

The Nation s Report Card: Writing 2011



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Reviews

The book is fantastic and great. It is definitely basic but shocks in the 50 percent in the pdf. Its been printed in an remarkably basic way and it is just soon after i finished reading this publication in which really changed me, change the way i believe.

(Dr. Lukas Hills DDS)

THE NATION S REPORT CARD: WRITING 2011



Bibliogov, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This report presents results of the National Assessment of Educational Progress (NAEP) 2011 writing assessment, the first large-scale computer-based assessment in writing. National results for representative samples of students at grades 8 and 12 are reported as average scale scores and as percentages of students performing at three achievement levels: Basic, Proficient, and Advanced. Additional results are reported based on students demographic characteristics, educational experiences, and the frequency of engaging in actions available to them in word-processing software. The assessment tasks reflected writing situations common to both academic and workplace settings and asked students to write for several purposes and communicate to different audiences. The results are presented along with sample tasks and student responses. The Technical Notes provide information on NAEP samples and school and student participation rates. The new computer-based writing assessment does not allow us to report trend results. Future NAEP writing assessment results will be compared to the 2011 results. Twenty-four percent of students at both grades 8 and 12 performed at the Proficient level in writing in 2011. Fifty-four percent of eighth-graders and 52 percent of twelfth-graders performed at the Basic level. Three percent of eighth- and twelfth-graders performed at the Advanced level. At grade 8, average writing scores were higher for Asian students than for other racial/ethnic groups. At grade 12, average writing scores were higher for White students, Asian students, and students of two or more races than for Black, Hispanic, and American Indian/Alaska Native students. At both grades, female students scored higher than male students.



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