



Percentile Rank by Reading Strand—All Students NAEP 2015 Reading, Grades 4 & 8

The National Assessment of Educational Progress (NAEP) reading test used multiple-choice and constructed-response items to examine student knowledge and skills using grade-appropriate texts in two reading strands including (1) reading for literary experience, and (2) reading for information. NAEP does not sample students enrolled in virtual charter schools.

A percentile rank of 56, for example, indicates the “average student” in Idaho scored higher on that particular reading strand than 56 percent of students in the nation’s public schools. The national norm for public schools is 50. The percentile ranks were computed using Microsoft Excel’s NORMSDIST function with NAEP 2015 average scores and standard deviations retrieved from the NAEP Data Explorer.

	Total	Literary	Informational
Grade 4	50	50	50
Grade 8	55	55	54

The **NAEP Reading Framework** is not a curriculum framework. In broad terms, the framework attempts to answer the question: *What reading skills should be assessed on NAEP at grades 4, 8, and 12?* The answer to this question must necessarily take into account the constraints of a large-scale assessment such as NAEP with its limitations on time and resources. Of critical importance is the fact that this document does not attempt to answer the question: *What (or how) reading should be taught?* The framework was developed with the understanding that some concepts, skills, and activities in school reading are not suitable to be assessed on NAEP, although they may well be important components of a school curriculum. The NAEP reading framework is available on the web at

<https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2015-reading-framework.pdf>

The **NAEP Reading-Specifications Document** is a companion to the NAEP Reading Framework that lays out the basic design of the assessment by *describing the reading content that should be tested* and the *types of assessment questions* that should be included. It also describes how the various design factors should be balanced across the assessment. The NAEP reading-specifications document is available on the web at

<https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2009-reading-specification.pdf>

Note: Some apparent differences between percentile rank estimates may not be statistically significant. **Source:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

