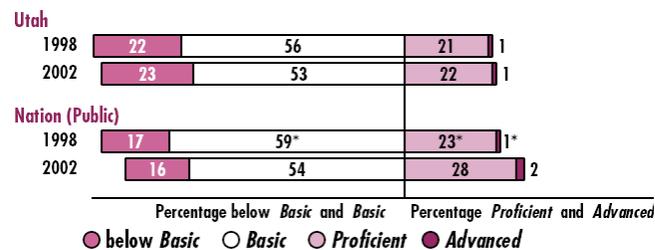


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Utah

- The average scale score for eighth-grade students in Utah was 143. This was not found to be significantly different¹ from the average score (143) in 1998.
- Utah's average score (143) was lower than that of the nation's public schools (152).
- Students' average scale scores in Utah were higher than those in 6 jurisdictions², not significantly different from those in 8 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. This percentage was not found to be significantly different from 1998 (21).

Student Percentage at Each Achievement Level



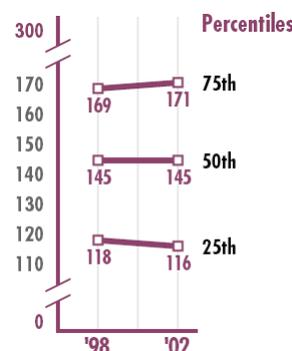
Performance of NAEP Reporting Groups in Utah

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	131	32	55	13	#
Female	49	155	14	52 ↓	32	2
White	86	146	20	55	24	1
Black	1	---	---	---	---	---
Hispanic	8	119	47	43	10	#
Asian/Pacific Islander	3	139	24	59	16	1
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	24	125	39	51	10	#
Not eligible	66	150	17	54	27	2
Information not available	9	141	24	55	19	2

Average Score Gaps Between Selected Groups

- Female students in Utah had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1998 (27 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 (25 points). This performance gap was wider than that of 1998 (16 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.

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

² "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.