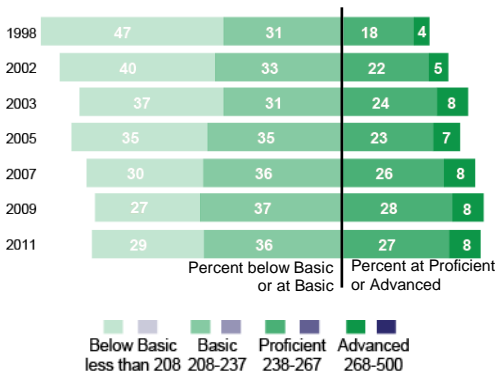


Why Reading by the End of Third Grade Still Matters in Florida: 2012 Supplement

The data presented here serves as an update to last year's more in-depth look at the NAEP 4th grade reading assessment for Florida's children. This on-line snapshot is meant to be viewed as a supplement to [Why Reading by the End of Third Matters in Florida](#).

Florida KIDS COUNT continues to focus on the critical importance of reading to ensure educational success for all of our children. National Assessment of Educational Progress (NAEP) data for Florida can be further explored at <http://nces.ed.gov/nationsreportcard/>

Florida NAEP 4th Grade Reading Achievement Level Percentages



NAEP 4th Grade Reading Average Score

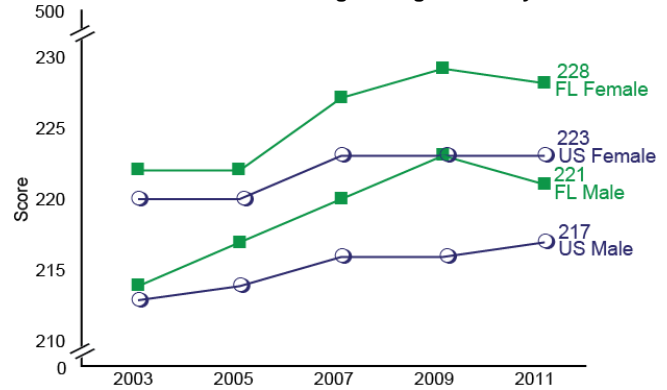
Year	FL	US
1998	206	213
2002	214	217
2003	218	216
2005	219	217
2007	224	220
2009	226	220
2011	225	220

Note: Florida did not participate in the 2000 NAEP Assessment

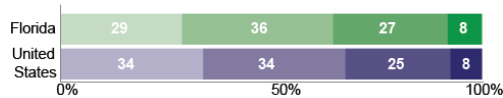
NAEP 4th Graders who Scored Below Proficient Reading Level 2011

Race	Percent	
	FL	US
White	52	58
Black	83	84
Hispanic	70	82
Geographic Location		
City	67	74
Suburb	64	63
Town	68	71
Rural	61	65

NAEP 4th Grade Reading Average Score by Gender



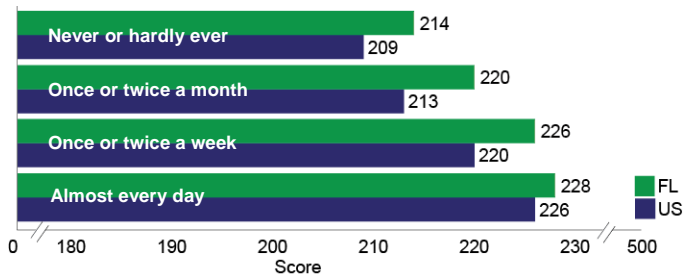
NAEP 4th Grade Reading Achievement Levels 2011



NAEP 4th Grade Reading Average Score and Achievement Levels by Eligibility for Free/Reduced School Lunch 2011

Average Score	Eligible		Not Eligible	
	FL	US	FL	US
Percent of Students	216	207	239	234
Below Basic	38	48	14	18
At or Above Basic	62	52	86	82
At or Above Proficient	24	18	53	48
At Advanced	4	2	16	13

NAEP 4th Grade Reading Average Score by Student Responses to a Question about How Often They Read for Fun on their Own Time 2011



Population by Age 2011

Age	FL	US
Under 1	213,621	3,996,537
1	210,583	3,969,022
2	210,480	3,971,760
3	219,641	4,102,285
4	220,517	4,122,454
5	218,546	4,088,149
6	216,562	4,074,959
7	213,868	4,083,146
8	214,695	4,052,957
9	216,192	4,034,985
10	223,249	4,134,144

Source: KIDS COUNT Data Center

Florida Public School Students 2010/11 English Language Learner

Grade	Enrollment	Non-Promotion	Learner	Absenteeism (21+ days)
PreK	52,990	N/A	12,135	14,035
K	197,125	7,554	37,678	19,741
1	200,910	8,920	37,531	14,676
2	196,732	5,574	31,200	11,730
3	205,588	14,487	24,588	11,110
4	200,597	1,844	18,482	10,933
5	200,745	1,228	14,875	11,463

Source: Florida Department of Education



"There is ample evidence that one of the major differences between poor and good readers is the difference in the quantity of total time they spend reading."

~ National Reading Panel, 2000

Understanding the NAEP 4th Grade Reading Assessment

The item chart illustrates a range of reading behaviors associated with scores on the NAEP reading scale. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions that indicate what students need to do when responding successfully are listed on the right, along with the corresponding cognitive targets. The chart on this page shows that fourth-graders performing at the *Basic* level with a score of 220 were likely to interpret a character's statement to provide a character trait. Students performing at the *Proficient* level with a score of 253 were likely to use information from an article to support an opinion. Students at the *Advanced* level with a score of 311 were likely to be able to use details from both the beginning and ending of a story to describe a change in a character's feelings.

Questions designed to assess the same cognitive target chart at different points on the NAEP scale. This is so because the questions are about different passages; thus, an integrate/interpret question may be more or less difficult depending on the passage the question is referring to.

GRADE 4 NAEP READING ITEM CHART

Score	Cognitive target	Question description
500		
//		
330	Critique/Evaluate	Provide an opinion about the author's craft in an expository text with supporting details
328	Integrate/Interpret	Find and use evidence to support a claim about the central figure in an expository text
320	* Integrate/Interpret	Interpret a story to infer a character trait with support from the text
311	Integrate/Interpret	Use details from both the beginning and end of a story to describe a change in a character's feelings
303	Critique/Evaluate	Evaluate subheading and use information to support the evaluation
298	Critique/Evaluate	Make complex inferences about a historical person's motivation and support with the central idea
279	Integrate/Interpret	Locate and use information to explain a cause in an expository text
271	* Integrate/Interpret	Infer the reason why a story event is challenging for a character
268	Critique/Evaluate	Use story events to support an opinion about the type of story
268		
265	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
262	* Critique/Evaluate	<i>Recognize a technique the author uses to develop a character</i>
260	Integrate/Interpret	Provide steps in a process described in an expository text
257	* Integrate/Interpret	<i>Recognize the main problem that the character faces in a story</i>
253	Critique/Evaluate	Use information from an article to provide and support an opinion
251	Locate/Recall	<i>Locate and recognize relevant information in a highly detailed expository text</i>
247	Integrate/Interpret	<i>Recognize the main purpose of an expository text</i>
244	Integrate/Interpret	<i>Recognize the implicit main idea of a story</i>
239	Integrate/Interpret	Locate and provide two pieces of information in support of the text idea
238	Locate/Recall	<i>Locate and recognize a relevant detail in a literary nonfiction text</i>
238		
237	Locate/Recall	<i>Locate and recognize a detail in support of the main idea in an expository text</i>
236	Locate/Recall	<i>Locate and recognize a relevant detail in an expository text</i>
226	Locate/Recall	<i>Recognize explicitly stated dialogue from a story</i>
223	Integrate/Interpret	<i>Make an inference to recognize a causal relation in an expository text</i>
220	* Integrate/Interpret	Interpret a character's statement to provide a character trait
216	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
211	Integrate/Interpret	<i>Make an inference to recognize the feelings of a speaker in a section of a poem</i>
208		
205	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
194	Critique/Evaluate	Provide an evaluation of a story character
188	Locate/Recall	<i>Make a simple inference to recognize the main character's feeling</i>
185	* Integrate/Interpret	<i>Make an inference to recognize a character trait</i>
//		
0		

* Indicates a question that pertains to the sample passage "Tough as Daisy."

NOTE: Regular type denotes a constructed-response question. *Italic type denotes a multiple-choice question.* The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for reading achievement levels are referenced on the chart.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.



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