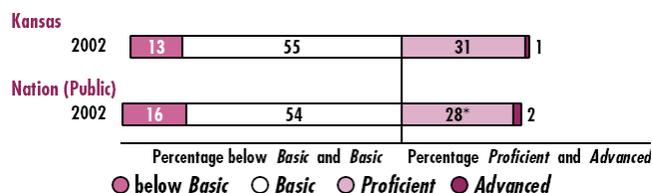


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

### Overall Writing Results for Kansas

- The average scale score for eighth-grade students in Kansas was 155.
- Kansas' average score (155) was not found to be significantly different<sup>1</sup> from that of the nation's public schools (152).
- Students' average scale scores in Kansas were higher than those in 23 jurisdictions<sup>2</sup>, not significantly different from those in 16 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 87 percent.

### Student Percentage at Each Achievement Level



### Performance of NAEP Reporting Groups in Kansas

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	51	144	19 ↓	62 ↑	19	#
Female	49	166 ↑	8	47	43 ↑	2
White	80	159	10	54	35	1 ↓
Black	8	135	26	61	13	#
Hispanic	7	132	32	55	13	0
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	30	140	22	60	17	#
Not eligible	67	160	10	52	36	2
Information not available	3	170	6	46	44	4

### Average Score Gaps Between Selected Groups

- Female students in Kansas had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of the Nation (25 points).
- White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of the Nation (24 points).
- 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 (20 points). This performance gap was not significantly different from that of the Nation (25 points).

### Writing Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
<b>Kansas</b>	132 ↑	157 ↑	179
<b>Nation (Public)</b>	127	153	178

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below 178, while 75 percent of students in Kansas scored below 179.

# Percentage rounds to zero.

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

\* Significantly different from Kansas.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

<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), 2002 Writing Assessment.