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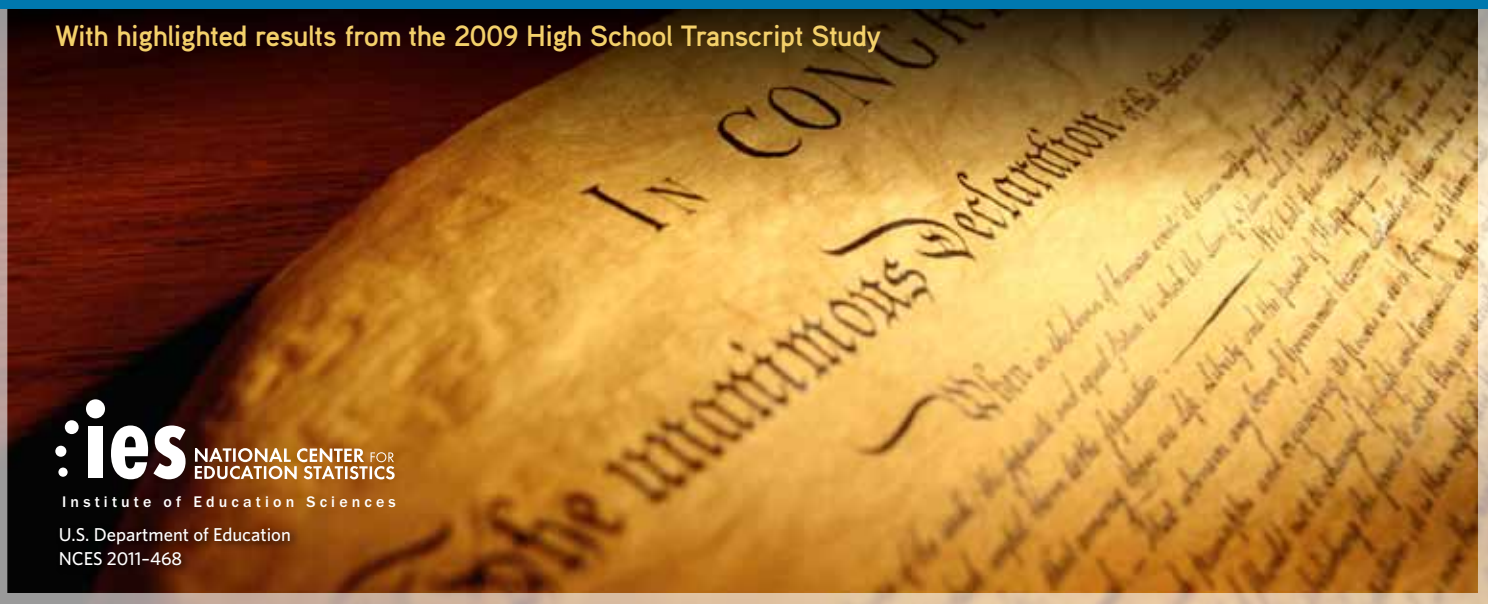
The Nation's Report Card

U.S. History 2010

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4, 8, AND 12

With highlighted results from the 2009 High School Transcript Study



ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

U.S. Department of Education
NCES 2011-468

Contents

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What Is The Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national and state levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

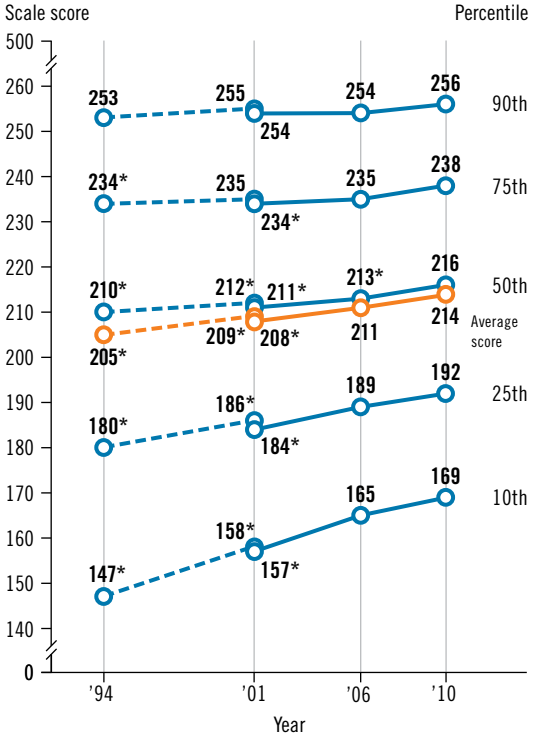
Executive Summary

For the 2010 National Assessment of Educational Progress (NAEP) in U.S. history, students responded to questions designed to measure their knowledge of American history in the context of democracy, culture, technological and economic changes, and America's changing world role. Nationally representative samples of more than 7,000 fourth-graders, 11,000 eighth-graders, and 12,000 twelfth-graders participated.

Lowest-performing fourth-graders make greatest gain from 1994

The average fourth-grade U.S. history score in 2010 was higher than in 1994 (figure **A**). Some of the largest gains from 1994 to 2010 were made by the lowest-performing students with a 22-point increase at the 10th percentile. There was no significant change in the average score from 2006 to 2010.

Figure **A.** Trend in fourth-grade NAEP U.S. history average scores and percentile scores



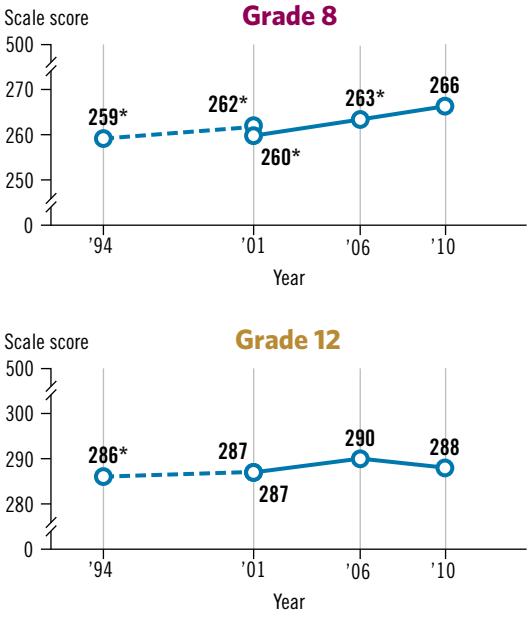
* Significantly different ($p < .05$) from 2010.

Accommodations not permitted
Accommodations permitted

Average scores for eighth- and twelfth-graders increase from 1994

The average eighth-grade U.S. history score in 2010 was higher than in previous assessment years (figure **B**). As at grade 4, scores also increased from 1994 for lower-performing eighth-graders. The average twelfth-grade U.S. history score in 2010 was not significantly different from the score in 2006 but was higher than the score in 1994.

Figure **B.** Trend in eighth- and twelfth-grade NAEP U.S. history average scores



* Significantly different ($p < .05$) from 2010.

Accommodations not permitted
Accommodations permitted

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Percentages of fourth- and eighth-graders at or above *Basic* increase from 1994

The NAEP *Basic* level denotes partial mastery of the knowledge and skills fundamental for proficient work at each grade. The percentage of fourth-graders at or above *Basic* did not change significantly from 2006 to 2010 but was higher in 2010 than in 1994 (figure **C**). The percentage of eighth-graders at or above *Basic* in 2010 was higher than in previous assessments, and the percentage of twelfth-graders did not change significantly in comparison to earlier assessment years.

Less than one-quarter of students perform at or above the *Proficient* level in 2010

The *Proficient* level represents solid academic performance. At grades 4 and 8, the percentages of students at or above *Proficient* in 2010 were not significantly different from the percentages in 2006, but were higher than the percentages in the first assessment in 1994. At grade 12, the percentage of students at or above *Proficient* was not significantly different from the percentages in previous assessment years.

No significant changes in percentage of students at *Advanced*

The *Advanced* level represents superior performance. There were no significant changes in the percentages of fourth-, eighth-, and twelfth-graders at *Advanced* in comparison to 1994 or 2006.

Examples of knowledge and skills demonstrated by students performing at each achievement level

Basic

- Interpret a map about the colonial economy (grade 4).
- Identify a result of Native American-European interaction (grade 8).
- Understand the context of a women's movement document (grade 12).

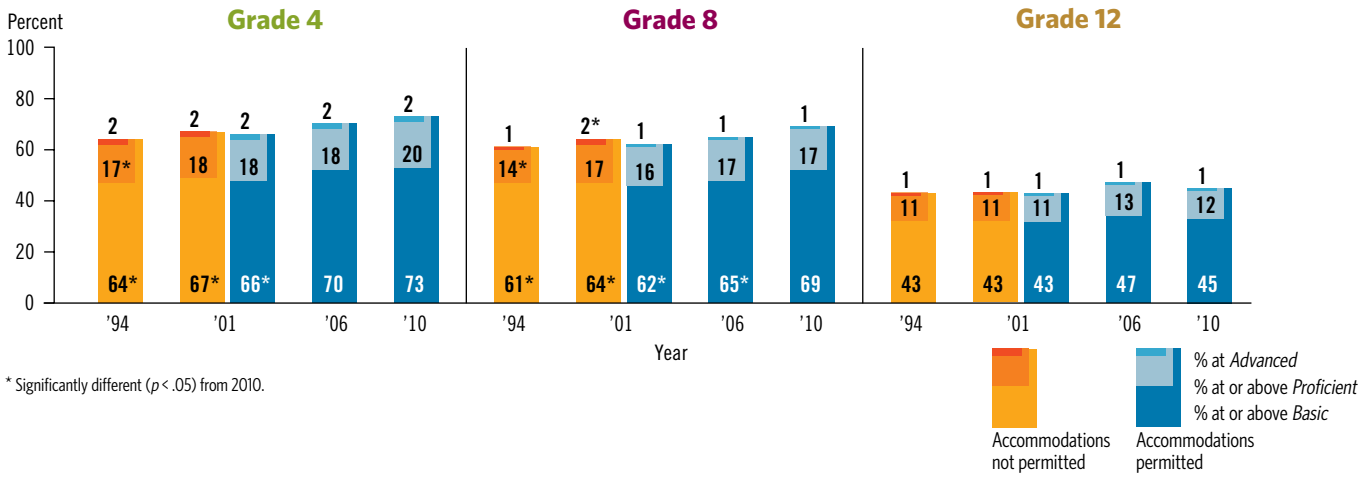
Proficient

- Understand that canals increased trade among states (grade 4).
- Identify a domestic impact of war (grade 8).
- Understand Missouri statehood in the context of sectionalism (grade 12).

Advanced

- Explain how machines and factories changed work (grade 4).
- Explain two differences between plantations and small farms in antebellum South (grade 8).
- Evaluate Civil War arguments (grade 12).

Figure **C.** Trend in fourth-, eighth-, and twelfth-grade NAEP U.S. history achievement-level results



* Significantly different ($p < .05$) from 2010.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994-2010 U.S. History Assessments.

Scores increase since 2006 for Black and Hispanic eighth-graders

At grade 8, increases since 2006 for Black and Hispanic students contributed to a narrowing of the score gaps between those groups and their White peers. There were no significant changes from 2006 to 2010 in the average scores for racial/ethnic groups at grades 4 and 12.

In comparison to 1994, scores were higher in 2010 for those racial/ethnic groups with samples large enough to report results at grades 4 and 8. At grade 12, scores for White, Hispanic, and Asian/Pacific Islander students were higher in 2010 than in 1994.

Score for male eighth-graders increases since 2006

The average score for male students was higher in 2010 than in 2006 at grade 8, while there was no significant change for female students. In comparison to 1994, average scores were higher in 2010 for male students at all three grades and for female students at grades 4 and 8.

	Grade 4		Grade 8		Grade 12	
Characteristic	Since 1994	Since 2006	Since 1994	Since 2006	Since 1994	Since 2006
Overall	▲	◆	▲	▲	▲	◆
Race/ethnicity						
White	▲	◆	▲	◆	▲	◆
Black	▲	◆	▲	▲	◆	◆
Hispanic	▲	◆	▲	▲	▲	◆
Asian/Pacific Islander	▲	◆	▲	◆	▲	◆
American Indian/ Alaska Native	‡	◆	▲	◆	◆	◆
Gender						
Male	▲	◆	▲	▲	▲	◆
Female	▲	◆	▲	◆	◆	◆
Gaps						
White – Black	Narrowed	◆	Narrowed	Narrowed	◆	◆
White – Hispanic	Narrowed	◆	◆	Narrowed	◆	◆
Male – Female	◆	◆	Widened	◆	◆	◆

▲ Indicates the score was higher in 2010.
◆ Indicates no significant change in the score or the gap in 2010.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

Introduction

The 2010 National Assessment of Educational Progress (NAEP) U.S. history assessment measures how well fourth-, eighth-, and twelfth-graders are learning American history, and whether they can evaluate historical evidence and understand change and continuity over time. Comparing the results from the 2010 assessment to results from previous years shows how students' knowledge and skills in U.S. history at these grade levels have progressed over time.

The U.S. History Framework

The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills that should be assessed in each subject. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, parents, and others. The *U.S. History Framework for the 2010 National Assessment of Educational Progress* describes the types of questions that should be included in the assessment and how they should be designed and scored.

The U.S. history framework specifies that the assessment be organized around three major components: *themes of U.S. history, periods of U.S. history, and ways of knowing and thinking about U.S. history.* To reflect developmental differences of students at each of the three grade levels assessed, the proportion of the assessment devoted to each of the historical themes, time periods, and ways of knowing and thinking about U.S. history varies for each grade assessed. The amount of assessment time devoted to the historical themes and periods is presented in each of the grade sections in this report on pages 14, 28, and 42.

Themes of U.S. history establish the context for the people, events, ideas, movements, issues, and sources addressed in each historical period. The following four historical themes make up the core structure of the U.S. history assessment for each of the three grades assessed:

Democracy – **Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies**

This theme focuses on the development of American political democracy from colonial times to the present and includes basic principles and core civic ideas developed through the American Revolution, the U.S. Constitution, the Civil War, and the struggles over slavery and civil rights.

Culture – **The Gathering and Interactions of Peoples, Cultures, and Ideas**

This theme focuses on how different racial, ethnic, and religious groups gathered and interacted in American society, and the cultural traditions and heritage that developed as a result of this interaction.

Technology – Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment

This theme focuses on the transformation of the American economy from rural frontier to industrial superpower and its impact on society, ideas, and the environment. It addresses the influence of geography; the development of business and labor; and the impact of science and technology, a market economy, and urbanization.

World Role – The Changing Role of America in the World

This theme focuses on the movement from isolation to worldwide responsibility. It addresses the evolution of relationships between the United States and other nations, including American foreign policy and the nation's participation in world and regional wars, as well as the influence of geography, economic interests, and democratic ideals in the role the United States plays in foreign affairs.

Periods of U.S. history establish a basic chronological structure for organizing the experiences of people over time. The framework divides U.S. history into the following eight chronological periods:

- Beginnings to 1607
- Colonization, Settlement, and Communities (1607–1763)
- The Revolution and the New Nation (1763–1815)
- Expansion and Reform (1801–1861)
- Crisis of the Union: Civil War and Reconstruction (1850–1877)
- The Development of Modern America (1865–1920)
- Modern America and the World Wars (1914–1945)
- Contemporary America (1945 to the present)

Ways of knowing and thinking about U.S. history refer to the cognitive skills required for historical study. The development of the U.S. history assessment was guided by two overarching ways of knowing and thinking about history.

Historical knowledge and perspective include the following:

- Knowing and understanding people, events, concepts, and historical sources
- Sequencing events
- Recognizing multiple perspectives and seeing an era or movement through the eyes of different groups

Historical analysis and interpretation include the following:

- Explaining issues
- Identifying historical patterns
- Establishing cause-and-effect relationships
- Finding value statements
- Establishing significance
- Applying historical knowledge
- Weighing evidence to draw sound conclusions
- Making defensible generalizations
- Rendering insightful accounts of the past

More detailed information about each of the three major components of the assessment is provided in the U.S. history framework, which can be found at http://www.nagb.org/publications/frameworks/historyframework.pdf.

Reporting NAEP Results

The results from the 2010 NAEP U.S. history assessment are based on nationally representative samples of public and nonpublic school students at grades 4, 8, and 12 (table **1**). Unlike NAEP assessments in other subjects such as reading, mathematics, and science, the administration of the U.S. history assessment was not designed to report results for individual states or large urban districts.

Table **1.** Number of participating schools and students in NAEP U.S. history assessment, by grade: 2010

Grade	Number of schools	Number of students
Grade 4	510	7,000
Grade 8	480	11,800
Grade 12	500	12,400

NOTE: The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

Scale scores

NAEP U.S. history results are reported as average scores on a 0–500 scale overall and for each of the four U.S. history themes. Because the NAEP scales were derived independently for each theme and for each grade, scores cannot be compared across themes or across grades. NAEP scores also cannot be compared across subjects.

In addition to reporting an overall U.S. history score for each grade, scale scores are reported at five percentiles to show trends in results for students performing at lower (10th and 25th percentiles), middle (50th percentile), and higher (75th and 90th percentiles) levels.

Achievement levels

Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level.

As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials.

NAEP Achievement Levels

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

Interpreting the Results

Changes in performance over time

National results from the 2010 U.S. history assessment are compared to results from three earlier assessment years. Changes in students' performance over time are summarized by comparing the results in 2010 to 2006 and to the first assessment year, except when pointing out consistent patterns across assessments.

NAEP reports results using widely accepted statistical standards; findings are reported based on statistical significance set at .05 with appropriate adjustments for multiple comparisons (see the Technical Notes for more information). The symbol (*) is used in tables and figures to indicate that an earlier year's score or percentage is significantly different from the 2010 results. Only those differences that are found to be statistically significant are discussed as higher or lower. The same standard applies when comparing the performance of one student group to another.

A significant increase or decrease in scores from one assessment year to the next is reliable evidence that student performance has in fact changed. However, NAEP is not designed to identify the causes of these changes. Furthermore, the many factors that may influence average student achievement scores also change over time. These include educational policies and practices, available resources, and the demographic characteristics of the student body.

Accommodations and exclusions in NAEP

It is important to assess all selected students from the target population, including students with disabilities (SD) and English language learners (ELL). To accomplish this goal, many of the same testing accommodations allowed on state testing (e.g., extra testing time or individual rather than group administration) are provided for SD and ELL students participating in NAEP. Accommodations were first made available for the U.S. history assessment in 2001. No accommodations were provided in the 1994 U.S. history assessment.

Because providing accommodations represented a change in testing conditions that could potentially affect the measurement of changes over time, split national samples of students were assessed in 2001—one sample permitted accommodations, and the other did not. Although the results for both samples are presented in the tables and figures, the comparisons to 2001 in the text are based on just the accommodated samples.

Even with the availability of accommodations, some students may still be excluded. See appendix tables **A-1** through **A-3** for the percentages of students accommodated and excluded at the national level. More information about NAEP's policy on the inclusion of special-needs students is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Explore Additional Results

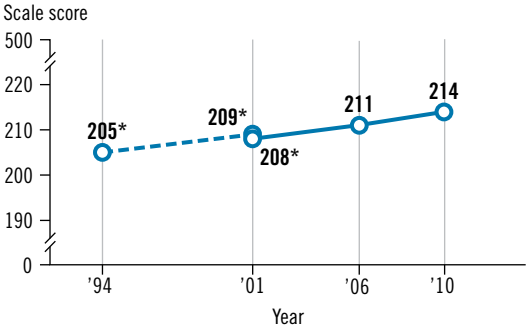
Not all of the data from the NAEP U.S. history assessment are presented in this report. Additional results can be found on the Nation's Report Card website at http://nationsreportcard.gov/ushistory_2010 and in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

GRADE 4

Lowest-performing students make greatest gains from 1994 to 2010

The average U.S. history score for the nation's fourth-graders did not change significantly since the last assessment in 2006; however, the score in 2010 was higher than in 1994. The score for students at the 10th percentile increased 22 points from 1994 to 2010. Gains from 1994 to 2010 for Black and Hispanic students contributed to the narrowing of the gaps between these groups and their White peers over this 16-year period.

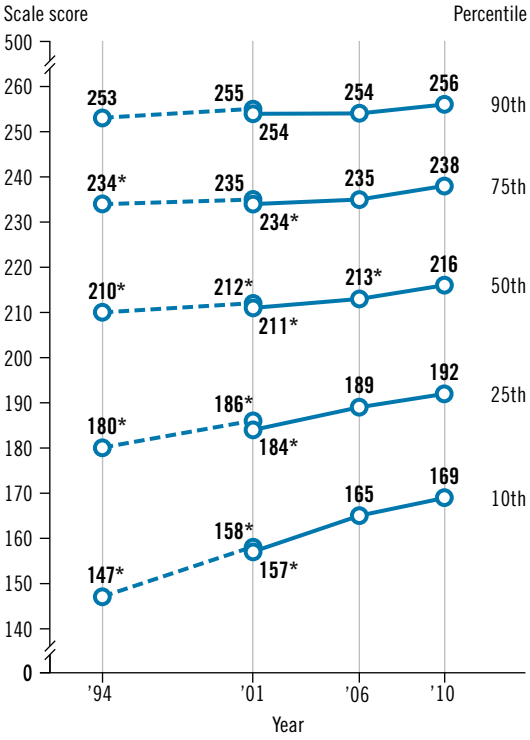
Figure **1.** Trend in fourth-grade NAEP U.S. history average scores



* Significantly different ($p < .05$) from 2010.

Accommodations not permitted
Accommodations permitted

Figure **2.** Trend in fourth-grade NAEP U.S. history percentile scores



* Significantly different ($p < .05$) from 2010.

Accommodations not permitted
Accommodations permitted

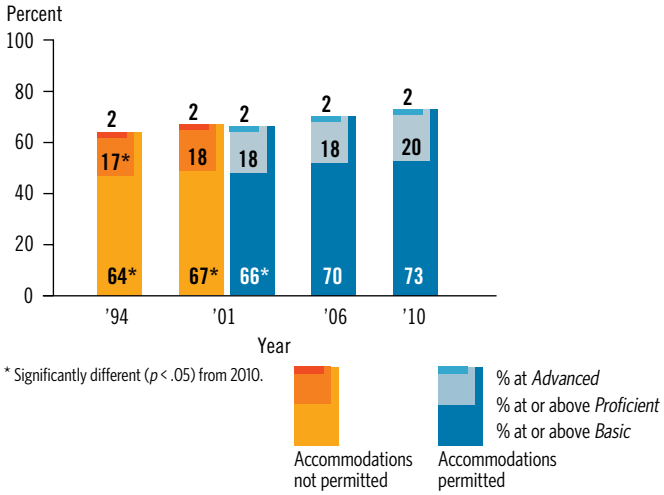
No significant change in students' performance since 2006

There was no significant change from 2006 to 2010 in the average fourth-grade U.S. history score; however, the score in 2010 was higher than the score in 1994 (figure **1**). The lowest-performing students made the greatest gains from 1994 to 2010 with a 22-point increase for students at the 10th percentile that was larger than the increases at the 25th, 50th, and 75th percentiles over the same period (figure **2**). Although there was no significant change from 2006 to 2010 in the overall average score, there was an increase in the score for students at the 50th percentile.

Percentages of students at or above *Basic* and *Proficient* increase from 1994

Seventy-three percent of students performed at or above the *Basic* level in 2010, and 20 percent performed at or above the *Proficient* level (figure **3**). There were no significant changes in the percentages of students at or above *Basic* and *Proficient* since 2006; however, both percentages were higher in 2010 than in 1994. Two percent of students performed at the *Advanced* level in 2010, which was not significantly different from the percentages in earlier assessment years.

Figure **3.** Trend in fourth-grade NAEP U.S. history achievement-level results



* Significantly different ($p < .05$) from 2010.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

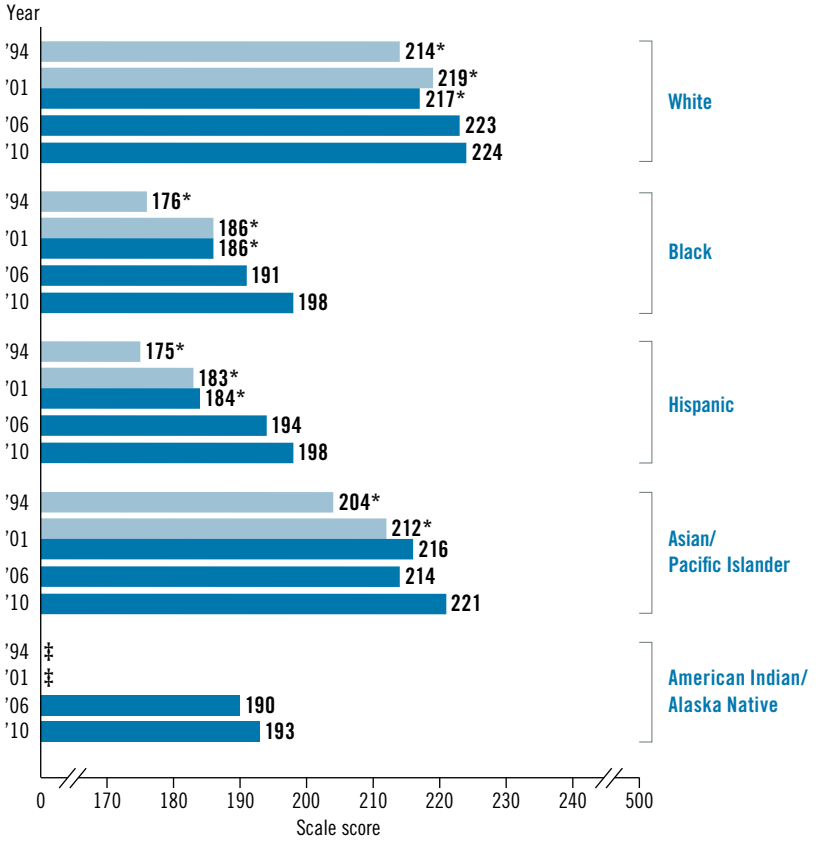
Black and Hispanic students make greater gains from first assessment year than White students

There were no significant changes from 2006 to 2010 in average scores for any of the five racial/ethnic groups NAEP reports on (figure 4). However, scores in 2010 were higher than in 1994 for White, Black, Hispanic, and Asian/Pacific Islander students. The 22-point score gain from 1994 to 2010 for Black students and the 23-point score gain for Hispanic students were larger than the 9-point[1] gain made by White students over the same period.

In 2010, both White and Asian/Pacific Islander students scored higher on average than Black, Hispanic, and American Indian/Alaska Native students. The average scores of White and Asian/Pacific Islander students were not significantly different from each other.

[1] The score-point gain is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Figure 4. Trend in fourth-grade NAEP U.S. history average scores, by race/ethnicity



‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

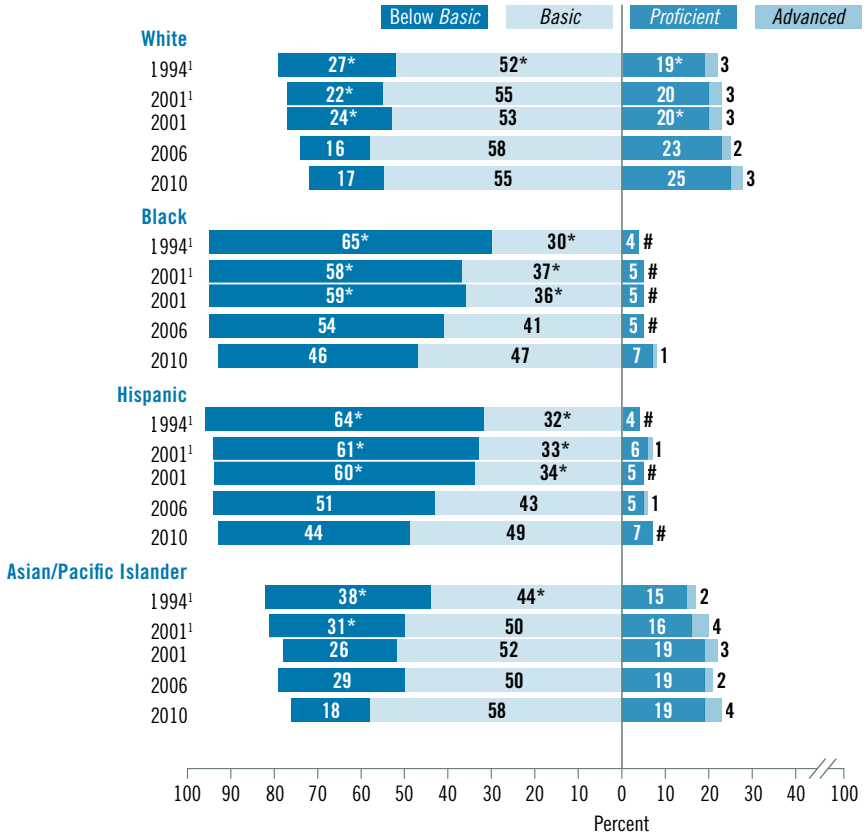
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

A closer look at the achievement-level results from 1994 to 2010 shows where improvements were made for students performing at different levels. The percentage of students performing at the *Proficient* level increased from 1994 to 2010 for White students and did not change significantly for other racial/ethnic groups (figure **5**). The percentages of students performing at the *Basic* level increased from 1994 to 2010 for all four racial/ethnic groups. There was no significant change in the percentage of students at *Advanced* for any of the racial/ethnic groups.

Additional Results for Student Groups

Achievement-level results and percentile scores provide additional insight into the performance of student groups. See appendix tables **A-4** and **A-5** for additional fourth-grade results for the student groups highlighted in this section. Similar NAEP results for other student groups can be found in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Figure 5. Trend in fourth-grade NAEP U.S. history achievement-level results, by selected racial/ethnic groups



Rounds to zero.
* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

Table 2. Percentage of students assessed in fourth-grade NAEP U.S. history, by race/ethnicity: Various years, 1994–2010

Race/ethnicity	1994[1]	2001	2006	2010
White	72*	69*	56	56
Black	17	16	15	15
Hispanic	7*	12*	21	21
Asian/Pacific Islander	3*	3*	5	5
American Indian/ Alaska Native	1	1	2	1

* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for students whose race/ethnicity was unclassified.

No significant change since 2006 in the percentage of students by race/ethnicity

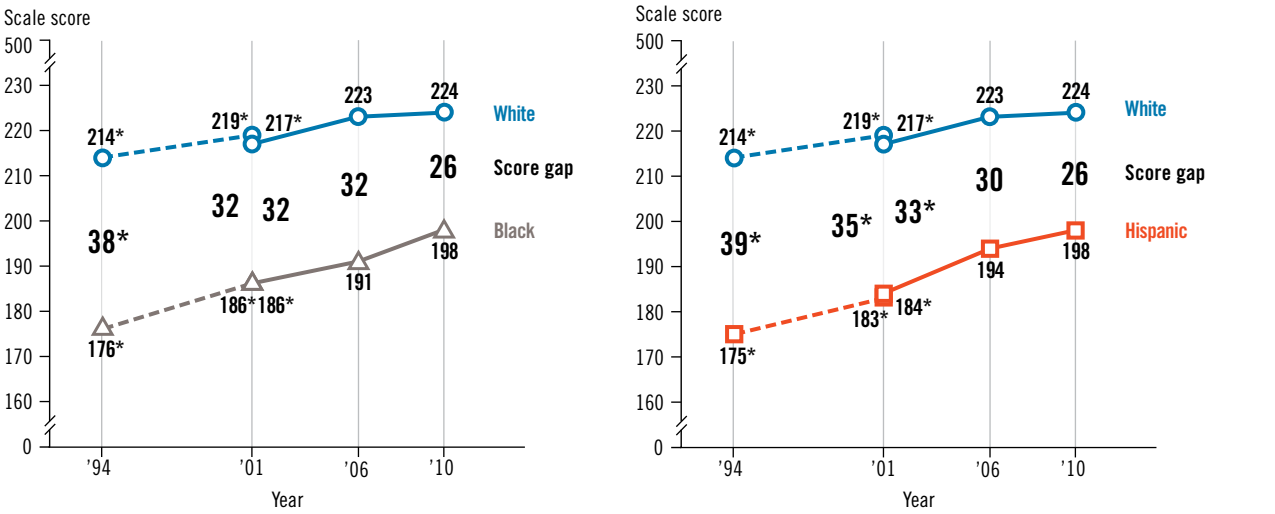
The percentage of White students at grade 4 has decreased from 1994 to 2010, while the percentages of Hispanic students and Asian/Pacific Islander students have increased (table **2**). There have been no significant changes in the proportion of fourth-graders in the five racial/ethnic groups from 2006 to 2010.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Black and Hispanic students narrow long-term gaps with White students

In 2010, White students scored 26 points higher on average than Black students and 26 points higher than Hispanic students (figure **6**). There were no significant changes in the gaps from 2006 to 2010. However, larger gains from 1994 to 2010 for Black and Hispanic students than for White students contributed to the narrowing of both gaps over the 16-year period.

Figure 6. Trend in fourth-grade NAEP U.S. history average scores and score gaps, by selected racial/ethnic groups



* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

Narrowing the gaps: a closer look at lower-performing Black and Hispanic students

Score gains from 1994 to 2010 for Black and Hispanic students were made by lower-performing students scoring below the *Basic* achievement level. Black and Hispanic students at the 25th percentile scored at least 30 points[2] higher in 2010 than in 1994 as compared to a 12-point increase for White students at the 25th percentile over the same period (see appendix table **A-5**). Profiles of lower-performing Black and Hispanic students are presented below.

The score for Black students at the 25th percentile increased from 147 in 1994 to 176 in 2010. Among Black students who scored below 176 in 2010,

- 58% were male and 42% were female;
- 85% were eligible for free/reduced-price school lunch;
- 61% attended schools in city locations; and
- 31% were identified as students with disabilities.

The score for Hispanic students at the 25th percentile increased from 145 in 1994 to 177 in 2010. Among Hispanic students who scored below 177 in 2010,

- 52% were male and 48% were female;
- 87% were eligible for free/reduced-price school lunch;
- 49% attended schools in city locations; and
- 64% were identified as English language learners.

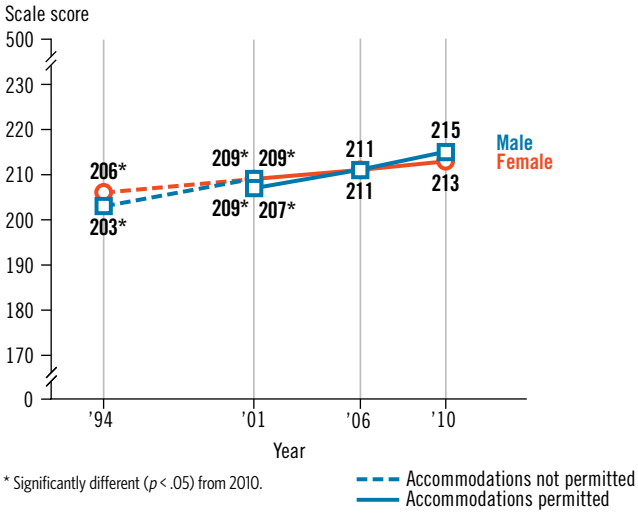
[2] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the appendix table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994-2010 U.S. History Assessments.

No significant difference in performance of male and female students

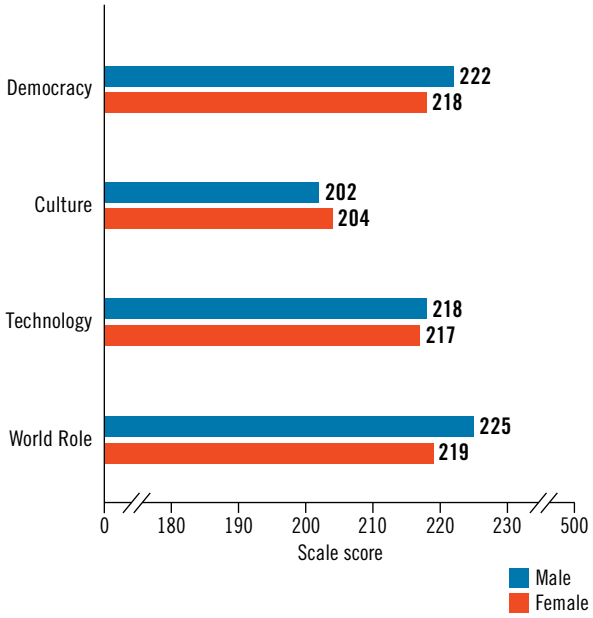
As in previous years, there was no significant difference in the average U.S. history scores for male and female students in 2010 (figure 7). Average scores for both groups in 2010 were not significantly different from the scores in 2006, but were higher than the scores in 1994.

Figure 7. Trend in fourth-grade NAEP U.S. history average scores, by gender



Although the overall average scores for male and female students did not differ significantly in 2010, male students scored 4 points higher than female students in the democracy theme and 6 points higher in the world role theme (figure 8). There were no significant differences in average scores for male and female students in either the culture or technology themes.

Figure 8. Average scores in fourth-grade NAEP U.S. history, by themes of U.S. history and gender: 2010



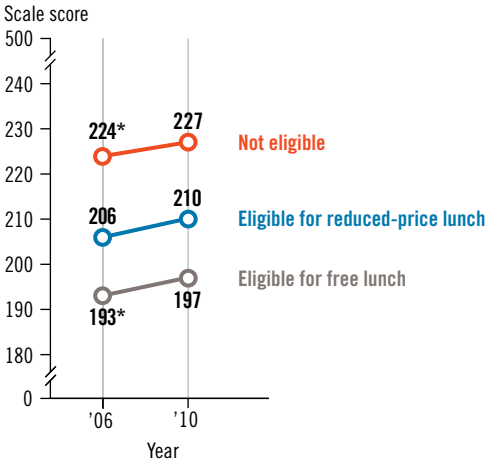
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Gains for some income levels

NAEP uses students' eligibility for the National School Lunch Program as an indicator of low income. Students from lower-income families are eligible for either free or reduced-price school lunches, while students from higher-income families are not (see the Technical Notes for eligibility criteria). Because of the improved quality of the data on students' eligibility in more recent assessment years, results are only compared back to 2006.

Students who are not eligible score higher on average on NAEP assessments than those eligible for reduced-price lunch, who in turn score higher than those eligible for free lunch. Average scores were higher in 2010 than in 2006 for students who were eligible for free school lunch and for those who were not eligible (figure **9**). There was no significant change in the score for students who were eligible for reduced-price lunch.

Figure **9.** Average scores in fourth-grade NAEP U.S. history, by eligibility for free or reduced-price school lunch: 2006 and 2010



* Significantly different ($p < .05$) from 2010.

Table **3.** Percentage of students assessed in fourth-grade NAEP U.S. history, by eligibility for free or reduced-price school lunch: 2006 and 2010

Eligibility for school lunch	2006	2010
Eligible for free lunch	37	40
Eligible for reduced-price lunch	8	6
Not eligible	48	47
Information not available	7	7

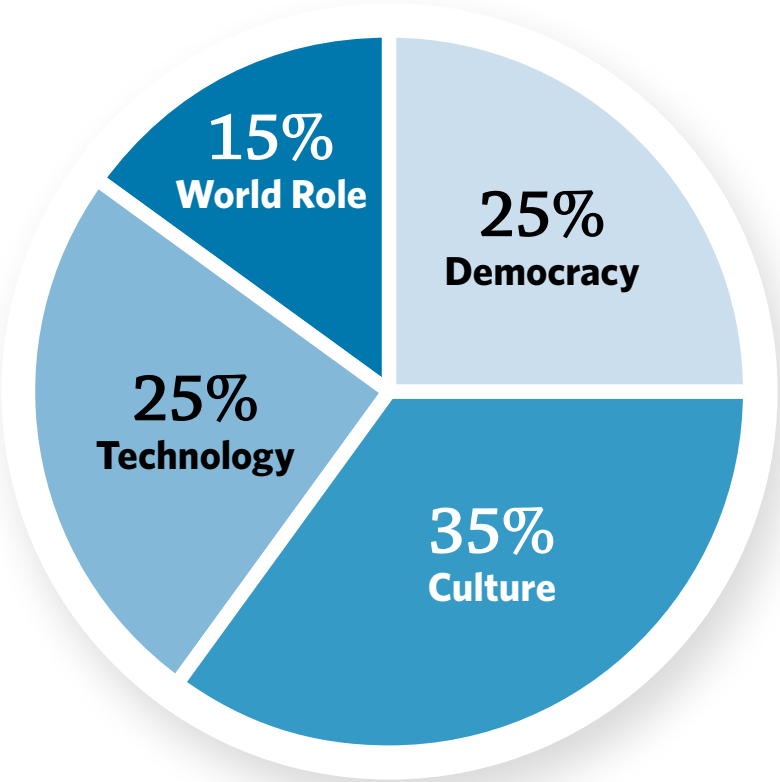
Forty-six percent of fourth-graders eligible for the National School Lunch Program

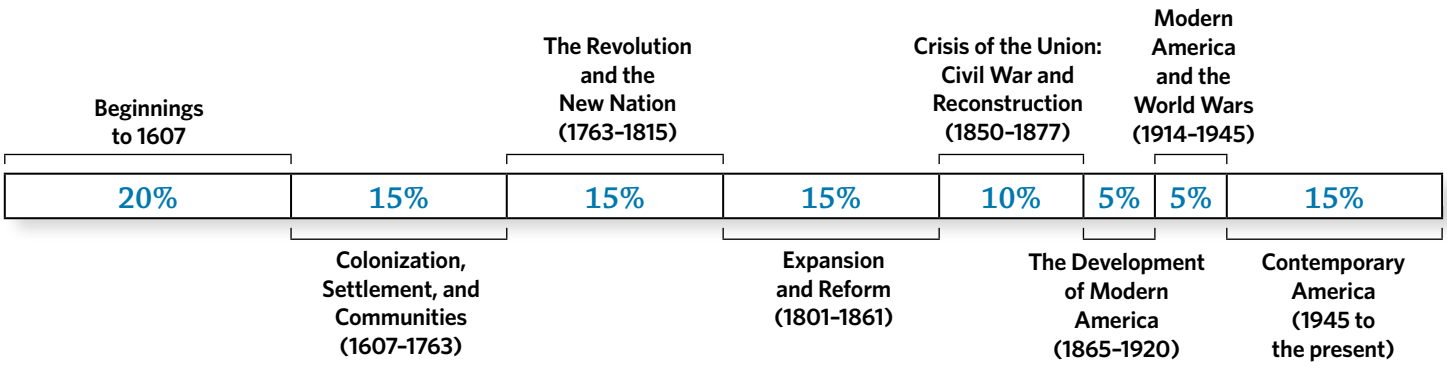
Forty percent of fourth-graders were eligible for free lunch, and 6 percent were eligible for reduced-price lunch in 2010 (table **3**). There were no significant changes since 2006 in the percentages of students based on their eligibility for the school lunch program.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2006 and 2010 U.S. History Assessments.

Assessment Content at Grade 4

Because the assessment covered a range of topics and included more questions than any one student could answer, each student took just a portion of the assessment. The 95 questions that made up the entire fourth-grade assessment were divided into six sections, each containing a mixture of multiple-choice and constructed-response questions. Each student responded to questions in two 25-minute sections. The figures below show the proportions of the U.S. history assessment devoted to the four historical themes and the eight historical periods at grade 4.





U.S. History Achievement-Level Descriptions for Grade 4

NAEP U.S. history achievement-level descriptions outline expectations of student performance at each grade. The specific descriptions of what fourth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels in U.S. history are presented below. NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (195)

Fourth-grade students performing at the *Basic* level should be able to identify and describe a few of the most familiar people, places, events, ideas, and documents in American history. They should be able to explain the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history.

Proficient (243)

Fourth-grade students performing at the *Proficient* level should be able to identify, describe, and comment on the significance of many historical people, places, ideas, events, and documents. They should be able to interpret information from a variety of sources, including texts, maps, pictures, and timelines. They should be able to construct a simple timeline from data. These students should recognize the role of invention and technological change in history. They should also recognize the ways in which geographic and environmental factors have influenced life and work.

Advanced (276)

Fourth-grade students performing at the *Advanced* level should have a beginning understanding of the relationships between people, places, ideas, events, and documents. They should know where to look for information, including reference books, maps, local museums, interviews with family and neighbors, and other sources. They should be able to use historical themes to organize and interpret historical topics and to incorporate insights from beyond the classroom into their understanding of history. These students should understand and be able to explain the role of invention and technological change in history. They should also understand and be able to explain the ways in which geographic and environmental factors have influenced life and work.

What Fourth-Graders Know and Can Do in U.S. History

The item map below is useful for understanding performance at different levels on the NAEP scale. The scale scores on the left represent the scores for students who were likely to get the items correct or complete. The cut score at the low end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly are listed on the right, along with the corresponding theme of U.S. history. For example, the map on this page shows that fourth-graders performing at the *Basic* level with a score of 237 were likely to be able to understand a purpose of the Bill of Rights. Students performing at the *Proficient* level with a score of 259 were likely to be able to use a map to explain the purpose of the Lewis and Clark expedition. Students performing at the *Advanced* level with a score of 308 were likely to be able to explain how machines and factories altered the nature of work for Americans.

GRADE 4 NAEP U.S. HISTORY ITEM MAP

	Scale score	Theme	Question description
	500		
	//		
Advanced	417	Culture	Give two reasons why people immigrate to the U.S.
	317	Culture	Explain the historical context of a slave letter
	314	Culture	Use a picture to describe Sioux life **(shown on page 18)**
	308	Technology	Explain how machines and factories changed work
	293	Democracy	Identify a photo of President Lincoln and give two reasons he was important
	292	Democracy	Enter events on a timeline **(shown on page 17)**
	283	Culture	*Identify a role of women during the American Revolution*
	276		
Proficient	273	Technology	*Understand why cities grew in certain locations*
	270	World Role	*Identify the role of an international organization*
	268	World Role	*Identify the Cold War communist superpower*
	263	Technology	*Understand why Europeans sought new trade in the 1400s*
	259	Democracy	*Use a map to explain the purpose of the Lewis and Clark expedition*
	256	Technology	*Understand that canals increased trade among states* **(shown on page 19)**
	249	Culture	*Interpret a text about the African American experience*
	243		
Basic	237	World Role	*Understand a purpose of the Bill of Rights* **(shown on page 20)**
	225	Democracy	*Identify the change for African Americans after the Civil War*
	217	Technology	*Interpret a map about the colonial economy*
	204	World Role	*Understand the purpose of a government poster*
	195		
	191	Technology	Understand the importance of certain colonial jobs
	178	Culture	*Identify a civil rights goal*
	//		
	0		

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for U.S. history achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Democracy

Write the letter for each event listed below in the correct square on the time line.

A Jamestown is founded.

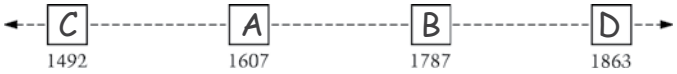
B The United States Constitution is written.

C Christopher Columbus sails to the Americas.

D Abraham Lincoln announces the Emancipation Proclamation.

This sample constructed-response question from the 2010 U.S. history assessment measures fourth-graders' knowledge of the chronological sequence of four major events in U.S. history. Responses to this question were rated using four scoring levels.

Complete responses placed all four events in the correct order as follows:



Essential responses placed two or three events in the correct order.

Partial responses placed one event in the correct order.

Inappropriate responses did not place any event in the correct order.

Nineteen percent of fourth-graders' responses to this question received a "Complete" rating.

Percentage of fourth-grade students in each response category: 2010

Complete	Essential	Partial	Inappropriate	Omitted
19	27	23	27	4

The table below shows the percentage of fourth-graders within each achievement level whose responses to this question were rated as "Complete." For example, 15 percent of fourth-graders at the *Basic* level provided responses rated as "Complete."

Percentage of fourth-grade students' responses rated as "Complete" at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
19	4	15	46	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

Explore Additional Sample Questions

More questions from the NAEP U.S. history assessment can be found in the Questions Tool at: http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Culture

Historians use artwork as well as what people wrote down to learn about the past.

The picture to the right was made in 1849. It shows members of the Sioux tribe. Using what you can see in the picture, describe three ways the Sioux used natural resources to meet their needs. Be specific.

COMPLETE RESPONSE:

1. They used wood for fire
2. They used animal skin for homes
3. They used wood to make barrels

This sample constructed-response question measures fourth-graders' ability to "read" a historical picture, as well as their knowledge of how Native Americans of the nineteenth century lived off the land. Responses to this question were rated using three levels. Spelling and grammar were not considered in rating the responses.

Complete responses described three things visible in the picture that show how the Sioux used natural resources to meet their needs. Credited responses included references to using branches to create stoves, chopping wood to make fires/keep warm, and using water for cooking.

Partial responses described one or two things visible in the picture that show how the Sioux used natural resources to meet their needs.

Inappropriate responses did not describe anything visible in the picture that shows how the Sioux used natural resources to meet their needs.

The sample student response shown above was rated "Complete" because it described three ways that the Sioux used natural resources. Students received credit for using the same natural resource more than once as long as it was associated with different uses. As shown in the table below, 23 percent of fourth-graders' responses to this question received a "Complete" rating.

Percentage of fourth-grade students in each response category: 2010

Complete	Partial	Inappropriate	Omitted
23	36	33	7

NOTE: Detail may not sum to totals because the percentage of responses rated as "Off-task" is not shown. Off-task responses are those that do not provide any information related to the assessment task.

The following table shows the percentage of fourth-graders within each achievement level whose responses to this question were rated as "Complete." For example, among fourth-graders performing at the *Basic* level, 22 percent provided responses rated as "Complete."

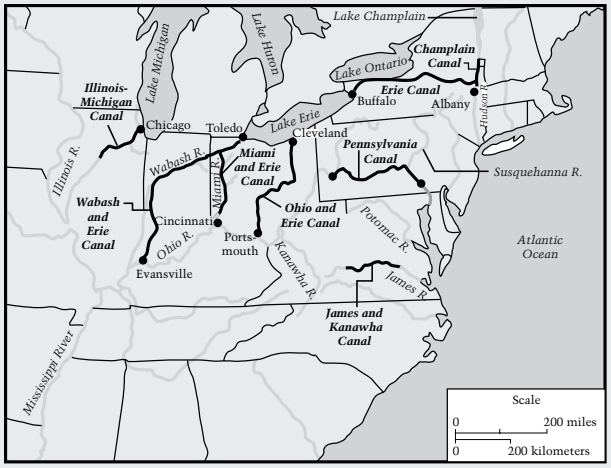
Percentage of fourth-grade students' responses rated as "Complete" at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
23	3	22	49	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Technology



The map shows canals in the United States in the 1800's.

An important result of the building of canals in the United States was that

- (A) slavery spread to the western states
- (B) people stopped building railroads
- (C) more people traveled to California to farm
- (D) trade increased among the states

This sample question is from a set of items that measured fourth-graders' map-reading skills and their understanding of the impact of canal building during the first half of the nineteenth century. Forty-four percent of students knew that the building of canals resulted in an increase of trade among the states.

Percentage of fourth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
20	15	18	44	2

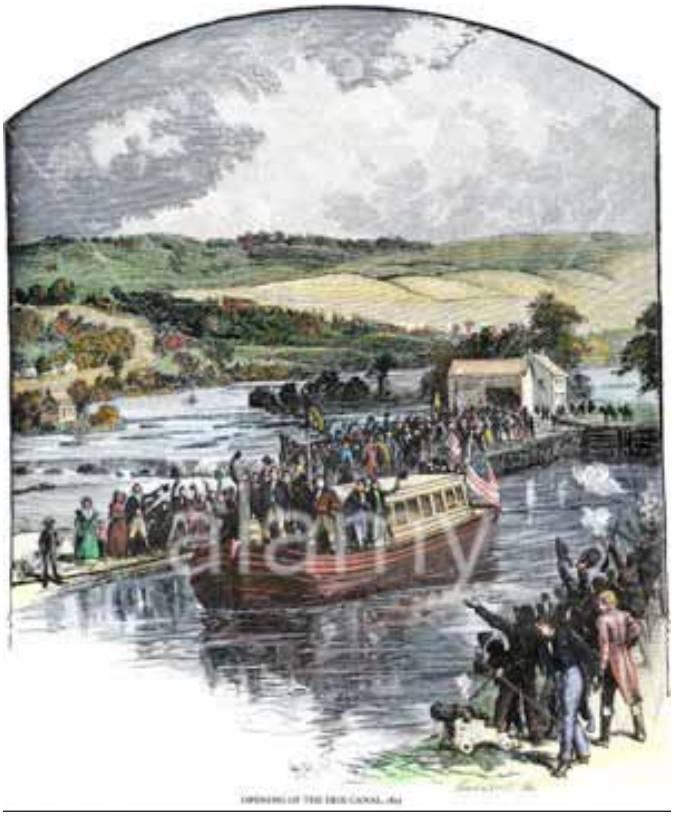
NOTE: Detail may not sum to totals because of rounding.

The table below shows the percentage of fourth-graders within each achievement level who answered this question correctly. For example, 43 percent of students at the *Basic* level selected the correct answer choice.

Percentage of fourth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
44	26	43	69	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: World Role

Aung San Suu Kyi lives in a country called Myanmar (Burma). She has spent many years trying to change her country's government. She spoke the words below in 1996.

> "Those fortunate enough to live in societies where they are entitled to full political rights can reach out to help the less fortunate in other parts of our troubled planet. Young women and young men . . . might wish to cast their eyes beyond their own frontiers. . . . Please use your liberty to promote [help] ours."

What document helps to give Americans what Aung San Suu Kyi wants her people to have?

- Ⓐ The Mayflower Compact
- Ⓑ The Gettysburg Address
- Ⓒ The Star-Spangled Banner
- Ⓓ The Bill of Rights

This sample question is part of a set of questions about individual rights that Americans have historically enjoyed, but that some people elsewhere in the world have not. Fifty-six percent of students knew that the Bill of Rights gives Americans the rights that Aung San Suu Kyi wants for her people.

Percentage of fourth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
13	9	19	56	3

The table below shows the percentage of fourth-graders within each achievement level who answered this question correctly. For example, 59 percent of students at the *Basic* level selected the correct answer choice.

Percentage of fourth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
56	35	59	77	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

GRADE 8

Eighth-graders post highest average score to date

The average U.S. history score for the nation's eighth-graders was higher in 2010 than in previous assessment years. Gains from 2006 to 2010 for Black and Hispanic students contributed to the narrowing of the score gaps between these groups and their White peers. Increases were also seen since 2006 for students from both lower- and higher-income families.

Figure **10.** Trend in eighth-grade NAEP U.S. history average scores

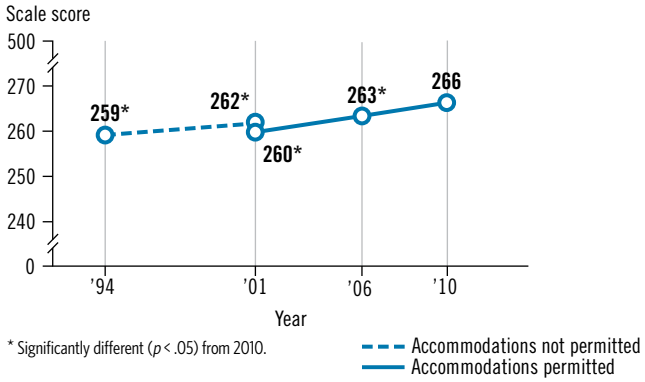
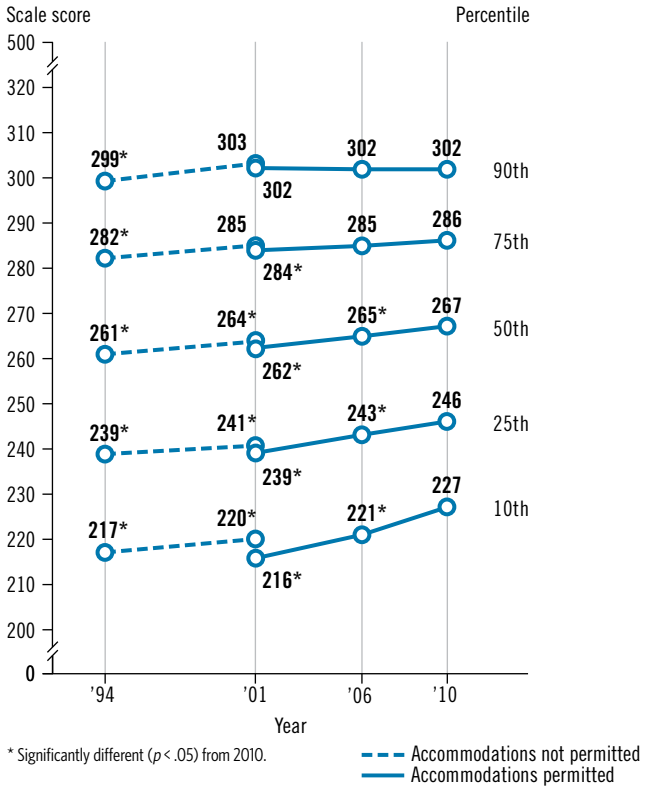


Figure **11.** Trend in eighth-grade NAEP U.S. history percentile scores



Eighth-graders' performance improves since 2006

The average score on the 2010 NAEP U.S. history assessment at grade 8 was higher than the scores in the three earlier assessment years (figure **10**). Eighth-graders scored 3 points higher in 2010 than in 2006 and 6 points[3] higher than in 1994.

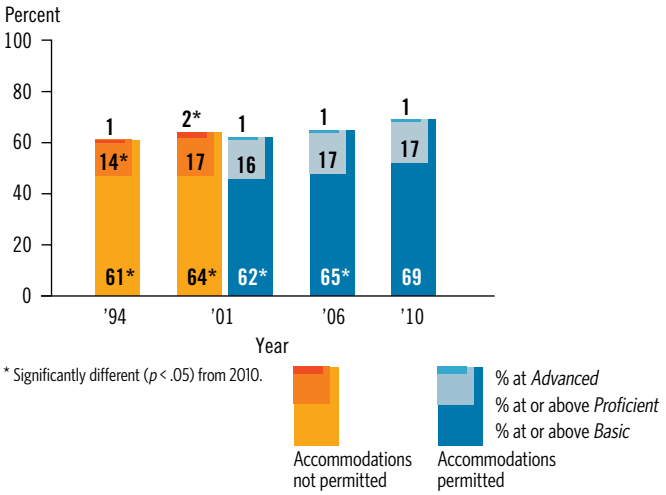
Scores at the 10th, 25th, and 50th percentiles were higher in 2010 than in 2006 while there were no significant changes at the 75th and 90th percentiles over the same period (figure **11**). In comparison to 1994, scores were higher in 2010 at all five percentiles.

[3] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Percentage of students at or above *Basic* increases

Sixty-nine percent of students performed at or above the *Basic* level in 2010, and 17 percent performed at or above the *Proficient* level (figure **12**). The percentage of students at or above *Basic* was higher in 2010 than in earlier assessment years. There was no significant change in the percentage of students at or above *Proficient* from 2006 to 2010; however, the percentage in 2010 was higher than in 1994. One percent of students performed at the *Advanced* level in 2010, which was not significantly different from the percentages in 1994 or 2006.

Figure **12.** Trend in eighth-grade NAEP U.S. history achievement-level results



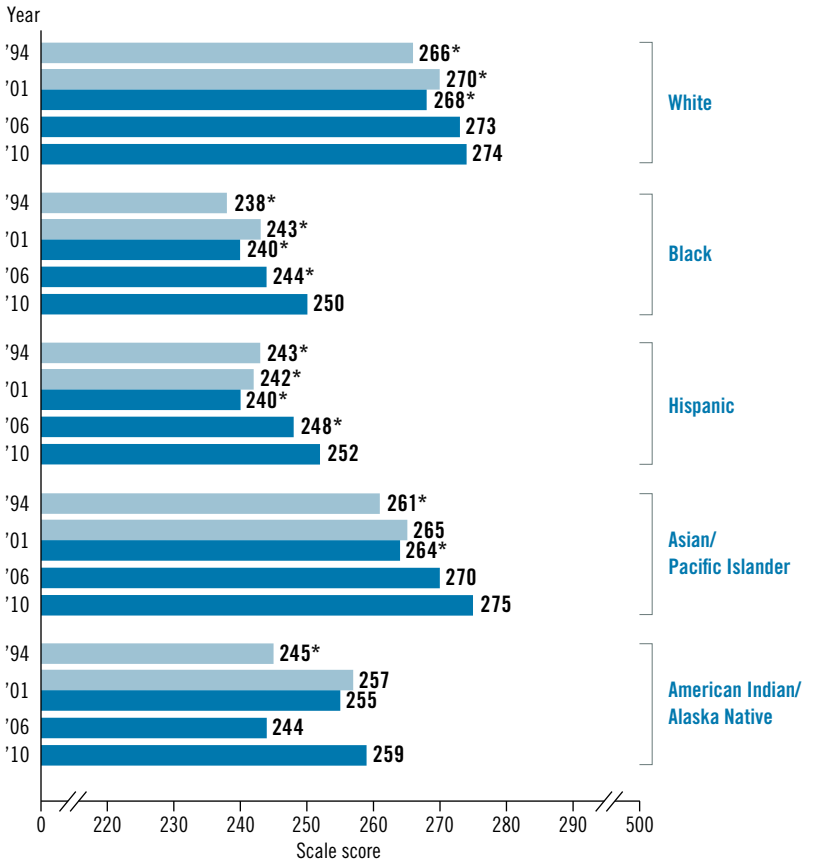
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Scores increase since 2006 for Black and Hispanic students

Average scores for Black and Hispanic students increased from 2006 to 2010 while there were no significant changes in average scores for other racial/ethnic groups over the same period (figure **13**). Although not shown here, Black students made gains since 2006 at the 10th, 25th, 75th, and 90th percentiles, and Hispanic students made gains at the 25th percentile (see appendix table **A-7**). Scores were higher in 2010 than in 1994 for all five racial/ethnic groups as were the percentages of students at or above the *Basic* level (see appendix table **A-6**).

In 2010, the average scores for White and Asian/Pacific Islander students were not significantly different from each other, and both were higher than the scores for Black and Hispanic students. There were no significant differences in the average scores for American Indian/Alaska Native students and other racial/ethnic groups (see the section on Interpreting Statistical Significance in the Technical Notes).

Figure **13.** Trend in eighth-grade NAEP U.S. history average scores, by race/ethnicity



* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Table **4.** Percentage of students assessed in eighth-grade NAEP U.S. history, by race/ethnicity: Various years, 1994–2010

Race/ethnicity	1994[1]	2001	2006	2010
White	72*	70*	58	58
Black	16	15	16	15
Hispanic	8*	11*	19	20
Asian/Pacific Islander	3	4	4	4
American Indian/ Alaska Native	1	1	2	1

* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for students whose race/ethnicity was unclassified.

No significant change since 2006 in the percentage of students by race/ethnicity

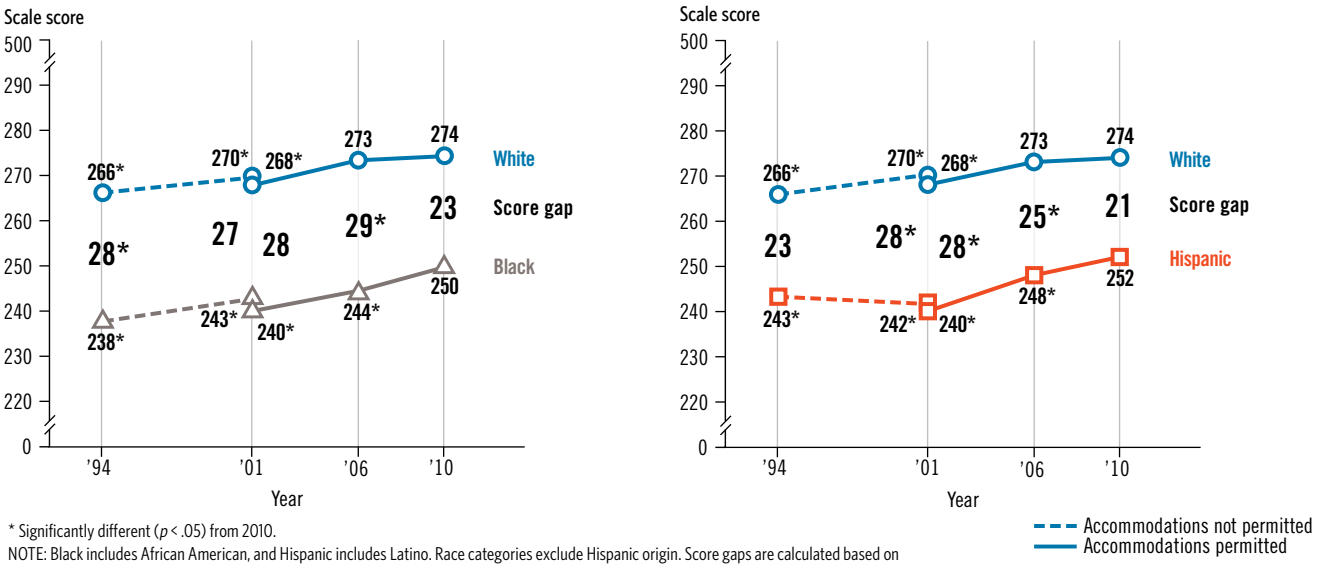
There have been no significant changes in the proportion of eighth-graders in the five racial/ethnic groups from 2006 to 2010 (table **4**). In comparison to the first assessment year in 1994, the percentage of White students at grade 8 has decreased while the percentage of Hispanic students has increased.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Racial/ethnic gaps narrow since 2006

The 23-point score gap between White and Black students in 2010 was smaller than the gaps in 2006 and 1994 (figure **14**). The 21-point gap between White and Hispanic students in 2010 was smaller than in 2006, but was not significantly different from the gap in 1994.

Figure **14.** Trend in eighth-grade NAEP U.S. history average scores and score gaps, by selected racial/ethnic groups



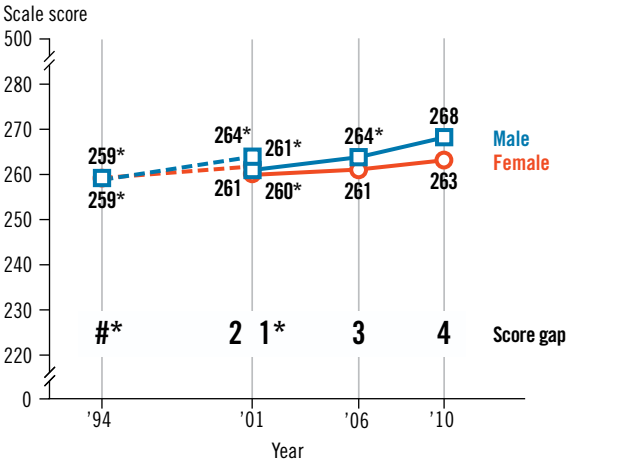
* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

Male students score higher than female students in 2010

Male students scored 4 points higher on average than female students in 2010 (figure **15**). Although not shown here, average scores were higher for male students than female students in the democracy, technology, and world role themes. However, there was no significant difference in average scores for male and female students in the culture theme.

The overall score gap between the two groups in 2010 was not significantly different from the score gap in 2006; however, it was larger than in 1994 when both groups had an average score of 259 (note that the score-point differences between male and female students were not statistically significant in 1994 and 2001). The average score for male students increased from 2006 to 2010, while there was no significant change for female students. Scores for both groups were higher in 2010 than in 1994.

Figure **15.** Trend in eighth-grade NAEP U.S. history average scores and score gaps, by gender



Rounds to zero.
* Significantly different ($p < .05$) from 2010.
NOTE: Score gaps are calculated based on differences between unrounded average scores. The score differences between male and female students were not found to be statistically significant in 1994 and 2001.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

A closer look at the achievement-level results by gender shows where improvements were made for students performing at different levels. The percentage of students performing at the *Proficient* level increased from 1994 to 2010 for male students but did not change significantly for female students (figure **16**). The percentages of male and female students performing at the *Basic* level were higher in 2010 than in 2006 and 1994. There were no significant changes in the percentages of male and female students performing at the *Advanced* level.

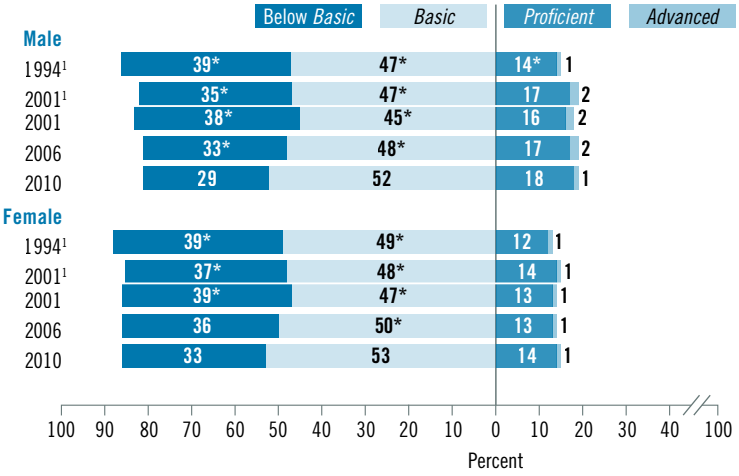
Scores increase across income levels

Average U.S. history scores were higher in 2010 than in 2006 for students who were eligible for free lunch, eligible for reduced-price lunch, and not eligible for either (figure **17**). Although not shown here, students eligible for free lunch had gains in scores at the 10th, 25th, 50th, 75th, and 90th percentiles; students eligible for reduced-price lunch had gains at the 75th and 90th percentiles; and students who were not eligible had gains at the 10th and 25th percentiles (see appendix table **A-7**).

In 2010, eighth-graders who were not eligible scored 14 points[4] higher on average than those eligible for reduced-price lunch, who in turn scored 11 points higher than those eligible for free lunch.

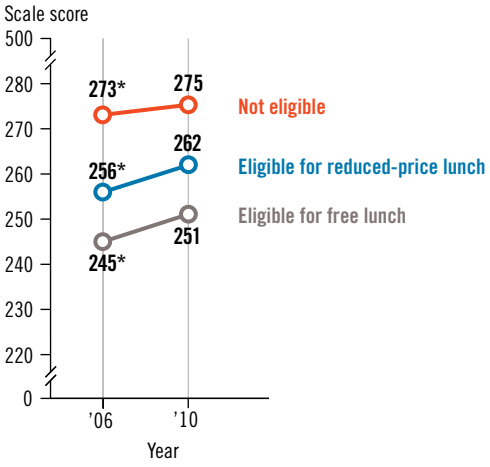
[4] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Figure **16.** Trend in eighth-grade NAEP U.S. history achievement-level results, by gender



* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.

Figure **17.** Average scores in eighth-grade NAEP U.S. history, by eligibility for free or reduced-price school lunch: 2006 and 2010



* Significantly different ($p < .05$) from 2010.

Table **5.** Percentage of students assessed in eighth-grade NAEP U.S. history, by eligibility for free or reduced-price school lunch: 2006 and 2010

Eligibility for school lunch	2006	2010
Eligible for free lunch	32	36
Eligible for reduced-price lunch	7	7
Not eligible	55	52
Information not available	6	5

No significant change in percentage of students eligible for the National School Lunch Program

Thirty-six percent of eighth-graders were eligible for free school lunch in 2010, and 7 percent were eligible for reduced-price lunch (table **5**). There were no significant changes since 2006 in the percentages of students based on their eligibility for the school lunch program.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

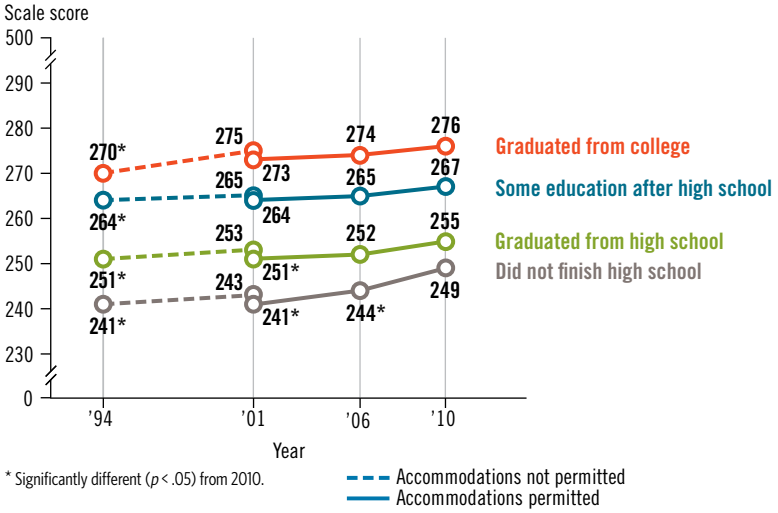
Higher levels of parental education associated with higher scores

Eighth-graders were asked to report the highest level of education completed by each parent. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. Results are reported for the highest level of education for either parent.

Students who reported higher levels of parental education scored higher on average in 2010 than those who reported lower levels (figure **18**). For example, students whose parents graduated from college had higher scores than those whose parents had some education after high school, who in turn scored higher than those whose parents' highest level of education was high school.

The average score for students whose parents did not finish high school was higher in 2010 than in 2006, while there were no significant changes in the average scores for students reporting higher levels of parental education over the same period. Scores were higher in 2010 than in 1994 for students indicating each of the four levels of parental education.

Figure **18.** Trend in eighth-grade NAEP U.S. history average scores, by highest level of parental education



Additional Results for Student Groups

Achievement-level results and percentile scores provide additional insight into the performance of student groups. See appendix tables **A-6** and **A-7** for additional eighth-grade results for the student groups highlighted in this section. Similar NAEP results for other student groups can be found in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Table **6.** Percentage of students assessed in eighth-grade NAEP U.S. history, by highest level of parental education: Various years, 1994-2010

Parental education level	1994[1]	2001	2006	2010
Did not finish high school	7	8	8	8
Graduated from high school	23*	19	19	17
Some education after high school	19	18	18	17
Graduated from college	42*	46	46	48
Don't know	9	10	10	10

* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.
NOTE: Detail may not sum to totals because of rounding.

Almost one-half of eighth-graders report parents completed college

In 2010, forty-eight percent of eighth-graders reported at least one parent graduated from college (table **6**). There were no significant changes from 2006 to 2010 in the percentages of students who reported different levels of parental education; however, there was an increase from 1994 to 2010 in the percentage of students whose parents graduated from college, and a corresponding decrease in the percentage whose parents' highest level of education was high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994-2010 U.S. History Assessments.

Majority of eighth-graders report taking U.S. history

As part of the eighth-grade student questionnaire, students were asked whether or not they were currently taking a U.S. history course. Students who responded "yes" scored higher on average in 2010 than those who indicated "no" (figure **19**). Eighty-four percent of students reported taking U.S. history in eighth grade in 2010.

Eighth-graders were also asked how much since the beginning of middle school or junior high school they had studied the four periods of U.S. history: before 1815, between 1815 and 1865, between 1865 and 1945, and from 1945 to the present. Students selected from one of three responses: "not at all," "some," or "a lot." The data for the two categories indicating "some" or "a lot" of study were combined so that results could be reported for those students who reported at least some study and those who reported none at all. In 2010, more than one-half of eighth-graders reported at least some study of each of the four periods (table **7**). There were no significant changes from 2006 to 2010 in the percentages of students who reported at least some study of each of the four periods of U.S. history. The largest percentage of students reported studying the period before 1815, and the smallest percentage reported studying the period from 1945 to the present.

Figure **19.** Percentage of students and average scores in eighth-grade NAEP U.S. history, by students' responses to a question about whether or not they were currently taking a course in U.S. history: 2010

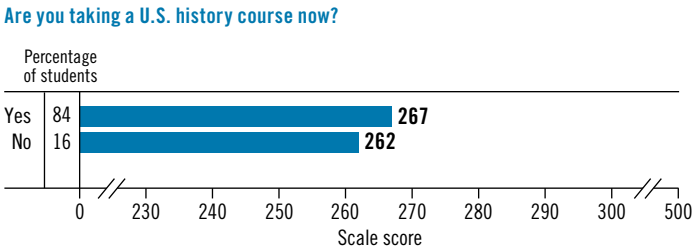
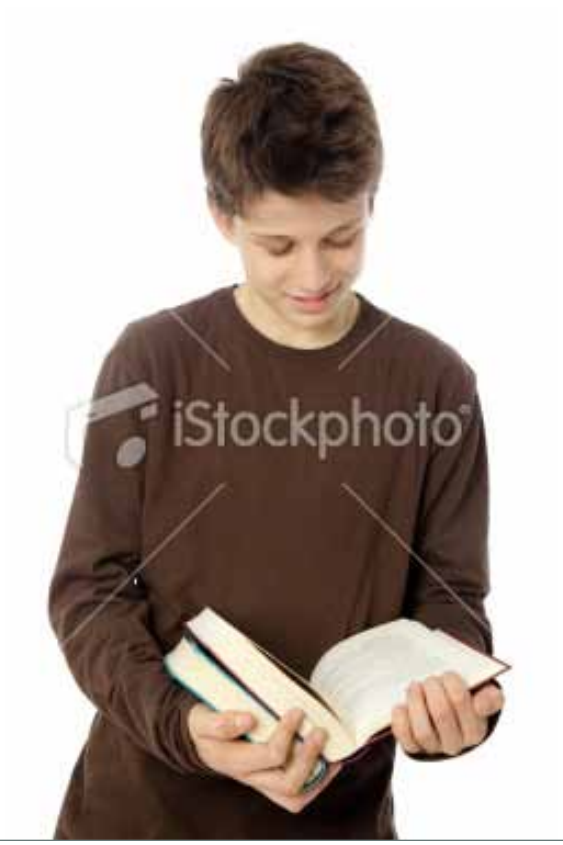


Table **7.** Percentage of students assessed in eighth-grade NAEP U.S. history, by the extent to which they studied various periods of U.S. history since middle or junior high school: 2006 and 2010

	Not at all		At least some	
Period of U.S. history	2006	2010	2006	2010
Before 1815	10	11	90	89
1815 to 1865	17	18	83	82
1865 to 1945	26	27	74	73
1945 to present	38	37	62	63



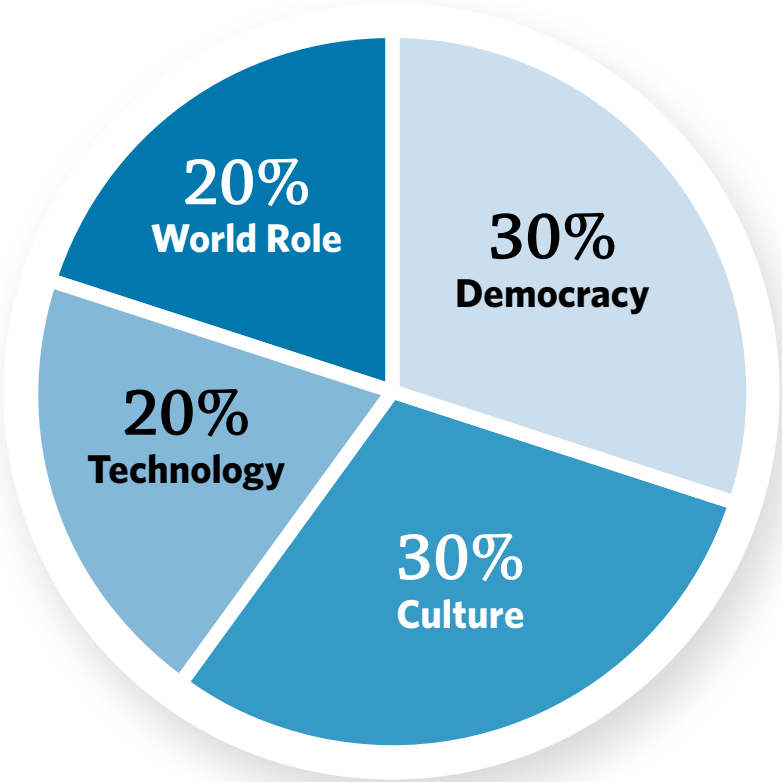
Explore Additional Results

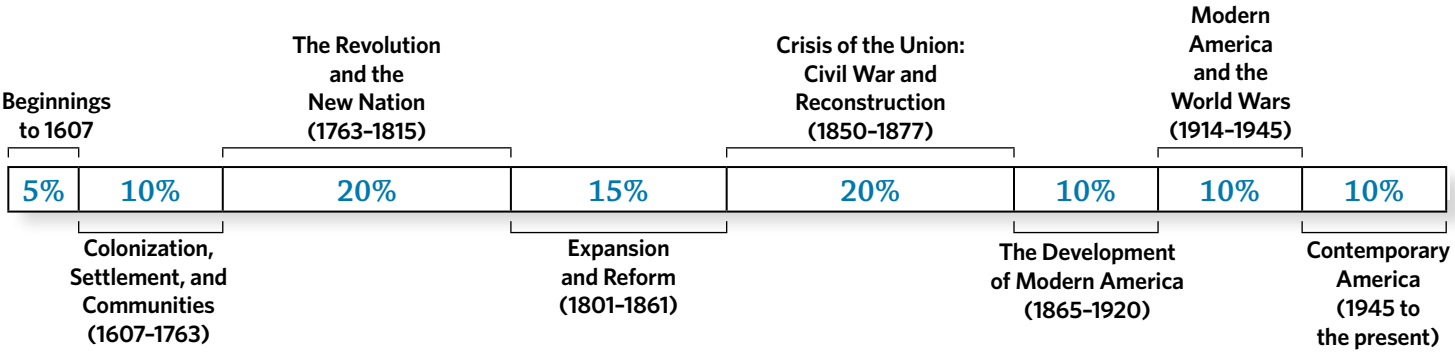
Results for other background questions from the eighth-grade student, teacher, and school questionnaires are available in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2006 and 2010 U.S. History Assessments.

Assessment Content at Grade 8

The 166 questions that made up the entire eighth-grade assessment were divided into 10 sections, each containing a mixture of multiple-choice and constructed-response questions. Each student responded to questions in two 25-minute sections. The figures below show the proportions of the U.S. history assessment devoted to the four historical themes and the eight historical periods at grade 8.





U.S. History Achievement-Level Descriptions for Grade 8

NAEP U.S. history achievement-level descriptions outline certain expectations of student performance. The specific descriptions of what eighth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels in U.S. history are presented below. NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (252)

Eighth-grade students performing at the *Basic* level should be able to identify and place in context a range of historical people, places, events, ideas, and documents. They should be able to distinguish between primary and secondary sources. They should have a beginning understanding of the diversity of the American people and the ways in which people from a wide variety of national and cultural heritages have become part of a single nation. Eighth-grade students at the *Basic* level should also have a beginning understanding of the fundamental political ideas and institutions of American life and their historical origins. They should be able to explain the significance of some major historical events.

Proficient (294)

Eighth-grade students performing at the *Proficient* level should be able to explain the significance of people, places, events, ideas, and documents, and to recognize the connection between people and events within historical contexts. They should understand and be able to explain the opportunities, perspectives, and challenges associated with a diverse cultural population. They should incorporate geographic, technological, and other considerations in their understanding of events and should have knowledge of significant political ideas and institutions. They should be able to communicate ideas about historical themes while citing evidence from primary and secondary sources to support their conclusions.

Advanced (327)

Eighth-grade students performing at the *Advanced* level should recognize significant themes and movements in history and begin to understand particular events in light of these themes and movements. They should have an awareness of continuity and change over time and be able to draw relevant analogies between past events and present-day situations. They should be able to frame questions about historical topics and use multiple sources to develop historical generalizations and interpretations. They should be able to explain the importance of historical themes, including some awareness of their political, social, and economic dimensions.

What Eighth-Graders Know and Can Do in U.S. History

The item map below illustrates the range of U.S. history knowledge and skills demonstrated by eighth-graders. The scale scores on the left represent the scores for students who were likely to get the items correct or complete. The cut score at the low end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly, along with the corresponding themes of U.S. history, are listed on the right. For example, the map on this page shows that eighth-graders performing at the *Basic* level with a score of 274 were likely to be able to use a map to help identify a cause of war. Students at the *Proficient* level with a score of 307 were likely to be able to identify an advantage held by American forces during the Revolution. Students performing at the *Advanced* level with a score of 342 were likely to be able to identify and explain civil rights issues.

GRADE 8 NAEP U.S. HISTORY ITEM MAP

	Scale score	Theme	Question description
	500		
	//		
Advanced	411	Culture	Interpret a graph and explain immigration patterns
	350	Democracy	Identify and explain the purpose of President Nixon's resignation
	343	Culture	Explain two differences between plantations and small farms in antebellum South **(shown on pages 32 and 33)**
	342	Democracy	Identify and explain civil rights issues
	336	Technology	Interpret data and explain an impact of farm technology
	332	Technology	*Identify a goal of the labor movement circa 1900*
	327		
Proficient	322	Technology	Explain changes in colonial slave practices
	310	Culture	*Identify a domestic impact of war*
	307	World Role	Identify an advantage held by American forces during the American Revolution **(shown on page 35)**
	302	Technology	*Identify products shipped along the triangular trade route*
	301	Democracy	*Understand what right is protected by the First Amendment*
	299	World Role	*Explain a post-war foreign policy goal*
	294		
Basic	292	Technology	*Understand why the apprenticeship system declined in 1800s*
	285	Democracy	*Identify the purpose of Three-Fifths Compromise* **(shown on page 31)**
	281	Culture	*Identify a result of Native American-European interaction*
	274	World Role	*Use a map and identify a cause of war*
	265	Technology	*Understand an impact of the invention of barbed wire* **(shown on page 34)**
	252		
	251	Technology	*Interpret a simple political cartoon*
	250	World Role	*Understand the purpose of a wartime poster*
	219	Culture	*Understand the purpose of Progressive Era photos*
	//		
	0		

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for U.S. history achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Democracy

At the 1787 Constitutional Convention, northern and southern delegates debated whether or not slaves would be counted as part of the state's population. Disagreement over this question led to bitter tensions among delegates.

To resolve the question referred to in the passage, delegates agreed to

- Ⓐ include all male slaves in population totals
- Ⓑ include no slaves in population totals
- Ⓒ count each slave as three-fifths of a person in population totals
- Ⓓ count slaves in the southern states but not in the northern states

This sample question from the eighth-grade U.S. history assessment is from a set of items about the Three-Fifths Compromise. Fifty-nine percent of eighth-graders were able to identify that the Three-Fifths Compromise resolved the issue at the Constitutional Convention of how to account for slaves when determining state populations.

Percentage of eighth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
15	16	59	9	#

Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.

The table below shows the percentage of eighth-graders within each achievement level who answered this question correctly. For example, 65 percent of students performing at the *Basic* level selected the correct answer choice.

Percentage of eighth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
59	34	65	85	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Culture

Courtesy of Library of Congress, #LC-USZ62-76385

The picture above shows farming on a Georgia cotton plantation before the Civil War. Using your knowledge of history and evidence from the picture, explain two important differences between farming on large plantations and farming on small farms in the South before the Civil War.

COMPLETE RESPONSE:

1) On large plantations slaves would do most of the work, while on smaller farms the farmers would do most of the work.

2) large plantation owners would easily afford cotton gins and other labor reducing tools, while farmers had to combine money to just rent one.

This sample constructed-response question (shown on the previous page) measures eighth-graders' understanding of differences between plantation and non-plantation agriculture in the antebellum South. Students could use the picture for clues or draw completely on their outside knowledge. Responses to this question were rated using three scoring levels. Spelling and grammar were not considered in rating students' responses.

Complete responses provided two differences (or two accurate facts related to differences) between farming on cotton plantations and small farms. Responses rated "Complete" did not need to make a direct comparison. Credit was given for responses such as those indicating (1) cotton plantations grew a product for sale or export that yielded profits, while small farmers often engaged in subsistence farming; (2) plantations had large numbers of slaves, while small farmers provided their own labor or had only a small number of slaves; or (3) large cotton plantations had overseers to manage slaves, while small farmers worked directly with slaves.

Partial responses provided one difference, or one accurate fact related to a difference, between farming on cotton plantations and small farms, but did not need to make a direct comparison.

Inappropriate responses did not provide a difference, or accurate fact related to a difference, between farming on cotton plantations and small farms.

The student response shown on the previous page was rated "Complete" because it provided two accurate examples of how plantations differed from small farms: plantations' greater reliance on slave labor and their superior financial resources. Six percent of eighth-graders' responses to this question received a "Complete" rating.

Percentage of eighth-grade students in each response category: 2010

Complete	Partial	Inappropriate	Omitted
6	32	55	6

NOTE: Detail may not sum to totals because the percentage of responses rated as "Off-task" is not shown. Off-task responses are those that do not provide any information related to the assessment task.

The following table shows the percentage of eighth-graders within each achievement level whose responses to this question were rated "Complete." For example, among students performing at the *Basic* level, 5 percent provided responses rated as "Complete."

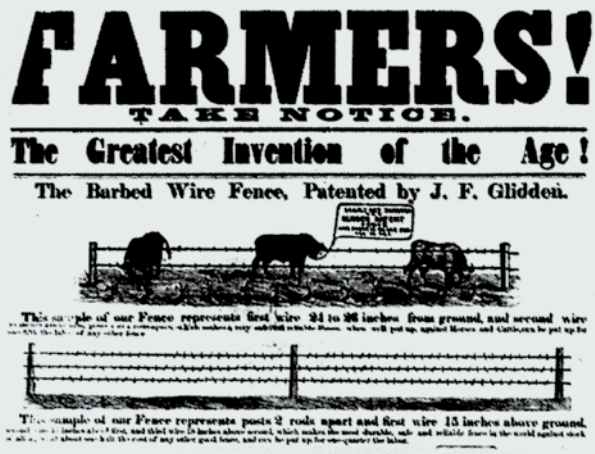
Percentage of eighth-grade students' responses rated as "Complete" at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
6	1	5	18	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Technology



FARMERS!

TAKE NOTICE.

The Greatest Invention of the Age!

The Barbed Wire Fence, Patented by J. F. Glidden.

The invention shown in the advertisement contributed to the

- (A) end of the era of the open-range cattle industry
- (B) end of the expansion of railroads
- (C) Northern victory in the Civil War
- (D) growth of the West Coast population and California statehood

This sample question is from a set of items referring to an advertisement on the introduction of the barbed wire fence, a seemingly innocuous event with profound consequences. Seventy-one percent of eighth-graders were able to understand the advertisement and identify that the invention of barbed wire contributed to the end of the open-range cattle farming on the Western Plains.

Percentage of eighth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
71	5	7	17	1

NOTE: Detail may not sum to totals because of rounding.

The table below shows the percentage of eighth-graders within each achievement level who answered this question correctly. For example, 79 percent of students at the *Basic* level selected the correct answer choice.

Percentage of eighth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
71	44	79	91	‡

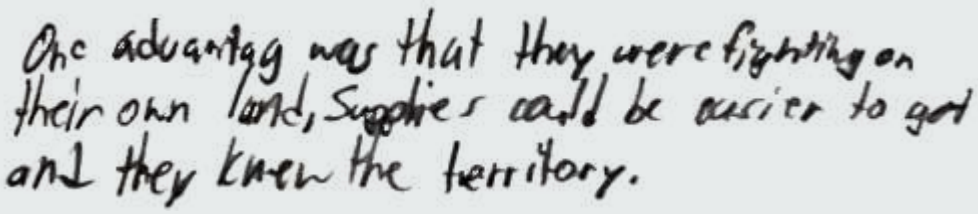
‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: World Role

Identify one important advantage that the American forces had over the British forces in the American Revolution.

COMPLETE RESPONSE:



This sample constructed-response question measures eighth-graders' understanding of some of the factors that enabled the American colonies to defeat the more experienced British military in the American Revolution. Responses to this question were rated using three scoring levels. Spelling and grammar were not considered in rating responses to the question.

Complete responses identified one important advantage the American colonial forces had. Credit was given to responses that identified some of the following advantages: colonists did not have to transport supplies across the ocean; they fought on familiar territory/terrain; they fought to protect their homes, land, and freedom; Americans had more at stake than British soldiers, many of whom were forced to serve.

Partial responses identified an advantage, but not an important one, or the response identified an advantage that was vague or contained important inaccuracies.

Inappropriate responses did not identify any important advantages the American colonial forces had.

The sample response shown above was rated "Complete." Though only required to provide one advantage, this answer provided two: first that the Americans did not suffer the same difficulty with supply lines that plagued the British, and second that they were familiar with the land on which they were fighting. Thirty-two percent of eighth-graders' responses to this question received a rating of "Complete."

Percentage of eighth-grade students in each response category: 2010

Complete	Partial	Inappropriate	Omitted
32	17	40	10

NOTE: Detail may not sum to totals because the percentage of responses rated as "Off-task" is not shown. Off-task responses are those that do not provide any information related to the assessment task.

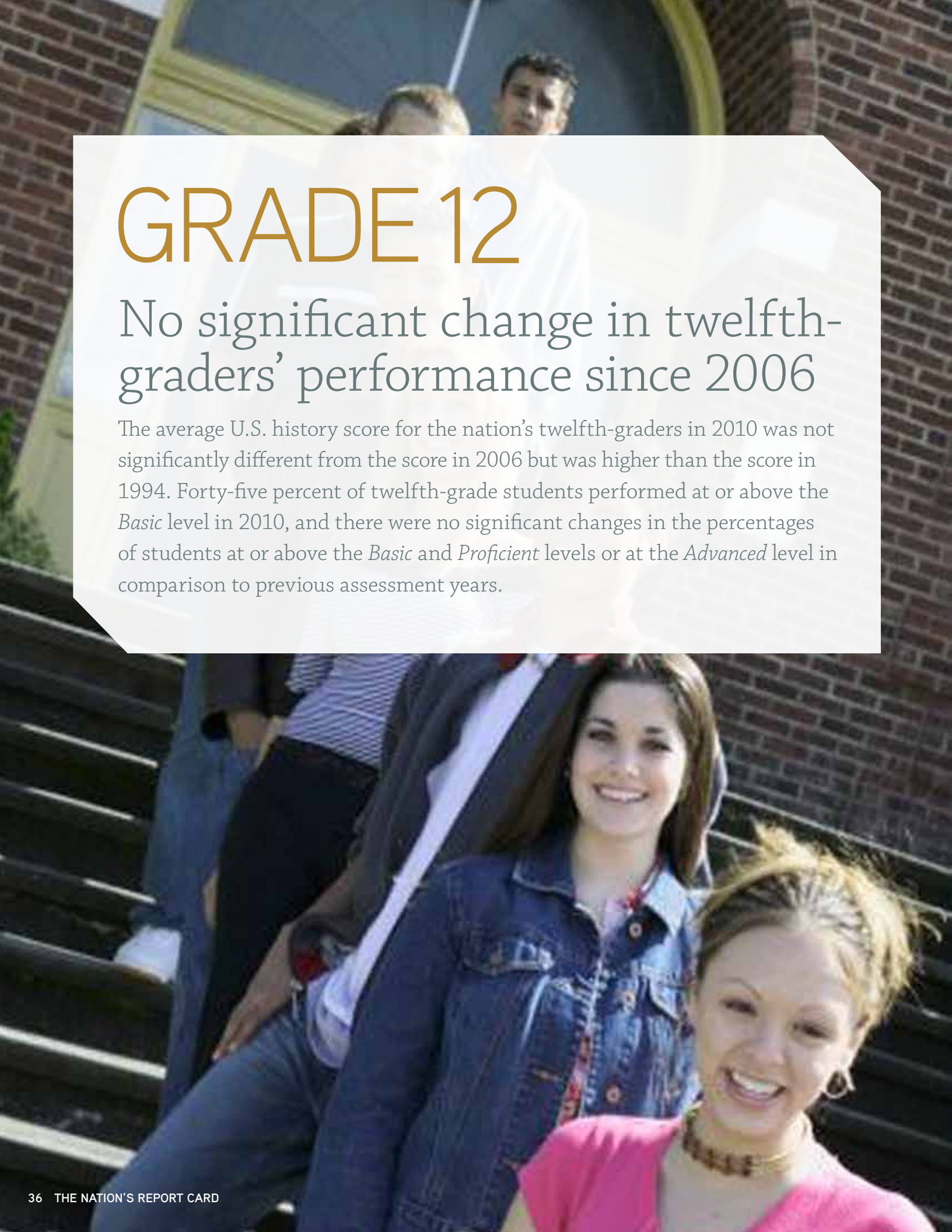
The table below shows the percentage of eighth-graders within each achievement level whose responses to this question were rated "Complete." For example, among students performing at the *Basic* level, 34 percent provided responses rated as "Complete."

Percentage of eighth-grade students' responses rated as "Complete" at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
32	5	34	72	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

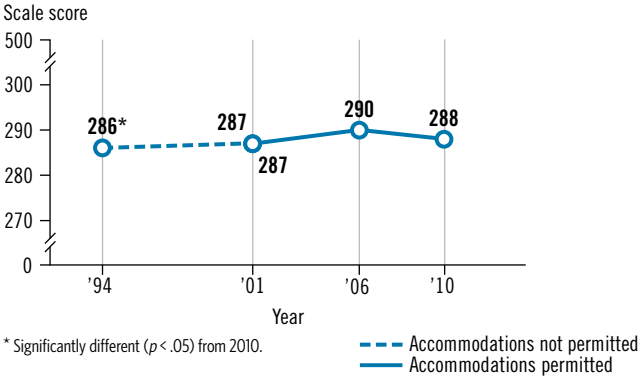


GRADE 12

No significant change in twelfth-graders' performance since 2006

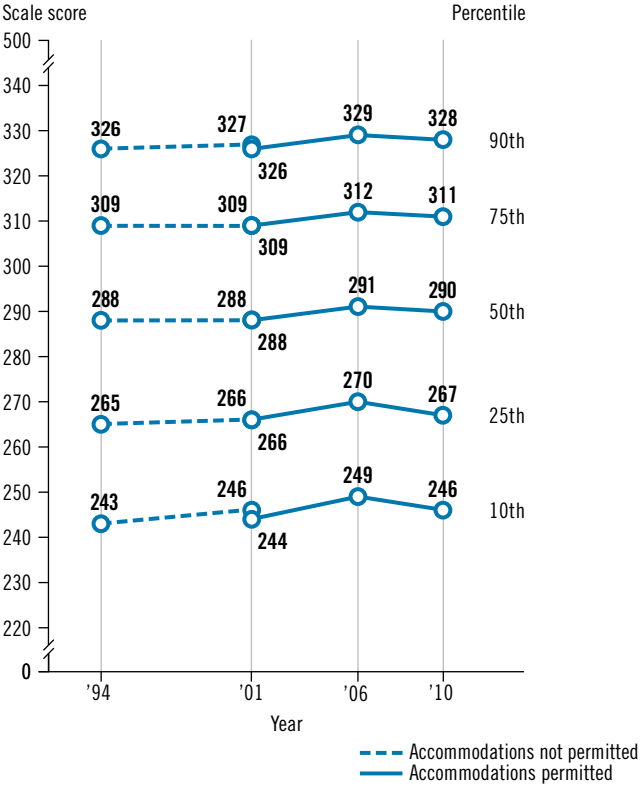
The average U.S. history score for the nation's twelfth-graders in 2010 was not significantly different from the score in 2006 but was higher than the score in 1994. Forty-five percent of twelfth-grade students performed at or above the *Basic* level in 2010, and there were no significant changes in the percentages of students at or above the *Basic* and *Proficient* levels or at the *Advanced* level in comparison to previous assessment years.

Figure **20.** Trend in twelfth-grade NAEP U.S. history average scores



* Significantly different ($p < .05$) from 2010.

Figure **21.** Trend in twelfth-grade NAEP U.S. history percentile scores

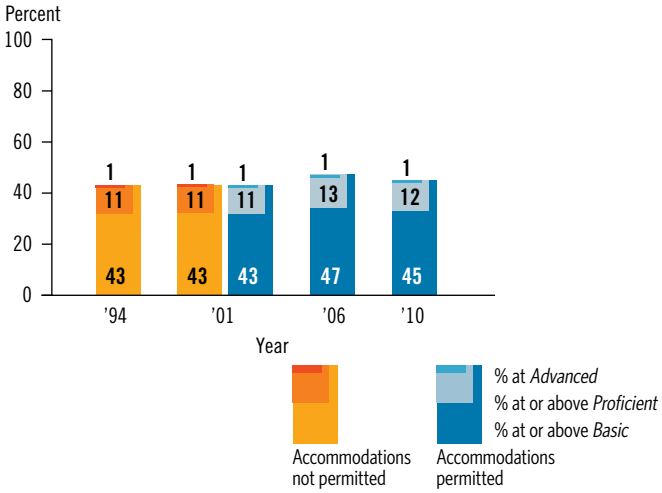


No significant change in twelfth-graders' performance since 2006

The average score on the 2010 NAEP U.S. history assessment at grade 12 did not change significantly from 2006 to 2010 but was 2 points higher in 2010 than in 1994 (figure **20**). There were no significant changes in the scores at any of the five percentiles in 2010 compared to 2006 or 1994 (figure **21**).

Forty-five percent of students performed at or above the *Basic* level in 2010, and 12 percent performed at or above the *Proficient* level (figure **22**). The percentages of students at or above *Basic*, at or above *Proficient*, or at *Advanced* in 2010 were not significantly different from the percentages in previous assessment years.

Figure **22.** Trend in twelfth-grade NAEP U.S. history achievement-level results



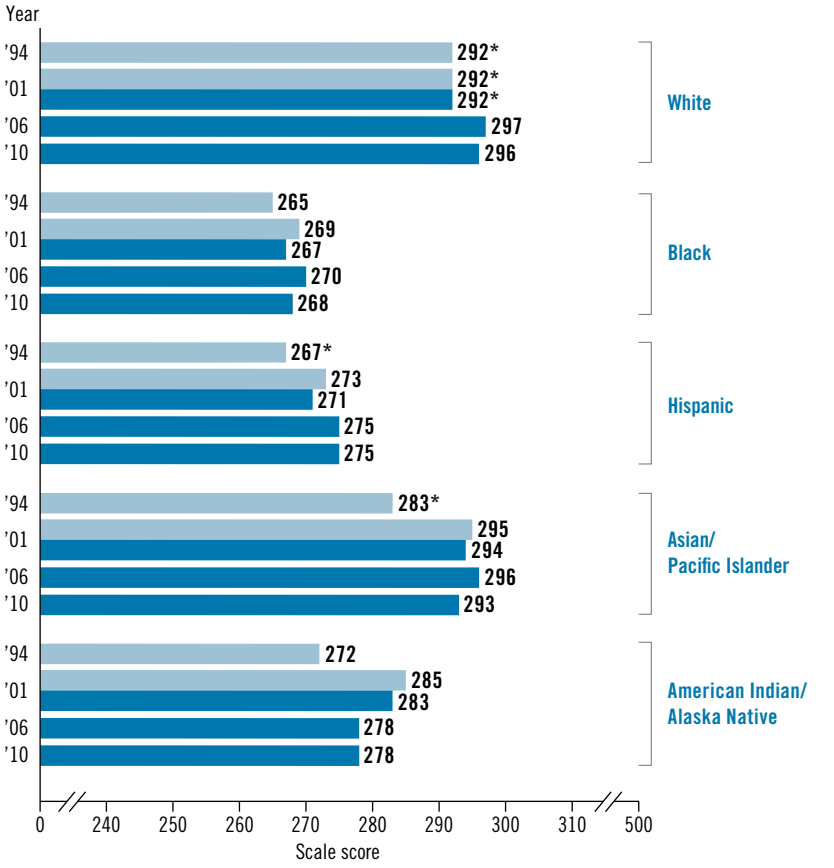
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994-2010 U.S. History Assessments.

No significant change in performance of racial/ethnic groups since 2006

Although there were no significant changes in the average scores for any of the five racial/ethnic groups from 2006 to 2010, scores for White, Hispanic, and Asian/Pacific Islander students were higher in 2010 than in 1994 (figure **23**). Although not shown here, gains from 1994 to 2010 were made at the 25th, 50th, 75th, and 90th percentiles for White students, and at the 25th and 50th percentiles for Hispanic students (see appendix table **A-9**).

In 2010, the average scores of White and Asian/Pacific Islander students were not significantly different from each other, and both were higher than the scores for Black, Hispanic, and American Indian/Alaska Native students.

Figure **23.** Trend in twelfth-grade NAEP U.S. history average scores, by race/ethnicity



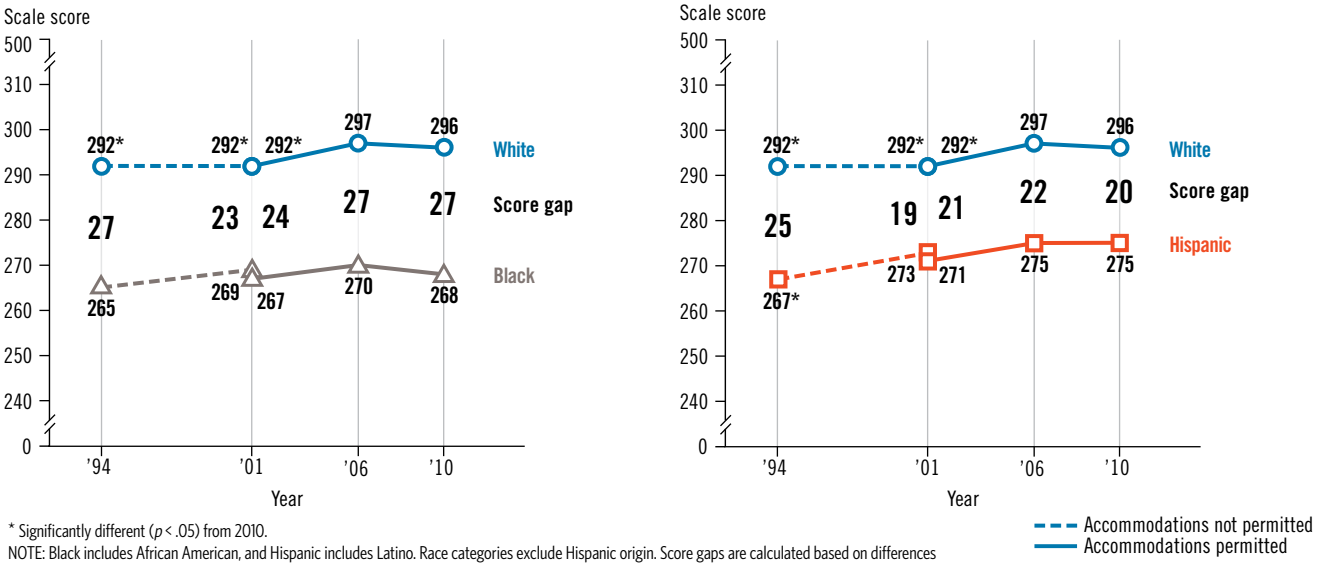
* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Racial/ethnic gaps persist

In 2010, White students scored 27 points higher on average than Black students and 20 points higher than Hispanic students (figure **24**). There was no significant change in either gap in comparison to earlier assessment years.

Figure **24.** Trend in twelfth-grade NAEP U.S. history average scores and score gaps, by selected racial/ethnic groups



* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

Table **8.** Percentage of students assessed in twelfth-grade NAEP U.S. history, by race/ethnicity: Various years, 1994–2010

Race/ethnicity	1994[1]	2001	2006	2010
White	75*	72*	66	62
Black	13	13	13	13
Hispanic	7*	9*	13	16
Asian/Pacific Islander	4*	4*	6	6
American Indian/ Alaska Native	1	1	2	1

* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for students whose race/ethnicity was unclassified.

Percentage of Hispanic students increases over time

In comparison to the first assessment year in 1994, the percentage of White students at grade 12 has decreased, while the percentages of Hispanic and Asian/Pacific Islander students have increased (table **8**). There have been no significant changes in the proportion of twelfth-graders in the five racial/ethnic groups from 2006 to 2010.

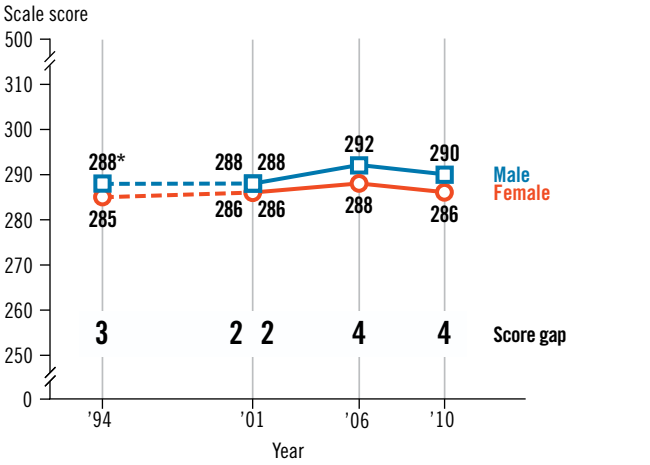
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Male students score higher than female students in 2010

Male students scored higher on average than female students in 2010 (figure **25**). The average score for male students did not change significantly from 2006 to 2010 but was higher in 2010 than in 1994. The score for female students in 2010 was not significantly different from the scores for female students in 2006 or 1994. The 4-point score gap between the two groups in 2010 was not significantly different from the gap in previous assessment years (note that the score-point difference between male and female students was not statistically significant in 2001).

Although not shown here, average scores were higher for male students than female students in the democracy and world role themes. However, there were no significant differences in average scores for male and female students in the culture and technology themes.

Figure **25.** Trend in twelfth-grade NAEP U.S. history average scores and score gaps, by gender



* Significantly different ($p < .05$) from 2010.
NOTE: Score gaps are calculated based on differences between unrounded average scores. The score difference between male and female students was not found to be statistically significant in 2001.

Additional Results for Student Groups

Achievement-level results and percentile scores provide additional insight into the performance of student groups. See appendix tables **A-8** and **A-9** for additional twelfth-grade results for the student groups highlighted in this section. Similar NAEP results for other student groups can be found in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

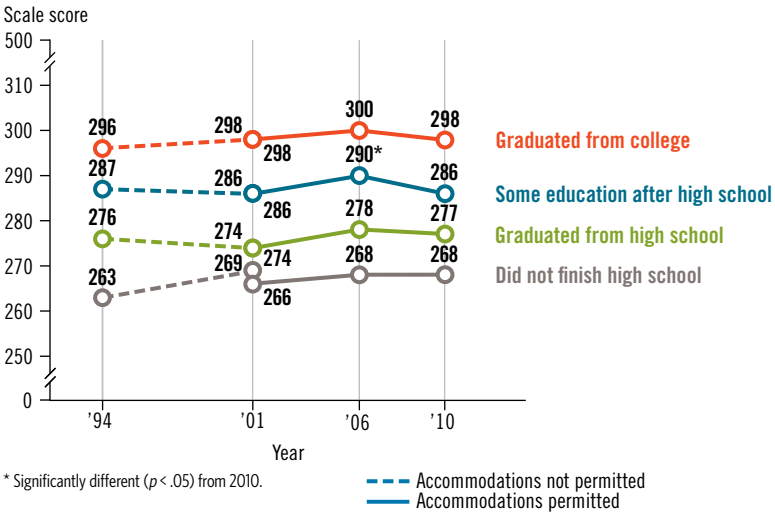
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Score decreases since 2006 for students whose parents had some education after high school

As with eighth-graders, twelfth-graders were also asked to report the highest level of education completed by each parent. Although there was no significant change since 2006 in the overall average score for twelfth-graders, students who reported that the highest level of education completed by either parent was some education after high school scored lower in 2010 than in 2006 (figure **26**). There were no significant changes from 1994 to 2010 in the average scores for students reporting different levels of parental education.

Scores in 2010 were higher for students who reported higher levels of parental education than for those who reported lower levels. For example, students whose parents graduated from college had higher scores than those whose parents had some education after high school, who in turn scored higher than those whose parents' highest level of education was high school.

Figure **26.** Trend in twelfth-grade NAEP U.S. history average scores, by highest level of parental education



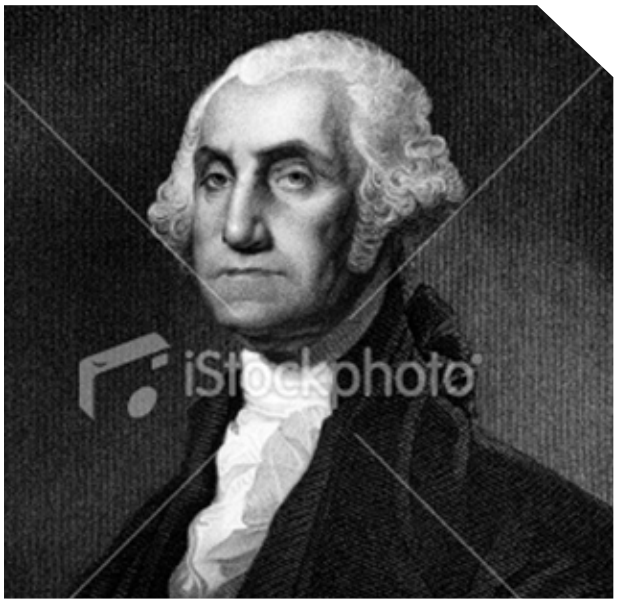


Table **9.** Percentage of students assessed in twelfth-grade NAEP U.S. history, by highest level of parental education: Various years, 1994–2010

Parental education level	1994[1]	2001	2006	2010
Did not finish high school	7	7	8	8
Graduated from high school	20*	19*	18	17
Some education after high school	25*	24*	23	22
Graduated from college	45*	46*	49	50
Don't know	3	3	2	3

* Significantly different ($p < .05$) from 2010.
[1] Accommodations not permitted.
NOTE: Detail may not sum to totals because of rounding.

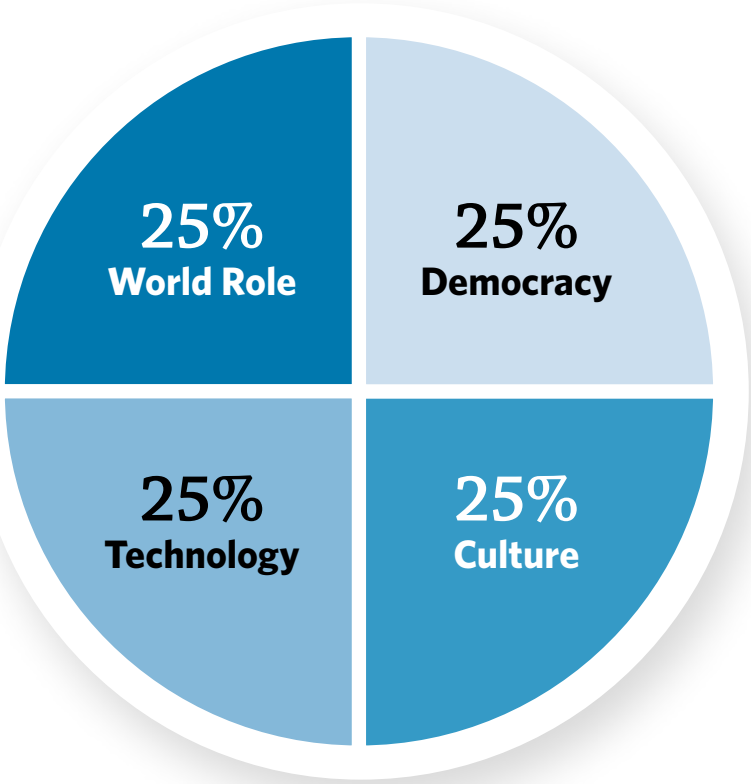
One-half of twelfth-graders report parents completed college

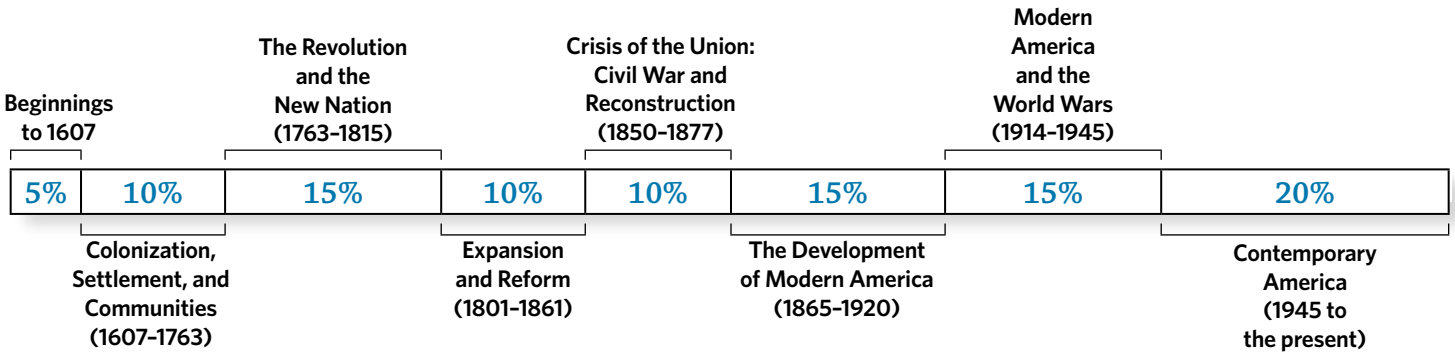
In 2010, fifty percent of twelfth-graders reported at least one parent graduated from college (table **9**). There were no significant changes from 2006 to 2010 in the percentages of students who reported different levels of parental education; however, there was an increase from 1994 to 2010 in the percentage of students whose parents graduated from college, and corresponding decreases in the percentages whose parents' highest level of education was high school or some education after high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Assessment Content at Grade 12

The 159 questions that made up the entire twelfth-grade assessment were divided into nine sections, each containing a mixture of multiple-choice and constructed-response questions. Each student responded to questions in either two 25-minute sections or one 50-minute section. The figures below show the proportions of the U.S. history assessment devoted to the four historical themes and the eight historical periods at grade 12.





U.S. History Achievement-Level Descriptions for Grade 12

NAEP U.S. history achievement-level descriptions outline certain expectations of student performance. The specific descriptions of what twelfth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels in U.S. history are presented below. NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (294)

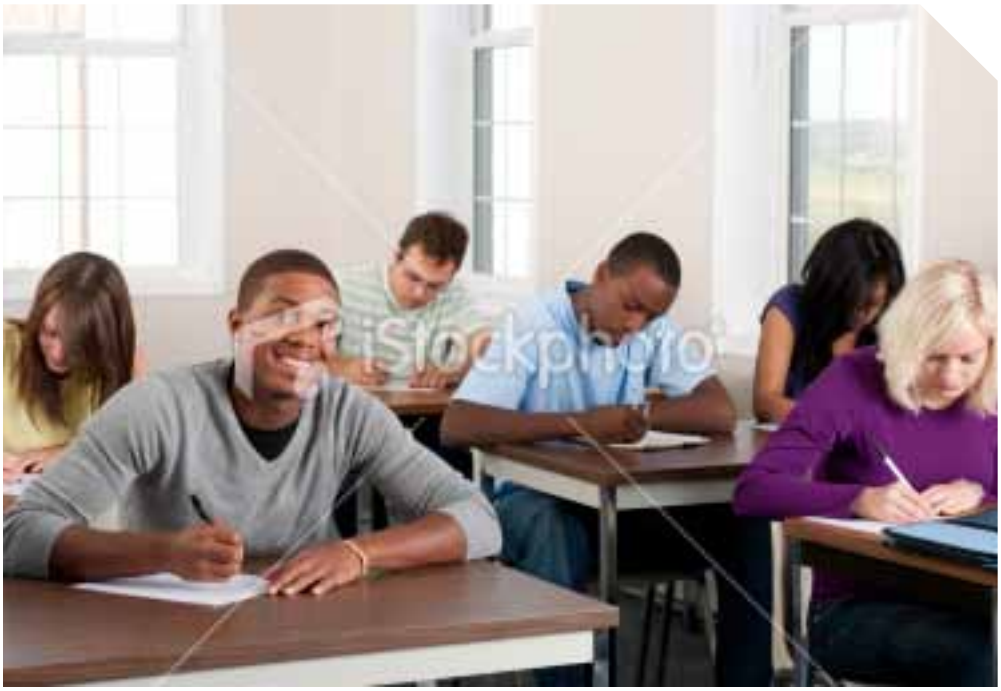
Twelfth-grade students performing at the *Basic* level should be able to identify the significance of many people, places, events, dates, ideas, and documents in U.S. history. They should also recognize the importance of unity and diversity in the social and cultural history of the United States and have an awareness of America's changing relationships with the rest of the world. They should have a sense of continuity and change in history and be able to relate relevant experience from the past to their understanding of contemporary issues. They should recognize that history is subject to interpretation and should understand the role of evidence in making a historical argument.

Proficient (325)

Twelfth-grade students performing at the *Proficient* level should understand particular people, places, events, ideas, and documents in historical context, with some awareness of the political, economic, geographic, social, religious, technological, and ideological factors that shape historical settings. They should be able to communicate reasoned interpretations of past events, using historical evidence effectively to support their positions. Their written arguments should reflect some indepth grasp of issues and should refer to both primary and secondary sources.

Advanced (355)

Twelfth-grade students achieving at the *Advanced* level should demonstrate a comprehensive understanding of events and sources of U.S. history. Recognizing that history is subject to interpretation, they should be able to evaluate historical claims critically in light of the evidence. They should understand that important issues and themes have been addressed differently at different times and that America's political, social, and cultural traditions have changed over time. They should be able to write well-reasoned arguments on complex historical topics and draw upon a wide range of sources to inform their conclusions.



What Twelfth-Graders Know and Can Do in U.S. History

The item map below illustrates the range of U.S. history knowledge and skills demonstrated by twelfth-graders. The scale scores on the left represent the scores for students who were likely to get the items correct or complete. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly, along with the corresponding theme of U.S. history, are listed on the right. For example, the map on this page shows that twelfth-graders performing at the *Basic* level with a score of 316 were likely to be able to interpret a cartoon about the Cold War. Students at the *Proficient* level with a score of 344 were likely to be able to interpret a quotation by Henry David Thoreau. Students performing at the *Advanced* level with a score of 379 were likely to be able to explain how political campaigns have changed since 1948.

GRADE 12 NAEP U.S. HISTORY ITEM MAP

	Scale score	Theme	Question description
	500		
	//		
Advanced	402	**World Role**	Evaluate arguments about the use of atomic bombs
	394	**Democracy**	Evaluate Civil War arguments
	389	**World Role**	Define and explain the purpose of the Proclamation Line of 1763
	379	**Technology**	Explain how political campaigns have changed since 1948
	366	**Democracy**	*Identify Maryland as an early grantor of religious freedom*
	357	**World Role**	*Identify North Korea's ally in the Korean War* **(shown on page 45)**
	355		
Proficient	352	**Culture**	Explain a trend in the U.S. population
	344	**Democracy**	*Interpret a Henry David Thoreau quotation*
	342	**Technology**	*Compare the purposes of labor unions*
	337	**Democracy**	*Understand Missouri statehood in the context of sectionalism* **(shown on page 45)**
	335	**Technology**	Understand a key aspect of the colonial economy
	329	**World Role**	*Understand the U.S. entry into World War I*
	325	**Culture**	*Understand the context of a Frederick Jackson Turner quotation*
	325		
Basic	321	**Culture**	Explain an impact of World War II on African Americans' struggle for rights **(shown on pages 46 and 47)**
	318	**Democracy**	*Understand the context of a women's movement document*
	316	**World Role**	*Interpret a Cold War cartoon*
	308	**Technology**	*Identify products shipped along the triangular trade route* **(shown on page 48)**
	294		
	290	**Democracy**	*Understand the historical role of third parties*
	273	**Democracy**	*Identify the states' rights issue in 1832 quotation*
	256	**World Role**	*Identify the message of a World War II poster*
	//		
	0		

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for U.S. history achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Democracy

Why did Missouri's application for statehood in 1819 cause a political crisis?

- (A) The United States had equal numbers of slave and free states, and Missouri's entry would have upset the balance.
- (B) The United States had never before established a state west of the Mississippi, and Missouri's entry would have likely caused conflict with American Indians.
- (C) Missouri was a center of abolitionist activity, and its admission would have antagonized southern states.
- (D) Missouri was a center of secessionist activity, and its entry would have antagonized northern states.

This sample multiple-choice question from the twelfth-grade 2010 U.S. history assessment measures students' knowledge of the sectional tensions that were growing in the first half of the nineteenth century. Forty-five percent of twelfth-graders were able to identify that Missouri's application for statehood endangered the delicate balance between free and slave states.

Percentage of twelfth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
45	26	20	8	1

The table below shows the percentage of twelfth-graders within each achievement level who answered this question correctly. For example, 64 percent of students performing at the *Basic* level selected the correct answer choice.

Percentage of twelfth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
45	24	64	92	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

U.S. History Theme: World Role

During the Korean War, United Nations forces made up largely of troops from the United States and South Korea fought against troops from North Korea and

- (A) the Soviet Union
- (B) Japan
- (C) China
- (D) Vietnam

This sample question measures twelfth-graders' knowledge of the major national combatants during the Korean War. Twenty-two percent of students were able to identify China as North Korea's ally during the war.

Percentage of twelfth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
38	16	22	23	1

The table below shows the percentage of twelfth-graders within each achievement level who answered this question correctly. For example, 25 percent of students at the *Basic* level selected the correct answer choice.

Percentage of twelfth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
22	13	25	52	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Culture

The war also encouraged African Americans to challenge their status in American society. Sources L and M *are about the African American experience during the war.*

Source L: The following quotation is from A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters, a union with predominantly African American members. Randolph was active in the movement to desegregate America's wartime industries.

> "American Negroes, involved as we are in the general issues of [the Second World War], are confronted not with a choice but with the challenge both to win democracy for ourselves at home and to help win the war for democracy the world over."

Source M: The following is a wartime recollection of Lloyd Brown, an African American soldier, about an episode in a lunchroom in Salina, Kansas, where he was stationed.

> As we entered, the counterman hurried to the rear to get the owner, who hurried out front to tell us with urgent politeness: "You boys know we don't serve colored here."
>
> Of course we knew it. They didn't serve "colored" anywhere in town. . . . The best movie house did not admit Negroes. . . . There was no room at the inn for any Black visitor, and there was no place . . . where he could get a cup of coffee.
>
> "You know we don't serve colored here," the man repeated. . . .
>
> We ignored him, and just stood there inside the door, staring at what we had come to see—the German prisoners of war who were having lunch at the counter. . . .
>
> We continued to stare. This was really happening. . . .The people of Salina would serve these enemy soldiers and turn away Black American G.I.'s. . . .
>
> If we were *untermenschen* [subhuman] in Nazi Germany, they would break our bones. As "colored" men in Salina, they only break our hearts.

Citing Sources L and M and your knowledge of United States history, explain how events of the Second World War inspired many African Americans to argue for civil rights at home.

COMPLETE RESPONSE:

African Americans saw the war as an "opportunity to win democracy" for themselves In a time of patriotism, they felt, as Americans, they should have equal rights. As discussed in Source M, the lack of respect given to Black American soldiers (and given to prisoners instead) was rather appalling. Why should the African Americans ever have to settle for worse treatment than Prisoners of War?

This sample constructed-response question (shown on the previous page) was part of a 50-minute section of questions, all of which focused on the home front during the Second World War. Like all the questions in the section, this one required students to engage with a variety of primary and secondary source documents. Here, students read a short statement by union leader A. Philip Randolph and a longer recollection that appeared in a book about the home front. The question measures students' ability to analyze the documents and place them in historical context. Responses were rated using three scoring levels. Spelling and grammar were not considered in rating students' responses.

Complete responses explained, with clear references to the sources, the relationship between the war and the issue of civil rights for African Americans at home. Credited responses demonstrated an understanding that, because the war was being fought for democracy and against racism abroad, it was logical that African Americans would be more critical of problems in American society.

Partial responses explained in a general way the relationship between the war and the civil rights of African Americans at home.

Inappropriate responses did not explain the relationship between the war and civil rights for African Americans at home.

The sample student response shown on the previous page was rated "Complete" because it draws on information in the text and explains how African Americans' experiences during the war both highlighted their unequal treatment and held out the promise of something better if they seized the opportunity. Twenty-two percent of twelfth-graders' responses to this question received a rating of "Complete."

Percentage of twelfth-grade students in each response category: 2010

Complete	Partial	Inappropriate	Omitted
22	34	42	1

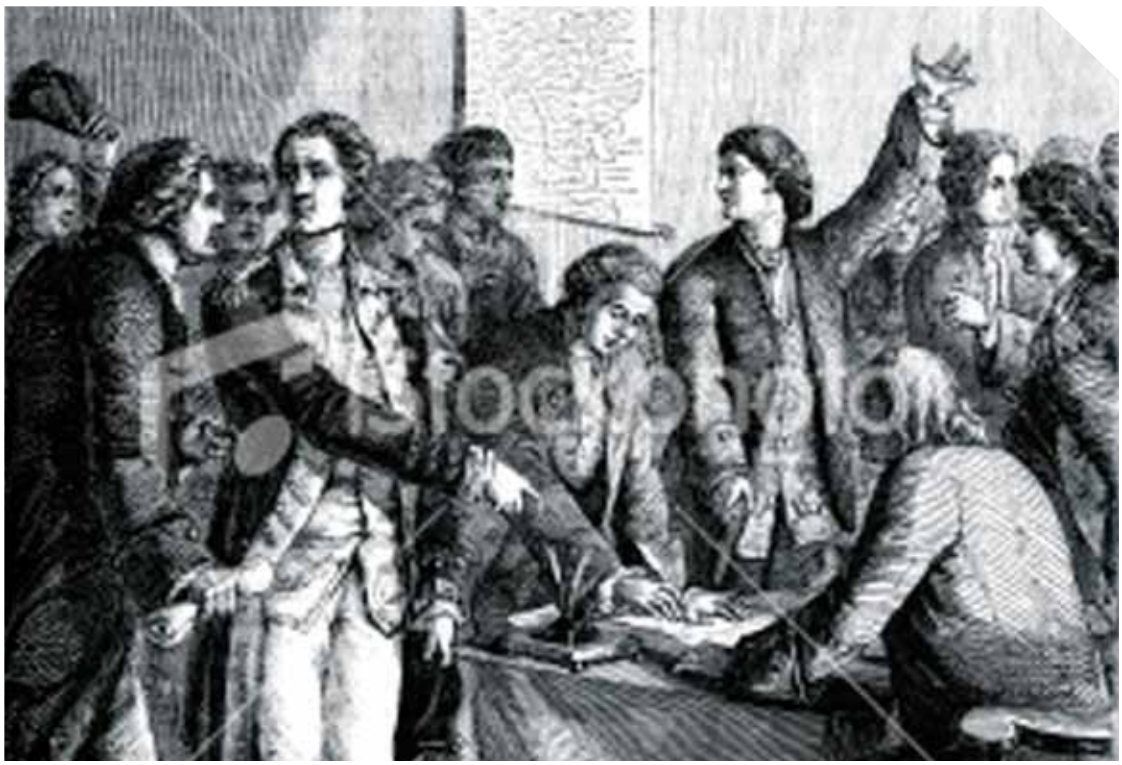
NOTE: Detail may not sum to totals because the percentage of responses rated as "Off-task" is not shown. Off-task responses are those that do not provide any information related to the assessment task.

The following table shows the percentage of twelfth-graders within each achievement level whose responses received a rating of "Complete" on this question. For example, among students performing at the *Basic* level, 30 percent provided responses rated as "Complete."

Percentage of twelfth-grade students' responses rated as "Complete" at each achievement level: 2010

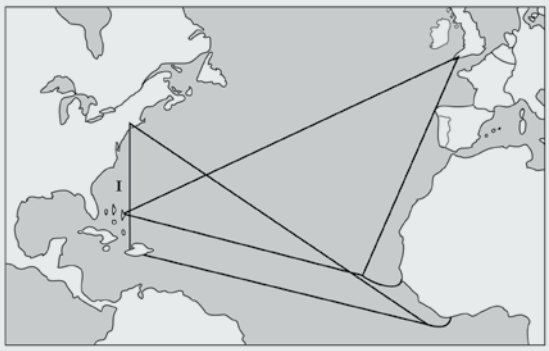
Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
22	8	30	54	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

U.S. History Theme: Technology



In colonial times, what made up much of the trade that went along the route marked **I** on the map?

- Ⓐ Manufactured goods from the West Indies and slaves from North America
- Ⓑ Sugar and rum from the West Indies and grain and meat from North America
- Ⓒ Indigo from the West Indies and gold from North America
- Ⓓ Dried fish from the West Indies and oil and coal from North America

This sample multiple-choice question is part of a two-question set of items that measures students' knowledge about the Atlantic triangular trade that operated during the colonial period. Fifty-six percent of twelfth-graders were able to identify the products that generally shipped along the route between the Caribbean and New England, marked with the letter "I" on the map.

Percentage of twelfth-grade students in each response category: 2010

Choice A	Choice B	Choice C	Choice D	Omitted
24	56	10	9	1

The table below shows the percentage of twelfth-graders within each achievement level who answered this question correctly. For example, 68 percent of students at the *Basic* level selected the correct answer choice.

Percentage of twelfth-grade students responding correctly at each achievement level: 2010

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
56	42	68	89	‡

‡ Reporting standards not met. The number of students who answered this question and scored at the *Advanced* level was insufficient to permit a reliable estimate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

Graduates' high school transcripts help provide context for twelfth-grade results

In 2010, the average NAEP U.S. history score for twelfth-graders who reported that they were either currently enrolled in or had taken an Advanced Placement (AP) course in U.S. history was 304, which was higher than the score of 284 for students who reported not taking the course. Results from the 2009 NAEP High School Transcript Study (HSTS) provide information on the extent to which students have access to an AP U.S. history course in their school and the proportion of students who complete the course.

As part of the HSTS, transcripts from a representative sample of America's public and private high school graduates are collected and analyzed to provide information about recent high school graduates. For nearly two decades, the study has informed the public about the type of courses graduates take, the number of credits they earn, and the grade point averages they receive. Results from the 2009 HSTS are based on a nationally representative sample of around 38,000 transcripts that represents approximately 3 million high school graduates from the "Class of 2009."

More About HSTS

Find out more about the 2009 HSTS at http://nces.ed.gov/nationsreportcard/hsts/ and explore additional HSTS results in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

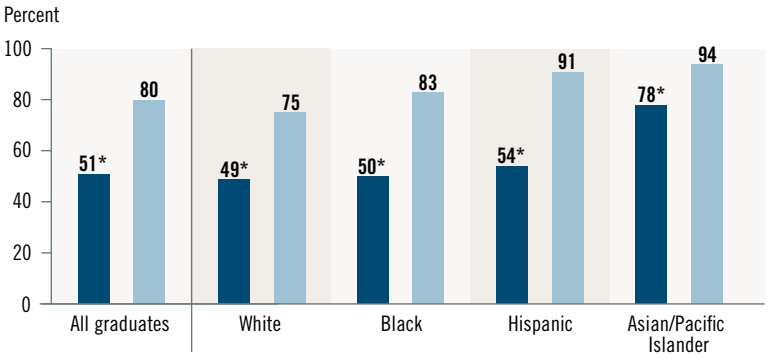
Access to AP U.S. history course increases

For this analysis, graduates were considered to have access to an AP U.S. history course if at least one student in the school took the course or the course was listed in the school catalogue or course list (see the Technical Notes for more information about the 2009 HSTS). Differences in students' access may be attributed to a number of factors, such as school enrollment.

From 1990 to 2009, the percentage of graduates who had access to an AP U.S. history course increased from 51 percent to 80 percent (figure **27**). The same pattern was observed for the four reported racial/ethnic groups, with the larger increases for Black graduates (50 percent to 83 percent) and Hispanic graduates (54 percent to 91 percent).

In 1990, there were no significant differences in the percentages of White, Black, and Hispanic graduates who had access to AP U.S. history. In 2009, however, the percentage of White graduates with access was lower than that for Black or Hispanic graduates. While larger percentages of Asian/Pacific Islander graduates had access than Hispanic graduates in 1990, there was no significant difference between these two groups in 2009.

Figure 27. Percentage of high school graduates who had access to an Advanced Placement (AP) course in U.S. history, by race/ethnicity: 1990 and 2009

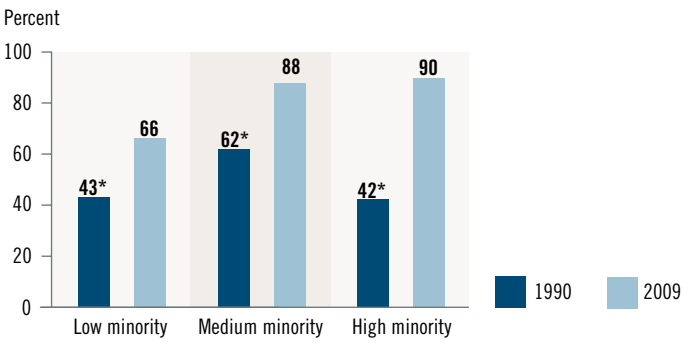


* Significantly different ($p < .05$) from 2009.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown separately for students whose race/ethnicity was American Indian/Alaska Native or unclassified.

Access to AP U.S. history lags in low minority schools and non-large city schools

Access to an AP U.S. history course varied by the racial/ethnic composition of the schools. Those in schools with less than 10 percent Black or Hispanic students (termed "low minority") had less access in 2009 than graduates in schools with medium concentrations (10 percent to 49 percent) or high concentrations (50 percent or more) of minority students (figure **28**). While there was no significant difference in access between graduates in low and high minority schools in 1990, 66 percent of graduates in low minority schools had access compared to 90 percent in high minority schools in 2009.

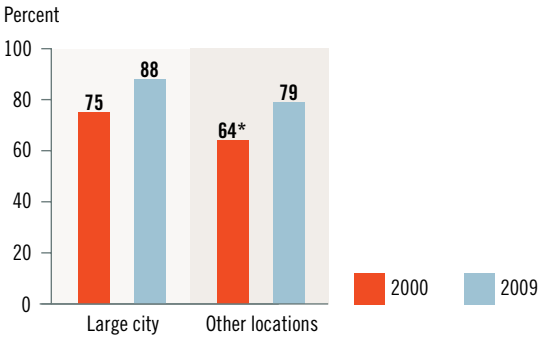
Figure 28. Percentage of high school graduates who had access to an Advanced Placement (AP) course in U.S. history, by school minority status: 1990 and 2009



* Significantly different ($p < .05$) from 2009.
NOTE: Low minority = Schools with less than 10 percent minority students. Medium minority = Schools with 10 to 49 percent minority students. High minority = Schools with 50 percent or more minority students.

Differences in access were also evident for graduates in schools located in large cities (cities with populations of 250,000 or more) compared with those in other locations (such as suburban or rural). In 2009, a higher percentage of graduates in large city schools than in other locations had access to an AP U.S. history course (figure **29**). The percentage of graduates with access in locations other than large cities increased from 2000 to 2009.

Figure 29. Percentage of high school graduates who had access to an Advanced Placement (AP) course in U.S. history, by type of school location: 2000 and 2009



* Significantly different ($p < .05$) from 2009.
NOTE: Comparisons to 1990 and by more specific types of location were not possible because of changes in how school locations were classified.

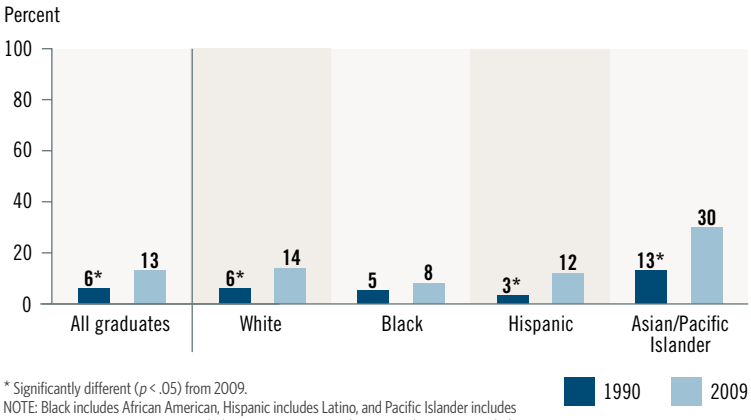
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study (HSTS), 1990, 2000, and 2009.

Asian/Pacific Islander graduates most likely to take AP U.S. history course

The percentage of graduates taking AP U.S. history was higher in 2009 than in 1990 for all graduates and was higher for White, Hispanic, and Asian/Pacific Islander graduates (figure **30**). There was no significant change for Black graduates. In 2009, the percentage of Asian/Pacific Islander graduates who took AP U.S. history was higher than the percentages of White, Black, and Hispanic graduates.

The change from 1990 to 2009 in the percentage of graduates taking AP U.S. history also varied among racial/ethnic groups. For example, the percentage of Asian/Pacific Islander graduates who took AP U.S. history increased by 17 percentage points from 1990 to 2009, a greater increase than for Black or Hispanic graduates. In addition, a higher percentage of White graduates completed an AP U.S. history course than Hispanic graduates in 1990, but by 2009 Hispanic graduates had closed the gap (14 percent of White graduates compared to 12 percent of Hispanic graduates). Although there was no significant difference in coursetaking between White and Black graduates in 1990 (6 percent and 5 percent, respectively), in 2009 a higher percentage of White graduates (14 percent) completed an AP U.S. history course than Black graduates (8 percent).

Figure 30. Percentage of high school graduates who took an Advanced Placement (AP) course in U.S. history, by race/ethnicity: 1990 and 2009



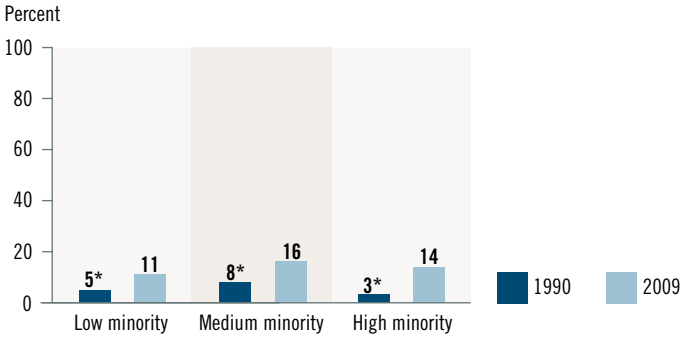
* Significantly different ($p < .05$) from 2009.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown separately for students whose race/ethnicity was American Indian/Alaska Native or unclassified.

AP coursetaking in U.S. history lower in low minority and non-large city schools

AP U.S. history coursetaking was higher in 2009 than in 1990, regardless of school minority status. However, in 2009, a lower percentage of graduates in low minority schools completed an AP course in U.S. history than those in schools with higher concentrations of minority students (figure **31**).

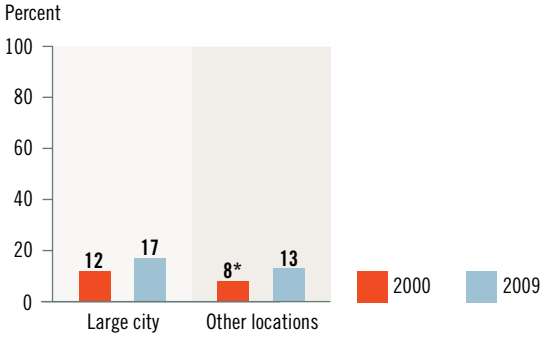
In 2009, the percentage of graduates completing AP U.S. history courses in large cities was higher than in other locations (figure **32**). However, the percentage of graduates who completed an AP U.S. history course in other locations in 2009 was higher than in 2000.

Figure 31. Percentage of high school graduates who took an Advanced Placement (AP) course in U.S. history, by school minority status: 1990 and 2009



* Significantly different ($p < .05$) from 2009.
NOTE: Low minority = Schools with less than 10 percent minority students. Medium minority = Schools with 10 to 49 percent minority students. High minority = Schools with 50 percent or more minority students.

Figure 32. Percentage of high school graduates who took an Advanced Placement (AP) course in U.S. history, by type of school location: 2000 and 2009



* Significantly different ($p < .05$) from 2009.
NOTE: Comparisons to 1990 and by more specific types of location were not possible because of changes in how school locations were classified.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study (HSTS), 1990, 2000, and 2009.

Technical Notes

Sampling and Weighting

The schools and students participating in NAEP assessments are selected to be representative of all schools nationally. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in both public and nonpublic schools in the nation. More information on sampling can be found at http://nces.ed.gov/nationsreportcard/about/nathow.asp.

Because each school that participated in the assessment, and each student assessed, represents a portion of the population of interest, the results are weighted to account for the disproportionate representation of the selected sample. This includes the oversampling of schools with high concentrations of students from certain racial/ethnic groups and the lower sampling rates of students who attend very small schools.

School and Student Participation

To ensure unbiased samples, NAEP statistical standards require that participation rates for original school samples be 70 percent or higher to report national results separately for public and private schools. In instances where participation rates meet the 70 percent criterion but fall below 85 percent, a nonresponse bias analysis is conducted to determine if the responding sample is not representative of the population, thereby introducing the potential for nonresponse bias. The numbers of participating schools and students along with the weighted participation rates for the 2010 U.S. history assessment are presented in table **TN-1**. Participation rate standards were not met for private schools at grades 4 and 12; therefore, results for private schools are not reported separately at those grades.

Table **TN-1.** School and student participation rates in NAEP U.S. history, by grade and type of school: 2010

	School participation		Student participation	
Grade and type of school	Student-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Grade 4				
Nation	**96**	**510**	**95**	**7,000**
Public	99	440	95	6,600
Private	68	70	95	500
Grade 8				
Nation	**96**	**480**	**93**	**11,800**
Public	99	400	93	10,900
Private	74	80	96	900
Grade 12				
Nation	**89**	**500**	**83**	**12,400**
Public	91	420	82	10,900
Private	67	80	91	1,500

NOTE: The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

Nonresponse bias analyses were conducted for the private school samples at all three grades. The results of these analyses showed that, while the original responding school samples may not have been fully representative, including substitute schools and adjusting the sampling weights to account for school nonresponse were at least partially effective in reducing the potential for nonresponse bias. After school substitution and nonresponse adjustments, a remaining potential bias at grade 8 was that schools in the Midwest were somewhat overrepresented in the final sample of private schools (32 percent in the responding sample compared to 29 percent in the full sample) and Northeast schools were somewhat underrepresented (16 percent, compared to 21 percent in the full sample). At grade 12, the application of nonresponse weight adjustments actually increased the potential bias with respect to school size, size of school attended by the average student, and estimated grade enrollment, suggesting that there remains a significant potential for nonresponse bias for grade 12 private schools. The phenomenon that nonresponse adjustments potentially increase biases related to school size appears to be explained by the fact that it was larger non-Catholic private schools that did not respond, and so adjustments made to address the underrepresentation of those schools resulted in overrepresenting small schools at the expense of larger ones (a mean estimated grade enrollment of 38 in the responding sample compared to a full sample mean of 46).

An analysis was also performed to examine the potential for nonresponse bias introduced through student nonresponse in grade 12 public schools, where the weighted student response rate was 82 percent. The analysis showed that the sample of responding students differed from the original student sample with respect to gender, relative age, and student disability status. After adjusting the sampling weights to account for student nonresponse, there was no evidence of substantial bias, with the nonresponse-adjusted estimates for three variables—race/ethnicity, student disability (SD) status, and English language learner (ELL) status—differing from the unadjusted estimates by 1 percent or less.

Interpreting Statistical Significance

Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population.

When an estimate has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant depending upon the size of the standard errors of the estimates. For example, a 5-point change in the average score for Hispanic eighth-graders may be statistically significant while a 15-point change for American Indian/Alaska Native students may not be. Standard errors for the estimates presented in this report are available at http://nces.ed.gov/nationsreportcard/naepdata/.

To ensure that significant differences in NAEP data reflect actual differences and not mere chance, error rates need to be controlled when making multiple simultaneous comparisons. The more comparisons that are made (e.g., comparing the performance of White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students), the higher the probability of finding significant differences by chance. In NAEP, the Benjamini-Hochberg False Discovery Rate (FDR) procedure is used to control the expected proportion of falsely rejected hypotheses relative to the number of comparisons that are conducted. A detailed explanation of this procedure can be found at http://nces.ed.gov/nationsreportcard/tdw/analysis/infer.asp. NAEP employs a number of rules to determine the number of comparisons conducted, which in most cases is simply the number of possible statistical tests. However, there is an exception where the FDR is not applied: when comparing multiple years, the number of years does not count toward the number of comparisons.

National School Lunch Program

NAEP collects data on student eligibility for the National School Lunch Program (NSLP) as an indicator of low family income. Under the guidelines of NSLP, children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2009, through June 30, 2010, for a family of four, 130 percent of the poverty level was $28,665, and 185 percent was $40,793.)

Some schools provide free meals to all students irrespective of individual eligibility, using their own funds to cover the costs of noneligible students. Under special provisions of the National School Lunch Act intended to reduce the administrative burden of determining student eligibility every year, schools can be reimbursed based on eligibility data for a single base year. Participating schools might have high percentages of eligible students and report all students as eligible for free lunch.

Because of the improved quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased compared to the percentages reported prior to the 2006 assessment. Therefore, trend comparisons are only made back to 2006 in this report. For more information on NSLP, visit http://www.fns.usda.gov/cnd/lunch/.

NAEP 2009 High School Transcript Study

The NAEP 2009 High School Transcript Study (HSTS) was designed to achieve a nationally representative sample of public and private high school graduates from the "Class of 2009." The HSTS sample was a subset of the NAEP 2009 twelfth-grade school sample for the 2009 mathematics and science assessments. In addition to the 2009 national results, NAEP oversampled 11 states to report state results for twelfth-grade public school students in these states. However, the oversample of the NAEP public school students was not included in the HSTS. There was no oversample or adjustment to the sample for the private school students.

Students included in the sample were graduates earning a regular or honors high school diploma in 2009. However, not all students in the HSTS sample also participated in the NAEP assessments due to absence or exclusion, but over 80 percent of those participating HSTS students did participate in NAEP.

Appendix Tables

Table **A-1.** Percentage of students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP U.S. history, as a percentage of all students, by grade and SD/ELL category: Various years, 1994–2010

	Accommodations not permitted		Accommodations permitted		
Grade and SD/ELL category	1994	2001	2001	2006	2010
Grade 4					
SD and/or ELL					
Identified	13	16	18	23	22
Excluded	5	7	3	3	2
Assessed	8	9	14	20	20
Without accommodations	8	9	6	10	7
With accommodations	†	†	8	10	13
SD					
Identified	10	10	13	13	13
Excluded	4	5	2	2	1
Assessed	5	5	11	11	12
Without accommodations	5	5	3	3	2
With accommodations	†	†	7	8	9
ELL					
Identified	4	6	6	12	10
Excluded	1	2	1	1	1
Assessed	2	4	4	10	10
Without accommodations	2	4	3	7	5
With accommodations	†	†	1	3	4
Grade 8					
SD and/or ELL					
Identified	11	16	17	19	17
Excluded	5	8	3	2	2
Assessed	6	8	13	17	16
Without accommodations	6	8	7	7	4
With accommodations	†	†	6	10	11
SD					
Identified	8	12	13	13	12
Excluded	4	7	2	2	1
Assessed	5	5	10	11	11
Without accommodations	5	5	4	3	2
With accommodations	†	†	6	9	9
ELL					
Identified	2	4	4	7	6
Excluded	1	1	1	1	#
Assessed	1	3	3	6	6
Without accommodations	1	3	3	4	3
With accommodations	†	†	#	2	3
Grade 12					
SD and/or ELL					
Identified	8	11	10	13	13
Excluded	3	4	2	2	2
Assessed	5	6	7	11	11
Without accommodations	5	6	5	4	3
With accommodations	†	†	3	6	9
SD					
Identified	6	8	8	10	10
Excluded	3	4	2	2	2
Assessed	3	4	5	7	8
Without accommodations	3	4	3	2	1
With accommodations	†	†	2	5	7
ELL					
Identified	2	3	2	4	4
Excluded	#	1	#	#	#
Assessed	1	2	2	4	4
Without accommodations	1	2	2	2	2
With accommodations	†	†	#	1	2

† Not applicable. Accommodations were not permitted in this assessment year.
# Rounds to zero.
NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Table **A-2.** Percentage of students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP U.S. history, as a percentage of all students, by grade, selected racial/ethnic groups, and SD/ELL category: 2010

	Grade 4			Grade 8			Grade 12		
SD/ELL category	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic
SD and/or ELL									
Identified	14	17	46	12	16	32	10	15	23
Excluded	1	2	2	1	2	2	2	3	2
Assessed	13	15	43	11	14	30	8	12	21
Without accommodations	3	2	22	2	2	14	1	1	8
With accommodations	10	13	22	10	12	16	7	11	13
SD									
Identified	13	16	12	12	15	12	10	14	11
Excluded	1	2	2	1	2	1	2	3	2
Assessed	12	14	10	11	13	10	8	11	9
Without accommodations	3	2	1	2	2	2	1	1	1
With accommodations	9	13	9	9	12	9	7	10	7
ELL									
Identified	1	1	39	1	1	23	#	1	15
Excluded	#	#	1	#	#	1	#	#	1
Assessed	1	1	38	1	1	22	#	1	14
Without accommodations	#	#	21	#	#	13	#	#	7
With accommodations	1	1	17	#	1	9	#	1	7

Rounds to zero.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

Table **A-3.** Percentage of students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP U.S. history, as a percentage of identified SD and/or ELL students, by grade and SD/ELL category: 2010

	Percentage of identified SD and/or ELL students			
Grade and SD/ELL category	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Grade 4				
SD and/or ELL	8	92	33	59
SD	11	89	16	72
ELL	5	95	51	44
Grade 8				
SD and/or ELL	9	91	26	65
SD	10	90	13	77
ELL	7	93	51	42
Grade 12				
SD and/or ELL	15	85	21	64
SD	19	81	11	70
ELL	8	92	44	48

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2010 U.S. History Assessment.

Table A-4. Achievement-level results for fourth-grade students in NAEP U.S. history, by selected characteristics: Various years, 1994–2010

	Percentage of students														
	At or above *Basic*					At or above *Proficient*					At *Advanced*				
	Accommodations not permitted		Accommodations permitted			Accommodations not permitted		Accommodations permitted			Accommodations not permitted		Accommodations permitted		
Characteristic	1994	2001	2001	2006	2010	1994	2001	2001	2006	2010	1994	2001	2001	2006	2010
Race/ethnicity															
White	73*	78*	76*	84	83	21*	23	23*	26	28	3	3	3	2	3
Black	35*	42*	41*	46	54	4	6	5	5	8	#	#	#	#	1
Hispanic	36*	39*	40*	49	56	4	6	6	6	7	#	1	#	1	#
Asian/Pacific Islander	62*	69*	74	71	82	18	19	22	22	23	2	4	3	2	4
American Indian/Alaska Native	‡	‡	‡	41	49	‡	‡	‡	6	9	‡	‡	‡	#	#
Gender															
Male	62*	66*	65*	69	73	18	19	19	20	22	2	2	2	2	3
Female	65*	68*	67*	70	73	16	17	17	16	18	2	2	2	1	2
Eligibility for free or reduced-price school lunch															
Eligible for free lunch	—	—	—	48*	55	—	—	—	5	6	—	—	—	#	#
Eligible for reduced-price lunch	—	—	—	66	71	—	—	—	10	11	—	—	—	#	#
Not eligible	—	—	—	84	86	—	—	—	27	31	—	—	—	3	4
Information not available	—	—	—	85	83	—	—	—	33	35	—	—	—	5	5

— Not available. Results for the 1994 and 2001 assessment years are not reported because of the improved quality of the data on students' eligibility for the school lunch program beginning in 2006.
Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Table **A-5.** Percentile scores for fourth-grade students in NAEP U.S. history, by selected characteristics: Various years, 1994–2010

	Race/ethnicity					Gender		Eligibility for free or reduced-price school lunch			
Percentile and year	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Male	Female	Eligible for free lunch	Eligible for reduced-price lunch	Not eligible	Information not available
10th percentile											
Accommodations not permitted											
1994	166*	120*	115*	149*	‡	141*	153*	—	—	—	—
2001	176*	139*	131*	165	‡	157*	160*	—	—	—	—
Accommodations permitted											
2001	173*	138*	133*	172	‡	155*	160*	—	—	—	—
2006	186	149	151	164	148	163	168	151	166	186	186
2010	184	155	155	179	142	168	170	156	173	189	184
25th percentile											
Accommodations not permitted											
1994	193*	147*	145*	179*	‡	176*	183*	—	—	—	—
2001	198*	161*	157*	188	‡	184*	187*	—	—	—	—
Accommodations permitted											
2001	196*	161*	158*	193	‡	182*	185*	—	—	—	—
2006	205	169	172	189	164	187*	190	171	186	206	208
2010	204	176	177	202	165	192	192	177	192	209	206
50th percentile											
Accommodations not permitted											
1994	218*	178*	179*	208*	‡	210*	210*	—	—	—	—
2001	220*	188*	184*	213*	‡	212*	212	—	—	—	—
Accommodations permitted											
2001	219*	186*	186*	218	‡	210*	212*	—	—	—	—
2006	225	192	195	218	189	214	213	194*	207*	226	230
2010	225	198	200	223	193	217	215	199	212	229	229
75th percentile											
Accommodations not permitted											
1994	240*	206*	206*	234	‡	235	233	—	—	—	—
2001	242	212*	210	237	‡	236	235	—	—	—	—
Accommodations permitted											
2001	241	211*	210*	240	‡	235	234	—	—	—	—
2006	244	214	216	240	214	237	234	215	226	245	250
2010	245	219	221	242	220	240	236	219	230	247	251
90th percentile											
Accommodations not permitted											
1994	257	228	227	253	‡	255	251	—	—	—	—
2001	259	232	233	258	‡	256	254	—	—	—	—
Accommodations permitted											
2001	258	232	232	259	‡	255	253	—	—	—	—
2006	260	233	235	256	233	255	252	233	243	260	267
2010	262	239	238	261	241	258	254	236	244	264	266

— Not available. Results for the 1994 and 2001 assessment years are not reported because of the improved quality of the data on students' eligibility for the school lunch program beginning in 2006.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Table A-6. Achievement-level results for eighth-grade students in NAEP U.S. history, by selected characteristics: Various years, 1994–2010

	Percentage of students														
	At or above *Basic*					At or above *Proficient*					At *Advanced*				
	Accommodations not permitted		Accommodations permitted			Accommodations not permitted		Accommodations permitted			Accommodations not permitted		Accommodations permitted		
Characteristic	1994	2001	2001	2006	2010	1994	2001	2001	2006	2010	1994	2001	2001	2006	2010
Race/ethnicity															
White	70*	74*	71*	79	80	17*	21	20	23	23	1	2	2	2	1
Black	32*	38*	35*	40*	48	3	5	5	4	6	#	#	#	#	#
Hispanic	41*	38*	36*	46	52	5	5	5	6	6	#	#	#	#	#
Asian/Pacific Islander	60*	67*	65*	75	78	18	19	19	22	27	2	1	2	1	3
American Indian/Alaska Native	42*	60	57	43	61	2	10	9	5	9	#	1	1	#	1
Gender															
Male	61*	65*	62*	67*	71	15*	18	17	19	19	1	2	2	2	1
Female	61*	63*	61*	64	67	13	15	14	14	14	1	1	1	1	1
Eligibility for free or reduced-price school lunch															
Eligible for free lunch	—	—	—	41*	50	—	—	—	5	6	—	—	—	#	#
Eligible for reduced-price lunch	—	—	—	59	65	—	—	—	7	10	—	—	—	#	#
Not eligible	—	—	—	78*	81	—	—	—	23	24	—	—	—	2	2
Information not available	—	—	—	86	85	—	—	—	33	28	—	—	—	4	1
Highest level of parental education															
Did not finish high school	37*	41	38*	40*	48	3	3	3	3	3	#	#	#	#	#
Graduated from high school	50*	52	50*	52	56	7	7	7	7	7	#	#	#	#	#
Some education after high school	68*	70	69*	70	73	14	14	14	14	14	#	1	1	1	#
Graduated from college	74*	78	77*	79	81	22*	27	26	27	26	1	3	3	2	2

— Not available. Results for the 1994 and 2001 assessment years are not reported because of the improved quality of the data on students' eligibility for the school lunch program beginning in 2006.
Rounds to zero.
* Significantly different ($p < .05$) from 2010.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Table **A-7.** Percentile scores for eighth-grade students in NAEP U.S. history, by selected characteristics: Various years, 1994–2010

Percentile and year	Race/ethnicity					Gender		Eligibility for free or reduced-price school lunch				Highest level of parental education			
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Male	Female	Eligible for free lunch	Eligible for reduced-price lunch	Not eligible	Information not available	Did not finish high school	Graduated from high school	Some education after high school	Graduated from college
10th percentile															
Accommodations not permitted															
1994	228*	198*	203*	216	206	215*	219*	—	—	—	—	204*	211*	228*	230*
2001	232*	204*	200*	222	217	219*	221	—	—	—	—	203*	216	230	237
Accommodations permitted															
2001	228*	199*	197*	218	210	213*	218*	—	—	—	—	199*	213	227*	234*
2006	237	205*	208	227	200	221*	221*	205*	220	236*	246	207	212	230	235
2010	239	215	215	234	220	229	226	214	227	241	246	214	220	233	239
25th percentile															
Accommodations not permitted															
1994	248*	217*	222*	237	227	238*	239*	—	—	—	—	221*	231*	247	251*
2001	251*	223*	220*	244*	238	242*	241	—	—	—	—	223	234	248	255
Accommodations permitted															
2001	248*	218*	217*	242*	233	238*	239*	—	—	—	—	219*	232*	246	254*
2006	255	224*	228*	252	221	244*	242	224*	239	255*	263	225*	233	248	256
2010	257	232	233	256	239	248	244	232	244	258	262	233	237	251	258
50th percentile															
Accommodations not permitted															
1994	267*	238*	244*	261	247	261*	261*	—	—	—	—	242	252*	264	273*
2001	271*	243*	243*	266	257	266*	262*	—	—	—	—	246	253	266	276
Accommodations permitted															
2001	269*	240*	240*	264*	258	263*	261*	—	—	—	—	242*	252*	266	275
2006	275	245	249	272	248	267	263	245*	258	274	283	245*	254	267	277
2010	275	251	254	277	262	270	265	252	263	276	280	251	257	268	278
75th percentile															
Accommodations not permitted															
1994	286*	258*	265*	284	266	283*	281*	—	—	—	—	262*	271	283	291*
2001	290	263	264*	288	277	287	283	—	—	—	—	264	272	285	295
Accommodations permitted															
2001	289	261*	262*	288	276	286	282	—	—	—	—	263	271	284	295
2006	293	265*	269	291	267	288	283	265*	276*	292	300	264	273	285	295
2010	292	269	272	296	280	289	284	270	281	294	296	269	274	285	295
90th percentile															
Accommodations not permitted															
1994	302*	277*	283*	306	280	300*	298	—	—	—	—	277	287	299	307
2001	306	282	282	307	293	305	301	—	—	—	—	282	289	299	311
Accommodations permitted															
2001	305	281	281*	308	293	304	300	—	—	—	—	281	288	299	311
2006	308	281*	287	305	283	305	300	283*	289*	307	314*	281	289	300	310
2010	307	286	288	312	293	305	299	286	295	308	309	282	290	299	309

— Not available. Results for the 1994 and 2001 assessment years are not reported because of the improved quality of the data on students' eligibility for the school lunch program beginning in 2006.

* Significantly different ($p < .05$) from 2010.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Table **A-8.** Achievement-level results for twelfth-grade students in NAEP U.S. history, by selected characteristics: Various years, 1994–2010

	Percentage of students														
	At or above *Basic*					At or above *Proficient*					At *Advanced*				
	Accommodations not permitted		Accommodations permitted			Accommodations not permitted		Accommodations permitted			Accommodations not permitted		Accommodations permitted		
Characteristic	1994	2001	2001	2006	2010	1994	2001	2001	2006	2010	1994	2001	2001	2006	2010
Race/ethnicity															
White	50*	49*	49*	56	55	13	13	13	16	15	1	1	1	1	1
Black	17	20	19	20	20	2	2	2	2	3	#	#	#	#	#
Hispanic	22	24	24	27	28	4	4	4	4	5	#	#	#	#	#
Asian/Pacific Islander	40	52	51	54	50	12	21	21	20	17	1	5	5	3	2
American Indian/Alaska Native	21	40	37	32	29	3	9	9	4	3	#	#	#	#	#
Gender															
Male	45	45	45	50	49	12*	12	12	15	14	1	1	2	1	1
Female	40	41	40	44	41	9	10	10	11	10	1	1	1	1	1
Highest level of parental education															
Did not finish high school	15	20	19	18	20	1	2	2	3	3	#	#	#	#	#
Graduated from high school	29	26	25	31	30	4	4	4	5	6	#	#	#	#	#
Some education after high school	42	39	39	45	41	8	8	8	9	7	1	1	1	#	#
Graduated from college	56	58	58	60	58	17	18	18	20	18	1	2	2	2	2

Rounds to zero.

* Significantly different ($p < .05$) from 2010.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

Table **A-9.** Percentile scores for twelfth-grade students in NAEP U.S. history, by selected characteristics: Various years, 1994–2010

	Race/ethnicity					Gender		Highest level of parental education			
Percentile and year	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Male	Female	Did not finish high school	Graduated from high school	Some education after high school	Graduated from college
10th percentile											
Accommodations not permitted											
1994	252	226	224	236	231	244	242	224	237	249	255
2001	253	231	235	248	246	244	247	232	237	249	258
Accommodations permitted											
2001	252	228	228	246	245	243	245	226	235	248	258
2006	260	234	236	250	240	250	249	229	240	254	262
2010	257	231	235	250	239	247	246	229	236	250	258
25th percentile											
Accommodations not permitted											
1994	272*	244	243*	257	253	265*	264	243	255	268	277
2001	273*	249	253	269	266	266	266	250	255	268	279
Accommodations permitted											
2001	273	247	249	270	262	266	265	244	254	267	279
2006	279	252	255	272	260	272	268	248	258	272	281
2010	277	248	255	270	260	269	266	248	255	268	279
50th percentile											
Accommodations not permitted											
1994	294*	265	266*	284	276	290*	286	264	277	288	299
2001	293	269	273	296	286	290	287	270	275	287	300
Accommodations permitted											
2001	293*	268	271	295	285	290	287	267	275	287	300
2006	298	270	276	298	279	294	289	269	279	290	302
2010	297	268	276	294	280	293	288	268	277	287	300
75th percentile											
Accommodations not permitted											
1994	313*	286	291	309	291	311	307	285	297	307	318
2001	312*	289	293	320	306	311	307	290	295	305	318
Accommodations permitted											
2001	313	288	293	319	303	311	307	288	294	305	318
2006	317	289	296	321	300	315	310	287	299	308	321
2010	316	289	297	316	298	314	308	289	298	306	319
90th percentile											
Accommodations not permitted											
1994	328*	304	312	329	308	328*	324	301	314	322	333
2001	329	306	312	343	323	329	325	305	311	322	335
Accommodations permitted											
2001	329	305	312	343	322	328	324	304	311*	322	335
2006	332	307	313	337	315	331	327	304	316	324	336
2010	332	308	315	335	317	330	325	308	317	321	335

* Significantly different ($p < .05$) from 2010.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2010 U.S. History Assessments.

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