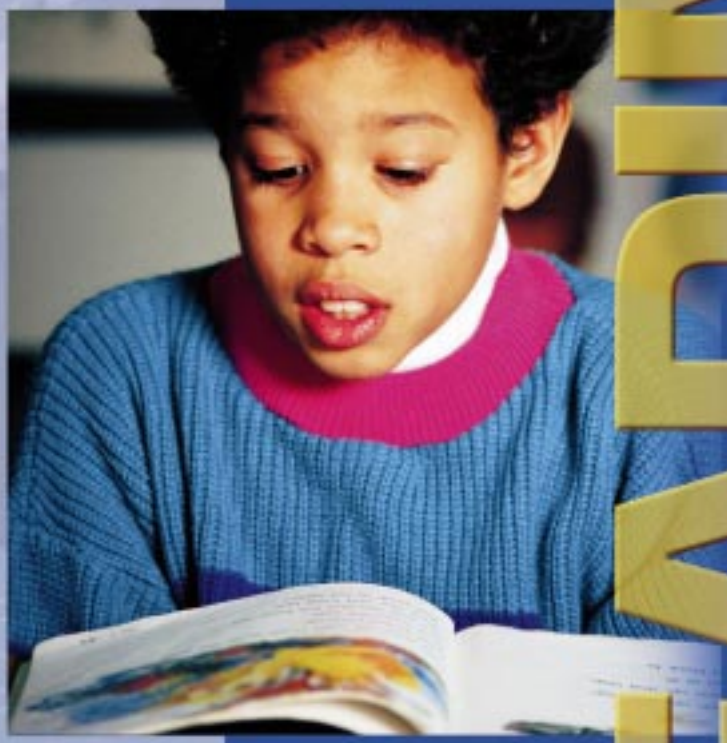
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

ACHIEVEMENT LEVELS

1992–1998



READING

THE NATION'S REPORT CARD naep

National Assessment of Educational Progress
National Assessment Governing Board
U.S. Department of Education

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National Assessment of Educational Progress Achievement Levels 1992–1998 for Reading

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July 2001

National Assessment of Educational Progress
National Assessment Governing Board
U.S. Department of Education

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Understanding Achievement Levels for the Reading National Assessment of Educational Progress

Purpose of This Report

The purpose of this report is to increase understanding of the achievement levels for the National Assessment of Educational Progress (NAEP): what they are, and what they are **not.** The report is a reference for the American public, especially educators, parents, students, and policymakers. Seven booklets make up the report; each booklet focuses on one of the subjects for which NAEP achievement levels have been set. These include mathematics, science, reading, writing, civics, U.S. history, and geography.

The information in this report will be helpful in interpreting accurately the meaning of the *Reading* NAEP achievement levels and student performance relative to the levels. The information will also aid in understanding the NAEP reports, commonly known as *The Nation's Report Card*.

What Is the National Assessment of Educational Progress?

NAEP is a survey of American students' knowledge and skills in different subjects at grades 4, 8, and 12. NAEP combines the samples of performances to provide information about the knowledge and skills of students in the nation as a whole, in each participating state, and in different demographic groupings.

What Are NAEP Achievement Levels?

Congress authorized the National Assessment Governing Board (NAGB) to set achievement goals for student performance on NAEP. NAGB identified and defined the goals in terms of three levels of achievement: Basic, Proficient, and Advanced. NAEP achievement levels define ***what students should know and be able to do*** at the Basic, Proficient, and Advanced levels established by NAGB.

There are three parts to NAEP achievement levels: descriptions, cutscores, and sample items. The achievement levels descriptions are statements of what students should know and be able to do at each level. The cutscores represent the minimum score required for performance at each NAEP achievement level and are usually reported along with the percentage of students who scored *at or above* the level. Sample items provide illustrations of student knowledge and skills required within each level of achievement.

What Constitutes Basic, Proficient, and Advanced Achievement?

Proficient achievement is defined by NAGB as ***"solid academic performance*** exhibiting competency over challenging subject matter." The Basic and Advanced achievement levels are defined relative to this central level. Basic achievement is performance that exhibits ***"partial mastery*** over skills fundamental to Proficient performance." Advanced achievement exhibits ***superior performance.*** Achievement that is less than partial mastery is referred to simply as "below Basic."

How Good Is Good Enough?

The overall achievement goal for American students is performance that qualifies at the Proficient level or higher. Meeting this goal for the nation as a whole will take time. Competency over challenging subject matter is not easily attained. The average performance score on NAEP in most subjects falls within the Basic achievement level.

How Should Achievement Levels Be Interpreted?

Unlike most assessments, there are no individual scores on NAEP. Achievement levels define performance, not students. Notice that there is no mention of "at grade level" performance in these achievement goals. In particular, it is important to understand clearly that the Proficient achievement level does not refer to "at grade" performance. Nor is performance at the Proficient level synonymous with "proficiency" in the subject. That is, students who may be considered proficient in a subject, given the common usage of the term, might not satisfy the requirements for performance at the NAEP achievement level. Further, Basic achievement is more than minimal competency. Basic achievement is less than mastery but more than the lowest level of performance on NAEP. Finally, even the best students you know may not meet the requirements for Advanced performance on NAEP.

How Are the Achievement Levels Developed?

The achievement levels-setting process is carefully designed, implemented, and evaluated with great attention to detail and technical precision. The process of developing achievement levels involves the judgments of informed, well-qualified people from throughout the nation and its territories. Approximately 20 persons served on each of three grade level panels to develop NAEP Reading achievement levels. These 60 people included teachers (about 55 percent), other educators (about 15 percent), and members of the general public (about 30 percent). To the extent possible, the panels were proportionally representative of the nation's population with respect to region, race/ethnicity, and gender.

Panelists participate in a five-day process that includes training and instruction to prepare them for the standard-setting tasks. Panelists make three separate sets of judgments regarding student performance on NAEP items, and they receive a variety of feedback information regarding the implications of their judgments. Sophisticated psychometric methods are used to produce the feedback and guide the process.

Highly experienced staff and technical advisors carefully monitor the achievement levels-setting process. Panelists evaluate every conceivable aspect of the process, and their responses are fully analyzed. Extensive analyses are conducted to determine whether panelists seemed to be making logical, informed judgments and whether similar panelists would make similar judgments. Yet, there is no way of knowing that the standards are "right" because there is no true standard against which to evaluate the panelists' judgments.

Who Sets the Achievement Levels?

Under the law, the National Assessment Governing Board is the final authority on determining the levels and their use for reporting NAEP performance results. The Board reviews information about the process for setting the achievement levels and panelists' opinions of it. NAGB considers the recommendations of panelists and technical advisors regarding the levels. The Board also considers additional information about student course-taking patterns in the subject area and student performance on other assessments in the subject. NAGB then judges whether the standards are reasonable and makes the final decisions for setting the standards. The panels for reading were convened in August 1992, and NAGB set the Reading NAEP Achievement Levels in May 1993.

The achievement levels set for the Reading NAEP in 1992 were used for reporting results for the 1992, 1994, and 1998 assessments and for the 2000 assessment of grade 4 reading. They will be used until NAGB determines that a new framework is needed to guide the development of the assessment. At that time, new achievement levels may be developed and set.

Overview of the Framework for the National Assessment of Educational Progress in Reading

This overview of the Reading Framework for the National Assessment of Educational Progress (NAEP) details what the Reading NAEP assesses. The framework defines the structure, organization, and general content for the assessment. Many questions must be answered before an assessment can be developed, and answers to those questions are presented in the framework.

What Is the Reading NAEP Framework?

The framework is **the** guide to the assessment.[1] The following considerations shaped the development of the framework:

- Focus on important outcomes of reading instruction rather than on specific reading skills.
- Address the increasing level of literacy needed for employability, personal development, and citizenship.
- Include a variety of assessment approaches.
- Provide information to policy makers and educators that will improve educational performance.
- Include general statements about what constitutes reasonable reading performance for students in the grades that NAEP assesses.

How Was the Framework Developed?

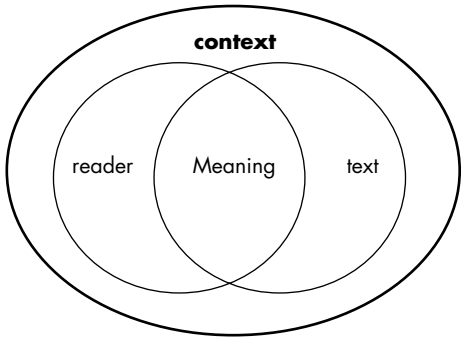
A national consensus process was used to develop the content of the framework documents for the NAEP. A steering committee consisting of representatives of national organizations was appointed to set out the general guidelines for the consensus process and the framework's development. Information about reading curricula was collected throughout the country in public hearings, conferences, and other forums. A planning committee of content experts, practitioners, and professionals in related fields developed the Reading Framework to reflect the input collected through the consensus process.

What Are the Components of the Assessment Framework?

The Reading NAEP assesses student performance using three types of reading situations and involving several ways that students can construct, extend, and examine the meaning of what

[1]Frameworks are also available on the Internet at *www.nagb.org*. Printed copies of the framework for Reading and for other NAEP subjects are available from the National Assessment Governing Board. Copies are also available through the U.S. Department of Education's ED Pubs information center at 1–877–4ED–Pubs.

they read. Reading for meaning involves three elements: the reader, the text, and the context. The graphic below illustrates the relationships among the interacting components.



The NAEP assesses three general types of text and reading situations:

- **Literature: Reading for literary experience.** This usually involves reading novels, short stories, poems, plays, and essays.
- **Information: Reading to be informed.** This usually involves reading magazines, newspapers, chapters in textbooks, entries in encyclopedias and catalogues, and books on particular topics.
- **Documents: Reading to perform a task.** This type of reading usually involves documents such as bus or train schedules; directions for games, repairs, or classroom or laboratory procedures; tax or insurance forms; recipes; voter registration materials; office memos; and other such documents and materials.

These reading situations form the basis of the assessment and the scales used in reporting student performance. The proportions of items related to each type of reading change from grade to grade, and they are meant to reflect the reading of students at each grade level. Reading to perform a task is omitted from the grade 4 assessment because this type of independent reading is not typical of fourth graders. The proportions of items at each grade level are shown in table 1.

Table 1. Percentage of Types of Reading Situations on the Reading NAEP

Purpose for Reading	Grade 4	Grade 8	Grade 12
Literary experience	55	40	35
To be informed	45	40	45
To perform a task	Not Assessed	20	20

A goal of the Reading NAEP is that students read materials that are very similar to those read in the classroom. Original texts are used in the assessment.

Achievement Levels: Descriptions and Cutscores

READING

Preamble

Reading for meaning involves a dynamic, complex interaction between and among the reader, the text, and the context. Readers, for example, bring to the process their prior knowledge about the topic, their reasons for reading it, their individual reading skills and strategies, and their understanding of differences in text structures.

The texts used in the reading assessment are representative of common real-world reading demands. Students at Grade 4 are asked to respond to literary and informational texts that differ in structure, organization, and features. Literary texts include short stories, poems, and plays that engage the reader in a variety of ways, not the least of which is reading for fun. Informational texts include selections from textbooks, magazines, encyclopedias, and other written sources whose purpose is to increase the reader's knowledge.

In addition to literary and informational texts, students at Grades 8 and 12 are asked to respond to practical texts (e.g., bus schedules or directions for building a model airplane) that describe how to perform a task.

The context of the reading situation includes the purposes for reading that the reader might use in building a meaning of the text. For example, in reading for literary experience, students may want to see how the author explores or uncovers experiences, or they may be looking for vicarious experience through the story's characters. On the other hand, the student's purpose in reading informational texts may be to learn about a topic (such as the Civil War or the oceans) or to accomplish a task (such as getting somewhere, completing a form, or building something).

The assessment asks students at all three grades to build, extend, and examine text meaning from four stances or orientations:

Initial Understanding—Students are asked to provide the overall or general meaning of the selection. This includes summaries, main points, or themes.

Developing Interpretation—Students are asked to extend the ideas in the text by making inferences and connections. This includes making connections between cause and effect, analyzing the motives of characters, and drawing conclusions.

Personal Response—Students are asked to make explicit connections between the ideas in the text and their own background knowledge and experiences. This includes comparing story characters with themselves or people they know, for example, or indicating whether they found a passage useful or interesting.

Critical Stance—Students are asked to consider how the author crafted a text. This includes identifying stylistic devices such as mood and tone.

These stances are not considered hierarchical or completely independent of each other. Rather, they provide a frame for generating questions and considering student performance at all levels. All students at all levels should be able to respond to reading selections from all of these orientations. What varies with students' developmental and achievement levels is the amount of prompting or support needed for response, the complexity of the texts to which they can respond, and the sophistication of their answers.

Introduction

The following achievement level descriptions focus on the interaction of the reader, the text, and the context. They provide some specific examples of reading behaviors that should be familiar to most readers of this document. The specific examples are not inclusive; their purpose is to help clarify and differentiate what readers performing at each achievement level should be able to do. While a number of other reading achievement indicators exist at every level, space and efficiency preclude an exhaustive listing. It should also be noted that the achievement levels are cumulative from Basic to Proficient to Advanced. One level builds on the previous levels such that knowledge at the Proficient level presumes mastery of the Basic level, and knowledge at the Advanced level presumes mastery at both the Basic and Proficient.

Note: The performance of students on the Reading NAEP is reported on a scale of 0 to 500. The average score is 250 (anchored at Grade 8) with a standard deviation of 50 scale score points.

GRADE 4

Basic (208)

Fourth-grade students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading texts appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

For example, when reading literary text, they should be able to tell what the story is generally about—providing details to support their understanding—and be able to connect aspects of the stories to their own experiences.

When reading informational text, Basic-level fourth graders should be able to tell what the selection is generally about or identify the purpose for reading it; provide details to support their understanding; and connect ideas from the text to their background knowledge and experiences.

Proficient (238)

Fourth-grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

For example, when reading literary text, Proficient-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect.

When reading informational text, Proficient-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

Advanced (268)

Fourth-grade students performing at the Advanced level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

For example, when reading literary text, Advanced-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with the ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading informational text, Advanced-level fourth graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

GRADE 8

Basic (243)

Eighth-grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

For example, when reading literary text, Basic-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading informative text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading practical text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

Proficient (281)

Eighth-grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth graders should be able to identify some of the devices authors use in composing text.

For example, when reading literary text, students at the Proficient level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading informative text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading practical text, Proficient-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

Advanced (323)

Eighth-grade students performing at the Advanced level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

For example, when reading literary text, Advanced-level eighth graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and to explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading informative text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading practical text, Advanced-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

GRADE 12

Basic (265)

Twelfth-grade students performing at the Basic level should be able to demonstrate an overall understanding and make some interpretations of the text. When reading text appropriate to twelfth grade, they should be able to identify and relate aspects of the text to its overall meaning, extend the ideas in the text by making simple inferences, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions. They should be able to identify elements of an author's style.

For example, when reading literary text, twelfth-grade students should be able to explain the theme, support their conclusions with information from the text, and make connections between aspects of the text and their own experiences.

When reading informational text, Basic-level twelfth graders should be able to explain the main idea or purpose of a selection and use text information to support a conclusion or make a point. They should be able to make logical connections between the ideas in the text and their own background knowledge.

When reading practical text, they should be able to explain its purpose and the significance of specific details or steps.

Proficient (302)

Twelfth-grade students performing at the Proficient level should be able to show an overall understanding of the text that includes inferential as well as literal information. When reading text appropriate to twelfth grade, they should be able to extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings. Connections between inferences and the text should be clear, even when implicit. These students should be able to analyze the author's use of literary devices.

When reading literary text, Proficient-level twelfth graders should be able to integrate their personal experiences with ideas in the text to draw and support conclusions. They should be able to explain the author's use of literary devices such as irony or symbolism.

When reading informative text, they should be able to apply text information appropriately to specific situations and integrate their background information with ideas in the text to draw and support conclusions.

When reading practical texts, they should be able to apply information or directions appropriately. They should be able to use personal experiences to evaluate the usefulness of text information.

Advanced (346)

Twelfth-grade students performing at the Advanced level should be able to describe more abstract themes and ideas in the overall text. When reading text appropriate to twelfth grade, they should be able to analyze both the meaning and the form of the text and explicitly support their analyses with specific examples from the text. They should be able to extend the information from the text by relating it to their experiences and to the world. Their responses should be thorough, thoughtful, and extensive.

For example, when reading literary text, Advanced-level twelfth graders should be able to produce complex, abstract summaries and theme statements. They should be able to use cultural, historical, and personal information to develop and explain text perspectives and conclusions. They should be able to evaluate the text, applying knowledge gained from other texts.

When reading informational text, they should be able to analyze, synthesize, and evaluate points of view. They should be able to identify the relationship between the author's stance and elements of the text. They should be able to apply text information to new situations and to the process of forming new responses to problems or issues.

When reading practical text, Advanced-level twelfth graders should be able to make a critical evaluation of the usefulness of the text and apply directions from the text to new situations.

Achievement Levels: Sample Items

About the Sample Items

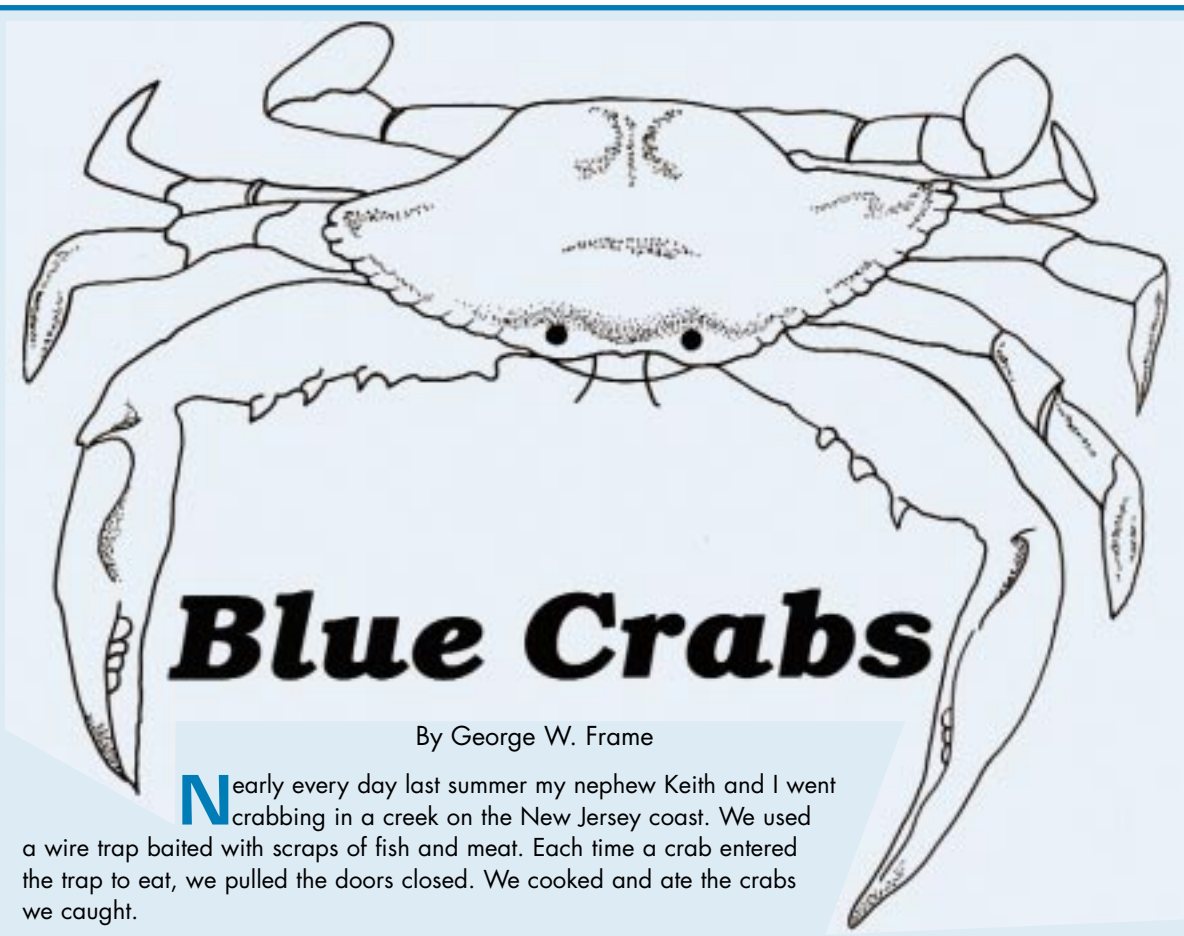
Each sample item in this report is related to a specific reading passage. Only those assessment items that best illustrate performance at a particular achievement level have been selected as sample items; therefore, for a given passage, sample items may illustrate performance at only one or two of the three achievement levels.

Interpreting the Data

Because a representative sample of students at each grade level is selected to take the NAEP, each assessment exercise is administered to a relatively small subsample of students in each grade. Typically, around 10,000 students are assessed in each grade, and each item is administered to just under 2,000 students. The values reported in the tables accompanying each item are probability estimates of performance at each level of achievement for students at each grade level tested in NAEP. The data reported for the sample items show the probability of a correct response to multiple choice items and of a specific score on items requiring students to construct a response. The probabilities are estimates of how students scoring within each range of achievement on the NAEP score scale would perform on each item. These probabilities are, in fact, averages of performance within each achievement level. Some students who score within the Basic range of achievement, for example, will answer a specific multiple choice item correctly and some will not. Furthermore, student performance within the Basic range of achievement may be very near the lower boundary, around the middle, or very near the upper boundary, that is, approaching the Proficient level of achievement. The probabilities reported here are weighted averages to represent performance across the range, with more weight given to scores in the middle of the achievement ranges.

Here is a suggested way to read the data for multiple choice items: "Students performing in the (Basic/Proficient/Advanced) score range have (X) probability of answering this item correctly."

For constructed response items, here is a suggested way to read the data: "Students performing in the (Basic/Proficient/Advanced) score range have (X) probability of giving a response scored at the indicated level (1, 2, 3, etc.) for this sample item."



Blue Crabs

By George W. Frame

Nearly every day last summer my nephew Keith and I went crabbing in a creek on the New Jersey coast. We used a wire trap baited with scraps of fish and meat. Each time a crab entered the trap to eat, we pulled the doors closed. We cooked and ate the crabs we caught.

Blue crabs are very strong. Their big claws can make a painful pinch. When cornered, the crabs boldly defend themselves. They wave their outstretched claws and are fast and ready to fight. Keith and I had to be very careful to avoid having our fingers pinched.

Crabs are **arthropods,** a very large group of animals that have an external skeleton and jointed legs. Other kinds of arthropods are insects, spiders, and centipedes. Blue crabs belong to a particular arthropod group called **crustaceans.** Crustaceans are abundant in the ocean, just as insects are on land.

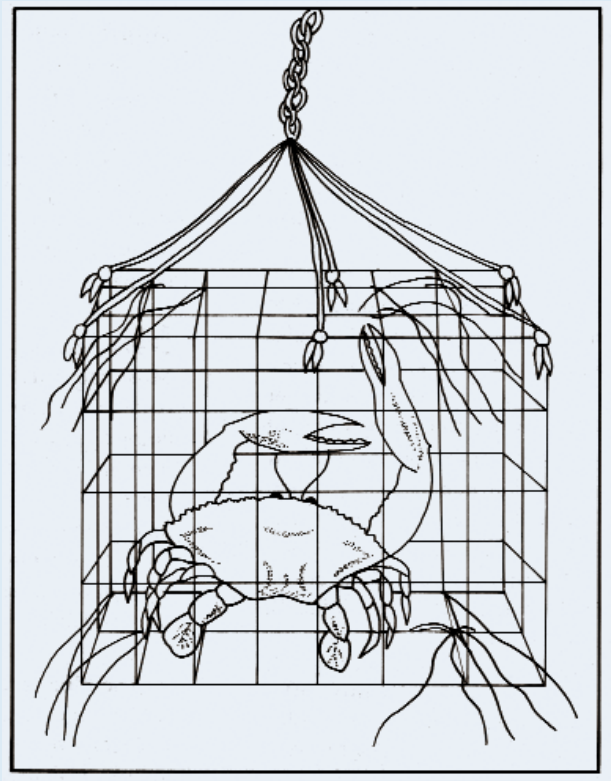
The blue crab's hard shell is a strong armor. But the armor must be cast off from time to time so the crab can grow bigger. Getting rid of its shell is called **molting.**

Each blue crab molts about twenty times during its life. Just before molting, a new soft shell forms under the hard outer shell. Then the outer shell splits apart, and the crab backs out. This leaves the crab with a soft, wrinkled, outer covering. The body increases in size by absorbing water, stretching the soft shell to a much larger size. The crab hides for a few hours until its new shell has hardened.

Keith and I sometimes found these soft-shell crabs clinging to pilings and hiding beneath seaweed.

Blue crabs mate when the female undergoes her last molt and still has a soft shell. The male courts her by dancing from side to side while holding his claws outstretched. He then transfers sperm to the female, where they are stored until egg laying begins several months later. The female blue crab mates only once but receives enough sperm to fertilize all the eggs that she will lay in her lifetime. Usually she lays eggs two or three times during the summer, and then she dies.

When the eggs are fertilized and laid, they become glued to long hairs on the underside of the female's abdomen. The egg mass sometimes looks like an orange-brown sponge and contains up to two million eggs



until they hatch—about nine to fourteen days later. Only one of the blue crabs that we caught last summer was carrying eggs, and we returned her to the water so her eggs could hatch. Most females with eggs stay in the deeper, saltier water at the ocean's edge rather than in the marshes.

The young blue crabs, and most other young crustaceans, hatch into larvae that look very different from their parents. The tiny blue crab babies are hardly bigger than a speck of dust. They are transparent and look like they are all head and tail. These larvae swim near the surface of the sea, and grow a new and bigger shell every few days. They soon change in shape so that they can either swim or crawl around on the bottom. Then they molt again and look like tiny adult crabs. After that their appearance does not change, but they continue to molt every twenty or thirty days as they grow.

As blue crabs become older, some move into shallower waters. The males in particular go into creeks and marshes, sometimes all the way to the freshwater streams and rivers. Keith and I caught ninety-two blue crabs in the shallow creek of the tide marsh last summer. Eighty-seven of those crabs were males, and only five were females.

Gulls find and eat many blue crabs. They easily catch crabs that hide in puddles at low tide. Other predators are raccoons, alligators, and people. If caught, the crabs sometimes drop off a leg or claw to escape. Seven of the blue crabs that Keith and I caught were missing a claw.

Crabs are able to replace their lost limbs. If a leg or claw is seriously injured, the crab drops it off. The opening that is left near the body closes to prevent the loss of blood. Soon a new limb begins growing at the break. The next time the crab molts, the tiny limb's covering is cast off, too, and the crab then has a new usable leg or claw. The new limb is smaller that the lost one. But by the time the crab molts two or three more times, the new leg or claw will be normal size.

Many fishermen catch crabs to sell. Most are caught in wire traps or with baited lines during the summer while the crabs are active. In the winter, the fishermen drag big nets through the mud for the dormant crabs. Commercial fishermen catch a lot of crabs, sometimes more than 50 million pounds in a year. And many other crabs are caught by weekend fishermen who crab for fun and food.

The blue crab has a scientific name, just like all other living things. Its name is *Callinectes sapidus*. In the Latin language Callinectes means "beautiful swimmer," and sapidus means "delicious." I think that scientists gave the blue crab a very appropriate name.

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Grade 4 Sample 1—Basic Performance

Do you think it would be fun to catch blue crabs? Using information from the passage, explain why or why not.

No. I think it wouldn't be fun because you could get hurt if you didn't know what you were doing. You have to be careful

Probability of correct response	
Basic	62%
Proficient	69%
Advanced	76%

Scoring guide

1 = Acceptable: Provides an explanation using information from the text.

0 = Unacceptable: Is very vague or offers information not found in the passage.

Grade 4 Sample 2—Proficient Performance

Describe the appearance of a female blue crab that is carrying eggs.

She looks lik a sponge is on her belly.

Probability of correct response	
Basic	28%
Proficient	59%
Advanced	87%

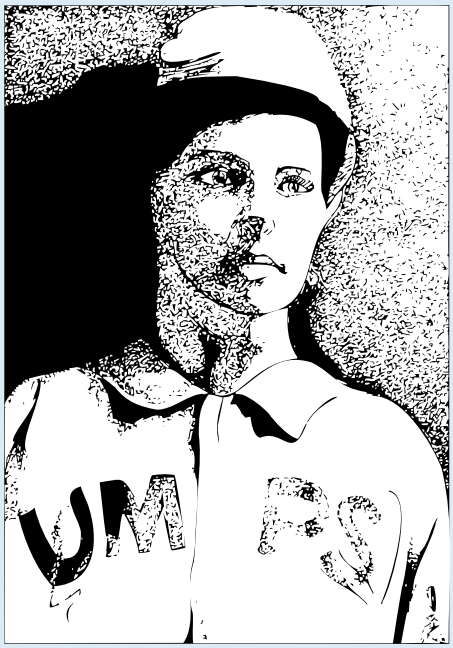
Scoring guide

1 = Acceptable: Mentions that she carries an orange-brown sponge or she has eggs on her abdomen or underside (long hairs with glue holding 2 million eggs).

0 = Unacceptable: Contains inappropriate or incorrect information.

Amanda Clement: The Umpire in a Skirt

Marilyn Kratz



IT WAS A HOT SUNDAY AFTERNOON in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base.

Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports. But when the umpire for the preliminary game between two local teams didn't arrive, Hank asked Mandy to make the calls.

Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

Mandy was five feet ten inches tall and looked very impressive as she accurately called the plays. She did so well that the players for the big game asked her to umpire for them—with pay! Mrs. Clement was shocked at that idea. But Mandy finally persuaded her mother to allow her to do it. Amanda Clement became the first paid woman baseball umpire on record.

Mandy's fame spread quickly. Before long, she was umpiring games in North and South Dakota, Iowa, Minnesota, and Nebraska. Flyers, sent out to announce upcoming games, called Mandy the "World Champion Woman Umpire." Her uniform was a long blue skirt, a black necktie, and a white blouse with UMPS stenciled across the front. Mandy kept her long dark hair tucked inside a peaked cap. She commanded respect and attention—players never said, "Kill the umpire!" They argued more politely, asking, "Beg your pardon, Miss Umpire, but wasn't that one a bit high?"

Mandy is recognized in the Baseball Hall of Fame in Cooperstown, New York; the Women's Sports Hall of Fame; and the Women's Sports Foundation in San Francisco, California. In 1912 she held the world record for a woman throwing a baseball: 279 feet.

Mandy's earnings for her work as an umpire came in especially handy. She put herself through college and became a teacher and coach, organizing teams and encouraging athletes wherever she lived. Mandy died in 1971. People who knew her remember her for her work as an umpire, teacher, and coach, and because she loved helping people as much as she loved sports.

—"Amanda Clement: The Umpire in a Skirt," by Marilyn Kratz.

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Grade 4 Sample 3—Basic Performance

This passage is mostly about how Mandy

(A) had an unusual career in baseball

(B) convinced her mother to like baseball

(C) put herself through college

(D) wore the first umpire's uniform

Probability of correct response	
Basic	63%
Proficient	74%
Advanced	88%

Grade 4 Sample 4—Advanced Performance

Tell two ways in which Mandy's experience would be similar or different if she were a young girl wanting to take part in sports today.

She would not get to play in baseball in 1992 right now. They like men like Bo Jackson to play. And you get a helmet too.

Probability of correct response	
Basic	19%
Proficient	31%
Advanced	57%

Scoring guide

1 = Acceptable: States one of the following:

- Mandy would not dress the way she did,
- there is more than one umpire at a baseball game today,
- less stigma is attached to girls' participation in sports,
- some sports are more open to women's/girls' participation than others, or
- women still face barriers to participation in certain professional sports.

OR, contains two of the following:

- she would still be interested,
- she would still be an umpire,
- the other players would still disagree with some of her calls,
- it would be different because girls play all the time now, or
- Mandy would be in softball.

0 = Unacceptable: Provides inappropriate information or personal opinions, OR, response not related to Mandy's experience or the experience of girls in sports today.

HUNGRY SPIDER AND THE TURTLE

by Harold Courlander and George Herzog

Spider was a hungry one, he always wanted to eat. Everybody in Ashanti knew about his appetite. He was greedy, too, and always wanted more than his share of things. So people steered clear of Spider.

But one day a stranger came to Spider's habitation out in the back country. His name was Turtle. Turtle was a long way from his home. He had been walking all day in the hot sun, and he was tired and hungry. So Spider had to invite Turtle into his house and offer him something to eat. He hated to do it, but if he didn't extend hospitality to a tired traveler it would get around the countryside and people would soon be talking about Spider behind his back.

So he said to Turtle:

"There is water at the spring for you to wash your feet in. Follow the trail and you'll get there. I'll get the dinner ready."

Turtle turned and waddled down to the spring with a gourd bowl as fast as he could. He dipped some water from the spring and carefully washed his feet in it. Then he waddled back up the trail to the house. But the trail was dusty. By the time Turtle got back to the house his feet were covered with dirt again.

Spider had the food all set out. It was steaming, and the smell of it made Turtle's mouth water. He hadn't eaten since sunrise. Spider looked disapprovingly at Turtle's feet.

"Your feet are awfully dirty," he said. "don't you think you ought to wash them before you start to eat?"

Turtle looked at his feet. He was ashamed, they were so dirty. So he turned around and waddled as fast as he could down to the spring again. He dipped some water out of the spring with the gourd bowl and carefully washed himself. Then he scurried as fast as he could back to the house. But it takes a turtle a while to get anywhere. When he came into the house Spider was already eating.

"Excellent meal, isn't it?" Spider said. He looked at Turtle's feet with disapproval. "Hm, aren't you going to wash yourself?"

Turtle looked down at his feet. In his hurry to get back he had stirred up a lot of dust, and his feet were covered with it again.

"I washed them," he said. "I washed them twice. It's your dusty trail that does it."

"Oh," Spider said, "so you are abusing my house now!" He took a big mouthful of food and chewed it up, looking very hurt.

"No," Turtle said, sniffing the food, "I was just explaining."

"Well, run along and wash up so we can get on with the eating," Spider said.

Turtle looked. The food was already half gone and Spider was eating as fast as he could. Turtle spun around and hurried down to the spring. He dipped up some water in the gourd bowl and splashed it over his feet. Then he scrambled back to the house. This time he didn't go on the trail, though, but on the grass and through the bushes. It took him a little longer, but he didn't get dust all over his feet. When he got to the house he found Spider licking his lips.

"Ah, what a fine meal we had!" Spider said.

Turtle looked in the dish. Everything was gone. Even the smell was gone. Turtle was very hungry. But he said nothing. He smiled.

"Yes, it was very good," he said. "You are certainly good to travelers in your village. If you are ever in my country you may be assured of a welcome."

"It's nothing," Spider said. "Nothing at all."

Turtle went away. He didn't tell other people about the affair at Spider's house. He was very quiet about his experience there.

But one day many months later Spider was a long distance from home and he found himself in Turtle's country. He found Turtle on the shore of the lake getting a sunbath.

"Ah, friend Spider, you are far from your village," Turtle said. "Will you have something to eat with me?"

"Yes, that is the way it is when a person is far from home—generosity merits generosity," Spider said hungrily.

"Wait here on the shore and I'll go below and prepare the food," Turtle said. He slipped into the water and went down to the bottom of the lake. When he got there he set out the food to eat. Then he came to the top of the water and said to Spider, who was sitting impatiently on the shore, "All right, everything is ready. Let's go down and eat," He put his head under water and swam down.

Spider was famished. He jumped into the water to follow Turtle. But Spider was very light. He floated. He splashed and splashed, kicked and kicked, but he stayed right there on top of the water. For a long time he tried to get down where Turtle was eating, but nothing happened.

After a while Turtle came up, licking his lips.

"What's the matter, aren't you hungry?" he said. "The food is very good. Better hurry." And he went down again.

Spider made one more desperate try, but he just floated. Then he had an idea. He went back to the shore, picked up pebbles and put them in the pockets of his jacket. He put so many pebbles in his pockets that he became very heavy. He was so heavy he could hardly walk. Then he jumped into the water again, and this time he sank to the bottom, where Turtle was eating. The food was half gone. Spider was very hungry. He was just reaching for the food when Turtle said politely:

"Excuse me, my friend. In my country we never eat with our jackets on. Take off your jacket so that we can get down to business."

Turtle took a great mouthful of food and started chewing. In a few minutes there wouldn't be anything left. Spider was aching all over with hunger. Turtle took another mouthful. So Spider wriggled out of his coat and grabbed at the food. But without the pebbles he was so light again that he popped right up to the top of the water.

People always say that one good meal deserves another.

From *The Cow-Tail Switch & Other West African Stories,* by Harold Courlander and George Herzog.
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Scoring guide for Grade 4 Samples 5, 6, and 7

3 = Extensive: Demonstrates an in-depth, rich understanding of the character of Spider or Turtle and links this understanding to a real-world person or a fictional character. Evidence of depth of understanding includes describing more than one essential story character trait linked to a real-world person or a fictional character, providing a sophisticated interpretation of an essential story character trait that is linked to a real-world person or a fictional character, identifying how a real-world person or a fictional character is like Spider in one way and like Turtle in another, or identifying a pair of real-world people or fictional characters and explaining how these two people or characters are like Spider and Turtle.

2 = Essential: Demonstrates a good understanding of the character of Spider or Turtle by providing any important character trait that is related or linked to a real-world person or fictional character.

1 = Partial: Indicates some understanding of the character of Spider or Turtle in the story by providing information about the character of Spider or Turtle, but fails to make a connection with a real-world person or character; OR only makes a connection on a trivial point between a story character and a real-world person or a fictional character; OR makes a connection between a story character and a real-world person or fictional character, but doesn't distinguish whether the real-world person or fictional character is like Spider or Turtle.

0 = Unsatisfactory: Demonstrates little or no understanding of the character of Spider or Turtle.

Grade 4 Sample 5—Basic Performance

Think about Spider and Turtle in the story. Pick someone you know, have read about, or have seen in the movies or on television and explain how that person is like either Spider or Turtle.

My friend Lisa. she says that I can eat over and they don't have none for me.

Probability of a score of 1	
Basic	55%
Proficient	78%
Advanced	94%

(See scoring guide on page 18)

Grade 4 Sample 6—Proficient Performance

Think about Spider and Turtle in the story. Pick someone you know, have read about, or have seen in the movies or on television and explain how that person is like either Spider or Turtle.

Bart Simpson is like spider. He does not treat others kind.

Probability of a score of 2	
Basic	25%
Proficient	52%
Advanced	82%

(See scoring guide on page 18)

Grade 4 Sample 7—Advanced Performance

Think about Spider and Turtle in the story. Pick someone you know, have read about, or have seen in the movies or on television and explain how that person is like either Spider or Turtle.

I think that the robbers on "Home Alone" are like spider in a way because all they think about is themselves, and are mean to other people. I also think that Kevin on "Home Alone" is like Turtle in a way because he just gets back at people for what they did to him.

Probability of a score of 3	
Basic	8%
Proficient	24%
Advanced	53%

(See scoring guide on page 18)

SYBIL SOUNDS THE ALARM

by Drollene P. Brown

A red sky at night does not usually cause wonder. But on the evening of April 26, 1777, the residents of Ludingtons' Mills were concerned. The crimson glow was in the east, not from the west where the sun was setting.

The Ludington family sat at supper, each one glancing now and again toward the eastern window. Sybil, at sixteen the oldest of eight children, could read the question in her mother's worried eyes. Would Henry Ludington have to go away again? As commander of the only colonial army regiment between Danbury, Connecticut, and Peekskill, New York, Sybil's father did not have much time to be with his family.

Thudding hooves in the yard abruptly ended their meal. The colonel pushed back his chair and strode to the door. Although Sybil followed him with her eyes, she dutifully began to help her sister Rebecca clear the table. The girls were washing dishes when their father burst back into the room with a courier at his side.

"Here, Seth," said the colonel, "sit you down and have some supper. Rebecca, see to our weary friend."

Sybil, glancing over her shoulder, saw that the stranger was no older than she. A familiar flame of indignation burned her cheeks. Being a girl kept her from being a Soldier!

Across the room, her parents were talking together in low tones. Her father's voice rose.

"Sybil, leave the dishes and come here," he said.

Obeying quickly, she overheard her father as he again spoke to her mother.

"Abigail, she is a skilled rider. It is Sybil who has trained Star, and the horse will obey her like no other."

"That red glow in the sky," Colonel Ludington said, turning now to his daughter, "is from Danbury. It's been burned by British raiders. There are about two thousand Redcoats, and they're heading for Ridgefield. Someone must tell our men that the lull in the fighting is over; they will have to leave their families and crops again."

"I'll go! Star and I can do it!" Sybil exclaimed. She faced her mother. "Star is sure of foot, and will carry me safely."

"There are dangers other than slippery paths," her mother said, softly. "Outlaws or deserters or Tories or even British soldiers may be met. You must be wary in a way that Star cannot."

A lump rose in Sybil's throat. "I can do it," she declared.

Without another word, Abigail Ludington turned to fetch a woolen cape to protect her daughter from the wind and rain. One of the boys was sent to saddle Star, and Sybil was soon ready. When she had swung up on her sturdy horse, the colonel placed a stick in her hand.

As though reciting an oath, she repeated her father's directions: "Go south by the river, then along Horse Pound Road to Mahopac Pond. From there, turn right to Red Mills, then go north to Stormville." The colonel stood back and saluted. She was off!

At the first few isolated houses, windows or doors flew open as she approached. She shouted her message and rode on. By the time she reached the first hamlet, all was dark. There were many small houses there at the edge of Shaw's Road, but everyone was in bed. Lights had not flared up at the sound of Star's hoofbeats. Sybil had not anticipated this. Biting her lower lip, she pulled Star to a halt. After considering for a moment, she nudged the horse forward, and riding up to one cottage after another, beat on each door with her stick.

"Look at the sky!" she shouted. "Danbury's burning! All men muster at Ludingtons'!" At each village or cluster of houses, she repeated the cry. When lights began to shine and people were yelling and moving about, she would spur her horse onward. Before she and Star melted into the night, the village bells would be pealing out the alarm.

Paths were slippery with mud and wet stones, and the terrain was often hilly and wooded. Sybil's ears strained for sounds of other riders who might try to steal her horse or stop her mission. Twice she pulled Star off the path while unknown riders passed within a few feet. Both times, her fright dried her mouth and made her hands tremble.

By the time they reached Stormville, Star had stumbled several times, and Sybil's voice was almost gone. The town's call to arms was sounding as they turned homeward. Covered with mud, tired beyond belief, Sybil could barely stay on Star's back when they rode into their yard. She had ridden more than thirty miles that night.

In a daze, she saw the red sky in the east. It was the dawn. Several hundred men were milling about. She had roused them in time, and Ludington's regiment marched out to join the Connecticut militia in routing the British at Ridgefield, driving them back to their ships on Long Island Sound.

Afterward, General George Washington made a personal visit to Ludingtons' Mills to thank Sybil for her courageous deed. Statesman Alexander Hamilton wrote her a letter of praise.

Two centuries later visitors to the area of Patterson, New York, can still follow Sybil's route. A statue of Sybil on horseback stands at Lake Gleneida in Carmel, New York, and people in that area know well the heroism of Sybil Ludington. In 1978, a commemorative postage stamp was issued in her honor, bringing national attention to the heroic young girl who rode for independence.

From *Cobblestone's* September 1983 issue: *Patriotic Tales of the American Revolution.*
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Grade 4 Sample 8—Proficient Performance

Sybil's ride was important mainly because

(A) she rode 30 miles

(B) she was exhausted when it was over

● the British lost at Ridgefield

(D) her mother allowed her to ride after all

Probability of correct response	
Basic	40%
Proficient	55%
Advanced	80%

Grade 4 Sample 9—Advanced Performance

How does the author show the excitement and danger of Sybil's ride?

The author shows excitement by her shouting and the picture where you could see her face.

Probability of correct response	
Basic	20%
Proficient	35%
Advanced	65%

Scoring guide

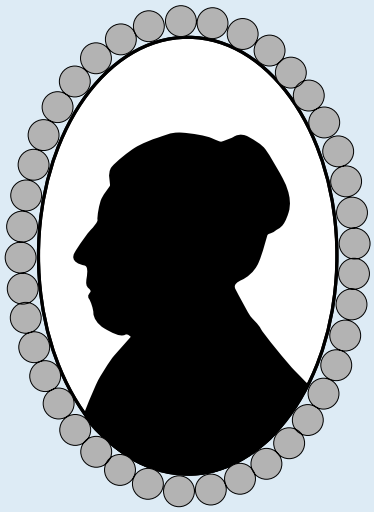
1 = Acceptable: Indicates at least one of the following:

- showed how concerned Sybil's parents were about letting Sybil ride,
- told how Sybil felt during the ride and immediately afterward, or
- told how dangerous the ride was.

0 = Unacceptable: Does not provide an acceptable response.

Dorothea Dix: Quiet Crusader

by Lucie Germer



Dorothea Dix was so shy and quiet that it is hard to believe she had such a tremendous impact on nineteenth-century America. Yet almost single-handedly, she transformed the way people with mental illness were treated.

Dorothea was born in Maine in 1802 to a neglectful father and a mother who had trouble coping with daily activities. She ran away at the age of twelve to live with her grandmother, a cold, inflexible woman who nevertheless taught her the importance of doing her duty, as well as the organizational skills to help her do it.

Dorothea grew into an attractive woman, with blue-gray eyes, wavy brown hair, and a rich, low speaking voice. As a young adult, she spent her time teaching, writing books for children, and fighting the effects of tuberculosis. Despite her poor health, by age thirty-nine, she had saved enough money so that she had no financial worries. Afraid that her health was too poor for her to continue teaching, she looked forward to a lonely, unfulfilling life.

Then a friend suggested that she teach a Sunday school class for women in a Massachusetts jail. It would be useful without overtaxing her. On her first day, she discovered that among the inmates were several mentally ill women. They were anxious to hear what she had to say, but she found it impossible to teach them because the room was unheated. Dix, angry at this neglect on the part of the authorities, asked noted humanitarian Samuel Howe for his help in taking the case to court. The court ordered the authorities to install a wood stove.

This sparked Dix's interest in the ways mentally ill people were treated. Encouraged by Howe and education reformer Horace Mann, she spent two years visiting every asylum, almshouse, and jail in Massachusetts, quietly taking notes on the conditions. Her grandmother had trained her to be thorough, and the training paid off.

Dix put her findings into a memorial (a report) that Howe presented to the Massachusetts legislature: "I tell what I have seen. . . . [I]nsane persons confined . . . in cages, closets, cellars, stalls, pens; chained, naked, beaten with rods and lashed into obedience."

The memorial caused an uproar: What kind of woman would be interested in such a subject and insist on discussing it in public? Gradually, the personal attacks abated, primarily because Dix's research had been so thorough and her results were so complete that no one could argue with them. Howe was able to push a bill through the Massachusetts legislature to enlarge the state asylum.

Dix spent the next few years systematically studying conditions and getting legislation passed in other states. Her health did not keep her from putting in long hours of hard work and travel. First, she studied the psychological and legal views of mental illness and its treatment. Before she went into a state, she examined local laws and previous proposals for change. Then she visited every institution, small or large, and met with administrators, politicians, and private citizens. She put all this information together in a memorial that was presented to the legislature. She also wrote newspaper articles to inform the public of her findings. By this time, she knew what kind of opposition to expect, and she could help defeat it by appealing to the citizens' sense of pride or desire for economy. She also met privately with small groups of politicians to answer their questions and try to persuade them to come around to her point of view. She was usually successful, and public institutions to house and treat people with mental illness were established.

Unfortunately, that success did not carry over to her next goal: national legislation to improve the living conditions for people with mental illness. In the 1850s, Congress passed a bill setting aside land for the establishment of national hospitals for those with mental illness, but President Franklin Pierce vetoed the bill on constitutional grounds. Dix was shattered. Her health, which had been surprisingly good during her struggles, took a turn for the worse, and doctors recommended she take a long voyage. Dix was unable to relax, however, and her vacation turned into a marathon journey through Europe, as she examined the living conditions of mentally ill people in each place she visited. She spoke with doctors, government officials, and even the pope, pleading for humanitarian treatment for those who were mentally ill. She went as far east as Constantinople (now Istanbul) in

Turkey and as far north as St. Petersburg (now Leningrad) in Russia. She was greeted respectfully everywhere she went, and many of her recommendations were followed.

She returned to the United States in 1857 and was appointed superintendent of women nurses during the Civil War. Dix was the only woman to hold an official position in the U.S. government during the war.

After the war, Dix continued her work on behalf of mentally ill people both in the United States and abroad. She died in 1887 at the age of eighty-five. Between 1841, when she began her crusade, and the year she died, thirty-two new hospitals for those who were mentally ill were built, most of them directly because she had brought the problem to the attention of people in power. Several other institutions in Canada and Europe, and even two in Japan, were established because of her influence. She also left a legacy of concern: No longer was mental illness treated as a crime, and her enlightened and tireless work led to more humane living conditions for people with mental illness.

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Grade 8 Sample 1—Basic Performance

What was one of Dorothea Dix's goals that was mentioned in the passage?

(A) Establishing a trust fund for teachers of people with mental illness

(B) Finding a cure for mental illness

(C) Establishing asylums in Russia and Turkey

(D) Getting national laws enacted to improve living conditions in asylums

Probability of correct response	
Basic	68%
Proficient	93%
Advanced	99%

Grade 8 Sample 2—Proficient Performance

Based on the passage, what is the most probable reason Howe and Mann encouraged Dorothea Dix to push for reforms?

They too felt the way she did and thought it would be better to treat everyone the same.

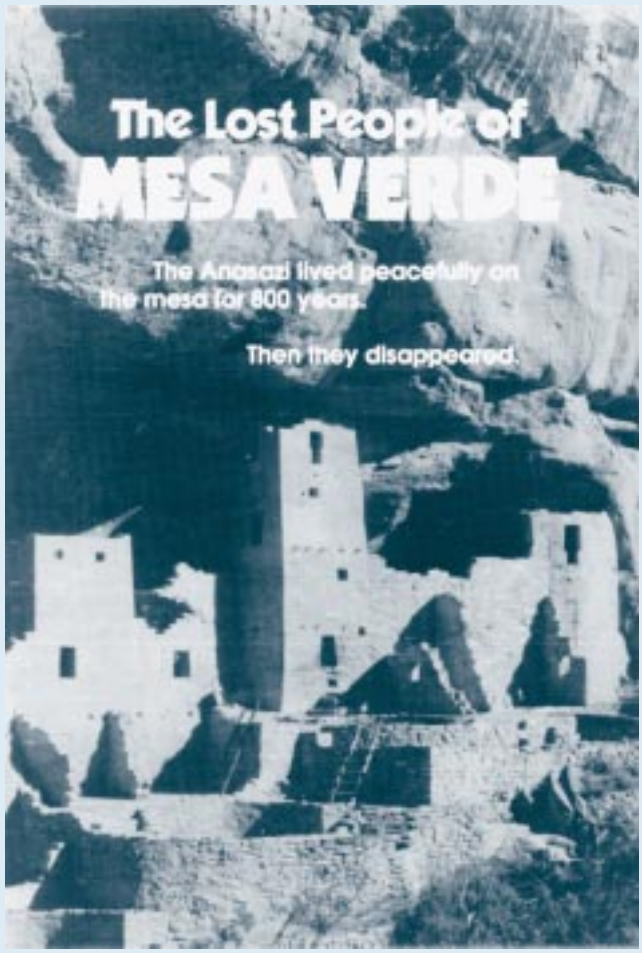
Probability of correct response	
Basic	45%
Proficient	68%
Advanced	87%

Scoring guide

1 = Acceptable: Indicates that they believed in what Dorothea was doing, they truly thought Dorothea could make a difference, or they understood the plight of people with mental illness.

0 = Unacceptable: Provides information that is inconsistent with the passage.

By Elsa Marston



Sonja Bullaty/The Image Bank

In the dry land of southwestern Colorado a beautiful plateau rises. It has so many trees that early Spanish explorers called it Mesa Verde, which means "green table." For about eight hundred years Native Americans called the Anasazi lived on this mesa. And then they left. Ever since the cliff houses were first discovered a hundred years ago, scientists and historians have wondered why.

Anasazi is a Navajo word meaning "the ancient ones." When they first settled there, around 500 A.D., the Anasazi lived in alcoves in the walls of the high canyons. Later they moved to the level land on top, where they built houses of stone and mud mortar. As time passed, they constructed more elaborate houses, like apartment buildings, with several families living close together.

The Anasazi made beautiful pottery, turquoise jewelry, fine sashes of woven hair, and baskets woven tightly enough to hold water. They lived by hunting and by growing corn and squash. Their way of life went on peacefully for several hundred years.

Then around 1200 A.D. something strange happened, for which the reasons are not quite clear. Most of the people moved from the level plateau back down into alcoves in the cliffs. The move must have made their lives difficult because they had to climb back up to the plateau to do the farming. But it seems the Anasazi planned to stay in the canyon walls, for they soon filled the alcoves with amazing cliff dwellings. "Cliff Palace," the most famous of these, had more than two hundred rooms.

For all the hard work that went into building these new homes, the Anasazi did not live in them long. By 1300 A.D. the cliff dwellings were empty. Mesa Verde was deserted and remained a ghost country for almost six hundred years. Were the people driven out of their homes by enemies? No sign of attack or fighting, or even the presence of other tribes, has been found.

Archaeologists who have studied the place now believe there are other reasons. Mesa Verde, the beautiful green table, was no longer a good place to live. For one thing, in the second half of the thirteenth century there were long periods of cold, and very little rain fell—or else it came at the wrong time of year. Scientists know this from examining the wood used in the cliff dwellings. The growth rings in trees show good and bad growing seasons. But the people had survived drought and bad weather before, so there must have been another reason.

As the population grew, more land on the mesa top had to be farmed in order to feed the people. That meant that trees had to be cut to clear the land and also to use for houses and fuel. Without the forests, the rain began to wash away the mesa top.

How do we know about erosion problems that happened about eight hundred years ago? The Anasazi built many low dams across the smaller valleys on the mesa to slow down rain runoff. Even so, good soil washed away, and the people could no longer raise enough food. As the forests dwindled, the animals, already overhunted, left the mesa for mountainous areas with more trees.

And as the mesa "wore out," so did the people. It appears that the Anasazi were not healthy. Scientists can learn a lot about ancient people's health by studying the bones and teeth found in burials. The mesa dwellers had arthritis, and their teeth were worn down by the grit in corn meal, a main part of their diet.

As food became scarce, people grew weaker. Not many lived beyond their twenties. Women died very young, and few babies survived. Living so close together in the cliff houses, where everyone was hungry and worried, the people must have suffered from emotional strain. They probably quarreled often.

In the end the Anasazi must have given up hope that things would get better. Families packed up and went away. Of course, the "ancient ones" did not simply disappear. They moved southeast to another area and mingled with other peoples. After a while their heritage as the people of the Mesa Verde was forgotten.

The sturdy baskets, woven sandals, and beautiful pottery left behind by the Anasazi may be 1,000 years old.

Bureau of Land Management—
Anasazi Heritage Center Collections

In time the trees grew back and the plateau became green once more. But, for the Anasazi it was too late. Although they respected nature and tried to farm wisely, land that was used too hard could not support them forever. Yet in their cliff houses and crafts the "ancient ones" left us a superb monument. It is truly one of the most fascinating pictures of America's past.

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Grade 8 Sample 3—Proficient Performance

The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

500–1200 A.D.—The Anasazi moved from the alcoves to the top of Mesa Verde.

They may have moved to the top of Mesa Verde because it was hard to climb up the cliffs to farm

1200 A.D.—The Anasazi moved back down into the alcoves in the cliffs.

No one knows why they moved back to the alcoves. Mabey it was because it was cooler in the alcoves.

1300 A.D.—The Anasazi left Mesa Verde.

Erosion and no rain and over farming made Mesa Verde unsuitable for the Anasazi to live on.

Probability of a score of 2	
Basic	18%
Proficient	53%
Advanced	89%

Scoring guide

3 = Extensive: Identifies a reason for all three moves, even though the reasons for all the moves are not explicitly discussed in the article. Goes beyond simply restating the article to interpret some of the information provided in the article relating to the moves.

2 = Essential: Identifies a reason for three of the moves discussed in the article. The reasons may be brief or simple restatements of information in the article as long as they are logical and taken from the passage.

1 = Partial: Discusses reasons for only one or two of the moves described in the article. May state that the article did not provide possible reasons for the first move.

0 = Unsatisfactory: Does not identify the reasons provided by the article for any of Anasazi's moves.

Gary Soto

"A Fire in My Hands"

Gary Soto decided to become a poet in college after reading a bittersweet poem by Edward Field called "Unwanted." "It's about a lonely man who feels sad that no one wants him," Soto says. "He hangs a picture of himself at the post office next to the posters of dangerous criminals, hoping that people will recognize him and love him. I was inspired by this poem because it seemed to speak about my own life."

Later, Soto came upon a book of odes by Pablo Neruda, the Chilean poet who celebrated the beauty and value of common objects, such as socks, scissors, and watermelons. When Soto began writing poems himself, he focused on ordinary things from his childhood: his baseball mitt, dogs, and fruit. Here, for example, is a poem about young love in which an ordinary orange becomes "a fire in my hands," a symbol of love and growing self-confidence.

ORANGES

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
with rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used-car lot and a line
Of newly planted trees,
Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
I turned to the candies
Tiered like bleachers,
And asked what she wanted—
Light in her eyes, a smile
Starting at the corners
Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
And held them, knowing
Very well what I was all
About.

Outside,
A few cars hissing past,
Fog hanging like old
Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
Someone might have thought
I was making a fire in my hands.

In another poem, black hair symbolizes Soto's Mexican heritage, which in turn creates a bond between him and his baseball hero, Hector Moreno:

…When Hector lined balls into deep
Center, in my mind I rounded the bases
With him, my face flared, my hair lifting
Beautifully, because we were coming home
To the arms of brown people.

(from "Black Hair")

Soto's poems focus on places as well as objects. He explains, "I saw that our [American] poets often wrote about places where they grew up or places that impressed them deeply. James Wright wrote about Ohio and West Virginia, Philip Levine about Detroit, Gary Snyder about the Sierra Nevadas and about Japan, where for years he studied Zen Buddhism. I decided to write about the San Joaquin Valley, where my hometown, Fresno, is located. Some of my poems are stark observations of human violence—burglaries, muggings, fistfights—while others are spare images of nature—the orange groves and vineyards, the Kings River, the bogs, the Sequoias. I fell in love with the valley, both its ugliness and its beauty, and quietly wrote poems about it to share with others."

…And this morning
After the wind left
With its pile of clouds
The broken fence steamed, sunlight spread
Like seed from one field
To another, out of a bare sycamore
Sparrows lifted above the ridge…

(from "October")

Each poem comes from Soto's memory of a particular event. Using all five senses, he recreates the memory and expands on it with the imagination. "Narrative poems should be credible," he explains, "though they do not necessarily have to be completely 'true.'" In fact, some of Soto's best poems, like the one that follows, are inventions based on someone he's seen or met.

FINDING A LUCKY NUMBER

When I was like you I crossed a street
To a store, and from the store
Up an alley, as I rolled chocolate
In my mouth and looked around
With my face. The day was blue
Between trees, even without wind,
And the fences were steaming
And a dog was staring into a paint bucket
And a Mexicano was raking
Spilled garbage into a box,
A raffle of eggshells and orange peels.
He nodded his head and I nodded mine
And rolled chocolate all the way
To the courthouse, where I sat
In the park, with a leaf falling
For every person who passed—
Three leaves and three daughters
With bags in their hands.
I followed them under trees,
The leaves rocking out of reach
Like those skirts I would love
From a distance. I lost them
When I bent down to tie my shoes
And begged a squirrel to eat grass.
Looking up, a dog on the run,
A grandma with a cart,
And Italians clicking dominoes
At a picnic table—men
Of the Old World, in suits big enough
For Europe. I approached
Them like a squirrel, a tree
At a time, and when I was close
Enough to tell the hour from their wrists,
One laughed with hands in his hair
And turned to ask my age.
"Twelve," I said, and he knocked
My head softly with a knuckle:
"Lucky number, Sonny." He bared
His teeth, yellow and crooked
As dominoes, and tapped the front one
With a finger. "I got twelve—see."
He opened wide until his eyes were lost
In the pouches of fat cheeks,
And I, not knowing what to do, looked in.

Fifteen years ago, when he first started writing, Gary Soto had no idea that he would turn out so many poems. Yet poems feed into other poems, a process he compares to needle passing a stitch through cloth. He already has five books of poetry to his credit as well as four collections of essays. A collection of short stories for Chicano children, *Baseball in April,* will be published in February, and a collection of autobiographical essays, *A Summer Life,* will come out in June.

In the writing classes he teaches at the University of California at Berkeley, Soto advises his students to look to their own lives for inspiration. "What are your life stories?" he asks. "Can you remember incidents from your childhood? Some of you will say that your lives are boring, that nothing has happened, that everything interesting happens far away. Not so. Your lives are at work, too. Each poet works differently. But the task is always the same—to get the language right so that the subject of the poem will live."

—Suzi Mee

Poems: "October," "Oranges," "Finding a Lucky Number" and "Black Hair" by Gary Soto.
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Grade 8 Sample 4—Proficient Performance

Do you think the title of the poem "Finding a Lucky Number" is a good title for the poem? Explain why or why not using evidence from the poem.

No, because the boy is just wandering along when some old man asks him his age and then tells him it is a lucky number. But how can it be lucky, when the old Man only has 12 teeth!

Probability of a score of 1	
Basic	42%
Proficient	67%
Advanced	87%

Scoring guide

2 = Acceptable: Supports an opinion with a clear explanation of the relationship between the title and the poem. Summarizes or articulates information from the poem and tells whether or not it relates to the title.

1 = Partial: Supports an opinion with a vague explanation that does not demonstrate a clear understanding of how the title applies to the poem. OR, uses evidence from the poem to assess the title's appropriateness without explicitly stating an opinion.

0 = Unacceptable: Contains inappropriate information from the poem or personal opinions about the poem, but does not demonstrate an understanding of the title as it relates to the poem. May answer the question, but provides no substantive explanation from the poem.

Grade 8 Sample 5—Basic Performance

Explain Soto's statement that the task of the poet "is always the same—to get the language right so that the subject of the poem will live." Give examples of Soto's language to support your answer.

I think a poet has to write so the reader can understand it. If he can't understand it then he won't like it.
I thought "oranges" was easy to understand and thats why I liked it so much.

Probability of a score of 1	
Basic	50%
Proficient	78%
Advanced	95%

Scoring guide

2 = Acceptable: Provides an interpretation of the statement that is supported with a clear example from the poems. The interpretation is logical and consistent with the example from Soto's work.

1 = Partial: Either elucidates the statement or provides examples from the poems that support it. However, does not link an explanation of the statement with clear supporting examples.

0 = Unacceptable: Contains inappropriate information from the poem or personal opinions about the poems or Soto, but does not explain Soto's statement. OR, explanations are so vague that they do not clarify the statement at all.

Grade 8 Sample 6—Advanced Performance

Explain Soto's statement that the task of the poet "is always the same—to get the language right so that the subject of the poem will live." Give examples of Soto's language to support your answer.

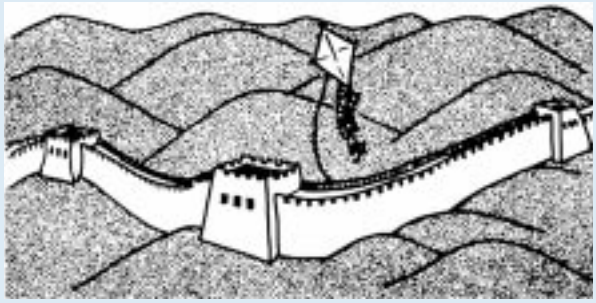
The statement might mean if you use words properly the poem will be more interesting. like in the poem "Finding a lucky Number", "His teeth yellow and crooked as Dominos..."

Probability of a score of 2	
Basic	6%
Proficient	21%
Advanced	52%

(See scoring guide from Grade 8 Sample 5)

RAY BRADBURY

The Flying Machine



IN THE year A.D. 400, the Emperor Yuan held his throne by the Great Wall of China, and the land was green with rain, readying itself toward the harvest, at peace, the people in his dominion neither too happy nor too sad.

Early on the morning of the first day of the first week of the second month of the new year, the Emperor Yuan was sipping tea and fanning himself against a warm breeze, when a servant ran across the scarlet and blue garden tiles, calling, "Oh, Emperor, Emperor, a miracle!"

"Yes," said the Emperor, "the air is sweet this morning."

"No, no, a miracle!" said the servant, bowing quickly.

"And this tea is good in my mouth, surely that is a miracle."

"No, no, Your Excellency."

"Let me guess then—the sun has risen and a new day is upon us. Or the sea is blue. That now is the finest of all miracles."

"Excellency, a man is flying!"

"What?" The Emperor stopped his fan.

"I saw him in the air, a man flying with wings. I heard a voice call out of the sky, and when I looked up, there he was, a dragon in the heavens with a man in its mouth, a dragon of paper and bamboo, colored like the sun and the grass."

"It is early," said the Emperor, "and you have just wakened from a dream."

"It is early, but I have seen what I have seen! Come, and you will see it too."

"Sit down with me here," said the Emperor. "Drink some tea. It must be a strange thing, if it is true, to see a man fly. You must have time to think of it, even as I must have time to prepare myself for the sight."

They drank tea.

"Please," said the servant at last, "or he will be gone."

The Emperor rose thoughtfully. "Now you may show me what you have seen."

They walked into a garden, across a meadow of grass, over a small bridge, through a grove of trees, and up a tiny hill.

"There!" said the servant.

The Emperor looked into the sky.

And in the sky, laughing so high that you could hardly hear him laugh, was a man; and the man was clothed in bright papers and reeds to make wings and a beautiful yellow tail, and he was soaring all about like the largest bird in a universe of birds, like a new dragon in a land of ancient dragons.

The man called down to them from high in the cool winds of morning. "I fly! I fly!"

The servant waved to him. "Yes, yes!"

The Emperor Yuan did not move. Instead he looked at the Great Wall of China now taking shape out of the farthest mist in the green hills, that splendid snake of stones which writhed with majesty across the entire land. That wonderful wall which had protected them for a timeless time from enemy hordes and preserved peace for years without number. He saw the town, nestled to itself by a river and a road and a hill, beginning to waken.

"Tell me," he said to his servant, "has anyone else seen this flying man?"

"I am the only one, Excellency," said the servant, smiling at the sky, waving.

The Emperor watched the heavens another minute and then said, "Call him down to me."

"Ho, come down, come down! The Emperor wishes to see you!" called the servant, hands cupped to his shouting mouth.

The Emperor glanced in all directions while the flying man soared down the morning wind. He saw a farmer, early in his fields, watching the sky, and he noted where the farmer stood.

The flying man alit with a rustle of paper and a creak of bamboo reeds. He came proudly to the Emperor, clumsy in his rig, at last bowing before the old man.

"What have you done?" demanded the Emperor.

"I have flown in the sky, Your Excellency," replied the man.

"What have you done?" said the Emperor again.

"I have just told you!" cried the flier.

"You have told me nothing at all."

The Emperor reached out a thin hand to touch the pretty paper and the bird-like keel of the apparatus. It smelled cool, of the wind.

"Is it not beautiful, Excellency?"

"Yes, too beautiful."

"It is the only one in the world!" smiled the man. "And I am the inventor."

"The only one in the world?"

"I swear it!"

"Who else knows of this?"

"No one. Not even my wife, who would think me mad with the sun. She thought I was making a kite. I rose in the night and walked to the cliffs far away. And when the morning breezes blew and the sun rose, I gathered my courage, Excellency, and leaped from the cliff. I flew! But my wife does not know of it."

"Well for her, then," said the Emperor. The sun was full in the sky now, and the smell of the grass was refreshing. The Emperor, the servant, and the flier paused within the huge garden.

The Emperor clapped his hands. "Ho, guards!"

The guards came running.

"Hold this man."

The guards seized the flier.

"Call the executioner," said the Emperor.

"What's this!" cried the flier, bewildered. "What have I done?" He began to weep, so that the beautiful paper apparatus rustled.

"Here is the man who has made a certain machine," said the Emperor, "and yet asks us what he has created. He does not know himself. It is only necessary that he create, without knowing why he has done so, or what this thing will do."

The executioner came running with a sharp silver ax. He stood with his naked, large-muscled arms ready, his face covered with a serene white mask.

"One moment," said the Emperor. He turned to a nearby table upon which sat a machine that he himself had created. The Emperor took a tiny golden key from his own neck. He fitted this key to the tiny, delicate machine and wound it up. Then he set the machine going.

The machine was a garden of metal and jewels. Set in motion, birds sang in tiny metal trees, wolves walked through miniature forests, and tiny people ran in and out of sun and shadow, fanning themselves with miniature fans, listening to the tiny emerald birds, and standing by impossibly small but tinkling fountains.

"Is it not beautiful?" said the Emperor. "If you asked me what I have done here, I could answer you well. I have made birds sing, I have made forests murmur, I have set two people to walking in this woodland, enjoying the leaves and shadows and songs. That is what I have done."

"But, oh, Emperor!" pleaded the flier, on his knees, the tears pouring down his face. "I have done a similar thing! I have found beauty. I have flown on the morning wind. I have looked down on all the sleeping houses and gardens. I have smelled the sea and even seen it, beyond the hills, from my high place. And I have soared like a bird; oh, I cannot say how beautiful it is up there, in the sky, with the wind about me, the wind blowing me here like a feather, there like a fan, the way the sky smells in the morning! And how free one feels! That is beautiful, Emperor, that is beautiful too!"

"Yes," said the Emperor sadly, "I know it must be true. For I felt my heart move with you in the air, and I wondered: What is it like? How does it feel? How do the distant pools look from so high? And how my house and servants? Like ants? And how the distant towns not yet awake?"

"Then spare me!"

"But there are times," said the Emperor, more sadly still, "when one must lose a little beauty if one is to keep what little beauty one already has. I do not fear you, yourself, but I fear another man."

"What man?"

"Some other man who, seeing you, will build a thing of bright papers and bamboo like this. But the other man will have an evil face and an evil heart, and the beauty will be gone. It is this man I fear."

"Why? Why?"

"Who is to say that someday just such a man, in just such an apparatus of paper and reed, might not fly in the sky and drop huge stones upon the Great Wall of China?" said the Emperor.

No one moved or said a word.

"Off with his head," said the Emperor.

The executioner whirled his silver ax.

"Burn the kite and the inventor's body, and bury their ashes together," said the Emperor.

The servant retreated to obey.

The Emperor turned to his hand servant, who had seen the man flying. "Hold your tongue. It was all a dream, a most sorrowful and beautiful dream. And that farmer in the distant field who also saw, tell him it would pay him to consider it only a vision. If ever the word passes around, you and the farmer die within the hour."

"You are merciful, Emperor."

"No, not merciful," said the old man. Beyond the garden wall he saw the guards burning the beautiful machine of paper and reeds that smelled of the morning wind. He saw the dark smoke climb into the sky. "No, only very much bewildered and afraid." He saw the guards digging a tiny pit wherein to bury the ashes. "What is the life of one man against those of a million others? I must take solace from that thought."

He took the key from its chain about his neck and once more wound up the beautiful miniature garden. He stood looking out across the land at the Great Wall, the peaceful town, the green fields, the rivers and streams. He sighed. The tiny garden whirred its hidden and delicate machinery and set itself in motion; tiny people walked in forests, tiny foxes loped through sun-speckled glades in beautiful shining pelts, and among the tiny trees flew little bits of high song and bright blue and yellow color, flying, flying, flying in that small sky.

"Oh," said the Emperor, closing his eyes, "look at the birds, look at the birds!"

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Grade 8 Sample 7—Basic Performance

Why did the Emperor ask the servant if anyone else had seen the inventor flying?

The Emporer asked if anyone else had seen the inventor flying because he was afraid of an evil person making the invention and dropping huge stones on the Great Wall.

Probability of correct response	
Basic	66%
Proficient	89%
Advanced	98%

Scoring guide

1 = Acceptable: Indicates one of the following:

- the Emperor was worried that the news about the invention would spread, or
- he may have planned to locate anyone else who saw the invention and have them killed as well.

0 = Unacceptable: Does not provide an acceptable response.

Grade 8 Sample 8—Advanced Performance

Some people could believe that "The only circumstance in which we are justified in taking the life of another person is in self-defense." Would the Emperor agree with this statement? Explain why or why not, using the information contained in the story.

The Emperor would not agree because he wanted to take the inventor's life because he was afraid of loosing his own wonderful way of life. He feared the flying machine and he knew an evil man could use it to destroy things.

Probability of a score of 2	
Basic	7%
Proficient	30%
Advanced	71%

Scoring guide

3 = Extensive: Goes beyond a surface understanding of the issue of justifiable killing in self-defense, the Emperor, or mere events in the story to address the larger issues of the Emperor's character as revealed in his philosophy of justifiable killing.

2 = Essential: Provides evidence of two things—understanding the idea of justifiable killing in self-defense and understanding the character of the Emperor—with explicit reference to the story.

1 = Partial: Demonstrates some understanding of the character of the Emperor or justifiable killing in self-defense by providing a vague or general explanation of either of these points.

0 = Unsatisfactory: Demonstrates little or no understanding of justifiable killing in self-defense or of the character of the Emperor by providing inappropriate information from the passage, OR providing personal opinions about the Emperor, OR merely stating "yes," "no," or "the Emperor would agree," without further explanation or elaboration.

THE FICTION OF

ANNE FRANK

ANNE FRANK

is best known as the writer of *Anne Frank: The Diary of a Young Girl.* She kept this diary while she, her parents, her sister, and four other Jews hid in the "Secret Annex" (the attic of a building in Holland) to escape persecution by Hitler and the Nazis during World War II. Anne was thirteen years old when she began keeping her diary on June 12, 1942. Two years later, in August 1944, the Nazis raided the Annex. Anne died seven or eight months later in a concentration camp. She was fifteen years old.

Anne's diary was first published in 1947. Since then it has been translated and published throughout the world. Through the publication of her diary, Anne has come to symbolize to the world the six million Jews killed by the Nazis.

Although Anne's diary is read throughout the world, her fiction is not as well known. In 1943–1944, Anne wrote a number of stories and began a novel, now published in *Tales from the Secret Annex.* Anne states in her diary that she wanted to be a famous writer. Her fiction, like her diary, shows that she was indeed talented. The following excerpt is from her unfinished novel, *Cady's Life.*

CADY'S LIFE

by Anne Frank

It was a hard time for the Jews. The fate of many would be decided in 1942. In July they began to round up boys and girls and deport them. Luckily Cady's girl friend Mary seemed to have been forgotten. Later it wasn't just the young people, no one was spared. In the fall and winter Cady went through terrible experiences. Night after night she heard cars driving down the street, she heard children screaming and doors being slammed. Mr. and Mrs. Van Altenhoven looked at each other and Cady in the lamplight, and in their eyes the question could be read: "Whom will they take tomorrow?"

One evening in December, Cady decided to run over to Mary's house and cheer her up a little. That night the noise in the street was worse than ever. Cady rang three times at the Hopkens's and when Mary came to the front of the house and looked cautiously out of the window, she called out her name to reassure her. Cady was let in. The whole family sat waiting in gym suits, with packs on their backs. They all looked pale and didn't say a word when Cady stepped into the room. Would they sit there like this every night for months? The sight of all these pale, frightened faces was terrible. Every time a door slammed outside, a shock went through the people sitting there. Those slamming doors seemed to symbolize the slamming of the door of life.

At ten o'clock Cady took her leave. She saw there was no point in her sitting there, as there was nothing she could do to help or comfort these people, who already seemed to be in another world. The only one who kept her courage up a little was Mary. She nodded to Cady from time to time and tried desperately to get her parents and sisters to eat something.

Mary took her to the door and bolted it after her. Cady started home with her little flashlight. She hadn't taken five steps when she stopped still and listened; she heard steps around the corner, a whole regiment of soldiers. She couldn't see much in the darkness, but she knew very well who was coming and what it meant. She flattened herself against a wall, switched off her light, and hoped the men wouldn't see her. Then suddenly one of them stopped in front of her, brandishing a pistol and looking at her with threatening eyes and a cruel face. "Come!" That was all he said, and immediately she was roughly seized and led away.

"I'm a Christian girl of respectable parents," she managed to say. She trembled from top to toe and wondered what this brute would do to her. At all costs she must try to show him her identity card.

"What do you mean respectable? Let's see your card."

Cady took it out of her pocket.

"Why didn't you say so right away?" the man said as he looked at it. "So ein Lumponpack!"* Before she knew it she was lying on the street. Furious over his own mistake, the German had given the "respectable Christian girl" a violent shove. Without a thought for her pain or anything else, Cady stood up and ran home.

After that night a week passed before Cady had a chance to visit Mary. But one afternoon she took time off, regardless of her work or other appointments. Before she got to the Hopkens's house she was as good as sure she wouldn't find Mary there, and, indeed, when she came to the door, it was sealed up.

Cady was seized with despair. "Who knows," she thought, "where Mary is now?" She turned around and went straight back home. She went to her room and slammed the door. With her coat still on, she threw herself down on the sofa, and thought and thought about Mary.

Why did Mary have to go away when she, Cady, could stay here? Why did Mary have to suffer her terrible fate when *she* was left to enjoy herself? What difference was there between them? Was she better than Mary in any way? Weren't they exactly the same? What crime had Mary committed? Oh, this could only a terrible injustice. And suddenly she saw Mary's little figure before her, shut up in a cell dressed in rags, with a sunken, emaciated face. Her eyes were very big, and she looked at Cady so sadly and reproachfully. Cady couldn't stand it anymore, she fell on her knees and cried and cried, cried till her whole body shook. Over and over again she saw Mary's eyes begging for help, help that Cady knew she couldn't give her.

"Mary, forgive me, come back . . ."

Cady no longer knew what to say or to think. For this misery that she saw so clearly before her eyes there were no words. Doors slammed in her ears, she heard children crying and in front of her she saw a troop of armed brutes, just like the one who had pushed her into the mud, and in among them, helpless and alone, Mary, Mary who was the same as she was.

* *"Such a bunch of scoundrels."*

Excerpted from *Cady's Life* by Anne Frank. From *Anne Frank's Tales From A Secret Annex* by Anne Frank, copyright 1949, 1960 by Otto Frank. Copyright © 1982 by Anne Frank-Funds, Basel. English translation copyright © 1983 by Doubleday. Used by permission of Doubleday, a division of Random House, Inc.

I AM ONE

I am only one,
But still I am one.
I cannot do everything,
But, still I can do something;
And because I cannot do everything,
I will not refuse to do the something that I can do.

—Edward Everett Hale

Edward Everett Hale, "I Am One," from *Against the Odds.*
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Grade 8 Sample 9—Advanced Performance

How does the poem "I Am One" help you to understand Anne Frank's life? Use information from the introduction to the story to explain your ideas.

Even though Anne Frank was one person she still could have an impact on everyone else. Anne cannot do everything by herself but she can at least do something. Though trying to make a difference will be hard Anne refuses to give up and will try to stop the injustice the Jews have to suffer.

Probability of a score of 2	
Basic	3%
Proficient	14%
Advanced	51%

Scoring guide

3 = Extensive: Goes beyond a literal interpretation of the relationship between the poem and Anne Frank's life to explain the larger significance of her life: how she preserved history through her writing, perhaps saving millions from the same fate in the future.

2 = Essential: Provides evidence of understanding the relationship between the poem and Anne Frank's life and provides an explanation that interprets the situation literally—in the context of the war and her being unable to stop it.

1 = Partial: Suggests a relationship between the poem and Anne Frank but gives no explanation or examples.

0 = Unsatisfactory: Response fits into one or more of the following patterns:

- does not identify a relationship, simply provides information from the poem and/or the story,
- indicates that Cady's Life is Anne Frank's story,
- disputes the connection between the poem and the story,
- retells the poem inserting the name "Anne Frank" or the word "she" at strategic points, or
- indicates that Anne or Cady wrote the poem.

THE CIVIL WAR IN THE UNITED STATES: THE BATTLE OF SHILOH

Here are two perspectives on the battle of Shiloh which was part of the American Civil War. Each of the two passages was taken from a different source; the first is from a soldier's journal and the second is from an encyclopedia. Read them and see how each passage makes a contribution to your understanding of the battle of Shiloh and the Civil War. Think about what each source tells you that is missing from the other source, as well as what each one leaves out.

Journal Entry

The following journal entry relates the noise, confusion, and horror of the battle of Shiloh as told by a Union officer.

On the evening of the 5th, the 18th Wisconsin infantry arrived and were assigned to General Prentiss' division, on the front. They cooked their first suppers in the field that night at nine o'clock, and wrapped themselves in their blankets, to be awakened by the roar of battle, and receive, thus early, their bloody baptism. Before they had been on the field one day, their magnificent corps was decimated, most of the officers killed.

On going to the field the second day, our regiment strode on in line over wounded, dying, and dead. My office detaching me from the lines, I had an opportunity to notice incidents about the field. The regiment halted amidst a gory, ghastly scene. I heard a voice calling, "Ho, friend! ho! Come here!" I went to a pile of dead human forms in every kind of stiff contortion; I saw one arm raised, beckoning me. I found there a rebel, covered with blood, pillowing his head on the dead body of a comrade. Both were red from head to foot. The live one had lain across the dead one all that horrible, long night in the storm. The first thing he said to me was "Give me some water. Send me a surgeon—won't you! What made you come down here to fight us? We never would have come up there." And then he affectionately put one arm over the form, and laid his bloody face against the cold, clammy, bloody face of his friend.

I filled his canteen nearly—reserving some for myself—knowing that I might be in the same sad condition. I told him we had no surgeon in our regiment, and that we would have to suffer, if wounded, the same as he; that other regiments were Coming, and to call on them for a surgeon; that they were humane.

"Forward!" shouted the Colonel; and 'Forward' was repeated by the officers. I left him.

The above recalls to mind one of the hardest principles in warfare—where your sympathy and humanity are appealed to, and from sense of expediency, you are forbidden to exercise it. After our regiment had been nearly annihilated, and were compelled to retreat under a galling fire, a boy was supporting his dying brother on one arm, and trying to drag him from the field and the advancing foe. He looked at me imploringly, and said, "Captain, help him—won't you? Do, Captain; he'll live." I said, "He's shot through the head; don't you see! and can't live—he's dying now." "Oh, no, he ain't, Captain. Don't leave me." I was forced to reply, "The rebels won't hurt him. Lay him down and come, or both you and I will be lost." The rush of bullets and the yells of the approaching enemy hurried me away—leaving the young soldier over his dying brother.

At home I used to wince at the sight of a wound or of a corpse; but here, in one day, I learned to be among the scenes I am describing without emotion. My friend and myself, on the second night, looking in the dark for a place to lie down, he said, 'Let's lie down here. Here's some fellows sleeping.' We slept in quiet until dawn revealed that we had passed the night among sprawling, stiffened, ghastly corpses. I saw one of our dead soldiers with his mouth crammed full of cartridges until the cheeks were bulged out. Several protruded from his mouth. This was done by the rebels. On the third day most of our time was employed in burying the dead. Shallow pits were dug, which would soon fill with water. Into these we threw our comrades with a heavy splash, or a dump against solid bottom. Many a hopeful, promising youth thus indecently ended his career.

I stood in one place in the woods near the spot of the engagement of the 57th Illinois, and counted eighty-one dead rebels. There I saw one tree, seven inches in diameter, with thirty-one bullet holes.

Such had been death's storm. Near the scenes of the last of the fighting, where the rebels precipitately retreated, I saw one grave containing one hundred and thirty-seven dead rebels, and one side of it another grave containing forty-one dead Federals.

One dead and uniformed officer lay covered with a little housing of rails. On it was a fly-leaf of a memorandum-book with the pencil writing: 'Federals, respect my father's corpse.' Many of our boys wanted to cut off his buttons and gold cord; but our Colonel had the body religiously guarded.

My poor friend, Carson, after having fought and worked, and slaved from the beginning of the war, unrequited, comparatively, and after having passed hundreds of hair-breadth escapes, and through this wild battle was killed with almost the last shot. A round shot took off his whole face and tore part of his head. Poor Carson! We all remember your patriotism, your courage, your devotion. We will cheer, all we can, the bereaved and dear ones you have left.

"Battle of Shiloh" from *Civil War Eyewitness Reports,* ed. by H.E. Straubing. Reprinted by permission.

Encyclopedia Entry

The last account you will read of the battle comes from an encyclopedia.

SHILOH, Battle of, shīlō, one of the most bitterly contested battles of the American Civil War, fought on April 6 and 7, 1862, in southern Tennessee, about 100 miles (160 km) southwest of Nashville. The first great battle of the war had been fought at Bull Run (Manassas) in Virginia in July 1861, nearly a year before. It had ended in a temporary stalemate in the eastern theater. In the West, Kentucky tried to remain neutral, but by the end of 1861 both sides had sent troops into the state.

In February 1862, Union General Ulysses S. Grant captured forts Henry and Donelson on the Tennessee and Cumberland rivers in northern Tennessee near the Kentucky boundary, taking about 11,500 men and 40 guns. The whole Confederate line of defense across Kentucky gave way. The Confederates were forced to retreat to Murfreesboro, Tenn., southeast of Nashville, as other Union forces moved toward Nashville.

With the Southern press clamoring for his removal, General Albert Sidney Johnston, commanding the Confederate forces in the region, began to assemble the scattered troops. He decided to designate Corinth, in the northeast corner of Mississippi, as the concentration point for the army.

Assembling of the Armies. By the end of March, Johnston and his second-in-command, General Pierre G.T. Beauregard, managed to gather in Corinth more than 40,000 men, including a few units from as far away as the Gulf of Mexico. These were organized into three corps, commanded by Generals Leonidas Polk, Braxton Bragg, and William J. Hardee. There was also a small reserve corps under General John C. Breckinridge.

Meanwhile, General Henry W. Halleck, who was Grant's department commander, had ordered Grant's troops to make a reconnaissance southward along the Tennessee River. They encamped near Pittsburg Landing, on the west side of the river, about 5 miles (8 km) north of the Mississippi boundary. There they awaited the arrival of another large Union force under General Don Carlos Buell, which had been ordered southward from Nashville to join them.

Grant's army of 42,000 men was divided into six divisions. Five of these, a total of 37,000, were near Pittsburg Landing. One division, under General Lew Wallace's command, was stationed 6 miles (9 km) to the north. Buell's army marching from Nashville was almost as large as Grant's; together they would far outnumber the concentration of forces that the Confederates could put in the field.

General Johnston saw that he must strike Grant's army before Buell arrived. The Confederates started northward from Corinth on the afternoon of April 3, intending to attack at dawn on the 5th, but a violent rainstorm turned the dirt roads into a sea of mud. The attack was postponed from the 5th to Sunday, April 6, but on the 5th the leading division of Buell's army arrived on the other side of the Tennessee River, only 7 miles (11 km) away.

That night the armies encamped only 2 miles (3 km) apart, with the Union forces, whose advanced units were about 4 miles (6 km) west of the river, wholly unaware of their danger. Neither they nor their leaders expected an attack. They were not disposed for defense, nor had any trenches been dug for their protection. Early in the morning of April 6, a suspicious brigade commander in General Benjamin M. Prentiss' Union division sent a small force forward to investigate the nearby woods. At dawn they exchanged shots with the Confederate outpost, but it was too late to give warning of the attack, which burst on the Union camps.

Confederate Attack. For the assault, General Johnston had chosen an unusual formation. He formed his

troops in three lines, with Hardee's corps in front, Bragg's corps in a second parallel line, and then Polk's and Breckenridge's reserve corps.

The Confederates charged straight to their front into the divisions of Prentiss and General William Tecumseh Sherman, who held the right flank near the Old Shiloh Church. They and General John A. McClemand's division made a brief stand. Many men fought valiantly, but others broke and fled. When Grant, who had been absent from the field, arrived he found all five of the divisions fighting desperately in what seemed like a hopeless struggle. He had already sent for Buell's troops, and now he sent for Lew Wallace to join him.

The Union forces had retreated about halfway to the river to a new position, naturally strong with open fields on each side and a sunken road in front. Here, in the center, in a position known to history as "The Hornets' Nest," the Confederates were halted for hours. They could not take it by assault, but gradually the Union troops on each flank were forced back. Johnston fell mortally wounded. Beauregard took command, and the attack continued.

Finally "The Hornets' Nest" was surrounded. General William H.L. Wallace was killed trying to lead his division out. Prentiss was forced to surrender, but time was running out for the Confederates. They made a last attack on the Union left toward Pittsburg Landing to cut off the escape of the Union forces, but Buell's troops were now arriving.

Union Counterstroke. On the next day, Grant attacked. Of the soldiers who had fought on the first day, he had only about 7,000 effective, (soldiers ready for battle), but Lew Wallace had arrived with his 5,000, and Buell had supplied 20,000 more. To oppose these, the Confederates could muster only about 20,000 men. For hours they held the line in front of Shiloh Church, but at last they withdrew in good order from the field. The Battle of Shiloh, the second great battle of the war, was a tremendous shock to the people of the North and the South. When the reports were published, they found that each side had lost about 25% of the troops engaged—the Confederates about 10,700, the Union more than 13,000. The people suddenly realized that this was to be a long and bloody war.

Grade 12 Sample 1—Basic Performance

Identify two conflicting emotions displayed by the Union officer in his journal entry. Explain why you think the battle of Shiloh caused him to have these conflicting feelings.

The Union officer felt like he should help these wounded enemies he found because of his human nature, but because they were enemies and he was a soldier, he was forced to keep going.

Probability of correct response	
Basic	81%
Proficient	96%
Advanced	99%

Scoring guide

1 = Acceptable: Identifies two conflicting emotions and provides an explanation. May indicate that the officer had time to reflect between experiencing the events and recording them, or that it is human nature to adapt behavior to extreme circumstances without sacrificing one's fundamental personality.

0 = Unacceptable: Does not provide an acceptable response.

Grade 12 Sample 2—Proficient Performance

Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle?

The encyclopedia gives a historical account of the battle of Shiloh. It gives all the facts but leaves out the personal experience and personal feelings of battle.
The journal entry provides the reader with the personal experience of battle and all the emotions that any one soldier might be feeling.
This does not mean that either source provides a distorted perspective on the war.
It however, forms a link between the personal and the facts to give good information on the battle of Shiloh.

Probability of a score of 3	
Basic	46%
Proficient	79%
Advanced	94%

Scoring guide

3 = Extensive: Provides at least two ideas about what is included or excluded in the journal and at least two ideas about what is included or excluded in the encyclopedia article, in addition to an opinion about the perspectives. Opinions go beyond a "yes" or "no" response by focusing on the different viewpoints or perspectives in the passages, OR they identify different potential uses for the passages.

2 = Essential: Provides one idea about what is included or excluded in the journal and one idea about what is included or excluded in the encyclopedia article, in addition to an opinion about the perspectives. Opinions may simply be "yes" or "no" responses to the question.

1 = Partial: Provides accurate information about only one passage with or without an opinion about its perspective, OR provides information from both passages but no opinion about the perspectives.

0 = Unsatisfactory: Does not accurately describe what is included or excluded in either passage, OR only provides an opinion about the perspectives. May list only details from the passages.

THE BATTLE OF LEXINGTON

Passage A

In April 1775, General Gage, the military governor of Massachusetts, sent out a body of troops to take possession of military stores at Concord, a short distance from Boston. At Lexington, a handful of "embattled farmers," who had been tipped off by Paul Revere, barred the way. The "rebels" were ordered to disperse. They stood their ground. The English fired a volley of shots that killed eight patriots. It was not long before the swift riding Paul Revere spread the news of this new atrocity to the neighboring colonies. The patriots of all of New England, although still a handful, were now ready to fight the English. Even in faraway North Carolina, patriots organized to resist them.

Samuel Steinberg, *The United States: Story of a Free People* (1963)

Passage B

At five o'clock in the morning the local militia of Lexington, seventy strong, formed up on the village green. As the sun rose the head of the British column, with three officers riding in front, came into view. The leading officer, brandishing his sword, shouted, "Disperse, you rebels, immediately!"

The militia commander ordered his men to disperse. The colonial committees were very anxious not to fire the first shot, and there were strict orders not to provoke open conflict with the British regulars. But in the confusion someone fired. A volley was returned. The ranks of the militia were thinned and there was a general *melee*. Brushing aside the survivors, the British column marched on to Concord.

Winston Churchill, *History of the English-Speaking Peoples* (1957)

Passage C

The British troops approached us rapidly in platoons, with a General officer on horse-back at their head. The officer came up to within about two rods of the centre of the company, where I stood.—The first platoon being about three rods distant. They there halted. The officer then swung his sword, and said, "Lay down your arms, You damn'd rebels, or you are all dead men—fire." Some guns were fired by the British at us from the first platoon but no person was killed or hurt, being probably charged only with powder. Just at this time, Captain Parker ordered every man to take care of himself. The company immediately dispersed; and while the company was dispersing and leaping over the wall, the second platoon of the British fired, and killed some of our men. There was not a gun fired by any of Captain Parker's company within my knowledge.

Sylvanus Wood, Deposition (June 17, 1826)

Passage D

I, John Bateman, belonging to the Fifty-Second Regiment, commanded by Colonel Jones, on Wednesday morning on the nineteenth day of April instant, was in the party marching to Concord, being at Lexington, in the County of Middlesex; being nigh the meeting-house in said Lexington, there was a small party of men gathered together in that place when our Troops marched by, and I testify and declare, that I heard the word of command given to the Troops to fire, and some of said Troops did fire, and I saw one of said small party lay dead on the ground nigh said meeting-house, and I testify that I never heard any of the inhabitants so much as fire one gun on said Troops.

John Bateman, Testimony (April 23, 1775)

Grade 12 Sample 3—Advanced Performance

Identify three important questions that will help you decide whether Sylvanus Wood is a reliable source of information about the Battle of Lexington. Explain how the answer to each question would help you reach your decision.

1. If Sylvanus Wood was a Radical patriot - If true, Wood would be strongly pro-American and thus say anything for his country's reputation.
2. What was the character of Sylvanus Wood? By determining his personal reputation in the community, one could determine his veracity in his account of Lexinton.
3. Witnesses? Can others in Wood's platoon testify the same account?

Probability of a score of 2	
Basic	20%
Proficient	48%
Advanced	78%

Scoring guide

3 = Extensive: Provides three questions plus explanations (individual or collective) for each question, and at least one explanation explicitly addresses the issue of reliability.

2 = Essential: Provides three questions with at least one explanation based on information in the passages, but might not explicitly address issues of reliability.

1 = Partial: Provides two questions with or without explanations, or three questions without explanations.

0 = Unsatisfactory: Provides no questions, or only one question with or without explanation.

Grade 12 Reading To Perform a Task

Instructions for Form 1040EZ

Use this form if:

- Your filing status is single.
- You do not claim any dependents.
- You were under 65 and not blind.
- Your taxable income (line 5) is less than $50,000.
- You had **only** wages, salaries, tips, and taxable scholarships or fellowships, and your taxable interest income was $400 or less. ***Caution:*** *If you earned tips (including allocated tips) that are not included in Box 14 of your W-2, you may not be able to use Form 1040EZ. See page 23 in the booklet.*

  If you are not sure about your filing status or dependents, see pages 15 through 20 in the booklet.

  If you can't use this form, see pages 11 through 13 in the booklet for which form to use.

Completing your return

Please print your numbers inside the boxes. Do not type your numbers. Do not use dollar signs. You may round off cents to whole dollars. To do so, drop amounts under 50 cents and increase amounts that are 50 cents or more. For example, $129.49 becomes $129 and $129.50 becomes $130. If you round off, do so for all amounts. But if you have to add two or more amounts to figure the amount to enter on a line, include cents when adding and round off only the total.

Name & address	Please use the mailing label we sent you. It can help speed your refund. After you complete your return, put the label in the name and address area. Cross out any errors. Print the right information on the label (including apartment number). **If you don't have a label,** print your name, address, and social security number. If your post office does not deliver mail to your home and you have a P.O. box, show your P.O. box number instead of your home address.
Presidential campaign fund	Congress set up this fund to help pay for Presidential election costs. If you want $1 of your tax to go to this fund, check the "Yes" box. If you check "Yes" your tax or refund will not change.
Report your income	**Line 1.** If you don't get your W-2 by February 15, contact your local IRS office. You must still report your wages, salaries, and tips even if you don't get a W-2 from your employer. Students, if you received a scholarship or fellowship, see page 23 in the booklet.
	Line 2. Banks, savings and loans, credit unions, etc., should send you a Form 1099-INT showing the amount of taxable interest paid to you. You must report all your taxable interest even if you don't get a Form 1099-INT. If you had tax-exempt interest, such as on municipal bonds, write "TEI" in the space to the left of line 2. After "TEI," show the amount of your tax-exempt interest. **Do not** add tax-exempt interest in the total on line 2.
	Line 4. If you checked "Yes" because someone can claim you as a dependent, fill in this worksheet to figure the amount to enter on line 4.

Standard deduction worksheet for dependents who checked "Yes" on line 4

A.	Enter the amount from line 1 on front.	A. _____
B.	Minimum amount.	B. 500.00
C.	**Compare** the amounts on lines A and B above. Enter the LARGER of the two amounts here	C. _____
D.	Maximum amount.	D. 3,100.00
E.	**Compare** the amounts on lines C and D. Enter the SMALLER of the two amounts here and on line 4 on front.	E. _____

If you checked "No" because no one can claim you as a dependent, enter 5,100 on line 4. This is the total of your standard deduction (3,100) and personal exemption (2,000).

Figure your tax	**Line 6.** If you received a Form 1099-INT showing income tax withheld (backup withholding), include the amount in the total on line 6. To the left of line 6, write "Form 1099." If you had two or more employers and had total wages of over $48,000, see page 35 in the booklet. If you want IRS to figure your tax, skip lines 7 through 9. Then sign and date your return. If you paid too much tax, we will send you a refund. If you didn't pay enough tax, we will send you a bill. We won't charge you interest or a late payment penalty if you pay within 30 days of the notice date or by April 16, whichever is later. If you want to figure your own tax, complete the rest of your return.
Amount you owe	**Line 9.** If you owe tax, attach your check or money order for the full amount. Write your social security number, daytime phone number, and "Form 1040EZ" on your payment.
Sign your return	You must sign and date your return. If you pay someone to prepare your return, that person must sign it and show other information. See page 40 in the booklet.
Mailing your return	Mail your return by **April 16.** Use the envelope that came with your booklet. If you don't have that envelope, see page 49 in the booklet for the address.

Section 4—Tax Table

For persons with taxable incomes of less than $50,000

Example: Mr. and Mrs. Green are filing a joint return. Their taxable income on line 19 of Form 1040A is $23,250. First, they find the $23,250–23,300 income line. Next, they find the column for married filing jointly and read down the column. The amount shown where the income line and filing status column meet is $3,491. This is the tax amount they must write on line 20 of Form 1040A.

At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household
		Your tax is—			
23,200	23,250	4,092	3,484	4,491	3,484
23,250	23,300	4,106	3,491	4,505	3,491
23,300	23,350	4,120	3,499	4,519	3,499
23,350	23,400	4,134	3,506	4,533	3,506

If 1040A, line 19, OR 1040EZ, line 5 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household
		Your tax is—			
$0	$5	$0	$0	$0	$0
5	15	2	2	2	2
15	25	3	3	3	3
25	50	6	6	6	6
50	75	9	9	9	9
75	100	13	13	13	13
100	125	17	17	17	17
125	150	21	21	21	21
150	175	24	24	24	24
175	200	28	28	28	28
200	225	32	32	32	32
225	250	36	36	36	36
250	275	39	39	39	39
275	300	43	43	43	43
300	325	47	47	47	47
325	350	51	51	51	51
350	375	54	54	54	54
375	400	58	58	58	58
400	425	62	62	62	62
425	450	66	66	66	66
450	475	69	69	69	69
475	500	73	73	73	73
500	525	77	77	77	77
525	550	81	81	81	81
550	575	84	84	84	84
575	600	88	88	88	88
600	625	92	92	92	92
625	650	96	96	96	96
650	675	99	99	99	99
675	700	103	103	103	103
700	725	107	107	107	107
725	750	111	111	111	111
750	775	114	114	114	114
775	800	118	118	118	118
800	825	122	122	122	122
825	850	126	126	126	126
850	875	129	129	129	129
875	900	133	133	133	133
900	925	137	137	137	137
925	950	141	141	141	141
950	975	144	144	144	144
975	1,000	148	148	148	148
1,000					
1,000	1,025	152	152	152	152
1,025	1,050	156	156	156	156
1,050	1,075	159	159	159	159
1,075	1,100	163	163	163	163
1,100	1,125	167	167	167	167
1,125	1,150	171	171	171	171
1,150	1,175	174	174	174	174
1,175	1,200	178	178	178	178
1,200	1,225	182	182	182	182
1,225	1,250	186	186	186	186
1,250	1,275	189	189	189	189
1,275	1,300	193	193	193	193
1,300	1,325	197	197	197	197
1,325	1,350	201	201	201	201
1,350	1,375	204	204	204	204
1,375	1,400	208	208	208	208

If 1040A, line 19, OR 1040EZ, line 5 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household
		Your tax is—			
1,400	1,425	212	212	212	212
1,425	1,450	216	216	216	216
1,450	1,475	219	219	219	219
1,475	1,500	223	223	223	223
1,500	1,525	227	227	227	227
1,525	1,550	231	231	231	231
1,550	1,575	234	234	234	234
1,575	1,600	238	238	238	238
1,600	1,625	242	242	242	242
1,625	1,650	246	246	246	246
1,650	1,675	249	249	249	249
1,675	1,700	253	253	253	253
1,700	1,725	257	257	257	257
1,725	1,750	261	261	261	261
1,750	1,775	264	264	264	264
1,775	1,800	268	268	268	268
1,800	1,825	272	272	272	272
1,825	1,850	276	276	276	276
1,850	1,875	279	279	279	279
1,875	1,900	283	283	283	283
1,900	1,925	287	287	287	287
1,925	1,950	291	291	291	291
1,950	1,975	294	294	294	294
1,975	2,000	298	298	298	298
2,000					
2,000	2,025	302	302	302	302
2,025	2,050	306	306	306	306
2,050	2,075	309	309	309	309
2,075	2,100	313	313	313	313
2,100	2,125	317	317	317	317
2,125	2,150	321	321	321	321
2,150	2,175	324	324	324	324
2,175	2,200	328	328	328	328
2,200	2,225	332	332	332	332
2,225	2,250	336	336	336	336
2,250	2,275	339	339	339	339
2,275	2,300	343	343	343	343
2,300	2,325	347	347	347	347
2,325	2,350	351	351	351	351
2,350	2,375	354	354	354	354
2,375	2,400	358	358	358	358
2,400	2,425	362	362	362	362
2,425	2,450	366	366	366	366
2,450	2,475	369	369	369	369
2,475	2,500	373	373	373	373
2,500	2,525	377	377	377	377
2,525	2,550	381	381	381	381
2,550	2,575	384	384	384	384
2,575	2,600	388	388	388	388
2,600	2,625	392	392	392	392
2,625	2,650	396	396	396	396
2,650	2,675	399	399	399	399
2,675	2,700	403	403	403	403

If 1040A, line 19, OR 1040EZ, line 5 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household
		Your tax is—			
2,700	2,725	407	407	407	407
2,725	2,750	411	411	411	411
2,750	2,775	414	414	414	414
2,775	2,800	418	418	418	418
2,800	2,825	422	422	422	422
2,825	2,850	426	426	426	426
2,850	2,875	429	429	429	429
2,875	2,900	433	433	433	433
2,900	2,925	437	437	437	437
2,925	2,950	441	441	441	441
2,950	2,975	444	444	444	444
2,975	3,000	448	448	448	448
3,000					
3,000	3,050	454	454	454	454
3,050	3,100	461	461	461	461
3,100	3,150	469	469	469	469
3,150	3,200	476	476	476	476
3,200	3,250	484	484	484	484
3,250	3,300	491	491	491	491
3,300	3,350	499	499	499	499
3,350	3,400	506	506	506	506
3,400	3,450	514	514	514	514
3,450	3,500	521	521	521	521
3,500	3,550	529	529	529	529
3,550	3,600	536	536	536	536
3,600	3,650	544	544	544	544
3,650	3,700	551	551	551	551
3,700	3,750	559	559	559	559
3,750	3,800	566	566	566	566
3,800	3,850	574	574	574	574
3,850	3,900	581	581	581	581
3,900	3,950	589	589	589	589
3,950	4,000	596	596	596	596
4,000					
4,000	4,050	604	604	604	604
4,050	4,100	611	611	611	611
4,100	4,150	619	619	619	619
4,150	4,200	626	626	626	626
4,200	4,250	634	634	634	634
4,250	4,300	641	641	641	641
4,300	4,350	649	649	649	649
4,350	4,400	656	656	656	656
4,400	4,450	664	664	664	664
4,450	4,500	671	671	671	671
4,500	4,550	679	679	679	679
4,550	4,600	686	686	686	686
4,600	4,650	694	694	694	694
4,650	4,700	701	701	701	701
4,700	4,750	709	709	709	709
4,750	4,800	716	716	716	716
4,800	4,850	724	724	724	724
4,850	4,900	731	731	731	731
4,900	4,950	739	739	739	739
4,950	5,000	746	746	746	746

* This column must also be used by a qualifying widow(er).

Continued on next page

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Tax Table—*Continued*

If 1040A, line 19, OR 1040EZ, line 5 is—		And you are—				If 1040A, line 19, OR 1040EZ, line 5 is—		And you are—				If 1040A, line 19, OR 1040EZ, line 5 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household	At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household	At least	But less than	Single (and 1040EZ filers)	Married filing jointly *	Married filing separately	Head of a household
		Your tax is—						Your tax is—						Your tax is—			
5,000						**8,000**						**11,000**					
5,000	5,050	754	754	754	754	8,000	8,050	1,204	1,204	1,204	1,204	11,000	11,050	1,654	1,654	1,654	1,654
5,050	5,100	761	761	761	761	8,050	8,100	1,211	1,211	1,211	1,211	11,050	11,100	1,661	1,661	1,661	1,661
5,100	5,150	769	769	769	769	8,100	8,150	1,219	1,219	1,219	1,219	11,100	11,150	1,669	1,669	1,669	1,669
5,150	5,200	776	776	776	776	8,150	8,200	1,226	1,226	1,226	1,226	11,150	11,200	1,676	1,676	1,676	1,676
5,200	5,250	784	784	784	784	8,200	8,250	1,234	1,234	1,234	1,234	11,200	11,250	1,684	1,684	1,684	1,684
5,250	5,300	791	791	791	791	8,250	8,300	1,241	1,241	1,241	1,241	11,250	11,300	1,691	1,691	1,691	1,691
5,300	5,350	799	799	799	799	8,300	8,350	1,249	1,249	1,249	1,249	11,300	11,350	1,699	1,699	1,699	1,699
5,350	5,400	806	806	806	806	8,350	8,400	1,256	1,256	1,256	1,256	11,350	11,400	1,706	1,706	1,706	1,706
5,400	5,450	814	814	814	814	8,400	8,450	1,264	1,264	1,264	1,264	11,400	11,450	1,714	1,714	1,714	1,714
5,450	5,500	821	821	821	821	8,450	8,500	1,271	1,271	1,271	1,271	11,450	11,500	1,721	1,721	1,721	1,721
5,500	5,550	829	829	829	829	8,500	8,550	1,279	1,279	1,279	1,279	11,500	11,550	1,729	1,729	1,729	1,729
5,550	5,600	836	836	836	836	8,550	8,600	1,286	1,286	1,286	1,286	11,550	11,600	1,736	1,736	1,736	1,736
5,600	5,650	844	844	844	844	8,600	8,650	1,294	1,294	1,294	1,294	11,600	11,650	1,744	1,744	1,744	1,744
5,650	5,700	851	851	851	851	8,650	8,700	1,301	1,301	1,301	1,301	11,650	11,700	1,751	1,751	1,751	1,751
5,700	5,750	859	859	859	859	8,700	8,750	1,309	1,309	1,309	1,309	11,700	11,750	1,759	1,759	1,759	1,759
5,750	5,800	866	866	866	866	8,750	8,800	1,316	1,316	1,316	1,316	11,750	11,800	1,766	1,766	1,766	1,766
5,800	5,850	874	874	874	874	8,800	8,850	1,324	1,324	1,324	1,324	11,800	11,850	1,774	1,774	1,774	1,774
5,850	5,900	881	881	881	881	8,850	8,900	1,331	1,331	1,331	1,331	11,850	11,900	1,781	1,781	1,781	1,781
5,900	5,950	889	889	889	889	8,900	8,950	1,339	1,339	1,339	1,339	11,900	11,950	1,789	1,789	1,789	1,789
5,950	6,000	896	896	896	896	8,950	9,000	1,346	1,346	1,346	1,346	11,950	12,000	1,796	1,796	1,796	1,796
6,000						**9,000**						**12,000**					
6,000	6,050	904	904	904	904	9,000	9,050	1,354	1,354	1,354	1,354	12,000	12,050	1,804	1,804	1,804	1,804
6,050	6,100	911	911	911	911	9,050	9,100	1,361	1,361	1,361	1,361	12,050	12,100	1,811	1,811	1,811	1,811
6,100	6,150	919	919	919	919	9,100	9,150	1,369	1,369	1,369	1,369	12,100	12,150	1,819	1,819	1,819	1,819
6,150	6,200	926	926	926	926	9,150	9,200	1,376	1,376	1,376	1,376	12,150	12,200	1,826	1,826	1,826	1,826
6,200	6,250	934	934	934	934	9,200	9,250	1,384	1,384	1,384	1,384	12,200	12,250	1,834	1,834	1,834	1,834
6,250	6,300	941	941	941	941	9,250	9,300	1,391	1,391	1,391	1,391	12,250	12,300	1,841	1,841	1,841	1,841
6,300	6,350	949	949	949	949	9,300	9,350	1,399	1,399	1,399	1,399	12,300	12,350	1,849	1,849	1,849	1,849
6,350	6,400	956	956	956	956	9,350	9,400	1,406	1,406	1,406	1,406	12,350	12,400	1,856	1,856	1,856	1,856
6,400	6,450	964	964	964	964	9,400	9,450	1,414	1,414	1,414	1,414	12,400	12,450	1,864	1,864	1,864	1,864
6,450	6,500	971	971	971	971	9,450	9,500	1,421	1,421	1,421	1,421	12,450	12,500	1,871	1,871	1,871	1,871
6,500	6,550	979	979	979	979	9,500	9,550	1,429	1,429	1,429	1,429	12,500	12,550	1,879	1,879	1,879	1,879
6,550	6,600	986	986	986	986	9,550	9,600	1,436	1,436	1,436	1,436	12,550	12,600	1,886	1,886	1,886	1,886
6,600	6,650	994	994	994	994	9,600	9,650	1,444	1,444	1,444	1,444	12,600	12,650	1,894	1,894	1,894	1,894
6,650	6,700	1,001	1,001	1,001	1,001	9,650	9,700	1,451	1,451	1,451	1,451	12,650	12,700	1,901	1,901	1,901	1,901
6,700	6,750	1,009	1,009	1,009	1,009	9,700	9,750	1,459	1,459	1,459	1,459	12,700	12,750	1,909	1,909	1,909	1,909
6,750	6,800	1,016	1,016	1,016	1,016	9,750	9,800	1,466	1,466	1,466	1,466	12,750	12,800	1,916	1,916	1,916	1,916
6,800	6,850	1,024	1,024	1,024	1,024	9,800	9,850	1,474	1,474	1,474	1,474	12,800	12,850	1,924	1,924	1,924	1,924
6,850	6,900	1,031	1,031	1,031	1,031	9,850	9,900	1,481	1,481	1,481	1,481	12,850	12,900	1,931	1,931	1,931	1,931
6,900	6,950	1,039	1,039	1,039	1,039	9,900	9,950	1,489	1,489	1,489	1,489	12,900	12,950	1,939	1,939	1,939	1,939
6,950	7,000	1,046	1,046	1,046	1,046	9,950	10,000	1,496	1,496	1,496	1,496	12,950	13,000	1,946	1,946	1,946	1,946
7,000						**10,000**						**13,000**					
7,000	7,050	1,054	1,054	1,054	1,054	10,000	10,050	1,504	1,504	1,504	1,504	13,000	13,050	1,954	1,954	1,954	1,954
7,050	7,100	1,061	1,061	1,061	1,061	10,050	10,100	1,511	1,511	1,511	1,511	13,050	13,100	1,961	1,961	1,961	1,961
7,100	7,150	1,069	1,069	1,069	1,069	10,100	10,150	1,519	1,519	1,519	1,519	13,100	13,150	1,969	1,969	1,969	1,969
7,150	7,200	1,076	1,076	1,076	1,076	10,150	10,200	1,526	1,526	1,526	1,526	13,150	13,200	1,976	1,976	1,976	1,976
7,200	7,250	1,084	1,084	1,084	1,084	10,200	10,250	1,534	1,534	1,534	1,534	13,200	13,250	1,984	1,984	1,984	1,984
7,250	7,300	1,091	1,091	1,091	1,091	10,250	10,300	1,541	1,541	1,541	1,541	13,250	13,300	1,991	1,991	1,991	1,991
7,300	7,350	1,099	1,099	1,099	1,099	10,300	10,350	1,549	1,549	1,549	1,549	13,300	13,350	1,999	1,999	1,999	1,999
7,350	7,400	1,106	1,106	1,106	1,106	10,350	10,400	1,556	1,556	1,556	1,556	13,350	13,400	2,006	2,006	2,006	2,006
7,400	7,450	1,114	1,114	1,114	1,114	10,400	10,450	1,564	1,564	1,564	1,564	13,400	13,450	2,014	2,014	2,014	2,014
7,450	7,500	1,121	1,121	1,121	1,121	10,450	10,500	1,571	1,571	1,571	1,571	13,450	13,500	2,021	2,021	2,021	2,021
7,500	7,550	1,129	1,129	1,129	1,129	10,500	10,550	1,579	1,579	1,579	1,579	13,500	13,550	2,029	2,029	2,029	2,029
7,550	7,600	1,136	1,136	1,136	1,136	10,550	10,600	1,586	1,586	1,586	1,586	13,550	13,600	2,036	2,036	2,036	2,036
7,600	7,650	1,144	1,144	1,144	1,144	10,600	10,650	1,594	1,594	1,594	1,594	13,600	13,650	2,044	2,044	2,044	2,044
7,650	7,700	1,151	1,151	1,151	1,151	10,650	10,700	1,601	1,601	1,601	1,601	13,650	13,700	2,051	2,051	2,051	2,051
7,700	7,750	1,159	1,159	1,159	1,159	10,700	10,750	1,609	1,609	1,609	1,609	13,700	13,750	2,059	2,059	2,059	2,059
7,750	7,800	1,166	1,166	1,166	1,166	10,750	10,800	1,616	1,616	1,616	1,616	13,750	13,800	2,066	2,066	2,066	2,066
7,800	7,850	1,174	1,174	1,174	1,174	10,800	10,850	1,624	1,624	1,624	1,624	13,800	13,850	2,074	2,074	2,074	2,074
7,850	7,900	1,181	1,181	1,181	1,181	10,850	10,900	1,631	1,631	1,631	1,631	13,850	13,900	2,081	2,081	2,081	2,081
7,900	7,950	1,189	1,189	1,189	1,189	10,900	10,950	1,639	1,639	1,639	1,639	13,900	13,950	2,089	2,089	2,089	2,089
7,950	8,000	1,196	1,196	1,196	1,196	10,950	11,000	1,646	1,646	1,646	1,646	13,950	14,000	2,096	2,096	2,096	2,096

* This column must also be used by a qualifying widow(er).

Continued on next page

Before answering any of the questions, take a few minutes to familiarize yourself with the 1040EZ tax return, the directions for completing the return on the back of the tax return, and the tax schedule. If you did not receive a 1040EZ tax return and a tax schedule, let the test administrator know now.

Grade 12 Sample 4—Basic Performance

The purpose of the tax table is to help you determine

(A) your gross income.

(B) the amount of tax you owe

(C) your net earnings

(D) your allowable deductions

Probability of correct response	
Basic	54%
Proficient	86%
Advanced	99%

Grade 12 Sample 5—Proficient Performance

Name two factors that would make you *ineligible* to file a 1040EZ tax return.

2 factors that would make you ineligible to file a 1040EZ tax return are you were older than 65, & blind, and your income tax was more than $50,000.

Probability of correct response	
Basic	35%
Proficient	70%
Advanced	93%

Scoring guide

1 = Acceptable: States any two of the following:

- you are married,
- you have dependents,
- you are over 65 and blind,
- your taxable income is over $50,000,
- your taxable interest income is over $400, or
- you have income other than wages, salaries, tips, taxable scholarships or fellowships.

0 = Unacceptable: Does not state factors OR gives one or more inaccurate factors.

Grade 12 Sample 6—Advanced Performance

List two mistakes that you could make in completing your tax return that might delay its processing.

Incorrect addition or subtraction and not signing at the bottom.

Probability of correct response	
Basic	31%
Proficient	50%
Advanced	72%

Scoring guide

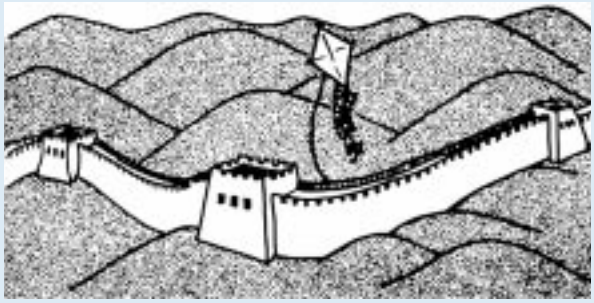
1 = Acceptable: States any two of the following:

- failure to sign the form,
- incorrect social security number reported,
- the numbers on the W-2 form do not match the numbers reported on the tax return,
- line 4 was not checked or amount was not entered,
- incorrect additions and/or subtraction,
- was not sent to the correct service center,
- did not find the correct tax amount in tax table and/or did not use column for single people,
- line 2 taxable interest exceeds limit of $400,
- typing numbers on the form,
- using dollar signs,
- writing in the "IRS use only" box,
- not sending the W-2, or
- not using the mailing label.

0 = Unacceptable: Does not provide an acceptable response.

RAY BRADBURY

The Flying Machine



IN THE year A.D. 400, the Emperor Yuan held his throne by the Great Wall of China, and the land was green with rain, readying itself toward the harvest, at peace, the people in his dominion neither too happy nor too sad.

Early on the morning of the first day of the first week of the second month of the new year, the Emperor Yuan was sipping tea and fanning himself against a warm breeze, when a servant ran across the scarlet and blue garden tiles, calling, "Oh, Emperor, Emperor, a miracle!"

"Yes," said the Emperor, "the air is sweet this morning."

"No, no, a miracle!" said the servant, bowing quickly.

"And this tea is good in my mouth, surely that is a miracle."

"No, no, Your Excellency."

"Let me guess then—the sun has risen and a new day is upon us. Or the sea is blue. That now is the finest of all miracles."

"Excellency, a man is flying!"

"What?" The Emperor stopped his fan.

"I saw him in the air, a man flying with wings. I heard a voice call out of the sky, and when I looked up, there he was, a dragon in the heavens with a man in its mouth, a dragon of paper and bamboo, colored like the sun and the grass."

"It is early," said the Emperor, "and you have just wakened from a dream."

"It is early, but I have seen what I have seen! Come, and you will see it too."

"Sit down with me here," said the Emperor. "Drink some tea. It must be a strange thing, if it is true, to see a man fly. You must have time to think of it, even as I must have time to prepare myself for the sight."

They drank tea.

"Please," said the servant at last, "or he will be gone."

The Emperor rose thoughtfully. "Now you may show me what you have seen."

They walked into a garden, across a meadow of grass, over a small bridge, through a grove of trees, and up a tiny hill.

"There!" said the servant.

The Emperor looked into the sky.

And in the sky, laughing so high that you could hardly hear him laugh, was a man; and the man was clothed in bright papers and reeds to make wings and a beautiful yellow tail, and he was soaring all about like the largest bird in a universe of birds, like a new dragon in a land of ancient dragons.

The man called down to them from high in the cool winds of morning. "I fly! I fly!"

The servant waved to him. "Yes, yes!"

The Emperor Yuan did not move. Instead he looked at the Great Wall of China now taking shape out of the farthest mist in the green hills, that splendid snake of stones which writhed with majesty across the entire land. That wonderful wall which had protected them for a timeless time from enemy hordes and preserved peace for years without number. He saw the town, nestled to itself by a river and a road and a hill, beginning to waken.

"Tell me," he said to his servant, "has anyone else seen this flying man?"

"I am the only one, Excellency," said the servant, smiling at the sky, waving.

The Emperor watched the heavens another minute and then said, "Call him down to me."

"Ho, come down, come down! The Emperor wishes to see you!" called the servant, hands cupped to his shouting mouth.

The Emperor glanced in all directions while the flying man soared down the morning wind. He saw a farmer, early in his fields, watching the sky, and he noted where the farmer stood.

The flying man alit with a rustle of paper and a creak of bamboo reeds. He came proudly to the Emperor, clumsy in his rig, at last bowing before the old man.

"What have you done?" demanded the Emperor.

"I have flown in the sky, Your Excellency," replied the man.

"What have you done?" said the Emperor again.

"I have just told you!" cried the flier.

"You have told me nothing at all."

The Emperor reached out a thin hand to touch the pretty paper and the bird-like keel of the apparatus. It smelled cool, of the wind.

"Is it not beautiful, Excellency?"

"Yes, too beautiful."

"It is the only one in the world!" smiled the man. "And I am the inventor."

"The only one in the world?"

"I swear it!"

"Who else knows of this?"

"No one. Not even my wife, who would think me mad with the sun. She thought I was making a kite. I rose in the night and walked to the cliffs far away. And when the morning breezes blew and the sun rose, I gathered my courage, Excellency, and leaped from the cliff. I flew! But my wife does not know of it."

"Well for her, then," said the Emperor. The sun was full in the sky now, and the smell of the grass was refreshing. The Emperor, the servant, and the flier paused within the huge garden.

The Emperor clapped his hands. "Ho, guards!"

The guards came running.

"Hold this man."

The guards seized the flier.

"Call the executioner," said the Emperor.

"What's this!" cried the flier, bewildered. "What have I done?" He began to weep, so that the beautiful paper apparatus rustled.

"Here is the man who has made a certain machine," said the Emperor, "and yet asks us what he has created. He does not know himself. It is only necessary that he create, without knowing why he has done so, or what this thing will do."

The executioner came running with a sharp silver ax. He stood with his naked, large-muscled arms ready, his face covered with a serene white mask.

"One moment," said the Emperor. He turned to a nearby table upon which sat a machine that he himself had created. The Emperor took a tiny golden key from his own neck. He fitted this key to the tiny, delicate machine and wound it up. Then he set the machine going.

The machine was a garden of metal and jewels. Set in motion, birds sang in tiny metal trees, wolves walked through miniature forests, and tiny people ran in and out of sun and shadow, fanning themselves with miniature fans, listening to the tiny emerald birds, and standing by impossibly small but tinkling fountains.

"Is it not beautiful?" said the Emperor. "If you asked me what I have done here, I could answer you well. I have made birds sing, I have made forests murmur, I have set two people to walking in this woodland, enjoying the leaves and shadows and songs. That is what I have done."

"But, oh, Emperor!" pleaded the flier, on his knees, the tears pouring down his face. "I have done a similar thing! I have found beauty. I have flown on the morning wind. I have looked down on all the sleeping houses and gardens. I have smelled the sea and even seen it, beyond the hills, from my high place. And I have soared like a bird; oh, I cannot say how beautiful it is up there, in the sky, with the wind about me, the wind blowing me here like a feather, there like a fan, the way the sky smells in the morning! And how free one feels! That is beautiful, Emperor, that is beautiful too!"

"Yes," said the Emperor sadly, "I know it must be true. For I felt my heart move with you in the air, and I wondered: What is it like? How does it feel? How do the distant pools look from so high? And how my house and servants? Like ants? And how the distant towns not yet awake?"

"Then spare me!"

"But there are times," said the Emperor, more sadly still, "when one must lose a little beauty if one is to keep what little beauty one already has. I do not fear you, yourself, but I fear another man."

"What man?"

"Some other man who, seeing you, will build a thing of bright papers and bamboo like this. But the other man will have an evil face and an evil heart, and the beauty will be gone. It is this man I fear."

"Why? Why?"

"Who is to say that someday just such a man, in just such an apparatus of paper and reed, might not fly in the sky and drop huge stones upon the Great Wall of China?" said the Emperor.

No one moved or said a word.

"Off with his head," said the Emperor.

The executioner whirled his silver ax.

"Burn the kite and the inventor's body, and bury their ashes together," said the Emperor.

The servant retreated to obey.

The Emperor turned to his hand servant, who had seen the man flying. "Hold your tongue. It was all a dream, a most sorrowful and beautiful dream. And that farmer in the distant field who also saw, tell him it would pay him to consider it only a vision. If ever the word passes around, you and the farmer die within the hour."

"You are merciful, Emperor."

"No, not merciful," said the old man. Beyond the garden wall he saw the guards burning the beautiful machine of paper and reeds that smelled of the morning wind. He saw the dark smoke climb into the sky. "No, only very much bewildered and afraid." He saw the guards digging a tiny pit wherein to bury the ashes. "What is the life of one man against those of a million others? I must take solace from that thought."

He took the key from its chain about his neck and once more wound up the beautiful miniature garden. He stood looking out across the land at the Great Wall, the peaceful town, the green fields, the rivers and streams. He sighed. The tiny garden whirred its hidden and delicate machinery and set itself in motion; tiny people walked in forests, tiny foxes loped through sun-speckled glades in beautiful shining pelts, and among the tiny trees flew little bits of high song and bright blue and yellow color, flying, flying, flying in that small sky.

"Oh," said the Emperor, closing his eyes, "look at the birds, look at the birds!"

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Grade 12 Sample 7—Basic Performance

The Emperor did not rush out to see the flying machine when his servant first told him about it because the Emperor

(A) was too frail to run

(B) had just awakened from a dream

● wanted time to think about what it might mean

(D) was testing the servant's loyalty to him

Probability of correct response	
Basic	76%
Proficient	93%
Advanced	99%

Grade 12 Sample 8—Proficient Performance

Who does the Emperor believe should be responsible for an invention? Why does he think this?

It is the inventor's responsibility. The Emperor felt that the inventor should have thought a little more carefully about the ramifications of such an invention.

Probability of correct response	
Basic	49%
Proficient	68%
Advanced	84%

Scoring guide

1 = Acceptable: Answers both parts of the question.

Note: The answer to the first part of the question may be implicit in the explanation.

0 = Unacceptable: Does not provide an acceptable response.

Grade 12 Sample 9—Advanced Performance

What is the major conflict in the story?

The major conflict in the story is between what the king believes that he should do and what his desires are.

Probability of correct response	
Basic	23%
Proficient	48%
Advanced	77%

Scoring guide

1 = Acceptable: Identifies a conflict in the story at either the story level or the thematic level. Acceptable conflicts include:

- The Emperor wanted things to stay the same, but the inventor introduced change (in the form of the flying machine).
- The Emperor struggles with himself about allowing progress while trying to contain its evil effects.
- The basic conflict is between good and evil. "Good" being either the protection of the status quo or the introduction of new technology; "bad" being either the protection of the status quo or the introduction of new technology.
- The basic conflict is between progress and tradition. Progress as represented by the flying machine, and tradition as represented by the Emperor.

0 = Unacceptable: Provides a conflict that is unrelated to the events or theme of the story.

Performance Data

Exhibit 1. 1992 Reading NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level

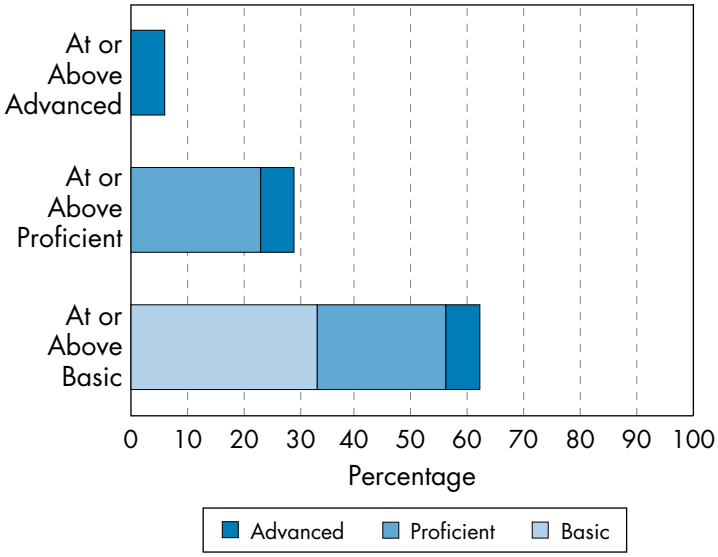


Exhibit 2. 1992 Reading NAEP, Grade 4: Percentage of Students Within Each Achievement Level

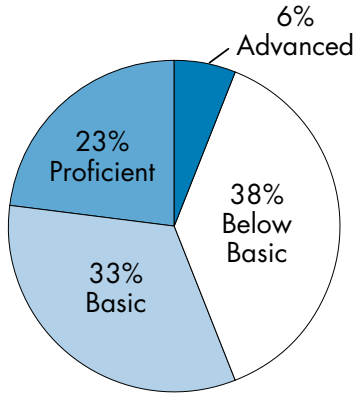


Exhibit 3. 1994 Reading NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level

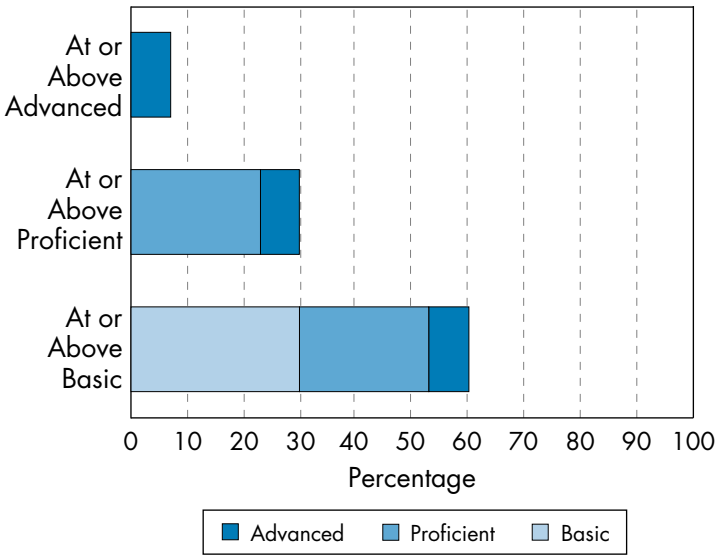


Exhibit 4. 1994 Reading NAEP, Grade 4: Percentage of Students Within Each Achievement Level

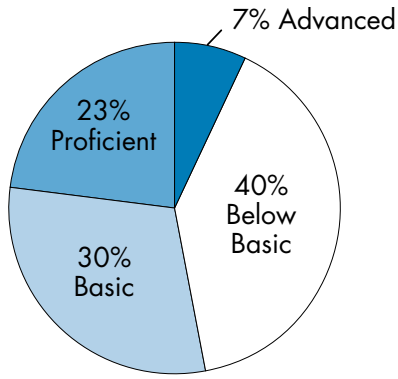


Exhibit 5. 1998 Reading NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level

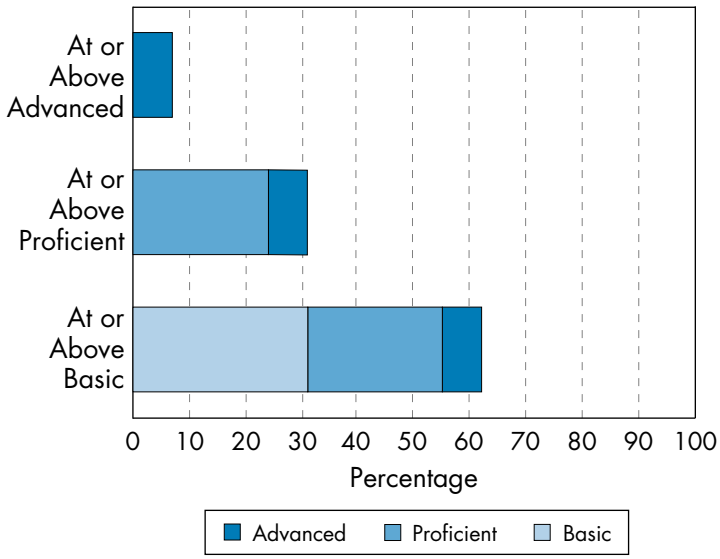


Exhibit 6. 1998 Reading NAEP, Grade 4: Percentage of Students Within Each Achievement Level

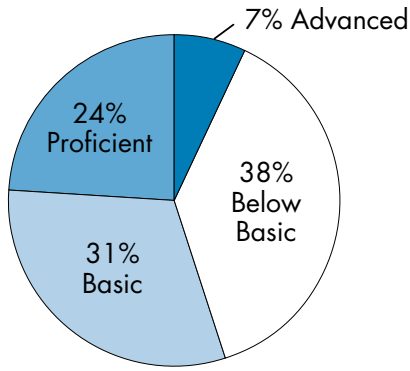


Exhibit 7. 1992 Reading NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level

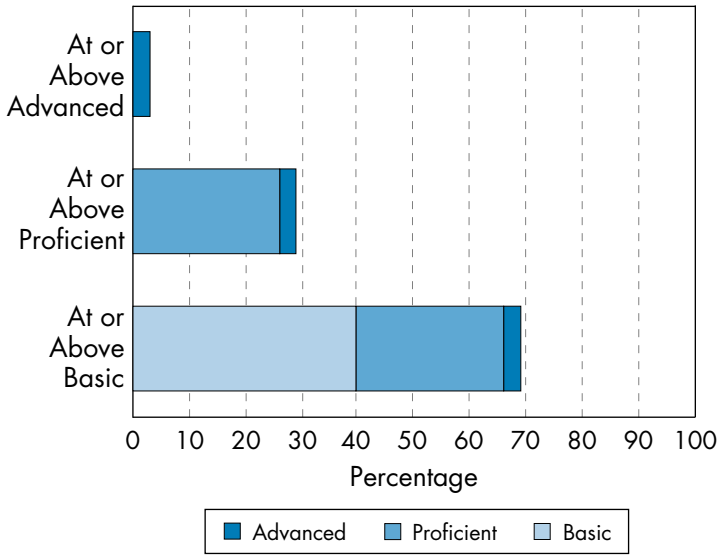


Exhibit 8. 1992 Reading NAEP, Grade 8: Percentage of Students Within Each Achievement Level

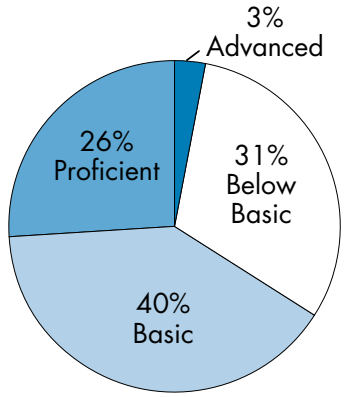


Exhibit 9. 1994 Reading NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level

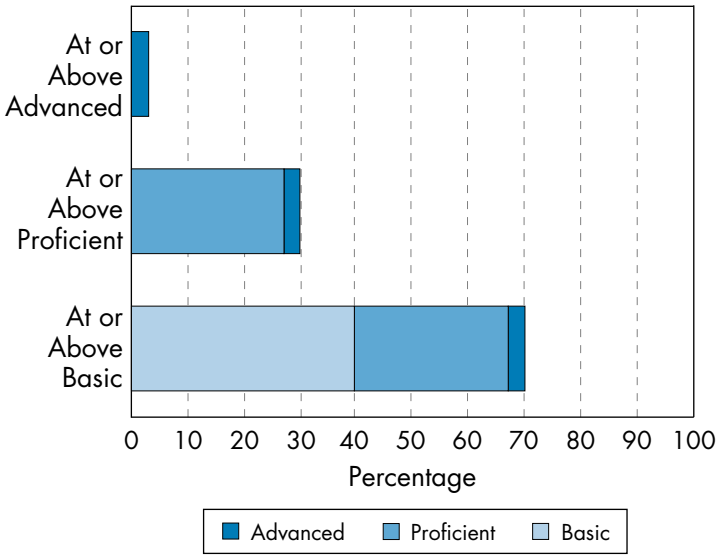


Exhibit 10. 1994 Reading NAEP, Grade 8: Percentage of Students Within Each Achievement Level

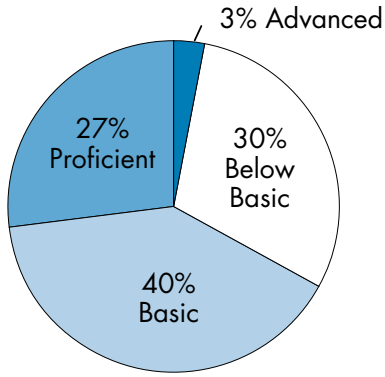


Exhibit 11. 1998 Reading NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level

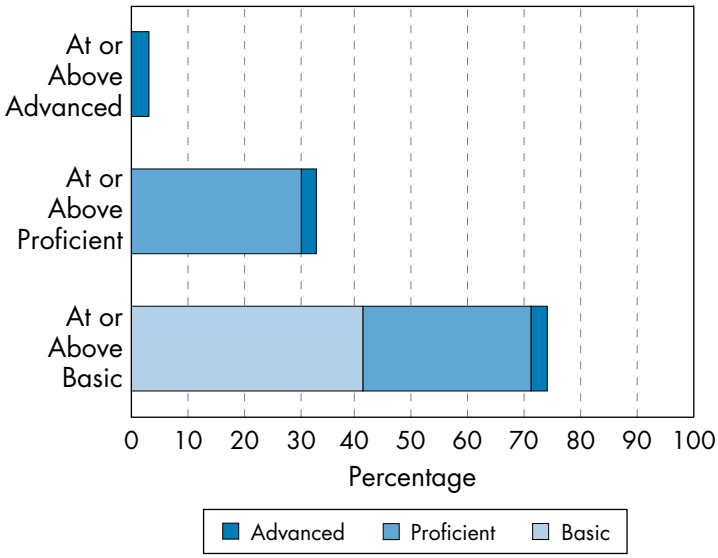


Exhibit 12. 1998 Reading NAEP, Grade 8: Percentage of Students Within Each Achievement Level

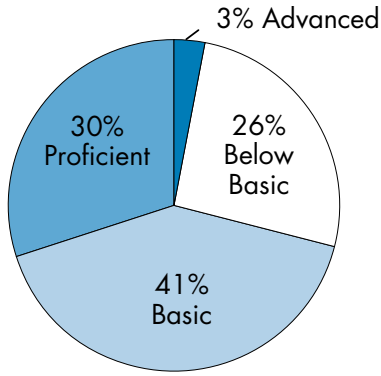


Exhibit 13. 1992 Reading NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level

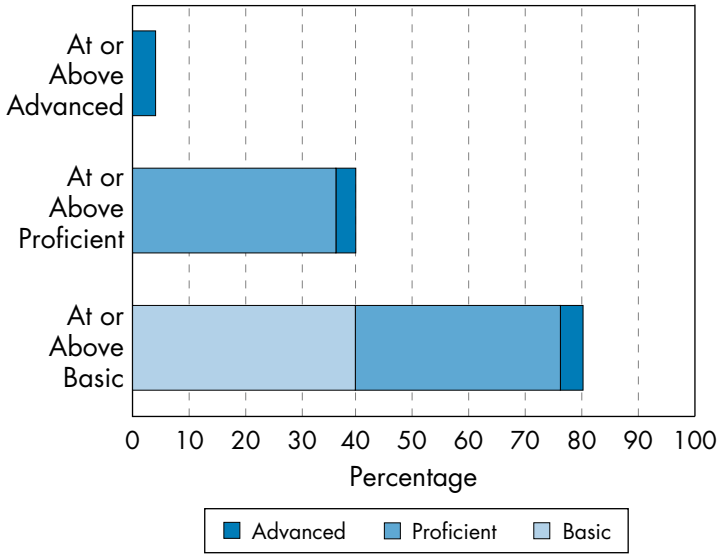


Exhibit 14. 1992 Reading NAEP, Grade 12: Percentage of Students Within Each Achievement Level

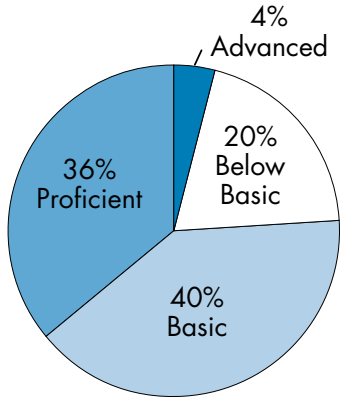


Exhibit 15. 1994 Reading NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level

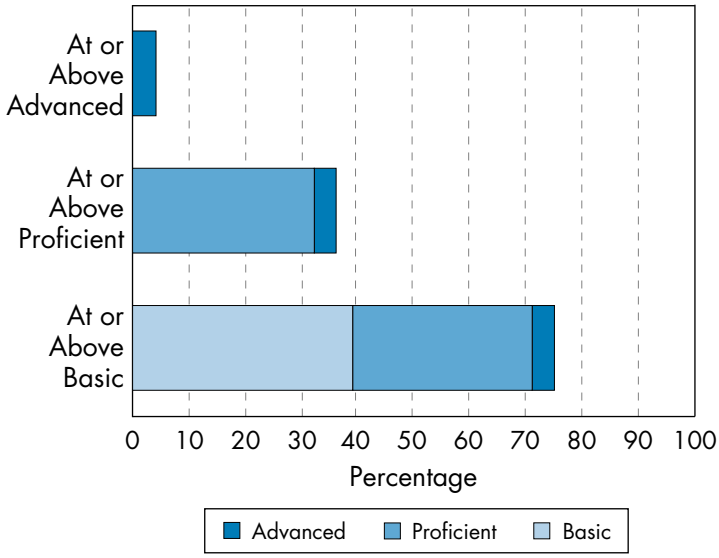


Exhibit 16. 1994 Reading NAEP, Grade 12: Percentage of Students Within Each Achievement Level

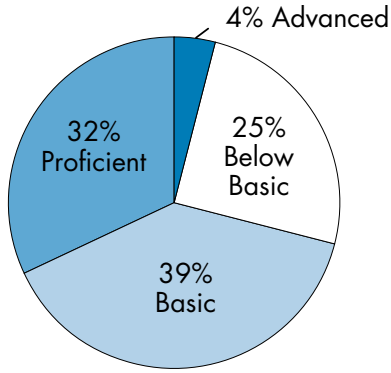


Exhibit 17. 1998 Reading NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level

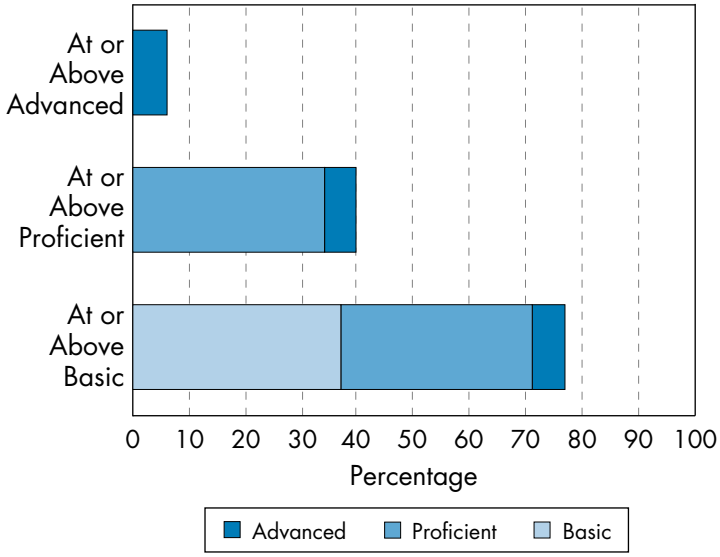


Exhibit 18. 1998 Reading NAEP, Grade 12: Percentage of Students Within Each Achievement Level

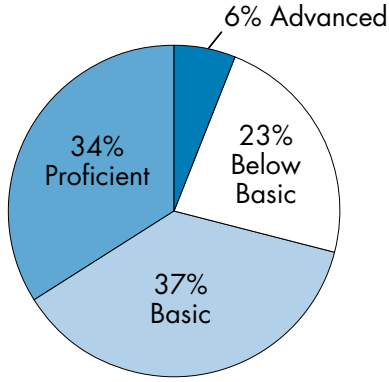


Exhibit 19. 1992, 1994, and 1998 Reading NAEP, Grade 4: Percentage of Students At or Above the Basic Achievement Level by Race/Ethnicity

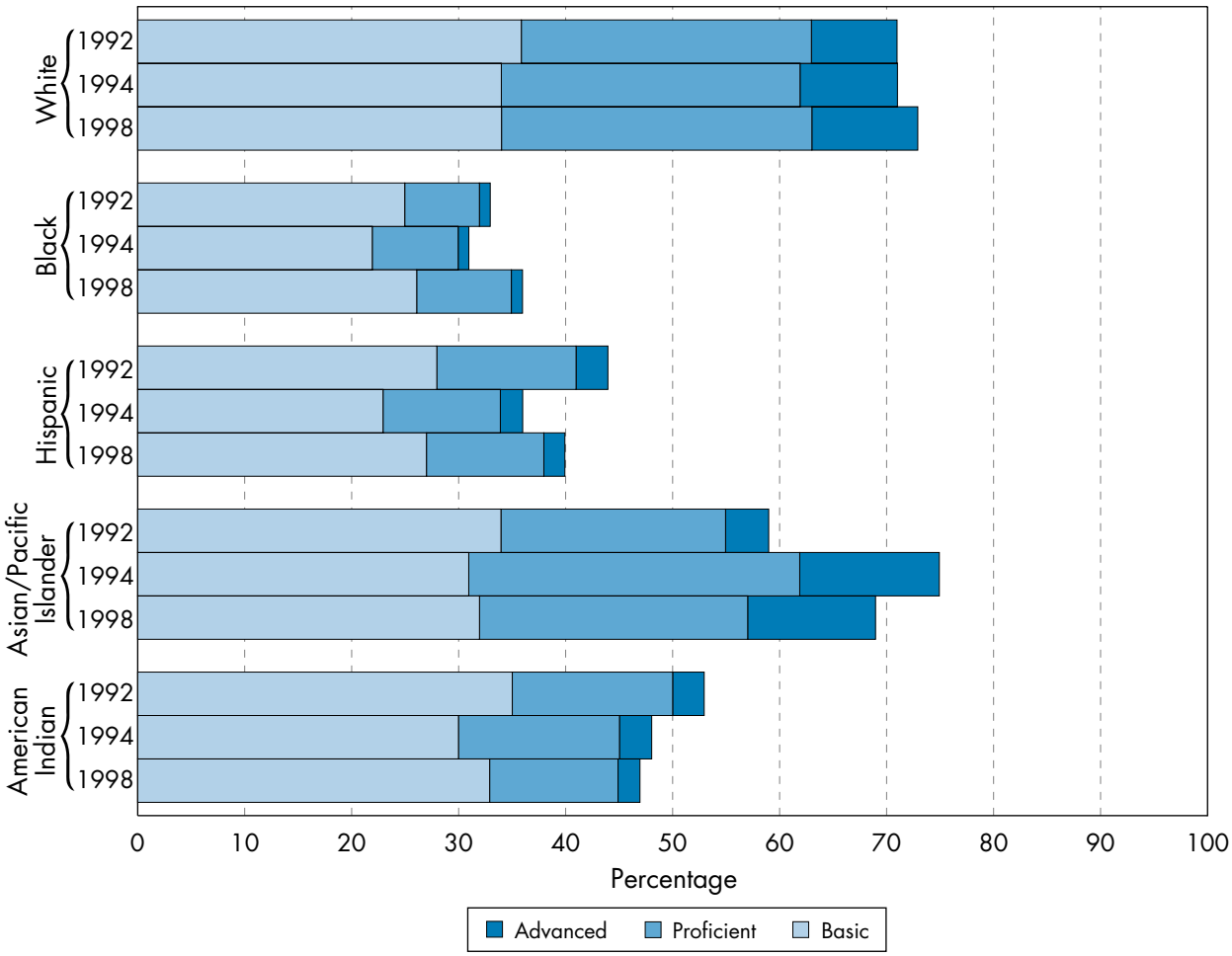
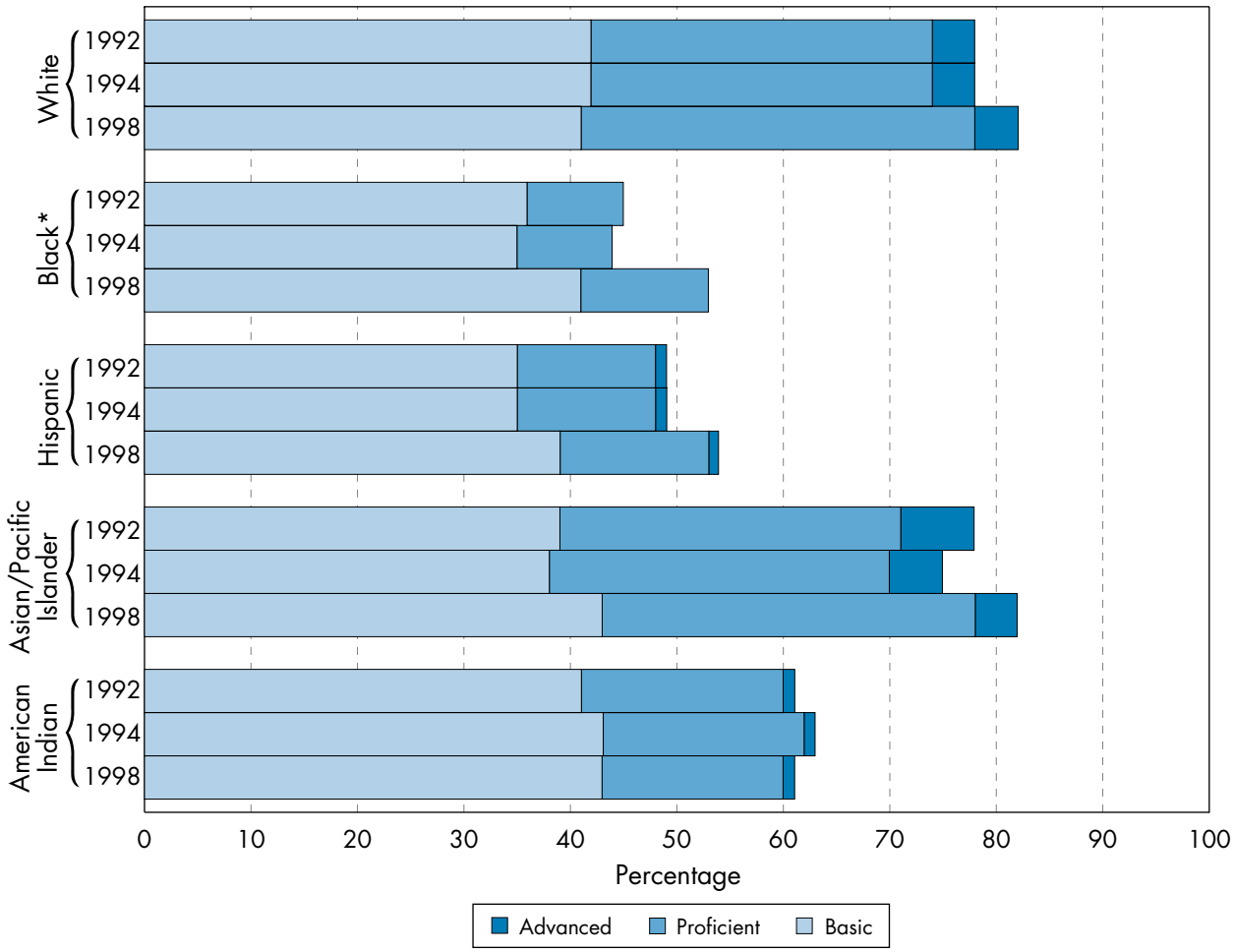
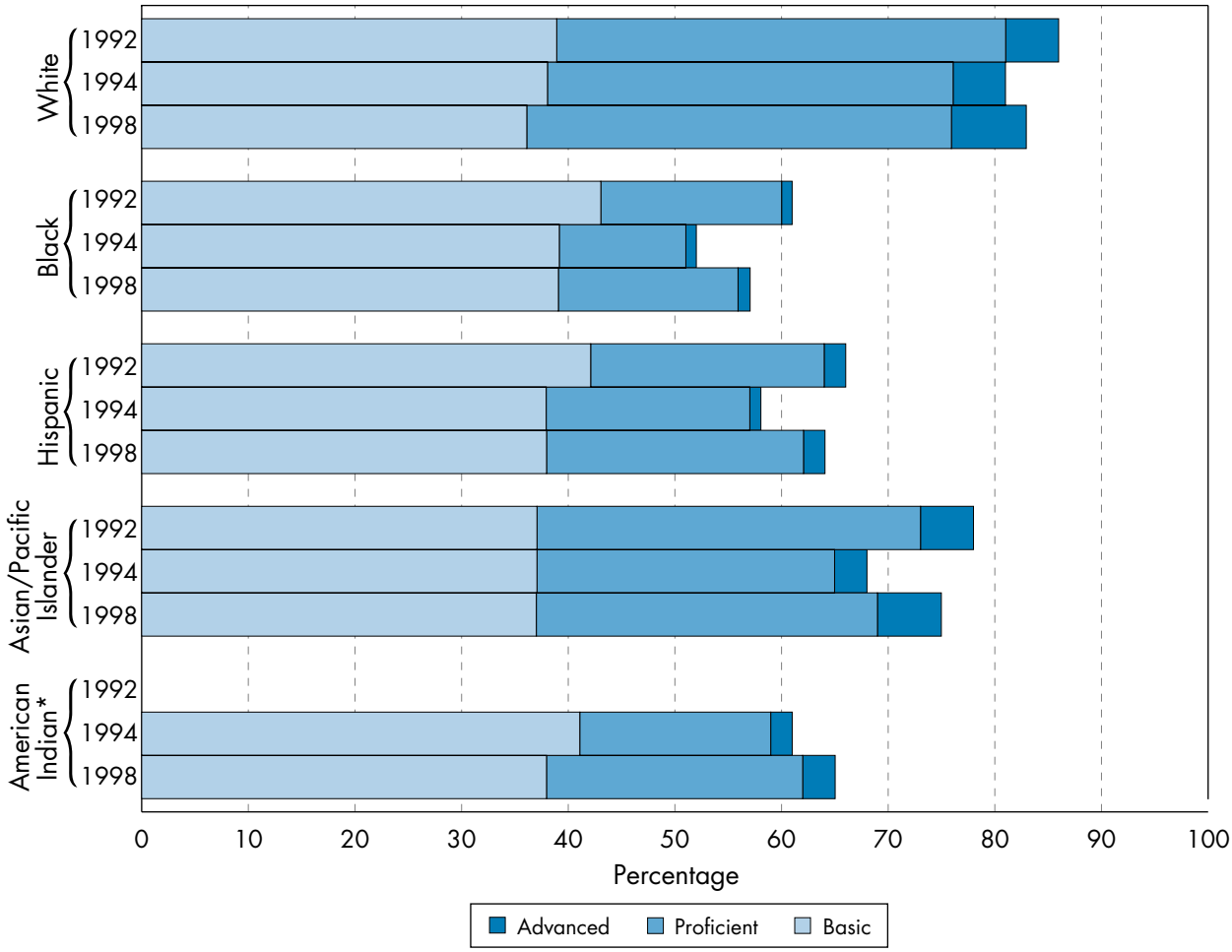


Exhibit 20. 1992, 1994, and 1998 Reading NAEP, Grade 8: Percentage of Students At or Above the Basic Achievement Level by Race/Ethnicity



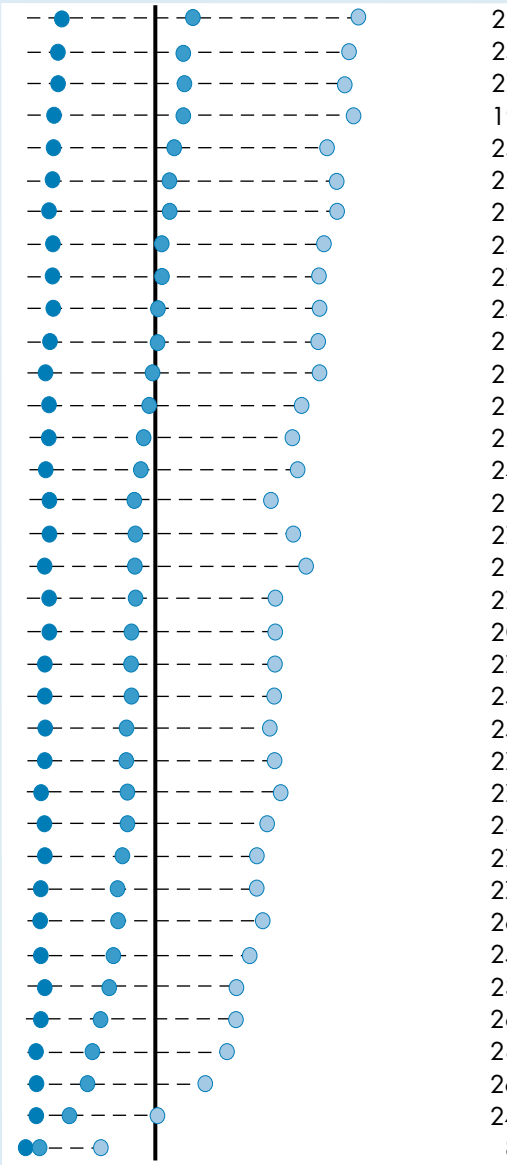
*Zero percent of Black students in 1992, 1994, and 1998 scored at or above Advanced.

Exhibit 21. 1992, 1994, and 1998 Reading NAEP, Grade 12: Percentage of Students At or Above the Basic Achievement Level by Race/Ethnicity



*Sample size of American Indian students in 1992 is insufficient to permit a reliable estimate.

Exhibit 22. 1992 Reading NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level by Jurisdiction (Standard errors in parentheses)

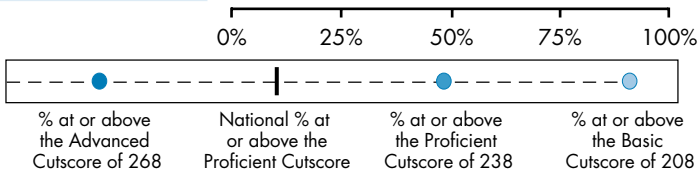


Jurisdiction Ordered by % At or Above Proficient	N	At or Above Advanced	At or Above Proficient	At or Above Basic
New Hampshire	2239	8 (1.1)	38 (1.6)	76 (1.8)
Massachusetts	2545	7 (0.8)	36 (1.5)	74 (1.3)
Iowa	2756	7 (0.7)	36 (1.6)	73 (1.4)
Maine	1916	6 (0.8)	36 (1.7)	75 (1.4)
Connecticut	2514	6 (1.0)	34 (1.4)	69 (1.7)
Wisconsin	2712	6 (0.6)	33 (1.3)	71 (1.3)
Wyoming	2775	5 (0.6)	33 (1.5)	71 (1.6)
Minnesota	2589	6 (0.7)	31 (1.5)	68 (1.7)
Virginia	2786	6 (1.0)	31 (1.6)	67 (1.8)
Missouri	2562	6 (0.7)	30 (1.5)	67 (1.5)
Utah	2829	5 (0.6)	30 (1.6)	67 (1.6)
Oklahoma	2251	4 (0.6)	29 (1.3)	67 (1.2)
Rhode Island	2347	5 (0.7)	28 (1.7)	63 (2.2)
New York	2285	5 (0.6)	27 (1.3)	61 (1.4)
Michigan	2437	4 (0.6)	26 (2.0)	62 (1.9)
North Carolina	2883	5 (0.7)	25 (1.3)	56 (1.4)
West Virginia	2733	5 (0.7)	25 (1.4)	61 (1.4)
Colorado	2897	4 (0.6)	25 (1.4)	64 (1.6)
Georgia	2712	5 (0.8)	25 (1.5)	57 (1.7)
Delaware	2048	5 (0.5)	24 (1.1)	57 (1.2)
Maryland	2786	4 (0.6)	24 (1.2)	57 (1.8)
Texas	2571	4 (0.7)	24 (1.8)	57 (2.0)
Arkansas	2589	4 (0.6)	23 (1.2)	56 (1.5)
Tennessee	2734	4 (0.7)	23 (1.5)	57 (1.7)
Kentucky	2752	3 (0.5)	23 (1.6)	58 (1.7)
New Mexico	2305	4 (0.7)	23 (1.7)	55 (1.7)
South Carolina	2758	4 (0.7)	22 (1.4)	53 (1.9)
Florida	2767	3 (0.4)	21 (1.1)	53 (1.6)
Arizona	2677	3 (0.4)	21 (1.2)	54 (1.8)
Alabama	2571	3 (0.4)	20 (1.5)	51 (2.1)
California	2365	4 (0.7)	19 (1.7)	48 (2.2)
Hawaii	2642	3 (0.5)	17 (1.5)	48 (1.9)
Louisiana	2848	2 (0.4)	15 (1.1)	46 (1.6)
Mississippi	2657	2 (0.4)	14 (0.9)	41 (1.7)
District of Columbia	2496	2 (0.2)	10 (0.6)	30 (1.0)
Virgin Islands	882	0 (*)	3 (0.7)	17 (1.5)

(*)Standard error estimates cannot be accurately determined.

Exhibit 23. 1994 Reading NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level by Jurisdiction (Standard errors in parentheses)

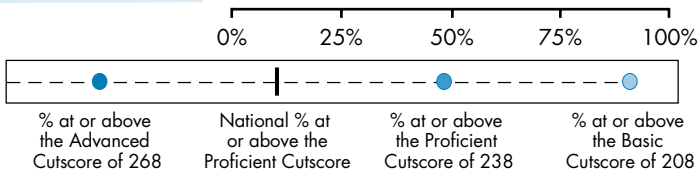
Jurisdiction Ordered by % At or Above Proficient	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Maine	2436	10 (1.0)	41 (1.5)	75 (1.6)
Connecticut	2578	11 (1.1)	38 (1.6)	68 (1.7)
New Hampshire	2197	9 (1.0)	36 (1.6)	70 (1.9)
Massachusetts	2517	8 (1.0)	36 (1.7)	69 (1.5)
Iowa	2759	8 (1.0)	35 (1.5)	69 (1.6)
Montana	2501	7 (0.7)	35 (1.5)	69 (1.7)
Wisconsin	2331	7 (0.7)	35 (1.6)	71 (1.6)
Minnesota	2655	7 (0.7)	33 (1.4)	65 (1.5)
Rhode Island	2342	8 (1.0)	32 (1.4)	65 (1.6)
Wyoming	2699	6 (0.6)	32 (1.4)	68 (1.7)
Missouri	2670	7 (0.9)	31 (1.6)	62 (1.8)
Utah	2733	6 (0.8)	30 (1.6)	64 (1.6)
North Carolina	2833	8 (0.8)	30 (1.7)	59 (1.5)
DoDEA/DoDDS[a]	2413	6 (0.7)	28 (1.1)	63 (1.5)
Colorado	2730	6 (0.7)	28 (1.5)	59 (1.4)
Washington	2737	6 (0.7)	27 (1.2)	59 (1.6)
New York	2495	6 (0.8)	27 (1.5)	57 (1.7)
Tennessee	1998	6 (0.9)	27 (1.5)	58 (2.1)
Maryland	2555	7 (0.7)	26 (1.4)	55 (1.6)
West Virginia	2757	6 (0.6)	26 (1.4)	58 (1.4)
Virginia	2719	7 (0.7)	26 (1.7)	57 (1.8)
Texas	2454	6 (0.8)	26 (1.8)	58 (2.3)
Kentucky	2758	6 (0.8)	26 (1.9)	56 (1.6)
Georgia	2765	7 (1.0)	26 (2.0)	52 (2.3)
Arkansas	2535	5 (0.6)	24 (1.4)	54 (1.8)
Arizona	2651	6 (0.8)	24 (1.5)	52 (1.9)
Delaware	2239	5 (0.8)	23 (1.1)	52 (1.3)
Alabama	2646	5 (0.7)	23 (1.3)	52 (1.6)
Florida	2666	5 (0.6)	23 (1.5)	50 (1.8)
New Mexico	2635	4 (0.5)	21 (1.5)	49 (1.6)
South Carolina	2707	4 (0.6)	20 (1.3)	48 (1.5)
Hawaii	2732	4 (0.5)	19 (1.4)	46 (1.8)
California	2252	3 (0.5)	18 (1.3)	44 (2.0)
Mississippi	2762	4 (0.6)	18 (1.3)	45 (1.7)
Louisiana	2713	2 (0.5)	15 (1.2)	40 (1.5)
District of Columbia	2646	2 (0.3)	8 (0.7)	24 (1.0)



[a]DoDEA/DoDDS: Department of Defense Educational Activity/Department of Defense Dependent Schools (Overseas)

Exhibit 24. 1998 Reading NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level by Jurisdiction (Standard errors in parentheses)

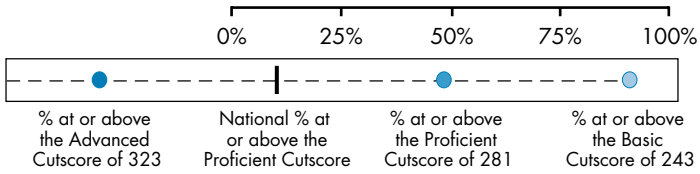
Jurisdiction Ordered by % At or Above Proficient	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Connecticut	2484	11 (1.7)[†]	46 (2.4)[‡§]	78 (1.7)[§‖]
New Hampshire	1805	7 (0.6)	38 (1.7)	75 (1.6)
Massachusetts	2306	8 (0.8)	37 (2.0)	73 (1.8)
Montana	1847	8 (1.2)	37 (2.4)	73 (1.8)
Minnesota	2271	8 (0.9)	36 (1.6)	69 (1.6)
Maine	2355	8 (0.8)	36 (1.7)	73 (1.5)
Iowa	2232	7 (0.7)	35 (1.6)	70 (1.8)
DoDEA/DoDDS[a]	2609	8 (1.0)	34 (1.4)[‖]	70 (1.4)[‖]
Wisconsin	2071	6 (0.8)	34 (1.6)	72 (1.6)
Colorado	2528	7 (0.8)[†]	34 (1.8)[‡§]	69 (1.6)[†‖]
Kansas	1845	6 (0.8)	34 (1.9)	71 (1.7)
DoDEA/DDESS[b]	2647	8 (0.9)	32 (1.6)	65 (1.8)
Rhode Island	2533	7 (0.9)	32 (1.7)	65 (1.7)
Oklahoma	2576	5 (0.7)	30 (1.6)	66 (1.3)
Virginia	2602	6 (0.8)	30 (1.6)	64 (1.5)[‡]
Wyoming	2642	6 (0.7)	30 (2.0)	65 (2.1)
Washington	2378	6 (0.8)	29 (1.4)	63 (1.7)
Missouri	2482	5 (0.8)	29 (1.6)	63 (1.9)
West Virginia	2518	6 (1.0)	29 (1.6)	62 (1.7)
Kentucky	2442	6 (0.7)[§]	29 (1.7)[†]	63 (1.8)[‡]
New York	2221	5 (0.7)	29 (1.7)	62 (2.2)
Maryland	2241	7 (0.9)	29 (1.9)	61 (2.0)
Texas	2241	5 (0.9)	29 (2.1)	63 (2.4)
North Carolina	2514	6 (0.7)	28 (1.4)	62 (1.6)[†]
Oregon	2396	5 (0.7)	28 (1.5)	61 (2.0)
Michigan	2365	5 (0.6)	28 (1.6)	63 (2.2)
Utah	2678	5 (0.8)	28 (1.6)	62 (1.7)
Delaware	2309	5 (0.6)	25 (1.2)	57 (1.5)
Tennessee	2627	5 (0.6)	25 (1.4)	58 (2.0)
Georgia	2647	5 (0.7)	24 (1.8)	55 (1.8)
Alabama	2506	5 (0.8)	24 (1.9)	56 (2.1)
Florida	2463	5 (0.7)	23 (1.2)	54 (1.6)
Arkansas	2580	4 (0.6)	23 (1.6)	55 (1.9)
South Carolina	2411	4 (0.6)	22 (1.2)	55 (1.8)[‡]
Arizona	2432	5 (0.5)	22 (1.4)	53 (1.7)
New Mexico	2284	4 (0.9)	22 (1.5)	52 (2.0)
Nevada	2597	4 (0.6)	21 (1.3)	53 (1.7)
California	1722	4 (0.9)	20 (1.9)	48 (2.8)
Louisiana	2587	3 (0.5)	19 (1.4)[‡]	48 (1.6)[‖]
Mississippi	2552	3 (0.5)	18 (1.2)[†]	48 (1.8)[†]
Hawaii	2600	3 (0.6)	17 (1.0)	45 (1.8)
District of Columbia	2353	3 (0.7)	10 (1.1)	28 (1.4)
Virgin Islands	1469	2 (0.4)	8 (1.3)[§]	26 (1.8)[§]



[†]Significantly different from 1992
[‡]Significantly different from 1994
[§]Significantly different across jurisdictions from 1992
[‖]Significantly different across jurisdictions from 1994
[a]DoDEA/DoDDS: Department of Defense Educational Activity/Department of Defense Dependent Schools (Overseas)
[b]DoDEA/DDESS: Department of Defense Educational Activity/Department of Defense Domestic Dependent Elementary and Secondary Schools

Exhibit 25. 1998 Reading NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level by Jurisdiction (Standard errors in parentheses)

Jurisdiction Ordered by % At or Above Proficient	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Connecticut	2489	4 (0.5)	42 (1.5)	82 (1.3)
Maine	2363	4 (0.7)	42 (1.7)	84 (1.3)
Montana	1877	2 (0.6)	38 (1.4)	83 (1.5)
Minnesota	1926	2 (0.5)	37 (1.9)	81 (1.7)
DoDEA/DDESS[a]	610	6 (1.1)	37 (3.3)	78 (4.2)
Massachusetts	2141	3 (0.7)	36 (2.2)	80 (1.5)
DoDEA/DoDDS[b]	2138	3 (0.5)	36 (2.2)	80 (1.2)
Kansas	1857	2 (0.6)	35 (1.7)	81 (1.7)
New York	1842	2 (0.7)	34 (2.3)	78 (1.7)
Virginia	2493	3 (0.6)	33 (1.6)	78 (1.2)
Oregon	2169	2 (0.6)	33 (2.0)	78 (1.7)
Wisconsin	1918	2 (0.4)	33 (2.0)	79 (1.8)
Washington	2205	2 (0.5)	32 (1.6)	77 (1.3)
Utah	2510	2 (0.3)	31 (1.2)	77 (1.5)
North Carolina	2487	2 (0.3)	31 (1.5)	76 (1.1)
Maryland	2087	4 (0.7)	31 (2.0)	72 (1.8)
Rhode Island	2393	2 (0.5)	30 (1.2)	74 (1.2)
Colorado	2542	2 (0.3)	30 (1.5)	76 (1.4)
Missouri	2526	1 (0.3)	29 (1.5)	76 (1.8)
Wyoming	2509	2 (0.4)	29 (1.5)	76 (1.4)
Kentucky	2282	2 (0.5)	29 (1.7)	74 (1.6)
Oklahoma	2182	1 (0.4)	29 (1.7)	80 (1.5)
Arizona	2325	2 (0.4)	28 (1.3)	73 (1.5)
Texas	2318	1 (0.4)	28 (1.9)	76 (1.7)
West Virginia	2442	1 (0.3)	27 (1.2)	74 (1.6)
Tennessee	2159	1 (0.4)	26 (1.6)	71 (1.4)
Delaware	1987	2 (0.4)	25 (1.5)	66 (1.5)
Georgia	2499	1 (0.5)	25 (1.6)	68 (1.7)
Nevada	2449	1 (0.3)	24 (1.3)	69 (1.5)
New Mexico	2183	1 (0.4)	24 (1.4)	70 (1.7)
Arkansas	2412	1 (0.4)	23 (1.3)	68 (1.7)
Florida	2392	1 (0.3)	23 (1.6)	65 (2.0)
South Carolina	2429	1 (0.3)	22 (1.1)	65 (1.8)
California	1944	1 (0.3)	22 (1.7)	64 (2.4)
Alabama	2428	1 (0.4)	21 (1.4)	66 (1.8)
Hawaii	2461	1 (0.3)	19 (1.0)	60 (1.5)
Mississippi	2274	1 (0.2)	19 (1.2)	61 (2.0)
Louisiana	2479	1 (0.2)	18 (1.4)	64 (1.9)
District of Columbia	1528	1 (0.4)	12 (1.3)	44 (2.4)
Virgin Islands	643	1 (*)	10 (2.5)	40 (3.7)



(*)Standard error estimates cannot be precisely determined.
[a]DoDEA/DDESS: Department of Defense Educational Activity/Department of Defense Domestic Dependent Elementary and Secondary Schools
[b]DoDEA/DoDDS: Department of Defense Educational Activity/Department of Defense Dependent Schools (Overseas)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4: Percentage of Students in Each Participating Jurisdiction At or Above Each Achievement Level, by Race/Ethnicity (Standard errors in parentheses)

Note: Data were collected in each participating state on the number of White, Black, Hispanic, Asian/Pacific Islander, and American Indian students who took the NAEP. If the sample size of one or more of these populations was too small to produce accurate data, the categories were omitted for the state in the table below.

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Alabama total	1992	2571	3 (0.4)	20 (1.5)	51 (2.1)
	1994	2646	5 (0.7)	23 (1.3)	52 (1.6)
	1998	2506	5 (0.8)	24 (1.9)	56 (2.1)
White	1992	1556	4.87 (0.63)	27.73 (1.85)	64.10 (2.23)
	1994	1540	7.49 (1.15)	32.21 (1.51)	65.40 (1.95)
	1998	1514	6.80 (1.29)	33.51 (2.60)	68.82 (2.33)
Black	1992	828	0.28 (0.11)	4.64 (1.29)	28.25 (2.46)
	1994	864	1.18 (0.57)	7.89 (1.10)	29.38 (1.83)
	1998	782	0.83 (*)	7.95 (1.46)	32.89 (2.44)
Hispanic	1992	127	0.54 (*)	6.93 (3.10)	32.99 (5.05)
	1994	163	0.00 (*)	4.38 (*)	21.46 (5.07)
	1998	137	0.78 (*)	7.43 (3.04)	34.18 (6.65)
Arizona total	1992	2677	3 (0.4)	21 (1.2)	54 (1.8)
	1994	2651	6 (0.8)	24 (1.5)	52 (1.9)
	1998	2432	5 (0.5)	22 (1.4)	53 (1.7)
White	1992	1512	4.76 (0.75)	29.34 (1.69)	67.37 (1.68)
	1994	1498	8.59 (1.14)	32.25 (1.90)	64.70 (2.07)
	1998	1356	7.05 (0.98)	31.95 (2.09)	67.22 (1.71)
Black	1992	113	2.10 (*)	15.89 (4.18)	43.40 (6.22)
	1994	100	2.42 (*)	9.91 (3.37)	30.74 (5.95)
	1998	119	3.01 (2.11)	10.20 (3.29)	29.82 (4.94)
Hispanic	1992	752	0.71 (0.50)	10.00 (1.46)	40.69 (2.48)
	1994	789	2.77 (0.78)	13.14 (1.59)	34.36 (2.31)
	1998	781	0.99 (0.66)	7.94 (1.13)	31.94 (2.17)
American Indian	1992	260	0.57 (*)	6.05 (1.81)	25.12 (4.58)
	1994	209	1.15 (0.74)	9.54 (2.76)	27.05 (3.89)
	1998	124	1.11 (*)	15.17 (3.77)	45.75 (6.35)
Arkansas total	1992	2589	4 (0.6)	23 (1.2)	56 (1.5)
	1994	2535	5 (0.6)	24 (1.4)	54 (1.8)
	1998	2580	4 (0.6)	23 (1.6)	55 (1.9)
White	1992	1786	5.13 (0.77)	29.17 (1.49)	66.14 (1.51)
	1994	1769	5.98 (0.87)	30.22 (1.68)	63.67 (1.79)
	1998	1790	5.15 (0.82)	28.99 (1.91)	64.81 (1.91)
Black	1992	547	0.46 (*)	6.26 (1.11)	29.42 (2.03)
	1994	533	0.39 (*)	6.10 (1.25)	25.44 (2.06)
	1998	567	1.11 (0.47)	7.15 (1.45)	27.44 (3.08)
Hispanic	1992	174	0.10 (*)	8.03 (2.86)	31.44 (5.18)
	1994	162	2.95 (1.66)	14.12 (3.33)	35.88 (5.69)
	1998	153	0.98 (*)	9.58 (3.50)	33.68 (4.62)
American Indian	1992	63	1.26 (*)	16.25 (5.45)	51.13 (6.93)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
California total	1992	2365	4 (0.7)	19 (1.7)	48 (2.2)
	1994	2252	3 (0.5)	18 (1.3)	44 (2.0)
	1998	1722	4 (0.9)	20 (1.9)	48 (2.8)
White	1992	1041	5.77 (1.00)	30.17 (2.39)	64.57 (2.71)
	1994	945	4.90 (0.81)	24.57 (1.94)	58.98 (2.86)
	1998	781	6.52 (1.62)	29.10 (2.88)	62.34 (3.00)
Black	1992	161	0.80 (*)	8.50 (2.66)	29.24 (4.61)
	1994	160	0.54 (*)	7.97 (3.74)	31.18 (5.74)
	1998	149	0.47 (*)	7.14 (2.16)	32.74 (4.33)
Hispanic	1992	840	0.65 (0.43)	6.33 (1.44)	26.45 (2.77)
	1994	798	0.81 (*)	5.65 (1.46)	21.98 (2.51)
	1998	529	1.05 (0.59)	8.43 (1.63)	29.40 (3.50)
Asian/Pacific Islander	1992	263	6.33 (1.92)	24.35 (2.82)	56.43 (4.17)
	1994	302	6.46 (2.16)	28.59 (4.37)	56.58 (4.58)
	1998	224	7.59 (2.37)	31.42 (4.08)	60.88 (5.93)
Colorado total	1992	2897	4 (0.6)	25 (1.4)	64 (1.6)
	1994	2730	6 (0.7)	28 (1.5)	59 (1.4)
	1998	2528	7 (0.8)[‖]	34 (1.8)[‡§]	69 (1.6)[†‖]
White	1992	2015	4.81 (0.79)	29.74 (1.63)	70.35 (1.62)
	1994	1814	7.70 (0.99)	34.90 (1.63)	68.71 (1.59)
	1998	1743	8.50 (1.05)	41.06 (2.15)	78.03 (1.53)
Black	1992	129	0.54 (*)	11.81 (3.03)	48.37 (6.23)
	1994	134	1.97 (*)	11.02 (5.75)	35.93 (7.19)
	1998	149	2.23 (*)	16.67 (4.10)	44.28 (5.83)
Hispanic	1992	611	0.82 (0.50)	12.72 (1.66)	46.00 (2.87)
	1994	604	0.95 (0.61)	12.28 (1.83)	37.41 (2.71)
	1998	515	1.85 (0.70)	14.66 (2.14)	45.54 (3.45)
Asian/Pacific Islander	1992	69	8.52 (*)	37.40 (7.64)	70.01 (7.62)
	1994	79	5.61 (*)	27.01 (7.88)	55.18 (6.35)
	1998	62	8.11 (5.06)	40.35 (8.50)	75.15 (8.71)
American Indian	1992	66	3.24 (2.23)	15.81 (5.56)	47.01 (7.10)
	1994	98	4.87 (2.96)	21.85 (5.03)	48.90 (6.02)
Connecticut total	1992	2514	6 (1.0)	34 (1.4)	69 (1.7)
	1994	2578	11 (1.1)	38 (1.6)	68 (1.7)
	1998	2484	11 (1.7)[‖]	46 (2.4)[‡§]	78 (1.7)[†§]
White	1992	1802	7.96 (1.22)	42.02 (1.69)	79.71 (1.31)
	1994	1799	14.12 (1.42)	47.79 (1.77)	80.04 (1.64)
	1998	1741	14.28 (2.00)	55.13 (2.54)	87.94 (1.31)
Black	1992	289	1.17 (*)	8.62 (2.01)	33.72 (5.21)
	1994	320	1.07 (0.67)	8.98 (2.46)	32.93 (4.56)
	1998	306	1.74 (*)	12.86 (2.86)	46.99 (4.74)
Hispanic	1992	345	0.52 (*)	8.11 (1.61)	36.56 (4.13)
	1994	361	1.97 (0.84)	13.51 (3.04)	37.61 (3.63)
	1998	328	2.20 (1.22)	16.88 (2.58)	49.27 (4.99)
Asian/Pacific Islander	1998	69	17.03 (6.63)	60.70 (8.82)	92.19 (5.43)
Delaware total	1992	2048	5 (0.5)	24 (1.1)	57 (1.2)
	1994	2239	5 (0.8)	23 (1.1)	52 (1.3)
	1998	2309	5 (0.6)	25 (1.2)	57 (1.5)
White	1992	1339	6.54 (0.64)	31.64 (1.37)	68.68 (1.52)
	1994	1413	6.80 (1.15)	29.67 (1.46)	62.08 (1.87)
	1998	1442	7.02 (0.96)	31.29 (1.88)	65.99 (2.14)
Black	1992	480	0.62 (0.33)	8.70 (1.86)	35.43 (2.49)
	1994	521	1.43 (0.63)	9.90 (2.12)	33.16 (2.15)
	1998	575	1.87 (1.01)	12.27 (2.10)	40.73 (2.46)
Hispanic	1992	157	0.18 (*)	6.75 (2.94)	30.77 (3.93)
	1994	210	0.80 (*)	10.02 (2.36)	34.16 (4.11)
	1998	198	2.28 (1.32)	11.40 (2.84)	36.76 (4.52)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
District of Columbia total	1992	2496	2 (0.2)	10 (0.6)	30 (1.0)
	1994	2646	2 (0.3)	8 (0.7)	24 (1.0)
	1998	2353	3 (0.7)	10 (1.1)	28 (1.4)
White	1992	129	21.53 (3.98)	54.66 (5.30)	83.18 (3.87)
	1994	160	30.17 (4.46)	56.89 (4.15)	79.51 (3.14)
	1998	169	22.10 (6.34)	51.66 (5.74)	73.49 (4.61)
Black	1992	2065	0.69 (0.17)	6.85 (0.67)	28.09 (1.03)
	1994	2055	0.54 (0.18)	4.90 (0.75)	21.11 (1.10)
	1998	1803	1.11 (0.54)	6.85 (1.30)	24.40 (1.51)
Hispanic	1992	231	1.29 (*)	7.07 (2.17)	20.86 (3.10)
	1994	346	1.11 (0.61)	5.74 (1.61)	17.20 (2.67)
	1998	300	0.79 (*)	6.12 (1.69)	20.86 (3.09)
DoDEA/DDESS[a] total	1998	2647	8 (0.9)	32 (1.6)	65 (1.8)
White	1998	1238	12.08 (1.64)	41.51 (2.04)	75.50 (2.84)
Black	1998	757	3.95 (0.87)	20.47 (1.95)	52.44 (2.56)
Hispanic	1998	499	5.23 (1.75)	23.82 (3.86)	55.74 (3.96)
Asian/Pacific Islander	1998	83	9.71 (4.76)	32.24 (7.77)	70.24 (8.47)
DoDEA/DoDDS[b] total	1994	2413	6 (0.7)	28 (1.1)	63 (1.5)
	1998	2609	8 (1.0)	34 (1.4)[†]	70 (1.4)[†]
White	1994	1152	8.31 (1.18)	35.53 (1.71)	70.18 (1.84)
	1998	1254	10.17 (1.05)	41.03 (2.27)	76.36 (2.17)
Black	1994	453	1.01 (0.62)	14.39 (2.06)	49.11 (3.05)
	1998	478	3.10 (1.60)	20.31 (4.77)	55.98 (4.95)
Hispanic	1994	427	2.70 (1.00)	21.80 (2.49)	57.27 (3.21)
	1998	417	4.72 (1.36)	25.29 (3.94)	62.48 (6.70)
Asian/Pacific Islander	1994	220	7.61 (2.67)	28.61 (3.60)	60.73 (4.70)
	1998	352	11.02 (3.03)	35.91 (3.44)	73.51 (4.18)
American Indian	1994	63	2.32 (*)	17.42 (4.83)	51.84 (7.97)
	1998	72	5.91 (3.64)	27.37 (5.66)	64.48 (7.23)
Florida total	1992	2767	3 (0.4)	21 (1.1)	53 (1.6)
	1994	2666	5 (0.6)	23 (1.5)	50 (1.8)
	1998	2463	5 (0.7)	23 (1.2)	54 (1.6)
White	1992	1596	4.55 (0.67)	28.85 (1.60)	65.39 (1.62)
	1994	1494	7.17 (0.85)	31.48 (2.05)	63.57 (1.75)
	1998	1293	6.91 (1.06)	31.62 (1.70)	66.20 (1.86)
Black	1992	583	0.60 (*)	7.00 (1.63)	26.99 (3.03)
	1994	596	0.65 (0.41)	7.09 (1.75)	27.70 (2.28)
	1998	601	0.76 (0.45)	8.62 (1.37)	32.25 (2.53)
Hispanic	1992	484	1.83 (1.13)	13.75 (2.12)	42.52 (3.21)
	1994	492	3.17 (1.07)	12.78 (1.76)	35.23 (2.75)
	1998	488	2.70 (0.91)	17.22 (2.64)	47.08 (3.53)
Georgia total	1992	2712	5 (0.8)	25 (1.5)	57 (1.7)
	1994	2675	7 (1.0)	26 (2.0)	52 (2.3)
	1998	2647	5 (0.7)	24 (1.8)	55 (1.8)
White	1992	1587	7.70 (1.19)	34.29 (1.89)	70.73 (1.60)
	1994	1530	9.79 (1.46)	36.14 (2.42)	67.35 (2.01)
	1998	1329	7.83 (1.25)	37.65 (2.98)	72.35 (2.05)
Black	1992	893	1.03 (0.64)	9.42 (1.32)	36.20 (2.74)
	1994	908	1.80 (0.54)	10.16 (2.04)	29.67 (3.20)
	1998	1009	0.83 (0.36)	8.94 (1.26)	35.67 (2.45)
Hispanic	1992	149	2.42 (*)	15.44 (3.56)	34.20 (5.81)
	1994	232	1.97 (1.26)	12.91 (2.87)	35.88 (4.78)
	1998	208	1.56 (*)	12.12 (3.31)	39.40 (5.46)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Guam					
White	1992	249	1.99 (0.93)	15.07 (2.15)	41.48 (3.77)
	1994	206	2.43 (1.66)	15.14 (3.39)	38.80 (3.85)
Black	1992	80	0.99 (*)	5.42 (2.73)	18.64 (5.46)
	1994	80	0.25 (*)	4.52 (3.06)	20.58 (5.79)
Hispanic	1992	354	0.28 (*)	4.28 (1.27)	17.40 (2.19)
	1994	393	0.70 (*)	5.63 (1.13)	20.39 (2.12)
Asian/Pacific Islander	1992	1307	0.74 (0.30)	7.40 (1.19)	28.57 (1.65)
	1994	1474	1.22 (0.43)	7.98 (0.82)	27.76 (1.24)
Hawaii total	1992	2642	3 (0.5)	17 (1.5)	48 (1.9)
	1994	2732	4 (0.5)	19 (1.4)	46 (1.8)
	1998	2600	3 (0.6)	17 (1.0)	45 (1.8)
White	1992	522	4.28 (1.35)	25.78 (3.44)	61.81 (3.62)
	1994	456	7.20 (1.73)	33.66 (2.50)	66.95 (2.62)
	1998	545	4.33 (1.61)	25.27 (2.18)	57.55 (3.25)
Black	1992	137	1.16 (*)	9.71 (3.66)	32.68 (4.63)
	1994	88	1.22 (*)	9.74 (3.99)	35.37 (5.19)
	1998	142	1.88 (*)	13.26 (3.60)	39.56 (5.65)
Hispanic	1992	295	1.68 (1.14)	10.52 (2.56)	34.00 (3.81)
	1994	294	2.39 (1.03)	12.75 (2.83)	32.68 (2.96)
	1998	326	1.21 (0.57)	9.04 (2.30)	29.05 (3.94)
Asian/Pacific Islander	1992	1601	2.30 (0.50)	15.92 (1.58)	46.70 (2.11)
	1994	1775	3.61 (0.66)	17.00 (1.65)	43.47 (2.20)
	1998	1503	3.12 (0.66)	17.03 (1.41)	46.16 (2.20)
American Indian	1998	62	2.37 (*)	9.15 (3.93)	25.64 (5.40)
Idaho					
White	1992	2249	4.97 (0.77)	30.89 (1.34)	70.26 (1.43)
Hispanic	1992	287	0.39 (*)	8.30 (2.40)	43.80 (3.94)
American Indian	1992	81	2.74 (1.69)	12.19 (4.41)	45.75 (5.74)
Indiana					
White	1992	2067	6.42 (1.04)	33.48 (1.66)	72.50 (1.53)
	1994	2094	8.51 (0.90)	37.26 (1.79)	71.44 (1.80)
Black	1992	278	1.08 (*)	11.03 (2.71)	40.86 (3.53)
	1994	310	0.61 (*)	7.62 (2.64)	33.88 (3.42)
Hispanic	1992	135	3.13 (*)	22.39 (5.39)	54.25 (5.07)
	1994	186	1.49 (*)	14.41 (3.52)	46.12 (4.59)
Iowa total	1992	2756	7 (0.7)	36 (1.6)	73 (1.4)
	1994	2759	8 (1.0)	35 (1.5)	69 (1.6)
	1998	2232	7 (0.7)	35 (1.6)	70 (1.8)
White	1992	2423	7.44 (0.71)	37.92 (1.56)	75.06 (1.42)
	1994	2421	8.48 (1.11)	36.77 (1.41)	71.79 (1.47)
	1998	1922	7.32 (0.77)	37.43 (1.76)	73.67 (1.74)
Black	1992	88	1.14 (*)	16.84 (4.79)	53.53 (6.99)
	1994	78	0.00 (*)	6.74 (4.06)	25.77 (5.78)
	1998	92	0.57 (*)	7.35 (2.55)	36.38 (6.39)
Hispanic	1992	156	2.54 (1.29)	17.38 (4.04)	57.90 (4.74)
	1994	171	4.63 (2.33)	16.10 (3.09)	48.60 (5.95)
	1998	138	1.40 (*)	21.90 (5.30)	52.29 (5.32)
Kansas total	1998	1845	6 (0.8)	34 (1.9)	71 (1.7)
White	1998	1389	7.25 (0.96)	38.82 (2.32)	77.00 (2.04)
Black	1998	174	1.00 (*)	14.07 (2.75)	43.85 (4.57)
Hispanic	1998	182	3.19 (1.53)	19.67 (3.90)	53.97 (4.39)
American Indian	1998	69	2.34 (*)	21.59 (5.45)	62.50 (8.10)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Kentucky total	1992	2752	3 (0.5)	23 (1.6)	58 (1.7)
	1994	2758	6 (0.8)	26 (1.9)	56 (1.6)
	1998	2442	6 (0.7)[§]	29 (1.7)[‖]	63 (1.8)[‡]
White	1992	2373	3.81 (0.60)	24.81 (1.74)	61.02 (1.66)
	1994	2315	6.36 (0.94)	27.83 (1.92)	59.43 (1.52)
	1998	2104	7.18 (0.83)	31.68 (1.75)	66.67 (1.81)
Black	1992	250	0.40 (*)	8.23 (3.23)	38.33 (4.69)
	1994	251	1.25 (0.74)	11.61 (3.49)	36.51 (4.74)
	1998	205	1.73 (1.11)	11.05 (2.67)	35.48 (4.59)
Hispanic	1992	88	2.54 (1.75)	12.58 (4.93)	34.21 (7.07)
	1994	132	1.82 (*)	10.78 (5.04)	36.35 (4.77)
	1998	80	0.39 (*)	11.40 (4.38)	39.69 (5.98)
Louisiana total	1992	2848	2 (0.4)	15 (1.1)	46 (1.6)
	1994	2713	2 (0.5)	15 (1.2)	40 (1.5)
	1996	2587	3 (0.5)	19 (1.4)[‡]	48 (1.6)[†]
White	1992	1443	3.47 (0.74)	23.30 (1.59)	61.62 (1.93)
	1994	1377	4.24 (0.87)	24.54 (1.77)	58.07 (1.88)
	1998	1294	5.76 (1.00)	30.76 (2.35)	69.05 (1.47)
Black	1992	1186	0.47 (0.20)	6.42 (1.03)	28.34 (1.84)
	1994	1049	0.40 (*)	3.68 (0.77)	21.08 (1.86)
	1998	1039	0.59 (0.29)	5.65 (1.00)	25.49 (1.91)
Hispanic	1992	132	0.16 (*)	6.90 (2.71)	31.88 (6.11)
	1994	210	0.40 (*)	5.90 (2.37)	22.08 (4.49)
	1998	173	0.96 (*)	8.56 (3.48)	28.11 (4.64)
Maine total	1992	1916	6 (0.8)	36 (1.7)	75 (1.4)
	1994	2436	10 (1.0)	41 (1.5)	75 (1.6)
	1998	2355	8 (0.8)	36 (1.7)	73 (1.5)
White	1992	1768	6.55 (0.88)	37.08 (1.74)	76.67 (1.47)
	1994	2232	10.33 (1.01)	41.77 (1.49)	76.09 (1.65)
	1998	2139	8.22 (0.94)	38.00 (1.74)	74.28 (1.49)
Hispanic	1992	87	0.44 (*)	14.08 (4.69)	51.57 (6.00)
	1994	113	4.67 (*)	24.61 (6.16)	65.37 (5.64)
	1998	96	1.25 (*)	16.62 (7.63)	54.94 (9.07)
Maryland total	1992	2786	4 (0.6)	24 (1.2)	57 (1.8)
	1994	2555	7 (0.7)	26 (1.4)	55 (1.6)
	1998	2241	7 (0.9)	29 (1.9)	61 (2.0)
White	1992	1718	5.98 (0.86)	31.93 (1.72)	68.38 (1.89)
	1994	1459	9.82 (1.18)	36.72 (2.00)	69.47 (1.98)
	1998	1117	9.84 (1.60)	40.34 (2.66)	76.02 (2.16)
Black	1992	779	0.91 (0.62)	8.99 (1.31)	35.44 (3.14)
	1994	800	0.98 (0.39)	7.74 (1.34)	30.56 (2.55)
	1998	798	1.95 (0.73)	11.48 (1.41)	37.69 (2.87)
Hispanic	1992	166	0.82 (*)	11.88 (2.80)	39.38 (3.89)
	1994	156	1.43 (*)	12.23 (4.27)	39.34 (4.54)
	1998	189	2.54 (*)	18.40 (4.31)	45.78 (4.75)
Asian/Pacific Islander	1992	85	10.15 (4.18)	35.76 (5.26)	64.45 (6.42)
	1994	92	12.60 (4.95)	49.07 (6.13)	79.25 (4.04)
	1998	92	12.90 (6.34)	41.15 (7.94)	80.09 (5.46)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Massachusetts total	1992	2545	7 (0.8)	36 (1.5)	74 (1.3)
	1994	2517	8 (1.0)	36 (1.7)	69 (1.5)
	1998	2306	8 (0.8)	37 (2.0)	73 (1.8)
White	1992	2017	7.69 (0.91)	40.93 (1.72)	79.81 (1.10)
	1994	1884	9.93 (1.26)	42.24 (1.92)	77.97 (1.30)
	1998	1785	9.35 (1.16)	42.81 (2.28)	80.58 (1.51)
Black	1992	209	1.02 (0.69)	9.84 (3.25)	47.71 (4.35)
	1994	206	1.53 (*)	13.10 (2.30)	38.95 (3.96)
	1998	162	0.57 (*)	12.00 (4.01)	43.89 (4.59)
Hispanic	1992	209	0.63 (*)	10.83 (2.46)	42.08 (4.26)
	1994	298	0.79 (*)	10.44 (2.13)	37.20 (3.96)
	1998	235	1.33 (*)	13.70 (3.23)	40.85 (4.19)
Asian/Pacific Islander	1992	74	4.86 (*)	27.09 (10.20)	62.32 (9.36)
	1994	73	3.89 (*)	17.25 (6.30)	43.89 (9.63)
	1998	86	8.91 (5.49)	26.10 (6.05)	56.81 (7.37)
Michigan total	1992	2437	4 (0.6)	26 (2.0)	62 (1.9)
	1998	2365	5 (0.6)	28 (1.6)	63 (2.2)
White	1992	1772	5.05 (0.73)	31.59 (2.26)	71.02 (2.07)
	1998	1705	6.30 (0.76)	34.39 (1.73)	73.59 (1.89)
Black	1992	348	0.30 (*)	6.18 (1.88)	24.77 (3.13)
	1998	349	0.79 (*)	7.85 (2.33)	30.02 (3.43)
Hispanic	1992	213	0.95 (*)	10.76 (3.07)	41.83 (4.81)
	1998	212	0.53 (*)	10.92 (2.61)	38.89 (4.65)
Minnesota total	1992	2589	6 (0.7)	31 (1.5)	68 (1.7)
	1994	2655	7 (0.7)	33 (1.4)	65 (1.5)
	1998	2271	8 (0.9)	36 (1.6)	69 (1.6)
White	1992	2275	6.19 (0.83)	33.73 (1.46)	71.40 (1.57)
	1994	2201	7.93 (0.84)	34.87 (1.56)	68.91 (1.31)
	1998	1900	8.32 (0.89)	39.44 (1.90)	74.11 (1.65)
Black	1992	71	0.46 (*)	4.78 (2.84)	28.62 (5.99)
	1994	90	1.50 (*)	9.48 (3.81)	27.08 (6.09)
	1998	118	1.54 (*)	12.83 (2.97)	34.07 (4.03)
Hispanic	1992	144	1.54 (*)	14.19 (4.40)	45.42 (5.86)
	1994	221	4.12 (2.73)	21.40 (4.06)	48.62 (4.10)
	1998	141	3.48 (1.91)	19.07 (3.77)	43.65 (7.08)
Asian/Pacific Islander	1994	70	9.12 (4.11)	35.77 (7.45)	65.02 (6.85)
	1998	63	11.35 (5.97)	37.58 (9.42)	65.93 (8.25)
American Indian	1994	71	3.29 (*)	15.25 (5.54)	37.80 (7.33)
Mississippi total	1992	2657	2 (0.4)	14 (0.9)	41 (1.7)
	1994	2762	4 (0.6)	18 (1.3)	45 (1.7)
	1998	2552	3 (0.5)	18 (1.2)[‖]	48 (1.8)[‖]
White	1992	1117	4.11 (0.80)	25.88 (1.86)	63.91 (2.31)
	1994	1262	7.44 (1.22)	30.86 (2.27)	65.14 (2.57)
	1998	1221	5.23 (1.06)	27.28 (1.60)	63.30 (2.26)
Black	1992	1374	0.35 (0.24)	4.98 (0.63)	25.46 (1.68)
	1994	1251	0.85 (0.29)	7.07 (1.17)	28.49 (2.09)
	1998	1144	0.67 (0.31)	7.97 (1.36)	32.14 (2.24)
Hispanic	1992	130	0.52 (*)	2.88 (*)	22.90 (4.98)
	1994	193	0.86 (0.60)	6.37 (2.11)	26.86 (3.97)
	1998	147	0.40 (*)	4.40 (2.47)	24.95 (3.81)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Missouri total	1992	2562	6 (0.7)	30 (1.5)	67 (1.5)
	1994	2670	7 (0.9)	31 (1.6)	62 (1.8)
	1998	2482	5 (0.8)	29 (1.6)	63 (1.9)
White	1992	1972	6.58 (0.78)	34.96 (1.52)	73.74 (1.47)
	1994	2015	8.69 (0.96)	35.45 (1.63)	68.46 (1.57)
	1998	1882	6.32 (0.88)	34.19 (1.73)	71.08 (1.80)
Black	1992	365	1.01 (*)	8.92 (2.10)	37.74 (3.48)
	1994	366	2.60 (1.64)	11.61 (3.11)	35.90 (4.86)
	1998	373	0.78 (0.54)	7.98 (2.10)	31.79 (4.24)
Hispanic	1992	140	0.85 (*)	12.14 (2.89)	41.83 (4.62)
	1994	184	2.49 (1.71)	16.59 (3.88)	42.91 (5.06)
	1998	156	2.47 (*)	15.47 (3.21)	42.49 (6.34)
American Indian	1994	66	4.47 (*)	21.95 (5.88)	58.28 (7.26)
Montana total	1994	2501	7 (0.7)	35 (1.5)	69 (1.7)
	1998	1847	8 (1.2)	37 (2.4)	73 (1.8)
White	1994	1972	8.53 (0.88)	38.92 (1.53)	73.41 (1.58)
	1998	1516	9.16 (1.34)	40.85 (2.46)	77.46 (1.64)
Hispanic	1994	251	2.04 (1.24)	19.62 (2.84)	55.01 (5.14)
	1998	145	2.53 (*)	19.01 (5.50)	50.99 (7.20)
American Indian	1994	226	1.77 (1.01)	16.86 (3.67)	47.39 (5.37)
	1998	147	1.57 (*)	18.57 (4.73)	50.31 (5.71)
Nebraska					
White	1992	1941	6.38 (0.91)	34.07 (1.76)	73.16 (1.64)
	1994	1969	9.00 (0.99)	37.32 (1.79)	70.21 (1.49)
Black	1992	165	0.30 (*)	9.53 (3.08)	34.98 (3.95)
	1994	93	1.29 (*)	8.82 (4.67)	34.20 (5.06)
Hispanic	1992	193	1.57 (*)	15.73 (2.98)	48.58 (4.48)
	1994	226	4.18 (2.24)	20.75 (3.93)	50.12 (5.82)
American Indian	1994	65	2.84 (*)	17.41 (6.80)	42.33 (7.01)
Nevada total	1998	2597	4 (0.6)	21 (1.3)	53 (1.7)
White	1998	1583	4.92 (0.92)	26.78 (1.82)	61.53 (1.95)
Black	1998	222	0.75 (*)	6.49 (1.94)	31.53 (4.37)
Hispanic	1998	588	1.96 (0.77)	12.19 (1.83)	39.18 (2.39)
Asian/Pacific Islander	1998	126	4.12 (2.83)	27.24 (6.06)	63.84 (3.95)
American Indian	1998	77	1.65 (*)	12.48 (4.48)	37.28 (10.20)
New Hampshire total	1992	2239	8 (1.1)	38 (1.6)	76 (1.8)
	1994	2197	9 (1.0)	36 (1.6)	70 (1.9)
	1998	1805	7 (0.6)	38 (1.7)	75 (1.6)
White	1992	2011	8.11 (1.09)	38.94 (1.60)	76.91 (1.89)
	1994	2007	8.92 (1.05)	37.25 (1.55)	71.25 (2.06)
	1998	1607	7.75 (0.68)	40.12 (1.66)	76.93 (1.64)
Hispanic	1992	115	2.93 (1.78)	24.58 (4.99)	61.85 (4.95)
	1994	102	3.61 (*)	21.40 (6.60)	59.23 (6.83)
	1998	106	0.53 (0.33)	10.96 (5.23)	46.51 (6.45)
New Jersey					
White	1992	1426	10.37 (1.44)	43.61 (2.16)	80.75 (1.54)
	1994	1430	10.56 (0.91)	41.96 (2.18)	77.57 (1.55)
Black	1992	359	0.97 (*)	9.80 (2.13)	39.52 (4.02)
	1994	449	2.35 (1.18)	12.22 (2.30)	34.70 (3.58)
Hispanic	1992	324	2.01 (1.12)	13.57 (2.54)	38.97 (4.29)
	1994	469	3.58 (1.02)	17.34 (1.88)	43.66 (3.08)
Asian/Pacific Islander	1992	96	8.02 (4.05)	45.95 (5.46)	82.84 (4.29)
	1994	120	16.79 (5.96)	51.33 (5.36)	83.72 (4.47)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
New Mexico total	1992	2305	4 (0.7)	23 (1.7)	55 (1.7)
	1994	2635	4 (0.5)	21 (1.5)	49 (1.6)
	1998	2284	4 (0.9)	22 (1.5)	52 (2.0)
White	1992	1042	6.69 (1.32)	34.52 (2.78)	69.58 (2.11)
	1994	1080	7.46 (1.12)	29.95 (2.29)	63.17 (1.98)
	1998	930	6.67 (1.53)	34.84 (2.42)	69.45 (2.33)
Black	1992	67	0.83 (*)	12.50 (7.80)	41.05 (6.98)
	1994	76	0.81 (*)	11.25 (5.42)	38.93 (8.39)
	1998	82	0.00 (*)	6.50 (3.58)	25.25 (6.48)
Hispanic	1992	1055	1.24 (0.46)	12.88 (1.07)	41.79 (2.18)
	1994	1191	2.52 (0.58)	15.05 (1.54)	41.31 (2.01)
	1998	1053	1.97 (0.94)	13.87 (1.35)	42.88 (2.29)
American Indian	1992	112	0.00 (*)	9.31 (4.94)	42.45 (7.24)
	1994	251	1.54 (0.79)	7.91 (2.91)	30.46 (4.16)
	1998	178	1.80 (*)	8.62 (2.47)	26.92 (5.54)
New York total	1992	2285	5 (0.6)	27 (1.3)	61 (1.4)
	1994	2495	6 (0.8)	27 (1.5)	57 (1.7)
	1998	2221	5 (0.7)	29 (1.7)	62 (2.2)
White	1992	1415	6.87 (1.05)	35.74 (1.79)	74.40 (1.56)
	1994	1372	9.40 (1.22)	38.99 (2.23)	72.52 (1.94)
	1998	1382	7.17 (1.02)	38.77 (1.83)	76.18 (2.09)
Black	1992	306	1.60 (0.95)	12.04 (2.63)	44.30 (3.39)
	1994	496	0.66 (*)	8.97 (1.47)	32.65 (2.58)
	1998	352	1.28 (0.73)	8.74 (1.93)	32.90 (2.96)
Hispanic	1992	435	0.81 (0.44)	9.29 (1.66)	32.49 (3.20)
	1994	482	2.70 (1.02)	12.95 (1.82)	39.49 (3.34)
	1998	365	1.05 (0.67)	10.77 (1.86)	37.27 (4.23)
Asian/Pacific Islander	1992	79	8.02 (3.96)	33.95 (6.26)	70.75 (7.53)
	1994	81	11.47 (5.39)	42.24 (7.08)	73.85 (5.69)
	1998	85	13.16 (4.32)	50.26 (10.04)	79.70 (6.71)
North Carolina total	1992	2883	5 (0.7)	25 (1.3)	56 (1.4)
	1994	2833	8 (0.8)	30 (1.7)	59 (1.5)
	1998	2514	6 (0.7)	28 (1.4)	62 (1.6)[‖]
White	1992	1803	7.37 (0.92)	32.80 (1.76)	67.36 (1.64)
	1994	1803	11.02 (1.11)	39.14 (2.05)	70.70 (1.65)
	1998	1541	8.10 (1.11)	37.00 (1.83)	75.13 (1.80)
Black	1992	819	1.13 (0.55)	9.41 (1.80)	35.77 (3.12)
	1994	787	1.16 (0.54)	10.75 (1.54)	35.26 (2.11)
	1998	706	1.50 (0.61)	11.34 (1.58)	41.23 (2.75)
Hispanic	1992	147	1.97 (*)	13.96 (3.79)	36.72 (4.24)
	1994	119	1.58 (*)	10.82 (3.11)	34.28 (5.30)
	1998	172	1.24 (0.74)	13.05 (3.19)	37.20 (5.08)
American Indian	1992	88	3.97 (*)	18.79 (5.57)	43.04 (8.83)
	1994	89	0.40 (*)	10.74 (5.94)	44.94 (5.76)
North Dakota					
White	1992	1989	6.18 (0.89)	35.68 (1.49)	75.00 (1.78)
	1994	2231	8.78 (0.97)	39.74 (1.46)	75.32 (1.26)
Hispanic	1992	68	6.42 (3.84)	29.48 (5.77)	71.08 (7.46)
	1994	143	3.77 (2.16)	22.29 (4.53)	58.25 (5.07)
American Indian	1992	78	1.51 (*)	16.95 (5.47)	55.77 (7.73)
	1994	107	1.08 (*)	14.58 (5.09)	40.01 (7.73)
Ohio					
White	1992	2046	5.72 (0.95)	30.43 (1.67)	68.14 (1.82)
Black	1992	336	1.27 (*)	9.94 (2.26)	37.82 (3.49)
Hispanic	1992	141	1.92 (*)	14.83 (4.12)	45.46 (6.42)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Oklahoma total	1992	2251	4 (0.6)	29 (1.3)	67 (1.2)
	1998	2576	5 (0.7)	30 (1.6)	66 (1.3)
White	1992	1624	5.31 (0.85)	33.01 (1.62)	72.78 (1.45)
	1998	1788	6.69 (0.88)	35.73 (2.02)	72.88 (1.49)
Black	1992	176	0.63 (*)	9.92 (2.09)	39.90 (3.77)
	1998	217	1.38 (*)	9.17 (2.64)	31.87 (5.01)
Hispanic	1992	185	0.76 (*)	15.12 (2.95)	51.86 (4.52)
	1998	253	1.87 (1.04)	14.20 (2.46)	47.65 (4.34)
American Indian	1992	232	3.70 (1.74)	25.81 (3.95)	61.90 (4.13)
	1998	276	2.15 (*)	21.62 (3.56)	58.14 (3.78)
Oregon total	1998	2396	5 (0.7)	28 (1.5)	61 (2.0)
White	1998	1826	6.40 (0.92)	32.84 (1.65)	67.73 (1.93)
Black	1998	66	1.23 (*)	9.61 (4.81)	45.08 (9.61)
Hispanic	1998	278	1.05 (*)	11.35 (2.14)	33.92 (3.84)
Asian/Pacific Islander	1998	105	4.34 (2.36)	24.68 (5.49)	61.56 (7.79)
American Indian	1998	116	0.65 (0.43)	8.87 (4.16)	39.98 (6.08)
Pennsylvania					
White	1992	2140	7.01 (0.94)	37.39 (1.75)	75.90 (1.59)
	1994	1747	8.49 (1.04)	36.23 (1.38)	69.82 (1.41)
Black	1992	353	0.62 (0.41)	7.11 (1.43)	28.77 (3.30)
	1994	311	0.51 (*)	7.34 (2.17)	26.22 (4.12)
Hispanic	1992	233	2.22 (1.15)	14.10 (3.39)	41.47 (4.73)
	1994	155	0.90 (*)	11.39 (4.70)	35.37 (5.37)
Rhode Island total	1992	2347	5 (0.7)	28 (1.7)	63 (2.2)
	1994	2342	8 (1.0)	32 (1.4)	65 (1.6)
	1998	2533	7 (0.9)	32 (1.7)	65 (1.7)
White	1992	1787	6.27 (0.85)	33.01 (1.90)	71.74 (1.73)
	1994	1788	9.27 (1.16)	36.82 (1.61)	71.77 (1.58)
	1998	1915	8.93 (1.09)	38.48 (1.82)	74.39 (1.51)
Black	1992	144	0.91 (*)	7.11 (2.47)	26.82 (3.52)
	1994	167	2.57 (1.34)	10.69 (2.68)	39.39 (3.96)
	1998	171	0.89 (*)	11.68 (2.41)	40.86 (5.04)
Hispanic	1992	281	0.73 (*)	8.70 (1.85)	32.26 (5.38)
	1994	258	1.97 (1.26)	11.92 (2.94)	37.91 (3.54)
	1998	331	0.99 (*)	7.93 (1.98)	30.06 (3.88)
Asian/Pacific Islander	1992	90	3.11 (1.89)	15.70 (4.46)	38.25 (5.01)
	1994	84	3.27 (*)	16.87 (5.95)	42.65 (6.86)
	1998	73	6.43 (4.45)	23.89 (5.85)	51.11 (8.82)
South Carolina total	1992	2758	4 (0.7)	22 (1.4)	53 (1.9)
	1994	2707	4 (0.6)	20 (1.3)	48 (1.5)
	1998	2411	4 (0.6)	22 (1.2)	55 (1.8)‡
White	1992	1490	6.15 (1.01)	32.13 (1.69)	67.80 (2.27)
	1994	1419	6.77 (0.96)	31.20 (1.83)	65.75 (1.65)
	1998	1301	6.23 (1.01)	32.63 (1.81)	69.37 (2.05)
Black	1992	1061	0.52 (0.30)	7.31 (1.20)	34.36 (2.30)
	1994	997	0.54 (0.26)	5.55 (1.12)	24.89 (1.95)
	1998	904	0.97 (0.36)	9.85 (1.49)	37.51 (2.58)
Hispanic	1992	144	0.68 (*)	10.99 (3.52)	32.42 (5.29)
	1994	214	0.85 (*)	7.60 (2.41)	26.67 (3.97)
	1998	137	0.32 (*)	10.04 (2.99)	31.18 (4.89)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Tennessee total	1992	2734	4 (0.7)	23 (1.5)	57 (1.7)
	1994	1998	6 (0.9)	27 (1.5)	58 (2.1)
	1998	2627	5 (0.6)	25 (1.4)	58 (2.0)
White	1992	1911	5.15 (0.86)	28.59 (1.69)	65.25 (1.66)
	1994	1454	7.58 (1.06)	32.27 (1.74)	65.70 (2.34)
	1998	1837	6.00 (0.79)	31.29 (1.62)	67.10 (2.24)
Black	1992	612	0.54 (*)	7.65 (1.24)	33.02 (2.88)
	1994	418	0.81 (*)	8.65 (2.66)	30.33 (2.76)
	1998	625	0.85 (0.43)	9.50 (2.05)	35.46 (4.11)
Hispanic	1992	142	1.65 (*)	13.84 (4.34)	38.86 (5.85)
	1994	85	2.20 (*)	11.87 (5.43)	39.91 (8.60)
	1998	110	1.80 (*)	15.10 (3.88)	38.15 (7.77)
Texas total	1992	2571	4 (0.7)	24 (1.8)	57 (2.0)
	1994	2454	6 (0.8)	26 (1.8)	58 (2.3)
	1998	2241	5 (0.9)	29 (2.1)	63 (2.4)
White	1992	1188	6.59 (1.20)	34.81 (2.44)	71.36 (2.53)
	1994	1176	9.98 (1.18)	38.16 (2.21)	73.01 (2.35)
	1998	1080	9.22 (1.62)	43.45 (2.97)	79.75 (2.03)
Black	1992	364	0.87 (0.57)	8.43 (1.62)	40.09 (3.82)
	1994	296	0.82 (*)	9.51 (2.60)	38.12 (4.70)
	1998	356	0.92 (*)	11.26 (1.97)	38.49 (4.94)
Hispanic	1992	928	1.36 (0.48)	12.46 (1.94)	41.02 (2.36)
	1994	886	1.54 (0.69)	12.54 (1.43)	40.54 (2.56)
	1998	718	1.91 (0.50)	14.56 (1.43)	48.38 (2.81)
Asian/Pacific Islander	1994	67	8.00 (3.23)	35.97 (8.83)	68.45 (7.44)
Utah total	1992	2829	5 (0.6)	30 (1.6)	67 (1.6)
	1994	2733	6 (0.8)	30 (1.6)	64 (1.6)
	1998	2678	5 (0.8)	28 (1.6)	62 (1.7)
White	1992	2427	5.29 (0.69)	32.25 (1.70)	70.37 (1.50)
	1994	2233	7.07 (0.87)	33.20 (1.70)	67.68 (1.78)
	1998	2133	5.87 (1.05)	32.29 (1.60)	70.04 (1.55)
Hispanic	1992	273	1.81 (1.10)	13.78 (3.08)	45.48 (4.24)
	1994	324	1.91 (1.14)	15.21 (2.70)	46.83 (3.42)
	1998	343	0.98 (0.49)	8.98 (2.41)	32.85 (3.59)
Asian/Pacific Islander	1994	74	7.47 (3.36)	25.05 (6.90)	59.10 (6.61)
	1998	72	4.62 (2.74)	21.88 (5.84)	52.57 (9.05)
American Indian	1994	71	0.38 (*)	8.76 (4.28)	38.97 (10.55)
	1998	71	0.67 (*)	10.01 (6.18)	34.17 (11.09)
Virgin Islands total	1992	882	0 (*)	3 (0.7)	17 (1.5)
	1998	1469	2 (0.4)	8 (1.3)§	26 (1.8)§
Black	1992	670	0.12 (*)	3.03 (0.73)	17.79 (1.73)
	1998	1111	1.53 (0.48)	7.89 (1.54)	27.22 (2.00)
Hispanic	1992	172	0.00 (*)	2.09 (*)	10.18 (2.59)
	1998	277	0.91 (*)	6.04 (1.73)	21.15 (4.1)
Virginia total	1992	2786	6 (1.0)	31 (1.6)	67 (1.8)
	1994	2719	7 (0.7)	26 (1.7)	57 (1.8)
	1998	2602	6 (0.8)	30 (1.6)	64 (1.5)‡
White	1992	1876	8.59 (1.27)	39.52 (2.05)	76.09 (1.86)
	1994	1629	9.97 (1.01)	35.30 (2.06)	70.23 (1.94)
	1998	1630	8.44 (1.00)	38.18 (2.17)	73.67 (1.72)
Black	1992	653	0.83 (0.51)	12.44 (2.04)	43.89 (3.74)
	1994	739	1.40 (0.58)	8.29 (1.42)	31.50 (2.28)
	1998	628	1.18 (0.66)	12.91 (2.05)	44.92 (2.63)
Hispanic	1992	138	0.87 (*)	12.41 (3.29)	45.09 (5.10)
	1994	210	4.20 (1.81)	20.30 (3.21)	49.31 (4.69)
	1998	201	1.76 (1.03)	12.74 (3.60)	43.58 (4.29)
Asian/Pacific Islander	1992	70	7.44 (4.37)	38.70 (9.02)	76.29 (8.11)
	1994	94	10.98 (4.13)	42.19 (7.73)	72.39 (6.82)
	1998	92	11.90 (3.69)	38.26 (6.67)	76.43 (5.88)

Exhibit 26. 1992, 1994, and 1998 Reading NAEP, Grade 4 (continued)

Population	Year	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Washington total	1994	2737	6 (0.7)	27 (1.2)	59 (1.6)
	1998	2378	6 (0.8)	29 (1.4)	63 (1.7)
White	1994	1986	6.72 (0.85)	30.78 (1.47)	63.77 (1.69)
	1998	1733	6.81 (0.88)	32.97 (1.72)	68.64 (1.97)
Black	1994	132	1.23 (*)	11.01 (3.59)	40.55 (4.66)
	1998	114	1.58 (*)	12.56 (4.62)	42.04 (6.71)
Hispanic	1994	326	1.25 (0.74)	9.40 (2.16)	36.07 (3.92)
	1998	261	2.55 (0.99)	12.40 (2.92)	39.20 (5.04)
Asian/Pacific Islander	1994	172	7.99 (3.54)	28.48 (5.20)	60.36 (4.72)
	1998	170	6.02 (2.13)	30.68 (4.39)	65.59 (5.02)
American Indian	1994	105	4.38 (2.00)	19.63 (4.99)	51.43 (6.05)
	1998	96	1.94 (*)	18.59 (3.56)	50.48 (5.53)
West Virginia total	1992	2733	5 (0.7)	25 (1.4)	61 (1.4)
	1994	2757	6 (0.6)	26 (1.4)	58 (1.4)
	1998	2518	6 (1.0)	29 (1.6)	62 (1.7)
White	1992	2492	4.82 (0.80)	26.10 (1.35)	62.88 (1.31)
	1994	2483	5.98 (0.63)	27.70 (1.44)	59.46 (1.30)
	1998	2209	5.96 (1.12)	30.57 (1.65)	64.95 (1.63)
Black	1992	63	2.63 (*)	11.72 (5.52)	42.22 (7.56)
	1994	89	1.90 (*)	13.00 (2.90)	43.90 (8.87)
	1998	94	0.00 (*)	5.60 (2.52)	33.16 (5.98)
Hispanic	1992	115	2.03 (*)	15.52 (5.25)	38.72 (6.20)
	1994	120	0.88 (*)	10.65 (3.88)	39.34 (6.48)
	1998	139	3.14 (1.89)	14.40 (3.54)	39.75 (5.70)
Wisconsin total	1992	2712	6 (0.6)	33 (1.3)	71 (1.3)
	1994	2331	7 (0.7)	35 (1.6)	71 (1.6)
	1998	2071	6 (0.8)	34 (1.6)	72 (1.6)
White	1992	2214	6.94 (0.74)	37.41 (1.53)	74.96 (1.34)
	1994	1945	8.14 (0.74)	39.11 (1.70)	75.70 (1.41)
	1998	1604	7.22 (0.99)	39.41 (1.77)	78.83 (1.43)
Black	1992	168	0.98 (*)	9.59 (2.50)	40.99 (4.39)
	1994	106	0.45 (*)	9.02 (2.55)	39.33 (6.50)
	1998	219	0.70 (*)	6.77 (2.44)	31.18 (4.18)
Hispanic	1992	224	2.13 (1.12)	16.71 (2.73)	55.94 (4.81)
	1994	172	1.24 (*)	14.50 (3.51)	45.76 (6.29)
	1998	165	2.23 (1.31)	15.73 (3.40)	52.21 (4.57)
American Indian	1992	66	1.29 (*)	15.72 (6.38)	48.78 (9.28)
Wyoming total	1992	2775	5 (0.6)	33 (1.5)	71 (1.6)
	1994	2699	6 (0.6)	32 (1.4)	68 (1.7)
	1998	2642	6 (0.7)	30 (2.0)	65 (2.1)
White	1992	2299	6.09 (0.68)	35.82 (1.65)	74.55 (1.83)
	1994	2210	6.21 (0.81)	34.56 (1.42)	71.40 (1.57)
	1998	2116	7.29 (0.84)	32.90 (2.18)	68.57 (2.32)
Hispanic	1992	319	1.79 (1.11)	17.43 (2.26)	53.09 (3.77)
	1994	334	2.70 (1.40)	19.95 (2.55)	52.57 (4.98)
	1998	320	2.23 (1.28)	17.84 (2.79)	50.95 (4.55)
American Indian	1992	115	3.22 (2.22)	16.99 (4.98)	53.52 (6.41)
	1994	103	2.31 (*)	20.19 (5.02)	54.66 (5.80)
	1998	133	2.55 (*)	16.41 (4.09)	48.91 (7.90)

(*)Standard error estimates cannot be precisely determined.
†Significantly different across jurisdictions from 1994
‡Significantly different from 1994
§Significantly different across jurisdictions from 1992
‖Significantly different from 1992
[a]DoDEA/DDESS: Department of Defense Educational Activity/Department of Defense Domestic Dependent Elementary and Secondary Schools
[b]DoDEA/DoDDS: Department of Defense Educational Activity/Department of Defense Dependent Schools (Overseas)

Exhibit 27. 1998 Reading NAEP, Grade 8: Percentage of Students in Each Participating Jurisdiction At or Above Each Achievement Level, by Race/Ethnicity (Standard errors in parentheses)

Note: Data were collected in each participating state on the number of White, Black, Hispanic, Asian/Pacific Islander, and American Indian students who took the NAEP. If the sample size of one or more of these populations was too small to produce accurate data, the categories were omitted for the state in the table below.

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Alabama total	2428	1 (0.4)	21 (1.4)	66 (1.8)
White	1490	1.33 (0.54)	28.34 (1.84)	78.62 (1.55)
Black	785	0.18 (*)	7.10 (1.44)	44.83 (3.06)
Hispanic	99	0.24 (*)	11.67 (5.03)	38.08 (7.61)
Arizona total	2325	2 (0.4)	28 (1.3)	73 (1.5)
White	1354	2.34 (0.72)	38.09 (1.84)	85.89 (1.24)
Black	106	0.19 (*)	11.03 (3.98)	53.31 (5.45)
Hispanic	699	0.45 (0.25)	12.70 (1.47)	54.94 (2.39)
American Indian	115	0.48 (*)	10.58 (4.15)	48.89 (6.13)
Arkansas total	2412	1 (0.4)	23 (1.3)	68 (1.7)
White	1727	1.51 (0.56)	28.63 (1.60)	76.90 (1.73)
Black	545	0.04 (*)	5.70 (1.57)	42.34 (3.15)
Hispanic	82	0.00 (*)	10.57 (4.88)	41.11 (7.10)
California total	1944	1 (0.3)	22 (1.7)	64 (2.4)
White	796	2.01 (0.68)	36.07 (3.15)	82.44 (2.57)
Black	158	0.15 (*)	11.58 (3.63)	52.21 (6.04)
Hispanic	736	0.09 (*)	8.67 (1.37)	47.55 (3.53)
Asian/Pacific Islander	223	1.05 (*)	27.17 (4.29)	71.64 (4.25)
Colorado total	2542	2 (0.3)	30 (1.5)	76 (1.4)
White	1794	2.19 (0.40)	37.99 (1.86)	85.68 (1.20)
Black	114	0.00 (*)	6.83 (2.77)	51.58 (6.32)
Hispanic	516	0.37 (0.22)	11.32 (1.79)	53.95 (2.68)
Asian/Pacific Islander	84	1.68 (*)	31.27 (6.08)	76.32 (6.82)
Connecticut total	2489	4 (0.5)	42 (1.5)	82 (1.3)
White	1833	4.29 (0.72)	49.55 (1.57)	89.89 (0.95)
Black	296	0.25 (*)	10.23 (2.63)	47.95 (4.23)
Hispanic	245	1.02 (*)	16.02 (3.20)	57.57 (4.00)
Asian/Pacific Islander	81	7.80 (3.45)	53.40 (6.93)	87.31 (4.80)
District of Columbia total	1528	1 (0.4)	12 (1.3)	44 (2.4)
White	72	15.94 (7.10)	54.23 (7.03)	80.11 (6.46)
Black	1262	0.50 (0.28)	9.25 (1.16)	42.73 (2.33)
Hispanic	150	0.50 (*)	11.36 (6.29)	43.75 (9.67)
DoDEA/DDESS[a] total	610	6 (1.1)	37 (3.3)	78 (4.2)
White	255	7.95 (2.35)	47.56 (3.75)	86.61 (3.09)
Black	159	1.98 (*)	20.90 (5.91)	60.40 (8.63)
Hispanic	160	5.54 (2.42)	34.79 (6.95)	79.31 (5.64)
DoDEA/DoDDS[b] total	2138	3 (0.5)	36 (2.2)	80 (1.2)
White	999	5.05 (0.86)	45.21 (3.95)	86.17 (1.67)
Black	406	1.47 (0.84)	23.67 (2.39)	70.91 (3.45)
Hispanic	316	2.09 (1.45)	28.73 (2.99)	74.26 (2.96)
Asian/Pacific Islander	354	2.34 (1.21)	34.78 (4.15)	81.67 (3.84)
Delaware total	1987	2 (0.4)	25 (1.5)	66 (1.5)
White	1288	2.58 (0.49)	31.62 (2.15)	75.43 (1.72)
Black	504	0.36 (*)	9.95 (2.10)	46.33 (3.38)
Hispanic	134	1.10 (0.71)	16.67 (4.37)	55.89 (9.29)

Exhibit 27. 1998 Reading NAEP, Grade 8 (continued)

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Florida total	2392	1 (0.3)	23 (1.6)	65 (2.0)
White	1278	1.79 (0.55)	31.65 (2.41)	79.02 (2.45)
Black	598	0.00 (*)	7.96 (1.35)	42.78 (2.46)
Hispanic	408	0.15 (0.09)	14.34 (2.14)	54.53 (4.85)
Asian/Pacific Islander	76	6.08 (3.55)	50.57 (7.20)	89.67 (4.55)
Georgia total	2499	1 (0.5)	25 (1.6)	68 (1.7)
White	1402	2.06 (0.84)	35.01 (2.51)	81.86 (2.08)
Black	892	0.16 (*)	8.38 (1.16)	47.16 (2.61)
Hispanic	116	0.49 (*)	11.34 (4.22)	44.96 (5.40)
Hawaii total	2461	1 (0.3)	19 (1.0)	60 (1.5)
White	404	2.57 (1.41)	33.16 (3.45)	75.65 (2.32)
Black	63	0.24 (*)	19.91 (6.40)	56.73 (9.72)
Hispanic	235	0.36 (*)	11.08 (3.02)	48.43 (4.17)
Asian/Pacific Islander	1703	0.96 (0.32)	16.90 (1.00)	58.71 (1.77)
Kansas total	1857	2 (0.6)	35 (1.7)	81 (1.7)
White	1504	2.59 (0.65)	39.43 (2.02)	85.06 (1.62)
Black	142	1.09 (*)	19.47 (9.13)	61.08 (7.33)
Hispanic	143	0.56 (*)	16.36 (5.61)	63.51 (5.92)
Kentucky total	2282	2 (0.5)	29 (1.7)	74 (1.6)
White	2002	2.20 (0.50)	31.47 (1.82)	76.48 (1.43)
Black	201	0.00 (*)	9.33 (3.02)	52.96 (5.19)
Louisiana total	2479	1 (0.2)	18 (1.4)	64 (1.9)
White	1368	0.91 (0.34)	26.24 (2.04)	79.79 (1.72)
Black	954	0.05 (*)	6.08 (1.38)	44.94 (3.21)
Hispanic	111	0.33 (*)	11.30 (3.53)	41.69 (6.17)
Maine total	2363	4 (0.7)	42 (1.7)	84 (1.3)
White	2213	3.89 (0.83)	43.05 (1.87)	84.83 (1.45)
Maryland total	2087	4 (0.7)	31 (2.0)	72 (1.8)
White	1179	5.30 (1.09)	41.93 (2.56)	82.64 (1.95)
Black	665	0.34 (*)	11.21 (1.58)	51.12 (2.32)
Hispanic	142	1.35 (*)	18.56 (4.45)	60.92 (5.23)
Asian/Pacific Islander	85	10.48 (4.54)	55.55 (6.92)	89.17 (4.53)
Massachusetts total	2141	3 (0.7)	36 (2.2)	80 (1.5)
White	1642	3.41 (0.80)	41.20 (2.43)	86.47 (1.22)
Black	142	2.20 (1.36)	15.24 (4.05)	57.57 (6.36)
Hispanic	228	0.57 (*)	15.17 (3.10)	55.15 (4.51)
Asian/Pacific Islander	114	4.29 (*)	38.16 (7.23)	77.20 (5.61)
Minnesota total	1926	2 (0.5)	37 (1.9)	81 (1.7)
White	1657	2.23 (0.56)	40.36 (1.99)	85.67 (1.45)
Black	66	0.18 (*)	7.55 (4.42)	40.01 (7.87)
Hispanic	79	0.74 (*)	13.26 (5.64)	52.86 (6.98)
Asian/Pacific Islander	75	1.86 (*)	21.45 (6.15)	57.30 (7.46)
Mississippi total	2274	1 (0.2)	19 (1.2)	61 (2.0)
White	1128	1.19 (0.41)	29.19 (2.03)	77.35 (1.94)
Black	1015	0.14 (*)	7.85 (1.11)	45.24 (2.67)
Hispanic	95	0.22 (*)	7.36 (2.71)	25.41 (5.99)
Missouri total	2526	1 (0.3)	29 (1.5)	76 (1.8)
White	2048	1.60 (0.31)	32.93 (1.58)	80.54 (1.75)
Black	355	0.19 (*)	7.66 (2.20)	51.40 (3.86)
Montana total	1877	2 (0.6)	38 (1.4)	83 (1.5)
White	1647	2.45 (0.65)	40.87 (1.60)	85.46 (1.28)
Hispanic	70	0.00 (*)	16.57 (7.20)	66.40 (9.03)
American Indian	113	0.46 (*)	14.63 (4.25)	64.47 (6.92)

Exhibit 27. 1998 Reading NAEP, Grade 8 (continued)

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Nevada total	2449	1 (0.3)	24 (1.3)	69 (1.5)
White	1533	2.11 (0.42)	30.94 (1.60)	77.67 (1.76)
Black	201	0.40 (*)	10.08 (2.35)	50.66 (6.39)
Hispanic	521	0.15 (*)	10.46 (2.05)	51.81 (2.59)
Asian/Pacific Islander	136	1.81 (1.20)	24.63 (6.13)	71.56 (5.46)
New Mexico total	2183	1 (0.4)	24 (1.4)	70 (1.7)
White	817	2.43 (1.07)	38.66 (2.33)	85.36 (2.20)
Hispanic	1124	0.43 (0.24)	14.48 (1.44)	59.47 (2.71)
American Indian	159	0.00 (*)	9.66 (3.65)	57.15 (7.71)
New York total	1842	2 (0.7)	34 (2.3)	78 (1.7)
White	1016	3.73 (1.05)	45.95 (2.67)	88.47 (1.40)
Black	338	0.06 (*)	12.03 (2.51)	57.95 (4.56)
Hispanic	375	0.18 (*)	13.09 (2.16)	60.33 (3.39)
Asian/Pacific Islander	74	6.55 (*)	45.94 (8.61)	88.99 (4.63)
North Carolina total	2487	2 (0.3)	31 (1.5)	76 (1.1)
White	1580	2.69 (0.52)	40.25 (1.79)	84.24 (1.21)
Black	704	0.33 (*)	12.64 (2.11)	60.18 (2.24)
Hispanic	88	0.00 (*)	11.83 (4.35)	53.41 (6.47)
American Indian	75	1.35 (*)	25.04 (5.41)	71.99 (4.75)
Oklahoma total	2182	1 (0.4)	29 (1.7)	80 (1.5)
White	1566	1.75 (0.50)	33.50 (2.08)	84.10 (1.56)
Black	193	0.24 (*)	11.50 (3.45)	65.42 (5.10)
Hispanic	152	0.12 (*)	12.95 (3.82)	64.05 (5.66)
American Indian	226	0.23 (*)	19.99 (4.42)	72.83 (4.12)
Oregon total	2169	2 (0.6)	33 (2.0)	78 (1.7)
White	1761	2.17 (0.59)	36.48 (2.25)	81.10 (1.48)
Hispanic	173	0.73 (*)	13.67 (3.01)	58.28 (5.49)
Asian/Pacific Islander	99	4.51 (2.38)	40.73 (8.24)	88.89 (4.35)
American Indian	66	0.56 (*)	16.09 (3.74)	70.00 (6.88)
Rhode Island total	2393	2 (0.5)	30 (1.2)	74 (1.2)
White	1921	2.56 (0.52)	34.16 (1.48)	79.11 (1.14)
Black	135	0.43 (*)	15.86 (5.39)	64.07 (6.66)
Hispanic	234	0.23 (*)	9.82 (2.21)	44.65 (5.11)
Asian/Pacific Islander	73	5.87 (3.23)	35.93 (4.84)	82.99 (7.03)
South Carolina total	2429	1 (0.3)	22 (1.1)	65 (1.8)
White	1331	1.54 (0.58)	30.82 (1.54)	78.24 (1.96)
Black	944	0.06 (*)	8.53 (1.17)	48.88 (3.07)
Hispanic	100	0.33 (*)	9.07 (4.08)	34.54 (5.54)
Tennessee total	2159	1 (0.4)	26 (1.6)	71 (1.4)
White	1634	1.80 (0.46)	31.67 (1.93)	79.35 (1.78)
Black	404	0.04 (*)	7.08 (1.48)	44.60 (2.84)
Hispanic	75	0.74 (0.45)	8.74 (4.22)	44.10 (7.32)
Texas total	2318	1 (0.4)	28 (1.9)	76 (1.7)
White	1106	2.44 (0.71)	39.65 (2.42)	87.42 (1.57)
Black	293	0.06 (*)	11.79 (3.47)	54.49 (4.70)
Hispanic	805	0.23 (*)	15.23 (1.90)	65.83 (3.19)
Asian/Pacific Islander	89	4.04 (2.54)	49.69 (5.15)	86.71 (5.23)
Utah total	2510	2 (0.3)	31 (1.2)	77 (1.5)
White	2176	1.81 (0.32)	32.66 (1.24)	80.19 (1.48)
Hispanic	180	1.54 (*)	21.03 (4.42)	59.48 (5.04)
Asian/Pacific Islander	81	1.26 (*)	29.30 (7.05)	71.42 (8.04)

Exhibit 27. 1998 Reading NAEP, Grade 8 (continued)

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Virginia total	2493	3 (0.6)	33 (1.6)	78 (1.2)
White	1607	3.98 (0.87)	41.83 (1.75)	85.97 (1.09)
Black	624	0.34 (0.22)	12.31 (2.02)	58.37 (2.99)
Hispanic	145	1.45 (*)	21.31 (5.04)	64.54 (5.42)
Asian/Pacific Islander	98	2.36 (*)	38.56 (7.58)	83.73 (5.84)
Virgin Islands total	643	1 (*)	10 (2.5)	40 (3.7)
Black	507	0.58 (*)	9.45 (3.08)	40.58 (5.01)
Hispanic	119	0.67 (*)	10.46 (3.35)	38.05 (6.94)
Washington total	2205	2 (0.5)	32 (1.6)	77 (1.3)
White	1644	2.58 (0.63)	35.86 (2.08)	81.68 (1.49)
Black	79	1.11 (*)	16.47 (5.96)	58.03 (6.83)
Hispanic	226	0.39 (*)	12.78 (3.37)	57.77 (4.06)
Asian/Pacific Islander	175	2.34 (1.25)	31.87 (5.16)	77.53 (4.02)
American Indian	80	0.00 (*)	9.85 (3.93)	50.71 (7.13)
West Virginia total	2442	1 (0.3)	27 (1.2)	74 (1.6)
White	2258	1.53 (0.32)	28.40 (1.24)	75.96 (1.59)
Black	81	0.66 (*)	12.74 (4.50)	55.69 (8.17)
Wisconsin total	1918	2 (0.4)	33 (2.0)	79 (1.8)
White	1572	2.22 (0.50)	37.09 (2.14)	84.90 (1.32)
Black	165	0.00 (*)	6.89 (3.30)	45.88 (10.30)
Hispanic	104	0.52 (*)	20.19 (5.17)	63.96 (4.51)
Wyoming total	2509	2 (0.4)	29 (1.5)	76 (1.4)
White	2118	1.73 (0.40)	32.15 (1.63)	79.28 (1.49)
Hispanic	226	0.46 (*)	15.32 (3.43)	55.81 (3.98)
American Indian	110	0.68 (*)	10.99 (4.06)	54.74 (6.49)

(*)Standard error estimates cannot be precisely determined.
[a]DoDEA/DDESS: Department of Defense Educational Activity/Department of Defense Domestic Dependent Elementary and Secondary Schools
[b]DoDEA/DoDDS: Department of Defense Educational Activity/Department of Defense Dependent Schools (Overseas)

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