

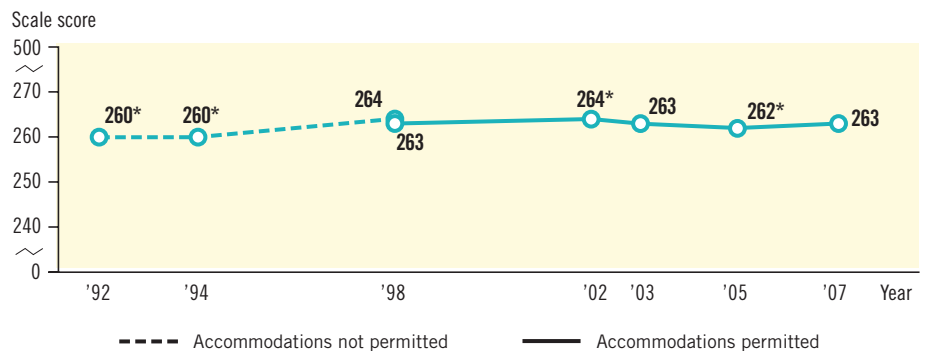
8th Grade



Eighth-graders show improvement

The average eighth-grade reading score in 2007 was higher than in 2005 (figure 11). The score was also higher than the first reading assessment in 1992.

Figure 11. **Trend in eighth-grade NAEP reading average scores**



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

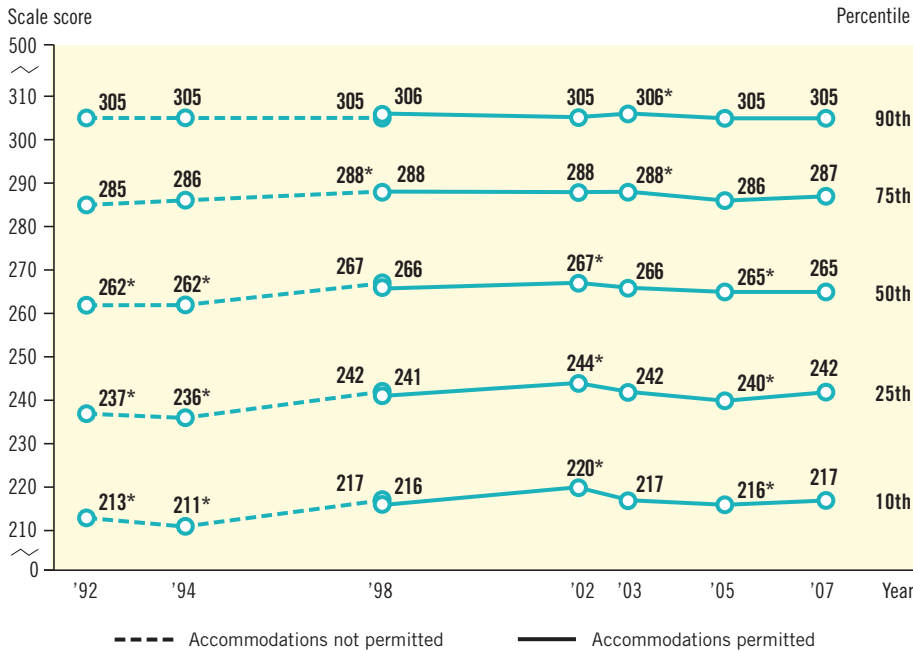
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Gains in two reading contexts

Gains in the overall reading score since 1992 were reflected in two of the three contexts for reading assessed at grade 8. Although not shown here, the score in reading for literary experience increased from 259 in 1992 to 262 in 2007, and the score in reading for information increased from 261 to 264 over the same period. The score for reading to perform a task showed no significant change in comparison to the score in 1992.

Lower- and middle-performing students score higher than in 2005

Figure 12. Trend in eighth-grade NAEP reading percentile scores

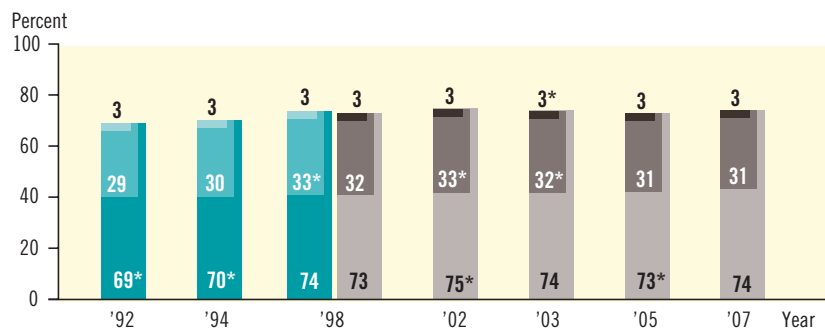


Overall gains were seen for lower- and middle-performing students. Scores for eighth-graders at the 10th, 25th, and 50th percentiles were higher in 2007 than in 2005 and 1992, while there was no significant change in the scores for students at the 75th and 90th percentiles in comparison to either 2005 or 1992 (figure 12).

* Significantly different ($p < .05$) from 2007. The score for the 50th percentile was lower in 2005 (264.51) than in 2007 (265.36).

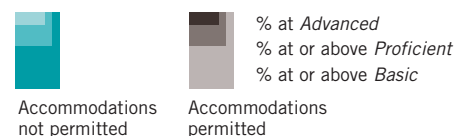
NAEP achievement-level results also reflected gains for lower- and middle-performing students. The percentage of students performing at or above the *Basic* level increased from 73 percent in 2005 to 74 percent in 2007 and was higher in 2007 than in 1992 (figure 13). There was no significant change in the percentage of students performing at or above *Proficient* in comparison to either 2005 or 1992.

Figure 13. Trend in eighth-grade NAEP reading achievement-level performance



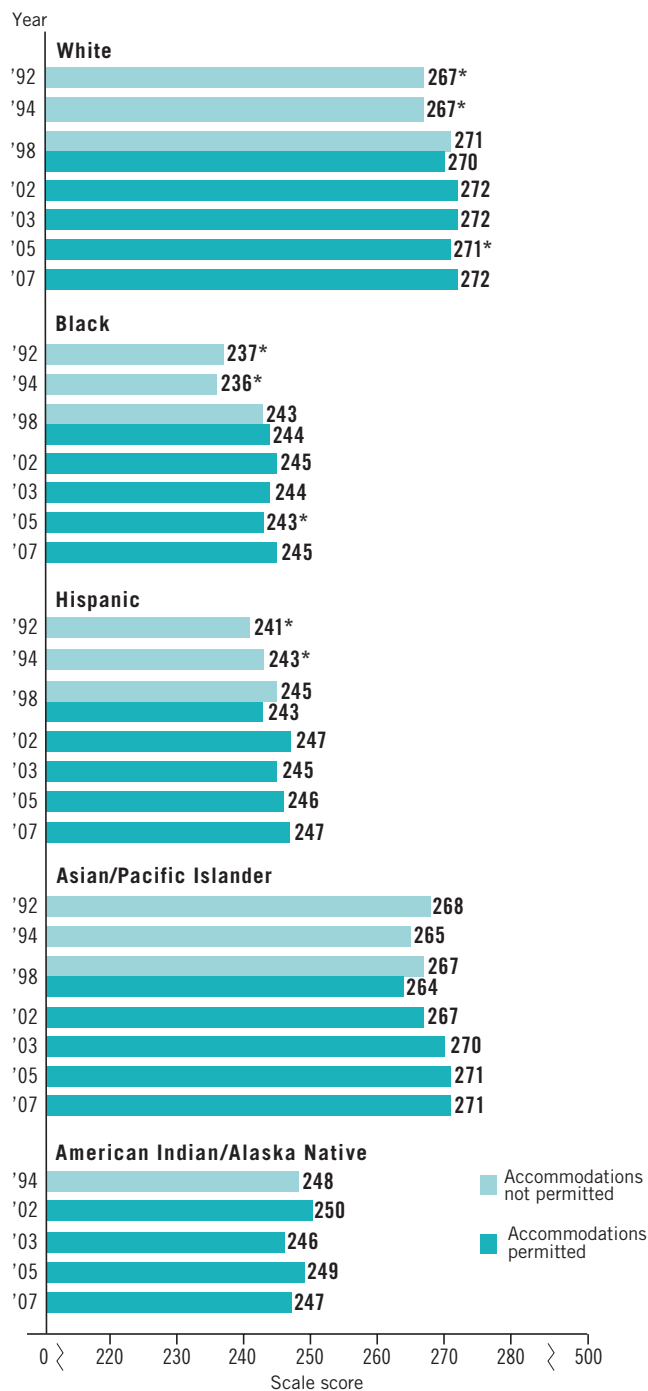
* Significantly different ($p < .05$) from 2007. The percentage at *Advanced* was higher in 2003 (3.16) than in 2007 (2.77).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.



Gains for White, Black, and Hispanic students

Figure 14. **Trend in eighth-grade NAEP reading average scores, by race/ethnicity**



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

NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native eighth-graders in 1992 and 1998. 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), various years, 1992–2007 Reading Assessments.

The overall gains for eighth-graders were not consistent across all racial/ethnic groups. Scores for White and Black students in 2007 were higher than in both 2005 and 1992 (figure 14). The score for Hispanic students has not changed significantly in comparison to 2005, but was higher than in 1992. Over the last 15 years, scores for Asian/Pacific Islander and American Indian/Alaska Native students showed no significant change in comparison to all previous assessment years in which results were available.

Although not shown here, the increase since 1992 for White students was seen mostly in the scores for lower- and middle-performing students (those at the 10th, 25th, and 50th percentiles), while the increase over the same period for Black students was seen across all the performance levels (those at the 10th, 25th, 50th, 75th, and 90th percentiles).

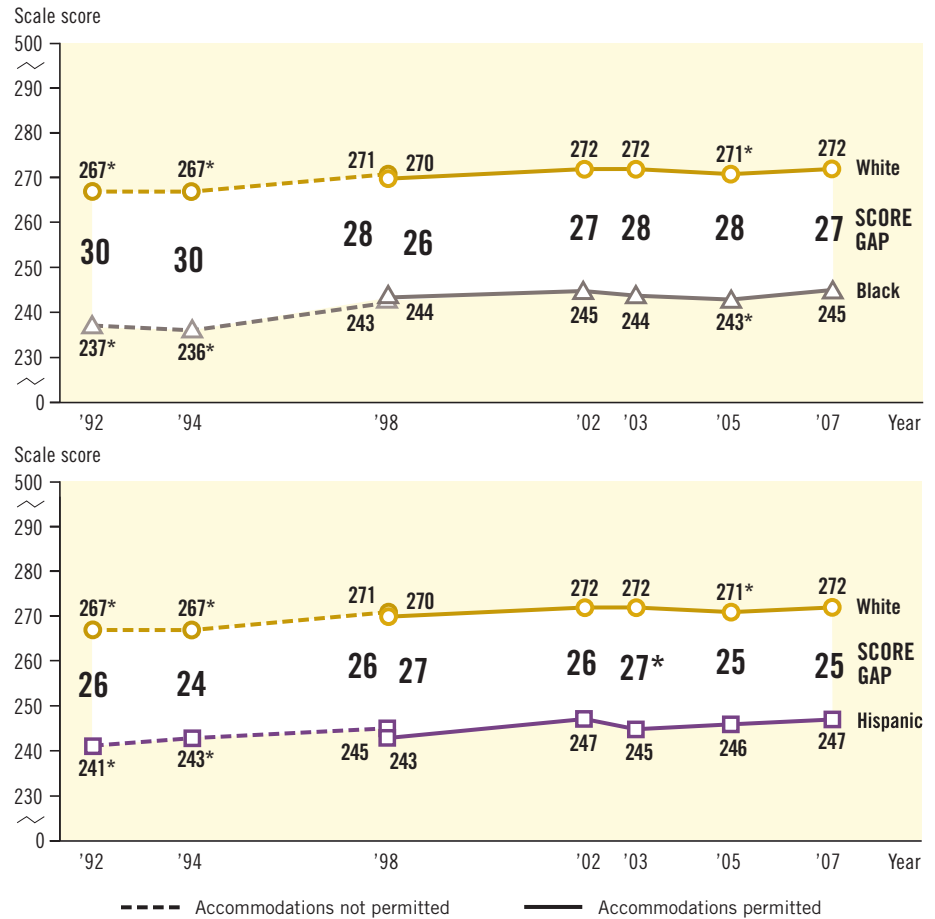
ACHIEVEMENT-LEVEL RESULTS...

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/reading_2007/data.asp.

No change in score gaps

Significant score gaps persisted between White and minority eighth-graders. Although the average scores in 2007 for Black and Hispanic students increased in comparison to their scores in 1992, the White – Black and White – Hispanic score gaps showed no significant change (figure 15).

Figure 15. Trend in eighth-grade NAEP reading 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.

Table 8. Percentage of students assessed in eighth-grade NAEP reading, by race/ethnicity: Various years, 1992–2007

| Race/ethnicity | 1992 | 1994 | 1998 | 2002 | 2003 | 2005 | 2007 |
|-------------------------------|------|------|------|------|------|------|------|
| White | 72* | 72* | 70* | 65* | 63* | 61* | 60 |
| Black | 16 | 16 | 15* | 15* | 16 | 16 | 16 |
| Hispanic | 8* | 8* | 11* | 14* | 15* | 16* | 17 |
| Asian/Pacific Islander | 3* | 3* | 3 | 4 | 4 | 4* | 5 |
| American Indian/Alaska Native | 1* | 1 | #* | 1 | 1 | 1 | 1 |

Rounds to zero.

* 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), various years, 1992–2007 Reading Assessments.

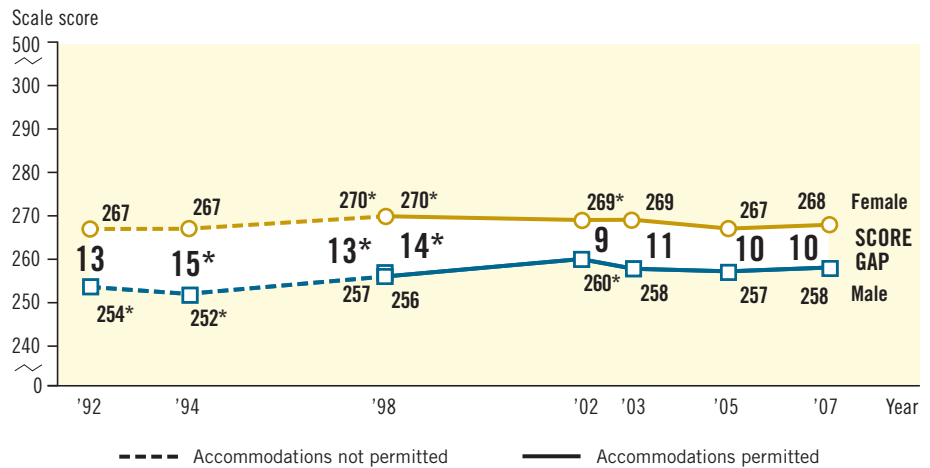
The percentage of White eighth-graders in the population was lower in 2007 than in all previous assessments, while the percentage of Hispanic students was higher (table 8). The percentage of Asian/Pacific Islander students was higher in 2007 than in 2005 and 1992.

Score gains vary by gender

Neither male nor female students showed significant score changes between 2005 and 2007. While the score for female students showed no significant change in comparison to 1992, the score for male students was higher in 2007 than in 1992 (figure 16).

Female students continued to score higher on average in reading than male students in 2007. The 10-point score gap between the two groups in 2007 was not significantly different from the gap in either 2005 or 1992.

Figure 16. **Trend in eighth-grade NAEP reading 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.

Table 9. **Average scores in eighth-grade NAEP reading, by reading context and gender: 2007**

| Gender | Reading for literary experience | Reading for information | Reading to perform a task |
|--------|---------------------------------|-------------------------|---------------------------|
| Male | 256* | 260* | 256* |
| Female | 267 | 268 | 268 |

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Female students scored higher on average than male students in all three contexts for reading. Female students scored 11 points higher in reading for literary experience, 8 points higher in reading for information, and 13 points² higher in reading to perform a task (table 9).

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

Gaps in performance of public and private school students

Ninety-one percent of eighth-graders attended public schools in 2007, and 9 percent attended private schools. The average reading score for eighth-graders in public schools (261) was lower than for students in private schools overall (280) and lower than for students in Catholic schools specifically (282).

Trend results for public and Catholic school students, and for private school students in those years in which sample sizes were sufficient, are available at: http://nationsreportcard.gov/reading_2007/r0038.asp.



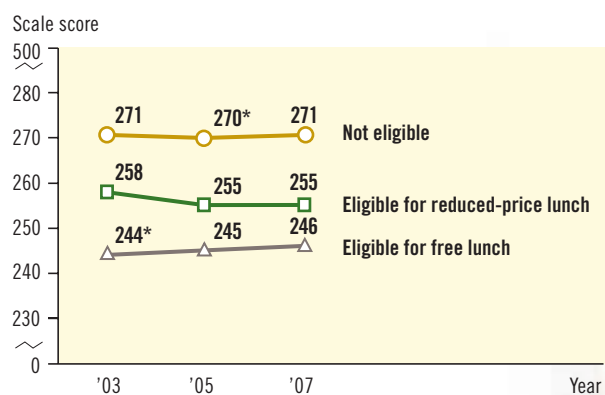
No gains for lower-income students since 2005

Changes in reading performance since 2005 varied by students' family incomes as indicated by their eligibility for free or reduced-price school lunch. Students who were not eligible for free or reduced-price lunch scored 1 point higher in 2007 than in 2005 (figure 17). On the other hand, average scores for students who were eligible for either

free or reduced-price lunch showed no significant change in comparison to 2005.

As in grade 4, eighth-graders who were not eligible for free or reduced-price lunch scored higher on average than those who were eligible, and those eligible for reduced-price lunch scored higher than those eligible for free lunch.

Figure 17. **Trend in eighth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch**



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

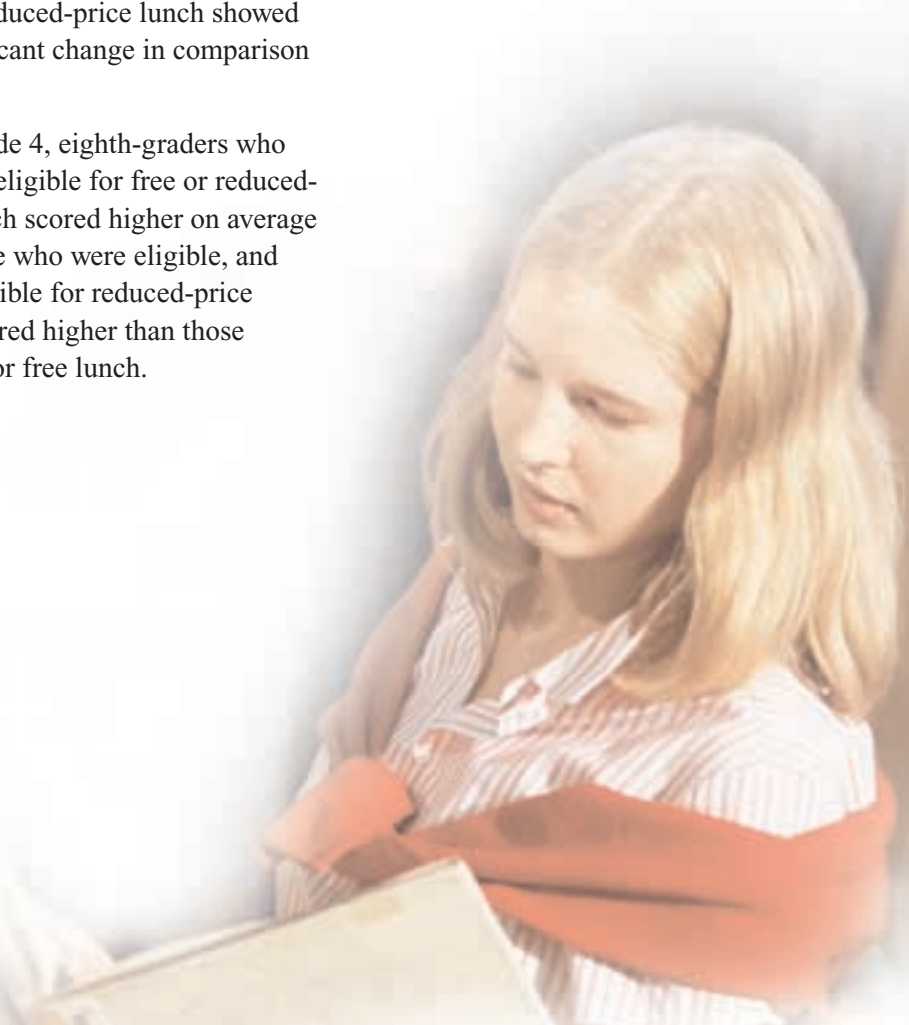


Table 10. **Percentage of students assessed in eighth-grade NAEP reading, by eligibility for free or reduced-price school lunch: 2003, 2005, and 2007**

| Eligibility status | 2003 | 2005 | 2007 |
|----------------------------------|------|------|------|
| Eligible for free lunch | 26* | 29* | 31 |
| Eligible for reduced-price lunch | 7* | 7* | 6 |
| Not eligible | 55 | 56 | 55 |
| Information not available | 11* | 8 | 7 |

* Significantly different ($p < .05$) from 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), 2003, 2005, and 2007 Reading Assessments.

Changes over time in the percentages of students based on their eligibility for free or reduced-price school lunch are presented in table 10. About one-third of eighth-graders assessed were eligible for free lunch in 2007.

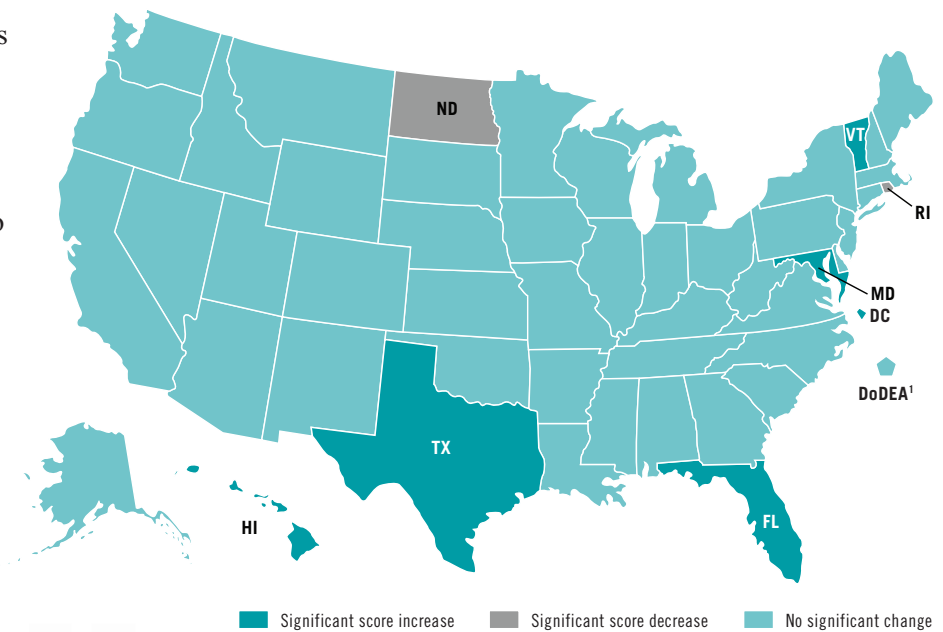
State Performance at Grade 8

All of the 52 states and jurisdictions that participated in 2007 also participated in 2005, and 38 participated in the 1998 assessment, allowing for comparisons over time. As with grade 4, it is important to remember that performance results for states may be affected by differences in demographic makeup and exclusion and accommodation rates for students with disabilities and English language learners, which may vary considerably across states as well as across years.

Six states show score increases since 2005

The map on the right highlights changes in states' average reading scores since 2005, with increases in six states and decreases in two states (figure 18). Of the six states with increases, Texas and Vermont showed increases both for students who were eligible for free/reduced-price school lunch and students who were not eligible.

Figure 18. **Changes in eighth-grade NAEP reading average scores between 2005 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), 2005 and 2007 Reading Assessments.

FOR MORE INFORMATION...

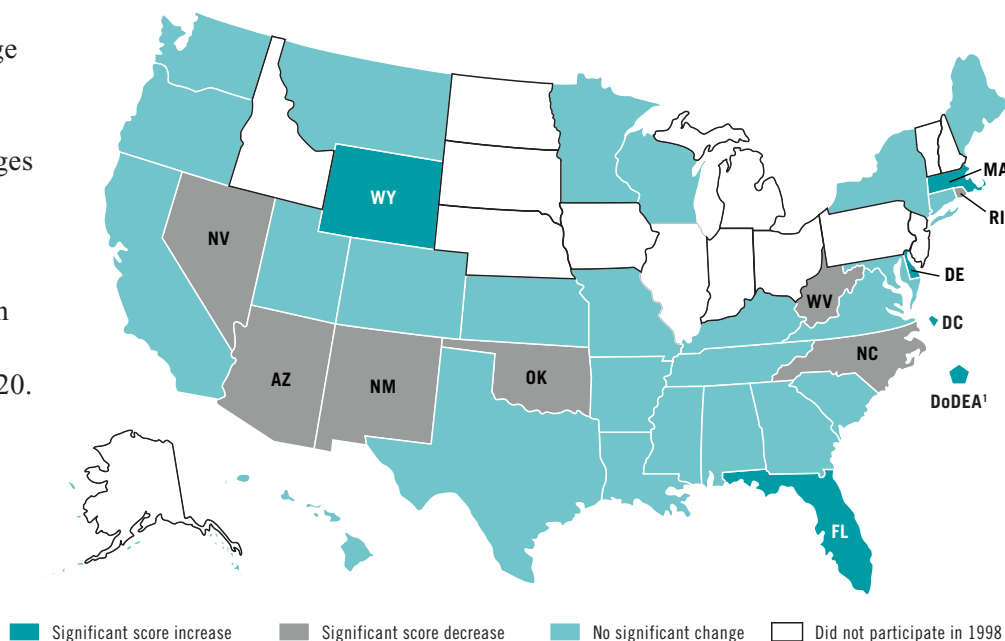
State Comparison Tool orders states by students' performance overall and for student groups both within an assessment year and based on changes across years (<http://nces.ed.gov/nationsreportcard/nde/statecomp>).

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>).

Scores up in six states and down in seven states since 1998

Of the 38 states that participated in both the 1998 and 2007 assessments, 6 showed increases, and 7 showed decreases in average scores (figure 19). Three of the 6 states that had score gains also showed increases in the percentages of students performing both at or above *Basic* and at or above *Proficient*. These and other state results for grade 8 are provided in figure 20, tables 11 and 12, and appendix tables A-14 through A-20.

Figure 19. **Changes in eighth-grade NAEP reading 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 and 2007 Reading Assessments.

One state gains in all three reading contexts

The texts used to measure reading comprehension at grade 8 are classified with the framework dimension of context for reading. In addition to reading for literary experience and reading for information, the context reading to perform a task is also measured at grade 8. Reading for literary experience is measured with fictional texts that include stories and poetry. Reading for information is measured with articles and textbook material. Reading to perform a task is measured with documents and procedural materials.

Nationally, students improved their performance overall from 2005 to 2007, but they improved in only one of the reading contexts, reading for information. States also varied in their overall performance compared to their performance in the three reading contexts. For example, some states that showed increases in overall performance only improved their performance in one or two of the three reading contexts. Conversely, those states that decreased in their overall performance since 2005 did not decline in every reading context.

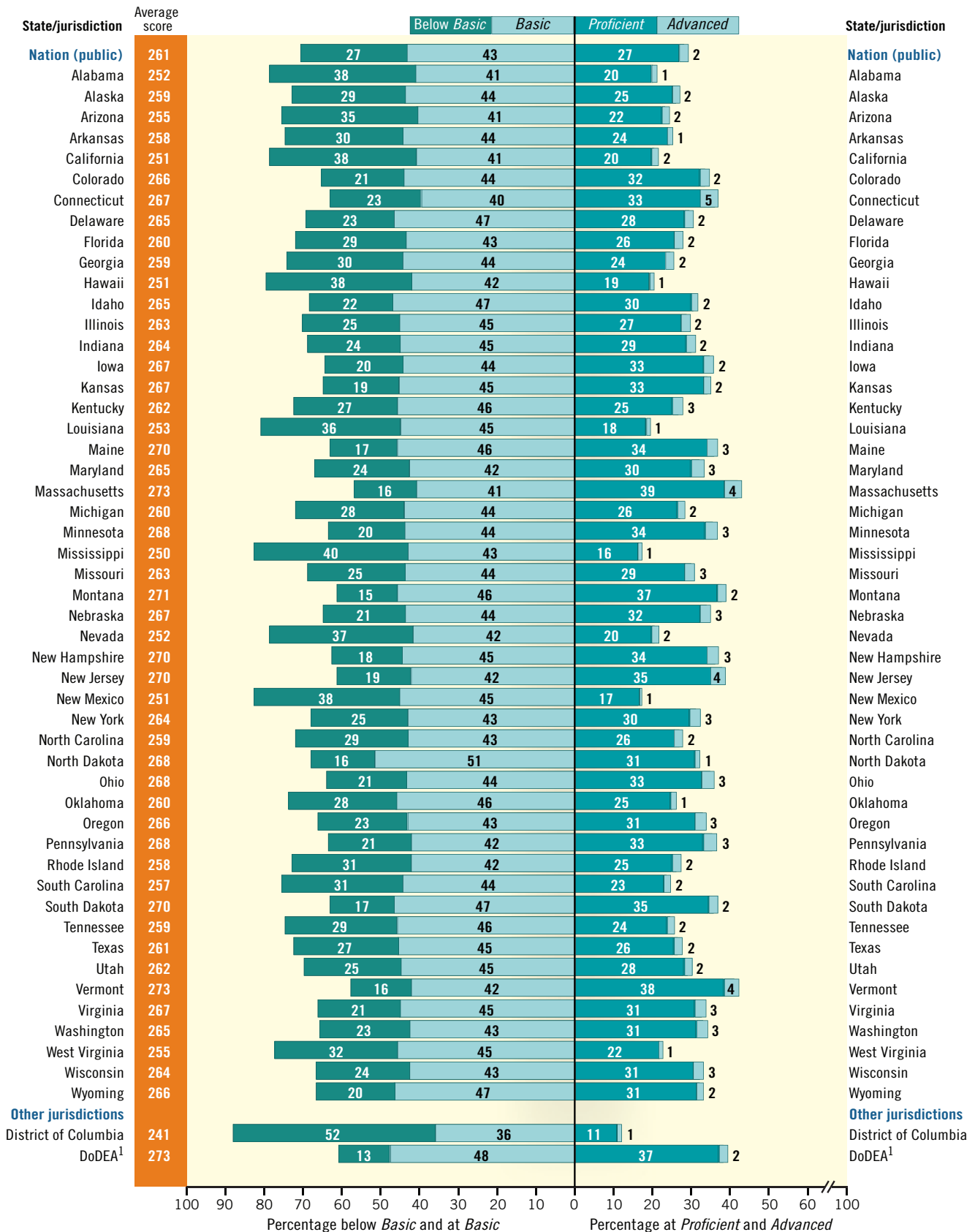
When compared to 2005...

...1 of the 6 states that posted overall gains, Vermont, also showed gains in all three reading contexts, while 5 states showed gains in one or two of the reading contexts.

...1 of the 2 states showing a decrease in overall performance also showed a decrease in reading for literary experience and reading to perform a task, and 1 state showed a decrease in reading for information.

...5 of the 44 states that showed no significant change in overall performance showed gains in at least one of the reading contexts, and 3 states showed a decline in one of the three reading contexts.

Figure 20. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state: 2007



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

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), 2007 Reading Assessment.

Table 11. Average scores in NAEP reading for eighth-grade public school students, by state: Various years, 1998–2007

| State/jurisdiction | Accommodations not permitted | Accommodations permitted | | | | |
|------------------------------------|------------------------------|--------------------------|-------------|------------|-------------|------------|
| | 1998 | 1998 | 2002 | 2003 | 2005 | 2007 |
| Nation (public)¹ | 261 | 261 | 263* | 261 | 260* | 261 |
| Alabama | 255 | 255 | 253 | 253 | 252 | 252 |
| Alaska | — | — | — | 256 | 259 | 259 |
| Arizona | 261* | 260* | 257 | 255 | 255 | 255 |
| Arkansas | 256 | 256 | 260 | 258 | 258 | 258 |
| California | 253 | 252 | 250 | 251 | 250 | 251 |
| Colorado | 264 | 264 | — | 268 | 265 | 266 |
| Connecticut | 272* | 270 | 267 | 267 | 264 | 267 |
| Delaware | 256* | 254* | 267* | 265 | 266 | 265 |
| Florida | 253* | 255* | 261 | 257 | 256* | 260 |
| Georgia | 257 | 257 | 258 | 258 | 257 | 259 |
| Hawaii | 250 | 249 | 252 | 251 | 249* | 251 |
| Idaho | — | — | 266 | 264 | 264 | 265 |
| Illinois | — | — | — | 266* | 264 | 263 |
| Indiana | — | — | 265 | 265 | 261 | 264 |
| Iowa | — | — | — | 268 | 267 | 267 |
| Kansas | 268 | 268 | 269 | 266 | 267 | 267 |
| Kentucky | 262 | 262 | 265* | 266* | 264 | 262 |
| Louisiana | 252 | 252 | 256 | 253 | 253 | 253 |
| Maine | 273 | 271 | 270 | 268 | 270 | 270 |
| Maryland | 262 | 261 | 263 | 262 | 261* | 265 |
| Massachusetts | 269* | 269* | 271 | 273 | 274 | 273 |
| Michigan | — | — | 265* | 264 | 261 | 260 |
| Minnesota | 267 | 265 | — | 268 | 268 | 268 |
| Mississippi | 251 | 251 | 255* | 255* | 251 | 250 |
| Missouri | 263 | 262 | 268* | 267* | 265 | 263 |
| Montana | 270 | 271 | 270 | 270 | 269 | 271 |
| Nebraska | — | — | 270* | 266 | 267 | 267 |
| Nevada | 257* | 258* | 251 | 252 | 253 | 252 |
| New Hampshire | — | — | — | 271 | 270 | 270 |
| New Jersey | — | — | — | 268 | 269 | 270 |
| New Mexico | 258* | 258* | 254* | 252 | 251 | 251 |
| New York | 266 | 265 | 264 | 265 | 265 | 264 |
| North Carolina | 264* | 262* | 265* | 262 | 258 | 259 |
| North Dakota | — | — | 268 | 270 | 270* | 268 |
| Ohio | — | — | 268 | 267 | 267 | 268 |
| Oklahoma | 265* | 265* | 262* | 262 | 260 | 260 |
| Oregon | 266 | 266 | 268 | 264 | 263 | 266 |
| Pennsylvania | — | — | 265 | 264 | 267 | 268 |
| Rhode Island | 262* | 264* | 262* | 261* | 261* | 258 |
| South Carolina | 255 | 255 | 258 | 258 | 257 | 257 |
| South Dakota | — | — | — | 270 | 269 | 270 |
| Tennessee | 259 | 258 | 260 | 258 | 259 | 259 |
| Texas | 262 | 261 | 262 | 259 | 258* | 261 |
| Utah | 265 | 263 | 263 | 264 | 262 | 262 |
| Vermont | — | — | 272 | 271* | 269* | 273 |
| Virginia | 266 | 266 | 269 | 268 | 268 | 267 |
| Washington | 265 | 264 | 268* | 264 | 265 | 265 |
| West Virginia | 262* | 262* | 264* | 260* | 255 | 255 |
| Wisconsin | 266 | 265 | — | 266 | 266 | 264 |
| Wyoming | 262* | 263* | 265 | 267 | 268 | 266 |
| Other jurisdictions | | | | | | |
| District of Columbia | 236* | 236* | 240 | 239 | 238* | 241 |
| DoDEA ² | 269* | 269* | 273 | 272 | 271 | 273 |

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2007 when only one 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: State-level data were not collected in 1992, 1994, or 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and 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 | 270 | 17 | 244 | 18 | 246 | 5 | 269 | 1 | 248 |
| Alabama | 60 | 261 | 36 | 236 | 3 | 250 | 1 | ‡ | # | ‡ |
| Alaska | 55 | 270 | 5 | 250 | 4 | 257 | 7 | 263 | 26 | 236 |
| Arizona | 47 | 269 | 5 | 248 | 39 | 241 | 2 | 277 | 7 | 233 |
| Arkansas | 68 | 266 | 24 | 236 | 6 | 249 | 1 | ‡ | 1 | ‡ |
| California | 33 | 266 | 7 | 237 | 47 | 239 | 12 | 264 | 1 | 251 |
| Colorado | 64 | 275 | 7 | 252 | 25 | 249 | 3 | 269 | 1 | ‡ |
| Connecticut | 69 | 276 | 13 | 246 | 15 | 243 | 3 | 272 | # | ‡ |
| Delaware | 55 | 274 | 34 | 250 | 8 | 257 | 3 | 277 | # | ‡ |
| Florida | 49 | 268 | 23 | 244 | 23 | 256 | 3 | 278 | # | ‡ |
| Georgia | 46 | 271 | 45 | 246 | 5 | 250 | 2 | ‡ | # | ‡ |
| Hawaii | 13 | 262 | 2 | 255 | 3 | 249 | 68 | 249 | # | ‡ |
| Idaho | 84 | 268 | 1 | ‡ | 12 | 243 | 2 | ‡ | 1 | ‡ |
| Illinois | 60 | 271 | 17 | 244 | 17 | 250 | 4 | 277 | # | ‡ |
| Indiana | 79 | 268 | 12 | 242 | 5 | 255 | 1 | ‡ | # | ‡ |
| Iowa | 87 | 270 | 5 | 247 | 6 | 250 | 2 | ‡ | # | ‡ |
| Kansas | 77 | 272 | 8 | 246 | 10 | 248 | 2 | ‡ | 2 | ‡ |
| Kentucky | 84 | 264 | 12 | 247 | 2 | ‡ | 1 | ‡ | # | ‡ |
| Louisiana | 53 | 264 | 44 | 240 | 2 | ‡ | 1 | ‡ | 1 | ‡ |
| Maine | 96 | 270 | 2 | ‡ | 1 | ‡ | 1 | ‡ | # | ‡ |
| Maryland | 51 | 276 | 38 | 249 | 5 | 258 | 5 | 287 | # | ‡ |
| Massachusetts | 76 | 278 | 8 | 253 | 9 | 251 | 5 | 281 | # | ‡ |
| Michigan | 75 | 267 | 19 | 236 | 3 | 241 | 2 | ‡ | 1 | ‡ |
| Minnesota | 82 | 273 | 6 | 245 | 5 | 245 | 6 | 258 | 1 | 247 |
| Mississippi | 44 | 264 | 53 | 238 | 2 | ‡ | 1 | ‡ | # | ‡ |
| Missouri | 75 | 270 | 20 | 242 | 3 | 248 | 2 | ‡ | # | ‡ |
| Montana | 84 | 274 | 1 | ‡ | 2 | ‡ | 1 | ‡ | 11 | 249 |
| Nebraska | 80 | 271 | 7 | 243 | 10 | 255 | 2 | ‡ | 1 | ‡ |
| Nevada | 46 | 263 | 11 | 248 | 33 | 238 | 8 | 261 | 2 | ‡ |
| New Hampshire | 94 | 270 | 1 | ‡ | 2 | 252 | 2 | ‡ | # | ‡ |
| New Jersey | 57 | 278 | 17 | 249 | 17 | 257 | 9 | 285 | # | ‡ |
| New Mexico | 32 | 265 | 3 | 248 | 51 | 246 | 1 | ‡ | 12 | 234 |
| New York | 57 | 274 | 19 | 246 | 17 | 246 | 7 | 269 | # | ‡ |
| North Carolina | 58 | 270 | 30 | 241 | 7 | 246 | 2 | 265 | 1 | 236 |
| North Dakota | 88 | 270 | 1 | ‡ | 2 | ‡ | 1 | ‡ | 8 | 248 |
| Ohio | 76 | 274 | 18 | 246 | 1 | 260 | 1 | ‡ | # | ‡ |
| Oklahoma | 59 | 266 | 11 | 243 | 7 | 241 | 2 | ‡ | 21 | 256 |
| Oregon | 75 | 270 | 2 | 250 | 14 | 243 | 5 | 270 | 2 | 260 |
| Pennsylvania | 77 | 272 | 14 | 248 | 6 | 244 | 3 | 284 | # | ‡ |
| Rhode Island | 70 | 267 | 9 | 239 | 18 | 233 | 3 | 258 | 1 | ‡ |
| South Carolina | 56 | 268 | 38 | 242 | 3 | 244 | 1 | ‡ | # | ‡ |
| South Dakota | 87 | 272 | 2 | ‡ | 1 | ‡ | 1 | ‡ | 9 | 249 |
| Tennessee | 68 | 267 | 27 | 240 | 3 | 252 | 2 | ‡ | # | ‡ |
| Texas | 39 | 275 | 16 | 249 | 41 | 251 | 3 | 280 | # | ‡ |
| Utah | 81 | 266 | 1 | ‡ | 13 | 242 | 4 | 261 | 1 | ‡ |
| Vermont | 94 | 273 | 2 | ‡ | 1 | ‡ | 2 | ‡ | 1 | ‡ |
| Virginia | 61 | 273 | 26 | 252 | 6 | 258 | 5 | 280 | # | ‡ |
| Washington | 68 | 270 | 5 | 247 | 14 | 247 | 10 | 268 | 3 | 252 |
| West Virginia | 94 | 256 | 5 | 241 | 1 | ‡ | # | ‡ | # | ‡ |
| Wisconsin | 81 | 270 | 9 | 231 | 6 | 247 | 3 | 264 | 1 | ‡ |
| Wyoming | 85 | 269 | 1 | ‡ | 9 | 248 | 1 | ‡ | 4 | 253 |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | 3 | ‡ | 88 | 238 | 8 | 249 | 1 | ‡ | # | ‡ |
| DoDEA ¹ | 47 | 278 | 19 | 259 | 15 | 273 | 7 | 276 | # | ‡ |

See notes at end of table.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and 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) | 40 | 247 | 58 | 271 | 50 | 256 | 50 | 266 |
| Alabama | 49 | 241 | 51 | 263 | 50 | 247 | 50 | 257 |
| Alaska | 37 | 244 | 62 | 268 | 51 | 253 | 49 | 264 |
| Arizona | 44 | 241 | 54 | 265 | 50 | 251 | 50 | 259 |
| Arkansas | 51 | 247 | 49 | 269 | 49 | 253 | 51 | 263 |
| California | 48 | 239 | 48 | 264 | 51 | 246 | 49 | 257 |
| Colorado | 32 | 251 | 68 | 273 | 51 | 262 | 49 | 271 |
| Connecticut | 26 | 243 | 74 | 275 | 49 | 262 | 51 | 272 |
| Delaware | 33 | 254 | 67 | 270 | 50 | 260 | 50 | 269 |
| Florida | 42 | 249 | 57 | 268 | 52 | 254 | 48 | 266 |
| Georgia | 48 | 247 | 52 | 270 | 50 | 253 | 50 | 264 |
| Hawaii | 41 | 243 | 59 | 257 | 50 | 244 | 50 | 259 |
| Idaho | 37 | 256 | 62 | 270 | 51 | 260 | 49 | 270 |
| Illinois | 39 | 249 | 61 | 272 | 49 | 259 | 51 | 267 |
| Indiana | 35 | 251 | 65 | 271 | 50 | 259 | 50 | 270 |
| Iowa | 31 | 253 | 69 | 274 | 52 | 263 | 48 | 272 |
| Kansas | 36 | 253 | 64 | 275 | 51 | 263 | 49 | 272 |
| Kentucky | 48 | 252 | 52 | 271 | 48 | 257 | 52 | 266 |
| Louisiana | 59 | 245 | 41 | 265 | 50 | 248 | 50 | 258 |
| Maine | 33 | 261 | 67 | 274 | 50 | 264 | 50 | 276 |
| Maryland | 29 | 251 | 71 | 271 | 49 | 260 | 51 | 270 |
| Massachusetts | 26 | 256 | 74 | 279 | 52 | 269 | 48 | 278 |
| Michigan | 32 | 244 | 68 | 268 | 50 | 255 | 50 | 266 |
| Minnesota | 26 | 254 | 72 | 273 | 51 | 263 | 49 | 274 |
| Mississippi | 66 | 242 | 32 | 266 | 52 | 246 | 48 | 255 |
| Missouri | 38 | 252 | 61 | 271 | 50 | 259 | 50 | 268 |
| Montana | 34 | 260 | 65 | 277 | 52 | 265 | 48 | 278 |
| Nebraska | 32 | 254 | 68 | 273 | 50 | 262 | 50 | 272 |
| Nevada | 36 | 240 | 60 | 260 | 49 | 245 | 51 | 259 |
| New Hampshire | 16 | 257 | 81 | 272 | 50 | 264 | 50 | 275 |
| New Jersey | 26 | 251 | 73 | 277 | 51 | 266 | 49 | 274 |
| New Mexico | 60 | 242 | 40 | 264 | 52 | 247 | 48 | 255 |
| New York | 46 | 250 | 53 | 275 | 50 | 258 | 50 | 269 |
| North Carolina | 44 | 246 | 55 | 270 | 52 | 254 | 48 | 265 |
| North Dakota | 26 | 258 | 74 | 272 | 51 | 264 | 49 | 272 |
| Ohio | 31 | 251 | 67 | 275 | 50 | 264 | 50 | 272 |
| Oklahoma | 50 | 252 | 50 | 268 | 52 | 255 | 48 | 264 |
| Oregon | 38 | 253 | 59 | 274 | 50 | 260 | 50 | 271 |
| Pennsylvania | 31 | 253 | 68 | 275 | 50 | 265 | 50 | 270 |
| Rhode Island | 33 | 242 | 67 | 267 | 50 | 256 | 50 | 261 |
| South Carolina | 47 | 245 | 53 | 269 | 50 | 253 | 50 | 262 |
| South Dakota | 30 | 259 | 70 | 274 | 50 | 266 | 50 | 274 |
| Tennessee | 45 | 247 | 55 | 269 | 49 | 254 | 51 | 264 |
| Texas | 52 | 249 | 48 | 273 | 49 | 256 | 51 | 266 |
| Utah | 32 | 252 | 67 | 267 | 51 | 258 | 49 | 267 |
| Vermont | 26 | 260 | 74 | 278 | 49 | 268 | 51 | 278 |
| Virginia | 26 | 252 | 74 | 272 | 49 | 262 | 51 | 272 |
| Washington | 33 | 251 | 65 | 272 | 49 | 260 | 51 | 270 |
| West Virginia | 46 | 246 | 54 | 263 | 51 | 248 | 49 | 262 |
| Wisconsin | 29 | 246 | 69 | 272 | 50 | 257 | 50 | 272 |
| Wyoming | 27 | 255 | 73 | 270 | 50 | 261 | 50 | 271 |
| Other jurisdictions | | | | | | | | |
| District of Columbia | 65 | 234 | 35 | 253 | 44 | 235 | 56 | 245 |
| DoDEA ¹ | # | ‡ | # | ‡ | 50 | 267 | 50 | 279 |

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.

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



Assessment Content at Grade 8

All three contexts for reading were assessed at grade 8. The proportion of assessment questions devoted to reading for literary experience was lower than the proportion at grade 4. At grade 8, equal proportions of assessment questions were devoted to reading for literary experience and reading for information. The remaining assessment questions were devoted to reading to perform a task, which was allotted one-half as much time as either literary or informational reading. The 2007 eighth-grade reading assessment included a total of 13 reading passages and 140 questions.

Reading Achievement Levels at Grade 8

The following descriptions are abbreviated versions of the full achievement-level descriptions for grade 8 reading. The cut score depicting the lowest score representative of that level is noted in parentheses.

Basic (243): Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

Proficient (281): Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in

the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth-graders should be able to identify some of the devices authors use in composing text.

Advanced (323): Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

The full descriptions can be found at http://www.nagb.org/frameworks/reading_07.pdf.

What Eighth-Graders Know and Can Do in Reading

The item map below illustrates the range of reading ability demonstrated by eighth-graders. For example, students performing in the middle of the *Basic* range (with an average score of 261) were likely to be able to identify the appropriate text recommendation for a

specific situation. Students performing near the top of the *Proficient* range (with an average score of 318) were likely to be able to infer and explain traits of a character using specific examples.

GRADE 8 NAEP READING ITEM MAP

| | Scale score | Question description |
|------------|---|--|
| Advanced | 500 | |
| | 365 | <i>Use understanding of character to interpret author's purpose</i> |
| | 357 | Use examples to explain importance of setting to plot |
| | 337 | Search dense text to retrieve relevant explanatory facts |
| | 329 | Recognize narrative device and explain function in story |
| | 326 | Follow directions to fully complete task |
| | 323 | |
| Proficient | 321 | Integrate story details to explain central conflict |
| | 318 | Use specific examples to infer and explain character traits (shown on page 43) |
| | 315 | Apply text information to real life situation |
| | 312 | Infer and provide lesson based on historical biography |
| | 308 | Describe difficulty of a task in a different context |
| | 299 | <i>Recognize explicit information from highly detailed article</i> |
| | 298 | Use metaphor to interpret character |
| | 293 | <i>Recognize author's device to convey information related to a task</i> |
| | 288 | <i>Identify genre of story</i> |
| | 284 | <i>Recognize what story action reveals about a character</i> |
| | 281 | |
| Basic | 279 | Use task directions and prior knowledge to make a comparison |
| | 278 | Infer character's action from plot outcome |
| | 272 | Describe central problem faced by the main character |
| | 265 | <i>Recognize author's purpose for including a quotation (shown on page 42)</i> |
| | 262 | <i>Identify causal relation between historical events</i> |
| | 261 | <i>Use context to identify meaning of vocabulary</i> |
| | 261 | <i>Identify appropriate text recommendation for a specific situation</i> |
| | 259 | Provide specific text information to support a generalization |
| | 253 | Read across text to provide explanation |
| | 248 | <i>Recognize information included by author to persuade</i> |
| | 244 | Support opinion with text information or related prior knowledge |
| | 243 | |
| | 235 | <i>Recognize explicitly stated reason for action in an article</i> |
| | 230 | <i>Recognize reason for character's central emotion</i> |
| | 218 | <i>Identify inference based on part of the document</i> |
| | 215 | <i>Recognize an explicitly stated embedded detail</i> |
| 206 | <i>Identify appropriate description of character's feelings</i> | |
| 205 | Use global understanding of the article to provide explanation | |
| | 0 | |

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for reading 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 Reading Assessment.

Sample Reading Passage

The article below is an example of what an eighth-grader might read for information. The article uses a human interest approach to relate the investigative efforts of a middle-school student and how her efforts helped her community. The two sample questions that follow were based on this reading passage.

KID FIGHTS CHEATER METERS AND WINS!

The true story of a girl with a stopwatch and a bag of nickels who uncovered a local parking scandal and helped change the laws of her state . . .

Ellie Lammer wasn't trying to spark a revolt, she just wanted a haircut. That was in the fall of 1997. Ellie was 11 years old at the time, and she was getting her tresses trimmed in her hometown of Berkeley, California. When Ellie and her mom returned to their car, they found a parking ticket stuck to the windshield. It didn't seem possible: Less than an hour earlier, Ellie had pumped an hour's worth of coins into the meter. But now the needle was at zero, and Ellie's mom owed \$20.

Feeling cheated, Ellie dropped another nickel in the meter and twisted the knob. The needle clicked over to the four-minute mark. Ellie stared at her watch while her mom watched the meter. Less than three minutes later, all of the time had expired. There it was: proof that they'd been cheated. The city tore up the ticket when Ellie's mom complained about the meter.

But the experience left Ellie wondering how many other meters were inaccurate. Six months later, she decided to find out. She'd been looking around for a good science-fair project—and that meter in Berkeley still bothered her. So armed with a bag of nickels and a stopwatch, she hit the streets.

Ellie didn't have the time or money to test every meter, so she focused on a sample of 50 meters located in different parts of the city. To avoid inconveniencing motorists, she did her research after 6 P.M. and on Sundays, when the meters were not in use. She put in eight minutes' worth of nickels in each meter, then measured how much time it really gave.

The results were not pretty. Ellie's findings suggested that more than nine out of every ten meters in the city were inaccurate—and that every fourth parking meter was running out of time too quickly. With 3,600 parking meters in the city, that meant a lot of undeserved tickets. As Ellie wrote in her science-project report, "I learned which meters cheat you and which meters cheat the City of Berkeley. But I learned that almost all meters cheat someone, so beware."



When the science fair rolled around, Ellie presented her findings with computer-generated charts and graphs. Her classmates weren't very interested in her project. "It's not like they have to drive a car or put money in a parking meter," she explains. But her project was a huge hit with parents. More than 50 of them lined up that night to share their own parking-meter horror stories with Ellie.

After that, word about Ellie's meter project spread fast. Within a few weeks, Ellie got a call from local politician Diane Woolley. At the time, Berkeley was considering replacing its meters with more accurate digital ones. Ellie shared her findings at city hall, and the politicians were impressed. "We don't get reports this thorough when we pay consultants hundreds of thousands of dollars," one remarked. Based on Ellie's study, they decided to purchase 2,000 new meters.

The California state legislature also decided to crack down on cheater meters. After Ellie presented her findings, they enacted "Lammer's Law," which requires California's 26 counties to test the accuracy of parking meters. Any meter found to be inaccurate must be fixed or dismantled.

California Governor Pete Wilson signed the law on November 1, 1998. At the time, he commented, "Ellie's ingenuity and dedication has earned her the gratitude of those Californians who've dug through their purses and pockets in search of exact change to feed the meters, only to return to find their cars bearing the dreaded green envelope of a parking ticket."

Ellie became a celebrity. She was in newspapers all over the country and featured on local television news during the summer and fall of 1998. CNN did a story about her. She was even a guest on the *Late Show* with David Letterman. "It was kind of a weird moment of being a celebrity," she says.

Ellie, who's now an eighth-grader at Martin Luther King Middle School, is proud of the work she's done. But she doesn't see meter monitoring as her life's work: "Right now I don't mind being known as the parking-meter girl, but I'm sure that later in life I'll want something different."



© 2000 by Consumers Union of U.S., Inc. Yonkers, NY 10703-1057, a nonprofit organization. Reprinted with permission from the July/August 2000 issue of ZILLIONS.® For educational purposes only. No commercial use or photocopying permitted. Log onto www.Zillions.org and www.ConsumersReports.org.

Sample Question on Supporting Idea

This sample question asked students to take a critical perspective on a sentence from the article. The focus is not on the information itself, but on how that information functions in relation to other information in the article. This question was classified under the reading aspect, *examining content and structure*.

Seventy-two percent of eighth-graders selected the correct answer (choice C), recognizing that this supporting information was included to highlight the main subject of the article. Of the incorrect answers, choice B was selected by 14 percent of eighth-graders, perhaps making a literal connection between the money amount and the word “budget.”

Percentage of eighth-grade students in each response category in 2007

| Choice A | Choice B | Choice C | Choice D | Omitted |
|----------|----------|----------|----------|---------|
| 8 | 14 | 72 | 7 | # |

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

The table below shows the percentage of students within each achievement level who answered the question above correctly. For example, 72 percent of eighth-grade students performing at the *Basic* level selected the correct answer choice.

Percentage correct for eighth-grade students at each achievement level in 2007

| Overall | Below <i>Basic</i> | <i>At Basic</i> | <i>At Proficient</i> | <i>At Advanced</i> |
|---------|--------------------|-----------------|----------------------|--------------------|
| 72 | 45 | 72 | 92 | 99 |

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

“We don’t get reports this thorough when we pay consultants hundreds of thousands of dollars.”

The author included this information to

- Ⓐ show how the city saves money
- Ⓑ describe the city budget
- Ⓒ emphasize Ellie’s achievement
- Ⓓ criticize the city of Berkeley



Sample Question on Drawing Conclusions

This sample question asked students to consider specific information provided in the article and to draw a conclusion from this information about the character of the person discussed in the article. This question was classified under the reading aspect, *developing interpretation*.

Student responses to this question were rated using the following four-level scoring guide:

Extensive—Responses use information in the article to provide a description of Ellie Lammer. Responses at this level provide at least two specific text-based things that she did and explain what those things say about her character.

Choose two things Ellie Lammer did and explain what those things tell about her. Use examples from the article to support your answer.

Response rated as “Extensive”

Ellie Lammer got cheated out of her money, and then decided that she wasn't going to give up, she was going to do experiments and take this problem to the next level. This shows perseverance, because she chose to keep going with the problem even though it was time-consuming, to help people.

She also chose to prove the meters wrong by fixing them with a stop watch. This shows intelligence, because she knew what methods to use in order to prove the meters inaccurate.

Response rated as “Essential”

She did her science fair project on meters to see how many other people got cheated. Which means she cares about other people and not just her self. At the end of her article it said she enjoyed being a super star, but wanted something more in life. She wants to be someone important.

Essential—Responses at this level provide one example of something Ellie Lammer did and explain what that says about her character. Responses at this level may provide a generalization about Ellie's actions without providing a specific example from the article; however, these responses do explain what her actions say about her character.

Partial—Responses at this level may focus on Ellie's actions without explaining what the actions tell about her character.

Unsatisfactory—Responses at this level demonstrate no understanding of Ellie's actions as described in the article or what those actions say about her character.

The first response on the left was rated “Extensive” because it uses two things that Ellie did as the bases for explaining two different aspects of her character. While the second response, rated “Essential,” gives two aspects of Ellie's character, only the first is based on something Ellie did. Thirty-two percent of eighth-graders provided a response rated as “Extensive” on this question.

Percentage of eighth-grade students in each response category in 2007

| Extensive | Essential | Partial | Unsatisfactory | Omitted |
|-----------|-----------|---------|----------------|---------|
| 32 | 17 | 41 | 5 | 5 |

NOTE: Detail may not sum to totals because a small percentage of responses that did not address the assessment task are not shown.

The table below shows the percentage of eighth-graders within each achievement level whose answer to the question on the left was rated as “Extensive.” For example, 29 percent of eighth-graders performing at the *Basic* level provided extensive responses—they were able both to provide a reason and support it with details.

Percentage rated as “Extensive” for eighth-grade students at each achievement level in 2007

| Overall | Below Basic | At Basic | At Proficient | At Advanced |
|---------|-------------|----------|---------------|-------------|
| 32 | 8 | 29 | 54 | 77 |

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