Kansas College and Career Ready Standards - Aligned NAEP Sample Questions

4th Grade Reading

Reading Passage [1]

Marian's Revolution by Sudipta Bardhan-Quallen

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Photo credits for "Marian Anderson": Marian Anderson Collection, Rare Book and Manuscript Library, University of Pennsylvania, Philadelphia, PA.

By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a voice ... one hears once in a hundred years." Despite her success, when Marian wanted to sing at Constitution Hall that year, she was banned from doing so. The owner of the hall, an organization called the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there because she was African American.

Chosen by Music

That wasn't the first time Marian had been turned away because she was black. When she was 18 years old, she applied to music school. The clerk at the desk rudely sent her home because of her race. Marian was shocked by the clerk's words. "I could not conceive of a person," Marian said, "surrounded as she was with the joy that is music without having some sense of its beauty and understanding rub off on her."



Marian Anderson sings to a crowd of 75,000 people at the Lincoln Memorial on April 10, 1939.

"I don't think I had much to say in choosing it. I think music chose me."
—Marian Anderson



Because of segregation—the practice of keeping blacks and whites separate—the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. "It was something that just had to be done," she remembered. "I don't think I had much to say in choosing it. I think music chose me."

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

A World-Class Singer Faces Racism

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare Marian from that.

Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.

A Voice for Civil Rights

When news of the DAR's policy got out, many people were outraged. First Lady Eleanor Roosevelt resigned from the DAR. In a letter, she wrote: "I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist..... You had an opportunity to lead in an enlightened way, and it seems to me your organization has failed."

Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy with the DAR was resolved would be a milestone for civil rights.

Despite public outcry, the DAR would not back down and let Marian sing. With Mrs. Roosevelt's support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian's concert was considered to be America's first civil rights rally. That night, she took a stand against discrimination and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the openhearted and courageous way," she said, "many others follow."

As Marian's career progressed, America changed. She performed in many prestigious locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she'd had to fight through were disappearing. Marian's farewell tour began in front of an admiring crowd at Constitution Hall.



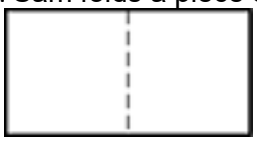
Eleanor Roosevelt honors singer Marian Anderson.

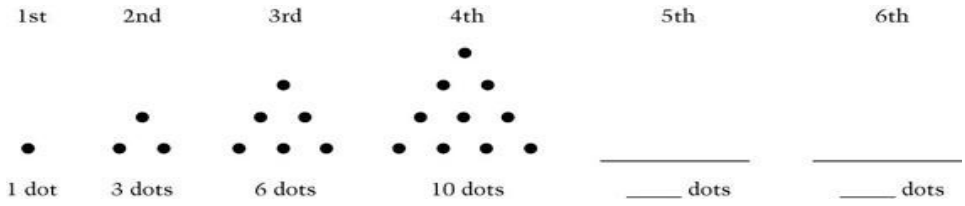
NAEP Question	CCLS Alignment
The Following Questions Refer to Passage [1]	
1. Why did Marian Anderson think she would be accepted to sing at Constitution Hall in 1939? A. Because she believed the DAR would consider only her musical skill B. Because she had sung at Constitution Hall before she went to Europe C. Because she thought that Eleanor Roosevelt would recommend her D. Because she knew that no other black singers had applied	RI.4.1, RI.4.3
2. Why is "A Voice for Civil Rights" a good heading for the section that follows it on pages 3–4? Use information from the article to support your answer.	RI.4.1, RI.4.2, RI.4.5
3. Explain why Marian Anderson's career was important to the development of the civil rights movement in the United States. Use information from the article to support your answer.	RI.4.1, RI.4.2, RI.4.3, W.4.2
4. Why do you think Marian Anderson began her concert by singing the words, "My country, 'tis of thee, sweet land of liberty, of thee I sing"? Use information from the article to support your answer. *]*	RI.4.1, RI.4.3
5. On page 4, the article says that Marian Anderson performed in many prestigious locations. This means that she sang in places that were A. far away from each other B. famous and important C. open to people of all races D. large and crowded	RI.4.4, L.4.4
6. Why do you think the author begins and ends the article talking about Constitution Hall? Use information from the article to support your answer.	RI.4.1, RI.4.2, RI.4.5, RI.4.8
The following questions refer to passages [2] and [3]	
7. 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.	RL.4.1

NAEP Question	CCLS Alignment
8. 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	RL.4.1
9. Explain why Willy gets lost in the forest.	RL.4.1, RL.4.3
10. What kind of person is Willy? Support your answer with information from the story.	RL.4.1, RL.4.3
11. Explain one way Willy and the speaker in the poem are similar or different. Use information from both the story and the poem to support your answer.	RL.4.5, RL.4.6
12. Do you think the poem is meant to be serious or funny? Use an example from the poem to explain your answer.	RL.4.1, RL.4.2
13. Explain why the speaker in the poem repeats the word "Very" at the end of the poem.	RL.4.1, RL.4.3
14. 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	RL.4.4, L.4.4

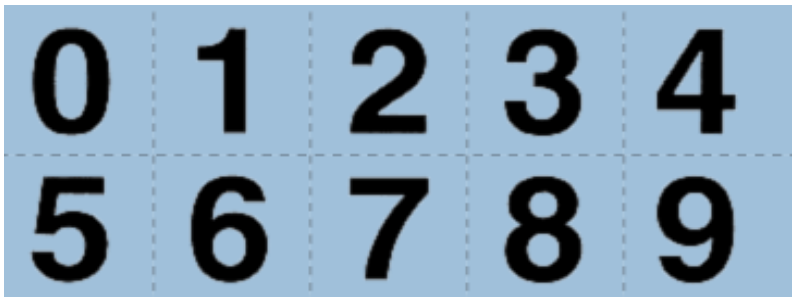
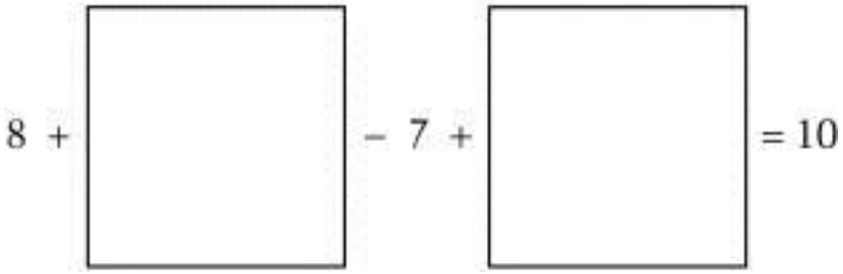
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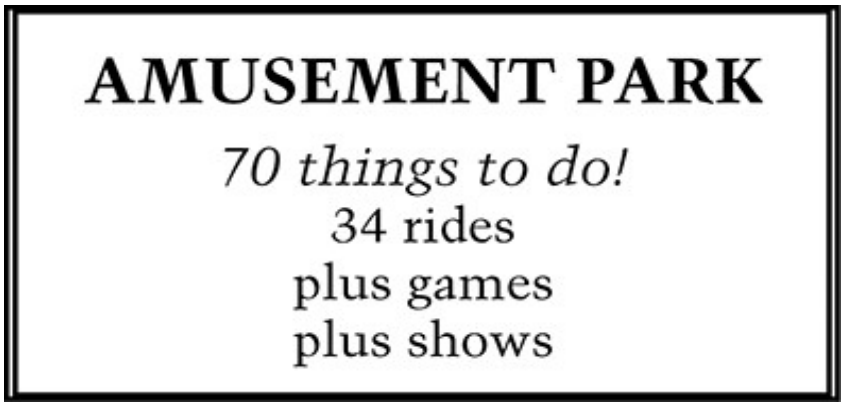
4th Grade Mathematics

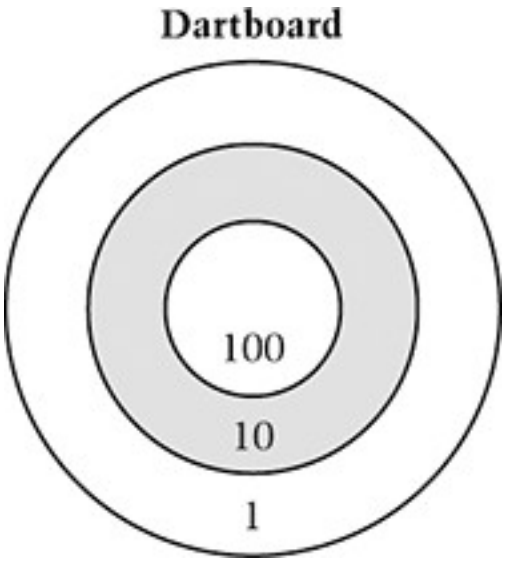
NAEP Question	CCLS Alignment
15. Every 30 minutes Dr. Kim recorded the number of bacteria in a test tube. | Time	Number of Bacteria | |---|---| | 1:00 P.M. | 600 | | 1:30 P.M. | 1,190 | | 2:00 P.M. | 2,390 | | 2:30 P.M. | 4,800 | Which best describes what happened to the number of bacteria every 30 minutes? A. The number of bacteria increased by 500. B. The number of bacteria increased by 1,000. C. The number of bacteria doubled. D. The number of bacteria tripled. Did you use the calculator on this question? ○ Yes ○ No	3.OA.9
16. Sam folds a piece of paper in half once. There are 2 sections.  Sam folds the paper in half again. There are 4 sections.  Sam folds the paper in half again. There are 8 sections. Sam folds the paper in half two more times. Which list shows the number of sections there are each time Sam folds the paper? A. 2, 4, 8, 10, 12 B. 2, 4, 8, 12, 24 C. 2, 4, 8, 16, 24 D. 2, 4, 8, 16, 32	3.OA.9

NAEP Question	CCLS Alignment
17. Write the next two numbers in the number pattern. 1 6 4 9 7 12 10 ____ ____ Write the rule that you used to find the two numbers you wrote.  	4.OA.5
18. A pattern of dots is shown above. How many dots would be in the 6th picture? Answer: _____ Explain how you found your answer.	4.OA.5
19. The table shows how the "In" numbers are related to the "Out" numbers. When 38 goes in, what number comes out? A. 41 B. 51 C. 54 D. 77	5.OA.3

In	Out
2	5
3	7
4	9
5	11
15	31
38	

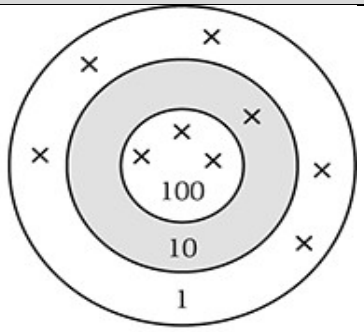
NAEP Question	CCLS Alignment
 *The following question* refers to the number tiles or the paper strip. Please remove the 10 number tiles and the paper strip from your packet and put them on your desk. 20. Jan entered four numbers less than 10 on his calculator. He forgot what his second and fourth numbers were. This is what he remembered doing.  List a pair of numbers that could have been the second and fourth numbers. (You may use the number tiles to help you.) _____ , _____ List a different pair that could have been the second and fourth numbers. _____ , _____	3.OA.8

NAEP Question	CCLS Alignment
 21. An amusement park has games, rides, and shows. • The total number of games, rides, and shows is 70. • There are 34 rides. • There are two times as many games as shows. How many games are there? _____ How many shows are there? _____ Use numbers, words, or drawings to show how you got your answer. If you need more room for your work, use the space below. Did you use the calculator on this question? ○ Yes ○ No	3.OA.8

NAEP Question	CCLS Alignment
22. Mr. Jones picked a number greater than 100. He told Gloria to divide the number by 18. He told Edward to divide the number by 15. Whose answer is greater? ◯ Gloria's ◯ Edward's Explain how you know this person's answer will always be greater for any number that Mr. Jones picks.	5.NBT.6
 23. A dartboard has three separate areas. Darts that land in the inner circle earn 100 points each. Darts that land in the middle ring earn 10 points each. Darts that land in the outer ring earn 1 point each.	4.NBT.2

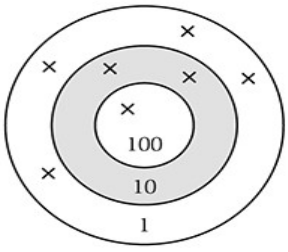
NAEP Question	CCLS Alignment

Jill threw 9 darts
Each × marks a spot where one of Jill's darts landed.
What was Jill's score?
Answer: _____ points



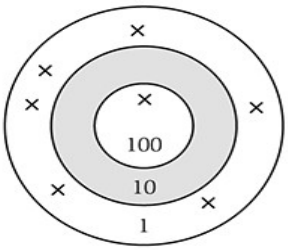
Jill's Turn

Kevin threw 7 darts, and they landed as shown
He has 2 more darts to throw.



Kevin's Turn

Ruth threw 7 darts, and they landed as shown.
She has 2 more darts to throw.



Ruth's Turn

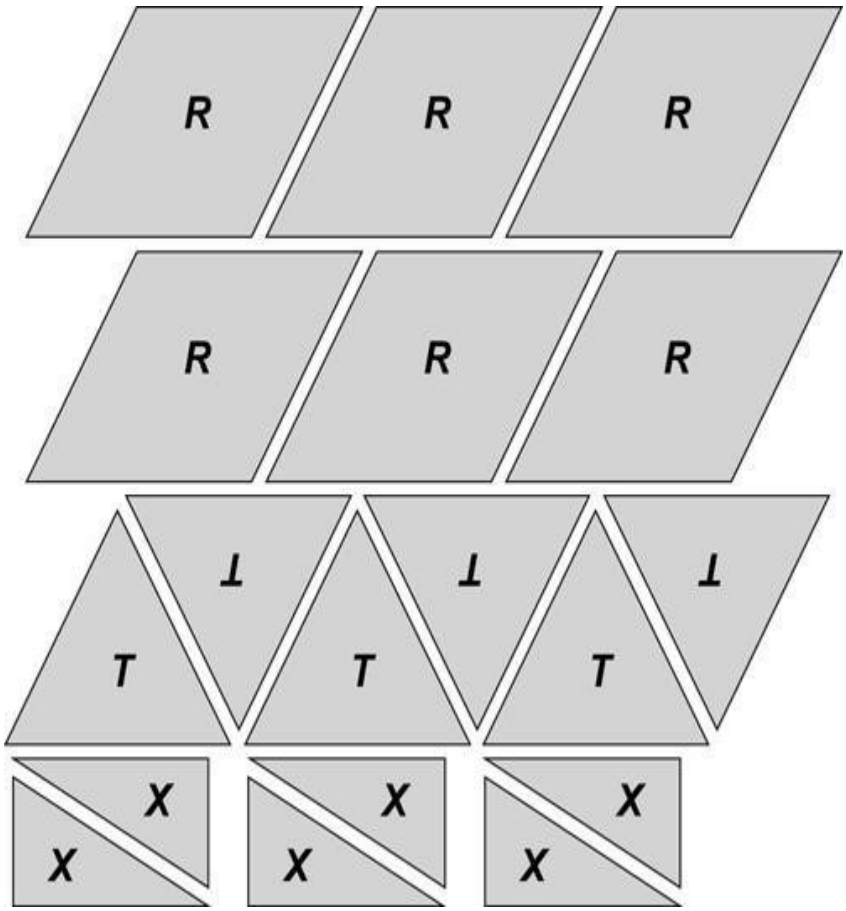
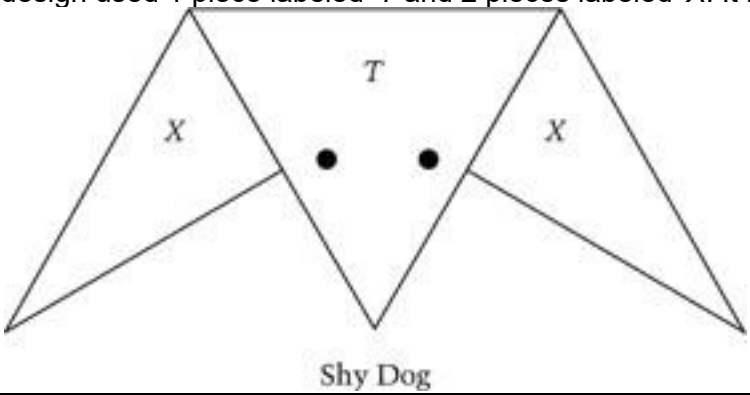
The person who has the highest score after throwing 9 darts wins the game.

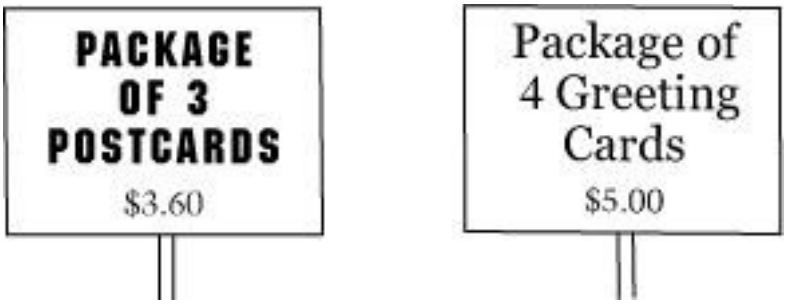
Can Jill win the game? ⬭ Yes ⬭ No

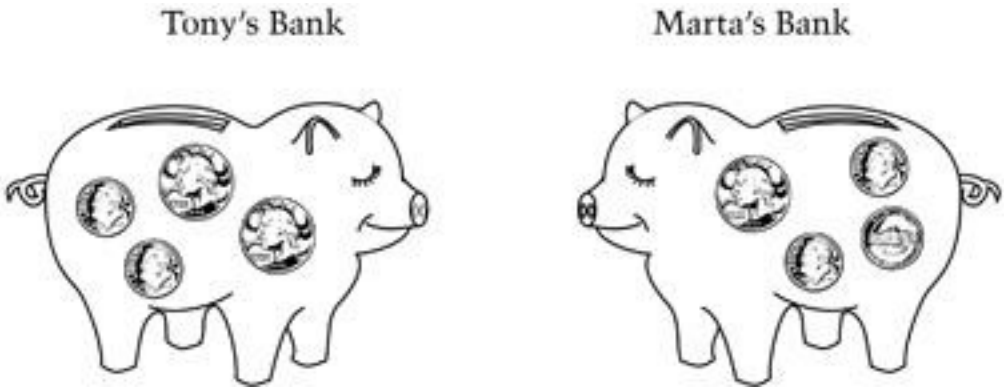
Can Kevin win the game? ⬭ Yes ⬭ No

Can Ruth win the game? ⬭ Yes ⬭ No

Explain how you know which players can win and which players cannot win.

NAEP Question	CCLS Alignment
24. Ms. Kim has 45 stickers that she wants to give out to 6 students. The students are sitting in a circle. Ms. Kim gives out one sticker at a time and keeps going around the circle until all the stickers are gone. How many of the students will get more than 7 stickers? A. 2 B. 3 C. 5 D. 6	4.NBT.6
 *The following question* refers to pieces *R*, *T* and *X*. You will need the pieces labeled *T* and *X* to answer this question.	
25. Kylena made a design from the pieces and called it a "shy dog." Each dog design used 1 piece labeled *T* and 2 pieces labeled *X*. It looked like this.  Shy Dog	6.RP.3

NAEP Question	CCLS Alignment
How many of each of the pieces would she need to make 26 shy dog designs? Piece *T* _____ Piece *X* _____ If Kylena had only 11 pieces labeled *T* and only 15 pieces labeled *X*, how many shy dog designs could she make? Answer: _____ Use drawings, words, or numbers to explain how you found the number of shy dog designs she could make.	
26. There will be 58 people at a breakfast and each person will eat 2 eggs. There are 12 eggs in each carton. How many cartons of eggs will be needed for the breakfast? A. 9 B. 10 C. 72 D. 116 Did you use the calculator on this question? ○ Yes ○ No	4.OA.3
	
27. Rico bought 10 cards, which cost $12.20 before tax. How many packages of each type did he buy?_____Packages of postcards _____Packages of greeting cards Explain how you know your answer is correct. Rico said that one postcard is cheaper than one greeting card. Show that Rico is correct. Did you use the calculator on this question? ○ Yes ○ No	6.RP.3

NAEP Question	CCLS Alignment
	
28. Tony has 2 quarters and 2 dimes. Marta has 1 quarter, 2 dimes, and 1 nickel. Which of the coins from Tony's bank would he need to give Marta so that they each have the same amount of money? A. One dime B. Two dimes C. One quarter D. One quarter and one dime	4.MD.2
29. Five classes are going on a bus trip and each class has 21 students. If each bus holds only 40 students, how many buses are needed for the trip? Answer: _____	4.OA.3
30. Mark says $\frac{1}{4}$ of his candy bar is smaller than $\frac{1}{5}$ of the same candy bar. Is Mark right? ⬭ Yes ⬭ No Draw a picture or use words to explain why you think Mark is right or wrong.	4.NF.2
31. A club needs to sell 625 tickets. If it has already sold 184 tickets to adults and 80 tickets to children, how many more does it need to sell? Answer: _____	3.OA.8
32. Sue bought a notebook for $3.59. She gave the clerk a $5 bill. Which of these is the correct amount of change? A. One dollar, four dimes, and a penny B. One dollar, five dimes, and a penny C. Two dollars, four dimes, and a penny D. Two dollars, five dimes, and nine pennies	2.MD.8