

Indicator **34. Writing Proficiency**

Average writing proficiency scores, by grade, sex, and race/ethnicity: 1984 to 1992

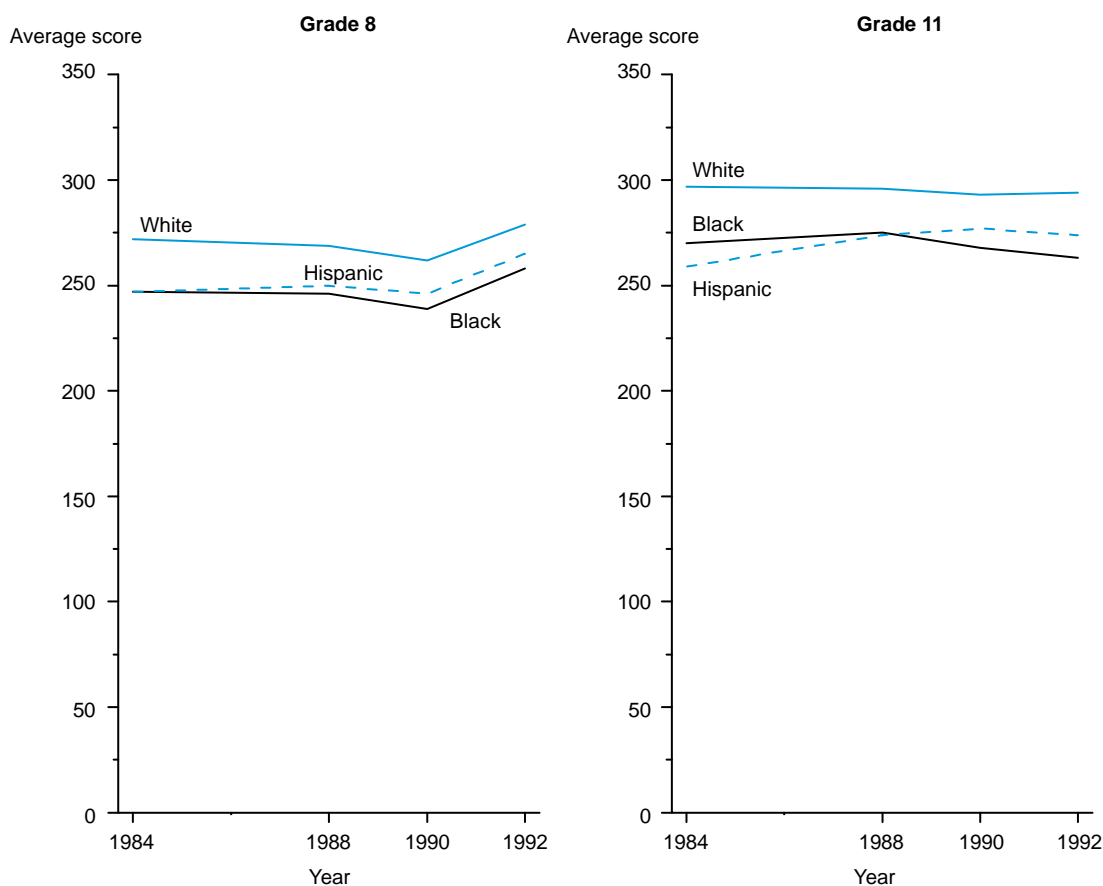
Grade, sex, and race/ethnicity of students	1984	1988	1990	1992
Grade 4				
Total	204	206	202	207
Male	201	199	195	198
Female	208	213	209	216
White	211	215	211	217
Black	182	173	171	175
Hispanic	189	190	184	189
Grade 8				
Total	267	264	257	274
Male	258	254	246	264
Female	276	274	268	285
White	272	269	262	279
Black	247	246	239	258
Hispanic	247	250	246	265
Grade 11				
Total	290	291	287	287
Male	281	282	276	279
Female	299	299	298	296
White	297	296	293	294
Black	270	275	268	263
Hispanic	259	274	277	274

NOTE: The NAEP scale ranges from 0 to 500, but have been evaluated at certain performance levels. A score of 150 implies an unclear and disjointed response to the assigned writing task. A score of 200 implies an incomplete and vague response. A score of 250 implies a clear and focused response that is likely to accomplish the assigned task successfully. A score of 300 implies an ability to write a clear and sufficient response to accomplish a basic task. A score of 350 implies an ability to write an effective and coherent response to an assigned task, frequently with supporting details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress*.

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Writing proficiency of 8th and 11th graders, by race/ethnicity: 1984 to 1992



NOTE: NAEP scores range from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress*.

The overall trends in writing achievement suggest few changes in performance during the 1980s. There was a decline in the performance of 8th graders between 1984 and 1990, but their performance in 1992 returned to the 1984 level.