

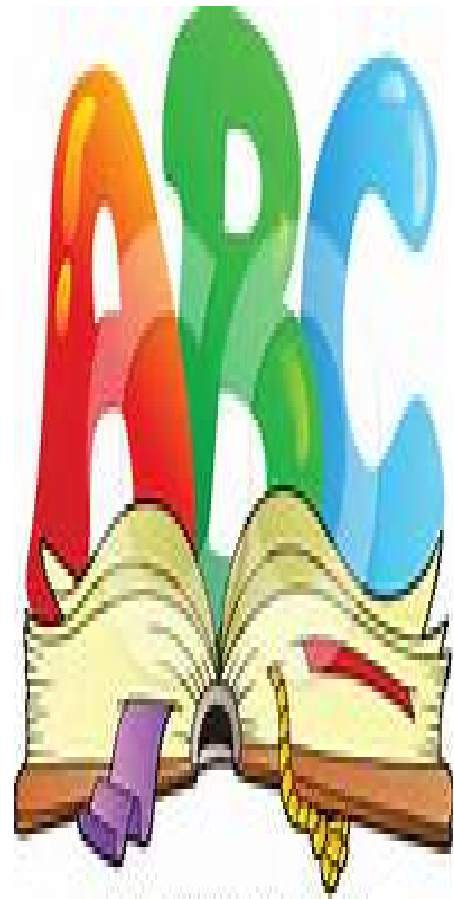
The 
Nation's
Report Card

Reading

ABSTRACT

Report 2011

The National Assessment of Educational Progress (NAEP) conducted its *Reading 2011* assessment for students in grades 4 and 8. Participants included a representative sample of 213,100 fourth graders and 168,200 eighth graders. The assessment measured students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they read. The results of this report were compared to the results from previous years to show how students' reading performance has changed over time. The NAEP 2011 reading assessment included a variety of texts. Each text was part of a section that included a mix of approximately 10 multiple-choice and constructed-response questions. At grade 4, the assessment was distributed across 10 sections; at grade 8, it was distributed across 13 sections. Each student read passages and responded to questions in two 25-minute sessions. The distribution of literary and informational texts for each grade reflected the kinds of texts that students read across the curriculum. About 50 percent of the texts used in the grade 4 assessment were literary, and 50 percent were informational. At grade 8, literary texts made up about 45 percent of the assessment, and informational texts made up 55 percent. The results (in part) for grade 4 are as follows: the average reading score in 2011 was unchanged from 2009 but 4 points higher than in 1992; scores were higher in 2011 than in 2009 for students from both higher-income families (i.e., students not eligible for the National School Lunch Program) and lower-income families (i.e., students eligible for free or reduced-price school lunch); and the percentages of students performing at or above basic, at or above proficient, or at advanced did not change significantly from 2009 to 2011 but were higher in 2011 than in 1992. The results (in part) for grade 8 are as follows: the average reading score in 2011 was 1 point higher than in 2009 and 5 points higher than in 1992; scores were higher in 2011 than in 2009 for white, black, and Hispanic students but did not change significantly for Asian/Pacific Islander or American Indian/Alaska Native students; and while the white-Hispanic score gap was smaller in 2011 than in 2009, there was no significant change in the white-black gap over the same period.



**NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS
AT GRADES 4 AND 8**