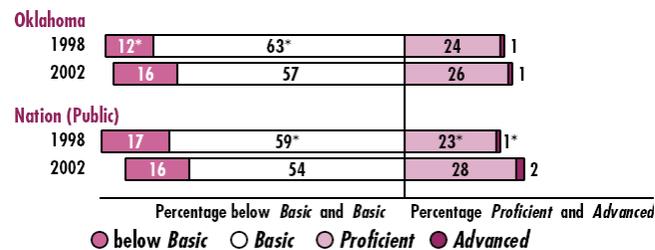


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Oklahoma

- The average scale score for eighth-grade students in Oklahoma was 150. This was not found to be significantly different¹ from the average score (152) in 1998.
- Oklahoma's average score (150) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Oklahoma were higher than those in 15 jurisdictions², not significantly different from those in 16 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. This percentage was not found to be significantly different from 1998 (25).

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Oklahoma

Reporting groups	Percentage of students	Average Score	Below Basic	Basic	Proficient	Advanced
Male	50	139	23 ↑	60 ↓	16	1
Female	50	160	9 ↑	55	35	2
White	62	154	12	56	30	2
Black	11	135	27	60	13	#
Hispanic	6	135	28	58	13	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	18	144	19	59	21	#
Free/reduced-priced school lunch						
Eligible	45	137 ↓	25	60 ↓	15	#
Not eligible	50	159	9	55	34	2
Information not available	5	164	7	49	39	5

Average Score Gaps Between Selected Groups

- Female students in Oklahoma had an average score that was higher than that of male students (21 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 Black students (19 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Hispanic students (20 points). This performance gap was not significantly different from that of 1998 (17 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 (22 points). This performance gap was wider than that of 1998 (16 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).

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

