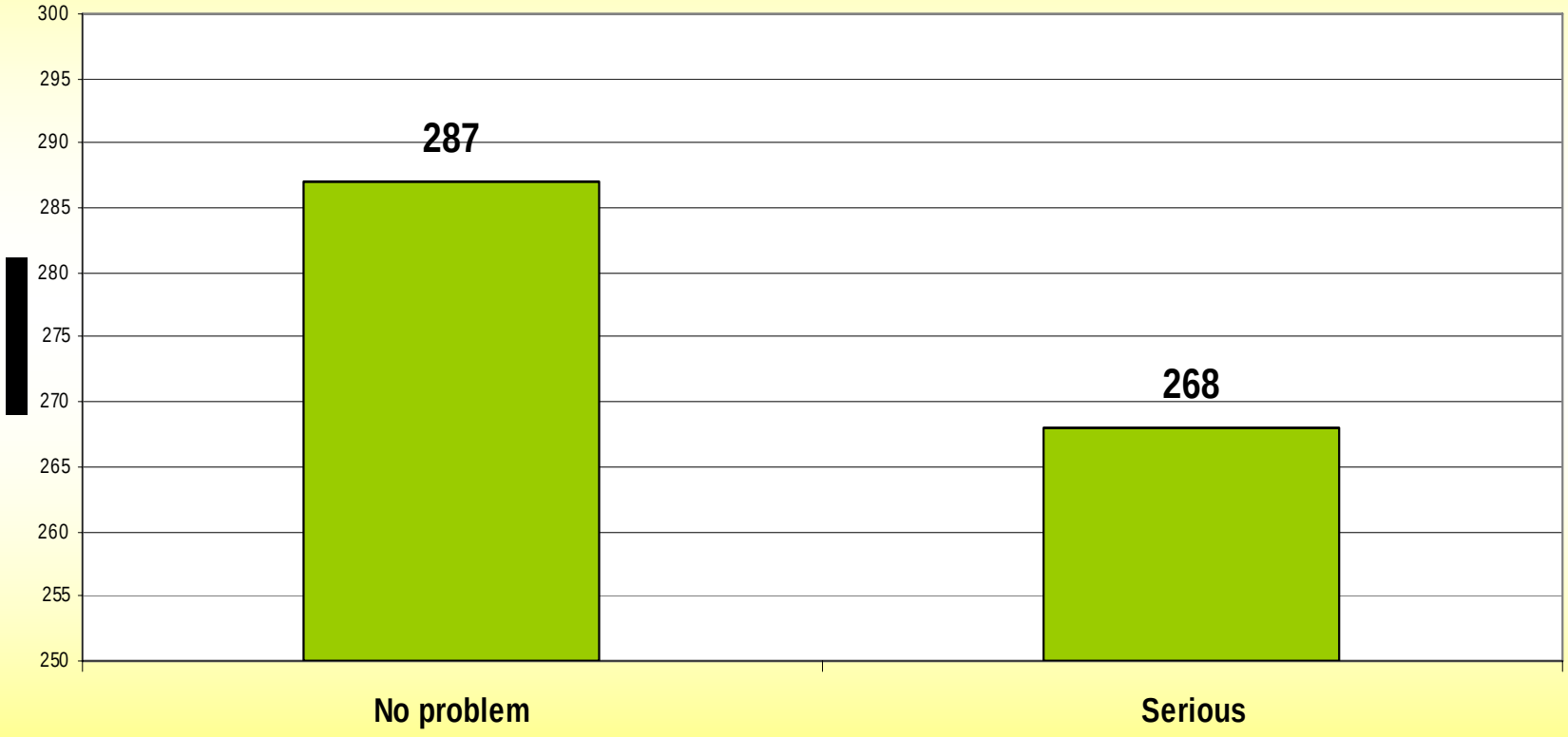
Computer in Home Grade 8 Math 2005



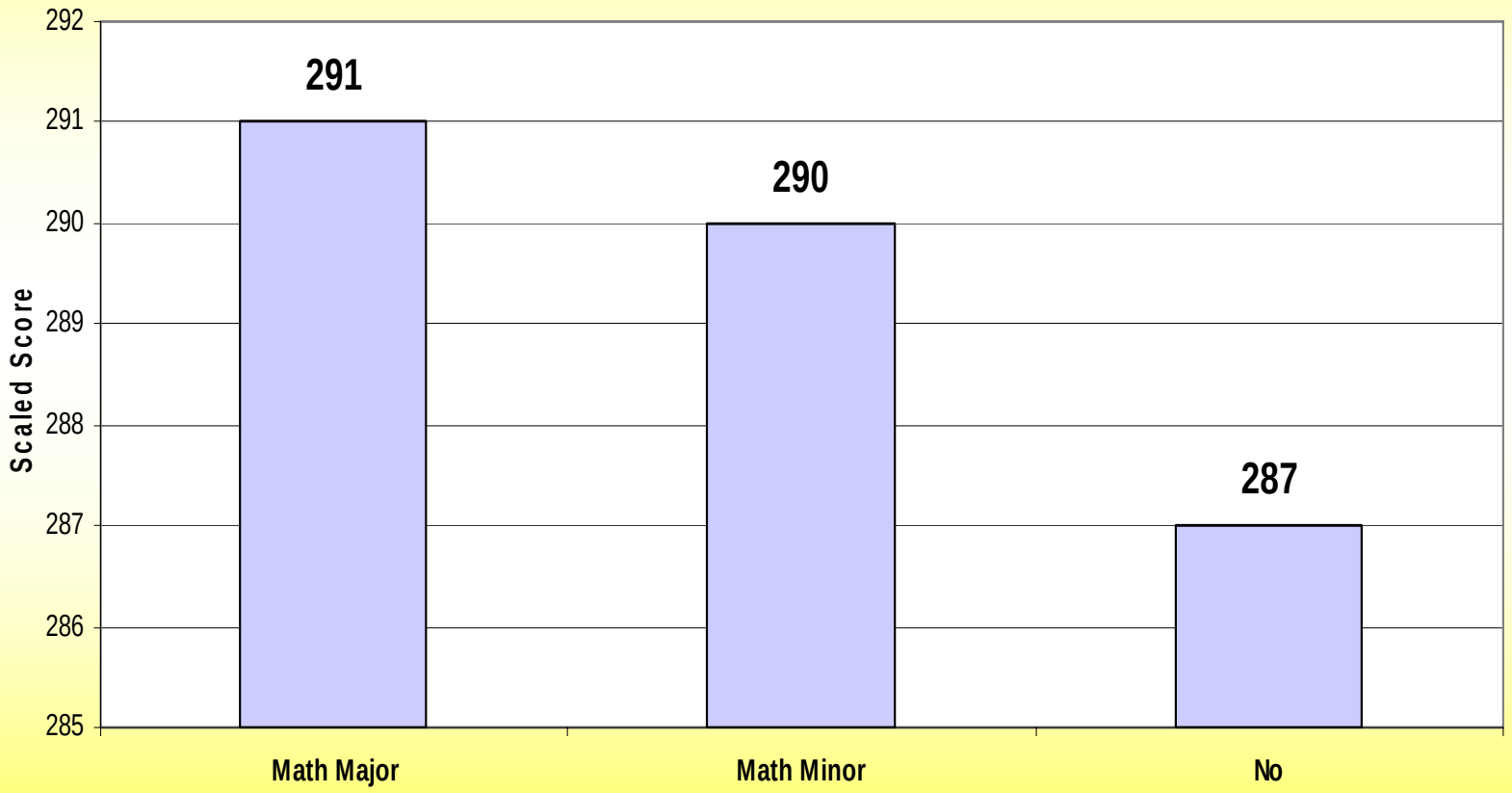
Hours Watching TV or Videos Grade 8 Math 2005



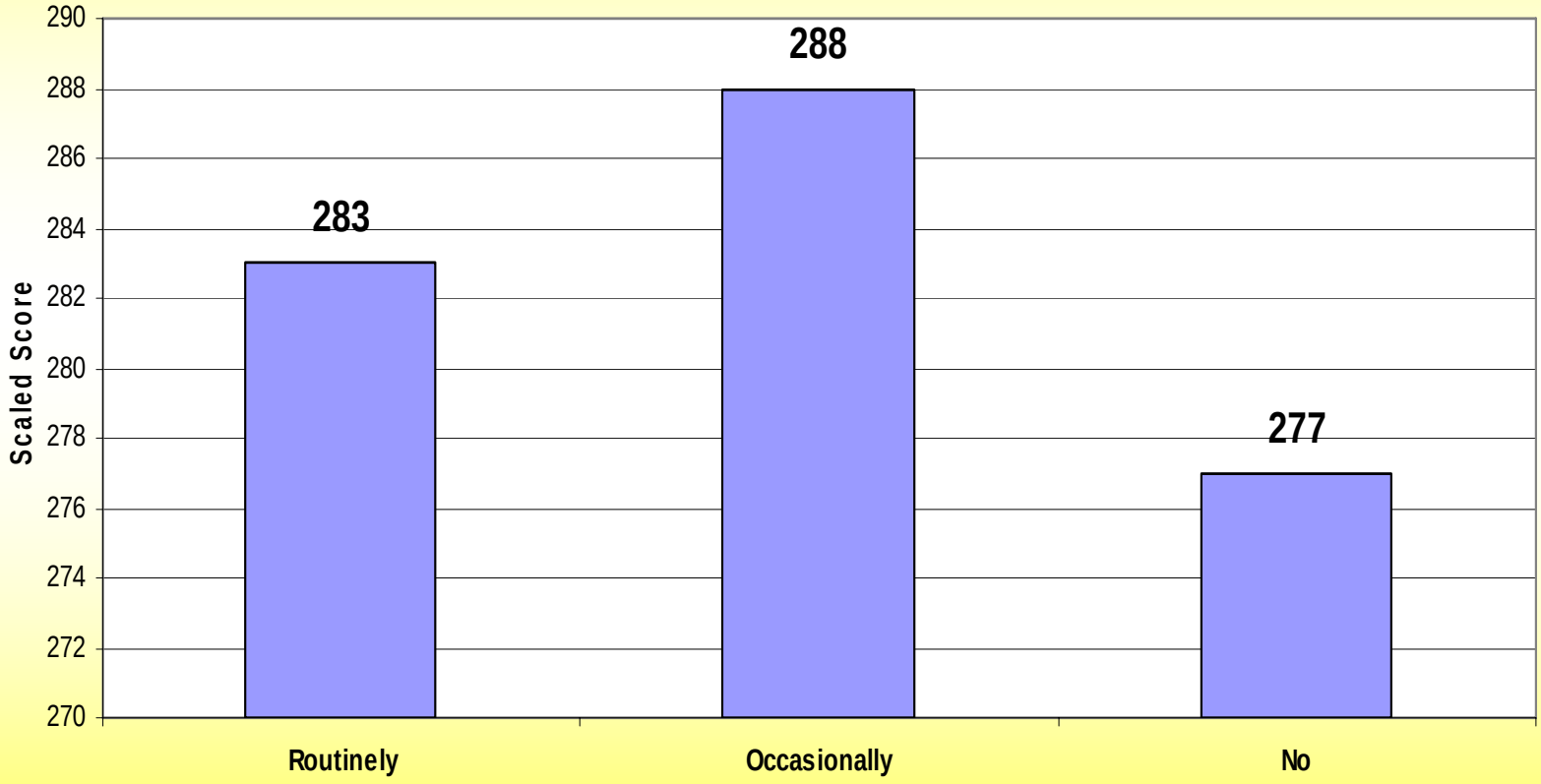
Attendance Grade 8 Math 2005



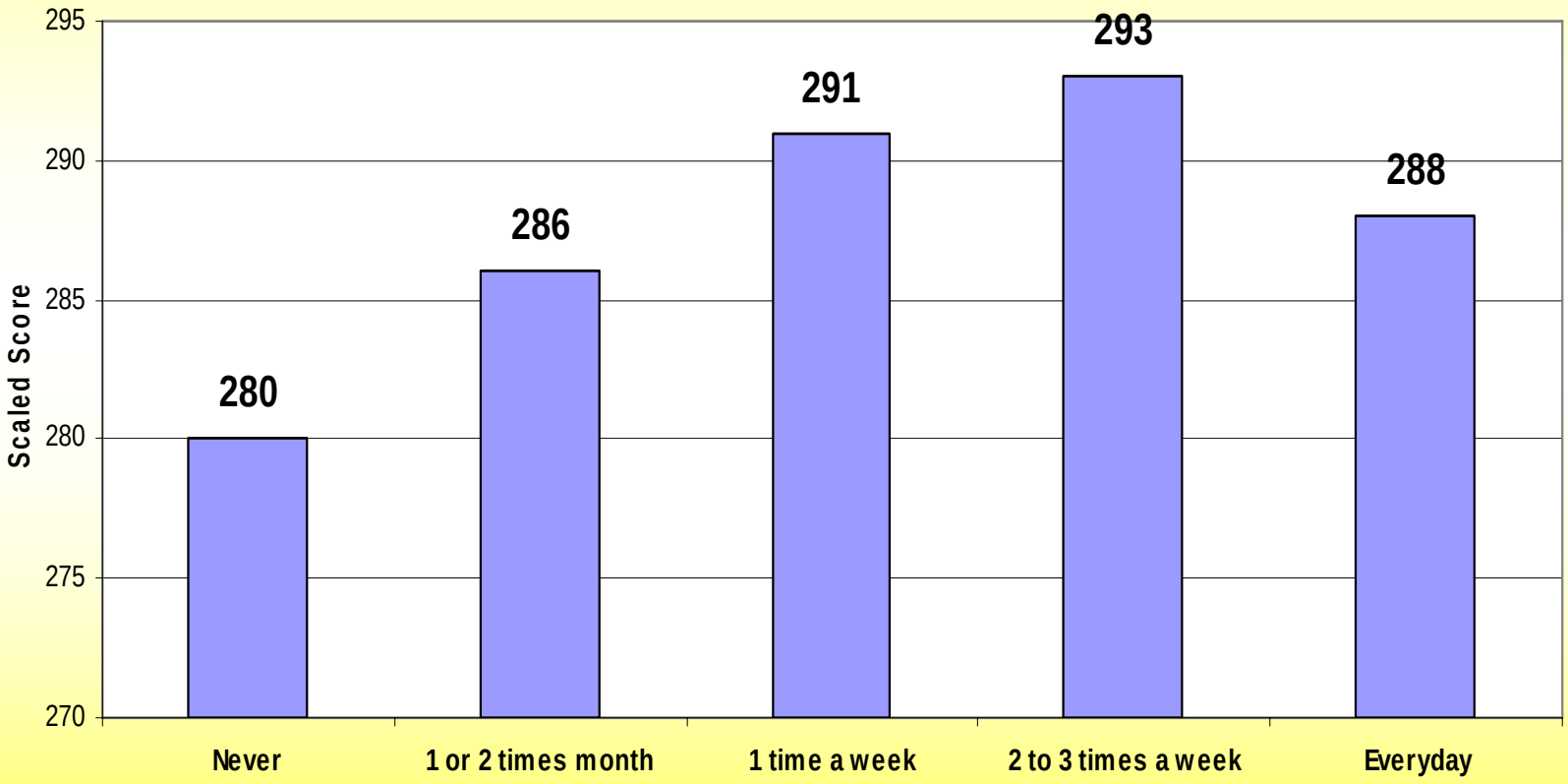
Teacher Qualifications Grade 8 Math



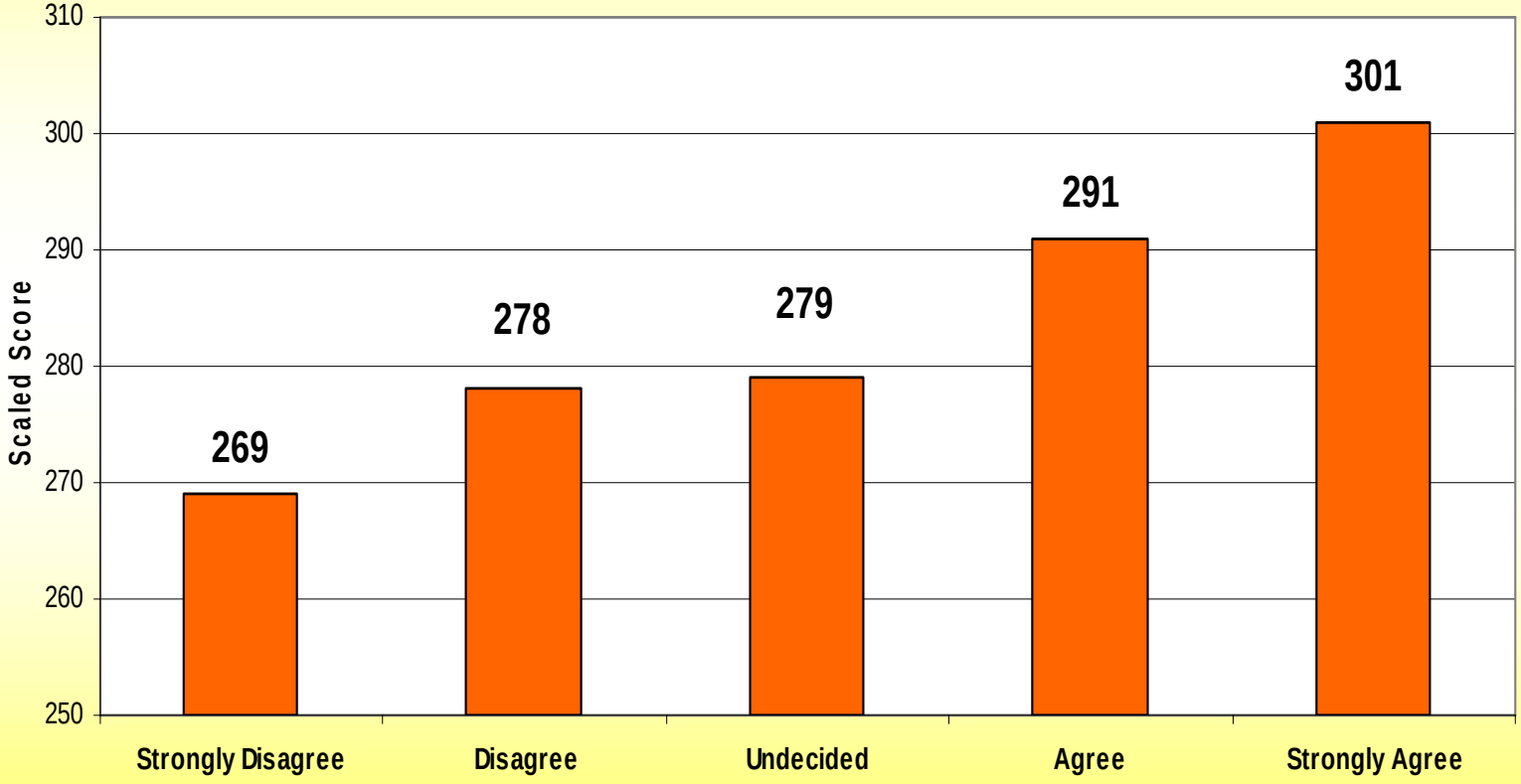
Parents Review Homework Grade 8 Math



Talk About Studies at Home Grade 8 Math



Student Likes Math Grade 8



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Gary Skoglund

NAEP Director

605-773-5229

Gary.skoglund@state.sd.us