

OVERALL RESULTS

- In 2024, the average score of fourth-grade students in Michigan was 209. This was lower than the average score of 214 for students in the nation.
- The average score for students in Michigan in 2024 (209) was not significantly different from their average score in 2022 (212) and was lower than their average score in 1998 (218).
- The percentage of students in Michigan who performed at or above the NAEP Proficient level was 25 percent in 2024. This percentage was not significantly different from that in 2022 (26 percent) and in 1998 (26 percent).
- The percentage of students in Michigan who performed at or above the NAEP Basic level was 55 percent in 2024. This percentage was not significantly different from that in 2022 (56 percent) and was smaller than that in 1998 (62 percent).

COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in Michigan (209) was

- lower than those in 31 states/jurisdictions
- higher than those in 2 states/jurisdictions
- not significantly different from those in 18 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVERAGE SCORE	PERCENTAGE AT OR ABOVE NAEP BASIC	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity				
American Indian/Alaska Native	8	185	2	0
Asian	18	185	2	0
Black	19	185	2	0
Hispanic	9	203	46	18
Native Hawaiian/Pacific Islander	8	185	2	0
Two or More Races	6	203	47	19
White	62	217	54	29
Gender				
Male	52	205	50	22
Female	48	213	59	27
Economically disadvantaged status				
Economically disadvantaged	54	195	39	13
Not economically disadvantaged	46	226	73	38

Source: NAEP.

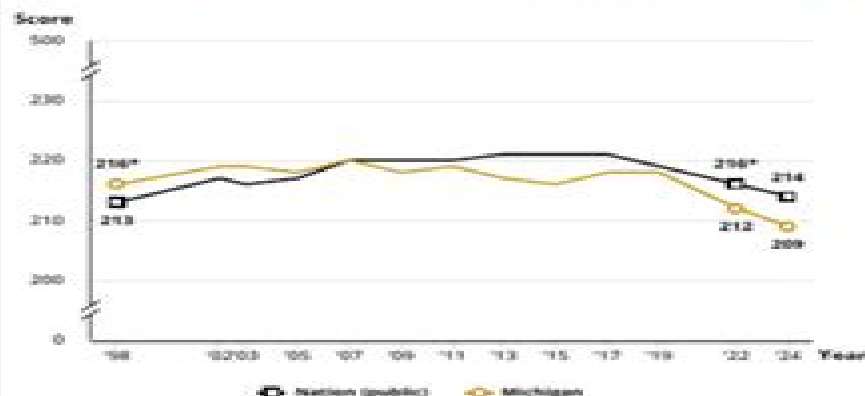
NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories include Hispanic origin.

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2024. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

SCORE GAPS FOR STUDENT GROUPS

- In 2024, Black students had an average score that was 32 points lower than that for White students. This performance gap was not significantly different from that in 1998 (38 points).
- In 2024, Hispanic students had an average score that was 14 points lower than that for White students. This performance gap was not significantly different from that in 1998 (22 points).
- In 2024, male students in Michigan had an average score that was lower than that for female students by 8 points.
- In 2024, students who were identified as economically disadvantaged had an average score that was 30 points lower than that for students who were identified as not economically disadvantaged. This performance gap was not significantly different from that in 1998 (24 points).

Nations Report Card Fourth Grade Reading 2000

Pamela Nevills, Patricia Wolfe



Nations Report Card Fourth Grade Reading 2000:

Reading Framework for the 2003 National Assessment of Educational Progress ,2002 **How to Teach**
Balanced Reading and Writing Bonnie Burns,2006-05-16 Presenting best practices in an easy to use format literacy expert
Bonnie Burns provides practical research based strategies for all aspects of literacy education *Achievement Gaps* Taslima
Rahman,2011 **Education Statistics Quarterly** ,2001 *The Reading Leadership Academy Guidebook* ,2002
Presentations and resources about scientifically based reading research Cover **Reading Framework for the 2009**
National Assessment of Educational Progress (NAEP) , *Expository Discourse in Children, Adolescents, and Adults*
Marilyn A. Nippold,Cheryl M. Scott,2010 School success in the 21st century requires proficiency with expository discourse
the use and understanding of informative language in spoken and written modalities This occurs for example when high
school students read their textbooks and listen to their teachers lectures and later are asked to demonstrate their knowledge
of this complex topic through oral reports and essay examinations Although many students are proficient with the expository
genre others struggle to meet these expectations This book is designed to provide information on the use and understanding
of expository discourse in school age children adolescents and young adults Recently researchers from around the world
have been investigating the development of this genre in typical students and in those with language disorders Although
many books have addressed the development of conversational and narrative discourse by comparison books devoted to the
topic of expository discourse are sparse This crossdisciplinary volume fills that gap in the literature and makes a unique
contribution to the study of language development and disorders It will be of interest to a range of professionals including
speech language pathologists teachers linguists and psychologists who are concerned with language development and
disorders **Handbook of Reading Disability Research** Anne McGill-Franzen,Richard L. Allington,2010-09-17 Bringing
together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and
thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term
developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses
traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should
reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives
Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as
psychological and educational research the volume is on the front line in exploring the relation of reading disability to
learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished
scholars with extensive research experience and publication records and numerous honors and awards from professional
organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are
contextualized within the framework of educators struggling to develop concrete instructional practices that meet the

learning needs of the lowest achieving readers *The Street Stops Here* Patrick McCloskey, 2010-10-30 A harrowing honest and often moving story Andrew Greeley McCloskey shows how challenging it is to succeed under adverse circumstances how tenuous are the victories how relentless are those who wage the battle to overcome the historic disadvantages of their students Diane Ravitch New York University Sheds light on important issues cutting across all city schools Joseph P Viteritti author of *Choosing Equality* *To Build a Better Teacher* Robert G. Holland, 2003-09-30 Throughout the 20th century grade school teachers were trained in schools of education where progressive theories largely held sway and were licensed by state bureaucracies philosophically compatible with the education schools Vested education interests now seek to make the monopoly even more controlling by requiring that all teachers be products of education schools accredited by a single national agency dedicated to progressive ideals Holland proposes an alternative vision compatible with the emerging 21st century paradigm of a competitive education industry Lower unnecessary barriers to teaching so that bright persons of diverse background and disposition can become teachers Set up an alternative track as in New Jersey so that bright liberal arts graduates or persons with valuable real world experience can be hired as teachers and put under the supervision of experienced mentors Apply value added assessment as in Tennessee to these new teachers and to veteran teachers as well so that principals can see how much each teacher has helped each child progress academically or not from school year to school year Holland's plan to break up the teacher prep monopoly is bound to be controversial and as such should be of great interest to all from parents and administrators to teachers and policy makers concerned with improving the state of American education **How Well are American Students Learning?** Tom Loveless, 2007 The Brown Center Report on American Education provides an accurate nonpartisan data driven account of American elementary and secondary education First published in 2000 the report continues to use the latest and best evidence available to evaluate student achievement in Americas schools This years report specifically concentrates on reading achievement assessing the role that time in and out of the classroom plays in learning and evaluating how private school dropout rates affect public education *The Implementation Guide to Student Learning Supports in the Classroom and Schoolwide* Howard S. Adelman, Linda Taylor, 2006 Offers in depth understanding for a wide variety of barriers to student learning as well as a learned synthesis of the best thinking about student motivation and healthy development Adelman and Taylor's book provides a perspective that helps practitioners understand all students who enter the classroom Linda Miller Consultant Iowa Department of Education As psychologists and support staff we read innumerable journal articles regarding responses to intervention learning disabilities differentiated instruction and the like The authors here effectively address the total child and offer research based suggestions on how to help all children Sandra Screen Ph D Director Detroit Public Schools MI Ensure that every school has a comprehensive and adaptable system of learning supports in the classroom and throughout the school Every teacher knows about barriers to learning and teaching that interfere with student progress and academic achievement These barriers to

learning can hamper a student's ability to participate effectively and benefit fully from classroom instruction and other educational activities. For school improvement efforts to succeed in ways that truly improve student achievement and student test scores, schools must provide students with learning supports in comprehensive, multifaceted and cohesive ways. This innovative Implementation Guide to Student Learning Supports in the Classroom and Schoolwide by Howard Adelman and Linda Taylor is designed to accompany their new School Leader's Guide to Student Learning Supports. Together, these two handbooks comprise a complete and adaptable system for addressing barriers to learning and teaching. The authors offer specific ideas, procedures, resources, tools, and guides for motivating students, personalizing instruction, and curriculum promoting development, building school and community partnerships, and closing the gap between the learning supports students need and the learning supports they are currently receiving. This unique guide for teachers, counselors, school administrators, and student support staff is based on an unparalleled New Directions for Student Support Initiative endorsed by more than 20 professional associations, including The American School Counselor Association, The American School Health Association, The National Association of Pupil Services Administrators, The National Association of School Nurses, The National Association of School Psychologists, The School Social Work Association of America, and others.

Building the Reading Brain, PreK-3 Pamela Nevills, Patricia Wolfe, 2009-01-06 Discover how children's brains change as they develop early reading skills. Moving through skills acquisition from birth to age eight, this updated edition of the best-selling book gives educators a clear picture of how children acquire and develop language skills in preparation for reading. This updated edition features developmentally appropriate practices for fostering critical literacy skills in each age group and expanded information on English learners and Response to Intervention. The authors provide brain-friendly strategies that build phonemic awareness, phonics, vocabulary, comprehension, and fluency skills. Instructional applications for games, music, and play. Interventions for children with early reading difficulties.

Practitioner's Guide to Curriculum-Based Evaluation in Reading Jason E. Harlacher, Tami L. Sakelaris, Nicole M. Kattelman, 2013-12-11 The educators are dedicated and concerned. The curriculum is successful. Yet some students aren't reading at grade level and meetings air problems without making progress. Many students continue to flounder, leading to more meetings with the same lack of meaningful results. The Practitioner's Guide to Curriculum-Based Evaluation in Reading gives researchers and professionals the means to break this frustrating cycle. Crafted by authors who have not only been there and done that but can explain in depth how to replicate the method. Focusing on reading but applicable across subject areas, this highly accessible guide defines curriculum-based evaluation. CBE provides conceptual background and analyzes its component steps. Assessment and intervention are given equal attention within a problem-solving model featuring tools for skill assessment, progress monitoring, goal setting, and other bedrock tasks. Chapters build to lead readers beyond classroom strategies to guidelines for problem solving and decision making to effectively address individual student needs. Included in the coverage: The curriculum-based evaluation

process Relating CBE to the Multi Tier System of Support model Using CBE in daily practice both in classwork and schoolwide Decoding early literacy and reading comprehension Progress monitoring and decision making Plus FAQs handouts and other supplemental materials This level of educational insight and pedagogical detail make the Practitioner s Guide to Curriculum Based Evaluation in Reading a clarion call for researchers graduate students and professionals in school and clinical child psychology assessment testing and evaluation applied linguistics language education special education and allied education educational psychology and social work

Early Intervention for Reading Difficulties Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 2016-12-12 This book has been replaced by Early Literacy Instruction and Intervention Third Edition ISBN 978 1 4625 5365 5 [Early Intervention for Reading Difficulties, Second Edition](#) Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 2016-12-15 Grounded in a strong evidence base this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K 2 The interactive strategies approach ISA is organized around core instructional goals related to enhancing word learning and comprehension of text The book provides guidance for assessment and instruction in whole class small group and one to one settings using the curricular materials teachers already have Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1 2 x 11 size Of special value the website also features nearly 200 pages of additional printable forms handouts and picture sorts that supplement the book s content New to This Edition Incorporates the latest research on literacy development and on the ISA Describes connections to the Common Core State Standards CCSS Explains how to use the ISA with English learners Chapter on fluency Expanded coverage of morphological knowledge Companion website with downloadable reproducible tools and extensive supplemental materials See also Comprehensive Reading Intervention in Grades 3 8 by Lynn M Gelzheiser Donna M Scanlon Laura Hallgren Flynn and Peggy Connors which presents the Interactive Strategies Approach Extended ISA X for intermediate and middle grade struggling readers

Who Speaks for America's Children? Carol J. De Vita, Rachel Mosher-Williams, 2001 Because nonprofit and voluntary organizations are primary vehicles of citizen action and participation they serve as important mechanisms to understand how the needs of children can be heard in the policymaking process and how the quality of children s lives can be improved In Who Speaks for America s Children leading experts in children s health policy education policy community organizing and sociology focus on the ways nonprofit organizations and community groups influence policymaking on children s issues Seven chapters frame the issues raise critical questions and explore opportunities for further study

The Nation's Report Card ,2005 The purpose of Fourth Grade Students Reading Aloud NAEP 2002 Special Study of Oral Reading is to examine aspects of oral reading performance accuracy rate and fluency that cannot be observed from results of the main NAEP National Assessment of Educational Progress reading assessment The results provided here are intended to inform educators and researchers about these three aspects of fourth graders oral

reading performance and how they relate to their overall reading ability as measured by the 2002 reading assessment Pg iii

Using the Results of a National Assessment of Educational Achievement Thomas Kellaghan,Vincent Greaney,Scott Murray,2009 What are students learning Throughout the world governments striving to improve educational quality are turning to national assessments to provide this much needed information in key curriculum areas The capacity for carrying out national assessments has grown remarkably in recent years but it has not been matched by widespread use of their findings This book seeks to maximize an appreciation for the value of such data and to assist countries in exploiting the knowledge that national assessments yield Using the Results of a National Assessment of Educational Achievement identifies the main factors affecting the use of national assessment findings These include the political context in which an assessment is carried out the nature of the assessment census based or sample based the assignment of accountability for the results and the quality of assessment instruments The book describes the type of information that the main report of a national assessment should contain as well as other means of communicating findings to technical and nontechnical audiences It outlines general considerations in translating national assessment results into policy and action and examines specific procedures for using the data in policy making educational management teaching and promoting public awareness The topics addressed in this volume should be of interest to policy makers educators researchers and development practitioners

Because Writing Matters National Writing Project,Carl Nagin,2012-06-28 This updated edition of the best selling book Because Writing Matters reflects the most recent research and reports on the need for teaching writing and it includes new sections on writing and English language learners technology and the writing process

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