



## State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP

### UTAH

- Between 2005 and 2009, the percentages of students reaching the proficient level on the state test and the basic level on NAEP increased in grade 8 reading.<sup>1</sup> (Comparable state test data were not available through 2009 in math.)
- In grade 4 reading, the percentage scoring proficient on the state test showed a very slight (<1 percentage point) increase, while the percentage scoring basic on NAEP decreased.<sup>2</sup>
- Average annual gains in reading were larger on the state test than on NAEP at both grades.
- Average (mean) test scores decreased between 2005 and 2009 in grade 4 reading on both the state test and NAEP. In grade 8 reading, however, average scores decreased on the state test but increased on NAEP.

Utah — Gains and declines on the state test and NAEP, 2005 through 2009						
	State proficient			NAEP basic		
	2005	2009	Average annual gain	2005	2009	Average annual gain
Grade 4 reading	78%	78%	0.1	68%	67%	-0.3
Grade 8 reading	77%	83%	1.5	73%	78%	1.3
Grade 4 math	NA	NA	NA	NA	NA	NA
Grade 8 math	NA	NA	NA	NA	NA	NA

Note: The numbers in the average annual gain column represent the percentage point difference between 2005 and 2009 divided by four (the number of year-to-year changes between 2005 and 2009). A positive number represents a gain and a negative number represents a decline. In states that reported percentages proficient to one or more decimal points, the percentages in the 2005 and 2009 columns have been rounded to whole numbers. However, the average annual gains have been calculated to one decimal point based on the unrounded 2005 and 2009 numbers, which explains any slight discrepancies.

<sup>1</sup>Utah uses an end-of-course test of pre-algebra as its grade 8 test, which students take after they have completed the appropriate course.

<sup>2</sup>State tests and NAEP differ in many key respects, such as the universe of students tested (all students vs. a sample of students); the knowledge and skills assessed and their alignment with what students are actually taught; the definitions of proficient or basic performance; the test format and testing environment; and the seriousness of the stakes attached to the results. See pps. 2-7 of the full report for a more detailed explanation of how state tests and NAEP differ and why the CEP study compared trends in the percentages of students reaching the proficient level on state tests with trends in the percentages reaching the basic level on NAEP.