

**NAEP Grade 8 Writing Summary of Average Scale Scores and Percent at/above Proficient for Rhode Island (1998, 2002, and 2007)**

Statistically significant changes are shaded

		1998	2002	2007	Change from '98 to '07	Change from '02 to '07
All Students	Average Scale Score (AvSS)	152	158	162	10	4
	% at/above Proficient	25%	29%	32%	7%	3%
Male (50%)	AvSS	139	143	143	4	0
	% at/above Proficient	17%	21%	20%	3%	-1%
Female (50%)	AvSS	157	160	165	8	5
	% at/above Proficient	34%	38%	45%	11%	7%
White (71%)	AvSS	152	158	162	10	4
	% at/above Proficient	29%	35%	39%	10%	4%
Black (8%)	AvSS	133	133	136	3	3
	% at/above Proficient	10%	10%	12%	2%	2%
Hispanic (14%)	AvSS	120	128	128	8	0
	% at/above Proficient	5%	9%	11%	6%	2%
Asian (3%)	AvSS	143	*	160	17	**
	% at/above Proficient	19%	*	43%	24%	**
Free/Reduced Lunch (31%)	AvSS	131	136	136	5	0
	% at/above Proficient	10%	13%	15%	5%	2%
Students w/ Disabilities (17%)	AvSS	111	118	119	8	1
	% at/above Proficient	2%	4%	6%	4%	2%
ELL (3%)	AvSS	102	106	*	**	**
	% at/above Proficient	1%	1%	*	**	**

**Findings**

- From 2002 to 2007, the percent of students reaching *proficient* or above increased by 3%, a statistically significant difference.
- From 1998 to 2007, the percent of students reaching *proficient* or above increased by 7%, a statistically significant difference.
- Rhode Island was one of 10 states that had significant increases in the percentage of student at/above *Proficient*. The other states are AL, PA, NV, GA, TN, WY, UT, CT, and AR.
- Rhode Island had a significant increase in the Average Scale Score from 2002 to 2007.
- The percentage of students at/above *proficient* for Rhode Island is not statistically different from the Nation.

**1998 – 2007 8<sup>th</sup> Grade NAEP Writing: Rhode Island, Massachusetts, New Hampshire, Maine, Connecticut, Vermont, and the Nation**

**Percent at or above Basic**

	Rhode Island	Massachusetts	New Hampshire	Maine	Vermont	Connecticut	Nation
<b>1998</b>	<b>83</b>	<b>87</b>	<b>***</b>	<b>87</b>	<b>***</b>	<b>91</b>	<b>83</b>
<b>2002</b>	<b>84</b>	<b>90</b>	<b>***</b>	<b>86</b>	<b>89</b>	<b>87</b>	<b>84</b>
<b>2007</b>	<b>85</b>	<b>93</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>92</b>	<b>87</b>

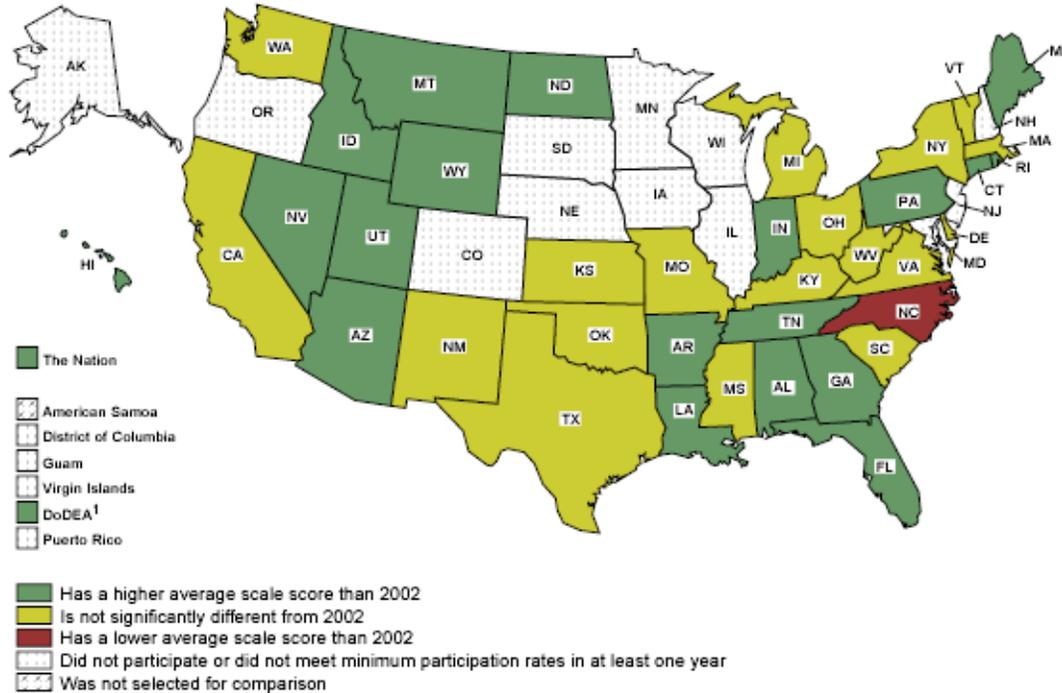
**Percent at or above Proficient**

	Rhode Island	Massachusetts	New Hampshire	Maine	Vermont	Connecticut	Nation
<b>1998</b>	<b>25</b>	<b>31</b>	<b>***</b>	<b>32</b>	<b>***</b>	<b>44</b>	<b>24</b>
<b>2002</b>	<b>29</b>	<b>42</b>	<b>***</b>	<b>36</b>	<b>41</b>	<b>45</b>	<b>30</b>
<b>2007</b>	<b>32</b>	<b>46</b>	<b>39</b>	<b>38</b>	<b>40</b>	<b>53</b>	<b>31</b>

\*\*\* state did not participate in the NAEP writing assessment for that year.

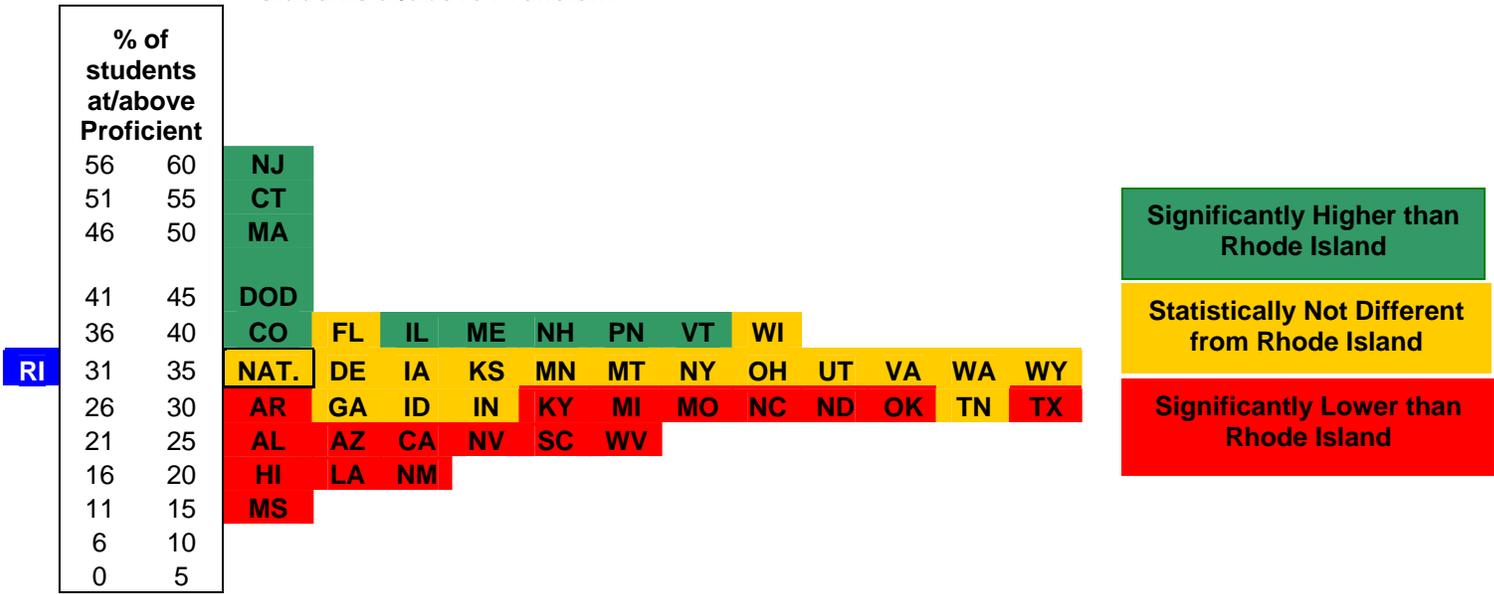
**Difference in Average Scale Score between Jurisdictions (2002 vs. 2007)**

- Rhode Island students scale score was significantly higher in 2007 than in 2002.
- North Carolina was the only state in the nation to have a significantly lower scale score in 2007 than in 2002.



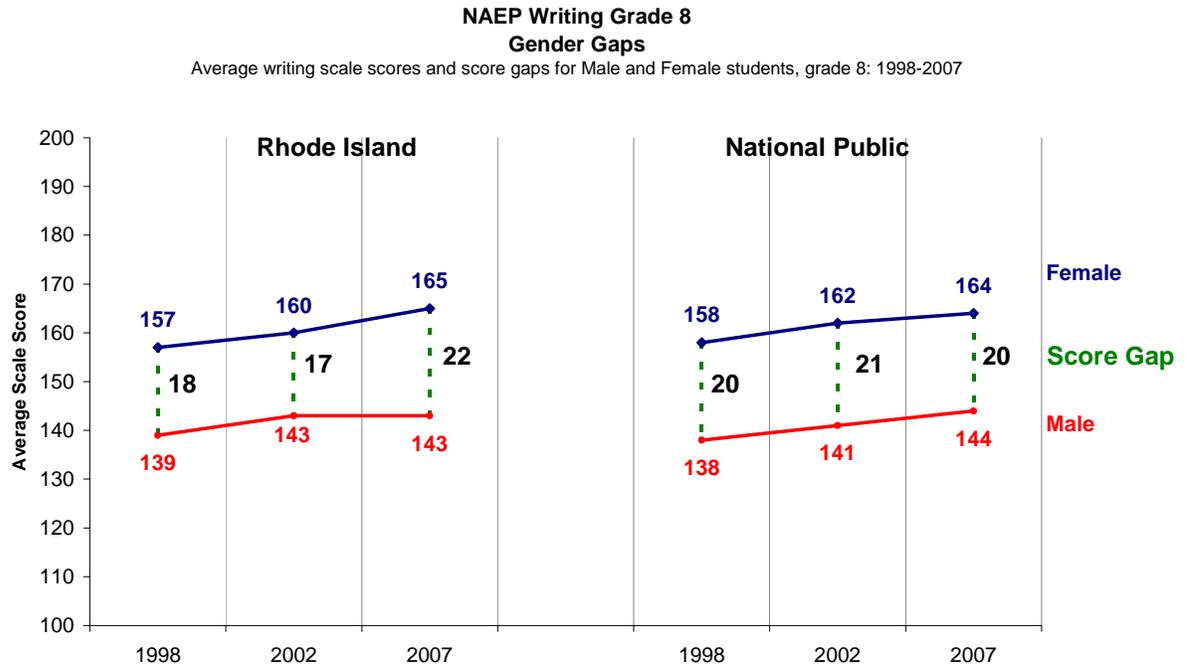
<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, and 2007 Writing Assessments.

**2007 NAEP Grade 8 Writing, States arranged by percent of students at/above Proficient**



## Gaps in Subgroups

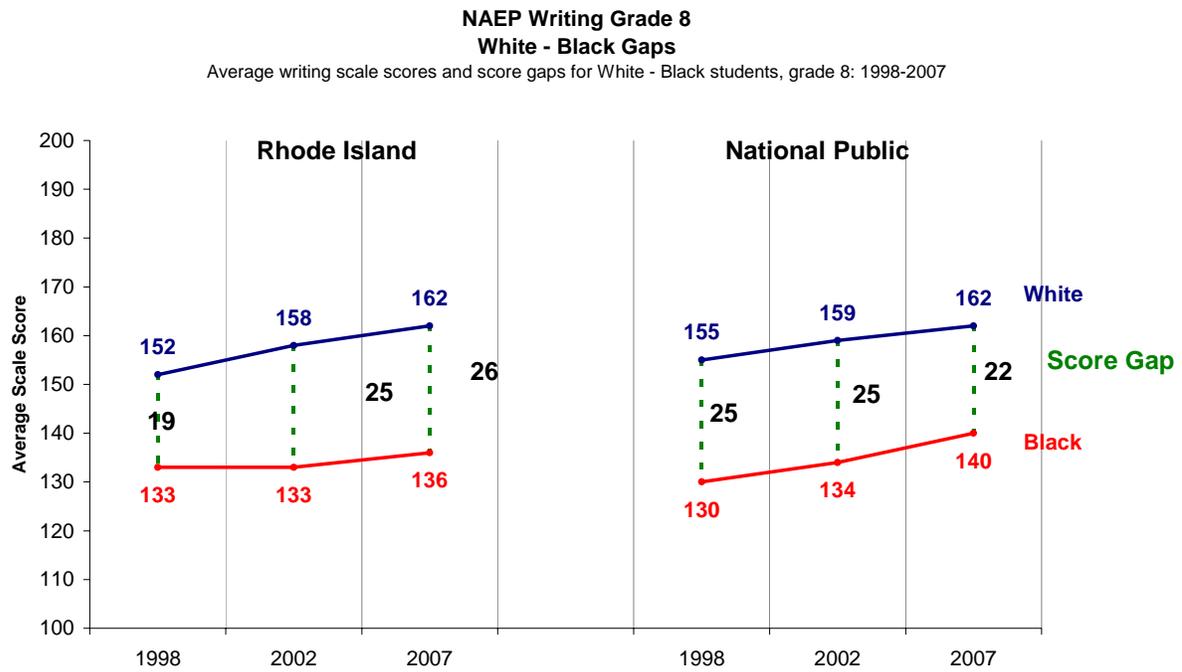
→ The gap between female and male students in Rhode Island is also found at the national level.



NOTE: The NAEP Writing scale ranges from 0 to 300. Observed differences are not necessarily statistically significant.  
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.

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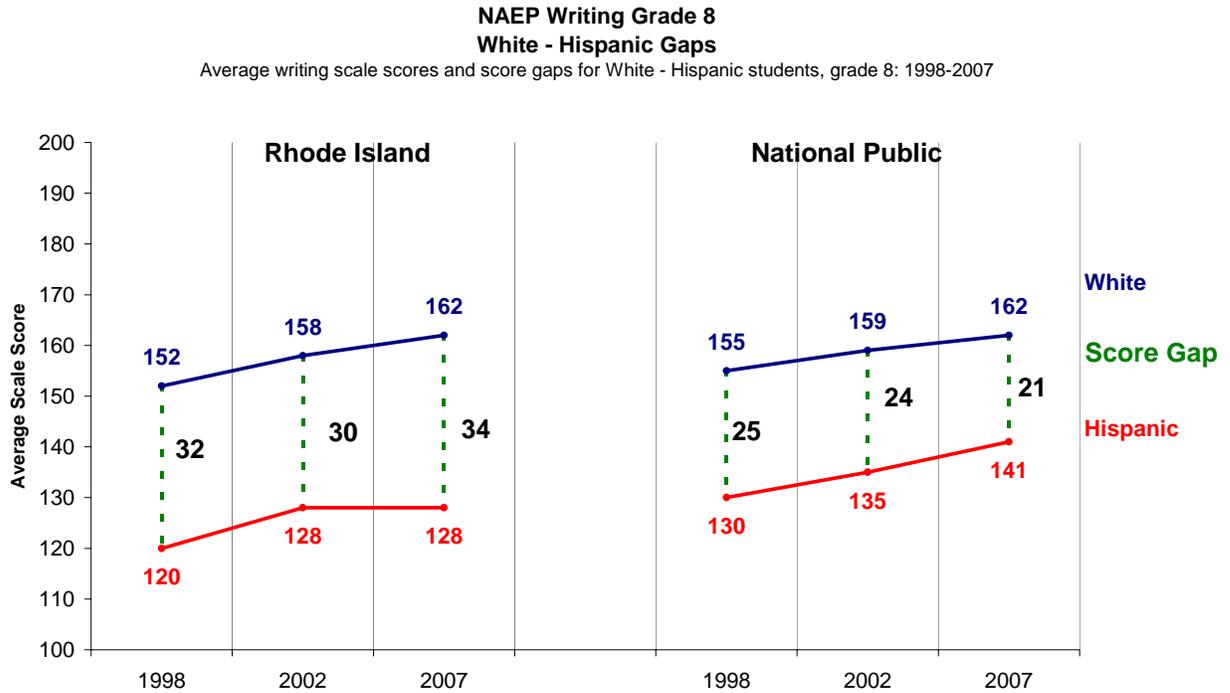
→ The White subgroup for Rhode Island is at the national average while the Black subgroup is not.



NOTE: The NAEP Writing scale ranges from 0 to 300. Observed differences are not necessarily statistically significant.  
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.

### Gaps in Subgroups

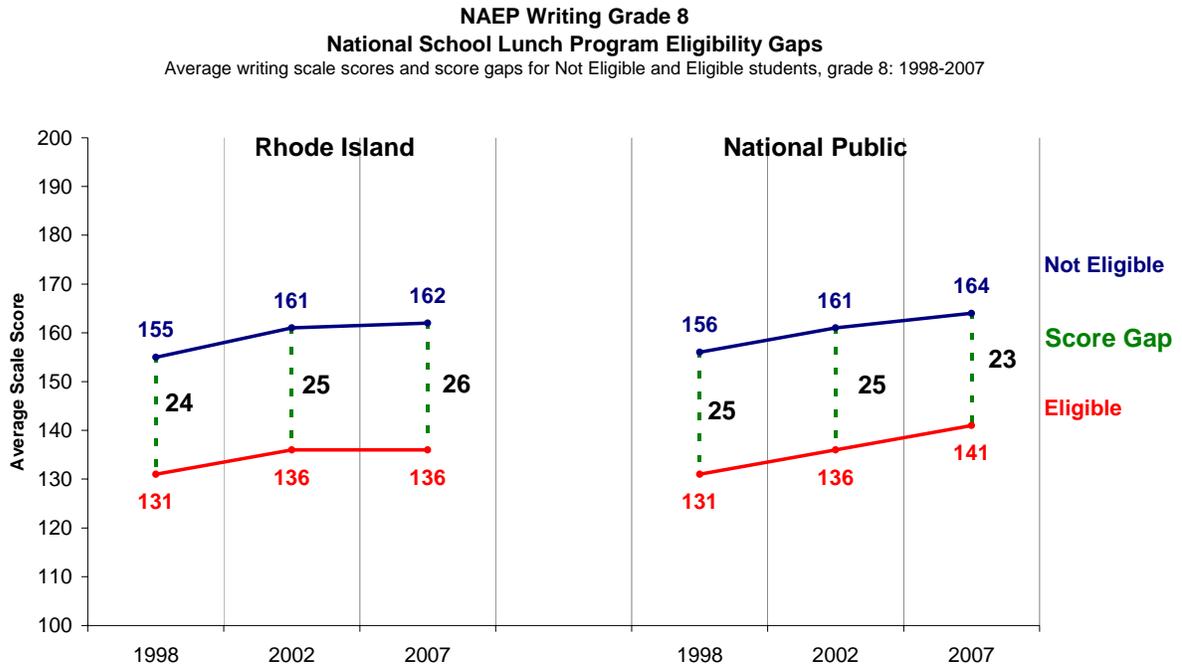
→ The White subgroup for Rhode Island is at the national average while the Hispanic subgroup is far below the national average for other Hispanic students.



NOTE: The NAEP Writing scale ranges from 0 to 300. Observed differences are not necessarily statistically significant.  
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.

**Gaps in Subgroups**

→ The non-poverty subgroup for Rhode Island is at the national average while the students in poverty are far below the national average for other poor students.



NOTE: The NAEP Writing scale ranges from 0 to 300. Observed differences are not necessarily statistically significant.  
 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.

		
	% at/above Proficient	% at/above Proficient
All Students	32%	41%
Male	20	32
Female	45	52
American Indian	---	31
White	39	48
Black	12	23
Hispanic	11	22
Asian	43	42
Poverty	15	23
ELL	---	4 or 29
SD	6	11
Nation	31	
VT	40	69
NH	39	43

## Achievement Level Descriptions

	
<p><b>Advanced</b>              Eighth-grade students performing at the <i>Advanced</i> 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 <i>Advanced</i> 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.</p>	<p><b>Proficient with Distinction:</b> Student’s writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.</p>
<p><b>Proficient</b>              Eighth-grade students performing at the <i>Proficient</i> 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.</p>	<p><b>Proficient:</b> Student’s writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.</p>
<p><b>Basic</b></p>	<p><b>Partially Proficient:</b> Student’s writing</p>

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.

demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive.

Response demonstrates inconsistent control of conventions.

**Substantially Below Proficient:** Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.