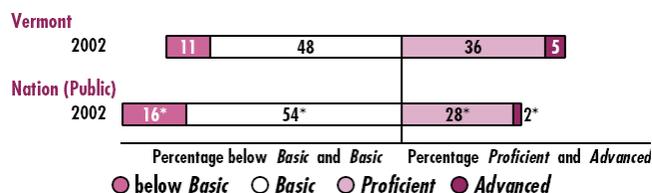


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

### Overall Writing Results for Vermont

- The average scale score for eighth-grade students in Vermont was 163.
- Vermont's average score (163) was higher<sup>1</sup> than that of the nation's public schools (152).
- Students' average scale scores in Vermont were higher than those in 41 jurisdictions<sup>2</sup>, and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 41 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

### Student Percentage at Each Achievement Level



### Performance of NAEP Reporting Groups in Vermont

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	52	151 ↑	16 ↓	56	26 ↑	2
Female	48	175 ↑	6 ↓	39 ↓	47 ↑	8 ↑
White	96	163 ↑	11	47 ↓	37	5 ↑
Black	1	---	---	---	---	---
Hispanic	#	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	21	144 ↑	24	52	23 ↑	1
Not eligible	78	168 ↑	8	47 ↓	40 ↑	6 ↑
Information not available	1	---	---	---	---	---

### Average Score Gaps Between Selected Groups

- Female students in Vermont had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of the Nation (21 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 (24 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
Vermont	138 ↑	165 ↑	190 ↑
Nation (Public)	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 Vermont scored below 190.

# Percentage rounds to zero.

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

\* Significantly different from Vermont.

↑ 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.