NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Reading
2009

Grade 4 Released Items

NUTTING

By Barbara Greenwood

Willy found a sunny spot on the porch and settled down to peel the freshly roasted chestnuts. "Just what I need to make a nice turkey stuffing," Ma had said when Willy arrived home with them a few days back. He was glad she hadn't asked where he'd found the chestnuts. It was a story he wasn't anxious to tell...

Willy had taken a shortcut through the forest, hoping to practice some tracking skills. Be sure to mark your trail, Pa always said, so he'd been slicing curls of bark from tree trunks. The fresh blazes glowed white in the gloom of the forest. No fear of missing *those* on the way back, Willy thought, folding down the blade of his jackknife.

He had just started to search the ground for animal tracks when a squirrel bounded across his path. For a frozen moment it stared up at him, and Willy noticed its bulging cheeks. "I'll bet you've got a cache of nuts somewhere, you little rascal."

The squirrel darted away, and Willy ran after it. Deeper and deeper he plunged into the forest, his eyes on the flicker of tail before him. Then, with a sudden leap, the squirrel scampered up a tree and vanished. Willy collapsed against the tree trunk, panting. Lost him!

Peering around, he felt the darkness of the forest press down on him. No white blazes pointed the way back. With a stab of alarm he realized he'd completely forgotten Pa's warning. What will I do? Willy slumped onto a large gnarled root. Shout? No use. Too far from home. Perhaps someone will come along. He listened hard. Nothing but eerie silence. Don't panic, he told himself. Don't panic. But he'd heard about people being lost in the woods for days, sometimes even...forever.

A rustle of leaves made him glance around. The squirrel! They stared at each other, unblinking, for a second. Then, with a flip of its tail, the squirrel disappeared under a twisted root.

"I'll bet that's your hiding place." Willy was about to thrust his hand into the hole when he thought about the squirrel's sharp teeth. Instead he picked up a short stick. No angry scolding followed his probing, so he reached in. It was a cache of beechnuts. He could feel their three-sided shapes. And what was that? Something bigger. He drew out a handful. There, among the small, shiny beechnuts was one big chestnut. If there's one, there must be more. He felt around again. Yes, more big ones. Just what Ma needs for the turkey stuffing. Then he remembered—home. How was he going to find his way home?

There must be a way out. He peered into the darkness, hoping for any sign of the way he had come. Nothing. No—wait. A memory tugged at the back of his mind—just before the squirrel disappeared, his hand had brushed against smooth bark. Most of these trees had rough bark. But what if... Searching carefully, Willy spotted a smooth-barked tree. Underneath it on the forest floor were scuffled leaves. And there! Leading away was a line of scuffs. Leaves crunched by feet. Were these his own footprints? Yes! He could follow them back to the path.

"Hooray!" Willy shouted. Then he remembered the nuts. I'll come back for them. But, no, on second thought he didn't really want to come here again.

He pulled off his shirt, shivering in the chilly October air. It would make a good carrying sack. He'd run to keep himself warm.

He'd cleared the squirrel's hole right down to the bottom and was tying the shirt sleeves together to close the sack when a thought struck him. Opening the bulging shirt, he scooped out a handful of beechnuts and dropped them back into the hole.

"There," he said, in the general direction of the squirrel. "Now you can enjoy your harvest dinner, too."

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Reading – Grade 4 Released Items

Content Area: Literary	Type	Grade	Difficulty
Cognitive Target: Locate/Recall	MC	4	Medium

1. Why does Willy take a shortcut through the forest?

A. He wants to get home before dark.
B. He is chasing some squirrels.
C. He wants to work on his tracking skills.
D. He is in a hurry to climb a tree.

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B	Choice C*	Choice D	Omitted
National	25%	14%	58%	3%	#
Delaware	21%	14%	63%	2%	#

Content Area: Literary	Type	Grade	Difficulty
Cognitive Target: Locate/Recall	MC	4	Medium

2. How does Willy mark his path through the forest?

A. By leaving a trail of nuts
B. By cutting the bark of tree trunks
C. By painting lines on trees
D. By making piles of leaves

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B*	Choice C	Choice D	Omitted
National	19%	59%	4%	18%	1%
Delaware	15%	60%	2%	22%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Literary	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	SCR	4	Medium

3. Explain why Willy gets lost in the forest.

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted	Off task
National	21%	58%	23%	1%	#
Delaware	11%	63%	26%	#	#

Full Comprehension - Student Responses

Explain why Willy gets lost in the forest.

Willy gets lost in the forest because he saw a squirrel run past him with his cheeks full of nuts. Willy ran after the squirrel and forgets all about marking trees with his jackknife!

Explain why Willy gets lost in the forest.

He forgot his Pa's warning to leave a trail.

Scorer Comments:

Both responses provide relevant details from the story to explain why Willy gets lost in the forest. The first response has several details from the story; the second has one.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Partial Comprehension - Student Responses

Explain why Willy gets lost in the forest.

Willy gets lost in the forest cause he starts to chase a squirell and it lead him deep into the forest and he got last in the middle of a circle of trees

Explain why Willy gets lost in the forest.

Willy gets lost in the forest because it's too dark and he can't see, also it's too scary for him.

Scorer Comments:

Both responses provide details from the story that relate to Willy's getting lost in the forest, but neither explains why Willy got lost. The first response provides an action related to why Willy got lost, but then just states that he got lost. The second response describes conditions in the forest.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Little or No Comprehension - Student Responses

Explain why Willy gets lost in the forest.

Willy got lost because the squirrel ate his tracks.

Explain why Willy gets lost in the forest.

Willy walks around the forest and got lost.

Scorer Comments:

Neither response explains why Willy gets lost in the forest. The first response provides incorrect information. The second response provides a summary of the story.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Literary	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	SCR	4	Medium

4. What kind of person is Willy? Support your answer with information from the story.

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted	Off task
National	17%	42%	39%	3%	#
Delaware	15%	34%	49%	2%	#

Full Comprehension - Student Responses

What kind of person is Willy? Support your answer with information from the story.

I think that Willy is a generous person. He wanted his Ma to have chesnuts for her turkey stuffing. But, after taking the squirrels nuts, Willy gave backs a handful of what he had taken from the squirrel.

What kind of person is Willy? Support your answer with information from the story.

Willy is very adventureas. For example, He took a shortcut through the woods.

Scorer Comments:

Both responses accurately describe what kind of person Willy is and support the answer using information from the story. The first response describes Willy as "generous" because he collected chestnuts for his mother and left some for the squirrel. The second response describes Willy as "adventureas" because he took a short cut through the woods.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Partial Comprehension - Student Responses

What kind of person is Willy? Support your answer with information from the story.

Willy is a kid that found the nuts in the forest.

What kind of person is Willy? Support your answer with information from the story.

I think willy is a person that is very Nice and sometimes a little forgetful.

Scorer Comments:

The first response describes something that Willy does in the story but does not describe the kind of person Willy is. The second response describes the kind of person Willy is but does not provide information from the story.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Little or No Comprehension - Student Responses

What kind of person is Willy? Support your answer with information from the story.

Willy is the kind of person who listens to his parents And also he is a person who loves to run track all the the time. So that is the kind of person Willy is.

What kind of person is Willy? Support your answer with information from the story.

Ma is Willy's Mom so That means Willy is a little boy.

Scorer Comments:

Both responses provide a description of Willy that is not based on information from the story. The first response shows a misunderstanding of the story. The second response provides irrelevant facts.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Literary	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	MC	4	Medium

5. On page 2, the author of the story says that Willy hears only " **eerie** silence." This means that Willy

A. finds the silence strange and frightening
B. believes the silence will go away soon
C. wonders what causes the silence
D. feels alone in the silence

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A*	Choice B	Choice C	Choice D	Omitted
National	49%	7%	10%	34%	#
Delaware	64%	6%	7%	23%	#

Content Area: Literary	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	MC	4	Easy

6. On page 3, the author of the story says that Willy "**cleared** the squirrel's hole right down to the bottom." This means that Willy

A. dug deep into the hole
B. looked into the hole as far as he could
C. poked a stick in the hole
D. took all of the nuts from the hole

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B	Choice C	Choice D*	Omitted
National	22%	7%	8%	64%	#
Delaware	25%	6%	7%	61%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

What's the Buzz

by Margery Facklam

"What do bees do?" Ask most people and they will say, "Bees make honey and they sting." They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they're not all the same. Some fly at night. Some can't sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.

Day-active sweat bee

Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it's reproducing that matters, not how long an animal lives.

Stingless bee

To survive, some bee species developed new ways to live together. Some found new ways to "talk" to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

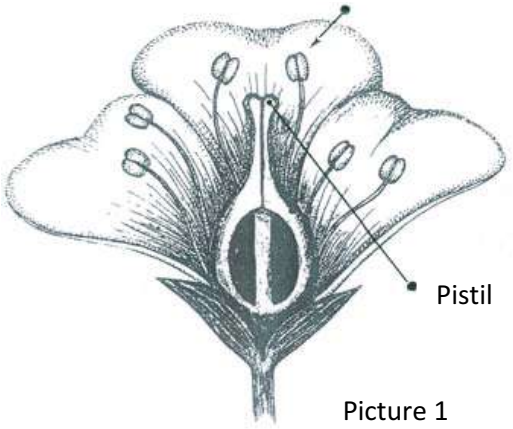
Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.

European honeybee

Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another, bees help plants reproduce. Bees are among the world's most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

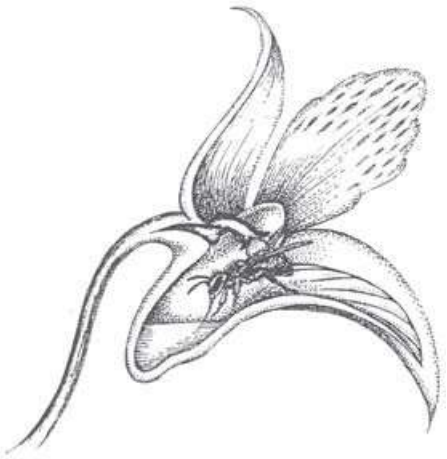
Pollination



Picture 1

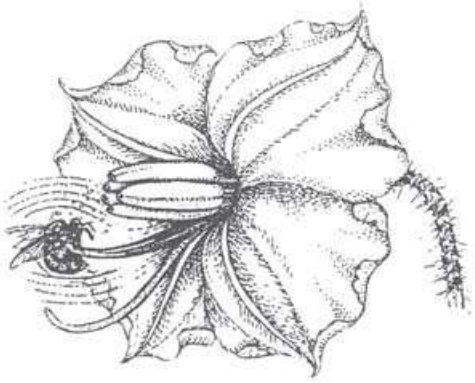
Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can't make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.



Picture 2

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid's stamen bend over. Pollen from the stamen brushes on the bee.



Picture 3

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

VC17432

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Locate/Recall	MC	4	Easy

1. What is one way stingless bees gather pollen?
   A. By brushing against the flower's seeds
   B. By drinking nectar from orchids
   C. By shaking themselves inside the flower
   D. By rubbing against bees that sting

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B	Choice C*	Choice D	Omitted
National	19%	16%	61%	4%	#
Delaware	21%	19%	58%	3%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Critique/Evaluate	SCR	4	Medium

2. Why does the author include the pictures on page 4?

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2009 Percentage of 4th Grade Students in Each Response Category				
Public Schools	Unacceptable	Acceptable	Omitted	Off task
National	57%	40%	2%	1%
Delaware	55%	41%	3%	#

Scoring Guide

Score & Description

Acceptable
Responses at this level explain why the author includes the pictures on page 4. Responses may simply describe what one or more of the pictures show.
- *They show us how flowers make pollen.*
- *They are pictures of how bees pollinate flowers.*
- *It is showing the different parts of the flower and where the pollen comes from.*

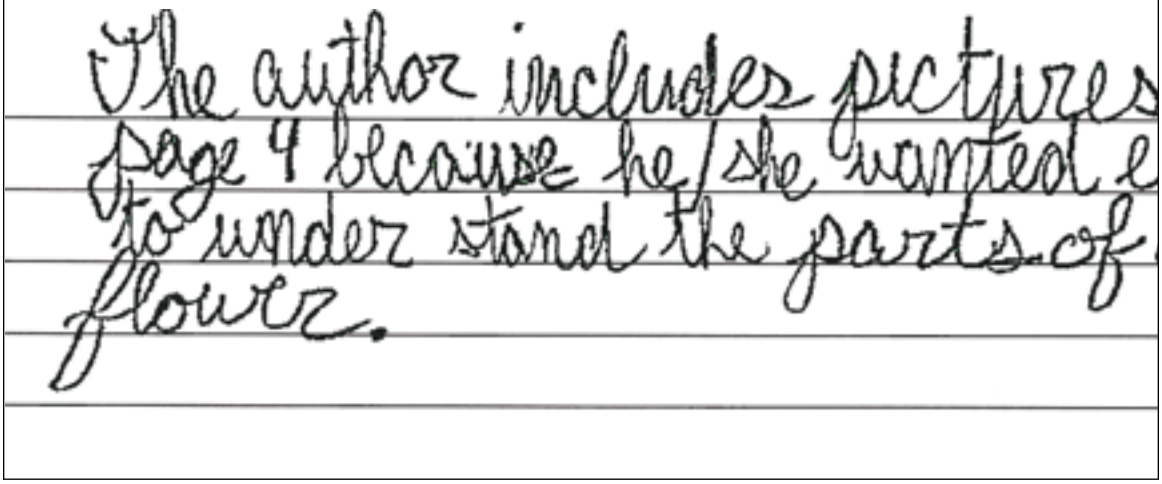
Unacceptable
Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.
- *Bees spread nectar to the plants.*
- *Bees come in many different shapes and sizes.*
- *I think bees are scary because they can sting!*
- *They help you understand the story better.*

The word "pollination" can be taken to mean "pollen."

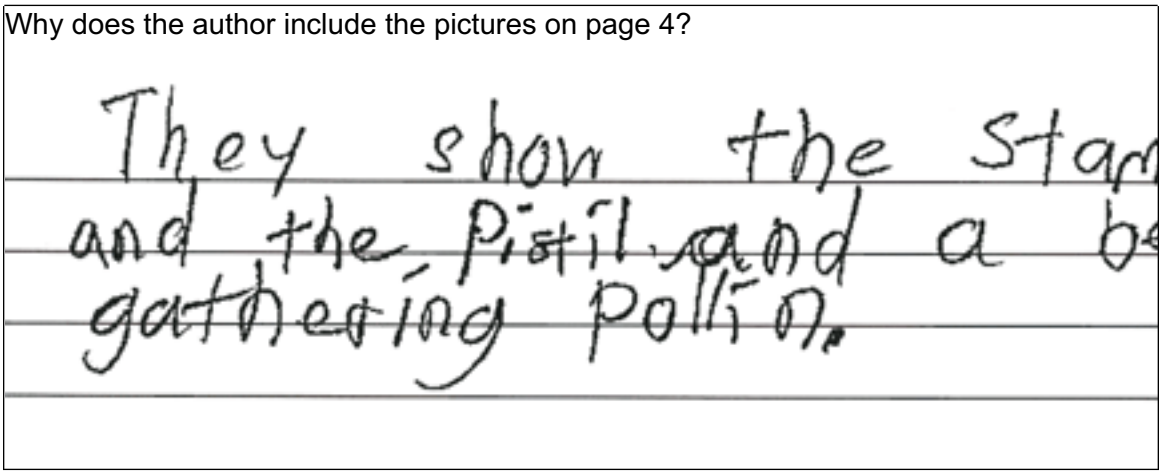
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Acceptable - Student Responses

Why does the author include the pictures on page 4?



Why does the author include the pictures on page 4?



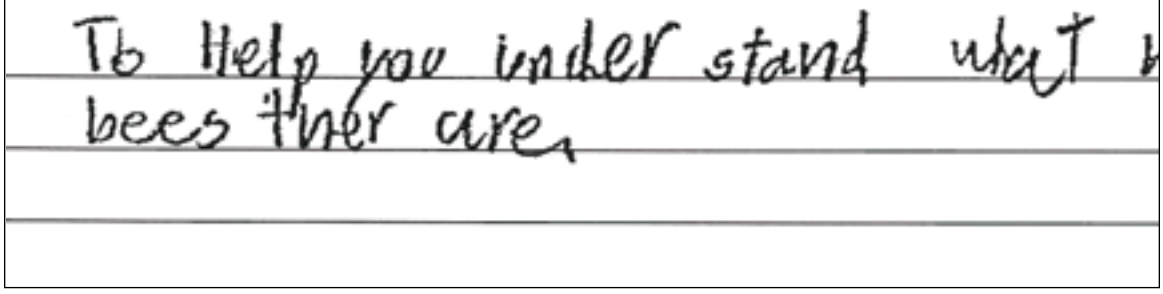
Scorer Comments:

The first response explains why the author includes the pictures on page 4. The second response describes the pictures on page 4. Both responses are acceptable.

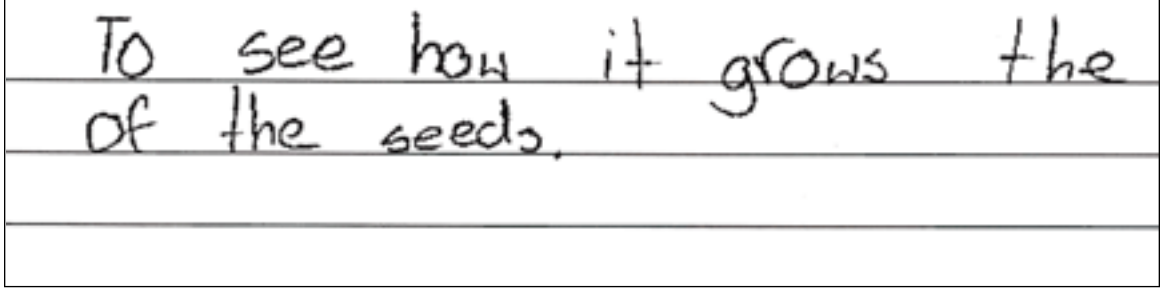
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Unacceptable - Student Responses

Why does the author include the pictures on page 4?



Why does the author include the pictures on page 4?



Scorer Comments:

Neither response answers the question correctly. The first response refers to the pictures on page 3, not to those on page 4 which illustrate how pollination happens. The second response provides incorrect information about the pictures on page 4.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	MC	4	Easy

3. On page 4, the article says, "Many animals **spread** pollen." This means that many animals

   A. like to eat pollen
   B. move pollen around
   C. create their own pollen
   D. spend time looking for pollen

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B*	Choice C*	Choice D	Omitted
National	10%	78%	5%	7%	1%
Delaware	10%	80%	4%	6%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	SCR	4	Hard

4. Using information from the article, explain what pollination is and how it happens.

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2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted	Off task
National	43%	37%	17%	3%	1%
Delaware	41%	39%	15%	5%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Scoring Guide

Score & Description

Full Comprehension
Responses at this level use information from the article to explain what pollination is and how it happens.
• *Pollination is the first step of making seeds. This happens when the pollen from the stamen reaches the pistil.*
• *Pollination is the way that plants reproduce. The way it happens is that the bees carry the pollen and it drops on the female part of the flower and it reproduces.*

Partial Comprehension
a) Responses at this level use information from the article to explain what pollination is, but they do not explain how it happens.
• *It reproduces and makes new flowers.*
• *Pollination is the first step in making seeds and it happens right beside the pistil.*

OR

b) Responses use information from the article to explain how pollination happens, but they do not explain what pollination is.

• *When bees get pollen and they go to another plant and that gets the pollen from the other plant so that's what pollination is.*
• *Pollination is the movement of pollen from one flower to another. Pollination happens when one bee rubs itself against a flower and moves to another one.*

Little or No Comprehension
Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.
• *First the bees take pollen to the hive, then turn it into honey, then the bears eat it.*
• *Bees get pollen on them.*

The word "pollen" can be taken to mean "pollination."
The words "seeds" and "nectar" are not given credit for "pollen."

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Full Comprehension - Student Responses

Using information from the article, explain what pollination is and how it happens.

Pollination is the first step of making seeds. Bees collect pollen for food, and they spread it around. They go from flower to flower, pollinating and getting food. The pollen goes from the stamen (the male part of a flower) to the pistil (the female part of a flower) and makes seeds.

Using information from the article, explain what pollination is and how it happens.

First, the bee goes to a flower and collects pollin. Then, it goes to another flower and some pollin falls onto the Pistil. Then the flower turns it to seeds. Last, it lets the seeds go and then the seeds grow.

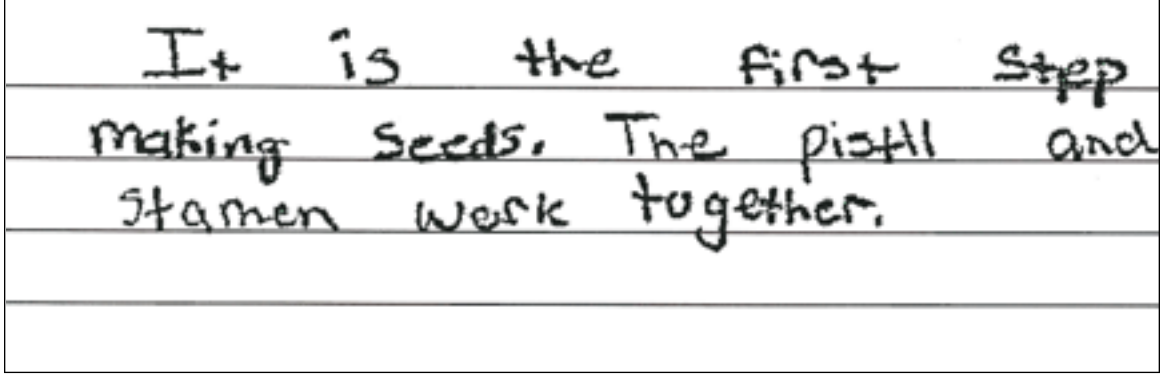
Scorer Comments:

Both responses explain what pollination is and how it happens. They use information from the article to support the explanation.

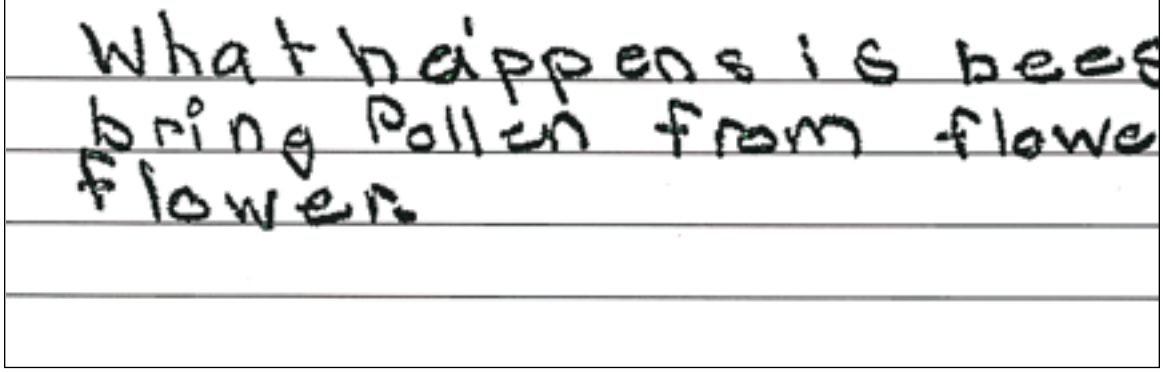
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Partial Comprehension - Student Response

Using information from the article, explain what pollination is and how it happens.



Using information from the article, explain what pollination is and how it happens.



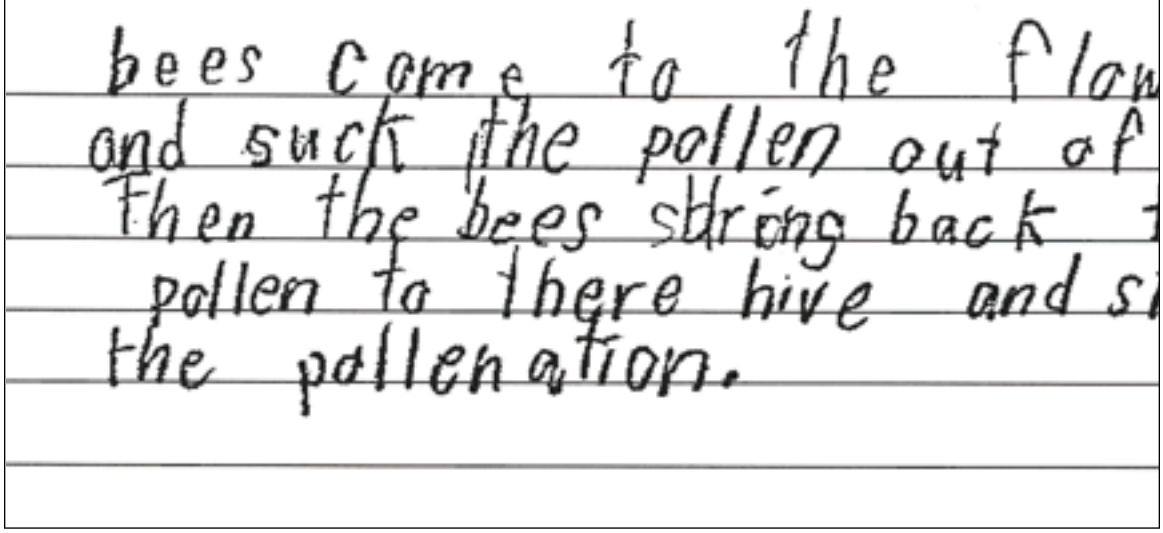
Scorer Comments:

These responses either explain what pollination is or how pollination happens but do not answer both parts of the question. The first response explains what pollination is; the second response describes what happens during the pollination process.

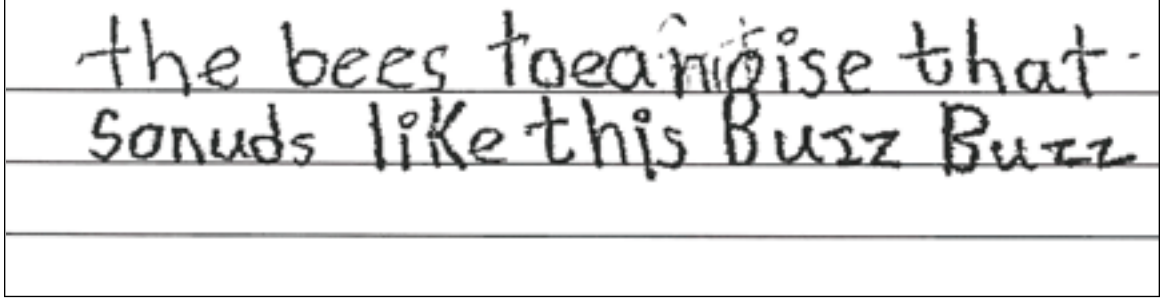
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Little or No Comprehension - Student Response

Using information from the article, explain what pollination is and how it happens.



Using information from the article, explain what pollination is and how it happens.



Scorer Comments:

These responses do not explain what pollination is or how pollination happens. The first response contains incorrect information about how pollination happens. The second response provides irrelevant information about bees.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	ECR	4	Medium

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

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	2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Unsatisfactory	Partial	Essential	Extensive	Omitted	Off task
National	17%	24%	39%	19%	2%	#
Delaware	14%	23%	37%	23%	2%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Scoring Guide

Score & Description

Extensive

Responses at this level explain why bees are important to both plants and animals and use information from the article as support: bees spread pollen, which helps plants to reproduce, and animals need to eat plants to survive.

- *Bees are important to plants because when bees carry pollen from one flower to another, it helps plants reproduce. They are also helpful to animals because many animals survive on plants.*
- *Bees help plants survive by spreading pollen from one plant to another. Bees make honey which animals and people eat.*
- *Bees are important because,*

1. they pollinate the flowers,
2. the flowers keep reproducing,
3. the herbivores keep eating the flowers,
4. it starts all over again.

Essential

Responses at this level correctly explain either why bees are important to plants or why bees are important to animals, but not both. The responses use information from the article as support.

- *They spread pollen and make plants grow.*
- *Bees are important to plants because bees help reproduce the plants by taking the pollen to the other plants. Bees are important to animals because bees bring the pollen to another plant so the other animals can drink. That's how much bees are important to animals too.*

Partial

Responses at this level provide relevant information from the article, but they do not connect the information to why bees are important to plants and animals.

- *They collect pollen.*
- *Bees are important because they go get pollen from flowers and bring it back. Some bees get pollen by shaking the flower and some reproduce and get pollen for the hive.*
- *Bees make honey.*

Unsatisfactory

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

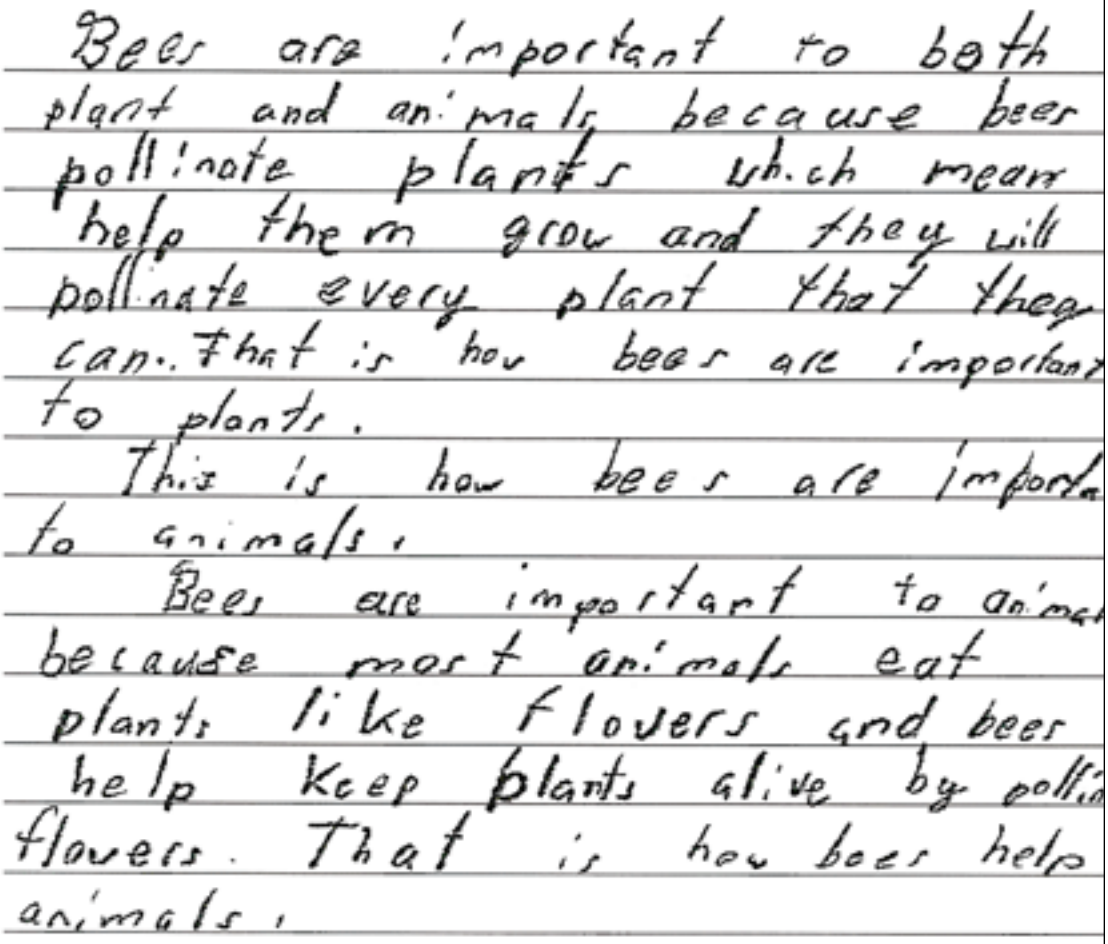
- *Because they live in hives.*
- *More of the time they do save plants because the bees are taking all the protein out of the flower. The bees are important to the animals because when the animal dies it reproduces the animal.*
- *Because bees make plants grow and get bigger.*

NOTE: "Seeds" is not given credit for meaning "pollen."

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Extensive - Student Responses

Explain why bees are important to both plants and animals. Use information from the article to support your answer.

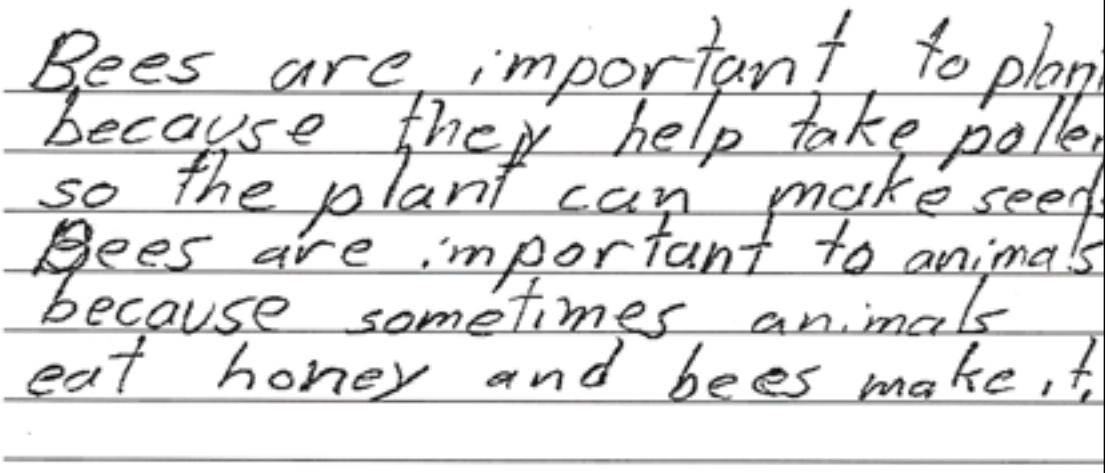

Bees are important to both plant and animals because beer pollinate plants which mean help them grow and they will pollinate every plant that they can. That is how beer are important to plants.

This is how bees are importa to animals.

Bees are importart to ani because most animals eat plants like flowers and bees help keep plants alive by polli flowers. That is how beer help animals.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Explain why bees are important to both plants and animals. Use information from the article to support your answer.



Scorer Comments:

Both responses explain why bees are important to both plants and animals and provide relevant information from the article to support each part of the answer.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Essential - Student Response

Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Bees are important because they pollinate flowers by catching the pollen on them and spreading it on other plants.

Explain why bees are important to both plants and animals. Use information from the article to support your answer.

They take pollin from flowers and bring it to other flowers. And pollinati is the first step to making seeds. And bees do that. Without bees some plants would probly die, and some animals need plants.

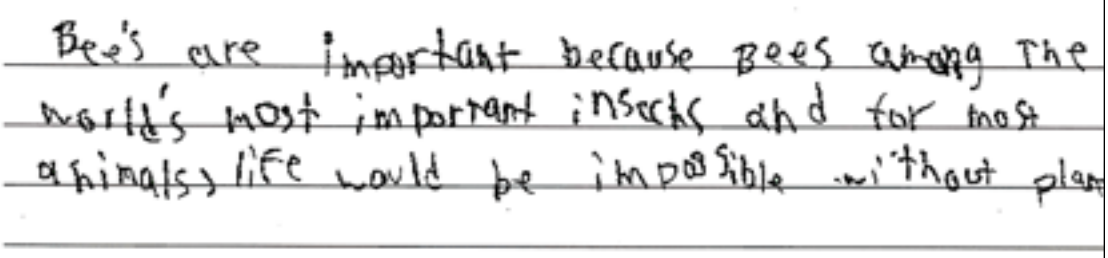
Scorer Comments:

The first response explains why bees are important to plants and supports the answer with information from the article but does not explain why bees are important to animals. The second response explains why bees are important to plants and gives details from the article. The reference to animals ("some animals need plants") is too vague to get credit.

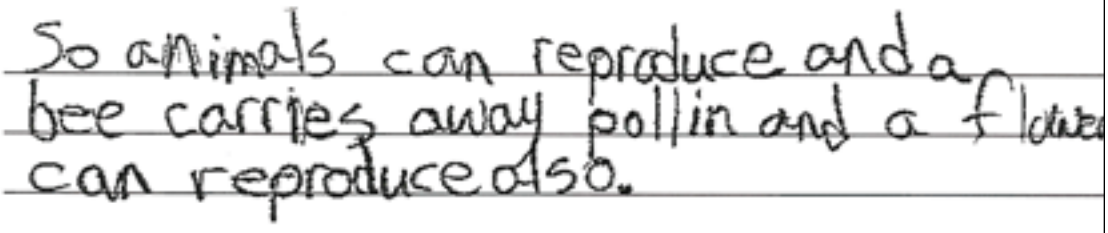
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Partial - Student Response

Explain why bees are important to both plants and animals. Use information from the article to support your answer.



Explain why bees are important to both plants and animals. Use information from the article to support your answer.



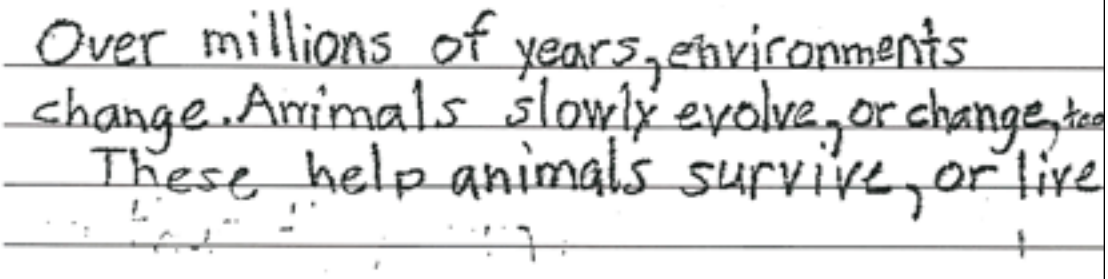
Scorer Comments:

Both responses provide relevant information from the article, but they do not use the information to explain why bees are important to plants and animals. The first response provides a generalization about why plants are important to animals. The reference to bees in the second response ("a bee carries away pollin") is too vague to get credit.

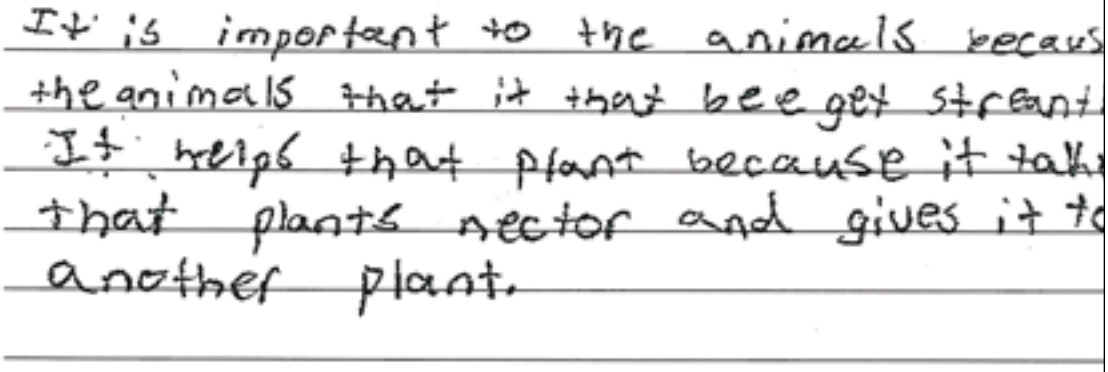
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Unsatisfactory - Student Response

Explain why bees are important to both plants and animals. Use information from the article to support your answer.



Explain why bees are important to both plants and animals. Use information from the article to support your answer.



Scorer Comments:

The first response provides information from the article, but it is irrelevant to the question. The second response gives incorrect information about bees.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	MC	4	Easy

6. On page 3, the article says that some bees "**sparkle** in the sun." This means that these bees
   A. like to fly in the daytime
   B. have unusual markings
   C. prefer warm weather
   D. look very shiny

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B	Choice C	Choice D*	Omitted
National	18%	8%	6%	68%	#
Delaware	17%	8%	3%	71%	1%

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Locate/Recall	MC	4	Easy

7. According to the article, what can animals of the same species do?
   A. Travel in groups over long distances
   B. Live together in homes such as hives
   C. Mate with each other and give birth
   D. Find food for their young

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice A	Choice B*	Choice C	Choice D	Omitted
National	11%	19%	62%	7%	#
Delaware	9%	17%	67%	6%	1%

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	SCR	4	Medium

8. What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.

_____

_____

_____

_____

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted	Off task
National	43%	37%	17%	3%	1%
Delaware	41%	39%	15%	5%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Scoring Guide

Score & Description

Full Comprehension

Responses at this level provide an interpretation of the quotation by indicating that there are many different species of bees, and they support that statement with information from the article.

- *Every species of bee is different because they can live long or a short time. They come in many different shapes and sizes. Some bees can sting and some don't.*
- *She means they have their own way of reproducing and collecting pollen.*

Partial Comprehension

a) Responses at this level indicate that there are many different species of bees, but they do not support that statement with information from the article.

- *Every species of bee has its own story means it has a different group of its own species.*
- *She means every species of bee is different.*

OR

b) Some responses only list characteristics but do not link them to the author's statement.

- *Some are bright colors and some are not.*
- *Some bees can die in a short time or a long year in life.*

Little or No Comprehension

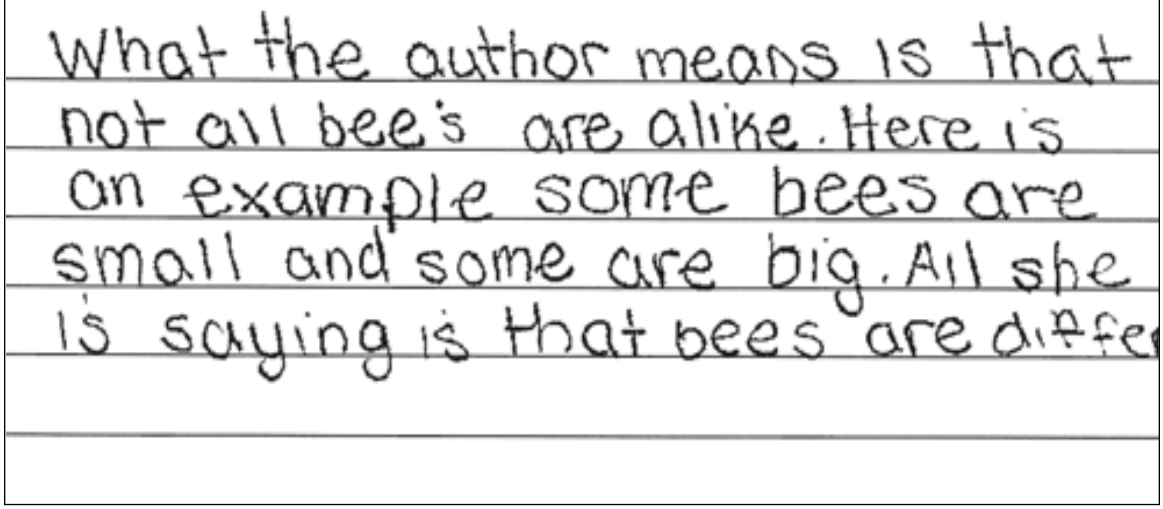
Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- *The author meant species are one of the groups used by scientists to classify, or group, living things.*
- *Because there are so many—almost 40,000.*

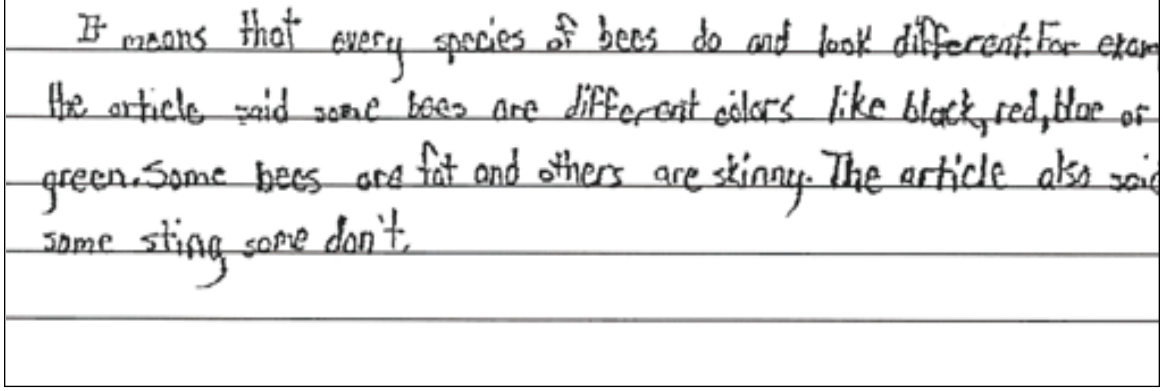
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Full Comprehension - Student Response

What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.



What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.



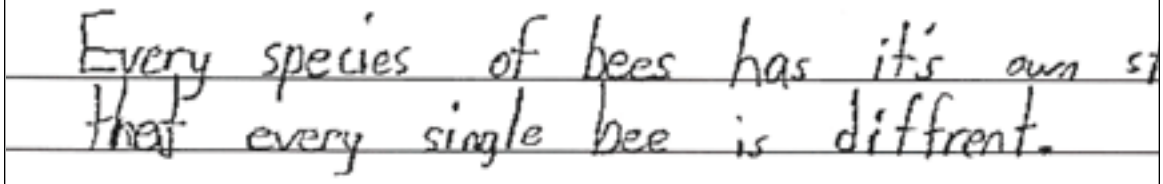
Scorer Comments:

Both responses explain the quotation with information from the article. The first response mentions one characteristic of bees; the second response talks about several.

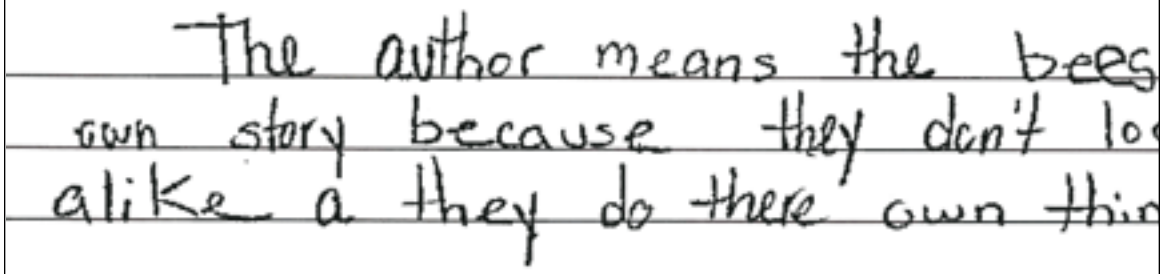
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Partial Comprehension - Student Response

What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.



What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.



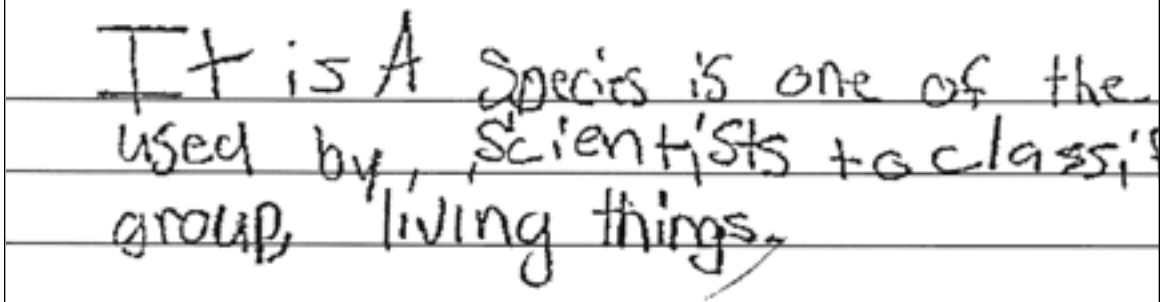
Scorer Comments:

The first response explains the quotation, but does not provide any information from the article to support the explanation. The second response provides a fact about bees from the article, but does not explain the quotation.

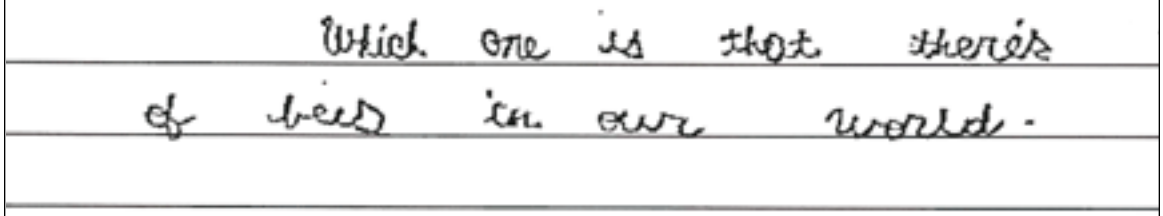
NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Little or No Comprehension - Student Response

What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.



What does the author mean when she says, "Every species of bee has its own story" (page 3)? Use information from the article to support your answer.



Scorer Comments:

Neither response explains the quotation. The first response includes information from the article, but it is irrelevant to the question. The second response provides incorrect information about bees.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Content Area: Informational	Type	Grade	Difficulty
Cognitive Target: Integrate/Interpret	MC	4	Easy

9. What is the main purpose of the article?
   A. To describe the variety of bees and what bees do
   B. To explain the ways pollen is used by bees
   C. To show the ways bees communicate with each other
   D. To show what different species of bees look like

2009 Percentage of 4th Grade Students in Each Response Category					
Public Schools	Choice* A	Choice B	Choice C	Choice D	Omitted
National	76%	12%	3%	9%	#
Delaware	83%	10%	1%	5%	#

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.