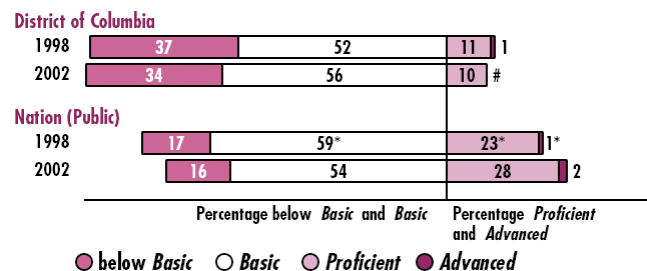


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

### Overall Writing Results for District of Columbia

- The average scale score for eighth-grade students in District of Columbia was 128. This was not found to be significantly different<sup>1</sup> from the average score (126) in 1998.
- District of Columbia's average score (128) was lower than that of the nation's public schools (152).
- Students' average scale scores in District of Columbia were higher than those in 1 jurisdiction, not significantly different from those in 2 jurisdictions<sup>2</sup>, and lower than those in 43 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 10 percent. This percentage was not found to be significantly different from 1998 (11).

### Student Percentage at Each Achievement Level



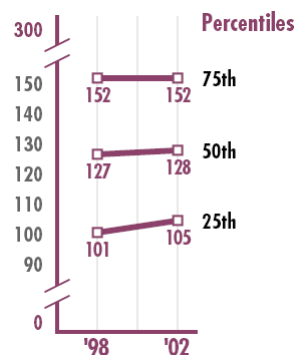
### Performance of NAEP Reporting Groups in District of Columbia

Reporting groups	Percentage of students	Average Score	Percentage of students at	Below Basic	Basic	Proficient	Advanced
Male	49	120	43	52	6	#	
Female	51	136	25	61	14	#	
White	3	---	---	---	---	---	
Black	87	126	36	57	8	#	
Hispanic	8	130	33	56	11	0	
Asian/Pacific Islander	2	---	---	---	---	---	
American Indian/Alaska Native	0	---	---	---	---	---	
Free/reduced-priced school lunch							
Eligible	67	123	39	55	6	#	
Not eligible	32	140	23	60	16	#	
Information not available	1	---	---	---	---	---	

### Average Score Gaps Between Selected Groups

- Female students in District of Columbia had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in District of Columbia.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in District of Columbia.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (21 points).

### Writing Scale Scores at Selected Percentiles



# Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2002.

↑ Statistically significantly higher than 1998.

↓ Statistically significantly lower than 1998.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.