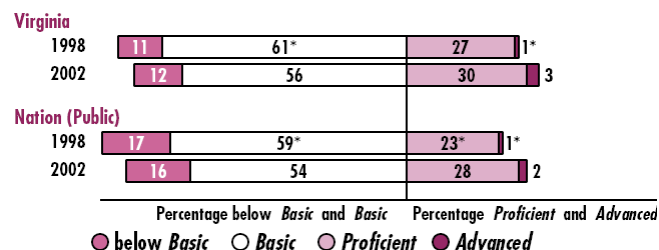


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

### Overall Writing Results for Virginia

- The average scale score for eighth-grade students in Virginia was 157. This was not found to be significantly different<sup>1</sup> from the average score (153) in 1998.
- Virginia's average score (157) was higher than that of the nation's public schools (152).
- Students' average scale scores in Virginia were higher than those in 30 jurisdictions<sup>2</sup>, not significantly different from those in 11 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. This percentage was greater than 1998 (27).

### Student Percentage at Each Achievement Level



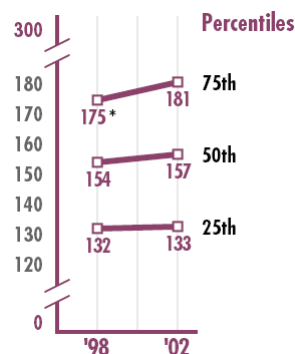
### Performance of NAEP Reporting Groups in Virginia

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	146	18	60 ↓	21	1
Female	49	167	6	52	38	4 ↑
White	66	162	9	52 ↓	35	4 ↑
Black	24	140	20	66	14	#
Hispanic	4	146	16	64	20	0
Asian/Pacific Islander	4	171	4	49	42	5
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	26	140	22	62	16	1
Not eligible	70	162	8	54	35	3 ↑
Information not available	3	166	11	44	39	5

### Average Score Gaps Between Selected Groups

- Female students in Virginia had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 1998 (18 points).
- White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1998 (7 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 (22 points). This performance gap was not significantly different from that of 1998 (23 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.