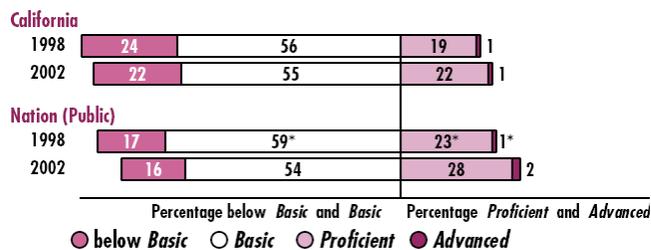


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for California

- The average scale score for eighth-grade students in California was 144. This was not found to be significantly different¹ from the average score (141) in 1998.
- California's average score (144) was lower than that of the nation's public schools (152).
- Students' average scale scores in California were higher than those in 6 jurisdictions², not significantly different from those in 13 jurisdictions, and lower than those in 27 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. This percentage was not found to be significantly different from 1998 (20).

Student Percentage at Each Achievement Level



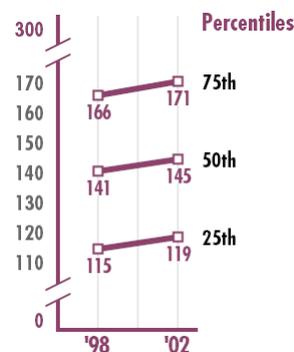
Performance of NAEP Reporting Groups in California

Reporting groups	Percentage of students	Average Score	Percentage of students at	Below Basic	Basic	Proficient	Advanced
Male	52	137	27	56	17	#	
Female	48	152	16	54	28	2	
White	37	156	12	54	32	2	
Black	7	128	34	57	10	#	
Hispanic	42	132 ↑	30	57	12	#	
Asian/Pacific Islander	13	155	15	49	34	3	
American Indian/Alaska Native	1	---	---	---	---	---	
Free/reduced-priced school lunch							
Eligible	36	132 ↑	31	56	13 ↑	#	
Not eligible	46	158	11	54	32	2	
Information not available	18	145	21	57	22	1	

Average Score Gaps Between Selected Groups

- Female students in California had an average score that was higher than that of male students (15 points). This performance gap was not significantly different from that of 1998 (15 points).
- White students had an average score that was higher than that of Black students (29 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 Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (30 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 (26 points). This performance gap was not significantly different from that of 1998 (33 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.

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).

The results based on students' eligibility for free/reduced-price lunch in California do not include the district of Los Angeles.

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.