

NAEP 2013 Reading Grade 4

South Dakota lags behind nation

Reading Grade 4 Highlights:

- In 2013, South Dakota’s average scale score of 218 was significantly **lower** than the national average of 221 on the NAEP 4th grade reading assessment.
- South Dakota’s average scale score (218) was **higher** than nine other states but **lower** than 29 states and **not significantly different** from 11 states.
- 32% of South Dakota students scored **at or above Proficient** in 2013, on par with the national average.
- Only 8% of South Dakota’s Native American students achieved **at or above Proficient** and 66% scored **below Basic** on the NAEP.
- South Dakota **included** 87% of students with disabilities and 92% of English language learners on the NAEP assessment in 2013, exceeding the target of 85% inclusion.

What is NAEP?

The National Assessment of Educational Progress is administered in South Dakota every other year and measures what students know and can do in math and reading. From January to March 2013, approximately 3,000 South Dakota 4th graders in two-thirds of elementary schools participated in NAEP in reading. Student performance is reported as an average scale score based on the NAEP reading scale, which ranges from 0 to 500.

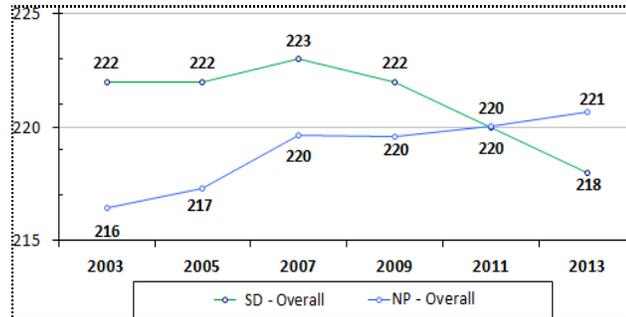


Figure 1: Average scale scores across time for South Dakota and the national public

How did we do in 2013?

South Dakota’s 4th grade reading scores are down slightly since 2003. In 2013, the national average was significantly higher than South Dakota for the first time (**Figure 1**).

An area of major improvement in South

Dakota was the inclusion of students with disabilities and English language learners. The NAEP administration in 2013 was South Dakota’s third consecutive administration with increased inclusion on the 4th grade reading assessment, and the first time the state reached the NAEP goal of 85 percent inclusion.

While more ELLs and students with disabilities participated in the assessment, the gap for those students was as big as ever. Fourth grade students with disabilities scored 43 points lower than their peers without disabilities. ELLs, only about 3 percent of the total student population, scored 60 points lower than non-ELLs in South Dakota.

White students’ average scale score of 225 was significantly higher than Hispanic students (207), black students (202) and Native American students (191). None of the subgroups in the state increased achievement from 2011 to 2013 on NAEP.

Students who were eligible for the National School Lunch Program had an average score 26 points lower than students who were not eligible.

For more information, visit:

<http://doe.sd.gov/oats/NAEP.aspx>

Alan Haarstad
NAEP State Coordinator
800 Governors Drive
Pierre, SD 57501
(605) 773-8064
Alan.Haarstad@state.sd.us



What is on the test?

Two types of texts:

- Informational: includes exposition, persuasive and procedural
- Literary: includes fiction, literary nonfiction and poetry

On the 4th grade reading assessment, 50 percent of the passages are informational and 50 percent are literary. Passages range from 200 to 800 words, with half of the questions being multiple choice and the other half constructed response.

What do informational texts look like?

Below is a selection from the 4th grade NAEP. The entire passage students read for the assessment was approximately 750 words long.

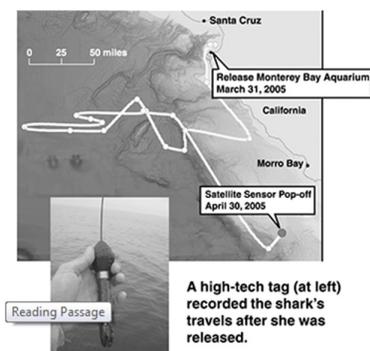
Little Great White

by Pamela S. Turner

A Message Home

Before letting her go, scientists attached a special "pop-up" satellite tag to the white shark. A month later the tag automatically popped off the shark, floated to the surface, and sent data to an orbiting satellite.

The tag told scientists that the shark was alive and had swum 200 miles south since her release. This is as close as any shark gets to sending a postcard: "The water is fine. Wish you were here!"



The following is a question based on this passage:

Why did scientists attach a tag to the white shark before setting her free?

- A. To track her growth over the next few years
- B. To make sure she stayed healthy after her release
- C. To prevent her from being caught by fishing boats
- D. To track where she swam after her release

Sixty-two percent of South Dakota students answered this question correctly.

What do literary texts look like?

The following are sections from 4th grade reading passages on NAEP. In this selection, fiction was used together with poetry.

If You Catch a Firefly

by Lilian Moore

If you catch a firefly
and keep it in a jar
You may find that
you have lost
A tiny star.
If you let it go then,
back into the night,
You may see it
once again
Star bright.

He was the largest trout I had ever
caught and the most beautiful thing I
had ever seen, silver and sleek and
pretty as a rainbow, and I could
hardly wait to take him home to
Granddaddy. I grasped him by the tail
and slipped the hook from his
mouth, but when I lifted him from
the water he seemed to grow smaller
and his brilliant color began to fade.

"Walter!" I said. "What's
happening to you?" But he only
returned my stare with

Granddaddy

by T. C. Roth

a great wet eye, unblinking and sad. I
knew then that I would never be able
to take him home with me.

I set him back in the river and let
him go, but just before he swam off
I thought I saw the corner of his
mouth lift in a great wide smile.

When I told Granddaddy about it
later that morning, he just grinned
from ear to ear and shook his head
and said knowingly, "That Walter."

The following is a question based on these passages:

What is one lesson that could be learned from both the story and the poem? Use details from both the story and the poem to explain your answer.

Constructed response items are graded using a rubric that focuses on the content of the answer, not spelling or grammar. Students can receive partial credit for responses.

Extensive

Responses scored at this level provide a lesson that could be learned from both the story and the poem and explain it using supporting details from both texts.

Essential

Responses scored at this level provide a lesson that could be learned from both the story and the poem but do not explain it using supporting details from both texts. Responses use details from only one of the texts, or provide no supporting details.

Twenty-seven percent of South Dakota students' answers to this question were deemed Extensive or Essential. The remainder were scored Partial or Unsatisfactory.

Where can I get more information?

These sites offer NAEP data analysis:

- [NAEP Data Explorer](#)
- [Nationsreportcard.gov](#)

Released questions can be viewed and turned into classroom tests with the [NAEP Questions Tool](#).

Contact Alan Haarstad at Alan.Haarstad@state.sd.us with questions about NAEP or these online tools.

Released NAEP items, as well as other state and teacher developed assessment resources, can also be found on the [South Dakota Assessment Portal](#).

For more information on the SDAP, contact Matt Gill at Matthew.Gill@state.sd.us