

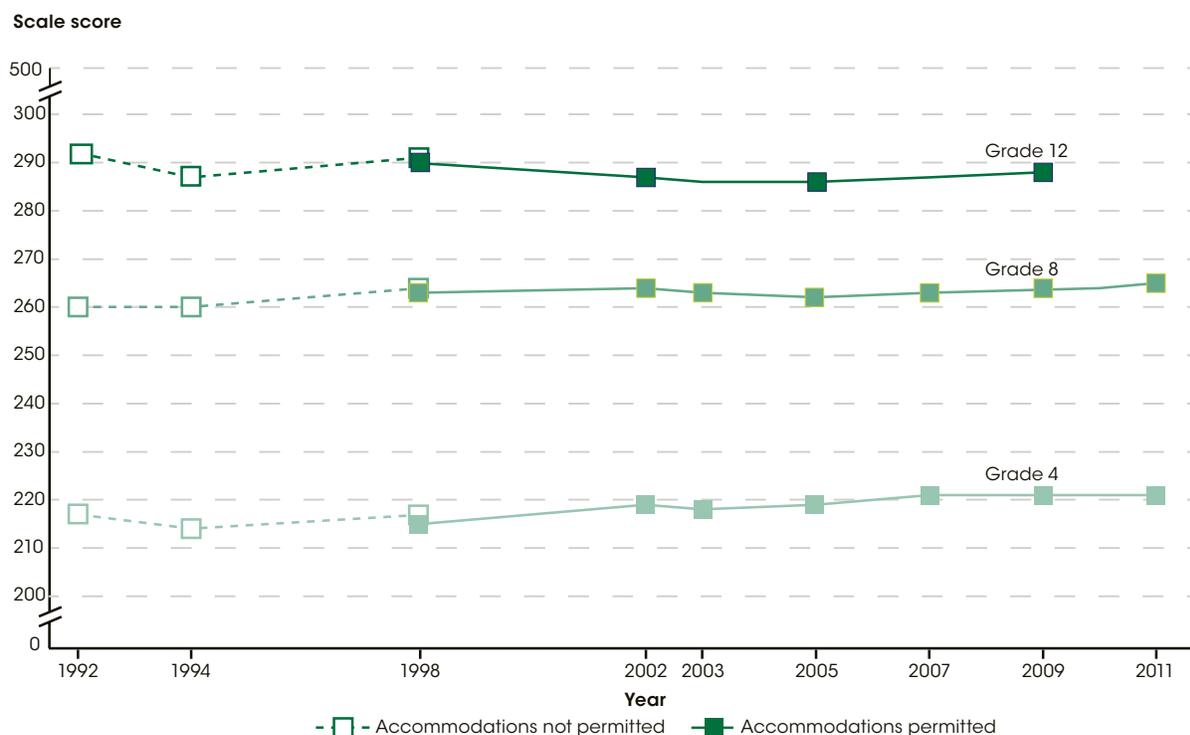
Reading Performance

The average grade 4 reading score in 2011 was not measurably different from that in 2009. The average grade 8 score, however, was 1 point higher in 2011 than in 2009.

The National Assessment of Educational Progress (NAEP) assesses student performance in reading at grades 4, 8, and 12. NAEP reading scores range from 0 to 500. NAEP achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject

matter; and *Advanced* indicates superior performance. This indicator presents data on NAEP reading achievement levels for various student subgroups. NAEP reading assessments are administered periodically: the most recent reading assessment data were collected at grades 4 and 8 in 2011 and at grade 12 in 2009.

Figure 1. Average reading scale scores of 4th-, 8th-, and 12th-grade students: Selected years, 1992–2011



NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Student assessments are not designed to permit comparisons across subjects or grades. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998. The 12th-grade NAEP reading assessment was not administered in 2003, 2007, or 2011.

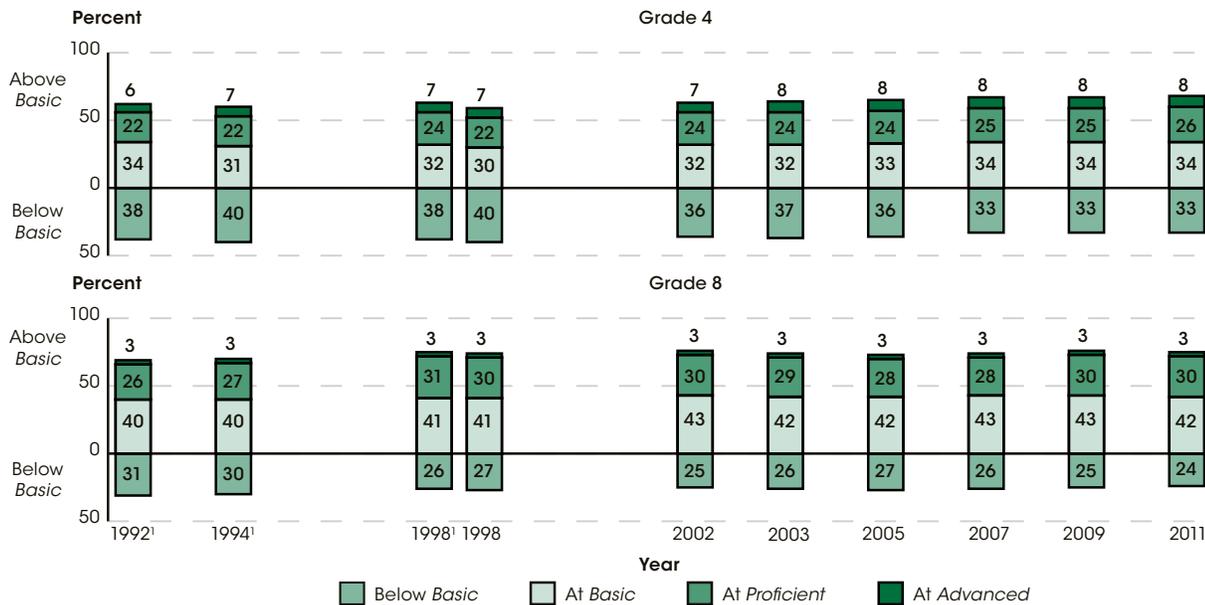
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2011 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2012*, table 142.

In 2011, the average reading score for 4th-grade students (221) was not measurably different from the 2009 score (221), but it was higher than the scores on assessments between 1992 (217) and 2005 (219). For 8th-grade students, the average reading score in 2011 (265) was 1 point higher than in 2009 (264) and 5 points higher than

in 1992 (260), but was not always measurably different from scores on assessments given in other years. In 2009, the average reading score for 12th-grade students (288) was 2 points higher than in 2005 (286) but 4 points lower than in 1992 (292).

For more information, see the Reader's Guide and the Guide to Sources.

Figure 2. Percentage distribution of 4th- and 8th-grade students across National Assessment of Educational Progress (NAEP) reading achievement levels: Selected years, 1992–2011



¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during these assessments. Students were tested with and without accommodations in 1998.
NOTE: Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2011 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2012*, table 143.

In 2011, the percentages of 4th-grade students performing at or above the *Basic* (67 percent), at or above the *Proficient* (34 percent), and at the *Advanced* (8 percent) achievement levels in reading showed no measurable change from 2009, but were higher than in 1992. Among 8th-grade students, the percentage performing at or above *Basic* in 2011 (76 percent) was not measurably different from that in 2009 (75 percent) but was higher than the percentage in 1992 (69 percent). A higher percentage of 8th-grade students performed at or above *Proficient* in 2011 (34 percent) than in 2009 (32 percent) and 1992 (29 percent). The percentage at the *Advanced* level in 2011 (3.4 percent) was half a percentage point higher than the percentage performing at *Advanced* in 2009 (2.8 percent) but was not measurably different from the percentage in 1992 (2.9 percent). Among 12th-grade students, the percentage performing at or above *Basic* (74 percent) in 2009 was not significantly different from the percentage in 2005 (73 percent), but was lower than the percentage in 1992 (80 percent). The percentage at or above *Proficient* was higher in 2009 (38 percent) than in 2005 (35 percent) but not significantly different from the percentage in 1992 (40 percent). There was no measurable change in the percentage of 12th-graders performing at *Advanced* from 2005 to 2009 (5 percent each), although the 2009 percentage was 1 percentage point higher than that in 1992.

At grade 4, the average reading scores in 2011 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students were not measurably different from their scores in 2009. The 2011 grade 4 reading scores for White, Black, Hispanic, and Asian/Pacific Islander students were, however, higher than their scores in 1992. At grade 8, average reading scores for White, Black, and Hispanic students were higher in 2011 than their scores in any of the previous assessment years. At grade 12, average scores showed no measurable differences from 1992 to 2009 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NAEP results also permit state-level comparisons of the reading abilities of 4th- and 8th-grade students in public schools. While there was no measurable change from 2009 to 2011 in the overall average score for 4th-grade public school students in the nation, average scores were higher in 2011 than in 2009 in Alabama, Hawaii, Maryland, and Massachusetts, and scores were lower in 2011 in Missouri and South Dakota. At grade 8, although the average score for public school students in the nation was 2 points higher in 2011 than in 2009, only ten states had higher scores in 2011 than in 2009. These states were Colorado, Connecticut, Hawaii, Idaho, Maryland, Michigan, Montana, Nevada, North Carolina, and Rhode Island. In the remaining states and the District of Columbia, scores showed no measurable change.

Reference tables: *Digest of Education Statistics 2012*, tables 142, 143, 147, 148 **Glossary:** Achievement levels

For more information, see the Reader's Guide and the Guide to Sources.