

Writing Assessment

2007 NAEP REPORT for North Carolina

■ Eighth Grade Writing



PUBLIC SCHOOLS OF NORTH CAROLINA
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North Carolina Testing Program/Accountability Services | Raleigh, NC 27601-2825

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This report provides selected results from the National Assessment of Educational Progress (NAEP) for North Carolina's public school students at grade 8. Beginning in 1998, writing has been assessed in three different years at the state level (at grade 4 in 2002, and at grade 8 in 1998, 2002, and 2007).

The 2007 state-level writing assessment was conducted only at grade 8 and 46 jurisdictions participated: 45 states and the Department of Defense Schools (domestic and overseas). North Carolina participated and met the criteria for reporting public school results. Writing results are reported by average scale scores (on a 0–300 point scale) and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Writing 2007*, which is available on the NAEP website along with the full set of national and state results in an interactive database (<http://nces.ed.gov/nationsreportcard/>). Released test questions, scoring guides, and question-level performance data are also available on the website.

KEY FINDINGS FOR 2007

For grade 8:

- The average writing score for students in North Carolina was 153. This was not significantly different from that in 1998 (150) and was lower than that in 2002 (157).
- North Carolina's average score (153) was not significantly different from that of the nation's public schools (154).
- The percentage of students in North Carolina who performed at or above *Proficient* was 29 percent. This was not significantly different from that in 1998 (27 percent) and was smaller than that in 2002 (34 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* (29 percent) was not significantly different from that for the nation's public schools (31 percent).
- The percentage of students in North Carolina who performed at or above *Basic* was 87 percent. This was not significantly different from that in 1998 (85 percent) and was not significantly different from that in 2002 (87 percent).
- In North Carolina, the percentage of students who performed at or above *Basic* (87 percent) was not significantly different from that for the nation's public schools (87 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

INTRODUCTION

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The objectives for each NAEP assessment are described in a framework, a document that delineates the content and skills to be measured, as well as the types of questions to be included in the assessment.

The NAEP writing framework serves as the blueprint for the writing assessment, specifying the skills that should be assessed. It represents ideas from a wide range of organizations that are part of writing education, as well as writing experts, school administrators, policymakers, teachers, parents, and others.

The current NAEP writing framework was used to guide the development of the 1998, 2002 and 2007 assessments. (A new framework will be used for the 2011 NAEP writing assessment.) Updates to the framework over the years provided more details about the kinds of writing tasks to include in the assessment but did not change the content, allowing students' performance in 2007 to be compared with previous years.

Informed by writing research and theory, the NAEP writing framework emphasizes that writing is done for a variety of specific situations and that good writers can communicate effectively in these different situations. In addition, writing is as much thought as communication, and a thoughtful writing process includes both composing and revising.

Given that writing is done for many reasons, 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. For more information on the framework, see <http://www.nagb.org>.

Unlike other NAEP assessments, which use a combination of multiple-choice and constructed-response questions, the writing assessment consists entirely of students' writing for the purposes described in the framework. Released test questions, along with student performance data by state, are available on the NAEP website at (<http://nces.ed.gov/nationsreportcard/itmrls/>).

Purposes for Writing	Description
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 their 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.

Who Was Assessed?

The 2007 NAEP writing assessment was conducted at the state and national level at grade 8, and at the national level only at grade 12. Therefore, grade 12 results are not presented in this state report. Forty-six jurisdictions participated in the NAEP writing assessment at grade 8 in 2007: forty-five states and the Department of Defense Education Activity Schools (domestic and overseas). The District of Columbia, which participated in the reading and mathematics assessments in 2007, did not have a sufficient number of students to participate in all three simultaneous assessments. Therefore, the District of Columbia did not participate in the 2007 writing assessment. The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade. States containing trial urban districts had larger samples.

In North Carolina, 150 grade 8 schools participated in the 2007 NAEP writing assessments. Approximately 4,000 grade 8 students participated in 2007.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen.

The nationally representative sample of eighth-graders assessed in 2007 consisted of the combined sample of public school students assessed in each participating state, 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 the Department of Defense schools). 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. Grade 8 state-level results in this report reflect the performance of public school students only. At grade 8, approximately 6,810 schools and 139,900 students participated in 2007. At grade 12, the national-only sample included approximately 660 schools and 27,900 students in 2007.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required, and these standards were met for each of the 46 jurisdictions. Participation rates for the 2007 writing assessment are available at the NAEP website (<http://nces.ed.gov/nationsreportcard/writing/sampledesign.asp>).

How Is Student Writing Performance Reported?

The results of student performance on the NAEP assessments in 2007 are reported for various groups of students (e.g., eighth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Writing performance for groups of students is reported in two ways: as average scale scores and as percentages of students performing at various achievement levels.

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.

In addition to reporting an overall writing score for each grade, scores are reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

NAEP Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards defining 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.

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

- *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.

Note: NAEP reports data at the below *Basic* level, but does not provide a description for below *Basic*.

The achievement levels are cumulative. Therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level demonstrate the competencies associated with both the *Basic* and the *Proficient* levels. The writing achievement-level descriptions for grade 8 are summarized in figure 1. These achievement levels are applied to first drafts (not final or polished student writing) that are generated within limited time constraints in a large-scale assessment environment.

**Figure
1**

The Nation's Report Card 2007 State Assessment

Descriptions of eighth-grade achievement levels for 2007 NAEP writing assessment

***Basic*
Level
(114)**

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

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*
Level
(173)**

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

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*
Level
(224)**

Advanced represents superior performance.

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.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2007). *Writing Framework for the 2007 National Assessment of Educational Progress*. Washington, DC: Author.

Cautions in Interpreting Results

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Moreover, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level. Significance tests for most NAEP variables are available in the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Results from the 2007 writing assessment are compared to results from two 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 sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Statistically significant differences are referred to as “significant differences” or “significantly different.” Significant differences between 2007 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as “higher,” “lower,” “greater,” or “smaller” are statistically significant.

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

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can hypotheses about the causes of performance differences be tested.

NAEP 2007 WRITING OVERALL SCALE SCORE AND ACHIEVEMENT-LEVEL RESULTS FOR PUBLIC SCHOOL STUDENTS

Overall Scale Score Results

In this section student performance is reported as an average score based on the NAEP writing scale, which ranges from 0 to 300 for each grade. Scores on this scale are comparable from 1998 through 2007.

Table 1 shows the overall performance results of grade 8 public school students in North Carolina and the nation's public schools. The first column of results presents the average score on the NAEP writing scale. The remaining columns show the scores at selected percentiles. The percentile indicates the percentage of students whose score fell at or below a particular point on the NAEP writing scale. For example, the 25th percentile score was 132 for public school eighth-graders in the nation in 2007, indicating that 25 percent of grade 8 public school students scored at or below 132.

Grade 8 Writing Scale Score Results

- In 2007, the average scale score for students in North Carolina was 153. This was not significantly different from that for students across the nation (154).
- In North Carolina, the average scale score for students in 2007 was lower than that in 2002 (157). However, the average scale score for students in public schools across the nation in 2007 was higher than that in 2002 (152).
- In North Carolina, the average scale score for students in 2007 was lower than the score in 2002, but was not significantly different from the score in 1998.

Table	The Nation's Report Card 2007 State Assessment
1	Average scale scores and selected percentile scores in NAEP writing for eighth-grade public school students, by assessment year and jurisdiction: 1998, 2002, and 2007

Year and jurisdiction	Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1998						
Nation (public)	148*	102*	124*	149*	172*	192*
North Carolina	150	103	127	152	175	195
2002						
Nation (public)	152*	102*	127*	153*	178	199
North Carolina	157*	108	131	158	183*	205*
2007						
Nation (public)	154	108	132	156	178	198
North Carolina	153	108	131	154	177	196

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. All differences were tested for statistical significance at the .05 level using unrounded numbers.

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.

Overall Achievement-Level Results

In this section, student performance is reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do are based on the recommendations of broadly representative panels of educators and members of the public.

Table 2 presents the percentage of students at grade 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent.

Grade 8 Achievement-Level Results

- In 2007, the percentage of North Carolina's students who performed at or above *Proficient* was 29 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (31 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2007 was smaller than the percentage in 2002, but was not significantly different from the percentage in 1998.
- In North Carolina, the percentage of students who performed at or above *Basic* in 2007 was not significantly different from the percentages in 1998 and 2002.

Table	The Nation's Report Card 2007 State Assessment
2	Percentage of eighth-grade public school students at or above NAEP writing achievement levels, by assessment year and jurisdiction: 1998, 2002, and 2007

Year and jurisdiction	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1998				
Nation (public)	17*	83*	24*	1*
North Carolina	15	85	27	1
2002				
Nation (public)	16*	84*	30	2
North Carolina	13	87	34*	3*
2007				
Nation (public)	13	87	31	2
North Carolina	13	87	29	1

* Value is significantly different from the value for the same jurisdiction in 2007.
 NOTE: Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level 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), 1998, 2002, and 2007 Writing Assessments.

COMPARISONS BETWEEN NORTH CAROLINA, THE NATION, AND OTHER PARTICIPATING STATES AND JURISDICTIONS

Forty-six jurisdictions participated in the writing assessment in 2007. These include 45 states and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Prior to 2005, NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

Comparisons by Average Scale Scores

Figures 2 and 3 compare the nation's public schools and North Carolina's 2007 overall writing scale scores at grade 8 with those of all other participating states and jurisdictions. The different shadings indicate whether the average score of a state or a jurisdiction was found to be higher than, lower than, or not significantly different from that of the nation's public schools and North Carolina in the NAEP 2007 writing assessment.

Tables 3 and 4 compare the nation's public schools and North Carolina's 2007 overall writing scale scores at grade 8 with those of all other participating states and jurisdictions. The different columns indicate whether the average score of a state or a jurisdiction was found to be higher than, lower than, or not significantly different from that of the nation's public schools and North Carolina in the NAEP 2007 writing assessments.

Grade 8 Scale Score National Public Comparisons Results

- Student's average scores in the nation's public schools were higher than those in 14 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 17 jurisdictions.

Grade 8 Scale Score North Carolina Comparisons Results

- Student's average scores in North Carolina were higher than those in 18 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 10 jurisdictions.

**Table
3**

The Nation's Report Card 2007 State Assessment

The nation's public school's average scale score in NAEP writing for eighth-grade public school students compared with scores for all other participating jurisdictions: 2007

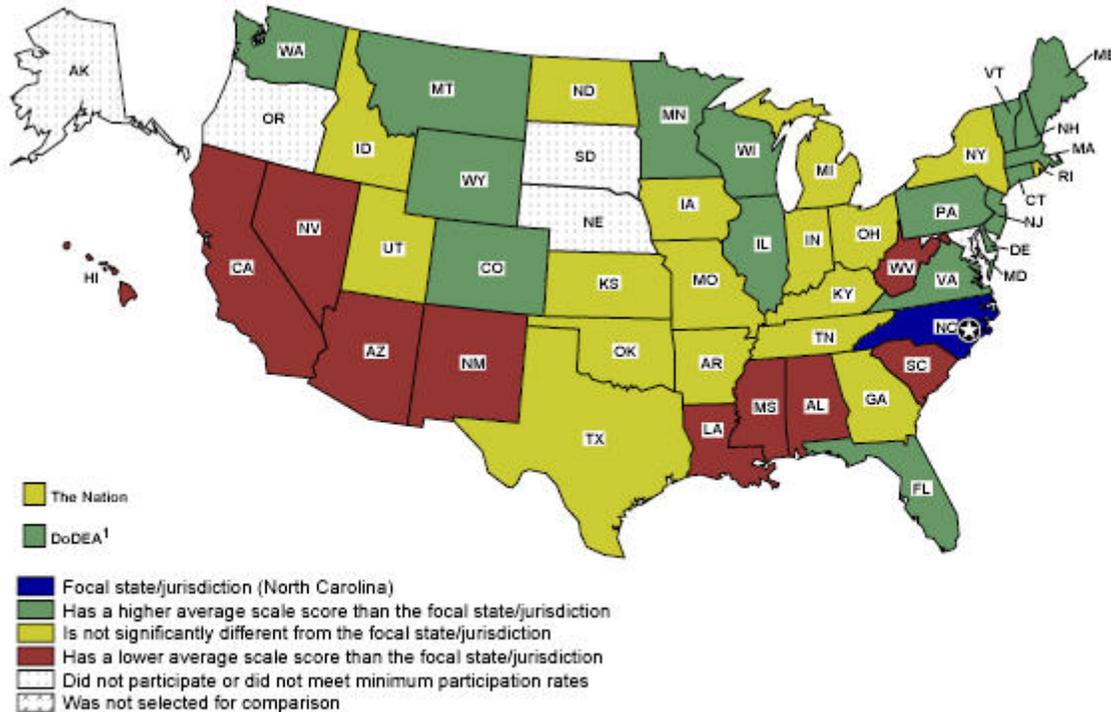
Nation's Public Schools Average Scale Score: 154

States and Jurisdictions Significantly Below the Nation's Public Schools – 14	States and Jurisdictions Not Significantly Different from the Nation's Public Schools - 15	States and Jurisdictions Significantly Above the Nation's Public Schools - 17
Kentucky – 151	Kansas – 156	New Jersey – 175
Texas – 151	Tennessee – 156	Connecticut – 172
Michigan – 151	Ohio – 156	Massachusetts – 167
Arkansas – 151	Minnesota – 156	DoDEA – 165
Arizona – 148	Indiana – 155	Vermont – 162
South Carolina – 148	Iowa – 155	Maine – 161
California – 148	Idaho – 154	Colorado – 161
Alabama – 148	New York - 154	New Hampshire – 160
Louisiana – 147	North Dakota – 154	Illinois – 160
West Virginia – 146	Rhode Island – 154	Pennsylvania – 159
Hawaii – 144	Georgia – 153	Delaware – 158
Nevada – 143	North Carolina – 153	Florida – 158
New Mexico – 143	Missouri – 153	Wyoming – 158
Mississippi – 142	Oklahoma – 153	Washington – 158
	Utah – 152	Wisconsin – 158
		Virginia – 157
		Montana – 157

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. All differences were tested for statistical significance at the .05 level using unrounded numbers.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2007, and Writing Assessments.

Figure 3

North Carolina's average scale score in NAEP writing for eighth-grade students compared with scores for all other participating jurisdictions and the nation's public schools: 2007



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

- On the NAEP 2007 writing assessment, the following states and jurisdiction had an average scale score that was significantly higher than North Carolina: New Jersey, Connecticut, Massachusetts, Department of Defense Education Activity schools (DoDEA), Vermont, Maine, Colorado, New Hampshire, Illinois, Pennsylvania, Delaware, Florida, Wyoming, Washington, Wisconsin, Virginia, Montana, and Minnesota.
- On the NAEP 2007 writing assessment, the following states and the nation's public schools had an average scale score that was not significantly different than North Carolina: Kansas, Tennessee, Ohio, Indiana, Iowa, the nation's public schools, Idaho, New York, North Dakota, Rhode Island, Georgia, Missouri, Oklahoma, Utah, Kentucky, Texas, Michigan, and Arkansas.
- On the NAEP 2007 writing assessment, the following states had an average scale score that was significantly lower than North Carolina: Arizona, South Carolina, California, Alabama, Louisiana, West Virginia, Hawaii, Nevada, New Mexico, and Mississippi.

**Table
4**

North Carolina's average scale score in NAEP writing for eighth-grade students compared with scores for all other participating jurisdictions and the nation's public schools: 2007

North Carolina's Average Scale Score: 153

States and Jurisdictions Significantly Below North Carolina – 10	States and Jurisdictions Not Significantly Different from North Carolina – 18	States and Jurisdictions Significantly Above North Carolina – 18
Arizona – 148	Kansas – 156	New Jersey – 175
South Carolina – 148	Tennessee – 156	Connecticut – 172
California – 148	Ohio – 156	Massachusetts – 167
Alabama – 148	Indiana – 155	DoDEA – 165
Louisiana – 147	Iowa – 155	Vermont – 162
West Virginia – 146	Nation's Public Schools – 154	Maine – 161
Hawaii – 144	Idaho – 154	Colorado – 161
Nevada – 143	New York – 154	New Hampshire – 160
New Mexico – 143	North Dakota – 154	Illinois – 160
Mississippi – 142	Rhode Island – 154	Pennsylvania – 159
	Georgia – 153	Delaware – 158
	Missouri – 153	Florida – 158
	Oklahoma – 153	Wyoming – 158
	Utah – 152	Washington – 158
	Kentucky – 151	Wisconsin – 158
	Texas – 151	Virginia – 157
	Michigan – 151	Montana – 157
	Arkansas – 151	Minnesota – 156

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. All differences were tested for statistical significance at the .05 level using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2007, and Writing Assessments.

WRITING PERFORMANCE OF SELECTED STUDENT GROUPS

This section of the report presents results for students in North Carolina and the nation by demographic characteristics. Student performance data are reported for

- gender;
- race/ethnicity; and
- student eligibility for the National School Lunch Program.

Definitions of NAEP reporting groups are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/writing/results2007/interpret-results.asp#RepGroups>).

Each of the variables is reported in tables that present the percentage of students belonging to each group in the first column and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Differences between scores or percentages mentioned in the text are calculated using unrounded values. The results of subtracting the rounded values displayed in the tables may differ (usually by no more than one point) from the results that would be obtained by subtracting the unrounded values.

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance.

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Gender

Information on student gender was reported by the student's school when rosters of the students eligible to be assessed were submitted to NAEP.

Table 5 shows average scale scores and achievement-level data for public school students at grade 8 in North Carolina and the nation by gender.

Score "gaps" – In the bulleted text that follows, statements that compare the score gap between male and female students first make the comparison for the current year, and then for the initial year of the assessment if the state participated. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

Grade 8 Scale Score Results by Gender

- In 2007, male students in North Carolina had an average score that was lower than that of female students by 22 points. In 1998, the average score for male students was lower than that of female students by 21 points.
- In 2007, male students in North Carolina had an average scale score in writing (142) that was not significantly different from that of male students in public schools across the nation (144). Similarly, female students in North Carolina had an average scale score (164) that was not significantly different from that of female students across the nation (164).
- In North Carolina, the average scale score of male students in 2007 was not found to be significantly different from the scores of these students in 1998 and 2002.
- In North Carolina, the average scale score of female students in 2007 was not found to be significantly different from the scores of these students in 1998 and 2002.

Grade 8 Achievement-Level Results by Gender

- In the 2007 assessment, 18 percent of male students and 40 percent of female students performed at or above *Proficient* in North Carolina. The difference between these percentages was statistically significant.
- The percentage of male students in North Carolina's public schools who were at or above *Proficient* in 2007 (18 percent) was not significantly different from that of males in the nation (20 percent).
- The percentage of female students in North Carolina's public schools who were at or above *Proficient* in 2007 (40 percent) was not significantly different from that of females in the nation (41 percent).
- In North Carolina, the percentage of male students performing at or above *Proficient* in 2007 was smaller than the percentage of students in 2002, but not significantly different from the percentage of students in 1998.
- In North Carolina, the percentage of female students performing at or above *Proficient* in 2007 was not significantly different from the corresponding percentages of students in 1998 and 2002.

**Table
5**

The Nation's Report Card 2007 State Assessment

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by gender, assessment year, and jurisdiction: 1998, 2002, and 2007

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Male							
1998	Nation (public)	51	138*	24*	76*	15*	#*
	North Carolina	51	140	23	77	18	1
2002	Nation (public)	50	141*	23*	77*	20	1
	North Carolina	50	146	19	81	24*	1
2007	Nation (public)	51	144	18	82	20	1
	North Carolina	51	142	20	80	18	#
Female							
1998	Nation (public)	49	158*	10*	90*	34*	2*
	North Carolina	49	161	8	92	37	2
2002	Nation (public)	50	162*	9*	91*	40	3
	North Carolina	50	167	7	93	45	5*
2007	Nation (public)	49	164	7	93	41	3
	North Carolina	49	164	6	94	40	2

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level 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), 1998, 2002, and 2007 Writing Assessments.

Race/Ethnicity

Schools reported the racial/ethnic subgroup that best described the students eligible to be assessed. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Table 6 shows average scale scores and achievement-level data for public school students at grade 8 in North Carolina and the nation by race/ethnicity.

Score “gaps” – In the bulleted text that follows, statements that compare the score gap between White and Black or White and Hispanic students first make the comparison for the current year, and then for the initial year of the assessment if the state participated. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2007, White students in North Carolina had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from the score of Asian/Pacific Islander students.
- In 2007, the average scale scores of White and Black students in North Carolina were not found to be significantly different from scores in 1998 and 2002.
- In 2007, the average scale score of Hispanic students in North Carolina was not found to be significantly different from the score in 2002.
- In 2007, the average scale score of American Indian/Alaska Native students in North Carolina was not found to be significantly different from the score in 1998.
- In 2007, Black students in North Carolina had an average score that was lower than that of White students by 24 points. In 1998, the average score for Black students was lower than that of White students by 25 points.
- In 2007, Hispanic students in North Carolina had an average score that was lower than that of White students by 24 points. Data are not reported for Hispanic students in 1998 because reporting standards were not met.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In North Carolina in 2007, the percentage of White students performing at or above *Proficient* was greater than the percentages of Black and Hispanic students, but was not found to be significantly different from the percentages of Asian/Pacific Islander and American Indian/Alaska Native students.
- In 2007, the percentages of White and Black students in North Carolina performing at or above *Proficient* were not found to be significantly different from the corresponding percentage in 1998 and 2002.
- In 2007, the percentage of Hispanic students in North Carolina performing at or above *Proficient* was not found to be significantly different from the corresponding percentage in 2002.
- In 2007, the percentage of American Indian/Alaska Native students in North Carolina performing at or above *Proficient* was not found to be significantly different from the corresponding percentage in 1998.

**Table
6**

The Nation's Report Card 2007 State Assessment

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by race/ethnicity, assessment year, and jurisdiction: 1998, 2002, and 2007

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White 1998	Nation (public)	69*	155*	12*	88*	31*	1*
	North Carolina	64*	158	11	89	35	2
2002	Nation (public)	64*	159*	11*	89*	37*	3
	North Carolina	63*	165	8	92	43	5*
2007	Nation (public)	58	162	8	92	39	2
	North Carolina	57	162	8	92	38	2
Black 1998	Nation (public)	16*	130*	30*	70*	7*	#
	North Carolina	28	134	25	75	11	#
2002	Nation (public)	15*	134*	27*	73*	13*	#
	North Carolina	30	141	21	79	18	1
2007	Nation (public)	17	140	20	80	15	#
	North Carolina	29	138	21	79	12	#
Hispanic 1998	Nation (public)	11*	130*	31*	69*	9*	#*
	North Carolina	2*	‡	‡	‡	‡	‡
2002	Nation (public)	14*	135*	28*	72*	15	1
	North Carolina	4*	132	34	66	16	#
2007	Nation (public)	19	141	21	79	17	#
	North Carolina	7	138	25	75	16	#
Asian/Pacific Islander 1998	Nation (public)	3*	152	16	84	30	2
	North Carolina	2	‡	‡	‡	‡	‡
2002	Nation (public)	4	159*	13*	87*	39	3
	North Carolina	2	‡	‡	‡	‡	‡
2007	Nation (public)	5	166	8	92	45	5
	North Carolina	2	164	9	91	45	3

See notes at end of table.

**Table
6**

The Nation's Report Card 2007 State Assessment

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by race/ethnicity, assessment year, and jurisdiction: 1998, 2002, and 2007—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native						
1998						
Nation (public)	1	130	33	67	11	#
North Carolina	3*	141	20	80	18	#
2002						
Nation (public)	1	138	25	75	17	1
North Carolina	#*	‡	‡	‡	‡	‡
2007						
Nation (public)	1	143	21	79	21	1
North Carolina	1	145	22	78	23	4
Unclassified²						
1998						
Nation (public)	#*	143*	18	82	20	#
North Carolina	#*	‡	‡	‡	‡	‡
2002						
Nation (public)	1*	150	17	83	28	1
North Carolina	1*	‡	‡	‡	‡	‡
2007						
Nation (public)	1	158	11	89	34	2
North Carolina	3	154	9	91	28	2

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

² The Unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below Basic, 113 or lower; Basic, 114–172; Proficient, 173–223; and Advanced, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. 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.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income.

Table 7 shows average scale scores and achievement-level data for public school students at grade 8 in North Carolina and the nation by student eligibility for the National School Lunch Program.

Score “gaps” – In the bulleted text that follows, statements that compare the score gap between eligible and not eligible students first make the comparison for the current year, and then for the initial year of the assessment if the state participated. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

Grade 8 Scale Score Results by Free/Reduced-Price Lunch Eligibility

- In 2007, eligible students in North Carolina had an average writing scale score of 141. This was lower than that of students in North Carolina who were not eligible (163).
- In 2007, eligible students in North Carolina had an average score that was lower than that of students who were not eligible by 22 points. This performance gap was narrower than that of 1998 (28 points).
- Eligible students in North Carolina had an average scale score (141) in 2007 that was not significantly different from that of eligible students in the nation (141).
- In North Carolina, eligible students had an average writing scale score in 2007 that was higher than that of eligible students in 1998, but not found to be significantly different from that of eligible students in 2002.

Grade 8 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility

- In North Carolina in 2007, 16 percent of eligible students and 39 percent of those who were not eligible performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For eligible students in North Carolina in 2007, the percentage at or above *Proficient* (16 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (17 percent).
- In North Carolina, the percentage of eligible students performing at or above *Proficient* for 2007 was higher than the percentage for 1998, but not found to be significantly different from the percentage for 2002.

**Table
7**

The Nation's Report Card 2007 State Assessment

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by eligibility for National School Lunch Program, assessment year, and jurisdiction: 1998, 2002, and 2007

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
1998	Nation (public)	30*	131*	29*	71*	10*	#
	North Carolina	32*	132*	29*	71*	11*	#
2002	Nation (public)	34*	136*	27*	73*	15	#
	North Carolina	38*	142	21	79	19	1
2007	Nation (public)	41	141	20	80	17	#
	North Carolina	44	141	20	80	16	#
Not eligible							
1998	Nation (public)	58	156*	11*	89*	32*	1*
	North Carolina	61*	160	8	92	36	2
2002	Nation (public)	56	161*	10*	90*	38	3
	North Carolina	53	166	8	92	44	5*
2007	Nation (public)	58	164	7	93	40	3
	North Carolina	55	163	7	93	39	2
Information not available							
1998	Nation (public)	12*	150	17	83	27	1
	North Carolina	7*	151	14	86	27	1
2002	Nation (public)	10*	154	15	85	32	3
	North Carolina	9*	164	8	92	41	5
2007	Nation (public)	1	149	15	85	25	2
	North Carolina	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below Basic, 113 or lower; Basic, 114–172; Proficient, 173–223; and Advanced, 224 and above. All differences were tested for statistical significance at the .05 level 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), 1998, 2002, and 2007 Writing Assessments.

TOWARD A MORE INCLUSIVE NAEP: STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS

It is important to assess all students chosen through the sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria.

School staff make the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify those who have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged (a) if that student participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or took the state's alternate assessment, or needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (One of the examples of testing accommodations not allowed for NAEP is extending testing over several days because NAEP administrators are in each school for only one day.)

The results displayed in this report and in other publications of the NAEP 2007 writing results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states and within a state across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Prior to 1998, no testing accommodations were made available to the samples of students with disabilities and the English language learners in state NAEP writing assessments that served as the basis for reported results. In the 1996 national and 2000 national and state mathematics and reading assessments, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test booklet. In mathematics, students had the option of having the test questions read aloud in English or

using a bilingual English-Spanish test booklet. However, in the mathematics assessment, students were not allowed to use calculators for any questions on which calculators were not permitted. NAEP has used these comparable samples to study the effects of allowing accommodations for students categorized as SD or ELL in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>). In writing, when a new framework was introduced in 1998, accommodations were permitted and have continued to be permitted in the subsequent assessments.

Table 8 displays the percentages of students with disabilities and English language learners in North Carolina identified, excluded, and assessed under standard and accommodated conditions at grade 8.

Table 9 shows the percentages of students assessed in North Carolina by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 8.

Table 10 presents the percentages of students assessed in North Carolina by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 11 presents the percentages of students with disabilities and English language learners in each participating state identified, excluded, and assessed with and without accommodations at grade 8.

**Table
8**

The Nation's Report Card 2007 State Assessment

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP writing, as a percentage of all students, by assessment year and testing status: 1998, 2002, and 2007

Year and testing status		SD and/or ELL		SD		ELL	
		North Carolina	Nation	North Carolina	Nation	North Carolina	Nation
1998	Identified	14	14	12	11	2	3
	Excluded	4	4	3	4	1	1
	Assessed under standard conditions	4	7	3	5	1	2
	Assessed with accommodations	6	3	6	3	#	#
2002	Identified	17	18	16	13	3	6
	Excluded	5	4	4	3	1	1
	Assessed under standard conditions	4	8	3	5	1	4
	Assessed with accommodations	9	5	8	5	1	1
2007	Identified	18	18	15	13	4	7
	Excluded	2	3	2	3	#	1
	Assessed under standard conditions	3	6	2	3	1	4
	Assessed with accommodations	13	9	11	8	2	2

¹ Accommodations were not permitted for this assessment.

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
9**

The Nation's Report Card 2007 State Assessment

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by students with disabilities (SD) status, assessment year, and jurisdiction: 1998, 2002, and 2007

SD status, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD						
1998						
Nation (public)	8*	109*	58*	42*	2*	#
North Carolina	9*	109*	57*	43*	4	#
2002						
Nation (public)	11	112*	54*	46*	4	#
North Carolina	12	122	42	58	7	#
2007						
Nation (public)	11	118	46	54	6	#
North Carolina	14	121	42	58	6	#
Not SD						
1998						
Nation (public)	92*	151*	13*	87*	26*	1*
North Carolina	91*	154	11	89	30	1
2002						
Nation (public)	89	156*	12*	88*	33	2
North Carolina	88	162	9	91	38*	4*
2007						
Nation (public)	89	159	9	91	33	2
North Carolina	86	158	9	91	32	2

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes.

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
10**

The Nation's Report Card 2007 State Assessment

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by English language learners (ELL) status, assessment year, and jurisdiction: 1998, 2002, and 2007

ELL status, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL						
1998						
Nation (public)	2*	107*	59*	41*	2*	#
North Carolina	1*	‡	‡	‡	‡	‡
2002						
Nation (public)	5*	115*	49*	51*	6	#
North Carolina	1*	‡	‡	‡	‡	‡
2007						
Nation (public)	6	120	42	58	5	#
North Carolina	4	121	44	56	7	#
Not ELL						
1998						
Nation (public)	98*	149*	16*	84*	25*	1*
North Carolina	99*	151	15*	85*	27	1
2002						
Nation (public)	95*	153*	14*	86*	31	2
North Carolina	99*	157	13	87	35*	3*
2007						
Nation (public)	94	156	11	89	32	2
North Carolina	96	154	12	88	29	1

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes.

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.

The Nation's Report Card 2007 State Assessment

**Table
11**

Eighth-grade public school students with disabilities and/or English language learners identified, excluded, and assessed in NAEP writing, as a percentage of all students, by jurisdiction: 2007

State/jurisdiction	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	3	15	6	9
Alabama	14	2	12	8	3
Arizona	19	3	16	10	6
Arkansas	16	2	14	4	10
California	27	2	25	20	5
Colorado	15	3	12	4	8
Connecticut	14	2	13	3	9
Delaware	16	5	11	3	8
Florida	19	3	17	2	15
Georgia	13	2	11	3	8
Hawaii	19	1	18	8	11
Idaho	14	2	12	6	6
Illinois	17	3	14	3	11
Indiana	16	3	13	3	10
Iowa	16	2	15	3	12
Kansas	17	4	13	4	9
Kentucky	15	6	9	2	6
Louisiana	14	2	12	1	10
Maine	20	4	16	4	12
Massachusetts	22	6	16	3	13
Michigan	16	4	12	3	9
Minnesota	17	2	15	6	9
Mississippi	10	2	9	1	7
Missouri	15	2	12	3	9
Montana	16	2	14	4	10
Nevada	21	3	18	11	7
New Hampshire	20	3	17	5	12
New Jersey	18	3	15	2	13
New Mexico	27	5	23	13	9
New York	19	3	17	1	16
North Carolina	18	2	16	3	13
North Dakota	16	5	10	3	7
Ohio	15	4	11	2	9
Oklahoma	19	4	15	6	9
Pennsylvania	18	3	15	4	11
Rhode Island	21	3	19	5	13

See notes at end of table.

**Table
11****The Nation's Report Card 2007 State Assessment****Eighth-grade public school students with disabilities and/or English language learners identified, excluded, and assessed in NAEP writing, as a percentage of all students, by jurisdiction: 2007 – Continued**

State/jurisdiction	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
South Carolina	15	3	12	5	8
Tennessee	13	3	10	5	5
Texas	18	7	12	8	4
Utah	19	3	16	9	7
Vermont	22	4	18	5	13
Virginia	18	6	12	4	8
Washington	16	4	12	5	7
West Virginia	16	1	15	5	9
Wisconsin	18	4	14	3	11
Wyoming	16	3	13	5	8
Other jurisdictions DoDEA ¹	11	2	9	3	6

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.

WHERE TO FIND MORE INFORMATION

The NAEP Writing Assessment

The latest news about the NAEP 2007 writing assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/writing/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

The Nation's Report Card: Writing 2007 may be ordered or downloaded at the NAEP website.

The *Writing Framework for the 2007 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <http://nagb.org/frameworks/writing-framework-07.pdf>.

Additional Results From the Writing Assessment

For more findings from the 2007 writing assessment, refer to the NAEP 2007 results at <http://nces.ed.gov/nationsreportcard/naepdata/>. The interactive database at this site includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four census regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website. Released test questions, scoring guides, and question-level performance data are also available on the website (<http://nces.ed.gov/nationsreportcard/itmrls/>).

Technical Documentation

For explanations of NAEP survey procedures, see Allen, N.L., Donoghue, J.R., and Schoeps, T.L. (2001). *The NAEP 1998 Technical Report*. (NCES 2001–509). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Technical information may also be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/tdw/>.

Publications on the Inclusion of Students With Disabilities and English Language Learners

- Olson, J.F., and Goldstein, A.A. (1997). *The Inclusion of Students With Disabilities and Limited-English-Proficient Students in Large-Scale Assessments: A Summary of Recent Progress* (NCES 97-482). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.
- Mazzeo, J., Carlson, J.E., Voelkl, K.E., and Lutkus, A.D. (2000). *Increasing the Participation of Special-Needs Students in NAEP: A Report on 1996 Research Activities* (NCES 2000-473). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.
- Lutkus, A.D., and Mazzeo, J. (2003). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part I: Comparison of Overall Results With and Without Accommodations* (NCES 2003-467). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
- Lutkus, A.D. (2004). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part II: Results for Students With Disabilities and Limited-English-Proficient Students* (ETS-NAEP 04-R01). Princeton, NJ: Educational Testing Service.

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What is the Nation's Report Card?

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), the only continuing and nationally representative measure of achievement in various subjects over time. The Nation's Report Card compares performance among states, urban districts, public and private schools, and student demographic groups.

For over three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects. By making objective information available 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 is protected, and the identities of participating schools are not released.

NAEP is a congressionally authorized project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. By law, the Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state officials, educators, business representatives, and members of the general public. The Governing Board's mission is, "to ensure equal access to education and to promote educational excellence throughout the nation."

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