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 Vermont
- The average scale score for fourth-grade students in Vermont was 158.
- Vermont’s average score (158) was higher¹ than that of the nation’s public schools (153).
- Students’ average scale scores in Vermont were higher than those in 27 jurisdictions², not significantly different from those in 16 jurisdictions, and lower than those in 4 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.

### Performance of NAEP Reporting Groups in Vermont

<table>
<thead>
<tr>
<th>Reporting groups</th>
<th>Percentage of students</th>
<th>Average Score</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>147 ↓</td>
<td>18</td>
<td>61</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>169 ↑</td>
<td>7</td>
<td>50</td>
<td>37 ↑</td>
<td>5 ↑</td>
</tr>
<tr>
<td>White</td>
<td>96</td>
<td>158 ↓</td>
<td>13 ↑</td>
<td>55</td>
<td>28 ↑</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>#</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Free/reduced-priced school lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>27</td>
<td>143 ↓</td>
<td>22</td>
<td>62</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Not eligible</td>
<td>69</td>
<td>163</td>
<td>9</td>
<td>54</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>Information not available</td>
<td>5</td>
<td>170</td>
<td>12</td>
<td>43</td>
<td>37</td>
<td>8</td>
</tr>
</tbody>
</table>

### Average Score Gaps Between Selected Groups
- Female students in Vermont had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- 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 (21 points). This performance gap was not significantly different from that of the Nation (22 points).

### Writing Scale Scores at Selected Percentiles

<table>
<thead>
<tr>
<th>Scale Score Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermont</td>
</tr>
<tr>
<td>25th Percentile</td>
</tr>
<tr>
<td>133 ↑</td>
</tr>
<tr>
<td>50th Percentile</td>
</tr>
<tr>
<td>158 ↑</td>
</tr>
<tr>
<td>75th Percentile</td>
</tr>
<tr>
<td>183 ↑</td>
</tr>
</tbody>
</table>

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 Vermont scored below 183.

# Percentage rounds to zero.
* Significantly different from Vermont.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
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).
³ Reporting standards not met; sample size insufficient to permit a reliable estimate.
