ies NATIONAL CENTER FOR EDUCATION STATISTICS
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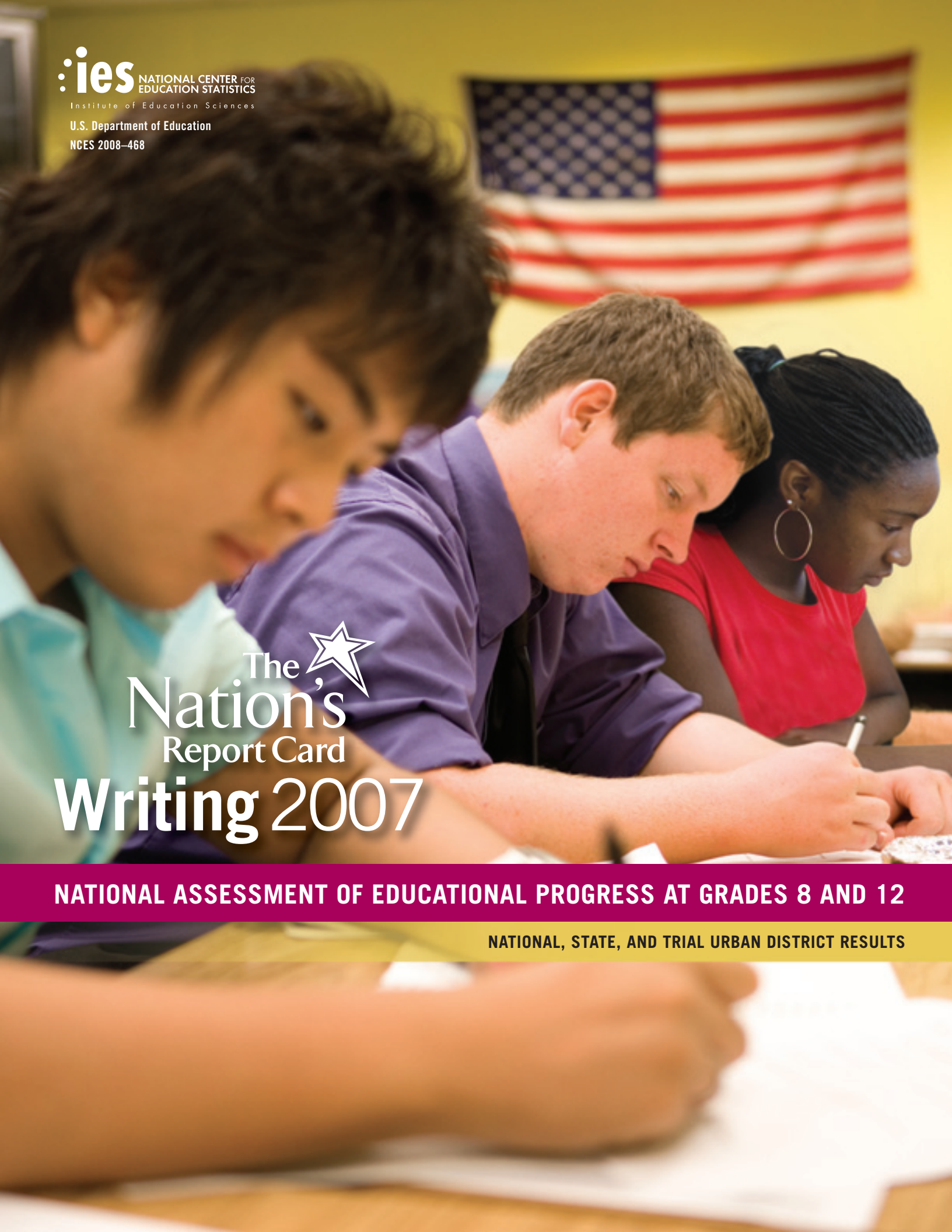
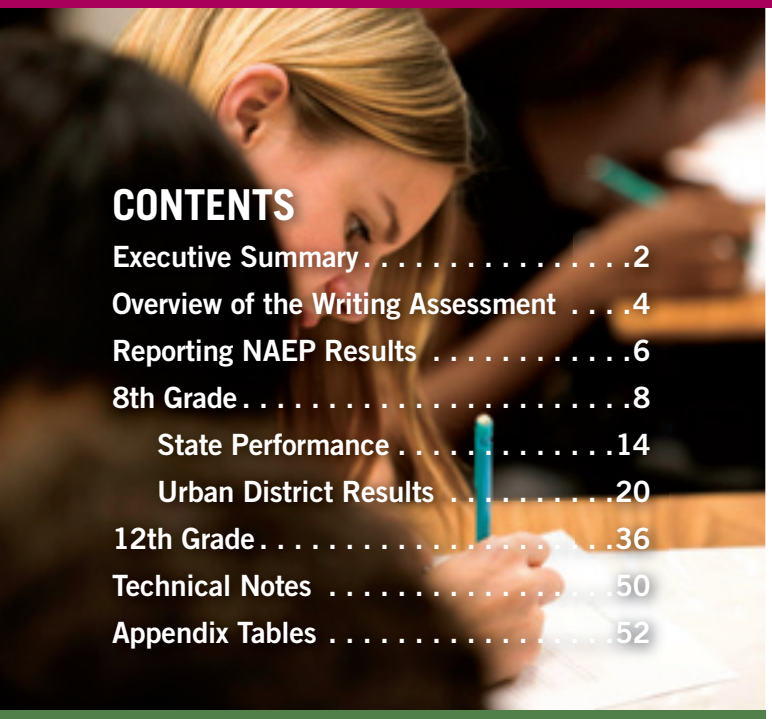


The Nation's Report Card
Writing 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 8 AND 12

NATIONAL, STATE, AND TRIAL URBAN DISTRICT RESULTS



CONTENTS

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.

For over three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. By collecting and reporting information on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students and their families is protected, and the identities of participating schools are not released.

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

The writing skills of eighth- and twelfth-graders improved in 2007 compared to earlier assessment years, with gains across many student groups.

Nationally representative samples of more than 165,000 eighth- and twelfth-graders participated in the 2007 National Assessment of Educational Progress (NAEP) writing assessment (the assessment was not administered at grade 4 in 2007). Each student responded to 2 out of 17 possible writing tasks intended to measure one of three purposes for writing: narrative, informative, or persuasive.

Results are presented nationally for both eighth- and twelfth-graders, and in participating states and urban districts only for eighth-graders. Comparing the results of the 2007 writing assessment to results from previous years shows the progress eighth- and twelfth-graders are making in improving writing skills.

Scores increase in 2007 for both eighth- and twelfth-graders nationally

Average writing scores were higher in 2007 than in previous assessments in 2002 and 1998. Increases were also seen since 2002 in percentages of students performing at or above the *Basic* achievement level but not at or above *Proficient*.

At grade 8 in 2007

- The average writing score was 3 points higher than in 2002 and 6 points higher than in 1998.
- The percentage of students performing at or above the *Basic* level increased from 85 percent in 2002 to 88 percent and was also higher than in 1998.
- The percentage of students performing at or above the *Proficient* level was higher than in 1998 but showed no significant change since 2002.

At grade 12 in 2007

- The average writing score was 5 points higher than in 2002 and 3 points higher than in 1998.
- The percentage of students performing at or above the *Basic* level increased from 74 percent in 2002 to 82 percent and was also higher than in 1998.
- The percentage of students performing at or above the *Proficient* level was higher than in 1998 but showed no significant change since 2002.

Most racial/ethnic groups gain

As shown in the chart below, average writing scores increased since 2002 for White, Black, and Asian/Pacific Islander students at both grades. The average score for Hispanic eighth-graders was higher in 2007 than in both previous assessments, while there was no significant change for Hispanic students at grade 12.

Some racial/ethnic and gender gaps are closing

Gains for minority students and male students have contributed to the narrowing of some gaps. At grade 8, the 6-point increase in the average score for Black students from 2002 to 2007 contributed to a smaller gap between White and Black students than in both previous assessments.

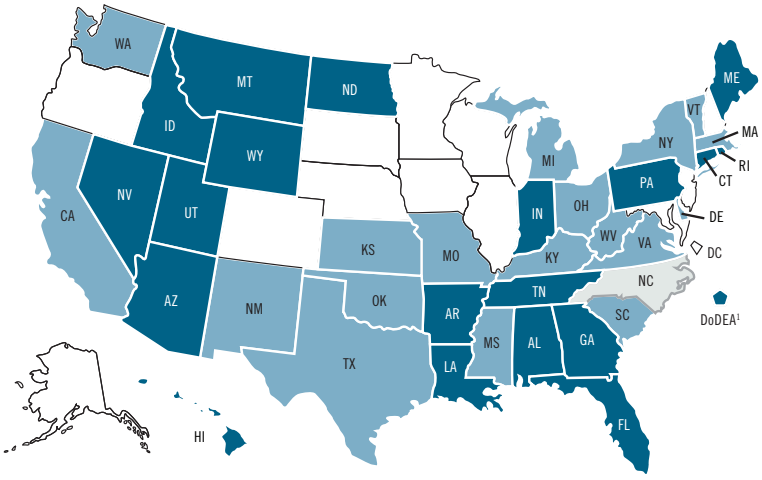
At grade 12, an 8-point increase for male students since 2002 contributed to a narrowing of the male – female gap in comparison to 2002, but there was no significant change in comparison to the gap in 1998.

Student groups	Grade 8		Grade 12	
	Since 1998	Since 2002	Since 1998	Since 2002
Overall	↑	↑	↑	↑
White	↑	↑	↑	↑
Black	↑	↑	↔	↑
Hispanic	↑	↑	↔	↔
Asian/Pacific Islander	↔	↑	↔	↑
American Indian/ Alaska Native	↔	↔	↔	‡
Male	↑	↑	↑	↑
Female	↑	↑	↑	↔
Gaps				
White – Black	↓	↓	↔	↔
White – Hispanic	↔	↔	↔	↔
Female – Male	↔	↔	↔	↓

↑ Indicates the score was higher or the gap increased in 2007.
↓ Indicates the score was lower or the gap decreased in 2007.
↔ Indicates there was no significant change in the score or the gap in 2007.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

These and other results can be found at http://nationsreportcard.gov.

Some states gain at grade 8



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

Of the 39 states and jurisdictions that participated in both 2002 and 2007, average writing scores for eighth-graders in

- 19 states and Department of Defense schools increased,
- 1 state decreased, and
- 18 states showed no significant change.
- Twelve states and the District of Columbia did not participate or did not meet the minimum participation guidelines for reporting.

Urban districts gain

As shown in the chart to the right, eighth-graders in three of the four districts that participated in both the 2002 and 2007 NAEP writing Trial Urban District Assessments (TUDA) improved. When compared to their home states, Atlanta and Los Angeles made greater gains since 2002.

District	Since 2002
Atlanta	↑
Chicago	↑
Houston	↔
Los Angeles	↑

While scores in 9 of the 10 participating urban districts were lower than the average score for eighth-graders in the nation, when comparing results for only lower-income students, scores in six districts were not significantly different from the nation. Lower-income students in Boston and New York City scored higher on average than their peers in large central cities (i.e., cities with populations of 250,000 or more).

Among the 10 districts that participated in 2007, the average writing score for eighth-graders in Charlotte was higher than the score for public school students in large central cities. Also in comparison to large central cities, scores for students in Cleveland and Los Angeles were lower, and scores in the remaining seven districts were not significantly different.

Overview of the Writing Assessment

The NAEP writing assessment measures writing skill by asking students to write essays and stories for a variety of audiences. In this way, the assessment collects important information on students' writing ability and offers a broad picture of how well our nation's students can explain, persuade, and describe using written words.

The Writing Framework

The NAEP writing framework serves as the blueprint for the writing assessment. Developed under the guidance of the National Assessment Governing Board, the framework represents ideas from a wide range of organizations that are part of writing education, including writing experts, school administrators, policymakers, teachers, parents, and others.

Informed by writing research and theory, the NAEP writing framework emphasizes that good writers can communicate effectively in a variety of styles. In addition, effective writing requires a thoughtful approach that includes composing and revising.

The framework specifies that students' writing skills be measured by asking students to write for different purposes and audiences. Tasks on the assessment require students to inform, to persuade, and to tell stories—real or imagined—and to do so for a range of audiences, among them teachers, newspaper editors, potential employers, and peers.

The current NAEP writing framework was first used to guide the development of the 1998 assessment at grades 4, 8, and 12 and has continued to be used through 2007. (A new framework will be used for the 2011 NAEP writing assessment.) Updates to the framework have provided more detail about the kinds of writing tasks to include in the assessment but have not changed the content, allowing students' performance in 2007 to be compared with previous years. While grade 4 was not assessed in 2007, fourth-graders were assessed in previous years and may be assessed again in the future.

For more information on the framework, visit http://www.nagb.org.

PURPOSE FOR WRITING

Narrative—Narrative writing encourages writers to incorporate their imagination and creativity in the production of stories and personal essays. At its best, narrative writing fosters imagination, creativity, and speculation by allowing writers to express their thoughts and to analyze and understand actions and emotions.

Informative—In informative writing, the writer provides the reader with information. This type of writing is used to share knowledge and to convey messages, instructions, and ideas. When used as a means of exploration, informative writing helps both the writer and the reader to learn new ideas and to reexamine old conclusions.

Persuasive—Persuasive writing seeks to persuade the reader to take action or bring about change. This type of writing involves a clear awareness of what arguments might most affect the audience being addressed. Writing persuasively also requires the use of such skills as analysis, inference, synthesis, and evaluation.

Assessment Design

The 2007 writing assessment consisted of 17 writing tasks at each grade. To minimize the burden on any one student, each student took only a portion of the assessment, consisting of two 25-minute sections. Each section featured one writing task intended to measure one of the three purposes for writing. The writing tasks incorporated a variety of stimuli to elicit students' writing, including photographs, cartoons, newspaper articles, letters, poems, or literary excerpts. Examples of students' responses are included in this report.

Students had the opportunity to write in a variety of forms, such as essays, letters, and stories. Space was provided in each test booklet section to enable students who chose to do so to engage in prewriting activities. Students were also given a writing brochure that presented them with ideas about how to plan their writing and review what they wrote. They were encouraged to use this in the process of responding to each writing task. While the same general ideas were presented in the brochures for both grades 8 and 12, the wording varied slightly for each grade. Copies of the brochures given to eighth- and twelfth-graders are provided in each grade section of this report.

The emphasis on each purpose for writing varied from grade to grade to match the differing levels of student development and instructional focus. As shown in table 1, the targeted percentage of assessment time gave comparable weight to all three purposes at grade 8 and stressed informative and persuasive writing at grade 12.

Scoring Students' Writing

Students' written responses were evaluated according to scoring guide criteria describing six performance ratings: Excellent, Skillful, Sufficient, Uneven, Insufficient, and Unsatisfactory. Specific scoring guides were developed for narrative, informative, and persuasive writing at each grade. Recognizing that a national standardized writing assessment such as NAEP constrains students' opportunities to plan and revise, responses to assessment tasks were viewed as first drafts and not as polished pieces of writing. Only the students' completed responses were considered in the rating process; scorers did not see students' planning pages.

Table 1. **Target percentage of assessment time in NAEP writing, by grade and purpose for writing: 2007**

Purpose for writing	Grade 8	Grade 12
Narrative	33%	25%
Informative	33%	35%
Persuasive	33%	40%

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Assessment Governing Board, Writing Framework and Specifications for the 2007 National Assessment of Educational Progress, 2006.

Reporting NAEP Results

The students selected to take the NAEP writing assessment represent all eighth- and twelfth-grade students across the U.S. Students who participate in NAEP play an important role by providing information on academic achievement in our nation's schools. NAEP data can only be obtained with the cooperation of schools, teachers, and students nationwide.

Representative samples of schools and students at grades 8 and 12 participated in the 2007 NAEP writing assessment (table 2). The national results reflect the performance of all eighth- and twelfth-graders in public, private, Bureau of Indian Education, and Department of Defense schools. The numbers of schools and students participating at grade 8 were larger than at grade 12 in order to report results for individual states and 10 urban districts. The state and urban district results reflect the performance of eighth-graders in public schools only.

Table 2. **Number of participating schools and students in NAEP writing assessment, by grade: 2007**

Grade	Schools	Students
Grade 8	6,810	139,900
Grade 12	660	27,900

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are 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), 2007 Writing Assessment.

Scale Scores

NAEP writing results are reported on a 0–300 scale. Because NAEP scales are developed independently for each subject, average scores cannot be compared across subjects even when the scale has the same range. Although the writing scale score ranges are identical for both grades 8 and 12, they were derived independently, and therefore, scores cannot be compared across grades. For example, the average score of 156 at grade 8 does not denote higher performance than the score of 153 at grade 12.

In addition to reporting an overall writing score for each grade, 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 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. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level.

States may define their assessment standards differently than NAEP. For example, a state's proficient achievement level may be the standard for promotion to the next grade, while NAEP defines the *Proficient* level as competency over challenging subject matter.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on

NAEP ACHIEVEMENT LEVELS

BASIC denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

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

ADVANCED represents superior performance.

a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials.

Item Maps

Item maps provide another way to interpret the scale scores and achievement-level results for each grade. The item maps displayed in each grade section of this report show student performance on NAEP writing tasks at different points on the scale.

Accommodations and Exclusions in NAEP

Many of the same testing accommodations allowed on state and district assessments (e.g., extra testing time or individual rather than group administration) are provided for students with disabilities or English language learners participating in NAEP. Even with the availability of accommodations, some students are excluded from the NAEP assessments by their schools. Jurisdictions vary in their proportions of special-needs students (especially English language learners). These variations, as well as differences in policies and practices regarding the identification and inclusion of special-needs students, lead to differences in exclusion and accommodation rates. These differences should be considered when comparing student performance over time and across jurisdictions.

While the effect of exclusion is not precisely known, the validity of comparisons of performance results could be affected if exclusion rates are comparatively high or vary widely over time. In the 2007 writing assessment, overall exclusion rates (for both students with disabilities and English language learners) in the nation were 3 percent at both grades 8 and 12, state exclusion rates at grade 8 varied from 1 to 7 percent, and the 10 urban school districts excluded from 2 to 11 percent. See appendix tables A-1 through A-5 and A-13 for the percentages of students accommodated and excluded at the national, state, and urban district levels. More information about NAEP's policy on inclusion of special-needs students is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Interpreting Results

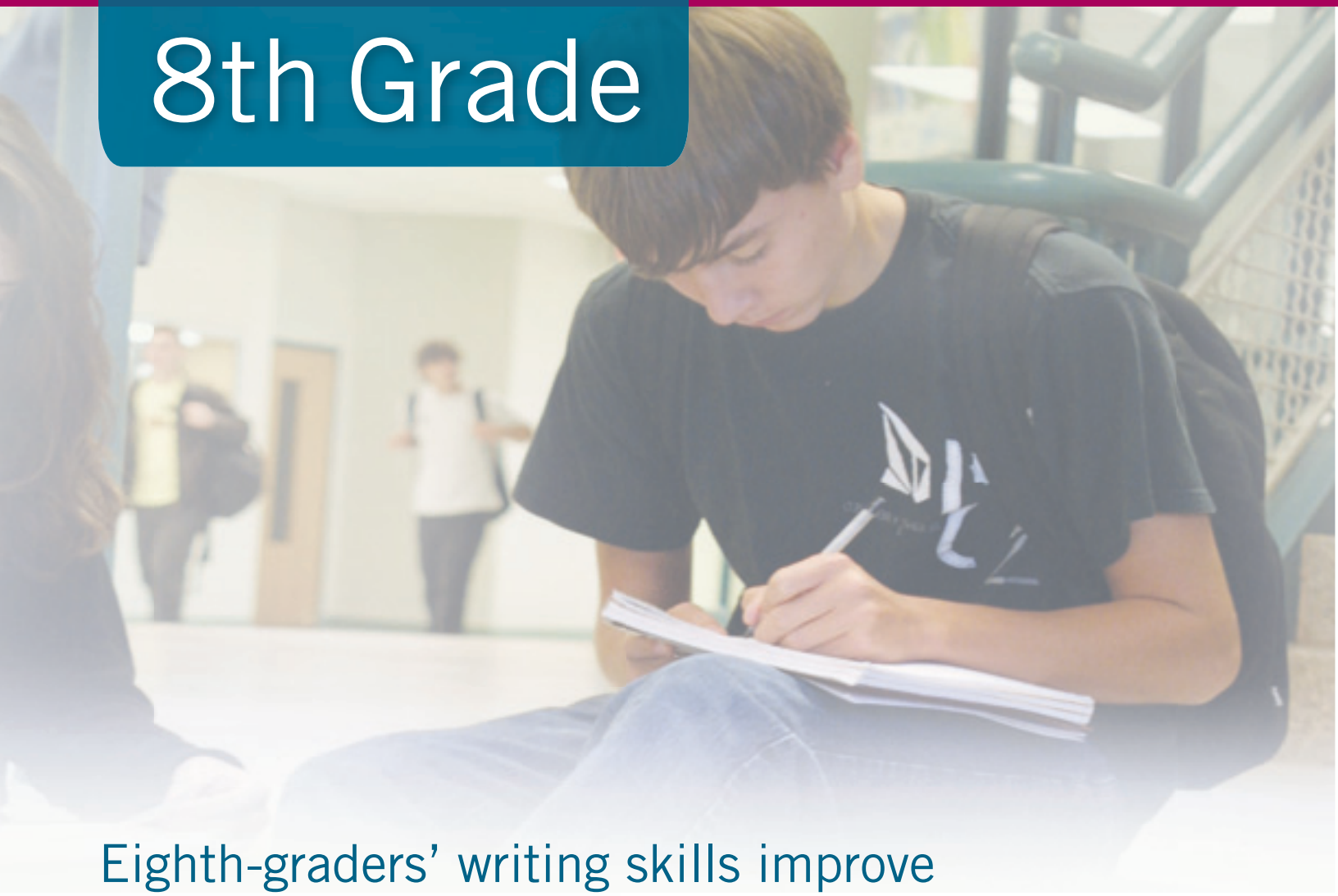
Results from the 2007 writing assessment are compared to results from previous assessment years. Changes in performance results over time may reflect not only changes in students' knowledge and skills but also other factors, such as changes in student demographics, education programs and policies (including policies on accommodations and exclusions), and teacher qualifications.

NAEP results adopt widely accepted statistical standards; findings are reported based on a statistical significance level set at .05 with appropriate adjustments for multiple comparisons. In the tables and figures of this report that present results over time, the symbol (*) is used to indicate that a score or percentage in a previous assessment year is significantly different from the comparable measure in 2007. The symbol is also used to highlight differences between scores or percentages of students in urban districts and those in the nation or large central cities. As a result of larger eighth-grade sample sizes beginning in 2002, smaller differences (e.g., 1 or 2 points) can be found to be statistically significant than would have been detected with the smaller sample sizes used in 1998 or in the twelfth-grade samples.

Score differences or gaps are calculated based on differences between unrounded numbers. Therefore, the reader may find that score differences cited in the text may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

Not all of the data for results discussed in this report are presented in corresponding tables or figures. These and other results can be found at http://nationsreportcard.gov. For additional information, use the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/nde.

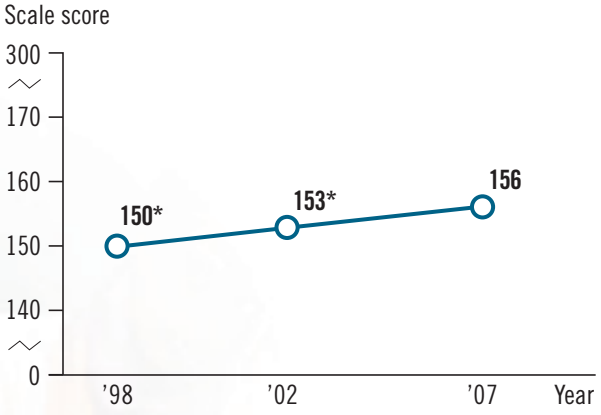
8th Grade



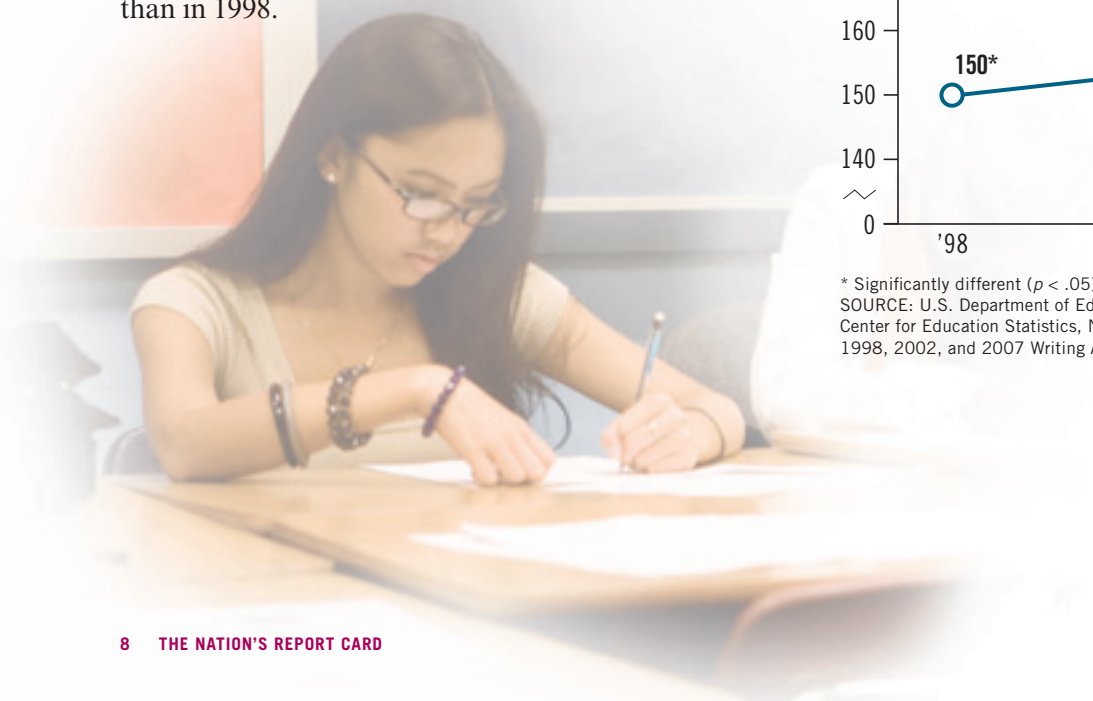
Eighth-graders' writing skills improve

The nation's eighth-graders demonstrated better writing skills in 2007 than in previous years. As shown in figure 1, the average score of 156 in 2007 was higher than in both previous assessments. Eighth-graders scored 3 points higher than in 2002 and 6 points higher than in 1998.

Figure 1. **Trend in eighth-grade NAEP writing average scores**



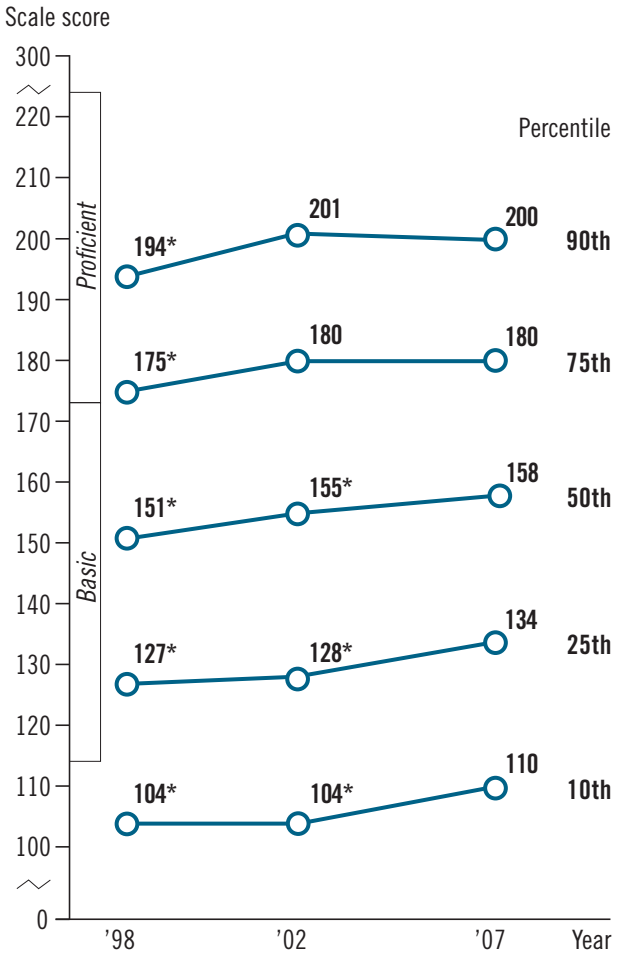
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



Lower- and middle-performing students improve since 2002

Students at the 10th, 25th, and 50th percentiles scored higher in 2007 than in both previous assessments (figure 2). Scores for students at the 75th and 90th percentiles showed no significant change in comparison to 2002, but both were higher than in 1998.

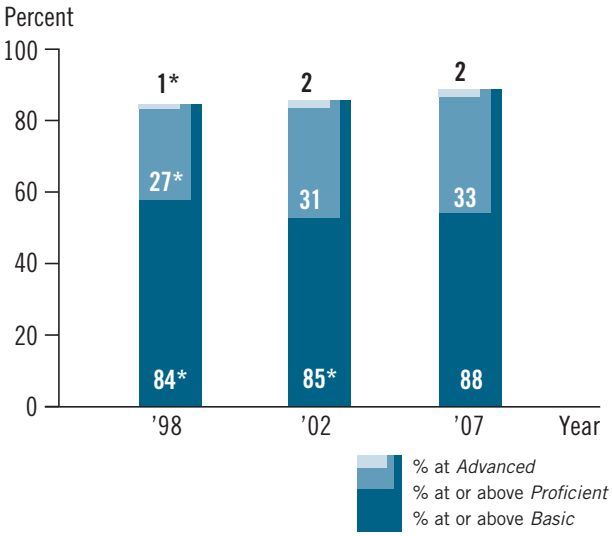
Figure 2. **Trend in eighth-grade NAEP writing percentile scores**



* Significantly different ($p < .05$) from 2007.

Achievement-level results also showed increases for lower- and middle-performing students. The percentage of eighth-graders performing at or above the *Basic* level was higher in 2007 than in both previous assessments (figure 3). While there was no significant change in the percentage of students performing at or above *Proficient* since 2002, the percentage was higher in 2007 than in 1998.

Figure 3. **Trend in eighth-grade NAEP writing achievement-level results**



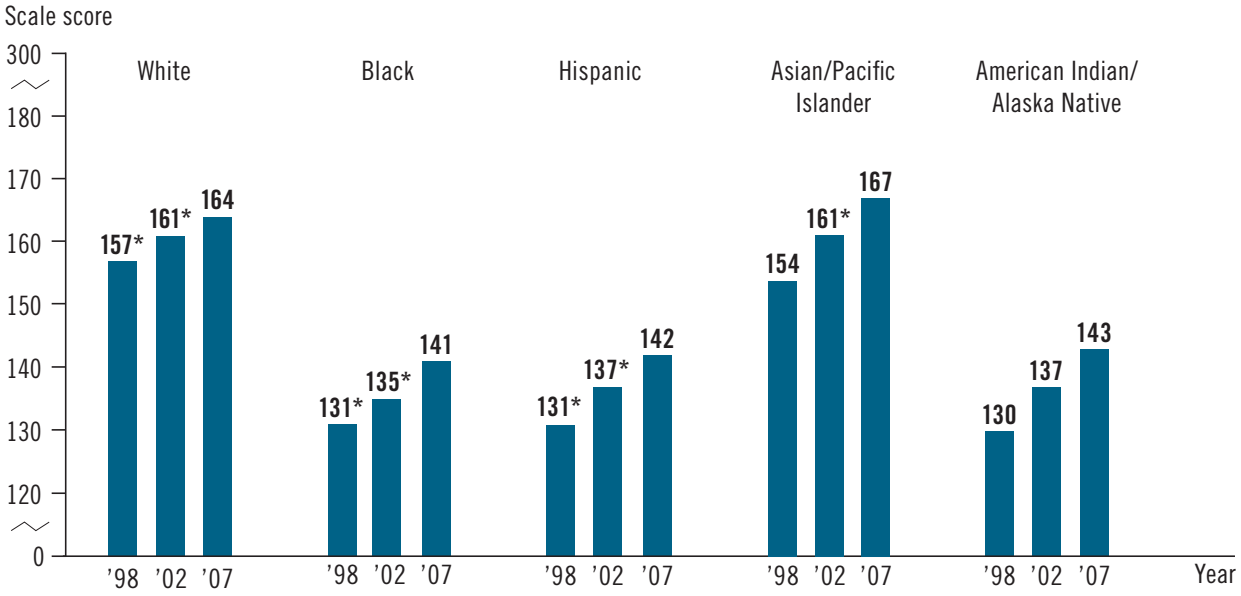
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Racial/ethnic groups gain

Most racial/ethnic groups showed writing progress since 2002. White, Black, and Hispanic students had higher average writing scores than in 2002 and 1998. Asian/Pacific Islander students scored higher than in 2002, but the apparent change in comparison to 1998 was not statistically significant (figure 4).

There was no significant change in the average writing score for American Indian/Alaska Native students compared to previous assessment years. Although not shown here, scores for American Indian/Alaska Native students at the 50th and 75th percentiles were higher in 2007 than in 1998.

Figure 4. **Trend in eighth-grade NAEP writing average scores, by race/ethnicity**



* Significantly different ($p < .05$) from 2007.
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), 1998, 2002, and 2007 Writing Assessments.

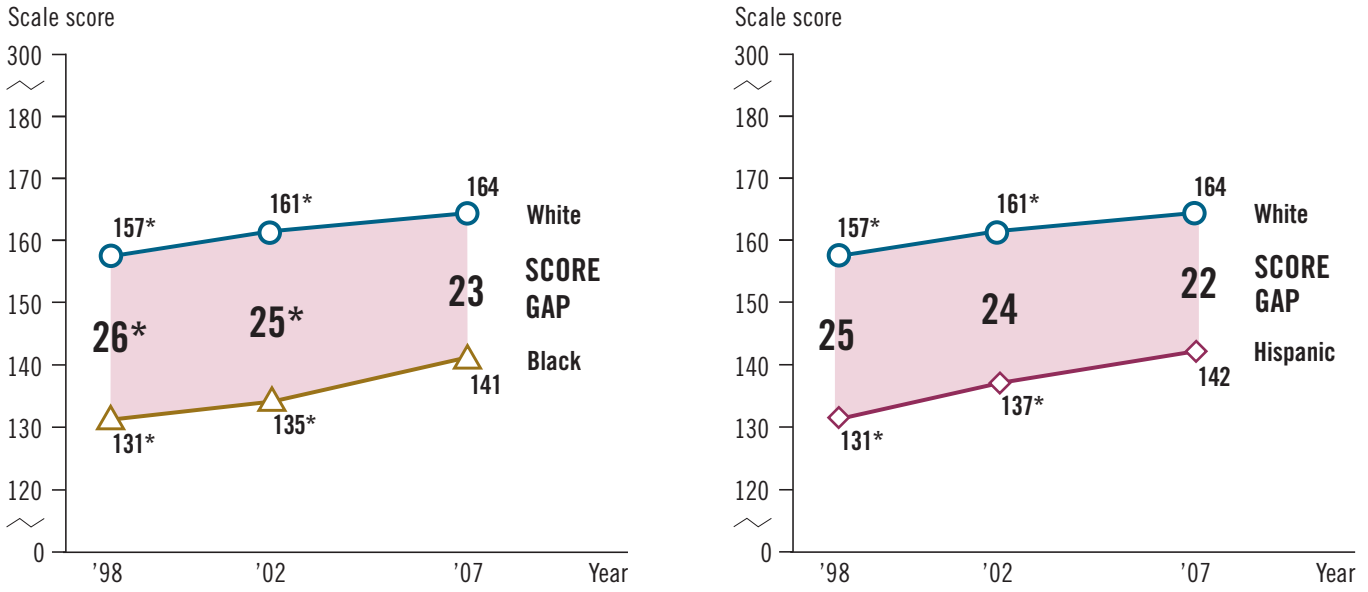
ACHIEVEMENT-LEVEL RESULTS

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/writing_2007/data.asp.

White – Black gap narrows

Significant gaps continue to exist between the writing scores of White students and other racial/ethnic groups. A 23-point gap exists between White and Black eighth-graders. However, with the increase in the score for Black students in 2007, this gap was narrower than in both previous assessments (figure 5). The 22-point score gap between White and Hispanic students was not significantly different from the gaps in 2002 or 1998.

Figure 5. **Trend in eighth-grade NAEP writing average scores and score gaps, by selected racial/ethnic groups**



* Significantly different ($p < .05$) from 2007.
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.

In each assessment year, NAEP collects information on student demographics. As shown in table 3, the percentage of White eighth-graders in the population was lower in 2007 than in 2002 and 1998, while the percentage of Hispanic students was higher. The percentage of Black students also increased from 15 percent in 1998 and 2002 to 16 percent in 2007. The percentage of Asian/Pacific Islander students was higher in 2007 than in 1998.

Table 3. **Percentage of students assessed in eighth-grade NAEP writing, by race/ethnicity: 1998, 2002, and 2007**

Race/ethnicity	1998	2002	2007
White	70*	65*	59
Black	15*	15*	16
Hispanic	11*	14*	18
Asian/Pacific Islander	3*	4	5
American Indian/ Alaska Native	1	1	1

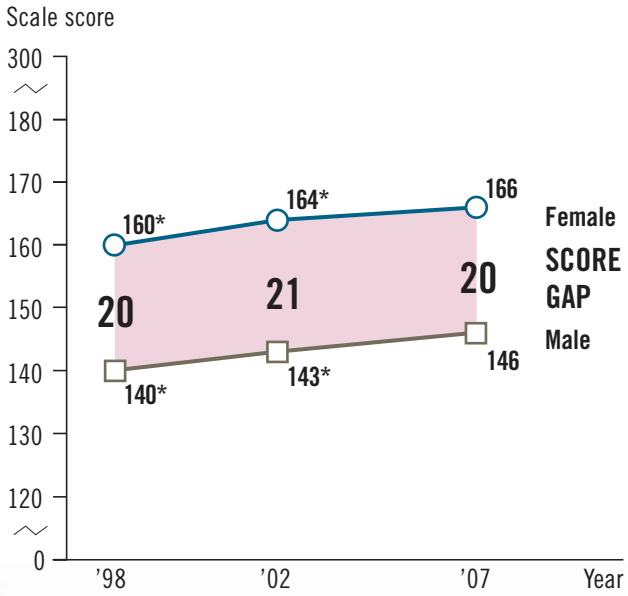
* Significantly different ($p < .05$) from 2007.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for the unclassified race/ethnicity category.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Females outscore males

The performance of both female and male eighth-graders showed overall improvement in writing. In 2007, both groups scored 3 points[1] higher than in 2002 and 6 points higher than in 1998 (figure 6). The 20-point score gap between the two groups in 2007 was not significantly different from the gap in 2002 or 1998.

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

Figure 6. **Trend in eighth-grade NAEP writing average scores and score gaps, by gender**



* Significantly different ($p < .05$) from 2007.
NOTE: Score gaps are calculated based on differences between unrounded average scores.

Scores vary by family income

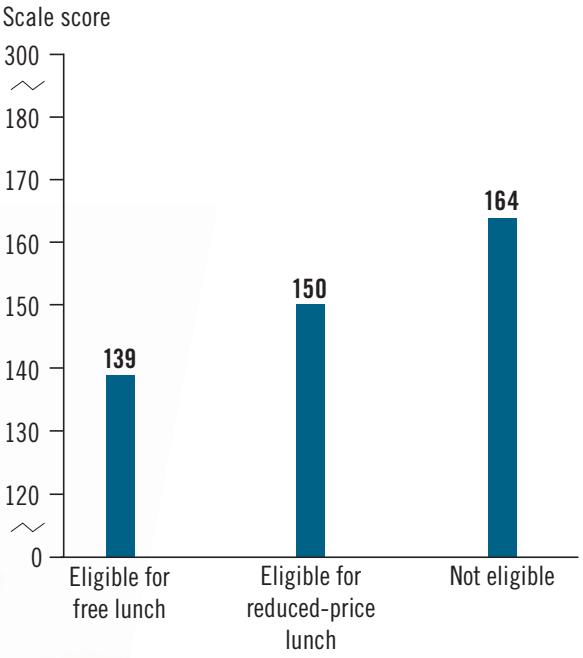
NAEP uses students' eligibility for the National School Lunch Program as an indicator of poverty. Students from lower-income families are eligible (see Technical Notes for eligibility criteria), while students from higher-income families are not.

For eighth-graders in 2007,

- 32 percent were eligible for free lunch,
- 6 percent were eligible for reduced-price lunch,
- 55 percent were not eligible for the school lunch program, and
- information was not available for 7 percent of the students.

Students eligible for free lunch scored lower than those eligible for reduced-price lunch. Both groups scored lower on average than students who were not eligible. There was a 25-point score gap between students who were eligible for free lunch and those who were not eligible (figure 7).

Figure 7. **Average scores in eighth-grade NAEP writing, by eligibility for free or reduced-price school lunch: 2007**



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Private school students score higher than public school students

In 2007, nine percent of eighth-graders attended private schools, and 91 percent attended public schools. Private school eighth-graders outperformed their peers in public schools in both 1998 and 2007. Although response rates were too low to report results in 2002 for private schools overall, results could be reported for Catholic school students. Private school students attending Catholic schools had higher average scores than their peers in public schools for all three assessments (table 4).

It is important to note there may be many reasons why private school students perform differently, on average, from public school students. Differences in demographic composition, admission policies, parental involvement, and other factors not measured in NAEP can influence student achievement.

Eighth-graders in all three categories have made gains in writing since the initial assessment year. Average writing scores were higher in 2007 than in 1998 for public and private school students. The score for Catholic school students in 2007 showed no significant change from 2002 but was 6 points higher than in 1998.

Table 4. **Average scores in eighth-grade NAEP writing, by type of school: 1998, 2002, and 2007**

Type of school	1998	2002	2007
Public	148*	152*	154
Private	167*	‡	173
Catholic	169*	172	175

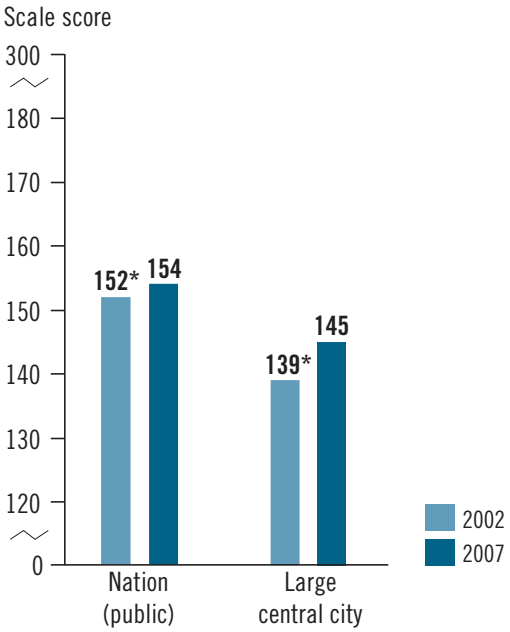
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007.

Public school students in large central cities improve since 2002

NAEP results for large central cities reflect the performance of public school students in 66 cities with populations of 250,000 or more. Results for large central cities are reported for grade 8 to provide an appropriate comparison group for the Trial Urban District Assessment (TUDA) results presented later in this report. Students in large central cities represent a peer group with characteristics that are more similar to students in urban districts than in the nation as a whole.

While the average writing score in 2007 for students in large central cities was lower than the score for public school students nationally, scores for both groups increased in comparison to 2002 (figure 8). The average score for public school students in the nation was 3 points[2] higher than in 2002, and the score for students in large central cities was 6 points higher.

Figure 8. **Average scores in NAEP writing for eighth-grade public school students, by nation and large central city: 2002 and 2007**



* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

FOR MORE INFORMATION...

Additional results for large central cities are included with those for trial urban districts in figures 12 and 13, tables 8 through 10, appendix tables A-13 through A-20, and at http://nationsreportcard.gov/writing_2007/w0037.asp.

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

State Performance at Grade 8

Compared to 1998, students in most participating states have increased their average writing scores, and no states showed a decline.

State participation in the NAEP writing assessment is voluntary. Forty-five states participated in the 2007 writing assessment. Thirty-eight states participated in both 2007 and 2002, and 33 participated in both 2007 and 1998, allowing for comparisons over time. Beyond the states, the Department of Defense schools participated in all three assessment years.

The maps presented on the following page illustrate the changes in average writing scores since 2002 and 1998 for participating states and Department of Defense schools. For purposes of illustration, changes in average scores for White, Black, and Hispanic students are highlighted in comparison to 2002, and overall achievement-level results are highlighted in comparison to 1998.

Progress Compared to 2002

- Average writing scores increased in 19 states and the Department of Defense schools (figure 9).
- Scores decreased only in North Carolina and showed no significant change in the remaining 18 states.

For racial/ethnic groups…

- Scores increased for White students in 16 states, Black students in 8 states, and Hispanic students in 7 states.
- Scores increased for all three racial/ethnic groups in Connecticut, Georgia, and Pennsylvania.
- No states showed a decline in average scores for White, Black, or Hispanic students.

Progress Compared to 1998

- Average writing scores increased in 28 states and the Department of Defense schools (figure 10).
- No states declined in overall average scores.

For students at or above Basic *and* Proficient…

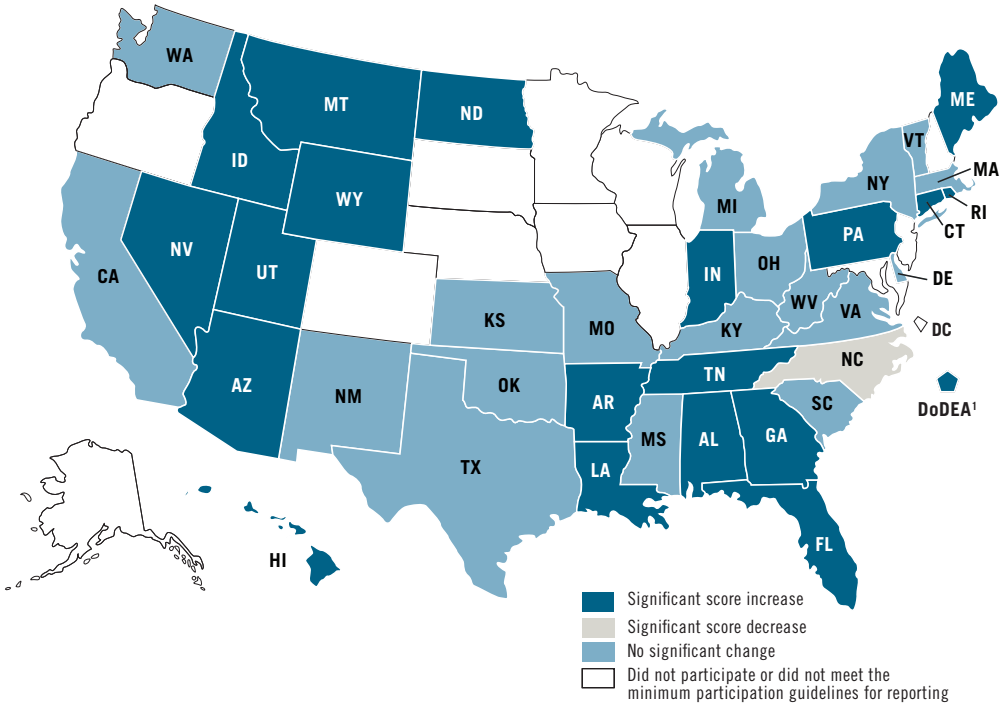
- Percentages of students performing at or above *Basic* increased in 22 states and the Department of Defense schools.
- Percentages of students performing at or above *Proficient* increased in 26 states and the Department of Defense schools.

These and other state results for grade 8 are provided in figure 11, tables 5 and 6, and appendix tables A-6 through A-12.

Making State Comparisons

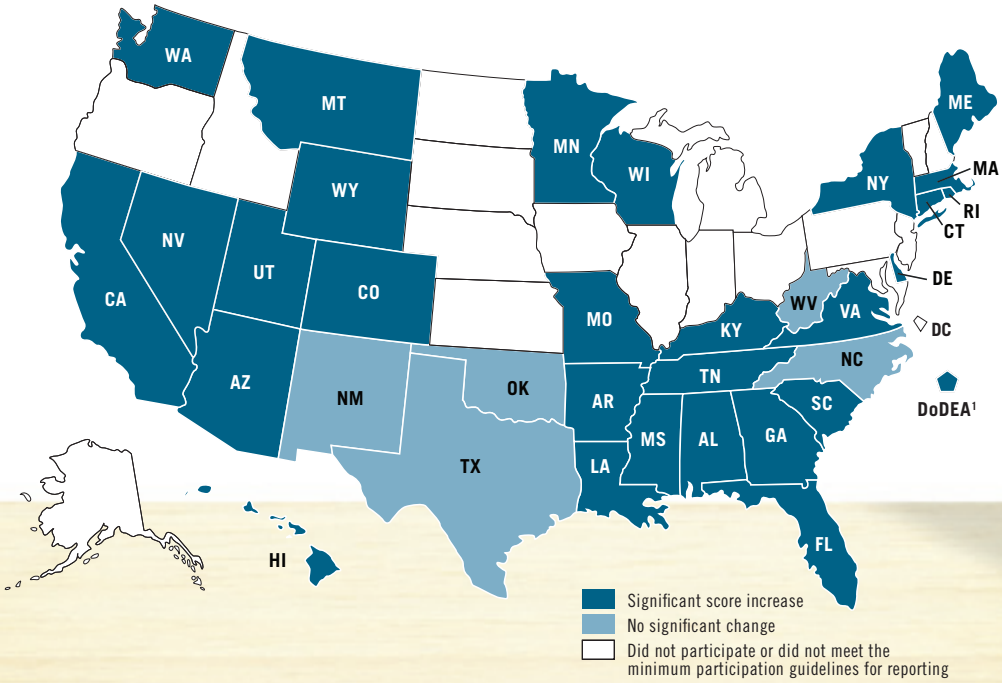
When comparing states, it is important to remember that performance results may be affected by differences in state and local policies regarding the identification, accommodation, and exclusion of students with disabilities and English language learners. Decisions regarding exclusion and accommodation are made by the schools, and if rates are comparatively high or vary widely over time, the validity of comparisons of performance results could be affected. See appendix tables A-3 through A-5 for state exclusion and accommodation rates. Additional information is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Figure 9. **Changes in eighth-grade NAEP writing average scores between 2002 and 2007**



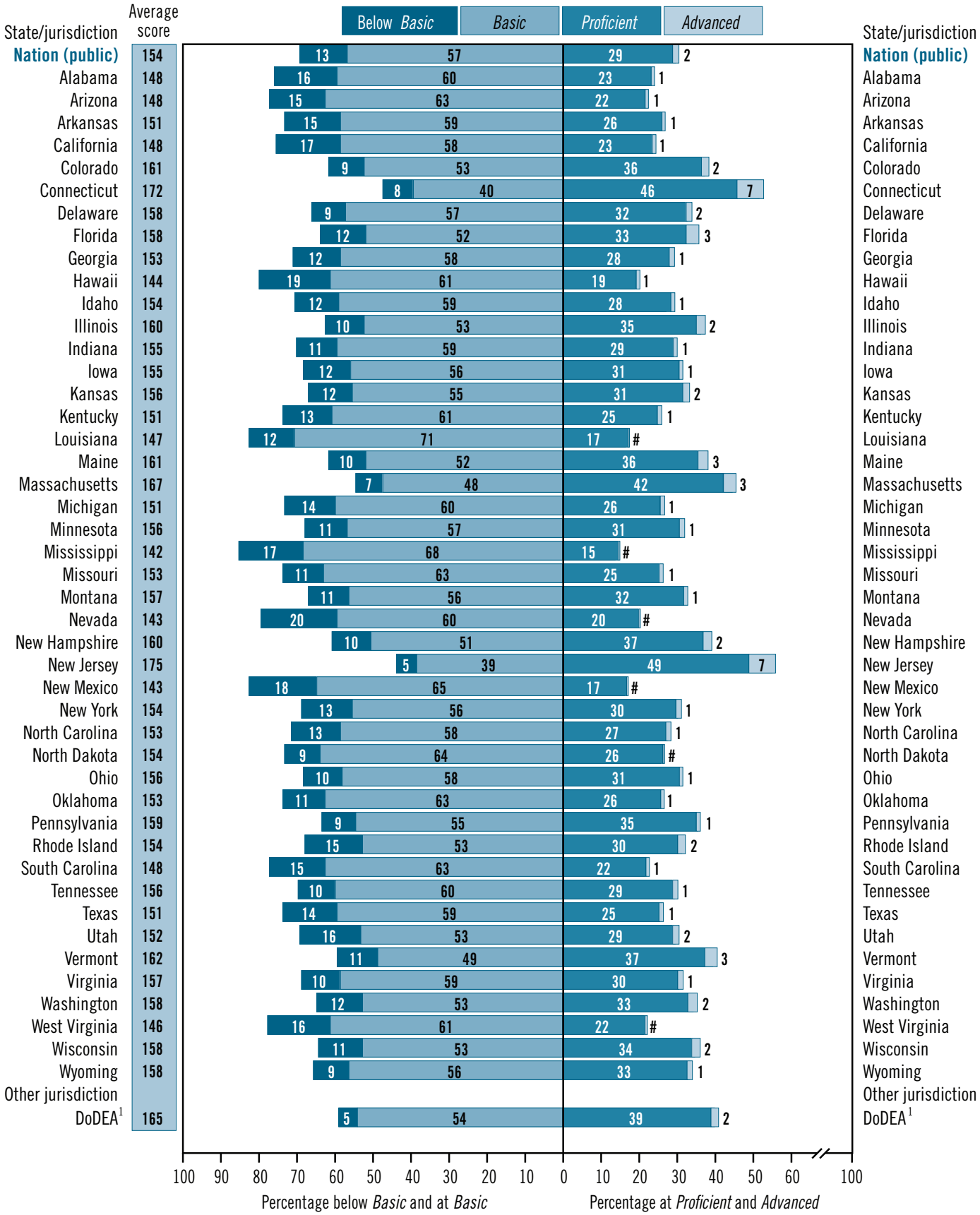
[1] Department of Defense Education Activity (overseas and domestic schools).

Figure 10. **Changes in eighth-grade NAEP writing average scores between 1998 and 2007**



[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Figure 11. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by state: 2007**



Rounds to zero.

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

NOTE: The shaded bars are graphed using unrounded numbers. Alaska, the District of Columbia, Maryland, Nebraska, Oregon, and South Dakota did not participate in 2007. 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), 2007 Writing Assessment.

Table 5. **Average scores in NAEP writing for eighth-grade public school students, by state: 1998, 2002, and 2007**

State/jurisdiction	1998	2002	2007
Nation (public)[1]	**148***	**152***	**154**
Alabama	144*	142*	148
Alaska	—	—	—
Arizona	143*	141*	148
Arkansas	137*	142*	151
California	141*	144	148
Colorado	151*	—	161
Connecticut	165*	164*	172
Delaware	144*	159	158
Florida	142*	154*	158
Georgia	146*	147*	153
Hawaii	135*	138*	144
Idaho	—	151*	154
Illinois	—	—	160
Indiana	—	150*	155
Iowa	—	—	155
Kansas	—	155	156
Kentucky	146*	149	151
Louisiana	136*	142*	147
Maine	155*	157*	161
Maryland	147	157	—
Massachusetts	155*	163	167
Michigan	—	147	151
Minnesota	148*	—	156
Mississippi	134*	141	142
Missouri	142*	151	153
Montana	150*	152*	157
Nebraska	—	156	—
Nevada	140*	137*	143
New Hampshire	—	—	160
New Jersey	—	—	175
New Mexico	141	140	143
New York	146*	151	154
North Carolina	150	157*	153
North Dakota	—	147*	154
Ohio	—	160	156
Oklahoma	152	150	153
Oregon	149	155	—
Pennsylvania	—	154*	159
Rhode Island	148*	151*	154
South Carolina	140*	146	148
South Dakota	—	—	—
Tennessee	148*	148*	156
Texas	154	152	151
Utah	143*	143*	152
Vermont	—	163	162
Virginia	153*	157	157
Washington	148*	155	158
West Virginia	144	144	146
Wisconsin	153*	—	158
Wyoming	146*	151*	158
Other jurisdictions			
District of Columbia	126	128	—
DoDEA[2]	157*	162*	165

— Not available. The state/jurisdiction did not participate or did not meet minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

FOR MORE INFORMATION...

State Comparison Tool orders states by students' performance overall and by student groups both within an assessment year and based on changes across years (http://nces.ed.gov/nationsreportcard/nde/statecomp).

State Profiles provide information on each state's school and student populations and a summary of its NAEP results (http://nces.ed.gov/nationsreportcard/states).

Table 6. **Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	**58**	**162**	**17**	**140**	**19**	**141**	**5**	**166**	**1**	**143**
Alabama	61	157	36	132	2	‡	1	‡	#	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	46	160	6	143	39	136	3	169	7	133
Arkansas	67	156	24	138	7	141	1	‡	#	‡
California	31	161	7	138	48	137	12	164	1	136
Colorado	62	170	7	145	27	142	3	173	1	‡
Connecticut	69	181	12	150	15	147	3	173	#	‡
Delaware	55	167	35	147	8	142	3	177	#	‡
Florida	49	167	22	144	23	150	2	170	#	‡
Georgia	48	162	43	144	6	142	2	‡	#	‡
Hawaii	14	150	2	140	3	137	69	143	1	‡
Idaho	83	157	1	‡	13	136	1	‡	2	‡
Illinois	58	169	19	142	18	143	4	180	#	‡
Indiana	78	158	12	140	6	139	1	‡	#	‡
Iowa	87	157	5	134	5	133	2	173	#	‡
Kansas	76	160	8	140	11	138	2	‡	1	‡
Kentucky	86	153	10	141	2	‡	1	‡	#	‡
Louisiana	52	153	44	139	2	‡	1	‡	1	‡
Maine	96	161	2	‡	1	‡	1	‡	#	‡
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	74	173	9	146	10	138	5	175	#	‡
Michigan	75	156	19	132	3	135	2	‡	1	‡
Minnesota	80	160	7	133	4	140	6	153	2	135
Mississippi	46	151	52	134	1	‡	1	‡	#	‡
Missouri	77	156	19	140	3	142	2	‡	#	‡
Montana	85	160	1	‡	2	‡	1	‡	11	133
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	45	152	11	134	35	132	8	151	2	‡
New Hampshire	94	161	1	‡	3	140	2	‡	#	‡
New Jersey	58	184	16	152	18	162	8	191	#	‡
New Mexico	31	153	2	‡	53	138	2	‡	12	136
New York	56	161	19	140	18	140	7	170	#	‡
North Carolina	57	162	29	138	7	138	2	164	1	145
North Dakota	89	155	1	‡	1	‡	1	‡	8	135
Ohio	76	160	19	138	2	141	1	‡	#	‡
Oklahoma	60	156	9	141	8	143	2	‡	20	151
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	76	164	15	138	6	145	3	170	#	‡
Rhode Island	71	162	8	136	17	128	3	160	#	‡
South Carolina	55	156	39	137	4	140	1	‡	#	‡
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	68	161	26	144	5	147	1	‡	#	‡
Texas	37	165	16	142	44	142	3	167	#	‡
Utah	81	156	1	‡	13	128	3	157	2	‡
Vermont	95	162	2	‡	1	‡	1	‡	1	‡
Virginia	61	163	27	142	6	145	4	173	#	‡
Washington	69	162	6	150	13	139	10	162	2	138
West Virginia	93	147	5	136	1	‡	1	‡	#	‡
Wisconsin	80	162	10	131	6	149	3	167	1	‡
Wyoming	85	160	1	‡	10	153	1	‡	4	127
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	47	167	18	155	14	165	8	172	1	‡

See notes at end of table.

Table 6. **Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007—Continued**

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	**41**	**141**	**58**	**164**	**51**	**144**	**49**	**164**
Alabama	50	135	50	160	50	138	50	157
Alaska	—	—	—	—	—	—	—	—
Arizona	44	136	53	157	51	139	49	157
Arkansas	53	141	47	161	52	139	48	164
California	47	136	49	159	52	139	48	157
Colorado	36	143	64	171	50	152	50	169
Connecticut	27	149	73	181	51	163	49	181
Delaware	32	146	67	165	49	151	51	166
Florida	43	146	57	167	50	147	50	169
Georgia	47	141	53	165	48	143	52	164
Hawaii	41	132	59	151	53	134	47	155
Idaho	38	144	60	160	53	143	47	167
Illinois	40	142	60	172	51	150	49	170
Indiana	35	142	65	161	50	144	50	165
Iowa	31	140	69	161	52	143	48	167
Kansas	36	142	64	164	50	144	50	168
Kentucky	47	141	53	160	50	142	50	161
Louisiana	60	140	40	157	52	138	48	156
Maine	34	150	66	167	51	149	49	174
Maryland	—	—	—	—	—	—	—	—
Massachusetts	27	146	73	174	52	157	48	178
Michigan	32	137	68	158	50	140	50	162
Minnesota	28	140	71	162	50	144	50	168
Mississippi	66	136	32	153	49	132	51	152
Missouri	37	141	62	160	51	143	49	163
Montana	35	143	64	164	52	145	48	169
Nebraska	—	—	—	—	—	—	—	—
Nevada	37	132	60	151	51	131	49	156
New Hampshire	17	143	80	164	52	149	48	173
New Jersey	26	155	72	183	50	168	50	183
New Mexico	62	137	37	153	48	133	52	152
New York	47	145	51	164	50	145	50	163
North Carolina	44	141	55	163	51	142	49	164
North Dakota	27	145	73	157	51	142	49	166
Ohio	32	140	66	163	52	147	48	166
Oklahoma	48	146	52	159	51	143	49	162
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	30	144	70	166	51	151	49	168
Rhode Island	31	136	69	162	50	143	50	165
South Carolina	50	139	50	157	49	137	51	159
South Dakota	—	—	—	—	—	—	—	—
Tennessee	45	146	55	165	51	146	49	167
Texas	50	140	50	162	51	142	49	160
Utah	32	139	67	158	52	140	48	165
Vermont	28	144	72	168	53	149	47	176
Virginia	27	141	73	163	51	146	49	168
Washington	34	144	64	166	52	146	48	170
West Virginia	47	137	53	155	50	133	50	159
Wisconsin	29	142	69	164	51	146	49	170
Wyoming	29	145	71	163	52	146	48	171
Other jurisdictions								
District of Columbia	—	—	—	—	—	—	—	—
DoDEA[1]	#	‡	#	‡	53	156	47	175

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified and for students whose eligibility for free/reduced-price school lunch was not available. 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), 2007 Writing Assessment.

Urban District Results at Grade 8

Among the four districts with results for both 2002 and 2007, students in Atlanta, Chicago, and Los Angeles demonstrated increased writing ability. There was no significant score change in Houston.

Most districts perform comparably to or higher than large central cities but below the nation

Students in Charlotte scored higher than public school students in large central cities in 2007, while scores for students in Cleveland and Los Angeles were lower (table 7). Scores in the remaining seven districts were not significantly different from large central cities. The full names of the 10 participating districts are presented in table 7, while abbreviated versions are used in the tables and figures that follow.

Compared to the performance of public school students in the nation in 2007, the average scores in almost all the participating districts were lower. The one exception was Charlotte, where the score was not significantly different from the national score.

Table 7. **Average scores in NAEP writing for eighth-grade public school students in urban districts versus the nation and large central cities: 2002 and 2007**

Jurisdiction	2002	2007
Nation (public)	152*	154*
Large central city	139**	145**
Atlanta City School District	130*,**	145**
Austin Independent School District	—	146**
Boston School District	—	149**
Charlotte-Mecklenburg Schools	—	155*
City of Chicago School District 299	136**	146**
Cleveland Municipal School District	—	133*,**
District of Columbia	128*,**	—
Houston Independent School District	138**	143**
Los Angeles Unified School District	128*,**	137*,**
New York City Public Schools	‡	146**
San Diego Unified School District	—	147**

— Not available. The jurisdiction did not participate.
‡ Reporting standards not met. New York City did not meet minimum participation guidelines for reporting in 2002.
* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

The NAEP Trial Urban District Assessment

The results from the NAEP Trial Urban District Assessment (TUDA) make it possible to compare the performance of students in participating urban school districts to public school students in the nation and in large central cities (i.e., cities with populations of 250,000 or more). The comparison with large central cities is made because these students represent a peer group with characteristics that are most similar to the characteristics of students in the 10 participating urban districts.

Representative samples of between 900 and 2,000 eighth-graders were assessed in each district. Sample sizes were proportionate to the district enrollment. Students in the TUDA samples were also included in the large central city, state, and national samples.

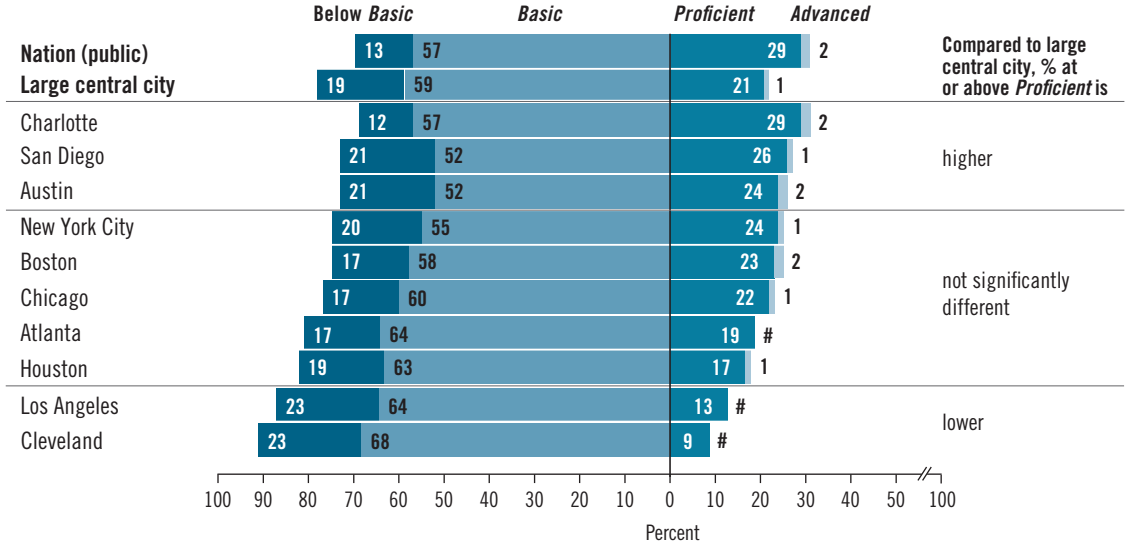
The five districts participating for the first time in 2007 were Austin, Boston, Charlotte, Cleveland, and San Diego. While results from the 2002 writing assessment were reported for the District of Columbia, after participating in the 2007 NAEP reading and mathematics assessments, the population available to participate in the 2007 writing assessment was too small.

As when interpreting national and state results, differences in exclusion and accommodation rates should be considered when comparing student performance in urban districts. See appendix table A-13 for the percentages of students accommodated and excluded in each participating district. Additional information is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Most districts surpass or are comparable to large central cities in percentages reaching *Proficient*

The percentages of students performing at NAEP achievement levels provide a broader look at the range of student performance in participating urban districts. Looking at the percentages of students who performed at or above *Proficient* in the districts compared with large central cities shows higher percentages in Austin, Charlotte, and San Diego, and lower percentages in Cleveland and Los Angeles (figure 12). In Atlanta, Boston, Chicago, Houston, and New York City, the percentages were not significantly different from those in large central cities.

Figure 12. **Achievement-level results in NAEP writing for eighth-grade public school students, by jurisdiction: 2007**

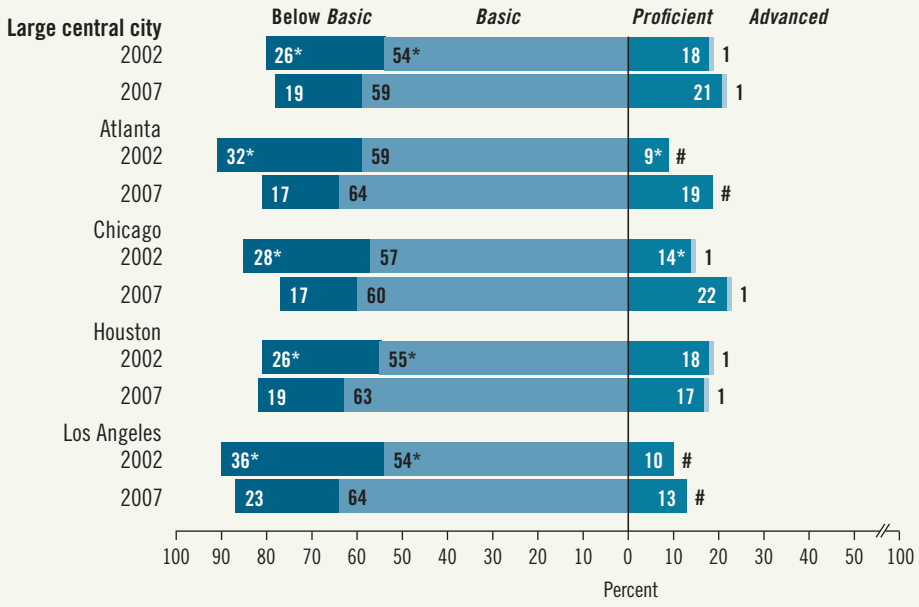


Rounds to zero.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

Over time, along with increases in average scores, the percentage of students performing at or above *Proficient* increased from 10 percent in 2002 to 19 percent in 2007 in Atlanta and from 16 to 23 percent in Chicago (figure 13). Note that the percentages of students at or above *Proficient* are based on the addition of unrounded percentages as opposed to the rounded percentages shown in the graph.

The percentages of students performing below the *Basic* level were lower in 2007 than in 2002 for all four participating districts—Atlanta, Chicago, Houston, and Los Angeles (with corresponding increases in percentages at or above *Basic*). Achievement-level results for large central cities showed a similar pattern.

Figure 13. **Achievement-level results in NAEP writing for eighth-grade public school students, by selected jurisdictions: 2002 and 2007**



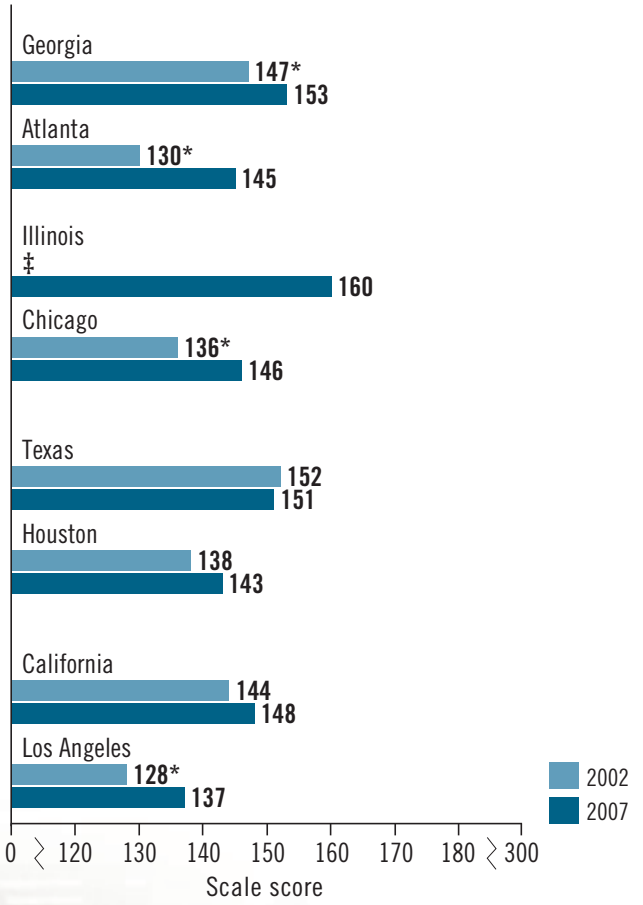
Rounds to zero.
* Significantly different ($p < .05$) from 2007.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Two districts gained more than their states since 2002

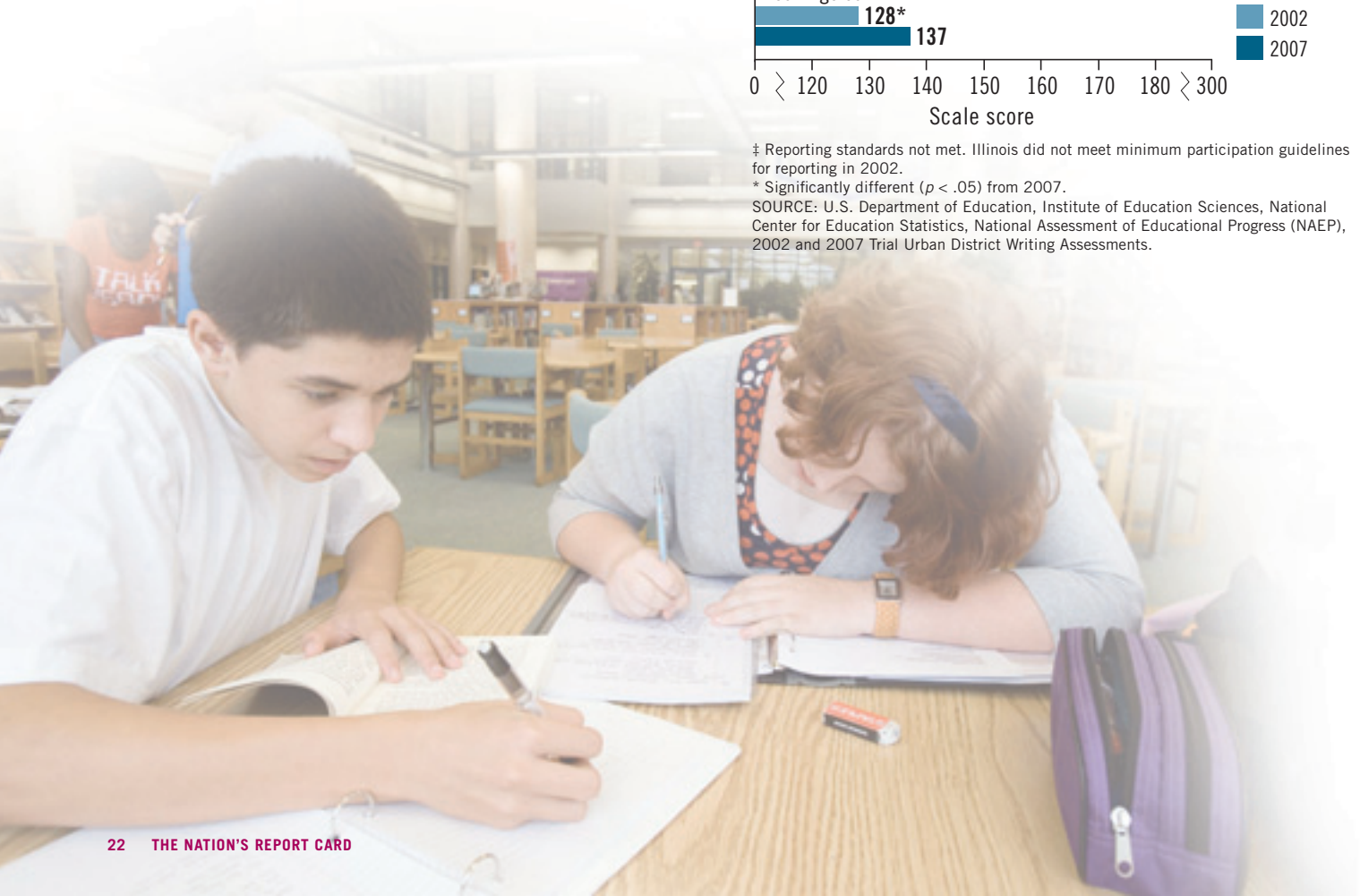
Among the three districts for which changes since 2002 could be compared with changes in their home state, two showed greater gains. Atlanta showed a 15-point gain from 2002 to 2007 compared to a 6-point gain in Georgia (figure 14). Los Angeles showed a 9-point gain, while the apparent increase in California was not statistically significant. Because Illinois did not meet participation guidelines for reporting in 2002, the 10-point gain in Chicago could not be compared to its state results.

When the average writing scores for the 10 participating urban districts were compared to those for their home states (presented earlier in this report in table 5), scores in 8 of the districts were 5 to 23 points lower than in their states. Scores for Charlotte and San Diego were not significantly different from those in North Carolina and California, respectively.

Figure 14. **Average scores in NAEP writing for eighth-grade public school students, by selected states and urban districts: 2002 and 2007**



‡ Reporting standards not met. Illinois did not meet minimum participation guidelines for reporting in 2002.
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.



Gender gaps comparable to large central cities and the nation

Female students scored 16 to 24 points higher on average than male students in the 10 districts participating in the 2007 writing assessment (table 8). These gaps were comparable to the gaps in the nation and large central cities.

In most districts, scores for both groups were lower than scores for their peers in the nation and comparable to or higher than scores for those in large central cities. In Cleveland and Los Angeles, however, scores for both male and female students were lower than the scores of their peers in large central cities.

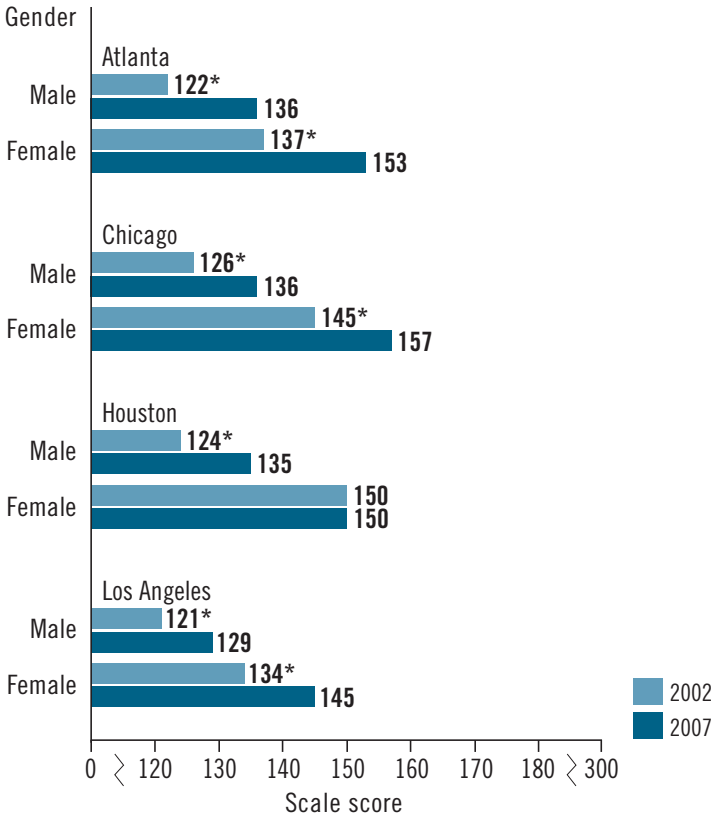
Table 8. **Average scores and score gaps in NAEP writing for male and female eighth-grade public school students, by jurisdiction: 2007**

Jurisdiction	Average scale score		Score gap
	Male	Female	
Nation (public)	144*	164*	20
Large central city	136**	155**	19
Atlanta	136**	153**	18
Austin	135**	157**	21
Boston	138**	160*,**	22
Charlotte	143*	167*	24
Chicago	136**	157**	20
Cleveland	124*,**	143*,**	19
Houston	135**	150**	16
Los Angeles	129*,**	145*,**	16
New York City	136**	156**	20
San Diego	137**	158**	21

* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).
NOTE: Score gaps reflect the average scores for female students minus the scores for male students and are calculated using unrounded numbers.

Among the four districts with results for both 2002 and 2007, scores increased for both male and female students in Atlanta, Chicago, and Los Angeles (figure 15). In Houston, the average score for male students was higher in 2007 than in 2002, while there was no significant change for female students.

Figure 15. **Average scores in NAEP writing for eighth-grade public school students, by selected urban districts and gender: 2002 and 2007**



* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Black and Hispanic students in many districts perform comparably to peers in the nation

TUDA districts vary in demographic composition, both from each other and the nation. For example, as shown in table 9, Black students made up 17 percent of eighth-graders in public schools across the nation in 2007, while in the districts the percentages ranged from 10 percent in Los Angeles to 89 percent in Atlanta. Hispanic students made up 19 percent of the eighth-grade public school students in the nation, but in the districts the percentages ranged from 3 percent in Atlanta to 74 percent in Los Angeles.

While overall average scores were generally lower for eighth-graders in the urban districts than in the nation, scores for Black and Hispanic students in many districts were not significantly different from their peers in the nation, and scores for White and Hispanic students in some districts were higher. In Chicago, the average writing score for Hispanic students was higher than the score for Hispanic students in the nation. The average scores for White students in Austin, Boston, Charlotte, and Houston were higher than the score for White students in the nation. Scores for Black students in most districts were not significantly different from the score for their peers in the nation; however, scores for Black students in Austin, Cleveland, and Los Angeles were lower than in the nation.

Table 9. **Percentage of eighth-grade public school students and average scores in NAEP writing for selected race/ethnicity categories, by jurisdiction: 2007**

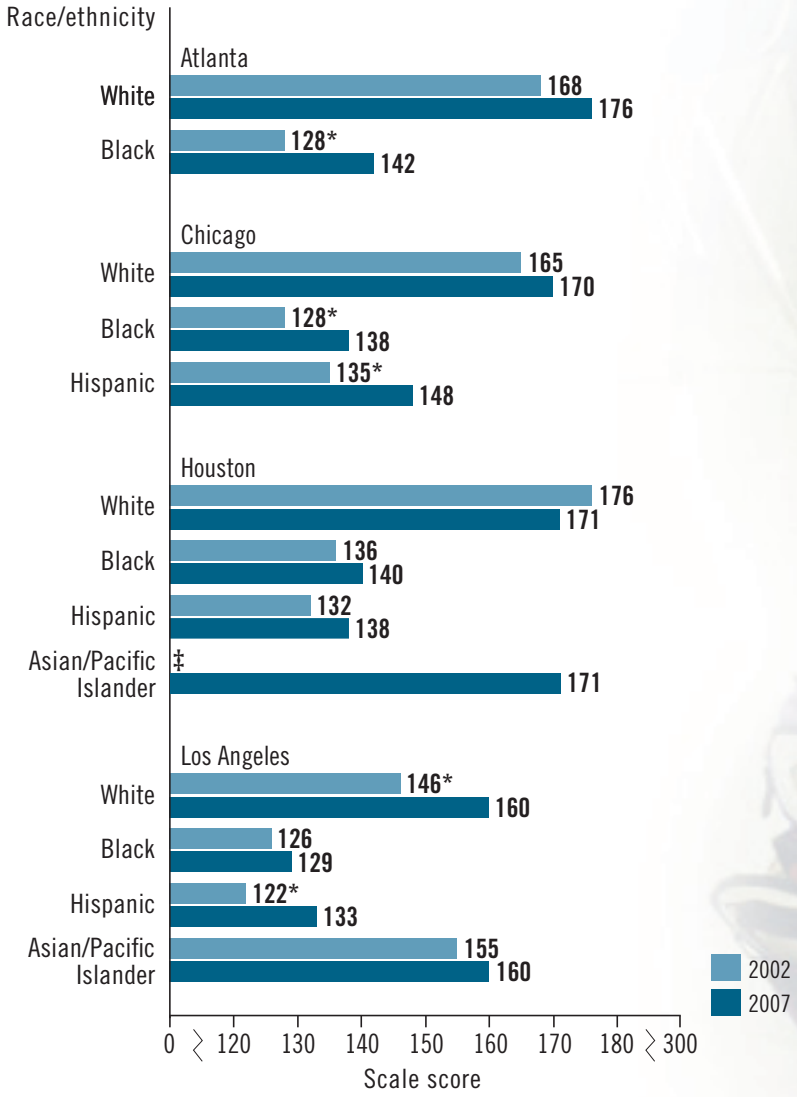
	White		Black		Hispanic		Asian/Pacific Islander	
Jurisdiction	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	58*	162	17*	140*	19*	141*	5*	166*
Large central city	23**	162	31**	138**	37**	137**	8**	160**
Atlanta	7*,**	176	89*,**	142	3*,**	‡	#*,**	‡
Austin	32*,**	173*,**	14*,**	130**	52*,**	131**	3*,**	‡
Boston	18*,**	173*,**	40*,**	141	33**	138	9**	174
Charlotte	34*,**	173*,**	48*,**	144*	11*,**	142	4*	‡
Chicago	11*,**	170	49*,**	138	37**	148*,**	3*	‡
Cleveland	14*,**	142*,**	75*,**	132*,**	9*,**	133	#	‡
Houston	8*,**	171*,**	31**	140	57*,**	138	3*	171
Los Angeles	9*,**	160	10*,**	129*,**	74*,**	133*,**	6*,**	160
New York City	14*,**	167	32**	140	40**	137	14*,**	167
San Diego	25**	167	14*,**	144	43*,**	129*,**	18*,**	165

Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).
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 American Indian/Alaska Native or unclassified.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.

Black and Hispanic students gain in some districts since 2002

Among the four districts with results for both 2002 and 2007, scores increased for Black students in Atlanta and Chicago, for Hispanic students in Chicago and Los Angeles, and for White students in Los Angeles (figure 16). The apparent decrease in the score for White students in Houston was not statistically significant.

Figure 16. **Average scores in NAEP writing for eighth-grade public school students, by selected urban districts and racial/ethnic groups: 2002 and 2007**



‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for all race/ethnicity categories because of insufficient sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Scores for lower-income students in some districts comparable to the nation and large central cities

The participating urban districts had larger percentages of students from lower-income families (as measured by eligibility for the National School Lunch Program) than students nationally. While 41 percent of grade 8 public school students in the nation were eligible for free/reduced-price school lunch in 2007, the percentages of eighth-graders eligible in the districts ranged from 48 percent in Charlotte to 100 percent in Cleveland (table 10). Eligible students generally scored lower on average than students who were not eligible.

In about one-half of the participating districts, average scores for students who were eligible for free/reduced-price school lunch were not significantly different from the scores for eligible students in the nation and in large central cities. In Boston and New York City, eligible students scored higher than eligible students in large central cities but not significantly different from those in the nation. The scores for eligible students in Austin, Cleveland, and Los Angeles were lower than the scores for eligible students in the nation and large central cities. On the other hand, students in Austin who were not eligible scored higher on average than non-eligible students in the nation and large central cities.

Table 10. **Percentage of eighth-grade public school students and average scores in NAEP writing, by eligibility for free/reduced-price school lunch and jurisdiction: 2007**

	Eligible		Not eligible	
Jurisdiction	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	41*	141*	58*	164*
Large central city	64**	138**	33**	159**
Atlanta	78*,**	140	21*,**	162
Austin	55*,**	128*,**	45*,**	168*,**
Boston	70*,**	144*	30*,**	161
Charlotte	48*,**	141	52*,**	169*
Chicago	85*,**	142	15*,**	169*
Cleveland	100*,**	133*,**	#*,**	‡
Houston	77*,**	137	23*,**	159
Los Angeles	75*,**	133*,**	10*,**	150**
New York City	87*,**	144*	12*,**	167
San Diego	54*,**	133**	46*,**	163

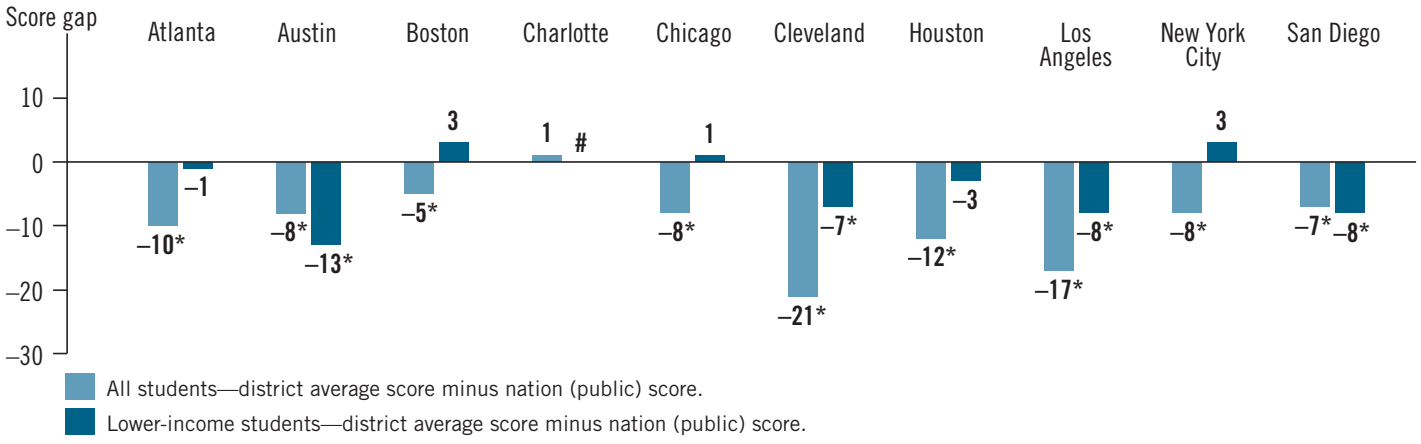
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).
NOTE: Results are not shown for students whose eligibility for free/reduced-price school lunch was not available. In Cleveland, all students were categorized as eligible for free/reduced-price school lunch.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.

Nation – district gaps narrower for lower-income students

As shown in figure 17, the size of the score gap between the performance of students in the districts and students nationally changes when looking at lower-income students only. When the score for all eighth-graders in a district was compared to the overall score for the nation, the size of the gaps ranged from 5 points lower than the nation in Boston to 21 points lower in Cleveland (the 1-point difference between Charlotte and the nation was not statistically significant).

These gaps change when only lower-income students (those eligible for free/reduced-price school lunch) in the nation and in each district are compared. In Atlanta, Boston, Chicago, Houston, and New York City, the gaps were not statistically significant (the gap in Charlotte rounded to zero). In Cleveland, the gap remained significant but fell from 21 points to 7 points. The apparent 5-point change in the gap for Austin (i.e., the difference between –8 and –13) was not statistically significant.

Figure 17. **Score gaps between districts and the nation for all students and lower-income eighth-grade public school students in NAEP writing, by urban district: 2007**



Rounds to zero.
* The score-point difference between the district and the nation (public) is statistically significant ($p < .05$).
NOTE: In NAEP, lower-income students are students identified as eligible for free/reduced-price school lunch. Score gaps are calculated using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.

FOR MORE INFORMATION...

Additional results from the 2007 Trial Urban District Assessment in writing are provided in appendix tables A-14 through A-20 and at http://nationsreportcard.gov.

Assessment Content at Grade 8

The content of the writing assessment varied to reflect the skills appropriate for each grade level, with differing proportions of writing tasks measuring each of the three purposes for writing: narrative, informative, and persuasive. At grade 8, a slightly higher proportion of the tasks measured narrative and informative writing than persuasive writing. The 2007 eighth-grade writing assessment included 17 different writing tasks (6 narrative, 6 informative, and 5 persuasive). A copy of the grade 8 planning brochure is presented below.

Grade 8 Student Brochure on Planning and Reviewing Writing

Ideas for Planning Your Writing

To plan your writing, you could do one or more of the following:

Brainstorm

List lots of ideas; choose which ones to use.

Imagine

Imagine talking about your topic with someone.

Draw

Draw a picture or a diagram of your topic.

Web

Draw lines between ideas to connect them.

Outline

Organize ideas into main points and subpoints.

Ideas for Reviewing Your Writing

After writing, think about the following:

Purpose

Have I said what I want to say?

Development

Do I need to add more details?
Do I need to take out some details?

Organization

Are the parts in the right order?
Do the parts fit together?

Clarity

Will my audience understand?
Is my writing easy to read?

Correctness

Grammar?
Punctuation?
Spelling?
Capitalization?

Writing Achievement Levels at Grade 8

The following achievement-level descriptions for grade 8 writing are applied to first drafts that students are expected to generate within the limited time constraints in a large-scale assessment environment, and not to final or polished student writing. The cut score depicting the lowest score representative of that level is noted in parentheses.

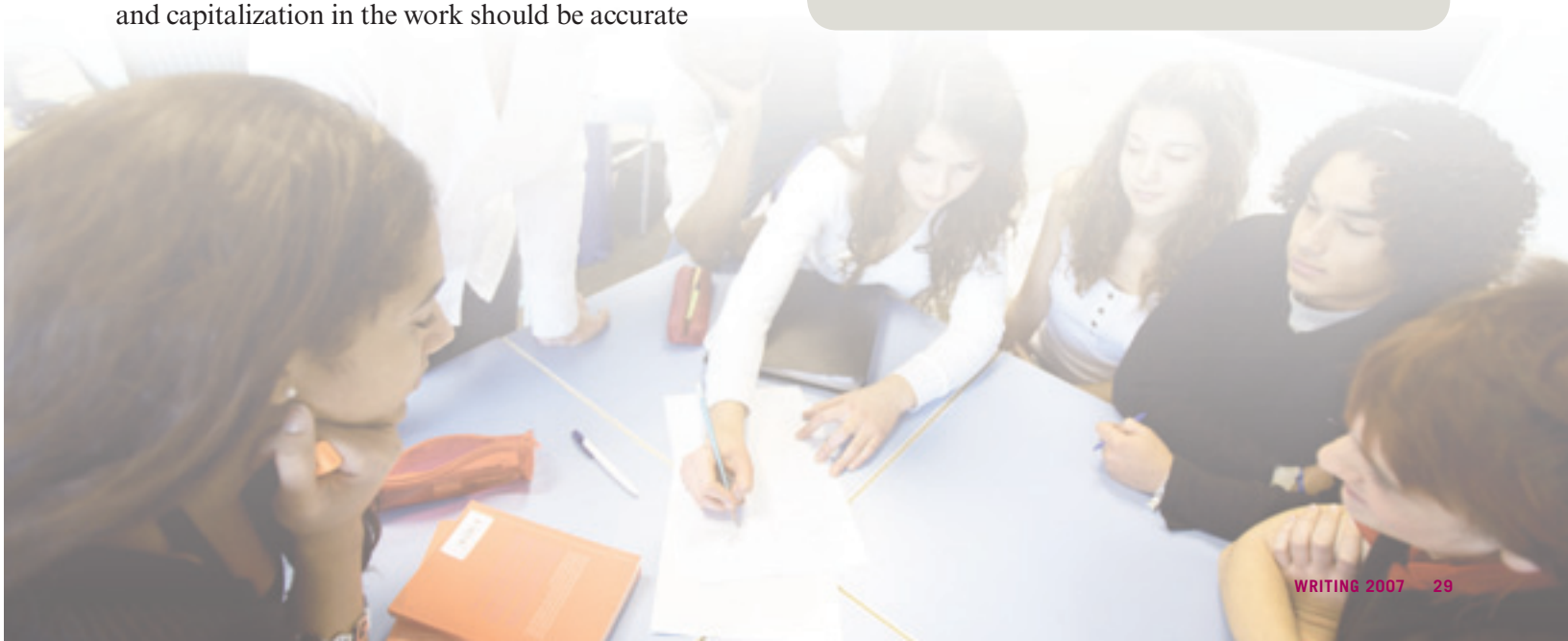
Basic (114): Eighth-grade students performing at the *Basic* level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.

Proficient (173): Eighth-grade students performing at the *Proficient* level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should be organized, making use of techniques such as sequencing or a clearly marked beginning and ending, and it should make use of details and some elaboration to support and develop the main idea of the piece. Their writing should include precise language and some variety in sentence structure, and it may show analytical, evaluative, or creative thinking. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.

Advanced (224): Eighth-grade students performing at the *Advanced* level should be able to produce an effective and fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and should demonstrate precise word choice and varied sentence structure. Their work should include details and elaboration that support and develop the main idea of the piece, and it may make use of strategies such as analogies, illustrations, examples, anecdotes, or figurative language to clarify a point. At the same time, the writing should show that these students can keep their work clearly and consistently organized. Writing by eighth-grade students performing at the *Advanced* level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate good control of these elements and may use them for stylistic effect in their work.

FOR MORE INFORMATION...

The results presented in this section are for all eighth-graders in the nation. State and urban district results for released writing tasks are also available at http://nces.ed.gov/nationsreportcard/itmrls.



Informative Writing at Grade 8

An important aspect of informative writing is being able to convey ideas and information to an audience about something the writer knows well. The writing task presented here asks students to write about something eighth-graders are familiar with, namely, backpacks. To engage students in the task, create context, and give them a starting point for their writing, they received a letter in an envelope from a fellow student coming from far away. This student is looking for information about backpacks and how they are used. The letter also helps to give students a starting point for their writing in the limited time period available to them. Sixty-seven percent of eighth-graders received a rating of "Sufficient" or higher on their responses to this writing task.

Percentage of eighth-grade students at each rating level in 2007

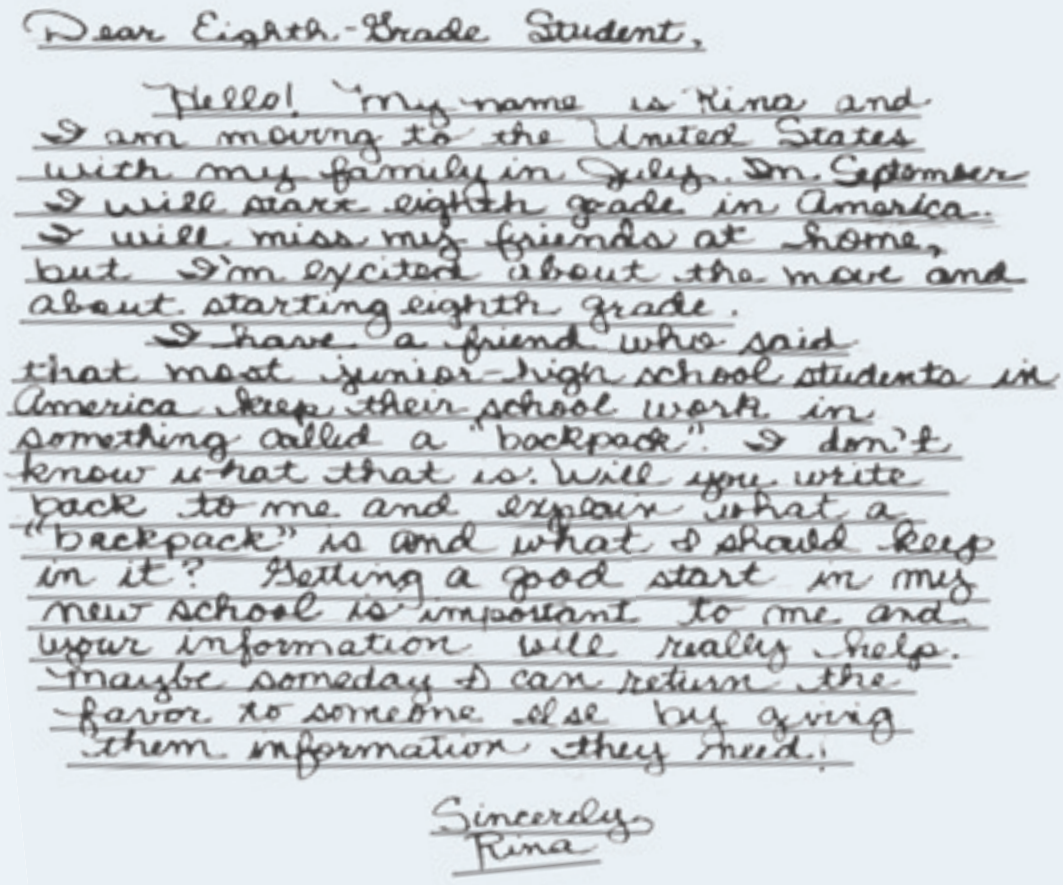
Excellent	Skillful	Sufficient	Uneven	Insufficient	Unsatisfactory
2	14	51	24	6	3

NOTE: 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), 2007 Writing Assessment.

Sample Eighth-Grade Informative Writing Task

Open the envelope labeled **E** that you have been given. Take out the letter from Rina and read it. Rina, who wrote the letter, is coming to a school in America for the first time and needs to know what a backpack is.

Write a letter back to Rina. In your letter, include a clear description of a backpack and explain in detail what she should keep in it. Remember, the more information Rina has, the better prepared she'll be to start eighth grade.



Dear Eighth-Grade Student,

Hello! My name is Rina and I am moving to the United States with my family in July. In September I will start eighth grade in America. I will miss my friends at home, but I'm excited about the move and about starting eighth grade.

I have a friend who said that most junior high school students in America keep their school work in something called a "backpack". I don't know what that is. Will you write back to me and explain what a "backpack" is and what I should keep in it? Getting a good start in my new school is important to me and your information will really help. Maybe someday I can return the favor to someone else by giving them information they need.

Sincerely,
Rina

Range of Eighth-Grade Informative Writing Skills

The item map below illustrates the range of writing ability demonstrated by eighth-graders. For example, students performing near the middle of the *Basic* range were likely to provide a "Sufficient" response for the *Backpack* writing task. Students performing near the top of the *Proficient* range were more likely to provide a "Skillful" response, and responses rated as "Excellent" were likely to be provided by students performing in the *Advanced* range. Examples of responses rated as "Uneven" and "Excellent" are presented on the following pages.

GRADE 8 NAEP WRITING ITEM MAP

	Scale score	Rating of responses to *Backpack* task	Rating criteria
Advanced	300 ~ 260	***254*** *"Excellent" essay about a backpack*	Students writing at the **EXCELLENT** level developed well-organized essays with well-chosen details, using transitions to lead the reader from one part of the essay to another. These students also consistently varied their sentence structure and made good word choices, doing so with minimal errors.
	250		
	240		
	230		
	224		
Proficient	220	***213*** *"Skillful" essay about a backpack*	Students writing at the **SKILLFUL** level developed clearly organized essays using details in parts of their essays, but occasionally missing transitions. These students sometimes varied their sentence structure and exhibited good word choices, and errors they made did not interfere with reader understanding.
	210		
	200		
	190		
	180		
	173		
Basic	170		Students writing at the **SUFFICIENT** level developed essays using some details, with generally related ideas often lacking transitions. While these students demonstrated control over sentence boundaries, their sentence structure and word choices were often simple and unvaried. Errors they made did not interfere with reader understanding.
	160		
	150	***147*** *"Sufficient" essay about a backpack*	
	140		
	130		
	120		
	114		
	110		Students writing at the **UNEVEN** level wrote essays that conveyed some clear information. However, the essays were also characterized by one or more flaws, including a lack of development, repetition of ideas or information, breakdowns in organization, uneven control over sentence boundaries and word use, and errors that at times interfered with reader understanding.
	100	***106*** *"Uneven" essay about a backpack*	
	90		
	80		Students writing at the **INSUFFICIENT** level wrote essays characterized by one or more flaws, including very fragmented, disorganized, or repetitive development; minimal control over sentence boundaries and word use; and errors that often interfered with reader understanding.
	70	***77*** *"Insufficient" essay about a backpack*	
	60		
	~ 0		

NOTE: The sample grade 8 writing task in the 2007 writing assessment was mapped onto the NAEP 0–300 writing scale. The map shows, for each level on the scoring guide from "Insufficient" through "Excellent," the scale score attained by students who had a 65 percent probability of attaining that level or higher for the selected task. Scale score ranges for writing 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), 2007 Writing Assessment.

Example of an "Uneven" Response

The response shown on the following page was rated as "Uneven" because, while it does convey some clear information, it also demonstrates a lack of development and breakdowns in organization, moving quickly from thought to thought with little, if any, elaboration: "Every one at my school has a packback. I'm going to tell you what a backpack is." Control over sentence boundaries and structure is uneven—at times present, at other times absent: "You will put paper, folders, pens, pencils, books, and more." There are also numerous errors in punctuation, spelling, and usage, some of which may require a reader to hesitate and puzzle over meaning, such as the consistently incorrect use of apostrophes ("for big kid's").

Although 20 percent of the eighth-graders whose responses to the *Backpack* task were rated as "Uneven" engaged in some prewriting activity, there was no prewriting activity on the planning page for the sample student response presented here. Since scorers did not see students' planning pages, the absence of prewriting activity did not factor into the rating of the response.

The table below shows the percentage of eighth-graders within each achievement level whose responses were rated as "Uneven" or higher. For example, 95 percent of students performing at the *Basic* level at least were able to write essays that presented some clear information, even if that information was presented in an unevenly organized way, was inconsistently developed, or sometimes exhibited sentence, word choice, or other errors that could interfere with reader understanding.

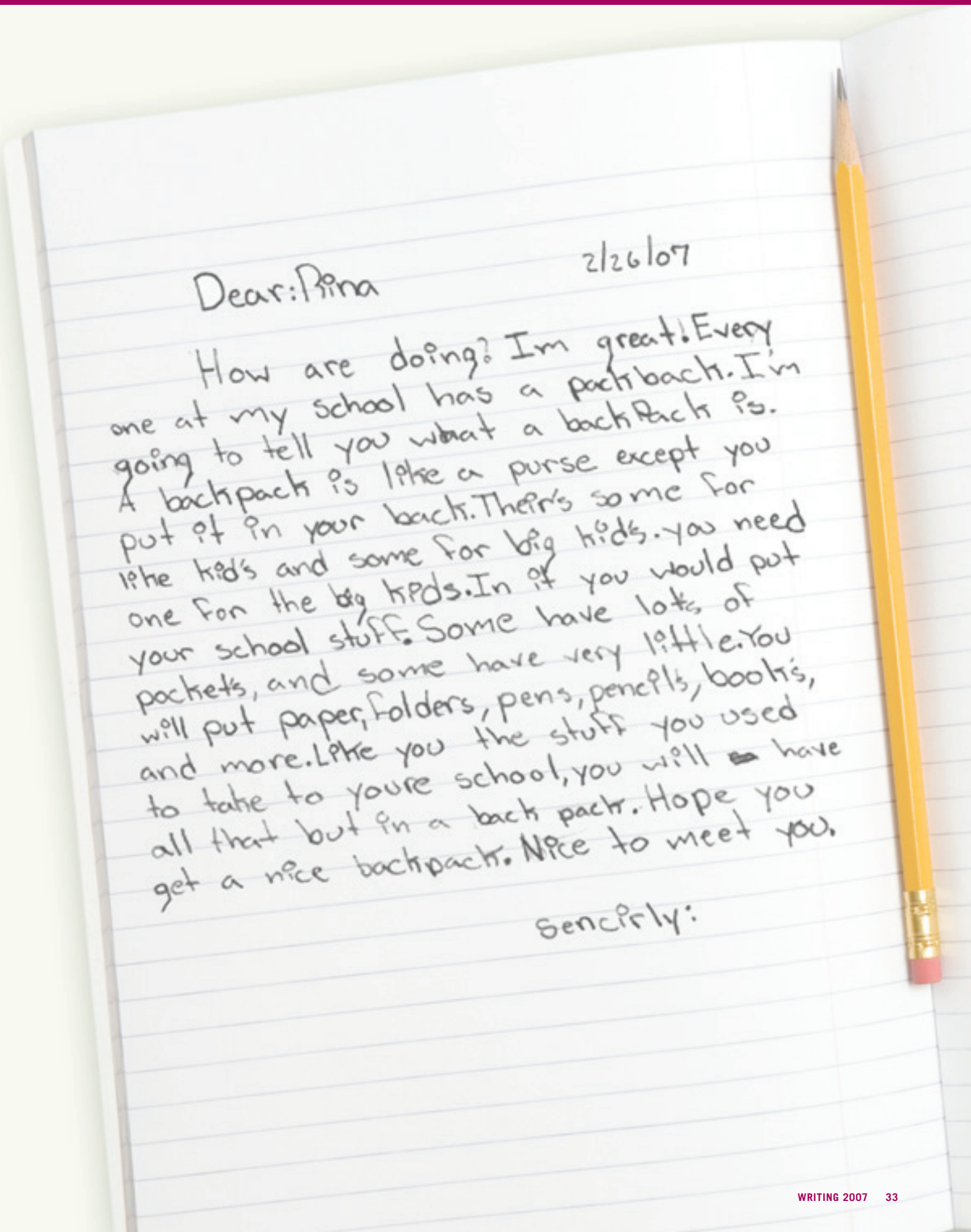
Percentage rated as "Uneven" or higher for eighth-graders at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
92	49	95	100	100

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

FOR MORE INFORMATION...

Explore other sample writing tasks and student responses from the 2007 writing assessment at http://nces.ed.gov/nationsreportcard/itmrls.


Dear: Rina 2/26/07

How are doing? Im great! Every one at my school has a packback. I'm going to tell you what a backPack is. A backpack is like a purse except you put it in your back. Their's some for like kid's and some for big kid's. you need one for the big kpds. In it you would put your school stuff. Some have lots of packets, and some have very little. You will put paper, folders, pens, pencils, books, and more. Like you the stuff you used to take to youre school, you will have all that but in a back pack. Hope you get a nice backpack. Nice to meet you.

Sencirly:

Example of an "Excellent" Response

The response shown on the following page was rated as "Excellent" because it is well organized, using descriptive details and transitions to lead the reader from one piece of information to another: "A backpack is a bag with a rounded top + a flat bottom. It unzips around the top to reveal a spacious pouch. In this pouch you might keep…". The response also sustains variety in sentence structure throughout and exhibits good word choices (reveal, vertically, flexible).

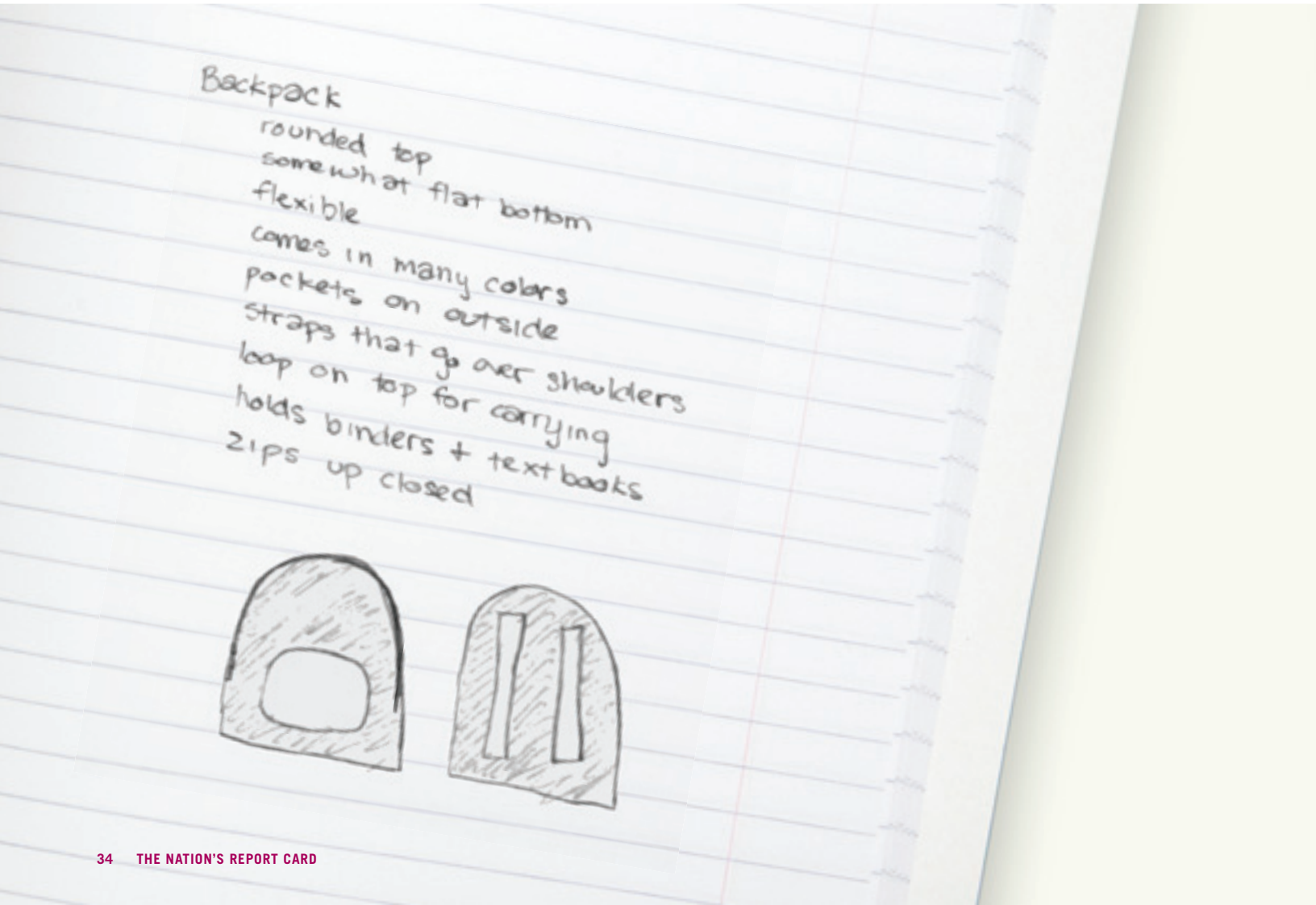
The content of the student's planning page shown below illustrates how the student engaged in prewriting activities by creating a list and drawing a picture. The list produced on this planning page contributed to the way information was organized in the student's response. The list of details focusing on the physical description of a backpack was drafted into sentence form during composition.

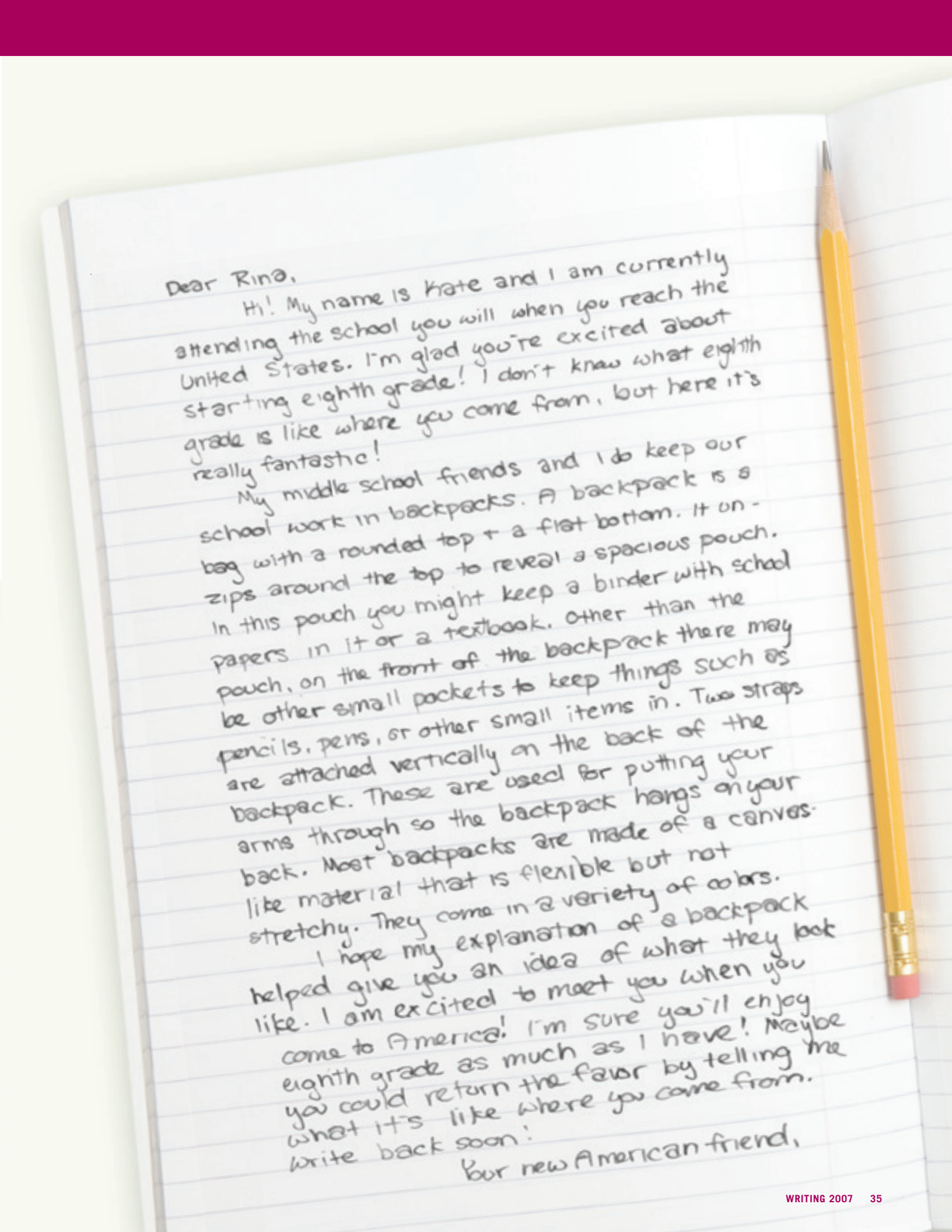
The table below shows the percentage of eighth-graders within each achievement level whose responses were rated as "Excellent." For example, 4 percent of students performing at the *Proficient* level were able to write developed and well-organized essays with well-chosen details, using transitions to lead the reader from one part of the essay to another. These students also consistently varied their sentence structure and made good word choices, doing so with minimal errors. Less than 1 percent of the students at the *Basic* level were able to do so.

Percentage rated as "Excellent" for eighth-graders at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
2	#	#	4	38

Rounds to zero.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.





Dear Rina,

Hi! My name is Kate and I am currently attending the school you will when you reach the United States. I'm glad you're excited about starting eighth grade! I don't know what eighth grade is like where you come from, but here it's really fantastic!

My middle school friends and I do keep our school work in backpacks. A backpack is a bag with a rounded top + a flat bottom. It on-zips around the top to reveal a spacious pouch. In this pouch you might keep a binder with school papers in it or a textbook. Other than the pouch, on the front of the backpack there may be other small pockets to keep things such as pencils, pens, or other small items in. Two straps are attached vertically on the back of the backpack. These are used for putting your arms through so the backpack hangs on your back. Most backpacks are made of a canvas like material that is flexible but not stretchy. They come in a variety of colors.

I hope my explanation of a backpack helped give you an idea of what they look like. I am excited to meet you when you come to America! I'm sure you'll enjoy eighth grade as much as I have! Maybe you could return the favor by telling me what it's like where you come from.

Write back soon!

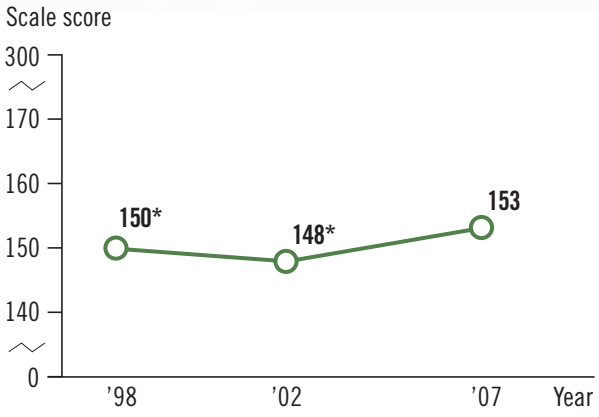
Your new American friend,

12th Grade

Twelfth-graders improve

High school seniors demonstrated increased ability to provide information, narrate, and persuade through their writing. As shown in figure 18, the average score of 153 in 2007 was higher than in both previous assessment years. The score increased by 5 points since 2002 and by 3 points compared with 1998.

Figure 18. **Trend in twelfth-grade NAEP writing average scores**

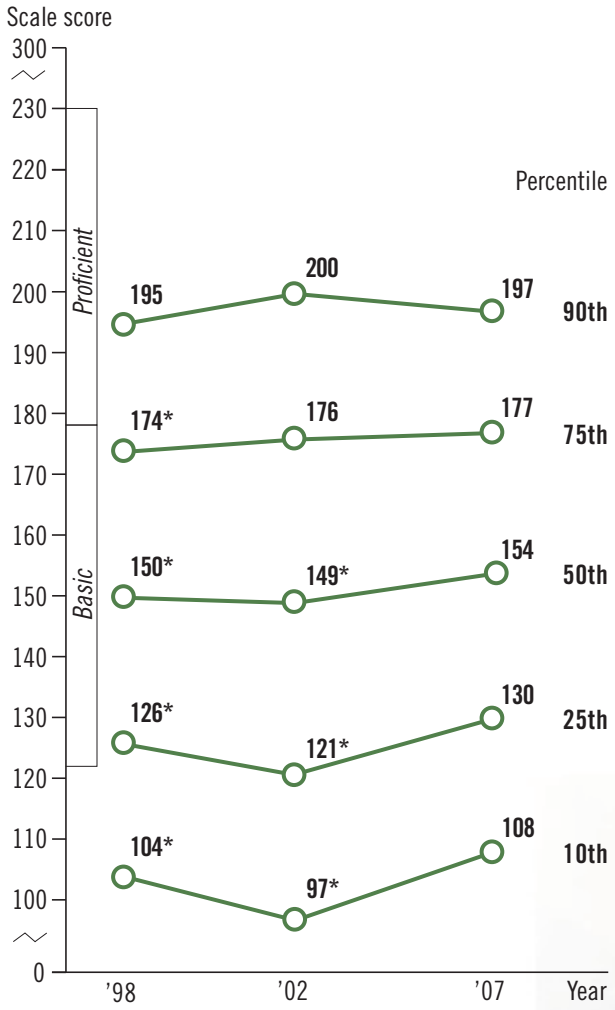


* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Since 2002, lower- and middle-performing students gain

Twelfth-graders at the 10th, 25th, and 50th percentiles scored higher in 2007 than in both previous assessment years (figure 19). There were no significant changes in scores for grade 12 students at the 75th and 90th percentiles compared to 2002. Scores for twelfth-graders at the 75th percentile increased only in comparison with 1998.

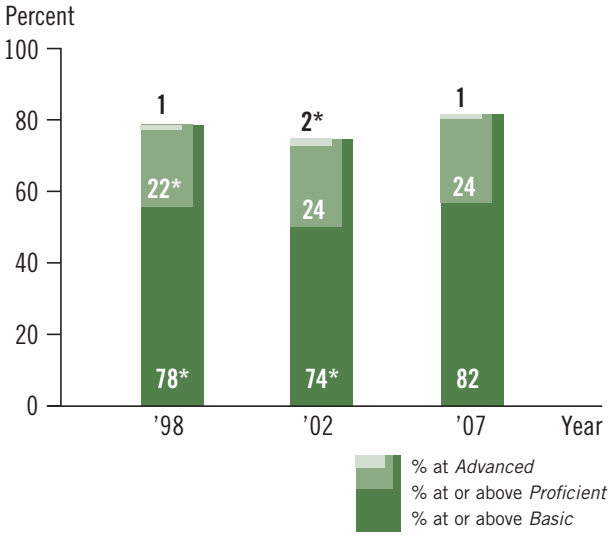
Figure 19. **Trend in twelfth-grade NAEP writing percentile scores**



* Significantly different ($p < .05$) from 2007.

Achievement levels provide another way to examine student progress. The percentage of twelfth-graders performing at or above the *Basic* level increased from 74 percent in 2002 to 82 percent in 2007 and was higher in 2007 than in 1998 (figure 20). There was no significant change in the percentage of students performing at or above *Proficient* since 2002, but there was a 2 percentage point increase compared with 1998.

Figure 20. **Trend in twelfth-grade NAEP writing achievement-level results**



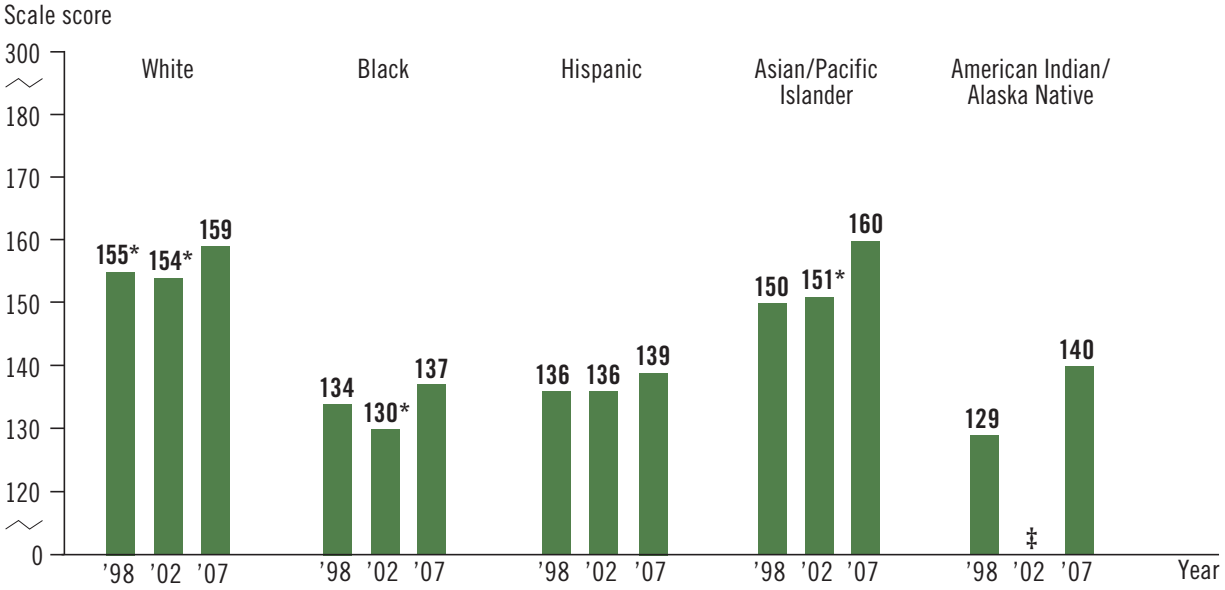
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Gains since 2002 for White, Black, and Asian/Pacific Islander students

The overall gains made by twelfth-graders in 2007 varied across racial/ethnic groups. White students scored higher in 2007 than in both previous assessment years. Black and Asian/Pacific Islander students scored higher than in 2002, but apparent changes in comparison to 1998 were not statistically significant (figure 21).

Scores for Hispanic and American Indian/Alaska Native students showed no significant change in comparison to previous assessments. Although not shown here, the percentage of Hispanic students performing at or above *Basic* was higher in 2007 than in both previous assessments even though there was no significant change in their average score.

Figure 21. **Trend in twelfth-grade NAEP writing average scores, by race/ethnicity**



‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007.
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), 1998, 2002, and 2007 Writing Assessments.

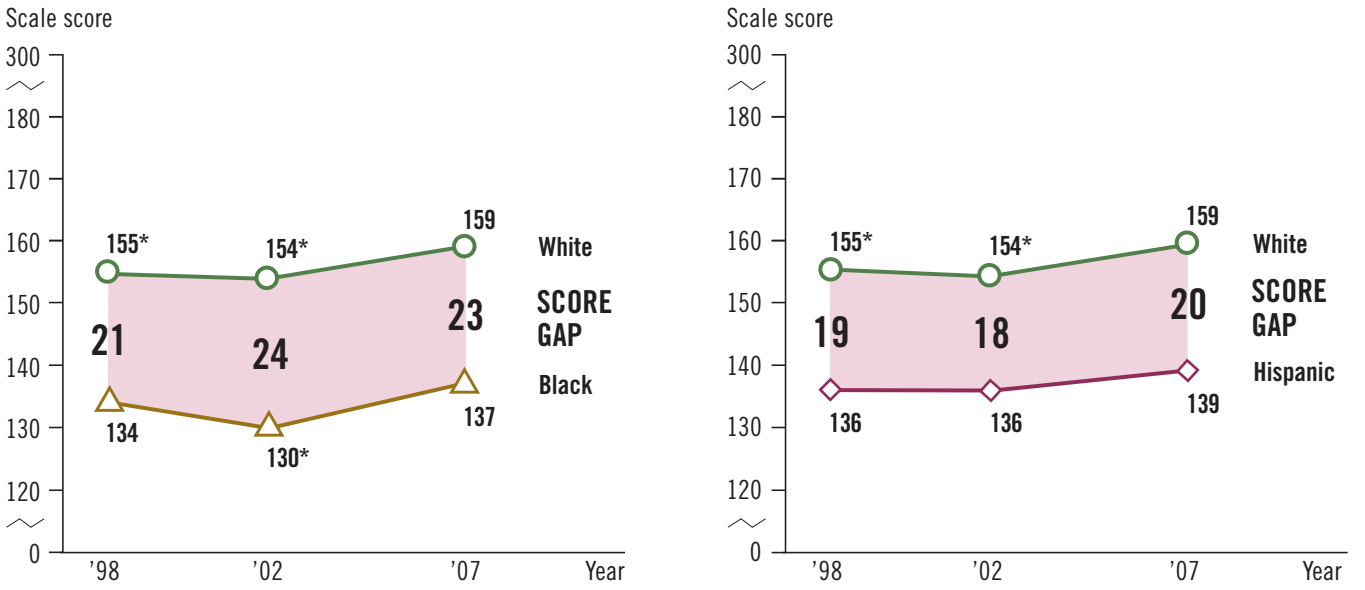
ACHIEVEMENT-LEVEL RESULTS

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/writing_2007/data.asp.

No change in score gaps

Significant gaps continue to exist between the writing scores of White students and other racial/ethnic groups. There were no significant changes in score gaps between White and Black students or White and Hispanic students compared to previous assessment years (figure 22).

Figure 22. **Trend in twelfth-grade NAEP writing average scores and score gaps, by selected racial/ethnic groups**



* Significantly different ($p < .05$) from 2007.
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.

As was seen at grade 8, the percentage of White twelfth-graders in the population was lower in 2007 than in 2002 and 1998, while the percentage of Hispanic students was higher (table 11). The percentage of Asian/Pacific Islander students was higher in 2007 than in 1998.

Table 11. **Percentage of students assessed in twelfth-grade NAEP writing, by race/ethnicity: 1998, 2002, and 2007**

Race/ethnicity	1998	2002	2007
White	72*	70*	64
Black	14	13	15
Hispanic	10*	10*	14
Asian/Pacific Islander	4*	5	5
American Indian/ Alaska Native	#	‡	1

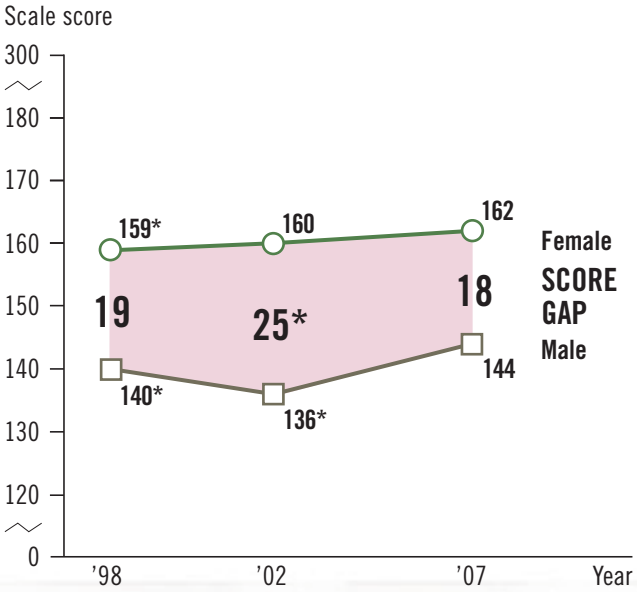
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for the unclassified race/ethnicity category.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Females outscore males

Female students continue to score higher on average than their male counterparts. Although narrower than in 2002, the 18-point score gap in 2007 was not significantly different from the gap in the initial assessment year (figure 23). Male students, however, increased their score in 2007; results show an 8-point increase since 2002 and a 4-point increase compared with 1998. The average score for female students showed no significant change since 2002 but was 3 points higher than in 1998.

Although not shown here, there was no significant change in the percentage of male students performing at *Advanced*, while the percentage of female students at *Advanced* decreased from 3 percent in 2002 to 1 percent in 2007. Achievement-level results by gender are available at http://nationsreportcard.gov/writing_2007/data.asp.

Figure 23. **Trend in twelfth-grade NAEP writing average scores and score gaps, by gender**



* Significantly different ($p < .05$) from 2007.
NOTE: Score gaps are calculated based on differences between unrounded average scores.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Public school students improve

Ninety percent of twelfth-graders attended public schools in 2007. Although participation rates were not high enough to produce reliable estimates of students' performance in 2007 for private schools as a whole, results were available for students who attended Catholic schools. On average, twelfth-graders in Catholic schools scored 15 points higher than their peers in public schools in 2007 (table 12).

While the average writing score for public school students was higher in 2007 than in previous assessments, there was no significant change in the score for Catholic school students compared to the results in 1998.

Table 12. **Average scores in twelfth-grade NAEP writing, by type of school: 1998, 2002, and 2007**

Type of school	1998	2002	2007
Public	148*	146*	152
Catholic	167	‡	167

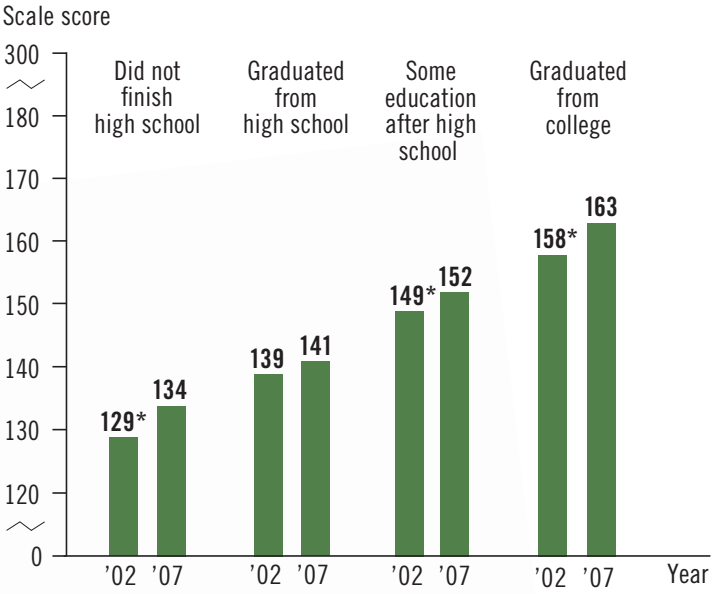
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007.

Higher scores for students with higher parental education

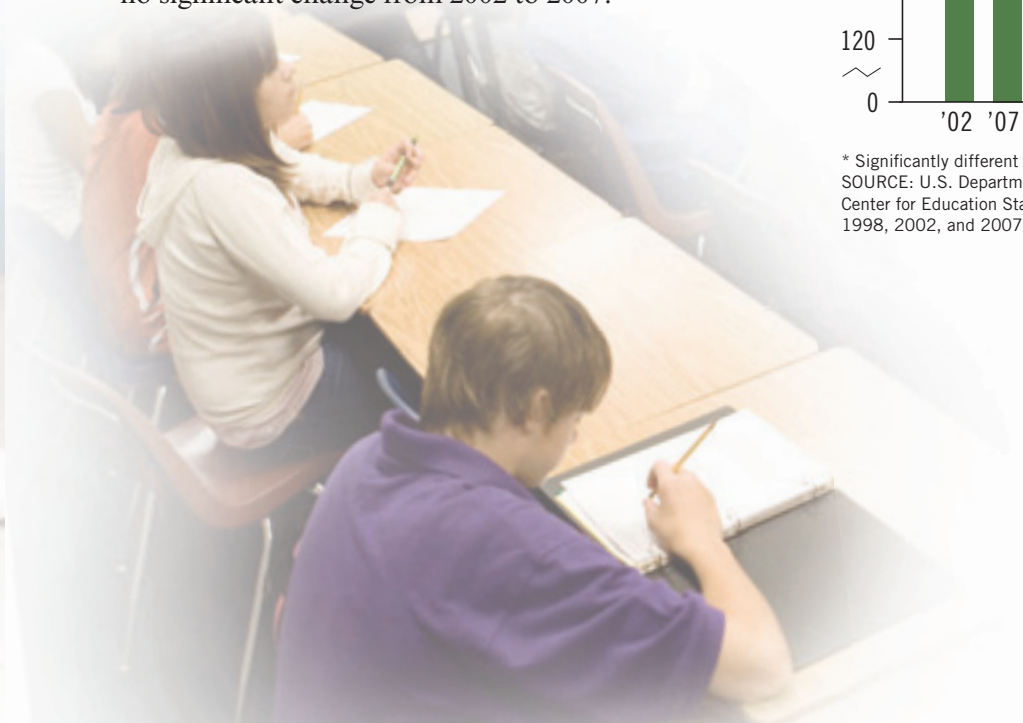
Twelfth-graders who reported higher levels of parental education scored higher on the 2007 writing assessment than students who reported lower levels of parental education. Students who reported that at least one parent graduated from college scored 29 points higher on average than students whose parents did not finish high school and 11 points higher than students with a parent who had some education after high school (figure 24).

Scores were higher in 2007 than in 2002 for most of the student-reported parental education levels. Only the score for students who reported at least one parent graduated from high school as the highest level showed no significant change from 2002 to 2007.

Figure 24. **Average scores in twelfth-grade NAEP writing, by highest level of parental education: 2002 and 2007**



* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



Assessment Content at Grade 12

All three purposes for writing—narrative, informative, and persuasive—were assessed at grade 12, with the greatest proportion of tasks measuring persuasive writing and the fewest tasks measuring narrative writing. The 2007 twelfth-grade writing assessment included 17 writing tasks (4 narrative, 6 informative, and 7 persuasive). A copy of the planning brochure given to twelfth-graders is presented below.

Grade 12 Student Brochure on Planning and Reviewing Writing

Ideas for Planning Your Writing

To plan and organize your writing, you could do one or more of the following:

Brainstorm

List lots of ideas related to your topic; then choose which ones you want to use.

Imagine

Imagine talking about your topic with someone to sort out your ideas.

Draw

Draw a picture or a diagram of your topic or your ideas.

Web

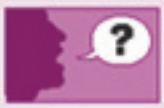
Organize your thoughts by drawing lines between ideas to connect them.

Outline

Organize your ideas into main points and subpoints.

Ideas for Reviewing Your Writing

To review what you have written, you could think about the following:



Purpose

Have I said what I want to say about the topic?

Development

Do I need to develop my ideas by adding details or do I need to take out some details?

Organization

Are the sections of my writing clearly connected and in the right order?

Clarity

Will my audience understand what I wrote?

Correctness

Have I checked for correctness in
- grammar?
- punctuation?
- spelling?

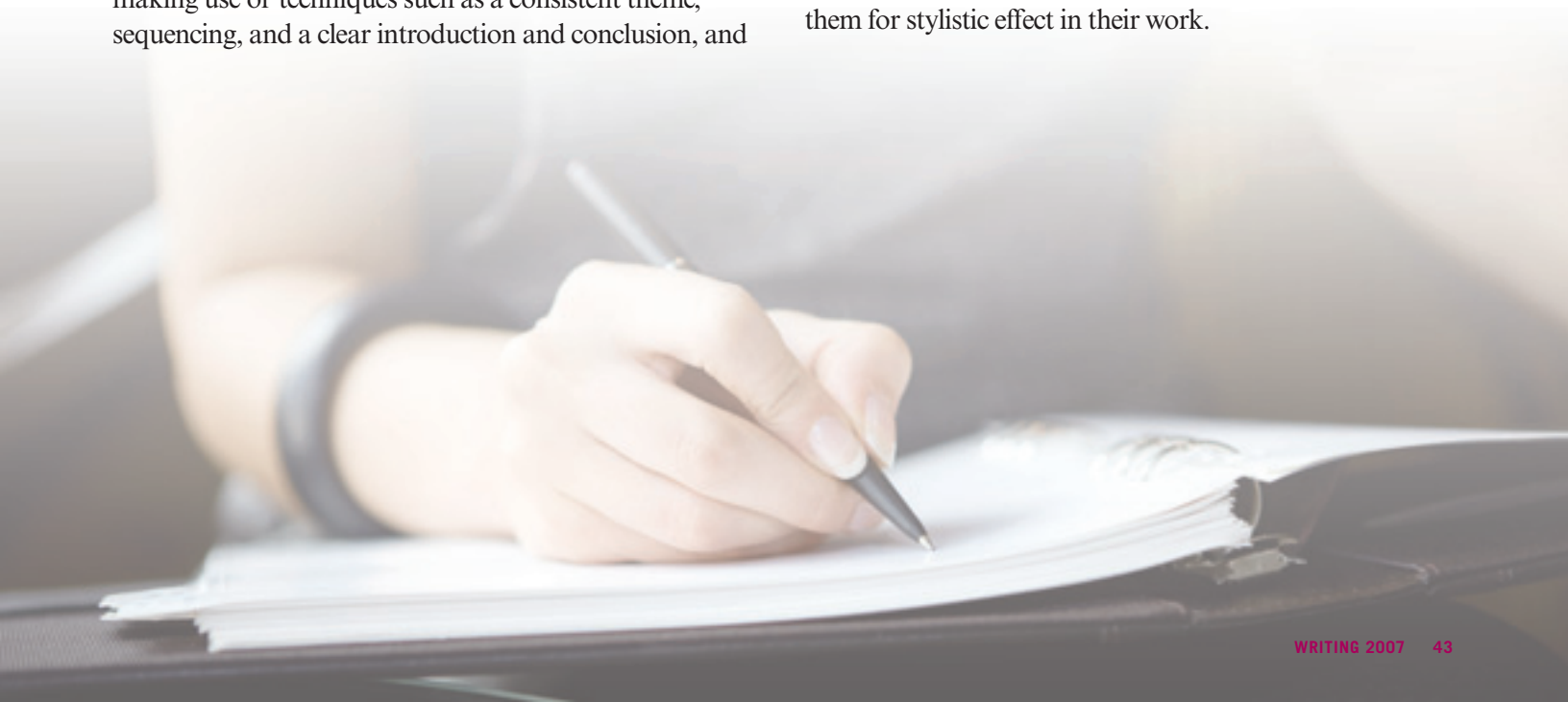
Writing Achievement Levels at Grade 12

The following achievement-level descriptions for grade 12 writing are applied to first drafts that students are expected to generate within the limited time constraints in a large-scale assessment environment, and not to final or polished student writing. The cut score depicting the lowest score representative of that level is noted in parentheses.

Basic (122): Twelfth-grade students performing at the *Basic* level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking. It should include details that support and develop the central idea of the piece, and it should be clearly organized, making use of techniques such as a consistency in topic or theme, sequencing, and a clear introduction and conclusion. The grammar, spelling, punctuation, and capitalization in these students' work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.

Proficient (178): Twelfth-grade students performing at the *Proficient* level should be able to produce an effective and fully developed response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be organized effectively, and it should show that these students have a clear understanding of the writing task they have been assigned. It should be coherent, making use of techniques such as a consistent theme, sequencing, and a clear introduction and conclusion, and it should include details and elaboration that support and develop the main idea of the piece. The writing should show that these students are able to use precise language and variety in sentence structure to engage the audience they are expected to address. Writing by 12th-grade students performing at the *Proficient* level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate a command of these elements and may use them for stylistic effect in their work.

Advanced (230): Twelfth-grade students performing at the *Advanced* level should be able to produce a mature and sophisticated response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be fully developed, incorporating details and elaboration that support and extend the main idea of the piece. It should show that these students can use literary strategies—anecdotes and repetition, for example—to develop their ideas. At the same time, the writing should be well crafted, organized, and coherent, and it should incorporate techniques such as consistency in topic or theme, sequencing, and a clear introduction and conclusion. It should show that these writers can engage the audience they are expected to address through rich and compelling language, precise word choice, and variety in sentence structure. Writing by 12th-grade students performing at the *Advanced* level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate a sophisticated command of these elements and may use them for stylistic effect in their work.



Persuasive Writing at Grade 12

Persuasive writing is focused on the reader because it is intended to influence people to think about a particular topic or issue in a certain way. For the task below, students were required to make an argument about whether big inventions, such as computers, are more important in their daily lives than inventions like pencils. The advantage of the task is that it gave students the opportunity to present views on something about which they are likely to know a good deal and may have clear opinions, given their own use of new technologies.

Sixty percent of twelfth-graders received a rating of "Sufficient" or higher on their responses to this writing task.

Percentage of twelfth-grade students at each rating level in 2007

Excellent	Skillful	Sufficient	Uneven	Insufficient	Unsatisfactory
5	21	34	27	9	3

NOTE: 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), 2007 Writing Assessment.

Sample of Twelfth-Grade Persuasive Writing Task

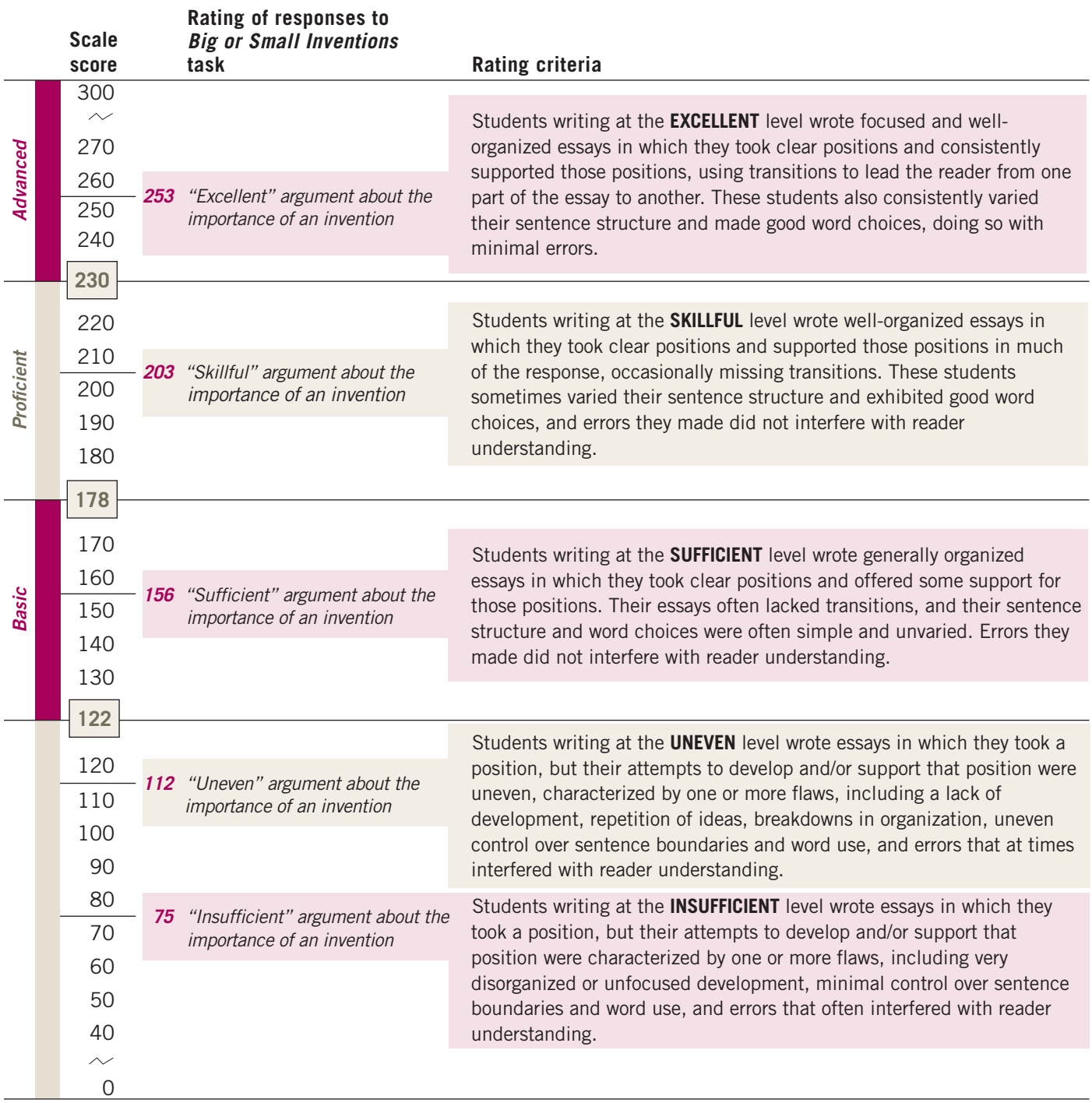
The twentieth century has given us inventions that have changed our lives in many ways. Big inventions, like television, computers, or microwave ovens, have had such a great impact on our culture that they seem to overshadow the small ones, like ballpoint pens, headphones, or calculators.

Write an essay in which you choose whether the "big" inventions or the "small" ones play a more important role in your daily life and provide reasons to support your position. You may use the examples of inventions given above or come up with some of your own. Give as many examples as you feel necessary to support your position.

Range of Twelfth-Grade Persuasive Writing Skills

The item map below illustrates the range of writing ability demonstrated by twelfth-graders. For example, students performing near the middle of the *Basic* range were likely to be able to provide a "Sufficient" response for the *Big or Small Inventions* writing task. Students performing near the middle of the *Proficient* range were more likely to provide a "Skillful" response, and responses rated as "Excellent" were likely to be provided by students performing in the *Advanced* range. Examples of responses rated as "Uneven" and "Excellent" are presented on the following pages.

GRADE 12 NAEP WRITING ITEM MAP



NOTE: The sample grade 12 writing task in the 2007 writing assessment was mapped onto the NAEP 0–300 writing scale. The map shows, for each level on the scoring guide from "Insufficient" through "Excellent," the scale score attained by students who had a 65 percent probability of attaining that level or higher for the selected task. Scale score ranges for writing 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), 2007 Writing Assessment.

Example of an "Uneven" Response

The response shown on the following page was rated as "Uneven" because, while it takes a clear position, its attempt to support that position is uneven in terms of development and organization. The response offers only minimal support for the idea that the small inventions are more important ("I write everyday and listen to music"), moves immediately into a tangentially related argument about how bigger inventions make people lazy, and concludes with a new and undeveloped idea about computer use. Further, grammatical errors, such as misused prepositions ("on my personal daily life") and lack of subject-verb agreement, sometimes interfere with comprehension.

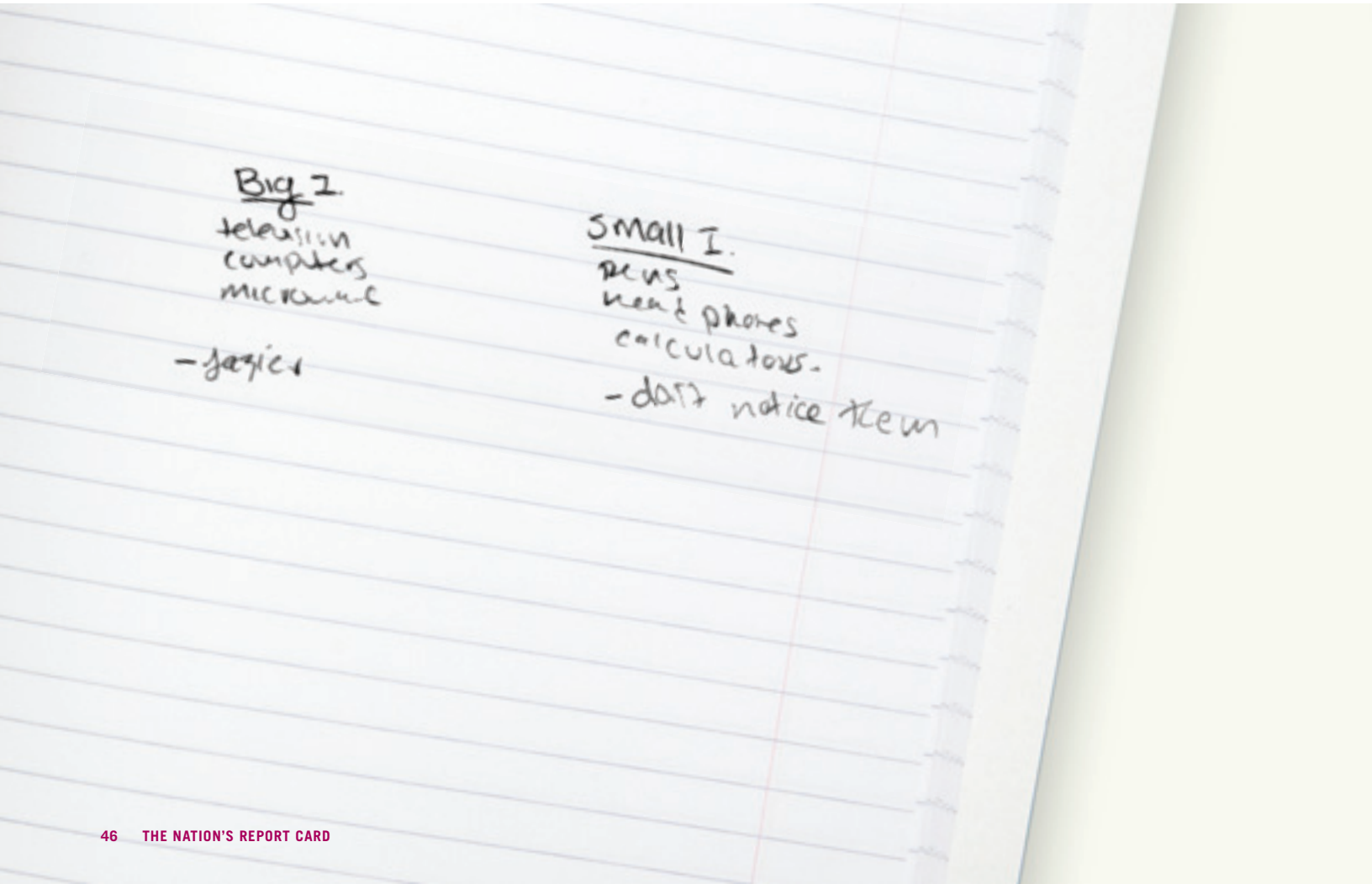
The content of the student's planning page shown below illustrates how the student engaged in prewriting activities by creating two lists: one of big inventions and one of small inventions. Although there is evidence that some of the elements from the planning page were utilized, the response was marked with several notable errors and lapses in continuity throughout. Only the student's completed response was considered in the rating process.

The table below shows the percentage of twelfth-graders within each achievement level whose responses were rated as "Uneven" or higher. For example, 93 percent of students performing at the *Basic* level at least were able to write essays that took a clear position, even if support for that position was inconsistently developed, repetitive, or sometimes exhibited sentence, word choice, or other errors that could interfere with reader understanding.

Percentage rated as "Uneven" or higher for twelfth-graders at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
87	52	93	100	‡

‡ Reporting standards not met. Sample size is 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), 2007 Writing Assessment.



Throught the 20th century many inventions have been given to us. Some big like the microwave, television and computer and some small like the pen, calculator and headphones. The ones that affect me mostly on my personal daily life basis would be the small ones. I write everyday and listen to music. In my opinion the larger inventions are what has made people so lazy. Instead of going outside they stay at home and watch the television. Instead of cooking meals they just pop something in the microwave. I usually go to the library to do research. I don't think computers that necesary. So in my life it's the small objects that are necessary not the big ones.

Example of an "Excellent" Response

The response shown on the following page was rated as "Excellent" because it is focused and well organized. The position that the larger inventions are more important in the student's life is clearly stated and consistently supported. The response begins with a well-developed section about the utility of the Internet and then moves into an argument about the convenience and environmental virtues of fuel-efficient cars. The response uses contrast effectively to make its point ("Once, a student had to spend hours searching through books for a research paper. Now it takes…"), and demonstrates consistently varied sentence structure and good word choices. Errors are minimal.

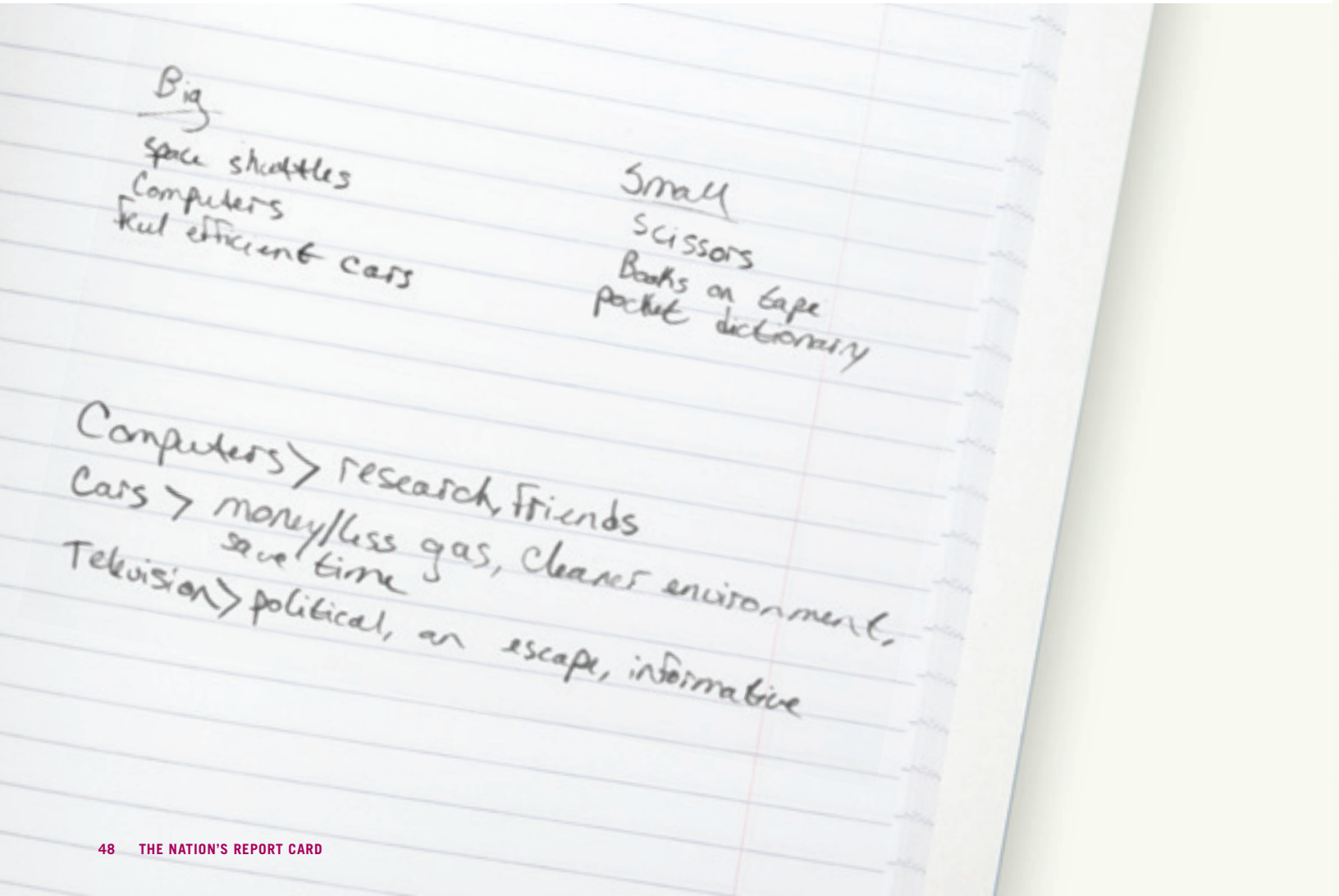
The content of the student's planning page shown below illustrates how the student engaged in prewriting activities by creating three lists: one of big inventions, one of small inventions, and one of inventions followed by ideas. It is notable that this third list produced during planning contributed to the shaping of information in the student's response.

The table below shows the percentage of twelfth-graders within each achievement level whose responses were rated as "Excellent." For example, 15 percent of students performing at the *Proficient* level were able to write well-organized essays in which they took clear positions and consistently supported those positions, using transitions to lead the reader from one part of the essay to another. These students also consistently varied their sentence structure and made good word choices, doing so with minimal errors.

Percentage rated as "Excellent" for twelfth-graders at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
5	#	1	15	‡

Rounds to zero.
‡ Reporting standards not met. Sample size is 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), 2007 Writing Assessment.



Although many twentieth century inventions have been small items, the larger inventions, such as the internet and fuel-efficient vehicles, play a more important role in my life.

The internet has opened up a world of educational research, stress relieving games, and the ability to keep in touch with far away friends, or make new friends from other countries. Once, a student had to spend hours searching through books for a research paper. Now it takes only minutes to access a hundred thousand credible websites on any given subject. The internet has unleashed endless possibilities, both social and educational.

Automobiles have been around for a very long time. Recently, however, advances in automobile technology have sky rocketed, and made life much easier for myself and others. More fuel efficient cars mean that I can fill my tank less often, and drive farther using less fuel. With gas climbing to incredible prices and many students working for minimum wage, fuel efficient cars are a financial blessing.

Not only are cars more fuel efficient these days, they are also cleaner. The environment is a major concern for my generation, so stiffer emissions inspections and the new Hybrid cars that don't run on fossil fuels are an important invention, both for me and for the environment.

While smaller inventions are important in their own ways, it's the larger inventions that preside over my daily life. Without the internet or safer, cleaner, less expensive vehicles, life would be much more difficult.

Technical Notes

Sampling and Weighting

The nationally representative sample of eighth-graders assessed in 2007 consisted of the combined sample of public school students assessed in each participating state and urban school district, plus an additional sample of students from states for which results are not reported separately and students in nonpublic schools (i.e., private, Bureau of Indian Education, and Department of Defense schools). Grade 8 state- and district-level results reflect the performance of public school students only.

The national sample for grade 12 was chosen using a multistage design that involved drawing students from the sampled public and nonpublic schools across the country. Within each grade, the results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and, for grade 8, the performance of public school students in participating states and districts. More information on sampling can be found at http://nces.ed.gov/nationsreportcard/about/nathow.asp.

Each school that participated in the assessment, and each student assessed, represents a portion of the population of interest. Results are weighted to make appropriate inferences between the student samples and the respective populations from which they are drawn. Sampling weights are adjusted for the disproportionate representation of some groups in the selected sample. This includes oversampling of schools with high concentrations of students from certain minority groups and the lower sampling rates of students who attend very small nonpublic schools.

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 students assessed 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 6-point change in the average score for Black students may be statistically significant, while a 6-point change over the same period 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/nde.

School and Student Participation Rates

To ensure unbiased samples, NCES and the Governing Board established participation rate standards that states and jurisdictions were required to meet in order for their results to be reported. Participation rates for the original school sample at each grade needed to be at least 85 percent to meet reporting requirements. Forty-five states, Department of Defense Schools, and 10 urban districts participating in the 2007 eighth-grade writing assessment met participation rate standards.

The weighted national school participation rates for public and private schools combined were 97 percent for grade 8 and 89 percent for grade 12. Student participation rates were 92 percent for grade 8 and 80 percent for grade 12.

Participation rates needed to be 70 percent or higher to report results separately for private schools. While the school participation rate for private schools met the standard for grade 8 in 2007, it fell below the standard for grade 8 in 2002 and for all three assessment years at grade 12. Therefore, the only comparison that could be made for private school students was between 1998 and 2007 at grade 8. Participation rates for Catholic schools, however, were sufficient for reporting in 2007 at both grades (89 percent at grade 8 and 82 percent at grade 12) and in the two previous assessment years, with the exception of 2002 for grade 12.

Because the response rate for twelfth-grade public school students fell below the standard of 85 percent, an analysis of the potential bias introduced by student nonresponse was conducted. Compared to the distribution of all eligible students, the distribution of the weighted student sample did not differ with respect to sex, race/ethnicity, relative age, eligibility for free or reduced-price school lunch, students with disabilities, or English language learners. After weight adjustments were made to account for differences in the response rates by subgroups, the weighted percentage of English language learners was higher in the sample than among all eligible students, but the potential effect on survey estimates was very slight.

The private school response rate at grade 12 was 63 percent in 2007. A nonresponse bias analysis compared the characteristics of participating schools to all eligible schools following school substitution and then following the application of weight adjustments to account for school nonresponse. In each analysis, the characteristics examined included census region, private school reporting group, school location, and estimated grade enrollment. In addition, mean values of race/ethnicity percentages and enrollment were compared. Substitution and weight adjustments appear to have reduced the potential bias associated with all of the factors examined except race/ethnicity. The only significant result for race/ethnicity was the percentage of Hispanic students, for which the relative bias was 18 percent.

National School Lunch Program

NAEP first began collecting data in 1996 on student eligibility for the National School Lunch Program (NSLP) as an indicator of poverty. 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, 2006 through June 30, 2007, for a family of four, 130 percent of the poverty level was $26,000, and 185 percent was $37,000.)

As a result of improvements in the quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased in comparison to the percentages reported in earlier assessments. Therefore, comparisons to results in previous years are not included in this report. For more information on NSLP, visit http://www.fns.usda.gov/cnd/lunch/.

Highest Level of Parental Education

Students who participated in the NAEP writing assessment were asked to indicate the highest level of education they thought each of their parents had completed. Four levels of education were identified: did not finish high school, graduated from high school, some education after high school, and graduated from college. Students could also choose the response, "I don't know." The highest level of education reported for either parent was used in the analysis of this question.

Similar information was collected in the 1998 writing assessment; however, because the format of the question was different, the results from 1998 cannot be compared to those in 2002 and 2007.

Appendix Tables

Table A-1. **Eighth- and twelfth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP writing, as a percentage of all students: 1998, 2002, and 2007**

Student characteristics	1998	2002	2007
Grade 8			
SD and/or ELL			
Identified	13	17	17
Excluded	4	4	3
Assessed	9	13	14
Without accommodations	6	8	6
With accommodations	3	5	8
SD			
Identified	10	12	12
Excluded	3	3	3
Assessed	7	9	10
Without accommodations	5	5	2
With accommodations	3	5	7
ELL			
Identified	3	6	6
Excluded	1	1	1
Assessed	2	4	5
Without accommodations	2	4	4
With accommodations	#	1	2
Grade 12			
SD and/or ELL			
Identified	8	11	13
Excluded	2	3	3
Assessed	6	8	10
Without accommodations	5	6	4
With accommodations	1	3	6
SD			
Identified	6	9	10
Excluded	2	3	3
Assessed	4	6	7
Without accommodations	3	4	2
With accommodations	1	3	5
ELL			
Identified	2	3	4
Excluded	#	1	1
Assessed	2	2	3
Without accommodations	2	2	2
With accommodations	#	#	1

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), 1998, 2002, and 2007 Writing Assessments.

Table A-2. **Eighth- and twelfth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP writing, by percentage of students within race/ethnicity categories: 2007**

Student characteristics	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
Grade 8					
SD and/or ELL					
Identified	12	17	33	21	22
Excluded	2	4	5	2	3
Assessed	10	13	28	18	19
Without accommodations	3	3	17	12	10
With accommodations	7	10	11	6	9
SD					
Identified	12	16	12	6	16
Excluded	2	4	3	1	3
Assessed	9	12	9	5	13
Without accommodations	2	3	3	2	4
With accommodations	7	10	6	3	9
ELL					
Identified	1	1	25	17	8
Excluded	#	#	4	2	1
Assessed	1	1	22	15	8
Without accommodations	#	1	15	11	6
With accommodations	#	1	6	4	2
Grade 12					
SD and/or ELL					
Identified	10	15	25	16	13
Excluded	2	5	5	2	3
Assessed	8	11	20	14	9
Without accommodations	2	3	12	10	5
With accommodations	5	8	7	4	4
SD					
Identified	10	13	10	4	12
Excluded	2	4	3	1	3
Assessed	7	9	6	3	9
Without accommodations	2	2	2	1	5
With accommodations	5	7	4	2	4
ELL					
Identified	#	2	17	13	5
Excluded	#	#	3	1	1
Assessed	#	1	15	12	3
Without accommodations	#	1	11	9	3
With accommodations	#	1	4	3	1

Rounds to zero.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. 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. Results are not shown for students whose race/ethnicity was unclassified. 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), 2007 Writing Assessment.

HOW TO READ THIS TABLE...

The data presented in this table show the percentages of students in racial/ethnic groups identified as students with disabilities and/or English language learners, excluded, and assessed in 2007. For example, 25 percent of Hispanic eighth-graders were identified as English language learners in 2007, of which 4 percent were excluded from the writing assessment and 22 percent were assessed.

Table A-3. **Eighth-grade public school students with disabilities (SD) and English language learners (ELL) identified, excluded, and accommodated in NAEP writing, as a percentage of all students, by state: 2007**

State/jurisdiction	Overall excluded	SD			ELL		
		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated
Nation (public)	**3**	**13**	**3**	**8**	**7**	**1**	**2**
Alabama	2	12	2	3	2	#	#
Alaska	—	—	—	—	—	—	—
Arizona	3	10	2	4	10	1	2
Arkansas	2	13	2	8	4	#	2
California	2	9	1	4	21	1	2
Colorado	3	9	2	6	6	1	3
Connecticut	2	11	1	8	4	1	2
Delaware	5	14	5	7	2	1	1
Florida	3	14	2	11	6	1	4
Georgia	2	12	2	7	2	#	1
Hawaii	1	13	1	8	6	#	3
Idaho	2	9	1	5	6	1	1
Illinois	3	14	2	10	3	1	1
Indiana	3	14	3	9	3	1	1
Iowa	2	15	2	11	2	#	1
Kansas	4	13	3	8	4	1	1
Kentucky	6	13	6	6	1	#	#
Louisiana	2	13	2	10	1	#	1
Maine	4	19	4	11	2	1	1
Maryland	—	—	—	—	—	—	—
Massachusetts	6	19	6	11	4	1	2
Michigan	4	14	4	9	2	#	1
Minnesota	2	11	2	7	6	1	2
Mississippi	2	10	2	7	1	#	#
Missouri	2	13	2	8	2	#	1
Montana	2	13	2	9	4	#	2
Nebraska	—	—	—	—	—	—	—
Nevada	3	12	2	6	11	2	2
New Hampshire	3	19	3	11	2	#	1
New Jersey	3	15	2	12	3	1	1
New Mexico	5	14	3	8	17	3	3
New York	3	16	2	13	5	1	4
North Carolina	2	15	2	11	4	#	2
North Dakota	5	15	5	7	2	#	1
Ohio	4	14	4	9	1	#	1
Oklahoma	4	16	4	9	3	#	1
Oregon	—	—	—	—	—	—	—
Pennsylvania	3	16	3	10	2	1	1
Rhode Island	3	18	1	13	4	1	1
South Carolina	3	13	3	7	2	#	1
South Dakota	—	—	—	—	—	—	—
Tennessee	3	12	3	5	2	#	1
Texas	7	12	6	3	8	2	2
Utah	3	9	2	6	10	1	2
Vermont	4	20	4	12	2	#	1
Virginia	6	14	5	7	4	1	1
Washington	4	12	3	6	6	1	2
West Virginia	1	15	1	9	1	#	#
Wisconsin	4	14	3	10	5	1	2
Wyoming	3	13	3	8	3	#	1
Other jurisdictions							
District of Columbia	—	—	—	—	—	—	—
DoDEA[1]	2	7	1	5	4	1	1

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Students identified as both SD and ELL were counted only once in overall, but were counted separately under the SD and ELL categories. Results are not shown for SD and ELL students assessed without accommodations.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Table A-4. **Eighth-grade public school students with disabilities excluded from NAEP writing assessment, as a percentage of all students, by state: 1998, 2002, and 2007**

State/jurisdiction	1998	2002	2007
Nation (public)	**4**	**3**	**3**
Alabama	6	2	2
Alaska	—	—	—
Arizona	3	3	2
Arkansas	5	2	2
California	3	2	1
Colorado	3	—	2
Connecticut	6	3	1
Delaware	3	4	5
Florida	4	3	2
Georgia	4	3	2
Hawaii	3	2	1
Idaho	—	1	1
Illinois	3	2	2
Indiana	—	2	3
Iowa	—	—	2
Kansas	—	2	3
Kentucky	2	4	6
Louisiana	5	4	2
Maine	5	2	4
Maryland	2	3	—
Massachusetts	3	2	6
Michigan	—	5	4
Minnesota	2	2	2
Mississippi	5	5	2
Missouri	2	3	2
Montana	2	2	2
Nebraska	—	3	—
Nevada	4	3	2
New Hampshire	—	—	3
New Jersey	—	—	2
New Mexico	4	3	3
New York	2	4	2
North Carolina	3	4	2
North Dakota	—	1	5
Ohio	—	5	4
Oklahoma	8	2	4
Oregon	2	3	—
Pennsylvania	—	2	3
Rhode Island	3	2	1
South Carolina	5	5	3
South Dakota	—	—	—
Tennessee	4	3	3
Texas	5	5	6
Utah	3	2	2
Vermont	—	4	4
Virginia	4	5	5
Washington	2	2	3
West Virginia	5	4	1
Wisconsin	4	3	3
Wyoming	2	2	3
Other jurisdictions			
District of Columbia	5	5	—
DoDEA[1]	1	1	1

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Table A-5. **Eighth-grade public school English language learners excluded from NAEP writing assessment, as a percentage of all students, by state: 1998, 2002, and 2007**

State/jurisdiction	1998	2002	2007
Nation (public)	**1**	**1**	**1**
Alabama	#	#	#
Alaska	—	—	—
Arizona	3	3	1
Arkansas	1	1	#
California	4	2	1
Colorado	1	—	1
Connecticut	2	1	1
Delaware	#	1	1
Florida	1	2	1
Georgia	1	1	#
Hawaii	2	2	#
Idaho	—	1	1
Illinois	1	2	1
Indiana	—	1	1
Iowa	—	—	#
Kansas	—	1	1
Kentucky	#	#	#
Louisiana	#	#	#
Maine	#	#	1
Maryland	#	1	—
Massachusetts	2	2	1
Michigan	—	1	#
Minnesota	1	2	1
Mississippi	#	#	#
Missouri	#	#	#
Montana	#	#	#
Nebraska	—	1	—
Nevada	3	2	2
New Hampshire	—	—	#
New Jersey	—	—	1
New Mexico	3	3	3
New York	3	2	1
North Carolina	1	1	#
North Dakota	—	#	#
Ohio	—	#	#
Oklahoma	1	#	#
Oregon	1	1	—
Pennsylvania	—	#	1
Rhode Island	1	2	1
South Carolina	#	#	#
South Dakota	—	—	—
Tennessee	#	#	#
Texas	2	3	2
Utah	1	1	1
Vermont	—	#	#
Virginia	1	1	1
Washington	1	1	1
West Virginia	#	#	#
Wisconsin	1	2	1
Wyoming	#	#	#
Other jurisdictions			
District of Columbia	2	1	—
DoDEA[1]	1	2	1

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
Rounds to zero.
[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Table A-6. **Achievement-level results in NAEP writing for eighth-grade public school students, by state: 1998, 2002, and 2007**

State/jurisdiction	Percentage of students								
	At or above *Basic*			At or above *Proficient*			At *Advanced*		
	1998	2002	2007	1998	2002	2007	1998	2002	2007
Nation (public)[1]	**83***	**84***	**87**	**24***	**30**	**31**	**1***	**2**	**2**
Alabama	83	79*	84	17*	20*	24	#	1	1
Alaska	—	—	—	—	—	—	—	—	—
Arizona	80*	77*	85	21	20	23	1	1	1
Arkansas	77*	79*	85	13*	19*	27	#	#	1
California	76*	78*	83	20*	23	25	1	1	1
Colorado	86*	—	91	27*	—	38	1	—	2
Connecticut	91	87*	92	44*	45*	53	5*	7	7
Delaware	80*	90	91	22*	35	34	1	2	2
Florida	78*	84*	88	19*	32	36	1*	3	3
Georgia	83*	82*	88	23*	25*	29	1	1	1
Hawaii	72*	74*	81	15*	18	20	1	1	1
Idaho	—	84*	88	—	29	29	—	2	1
Illinois	—	—	90	—	—	37	—	—	2
Indiana	—	85*	89	—	26	30	—	1	1
Iowa	—	—	88	—	—	32	—	—	1
Kansas	—	87	88	—	32	33	—	1	2
Kentucky	84*	85	87	21*	25	26	1	1	1
Louisiana	75*	80*	88	12*	18	17	#	1	#
Maine	87*	86*	90	32*	36	38	2	3	3
Maryland	83	87	—	23	35	—	1	3	—
Massachusetts	87*	90	93	31*	42	46	2	4	3
Michigan	—	83	86	—	24	27	—	1	1
Minnesota	83*	—	89	25*	—	32	1	—	1
Mississippi	74*	83	83	11*	13	15	#	#	#
Missouri	80*	86*	89	17*	27	26	#*	1	1
Montana	86*	85*	89	25*	29	33	1	1	1
Nebraska	—	88	—	—	32	—	—	1	—
Nevada	77	75*	80	17*	16*	21	#	1	#
New Hampshire	—	—	90	—	—	39	—	—	2
New Jersey	—	—	95	—	—	56	—	—	7
New Mexico	79*	77*	82	18	18	17	1	1	#
New York	84	84	87	21*	30	31	#*	2	1
North Carolina	85	87	87	27	34*	29	1	3*	1
North Dakota	—	83*	91	—	24	27	—	1	#
Ohio	—	89	90	—	38*	32	—	3*	1
Oklahoma	88	84*	89	25	27	26	1	1	1
Oregon	83	85	—	27	33	—	1	3	—
Pennsylvania	—	85*	91	—	32*	36	—	2	1
Rhode Island	83	84	85	25*	29*	32	1	2	2
South Carolina	79*	84	85	15*	20	23	#	1	1
South Dakota	—	—	—	—	—	—	—	—	—
Tennessee	84*	82*	90	24*	24*	30	1	1	1
Texas	88	83	86	31	31	26	1	2*	1
Utah	78*	77*	84	21*	23*	31	1	1	2
Vermont	—	89	89	—	41	40	—	5	3
Virginia	89	88	90	27	32	31	1	3*	1
Washington	83*	86	88	25*	34	35	1	3	2
West Virginia	82	81	84	18	21	22	#	1	#
Wisconsin	88	—	89	28*	—	36	1*	—	2
Wyoming	81*	86*	91	23*	28*	34	1	1	1
Other jurisdictions									
District of Columbia	63	66	—	11	10	—	1	#	—
DoDEA[2]	89*	93*	95	33*	38	41	2	2	2

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
Rounds to zero.
* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Table A-7. **Percentage of eighth-grade public school students in NAEP writing, by race/ethnicity and state: 1998, 2002, and 2007**

State/jurisdiction	White			Black			Hispanic			Asian/Pacific Islander			American Indian/ Alaska Native		
	1998	2002	2007	1998	2002	2007	1998	2002	2007	1998	2002	2007	1998	2002	2007
Nation (public)[1]	**69***	**64***	**58**	**16***	**15***	**17**	**11***	**14***	**19**	**3***	**4**	**5**	**1**	**1**	**1**
Alabama	67*	62	61	31	36	36	1*	1	2	1	1	1	#	#	#
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	60*	57*	46	4	5	6	26*	30*	39	2	2	3	7	6	7
Arkansas	74*	73*	67	23	23	24	2*	3*	7	1	1	1	#	1	#
California	42*	37	31	8	7	7	39*	42	48	10	13	12	1	1	1
Colorado	75*	—	62	5	—	7	17*	—	27	3	—	3	1	—	1
Connecticut	78*	70	69	11	14	12	9*	12	15	2*	3	3	#	1	#
Delaware	67*	64*	55	27*	29*	35	4*	5*	8	2*	2	3	#	#	#
Florida	56*	55	49	28*	23	22	14*	18	23	2	2	2	#	#	#
Georgia	58*	54	48	36*	37	43	2*	5	6	2	3	2	#	#	#
Hawaii	17*	16	14	2	2	2	2	2	3	67	68	69	#	#	1
Idaho	—	88*	83	—	1	1	—	9*	13	—	1	1	—	1	2
Illinois	—	—	58	—	—	19	—	—	18	—	—	4	—	—	#
Indiana	—	86*	78	—	9	12	—	2*	6	—	1	1	—	#	#
Iowa	—	—	87	—	—	5	—	—	5	—	—	2	—	—	#
Kansas	—	80*	76	—	8	8	—	7*	11	—	2	2	—	1	1
Kentucky	89	91*	86	10	8	10	#*	1*	2	1	1	1	#	#	#
Louisiana	58	53	52	40	43	44	1	1	2	1	1	1	#*	1	1
Maine	97	97	96	1	1	2	#	1	1	1	1	1	#	#	#
Maryland	59	55	—	34	34	—	3	5	—	4	5	—	#	#	—
Massachusetts	81*	75	74	6	9	9	9	10	10	4	5	5	#	#	#
Michigan	—	77	75	—	18	19	—	2	3	—	2	2	—	#	1
Minnesota	85	—	80	5	—	7	2	—	4	5	—	6	3	—	2
Mississippi	51	52	46	48	47	52	#*	#*	1	1	#	1	#	#	#
Missouri	84*	81	77	14	16	19	1	1	3	1	1	2	#	#	#
Montana	92*	84	85	#	1	1	1	2	2	1	1	1	5*	12	11
Nebraska	—	84	—	—	6	—	—	7	—	—	1	—	—	1	—
Nevada	65*	60*	45	9	10	11	19*	22*	35	5*	7	8	2	1	2
New Hampshire	—	—	94	—	—	1	—	—	3	—	—	2	—	—	#
New Jersey	—	—	58	—	—	16	—	—	18	—	—	8	—	—	#
New Mexico	40*	36*	31	3	2	2	46*	47*	53	1	1	2	9	13	12
New York	60	55	56	19	21	19	15	17	18	5	6	7	#	#	#
North Carolina	64*	63*	57	28	30	29	2*	4*	7	2	2	2	3*	#*	1
North Dakota	—	92*	89	—	1	1	—	2	1	—	1	1	—	4*	8
Ohio	—	80	76	—	15	19	—	2	2	—	1	1	—	#	#
Oklahoma	74*	62	60	7	11	9	4*	6	8	2	1	2	12*	18	20
Oregon	85	82	—	2	2	—	6	8	—	4	5	—	2	2	—
Pennsylvania	—	81	76	—	13	15	—	4	6	—	3	3	—	#	#
Rhode Island	81*	75*	71	7	9	8	8*	13*	17	3	2	3	#	#	#
South Carolina	58	56	55	40	42	39	1*	1*	4	1	1	1	#	#	#
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee	77*	77*	68	21	20	26	1*	2*	5	1	1	1	#	#	#
Texas	51*	44*	37	13	12	16	32*	40	44	3	3	3	1	1	#
Utah	89*	86*	81	1	1	1	6*	8*	13	3	3	3	1	2	2
Vermont	—	96	95	—	1	2	—	#	1	—	1	1	—	1	1
Virginia	68*	66	61	26	24	27	3*	4	6	3	4	4	#	#	#
Washington	81*	79*	69	4*	4	6	7*	7*	13	6*	8	10	2	2	2
West Virginia	95	95	93	4	4	5	#*	#	1	#	#	1	#	#	#
Wisconsin	84	—	80	8	—	10	4	—	6	3	—	3	1	—	1
Wyoming	90*	88*	85	1	2	1	5*	7*	10	1	1	1	2	3	4
Other jurisdictions															
District of Columbia	4	3	—	89	87	—	6	8	—	1	2	—	#	#	—
DoDEA[2]	47	46	47	21*	17	18	10*	11*	14	7	8	8	1	1	1

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
Rounds to zero.
* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
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 the unclassified race/ethnicity category.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Table A-8. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by race/ethnicity and state: 2007**

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**162**	**8**	**92**	**39**	**2**	**140**	**20**	**80**	**15**	**#**	**141**	**21**	**79**	**17**	**#**
Alabama	157	10	90	33	1	132	27	73	9	#	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	160	7	93	34	1	143	19	81	16	#	136	22	78	10	#
Arkansas	156	12	88	32	1	138	22	78	14	#	141	21	79	17	1
California	161	9	91	38	2	138	23	77	13	#	137	23	77	13	#
Colorado	170	4	96	49	3	145	19	81	21	#	142	19	81	16	#
Connecticut	181	4	96	63	9	150	16	84	27	1	147	20	80	27	2
Delaware	167	6	94	45	2	147	13	87	18	#	142	18	82	17	#
Florida	167	8	92	45	5	144	19	81	22	1	150	16	84	28	2
Georgia	162	8	92	39	2	144	17	83	17	#	142	20	80	19	#
Hawaii	150	16	84	26	1	140	22	78	15	1	137	23	77	16	#
Idaho	157	9	91	32	1	‡	‡	‡	‡	‡	136	24	76	13	#
Illinois	169	6	94	48	3	142	19	81	18	#	143	18	82	17	#
Indiana	158	9	91	33	1	140	18	82	12	#	139	22	78	18	#
Iowa	157	11	89	33	1	134	29	71	13	#	133	29	71	14	#
Kansas	160	9	91	37	2	140	25	75	20	1	138	23	77	14	#
Kentucky	153	12	88	27	1	141	18	82	14	#	‡	‡	‡	‡	‡
Louisiana	153	8	92	24	#	139	16	84	9	#	‡	‡	‡	‡	‡
Maine	161	10	90	38	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Massachusetts	173	3	97	52	4	146	14	86	19	#	138	25	75	16	#
Michigan	156	10	90	30	1	132	27	73	10	#	135	32	68	17	1
Minnesota	160	9	91	35	2	133	27	73	13	#	140	21	79	17	1
Mississippi	151	10	90	23	#	134	23	77	8	#	‡	‡	‡	‡	‡
Missouri	156	9	91	30	1	140	17	83	12	#	142	14	86	16	#
Montana	160	8	92	35	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada	152	13	87	28	1	134	26	74	13	#	132	29	71	12	#
New Hampshire	161	10	90	40	2	‡	‡	‡	‡	‡	140	24	76	21	1
New Jersey	184	2	98	66	9	152	13	87	27	2	162	10	90	41	3
New Mexico	153	11	89	27	#	‡	‡	‡	‡	‡	138	20	80	12	#
New York	161	8	92	38	2	140	20	80	15	#	140	25	75	20	1
North Carolina	162	8	92	38	2	138	21	79	12	#	138	25	75	16	#
North Dakota	155	8	92	28	#	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	160	8	92	36	1	138	20	80	13	#	141	26	74	22	#
Oklahoma	156	8	92	30	1	141	16	84	12	#	143	16	84	14	#
Oregon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pennsylvania	164	6	94	42	1	138	21	79	13	#	145	17	83	20	1
Rhode Island	162	9	91	39	3	136	26	74	12	#	128	34	66	11	#
South Carolina	156	9	91	30	1	137	21	79	12	#	140	23	77	18	#
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee	161	7	93	36	2	144	17	83	18	#	147	13	87	18	#
Texas	165	7	93	41	2	142	20	80	17	#	142	19	81	16	#
Utah	156	13	87	34	2	‡	‡	‡	‡	‡	128	36	64	10	#
Vermont	162	11	89	40	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	163	7	93	39	2	142	16	84	14	#	145	18	82	18	#
Washington	162	9	91	40	3	150	13	87	24	2	139	23	77	18	1
West Virginia	147	16	84	22	#	136	24	76	15	#	‡	‡	‡	‡	‡
Wisconsin	162	9	91	40	2	131	30	70	10	#	149	14	86	26	1
Wyoming	160	9	91	36	1	‡	‡	‡	‡	‡	153	8	92	23	1
Other jurisdictions															
District of Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	167	5	95	44	2	155	7	93	26	1	165	4	96	41	1

See notes at end of table.

Table A-8. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by race/ethnicity and state: 2007—Continued**

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**166**	**8**	**92**	**45**	**5**	**143**	**21**	**79**	**21**	**1**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	169	5	95	45	4	133	26	74	10	#
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	164	10	90	44	4	136	29	71	17	1
Colorado	173	3	97	52	4	‡	‡	‡	‡	‡
Connecticut	173	8	92	52	9	‡	‡	‡	‡	‡
Delaware	177	3	97	56	7	‡	‡	‡	‡	‡
Florida	170	9	91	50	8	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	143	20	80	19	#	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	180	2	98	60	8	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	173	2	98	49	6	‡	‡	‡	‡	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	175	4	96	55	6	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	153	9	91	27	2	135	31	69	20	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	133	30	70	15	1
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	151	11	89	26	1	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	191	2	98	73	14	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	136	26	74	13	#
New York	170	9	91	52	5	‡	‡	‡	‡	‡
North Carolina	164	9	91	45	3	145	22	78	23	4
North Dakota	‡	‡	‡	‡	‡	135	27	73	13	1
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	151	15	85	27	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	170	4	96	50	2	‡	‡	‡	‡	‡
Rhode Island	160	19	81	43	5	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	167	6	94	41	3	‡	‡	‡	‡	‡
Utah	157	14	86	36	5	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	173	3	97	51	3	‡	‡	‡	‡	‡
Washington	162	9	91	37	3	138	25	75	17	1
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	167	4	96	42	3	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	127	33	67	9	#
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	172	2	98	51	3	‡	‡	‡	‡	‡

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. 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), 2007 Writing Assessment.

Table A-9. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by gender and state: 2007**

State/jurisdiction	Male					Female				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**144**	**18**	**82**	**20**	**1**	**164**	**7**	**93**	**41**	**3**
Alabama	138	23	77	15	#	157	10	90	33	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	139	19	81	13	#	157	10	90	32	2
Arkansas	139	22	78	14	#	164	6	94	40	1
California	139	23	77	17	1	157	11	89	33	2
Colorado	152	13	87	28	1	169	6	94	49	3
Connecticut	163	10	90	42	3	181	5	95	63	11
Delaware	151	13	87	24	1	166	6	94	43	2
Florida	147	18	82	24	1	169	7	93	48	5
Georgia	143	19	81	17	#	164	7	93	40	2
Hawaii	134	27	73	12	#	155	10	90	29	1
Idaho	143	18	82	18	#	167	4	96	42	2
Illinois	150	15	85	27	1	170	5	95	48	4
Indiana	144	16	84	17	#	165	5	95	42	1
Iowa	143	19	81	17	#	167	6	94	47	2
Kansas	144	18	82	21	1	168	5	95	46	3
Kentucky	142	19	81	16	1	161	7	93	36	2
Louisiana	138	17	83	9	#	156	6	94	26	#
Maine	149	15	85	24	1	174	4	96	53	5
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	157	10	90	32	1	178	4	96	60	6
Michigan	140	20	80	14	#	162	7	93	39	2
Minnesota	144	17	83	18	#	168	5	95	46	3
Mississippi	132	26	74	6	#	152	9	91	23	#
Missouri	143	16	84	15	#	163	5	95	38	1
Montana	145	17	83	19	#	169	4	96	47	2
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	131	29	71	11	#	156	10	90	31	1
New Hampshire	149	16	84	26	1	173	4	96	53	4
New Jersey	168	7	93	47	4	183	4	96	65	10
New Mexico	133	26	74	9	#	152	11	89	25	1
New York	145	19	81	22	1	163	8	92	41	2
North Carolina	142	20	80	18	#	164	6	94	40	2
North Dakota	142	15	85	13	#	166	3	97	41	1
Ohio	147	15	85	21	#	166	5	95	43	2
Oklahoma	143	16	84	16	#	162	6	94	37	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	151	13	87	26	1	168	5	95	47	2
Rhode Island	143	21	79	20	1	165	9	91	45	3
South Carolina	137	22	78	12	#	159	7	93	32	1
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	146	15	85	19	1	167	4	96	42	2
Texas	142	20	80	18	#	160	9	91	36	2
Utah	140	24	76	18	1	165	8	92	44	3
Vermont	149	17	83	27	1	176	4	96	56	6
Virginia	146	15	85	19	#	168	4	96	44	3
Washington	146	18	82	23	1	170	5	95	48	4
West Virginia	133	26	74	11	#	159	7	93	33	1
Wisconsin	146	17	83	22	#	170	5	95	50	3
Wyoming	146	15	85	20	#	171	4	96	50	3
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	156	7	93	29	1	175	2	98	54	3

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: 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), 2007 Writing Assessment.

Table A-10. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by eligibility for free/reduced-price school lunch and state: 2007**

State/jurisdiction	Eligible					Not eligible					Information not available				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**141**	**20**	**80**	**17**	**#**	**164**	**7**	**93**	**40**	**3**	**149**	**15**	**85**	**25**	**2**
Alabama	135	24	76	12	#	160	8	92	36	1	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	136	23	77	10	#	157	8	92	31	1	‡	‡	‡	‡	‡
Arkansas	141	21	79	17	#	161	7	93	38	1	‡	‡	‡	‡	‡
California	136	24	76	13	#	159	10	90	36	2	146	15	85	20	1
Colorado	143	17	83	18	#	171	5	95	49	3	‡	‡	‡	‡	‡
Connecticut	149	18	82	28	2	181	4	96	62	9	‡	‡	‡	‡	‡
Delaware	146	15	85	18	#	165	6	94	41	2	‡	‡	‡	‡	‡
Florida	146	18	82	23	1	167	8	92	45	5	‡	‡	‡	‡	‡
Georgia	141	19	81	16	#	165	6	94	41	2	‡	‡	‡	‡	‡
Hawaii	132	28	72	11	#	151	13	87	26	1	‡	‡	‡	‡	‡
Idaho	144	18	82	18	#	160	8	92	35	1	‡	‡	‡	‡	‡
Illinois	142	19	81	17	#	172	5	95	51	4	‡	‡	‡	‡	‡
Indiana	142	18	82	17	#	161	7	93	37	1	‡	‡	‡	‡	‡
Iowa	140	23	77	18	#	161	8	92	38	1	‡	‡	‡	‡	‡
Kansas	142	19	81	18	#	164	7	93	42	3	‡	‡	‡	‡	‡
Kentucky	141	20	80	16	#	160	7	93	35	2	‡	‡	‡	‡	‡
Louisiana	140	16	84	10	#	157	6	94	28	#	‡	‡	‡	‡	‡
Maine	150	16	84	26	1	167	7	93	44	3	‡	‡	‡	‡	‡
Maryland	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Massachusetts	146	16	84	21	1	174	4	96	54	4	‡	‡	‡	‡	‡
Michigan	137	23	77	14	#	158	9	91	33	1	‡	‡	‡	‡	‡
Minnesota	140	21	79	16	#	162	7	93	39	2	‡	‡	‡	‡	‡
Mississippi	136	21	79	9	#	153	9	91	25	#	‡	‡	‡	‡	‡
Missouri	141	17	83	13	#	160	7	93	34	1	‡	‡	‡	‡	‡
Montana	143	20	80	20	#	164	6	94	40	2	‡	‡	‡	‡	‡
Nebraska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada	132	30	70	12	#	151	13	87	26	1	131	30	70	9	#
New Hampshire	143	21	79	20	1	164	8	92	43	3	162	9	91	41	1
New Jersey	155	13	87	33	2	183	3	97	64	9	‡	‡	‡	‡	‡
New Mexico	137	22	78	12	#	153	11	89	26	1	‡	‡	‡	‡	‡
New York	145	20	80	22	1	164	7	93	40	2	‡	‡	‡	‡	‡
North Carolina	141	20	80	16	#	163	7	93	39	2	‡	‡	‡	‡	‡
North Dakota	145	17	83	19	#	157	7	93	30	#	‡	‡	‡	‡	‡
Ohio	140	19	81	15	#	163	6	94	39	1	‡	‡	‡	‡	‡
Oklahoma	146	15	85	19	#	159	7	93	33	1	‡	‡	‡	‡	‡
Oregon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pennsylvania	144	17	83	19	#	166	5	95	44	2	‡	‡	‡	‡	‡
Rhode Island	136	26	74	15	#	162	10	90	40	3	‡	‡	‡	‡	‡
South Carolina	139	21	79	13	#	157	8	92	32	1	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee	146	15	85	19	#	165	5	95	40	2	‡	‡	‡	‡	‡
Texas	140	21	79	15	#	162	8	92	38	2	‡	‡	‡	‡	‡
Utah	139	26	74	18	1	158	12	88	36	2	‡	‡	‡	‡	‡
Vermont	144	22	78	23	1	168	7	93	47	4	‡	‡	‡	‡	‡
Virginia	141	19	81	13	#	163	7	93	38	2	‡	‡	‡	‡	‡
Washington	144	20	80	20	1	166	7	93	44	3	‡	‡	‡	‡	‡
West Virginia	137	24	76	14	#	155	10	90	30	1	‡	‡	‡	‡	‡
Wisconsin	142	21	79	20	#	164	7	93	43	2	‡	‡	‡	‡	‡
Wyoming	145	16	84	21	1	163	7	93	40	2	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	165	5	95	41	2

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: 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), 2007 Writing Assessment.

Table A-11. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as students with disabilities (SD) and state: 2007**

State/jurisdiction	SD					Not SD				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**118**	**46**	**54**	**6**	**#**	**159**	**9**	**91**	**33**	**2**
Alabama	103	64	36	2	#	153	11	89	27	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	114	50	50	4	#	151	12	88	24	1
Arkansas	106	63	37	4	#	156	8	92	30	1
California	111	56	44	6	#	151	14	86	26	1
Colorado	122	44	56	8	#	164	7	93	41	2
Connecticut	136	29	71	18	1	176	5	95	57	8
Delaware	127	35	65	7	#	162	6	94	37	2
Florida	124	39	61	9	#	163	9	91	40	4
Georgia	112	52	48	5	#	158	8	92	32	2
Hawaii	105	64	36	2	#	149	12	88	22	1
Idaho	117	49	51	6	1	158	8	92	31	1
Illinois	121	42	58	6	#	165	6	94	42	3
Indiana	116	47	53	5	#	160	6	94	33	1
Iowa	113	51	49	2	#	161	7	93	36	1
Kansas	120	44	56	8	1	160	8	92	36	2
Kentucky	108	56	44	3	#	155	9	91	28	1
Louisiana	111	51	49	2	#	151	7	93	19	#
Maine	123	40	60	7	#	168	4	96	44	3
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	139	20	80	14	#	171	5	95	51	4
Michigan	112	50	50	3	#	156	9	91	30	1
Minnesota	116	46	54	4	#	160	7	93	35	2
Mississippi	106	61	39	1	#	145	13	87	16	#
Missouri	114	48	52	3	#	158	6	94	29	1
Montana	118	44	56	5	#	161	7	93	36	1
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	109	56	44	7	#	147	16	84	22	1
New Hampshire	128	36	64	11	#	167	5	95	45	3
New Jersey	139	24	76	18	#	181	3	97	62	8
New Mexico	105	62	38	2	#	148	12	88	19	#
New York	120	42	58	3	#	160	9	91	36	2
North Carolina	121	42	58	6	#	158	9	91	32	2
North Dakota	125	34	66	5	#	157	7	93	29	#
Ohio	117	45	55	4	#	161	6	94	35	1
Oklahoma	116	48	52	2	#	158	5	95	30	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	124	38	62	8	#	165	5	95	41	1
Rhode Island	119	45	55	6	#	161	9	91	38	2
South Carolina	107	58	42	2	#	153	10	90	25	1
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	122	45	55	11	1	159	6	94	32	1
Texas	114	49	51	5	#	154	11	89	28	1
Utah	99	68	32	3	#	156	12	88	33	2
Vermont	125	37	63	7	#	169	6	94	47	4
Virginia	126	36	64	5	#	160	7	93	34	2
Washington	118	45	55	5	#	161	9	91	38	3
West Virginia	101	65	35	2	#	154	8	92	26	1
Wisconsin	115	49	51	4	#	163	7	93	40	2
Wyoming	119	42	58	7	#	163	5	95	38	2
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	119	43	57	4	#	168	2	98	43	2

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. 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), 2007 Writing Assessment.

Table A-12. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as English language learners (ELL) and state: 2007**

State/jurisdiction	ELL					Not ELL				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**120**	**42**	**58**	**5**	**#**	**156**	**11**	**89**	**32**	**2**
Alabama	‡	‡	‡	‡	‡	148	16	84	24	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	114	50	50	2	#	152	11	89	25	1
Arkansas	131	32	68	11	#	151	14	86	27	1
California	120	41	59	5	#	155	11	89	30	2
Colorado	117	46	54	4	#	164	7	93	40	2
Connecticut	117	44	56	4	#	174	7	93	54	7
Delaware	‡	‡	‡	‡	‡	159	9	91	34	2
Florida	120	42	58	9	#	160	11	89	37	4
Georgia	‡	‡	‡	‡	‡	154	12	88	30	1
Hawaii	119	42	58	5	#	145	17	83	21	1
Idaho	127	36	64	11	#	156	10	90	30	1
Illinois	124	37	63	5	#	161	9	91	38	2
Indiana	130	32	68	14	#	155	10	90	30	1
Iowa	‡	‡	‡	‡	‡	155	12	88	32	1
Kansas	123	40	60	7	#	158	11	89	34	2
Kentucky	‡	‡	‡	‡	‡	152	13	87	26	1
Louisiana	‡	‡	‡	‡	‡	147	12	88	18	#
Maine	‡	‡	‡	‡	‡	161	10	90	38	3
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	113	53	47	5	#	169	5	95	47	3
Michigan	‡	‡	‡	‡	‡	152	13	87	27	1
Minnesota	133	26	74	13	#	157	10	90	33	1
Mississippi	‡	‡	‡	‡	‡	142	17	83	15	#
Missouri	‡	‡	‡	‡	‡	153	10	90	26	1
Montana	118	44	56	7	#	158	9	91	34	1
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	110	53	47	3	#	147	16	84	22	1
New Hampshire	‡	‡	‡	‡	‡	161	10	90	39	2
New Jersey	‡	‡	‡	‡	‡	176	5	95	57	7
New Mexico	120	38	62	3	#	147	15	85	20	#
New York	102	67	33	2	#	156	11	89	32	1
North Carolina	121	44	56	7	#	154	12	88	29	1
North Dakota	‡	‡	‡	‡	‡	154	9	91	27	#
Ohio	‡	‡	‡	‡	‡	156	10	90	32	1
Oklahoma	140	23	77	15	#	153	11	89	27	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	‡	‡	‡	‡	‡	160	9	91	37	1
Rhode Island	‡	‡	‡	‡	‡	156	13	87	33	2
South Carolina	‡	‡	‡	‡	‡	148	14	86	23	1
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	‡	‡	‡	‡	‡	156	9	91	31	1
Texas	109	56	44	1	#	154	11	89	28	1
Utah	129	37	63	13	1	154	14	86	32	2
Vermont	‡	‡	‡	‡	‡	162	11	89	41	3
Virginia	134	28	72	11	#	158	9	91	32	1
Washington	120	40	60	5	#	160	10	90	37	3
West Virginia	‡	‡	‡	‡	‡	146	17	83	22	#
Wisconsin	141	19	81	17	#	158	11	89	36	2
Wyoming	‡	‡	‡	‡	‡	158	9	91	35	1
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	‡	‡	‡	‡	‡	166	5	95	42	2

— Not available. The state/jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. 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), 2007 Writing Assessment.

Table A-13. **Eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed without and with accommodations in NAEP writing, as a percentage of all students, by SD/ELL category and jurisdiction: 2002 and 2007**

SD/ELL category and jurisdiction	Identified		Excluded		Assessed without accommodations		Assessed with accommodations	
	2002	2007	2002	2007	2002	2007	2002	2007
SD and/or ELL								
Nation (public)	18	18	4	3	8	6	5	9
Large central city	23	24	5	4	14	10	5	10
Atlanta	8	11	3	2	4	2	1	7
Austin	—	27	—	6	—	16	—	6
Boston	—	28	—	6	—	6	—	16
Charlotte	—	19	—	3	—	6	—	10
Chicago	24	23	7	5	10	4	7	13
Cleveland	—	24	—	11	—	2	—	11
District of Columbia	21	—	6	—	5	—	10	—
Houston	27	22	8	8	20	11	#	4
Los Angeles	35	34	5	2	27	24	4	7
New York City	‡	23	‡	2	‡	2	‡	19
San Diego	—	28	—	3	—	18	—	6
SD								
Nation (public)	13	13	3	3	5	3	5	8
Large central city	13	13	3	3	6	3	4	7
Atlanta	7	10	3	2	4	2	1	6
Austin	—	16	—	4	—	7	—	5
Boston	—	19	—	5	—	2	—	12
Charlotte	—	12	—	2	—	2	—	8
Chicago	18	18	3	3	8	2	7	12
Cleveland	—	20	—	10	—	1	—	9
District of Columbia	17	—	5	—	4	—	8	—
Houston	15	12	5	5	10	3	#	3
Los Angeles	13	10	2	2	8	3	3	5
New York City	‡	14	‡	1	‡	1	‡	12
San Diego	—	11	—	3	—	3	—	5
ELL								
Nation (public)	6	7	1	1	4	4	1	2
Large central city	13	12	3	2	9	7	1	3
Atlanta	1	2	1	#	1	1	#	1
Austin	—	14	—	3	—	10	—	1
Boston	—	12	—	3	—	4	—	4
Charlotte	—	8	—	1	—	4	—	3
Chicago	8	7	4	3	3	2	1	2
Cleveland	—	5	—	2	—	1	—	2
District of Columbia	5	—	1	—	1	—	3	—
Houston	18	13	5	4	14	8	#	1
Los Angeles	30	28	4	2	24	22	2	4
New York City	‡	12	‡	2	‡	1	‡	9
San Diego	—	20	—	1	—	16	—	3

— Not available. The jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
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), 2002 and 2007 Trial Urban District Writing Assessments.

Table A-14. **Achievement-level results in NAEP writing for eighth-grade public school students, by jurisdiction: 2002 and 2007**

Jurisdiction	Percentage of students					
	At or above *Basic*		At or above *Proficient*		At *Advanced*	
	2002	2007	2002	2007	2002	2007
Nation (public)	84***	87*	30	31*	2	2*
Large central city	74***	81**	19	22**	1	1**
Atlanta	68***	83	10***	19**	#	#
Austin	—	79**	—	26*,**	—	2
Boston	—	83**	—	25**	—	2
Charlotte	—	88*	—	31*	—	2
Chicago	72***	83**	16***	23**	1	1
Cleveland	—	77*,**	—	9*,**	—	#
District of Columbia	66	—	10	—	#	—
Houston	74***	81**	19	18**	1	1**
Los Angeles	64***	77*,**	11	13*,**	#	#
New York City	‡	80**	‡	25**	‡	1
San Diego	—	79**	—	27*	—	1

— Not available. The jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from large central city public schools in 2007.
** Significantly different ($p < .05$) from nation (public schools) in 2007.
*** Significantly different ($p < .05$) from 2007 when only one district, the nation, or large central city is being examined.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Table A-15. **Percentage of eighth-grade public school students in NAEP writing, by race/ethnicity and jurisdiction: 2002 and 2007**

Jurisdiction	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	2002	2007	2002	2007	2002	2007	2002	2007	2002	2007
Nation (public)	64*	58	15*	17	14*	19	4	5	1	1
Large central city	24	23	33	31	32	37	8	8	1	1
Atlanta	5	7	91	89	2	3	1	#	#	#
Austin	—	32	—	14	—	52	—	3	—	#
Boston	—	18	—	40	—	33	—	9	—	#
Charlotte	—	34	—	48	—	11	—	4	—	#
Chicago	11	11	50	49	34	37	3	3	1	#
Cleveland	—	14	—	75	—	9	—	#	—	#
District of Columbia	3	—	87	—	8	—	2	—	#	—
Houston	9	8	34	31	55	57	3	3	#	#
Los Angeles	10	9	14	10	69	74	7	6	#	#
New York City	‡	14	‡	32	‡	40	‡	14	‡	#
San Diego	—	25	—	14	—	43	—	18	—	1

— Not available. The jurisdiction did not participate.
Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007 when only one district, the nation, or large central city is being examined.
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 the unclassified race/ethnicity category.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Table A-16. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: 2007**

Race/ethnicity and jurisdiction	Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White					
Nation (public)	162	8	92	39	2
Large central city	162	9	91	39	3
Atlanta	176	5	95	58	4
Austin	173*,**	5*	95*	53*,**	5
Boston	173*,**	6	94	52*,**	8
Charlotte	173*,**	3*,**	97*,**	52*,**	4
Chicago	170	8	92	54**	4
Cleveland	142*,**	14	86	13*,**	#
Houston	171*,**	4	96	46	4
Los Angeles	160	9	91	37	2
New York City	167	9	91	46	3
San Diego	167	7	93	47	3
Black					
Nation (public)	140*	20*	80*	15*	#
Large central city	138**	22**	78**	13**	#
Atlanta	142	17	83	16	#
Austin	130**	32**	68**	12	1
Boston	141	21	79	16	#
Charlotte	144*	17	83	17	#
Chicago	138	22	78	15	#
Cleveland	132*,**	25**	75**	7**	#
Houston	140	20	80	15	#
Los Angeles	129*,**	30	70	8**	#
New York City	140	21	79	15	#
San Diego	144	20	80	19	#
Hispanic					
Nation (public)	141*	21*	79*	17*	#*
Large central city	137**	24**	76**	14**	#**
Atlanta	‡	‡	‡	‡	‡
Austin	131**	30**	70**	12**	#
Boston	138	23	77	14	#
Charlotte	142	23	77	21	1
Chicago	148*,**	14*,**	86*,**	22*	#
Cleveland	133	28	72	10	#
Houston	138	22	78	13	#
Los Angeles	133*,**	25**	75**	9*,**	#
New York City	137	27**	73**	18	1
San Diego	129*,**	34*,**	66*,**	11**	#

See notes at end of table.

Table A-16. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: 2007—Continued**

Race/ethnicity and jurisdiction	Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Asian/Pacific Islander					
Nation (public)	166*	8	92	45*	5
Large central city	160**	12	88	40**	3
Atlanta	‡	‡	‡	‡	‡
Austin	‡	‡	‡	‡	‡
Boston	174	4	96	55	5
Charlotte	‡	‡	‡	‡	‡
Chicago	‡	‡	‡	‡	‡
Cleveland	‡	‡	‡	‡	‡
Houston	171	5	95	47	5
Los Angeles	160	7	93	35	2
New York City	167	10	90	49	4
San Diego	165	8	92	44	2

Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from large central city public schools in 2007.
** Significantly different ($p < .05$) from nation (public schools) in 2007.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or unclassified. 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), 2007 Trial Urban District Writing Assessment.

Table A-17. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by gender and jurisdiction: 2007**

Gender and jurisdiction	Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male					
Nation (public)	144*	18*	82*	20*	1
Large central city	136**	26**	74**	14**	#
Atlanta	136**	24	76	12**	#
Austin	135**	29**	71**	18	1
Boston	138**	24**	76**	15	1
Charlotte	143*	20*	80*	18	#
Chicago	136**	25**	75**	14**	#
Cleveland	124*,**	34*,**	66*,**	4*,**	#
Houston	135**	27**	73**	12**	#
Los Angeles	129*,**	30**	70**	8*,**	#
New York City	136**	28**	72**	16	1
San Diego	137**	27**	73**	18	#
Female					
Nation (public)	164*	7*	93*	41*	3*
Large central city	155**	11**	89**	30**	2**
Atlanta	153**	10	90	26**	1
Austin	157**	14**	86**	35*,**	4
Boston	160*,**	10	90	35**	4
Charlotte	167*	5*	95*	43*	4
Chicago	157**	9	91	31**	1
Cleveland	143*,**	13**	87**	13*,**	#
Houston	150**	12**	88**	23*,**	1**
Los Angeles	145*,**	15**	85**	18*,**	1
New York City	156**	13**	87**	34**	2
San Diego	158**	14**	86**	38*	2

Rounds to zero.
* Significantly different ($p < .05$) from large central city public schools in 2007.
** Significantly different ($p < .05$) from nation (public schools) in 2007.
NOTE: 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), 2007 Trial Urban District Writing Assessment.

Table A-18. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by eligibility for free/reduced-price school lunch and jurisdiction: 2007**

Eligibility status and jurisdiction	Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible					
Nation (public)	141*	20*	80*	17*	#
Large central city	138**	23**	77**	15**	#
Atlanta	140	20	80	14	#
Austin	128*,**	33*,**	67*,**	9*,**	#
Boston	144*	18	82	18	1
Charlotte	141	20	80	15	#
Chicago	142	19*	81*	18	#
Cleveland	133*,**	23	77	9*,**	#
Houston	137	22	78	13	#
Los Angeles	133*,**	25**	75**	9*,**	#
New York City	144*	21	79	22*,**	1
San Diego	133**	31*,**	69*,**	14	#
Not eligible					
Nation (public)	164*	7*	93*	40*	3
Large central city	159**	11**	89**	36**	2
Atlanta	162	7	93	38	2
Austin	168*,**	7	93	47*	4
Boston	161	15**	85**	41	6
Charlotte	169*	5*	95*	46*	4
Chicago	169*	8	92	50*	3
Cleveland	‡	‡	‡	‡	‡
Houston	159	10	90	35	2
Los Angeles	150**	15	85	26	1
New York City	167	8	92	45	5
San Diego	163	9	91	42	3
Information not available					
Nation (public)	149	15	85	25	2
Large central city	147	16	84	23	1
Atlanta	‡	‡	‡	‡	‡
Austin	‡	‡	‡	‡	‡
Boston	‡	‡	‡	‡	‡
Charlotte	‡	‡	‡	‡	‡
Chicago	‡	‡	‡	‡	‡
Cleveland	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡
Los Angeles	147	16	84	23	1
New York City	‡	‡	‡	‡	‡
San Diego	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from large central city public schools in 2007.
** Significantly different ($p < .05$) from nation (public schools) in 2007.
NOTE: 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), 2007 Trial Urban District Writing Assessment.

Table A-19. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as students with disabilities (SD) and jurisdiction: 2007**

SD status and jurisdiction	Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD					
Nation (public)	118*	46*	54*	6*	#
Large central city	112**	54**	46**	4**	#
Atlanta	105	60	40	3	#
Austin	111	52	48	6	#
Boston	121*	41	59	4	#
Charlotte	120*	46	54	6	#
Chicago	107**	58**	42**	5	#
Cleveland	96*,**	73*,**	27*,**	1	#
Houston	110	56	44	3	#
Los Angeles	105**	61**	39**	2**	#
New York City	112	52	48	1	#
San Diego	108	59	41	5	#
Not SD					
Nation (public)	159*	9*	91*	33*	2*
Large central city	149**	15**	85**	24**	1**
Atlanta	148**	13	87	21**	#
Austin	151**	17**	83**	29*,**	2
Boston	154*,**	13**	87**	29*,**	3
Charlotte	159*	8*	92*	34*	2
Chicago	153**	10*	90*	26**	1
Cleveland	138*,**	17**	83**	10*,**	#
Houston	145**	16**	84**	19*,**	1**
Los Angeles	140*,**	19*,**	81*,**	14*,**	#
New York City	152**	15**	85**	29*,**	2
San Diego	151**	17**	83**	29*,**	1

Rounds to zero.
* Significantly different ($p < .05$) from large central city public schools in 2007.
** Significantly different ($p < .05$) from nation (public schools) in 2007.
NOTE: The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. 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), 2007 Trial Urban District Writing Assessment.

Table A-20. **Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as English language learners (ELL) and jurisdiction: 2007**

ELL status and jurisdiction	Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL					
Nation (public)	120*	42*	58*	5*	#
Large central city	112**	51**	49**	3**	#
Atlanta	‡	‡	‡	‡	‡
Austin	100*,**	65*,**	35*,**	1	#
Boston	102*,**	68*,**	32*,**	1	#
Charlotte	126*	38	62	6	#
Chicago	117	45	55	4	#
Cleveland	‡	‡	‡	‡	‡
Houston	102*,**	65*,**	35*,**	1	#
Los Angeles	113**	48**	52**	2**	#
New York City	101*,**	67*,**	33*,**	2	#
San Diego	107**	59**	41**	1**	#
Not ELL					
Nation (public)	156*	11*	89*	32*	2*
Large central city	149**	15**	85**	24**	1**
Atlanta	145**	16	84	19**	#
Austin	152**	16**	84**	30*	2
Boston	154*	12	88	28**	2
Charlotte	157*	10*	90*	33*	2
Chicago	148**	16**	84**	23**	1
Cleveland	134*,**	22*,**	78*,**	9*,**	#
Houston	147**	14**	86**	19**	1**
Los Angeles	146**	13	87	18*,**	#
New York City	151**	15	85	28	2
San Diego	157*	11*	89*	33*	2

Rounds to zero.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from large central city public schools in 2007.
** Significantly different ($p < .05$) from nation (public schools) in 2007.
NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. 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), 2007 Trial Urban District Writing Assessment.

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SUGGESTED CITATION

Salahu-Din, D., Persky, H., and Miller, J. (2008). *The Nation's Report Card: Writing 2007* (NCES 2008–468). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

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