

NAEP 2007 Writing Report for Idaho



This report provides selected results from the National Assessment of Educational Progress (NAEP) for Idaho's public school students at grade 8. Beginning in 1998, writing has been assessed in three different years at the state level (at grade 4 in 2002, and at grade 8 in 1998, 2002, and 2007).

The 2007 state-level writing assessment was conducted only at grade 8 and 46 jurisdictions participated: 45 states and the Department of Defense Schools (domestic and overseas). Idaho participated and met the criteria for reporting public school results. Writing results are reported by average scale scores (on a 0–300 point scale) and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Writing 2007*, which is available on the NAEP website along with the full set of national and state results in an interactive database (<http://nces.ed.gov/nationsreportcard/>). Released test questions, scoring guides, and question-level performance data are also available on the website.

K E Y F I N D I N G S F O R 2 0 0 7

Grade 8:

- The average writing score for students in Idaho was 154. This was higher than that in 2002 (151).
- Idaho's average score (154) was not significantly different from that of the nation's public schools (154).
- The percentage of students in Idaho who performed at or above *Proficient* was 29 percent. This was not significantly different from that in 2002 (29 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* (29 percent) was not significantly different from that for the nation's public schools (31 percent).
- The percentage of students in Idaho who performed at or above *Basic* was 88 percent. This was greater than that in 2002 (84 percent).
- In Idaho, the percentage of students who performed at or above *Basic* (88 percent) was not significantly different from that for the nation's public schools (87 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The objectives for each NAEP assessment are described in a framework, a document that delineates the content and skills to be measured, as well as the types of questions to be included in the assessment.

The NAEP writing framework serves as the blueprint for the writing assessment, specifying the skills that should be assessed. It represents ideas from a wide range of organizations that are part of writing education, as well as writing experts, school administrators, policymakers, teachers, parents, and others.

The current NAEP writing framework was used to guide the development of the 1998, 2002 and 2007 assessments. (A new framework will be used for the 2011 NAEP writing assessment.) Updates to the framework over the years provided more details about the kinds of writing tasks to include in the assessment but did not change the content, allowing students' performance in 2007 to be compared with previous years.

Informed by writing research and theory, the NAEP writing framework emphasizes that writing is done for a variety of specific situations and that good writers can communicate effectively in these different situations. In addition, writing is as much thought as communication, and a thoughtful writing process includes both composing and revising.

Given that writing is done for many reasons, the framework specifies that students' writing skills be measured by asking students to write for different purposes and audiences. Tasks on the assessment require students to inform, to persuade, and to tell stories, real or imagined, and to do so for a range of audiences, among them teachers, newspaper editors, potential employers, and peers. For more information on the framework, see <http://www.nagb.org>.

Unlike other NAEP assessments, which use a combination of multiple-choice and constructed-response questions, the writing assessment consists entirely of students' writing for the purposes described in the framework. Released test questions, along with student performance data by state, are available on the NAEP website at (<http://nces.ed.gov/nationsreportcard/itmrls/>).

Purposes for Writing	Description
Narrative	Narrative writing encourages writers to incorporate their imagination and creativity in the production of stories and personal essays. At its best, narrative writing fosters imagination, creativity, and speculation by allowing writers to express their thoughts and to analyze and understand their actions and emotions.
Informative	In informative writing, the writer provides the reader with information. This type of writing is used to share knowledge and to convey messages, instructions, and ideas. When used as a means of exploration, informative writing helps both the writer and the reader to learn new ideas and to reexamine old conclusions.
Persuasive	Persuasive writing seeks to persuade the reader to take action or bring about change. This type of writing involves a clear awareness of what arguments might most affect the audience being addressed. Writing persuasively also requires the use of such skills as analysis, inference, synthesis, and evaluation.

Who Was Assessed?

The 2007 NAEP writing assessment was conducted at the state and national level at grade 8, and at the national level only at grade 12. Therefore, grade 12 results are not presented in this state report. Forty-six jurisdictions participated in the NAEP writing assessment at grade 8 in 2007: forty-five states and the Department of Defense Education Activity Schools (domestic and overseas). The District of Columbia, which participated in the reading and mathematics assessments in 2007, did not have a sufficient number of students to participate in all three simultaneous assessments. Therefore, the District of Columbia did not participate in the 2007 writing assessment. The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade. States containing trial urban districts had larger samples.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen.

The nationally representative sample of eighth-graders assessed in 2007 consisted of the combined sample of public school students assessed in each participating state, plus an additional sample of students from states for which results are not reported separately and students in nonpublic schools (i.e., private, Bureau of Indian Education, and the Department of Defense schools). The national sample for grade 12 was chosen using a multistage design that involved drawing students from the sampled public and nonpublic schools across the country. Grade 8 state-level results in this report reflect the performance of public school students only. At grade 8, approximately 6,810 schools and 139,900 students participated in 2007. At grade 12, the national-only sample included approximately 660 schools and 27,900 students in 2007.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required, and these standards were met for each of the 46 jurisdictions. Participation rates for the 2007 writing assessment are available at the NAEP website (<http://nces.ed.gov/nationsreportcard/writing/sampledesign.asp>).

How Is Student Writing Performance Reported?

The results of student performance on the NAEP assessments in 2007 are reported for various groups of students (e.g., eighth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Writing performance for groups of students is reported in two ways: as average scale scores and as percentages of students performing at various achievement levels.

Scale Scores

NAEP writing results are reported on a 0–300 scale. Because NAEP scales are developed independently for each subject, average scores cannot be compared across subjects even when the scale has the same range. Although the writing scale score ranges are identical for both grades 8 and 12, they were derived independently and, therefore, scores cannot be compared across grades.

In addition to reporting an overall writing score for each grade, scores are reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

NAEP Achievement Levels

Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards defining what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials.

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- *Advanced* represents superior performance.

The achievement levels are cumulative. Therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level demonstrate the competencies associated with both the *Basic* and the *Proficient* levels. The writing achievement-level descriptions for grade 8 are summarized in figure 1. These achievement levels are applied to first drafts (not final or polished student writing) that are generated within limited time constraints in a large-scale assessment environment.

Figure 1	The Nation's Report Card 2007 State Assessment
	Descriptions of eighth-grade achievement levels for 2007 NAEP writing assessment

Basic Level (114)	<i>Basic</i> denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
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Eighth-grade students performing at the *Basic* level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.

Proficient Level (173)	<i>Proficient</i> represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
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Eighth-grade students performing at the *Proficient* level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should be organized, making use of techniques such as sequencing or a clearly marked beginning and ending, and it should make use of details and some elaboration to support and develop the main idea of the piece. Their writing should include precise language and some variety in sentence structure, and it may show analytical, evaluative, or creative thinking. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.

Advanced Level (224)	<i>Advanced</i> represents superior performance.
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Eighth-grade students performing at the *Advanced* level should be able to produce an effective and fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and should demonstrate precise word choice and varied sentence structure. Their work should include details and elaboration that support and develop the main idea of the piece, and it may make use of strategies such as analogies, illustrations, examples, anecdotes, or figurative language to clarify a point. At the same time, the writing should show that these students can keep their work clearly and consistently organized. Writing by eighth-grade students performing at the *Advanced* level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate good control of these elements and may use them for stylistic effect in their work.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2007). *Writing Framework for the 2007 National Assessment of Educational Progress*. Washington, DC: Author.

Assessing Students With Disabilities (SD) and/or English Language Learners (ELL)

The results displayed in this report and official publications of NAEP 2007 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). The identified SD and ELL students who typically received accommodations in their classroom testing and required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

School staff make the decisions about whether to include an SD or ELL student in a NAEP assessment and which testing accommodations, if any, the student should receive. All ELL students are assessed in NAEP the same way they are in their state assessments. If an ELL student takes a simplified English or native language academic assessment, NAEP staff work with the school to determine if the student could take NAEP assessments with any of the allowable accommodations. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify those who have SD or ELL status. School staff familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged (a) if that student participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or if the student needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (For example, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school for only one day.)

Many of the same testing accommodations (e.g., extra testing time or individual rather than group administration) are provided for SD or ELL students who participated in NAEP. Even with the availability of accommodations, some students are excluded from the NAEP assessments by their schools. States vary in their proportions of special-needs students (especially English language learners). These variations, as well as differences in policies and practices regarding the identification and inclusion of special-needs students, lead to differences in exclusion and accommodation rates. These differences should be considered when comparing student performance over time and across states. More information about NAEP's policy on inclusion of special-needs students is available at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Cautions in Interpreting Results

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Moreover, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level. Significance tests for most NAEP variables are available in the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Results from the 2007 writing assessment are compared to results from two previous assessment years. Changes in performance results over time may reflect not only changes in students' knowledge and skills but also other factors, such as changes in student demographics, education programs and policies (including policies on accommodations and exclusions), and teacher qualifications.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Statistically significant differences are referred to as "significant differences" or "significantly different." Significant differences between 2007 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score difference cited in the text may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can hypotheses about the causes of performance differences be tested.

NAEP 2007 Writing Overall Scale Score and Achievement-Level Results for Public School Students

Overall Scale Score Results

In this section student performance is reported as an average score based on the NAEP writing scale, which ranges from 0 to 300 for each grade. Scores on this scale are comparable from 1998 through 2007.

Table 1 shows the overall performance results of grade 8 public school students in Idaho, the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2007. The first column of results presents the average score on the NAEP writing scale. The remaining columns show the scores at selected percentiles. The percentile indicates the percentage of students whose score fell at or below a particular point on the NAEP writing scale. For example, the 25th percentile score was 132 for public school eighth-graders in the nation in 2007, indicating that 25 percent of grade 8 public school students scored at or below 132.

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Grade 8 Scale Score Results

- In 2007, the average scale score for students in Idaho was 154. This was not significantly different from that for students across the nation (154).
- In Idaho, the average scale score for students in 2007 was higher than that in 2002 (151). Similarly, the average scale score for students in public schools across the nation in 2007 was higher than that in 2002 (152).

**Table
1**

The Nation's Report Card 2007 State Assessment

Average scale scores and selected percentile scores in NAEP writing for eighth-grade public school students, by assessment year and jurisdiction: 2002 and 2007

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2002	Nation (public)	152*	102*	127*	153*	178	199
	Idaho	151*	102*	127*	152*	177	197
2007	Nation (public)	154	108	132	156	178	198
	West ¹	150	103	127	152	175	195
	Idaho	154	111	133	156	177	195

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Region in which state is located. Regional data are not provided for years prior to 2003 because the region definitions were changed. In 2003, NAEP adopted the U.S. Census Bureau defined regions: Northeast, South, Midwest, and West.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. All differences were tested for statistical significance at the .05 level using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Writing Assessments.

Overall Achievement-Level Results

In this section, student performance is reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do are based on the recommendations of broadly representative panels of educators and members of the public.

Table 2 presents the percentage of students at grade 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent.

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Grade 8 Achievement-Level Results

- In 2007, the percentage of Idaho's students who performed at or above *Proficient* was 29 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (31 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2007 was not significantly different from the percentage in 2002.

Table 2 The Nation's Report Card 2007 State Assessment
Percentage of eighth-grade public school students at or above NAEP writing achievement levels, by assessment year and jurisdiction: 2002 and 2007

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2002	Nation (public)	16*	84*	30	2
	Idaho	16*	84*	29	2
2007	Nation (public)	13	87	31	2
	West ¹	15	85	27	1
	Idaho	12	88	29	1

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Region in which state is located. Regional data are not provided for years prior to 2003 because the region definitions were changed. In 2003, NAEP adopted the U.S. Census Bureau defined regions: Northeast, South, Midwest, and West.

NOTE: Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Writing Assessments.

Comparisons Between Idaho, the Nation, and Other Participating States and Jurisdictions

Forty-six jurisdictions participated in the writing assessment in 2007. These include 45 states and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Prior to 2005, NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

Comparisons by Average Scale Scores

Figure 2 compares Idaho's 2007 overall writing scale scores at grade 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Idaho in the NAEP 2007 writing assessment.

Grade 8 Scale Score Comparison Results

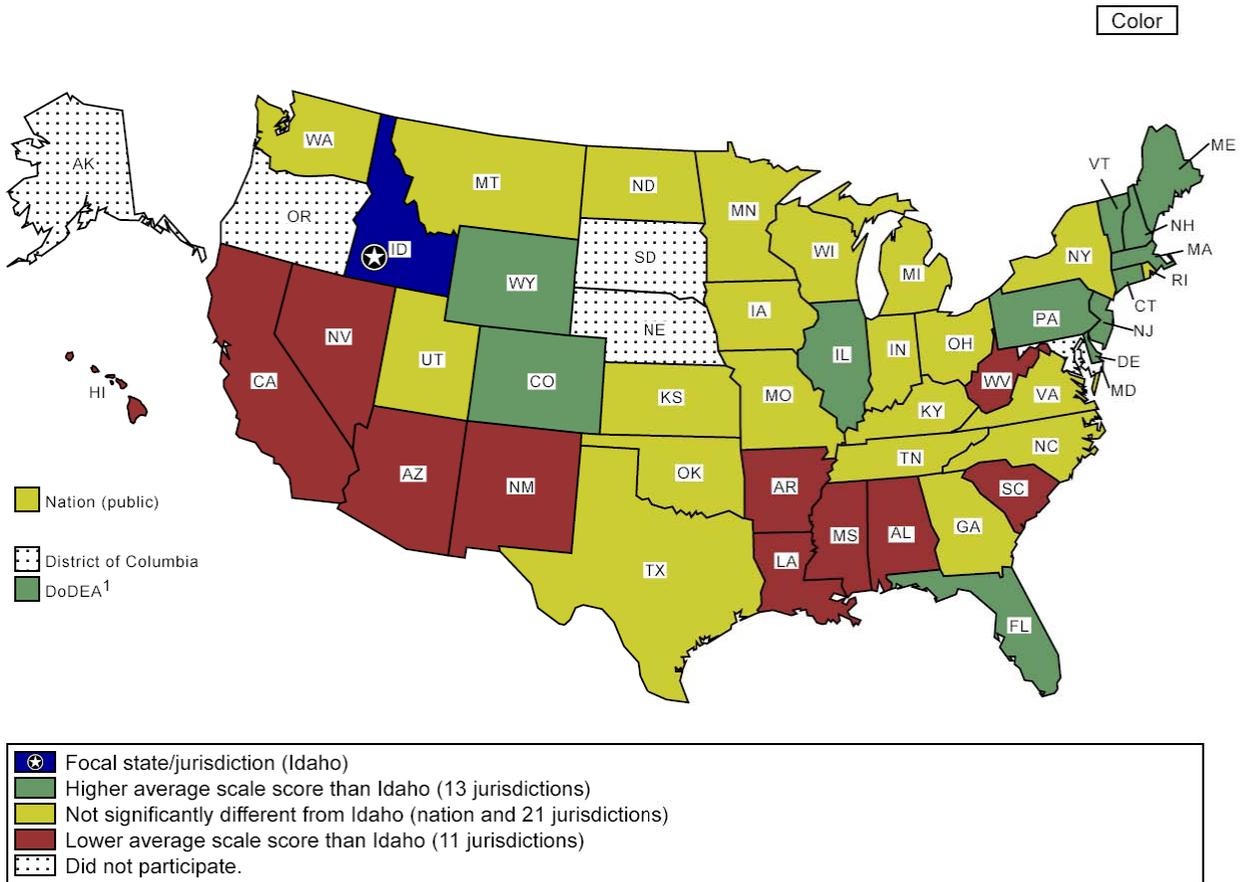
- Students' average score in Idaho was higher than the scores in 11 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 13 jurisdictions.

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The Nation's Report Card 2007 State Assessment

Figure 2

Idaho's average scale score in NAEP writing for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2007



¹ Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Comparisons by Achievement Levels

Figure 3 permits comparisons of all jurisdictions (and the nation) participating in the NAEP 2007 writing assessment in terms of percentages of grade 8 students performing at or above *Basic*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Basic* (including *Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Idaho. Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, comparisons among states on many NAEP variables can be made with the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>. The comparisons of all jurisdictions (and the nation) in terms of the percentage at or above *Proficient* are available on the NAEP website at http://nationsreportcard.gov/writing_2007/w0006.asp.

Grade 8 Achievement-Level Comparison Results

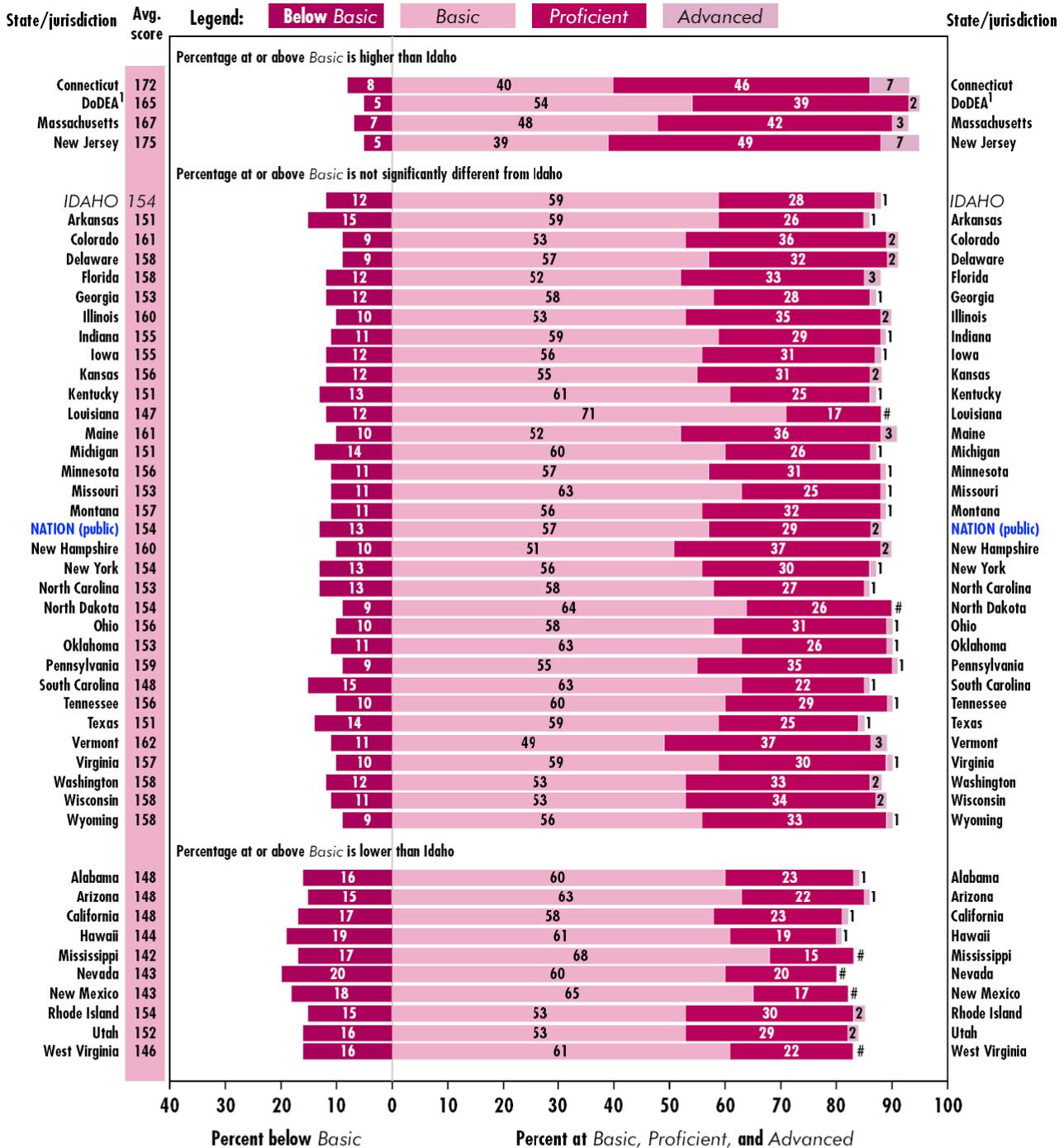
- The percentage of students performing at or above *Basic* level in Idaho was higher than the percentages in 10 jurisdictions, not significantly different from those in 31 jurisdictions, and lower than those in 4 jurisdictions.

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The Nation's Report Card 2007 State Assessment

Figure 3

Average scale scores in NAEP writing for eighth-grade public school students, percentage within each achievement level, and Idaho's percentage at or above *Basic* compared with the nation and other participating jurisdictions, by state: 2007



Rounds to zero.

¹ Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP writing achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Writing Performance of Selected Student Groups

This section of the report presents results for students in Idaho and the nation by demographic characteristics. Student performance data are reported for

- gender;
- race/ethnicity;
- student eligibility for the National School Lunch Program;
- type of location (for 2007 only); and
- parents' highest level of education.

Definitions of NAEP reporting groups are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/writing/results2007/interpret-results.asp#RepGroups>).

Each of the variables is reported in tables that present the percentage of students belonging to each group in the first column and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Differences between scores or percentages mentioned in the text are calculated using unrounded values. The results of subtracting the rounded values displayed in the tables may differ (usually by no more than one point) from the results that would be obtained by subtracting the unrounded values.

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance.

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Gender

Information on student gender was reported by the student's school when rosters of the students eligible to be assessed were submitted to NAEP.

Table 3 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation, by gender.

Score "gaps". In the bulleted text that follows, statements that compare the score gap between male and female students first make the comparison for the current year, and then for the initial year of the assessment if the state participated. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

Grade 8 Scale Score Results by Gender

- In 2007, male students in Idaho had an average score that was lower than that of female students by 23 points. In 2002, the average score for male students was lower than that of female students by 27 points.
- In 2007, male students in Idaho had an average scale score in writing (143) that was not significantly different from that of male students in public schools across the nation (144). Similarly, female students in Idaho had an average scale score (167) that was not significantly different from that of female students across the nation (164).
- In Idaho, the average scale score of male students in 2007 was higher than the score of these students in 2002.
- In Idaho, the average scale score of female students in 2007 was not found to be significantly different from the score of these students in 2002.

Grade 8 Achievement-Level Results by Gender

- In the 2007 assessment, 18 percent of male students and 42 percent of female students performed at or above *Proficient* in Idaho. The difference between these percentages was statistically significant.
- The percentage of male students in Idaho's public schools who were at or above *Proficient* in 2007 (18 percent) was not significantly different from that of males in the nation (20 percent).
- The percentage of female students in Idaho's public schools who were at or above *Proficient* in 2007 (42 percent) was not significantly different from that of females in the nation (41 percent).
- In Idaho, the percentage of male students performing at or above *Proficient* in 2007 was not significantly different from the percentage of students in 2002.
- In Idaho, the percentage of female students performing at or above *Proficient* in 2007 was not significantly different from the percentage of students in 2002.

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The Nation's Report Card 2007 State Assessment

**Table
3**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by gender, assessment year, and jurisdiction: 2002 and 2007

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
2002	Nation (public)	50	141*	23*	77*	20	1
	Idaho	52	138*	25*	75*	15	#
2007	Nation (public)	51	144	18	82	20	1
	Idaho	53	143	18	82	18	#
Female							
2002	Nation (public)	50	162*	9*	91*	40	3
	Idaho	48	165	7*	93*	43	3
2007	Nation (public)	49	164	7	93	41	3
	Idaho	47	167	4	96	42	2

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Writing Assessments.

Race/Ethnicity

Schools reported the racial/ethnic subgroup that best described the students eligible to be assessed. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Table 4 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation, by race/ethnicity.

Score "gaps". In the bulleted text that follows, statements that compare the score gap between White and Black or White and Hispanic students first make the comparison for the current year, and then for the initial year of the assessment if the state participated. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

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Grade 8 Scale Score Results by Race/Ethnicity

- In 2007, White students in Idaho had an average scale score that was higher than the score of Hispanic students.
- In 2007, the average scale score of White students in Idaho was higher than score in 2002.
- In 2007, the average scale score of Hispanic students in Idaho was not found to be significantly different from the score in 2002.
- Data are not reported for Black students in 2007 because reporting standards were not met.
- In 2007, Hispanic students in Idaho had an average score that was lower than that of White students by 21 points. In 2002, the average score for Hispanic students was lower than that of White students by 22 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In Idaho in 2007, the percentage of White students performing at or above *Proficient* was greater than the percentage of Hispanic students.
- In 2007, the percentages of White and Hispanic students in Idaho performing at or above *Proficient* were not found to be significantly different from the corresponding percentage in 2002.

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**Table
4**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by race/ethnicity, assessment year, and jurisdiction: 2002 and 2007

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2002	Nation (public)	64*	159*	11*	89*	37*	3
	Idaho	88*	153*	15*	85*	30	2
2007	Nation (public)	58	162	8	92	39	2
	Idaho	83	157	9	91	32	1
Black							
2002	Nation (public)	15*	134*	27*	73*	13*	#
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	17	140	20	80	15	#
	Idaho	1	‡	‡	‡	‡	‡
Hispanic							
2002	Nation (public)	14*	135*	28*	72*	15	1
	Idaho	9*	130	31	69	11	#
2007	Nation (public)	19	141	21	79	17	#
	Idaho	13	136	24	76	13	#
Asian/Pacific Islander							
2002	Nation (public)	4	159*	13*	87*	39	3
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	5	166	8	92	45	5
	Idaho	1	‡	‡	‡	‡	‡

See notes at end of table.

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**Table
4**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by race/ethnicity, assessment year, and jurisdiction: 2002 and 2007—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
American Indian/Alaska Native							
2002	Nation (public)	1	138	25	75	17	1
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	1	143	21	79	21	1
	Idaho	2	‡	‡	‡	‡	‡
Unclassified¹							
2002	Nation (public)	1*	150	17	83	28	1
	Idaho	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	158	11	89	34	2
	Idaho	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

¹ The Unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Writing Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income.

Table 5 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation, by student eligibility for the National School Lunch Program.

Score "gaps". In the bulleted text that follows, statements that compare the score gap between eligible and not eligible students first make the comparison for the current year, and then for the initial year of the assessment if the state participated. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2007, eligible students in Idaho had an average writing scale score of 144. This was lower than that of students in Idaho who were not eligible (160).
- In 2007, eligible students in Idaho had an average score that was lower than that of students who were not eligible by 16 points. In 2002, the average score for eligible students was lower than the score of those not eligible by 17 points.
- Eligible students in Idaho had an average scale score (144) in 2007 that was not significantly different from that of eligible students in the nation (141).
- In Idaho, eligible students had an average writing scale score in 2007 that was not found to be significantly different from that of eligible students in 2002.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Idaho in 2007, 18 percent of eligible students and 35 percent of those who were not eligible performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For eligible students in Idaho in 2007, the percentage at or above *Proficient* (18 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (17 percent).
- In Idaho, the percentage of eligible students performing at or above *Proficient* for 2007 was not found to be significantly different from the percentage for 2002.

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**Table
5**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by eligibility for National School Lunch Program, assessment year, and jurisdiction: 2002 and 2007

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Eligible							
2002	Nation (public)	34*	136*	27*	73*	15	#
	Idaho	32*	140	25*	75*	19	1
2007	Nation (public)	41	141	20	80	17	#
	Idaho	38	144	18	82	18	#
Not eligible							
2002	Nation (public)	56	161*	10*	90*	38	3
	Idaho	60	156	12*	88*	33	2
2007	Nation (public)	58	164	7	93	40	3
	Idaho	60	160	8	92	35	1
Information not available							
2002	Nation (public)	10*	154	15	85	32	3
	Idaho	8*	154	14	86	32	2
2007	Nation (public)	1	149	15	85	25	2
	Idaho	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Writing Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of community: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, comparisons with prior years are not provided. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Table 6 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation, by type of location (for 2007 only).

Grade 8 Scale Score Results by Type of Location

- In 2007 in Idaho, the average score of students attending schools in city locations was not found to be significantly different from the scores of these students in suburban, town, and rural schools.
- In 2007, students attending public schools in city locations in Idaho had an average score that was higher than the average score of these students in city locations in the nation.
- In 2007, students attending public schools in suburban locations in Idaho had an average score that was lower than the average score of these students in suburban locations in the nation.
- In 2007, students attending public schools in town and rural locations in Idaho had average scores that were not significantly different from the average scores of these students in town and rural locations in the nation.

Grade 8 Achievement-Level Results by Type of Location

- In 2007, the percentage of students in Idaho's public schools in city locations who performed at or above *Proficient* was not found to be significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentage of students in Idaho's public schools in city locations who performed at or above *Proficient* in 2007 was higher than that of students in city locations in the nation.
- The percentage of students in Idaho's public schools in suburban locations who performed at or above *Proficient* in 2007 was lower than that of students in suburban locations in the nation.
- The percentages of students in Idaho's public schools in town and rural locations who performed at or above *Proficient* in 2007 were not found to be significantly different from those of students in town and rural locations in the nation.

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**Table
6**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by type of location, assessment year, and jurisdiction: 2007

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
City							
2007	Nation (public)	28	148*	17*	83*	25*	1
	Idaho	26	158	10	90	33	1
Suburb							
2007	Nation (public)	36*	159*	10	90	36*	2
	Idaho	17	155	10	90	29	1
Town							
2007	Nation (public)	13*	152	13	87	28	1
	Idaho	23	153	13	87	29	1
Rural							
2007	Nation (public)	23*	155	11	89	30	1
	Idaho	35	152	13	87	26	1

* Value is significantly different from the value for the same group in Idaho.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2007 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis.

The results by highest level of parental education are shown in table 7.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2007, students in Idaho who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: did not finish high school and graduated from high school.
- In 2007, students in Idaho who reported that a parent had graduated from college had an average scale score that was not significantly different from the scores of students with a parent in the following education category: some education after high school.
- In 2007, the average scale score for students in Idaho who reported that a parent had graduated from college, or had graduated from high school, or had some education after high school was not found to be significantly different from the score of their peers in 2002.
- In 2007, the average scale score for students in Idaho who reported that a parent had not finished high school was higher than the score of their peers in 2002.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2007, the percentage of students performing at or above *Proficient* in Idaho who reported that a parent had graduated from college was higher than the percentage for students whose parents' highest level of education was in any of the following education categories: did not finish high school and graduated from high school.
- In 2007, the percentage of students performing at or above *Proficient* in Idaho who reported that a parent had graduated from college was not significantly different from the percentage for students whose parents' highest level of education was in the following education category: some education after high school.
- In 2007, the respective percentages of students reporting that a parent had graduated from college, or had not finished high school, or had graduated from high school, or had some education after high school who performed at or above *Proficient* were not found to be significantly different from the percentage of their peers in 2002.

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Table 7

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by student-reported highest level of parental education, assessment year, and jurisdiction: 2002 and 2007

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Did not finish high school							
2002	Nation (public)	7*	135*	27*	73*	14	#
	Idaho	7	128*	34*	66*	9	#
2007	Nation (public)	8	139	21	79	13	#
	Idaho	7	144	18	82	16	1
Graduated from high school							
2002	Nation (public)	18*	144*	19*	81*	20	1
	Idaho	16	141	20	80	17	#
2007	Nation (public)	18	146	16	84	21	#
	Idaho	16	143	16	84	16	#
Some education after high school							
2002	Nation (public)	20*	155*	12*	88*	31	1
	Idaho	22*	157	10	90	32	1
2007	Nation (public)	17	158	9	91	32	1
	Idaho	18	160	7	93	34	1
Graduated from college							
2002	Nation (public)	46	163	10*	90*	41	4
	Idaho	48	160	11	89	37	3
2007	Nation (public)	46	164	8	92	42	3
	Idaho	50	163	6	94	38	2
Unknown							
2002	Nation (public)	10*	131*	31*	69*	12	#
	Idaho	8	135	29	71	17	#
2007	Nation (public)	11	135	26	74	12	#
	Idaho	9	129	32	68	10	#

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction and student group in 2007.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Writing Assessments.