

## 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
<b>Race/Ethnicity</b>				
American Indian/Alaska Native	8	0	0	0
Asian	18	185	29	8
Black	19	203	46	18
Hispanic	8	0	0	0
Native Hawaiian/Pacific Islander	6	203	47	19
Two or More Races	62	217	54	29
<b>White</b>				
Male	52	205	50	22
Female	48	213	59	27
<b>Economically disadvantaged status</b>				
Economically disadvantaged	54	195	39	13
Not economically disadvantaged	46	226	73	38

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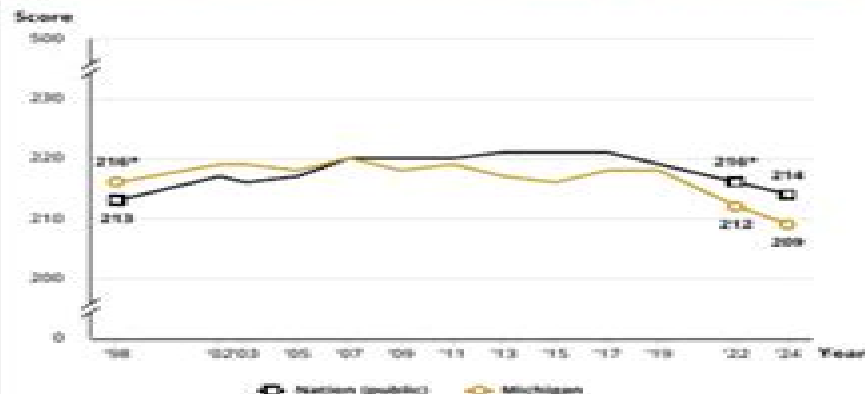
NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## 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

**E Durkheim**



## **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 Any teacher can use this book regardless of the reading program a district may be using It brings the various practices of reading and writing together in a practical and useful way Betty Ann Collinge Kindergarten First Grade Teacher Green Acres Elementary School North Haven CT This book s major strengths include straightforward writing clear discussion of topics excellent graphic samples strong attention to a balanced perspective and practical ideas Jennifer Trujillo Assistant Professor Teacher Education Fort Lewis College The book is easy to follow and very accessible It is not too esoteric or philosophical yet includes important theory and knowledge about learning The suggestions are excellent relevant and inclusive Karen Heath Literacy Coordinator Barre Schools VT Use these practical strategies to help students develop strong reading and writing skills Reading is a complex process And in today s increasingly diverse classrooms each student has unique learning needs In the face of these challenges how can teachers ensure that all students develop essential literacy skills How to Teach Balanced Reading and Writing provides practical research based strategies for all aspects of literacy education Presenting best practices in an easy to use format literacy expert Bonnie Burns supplies guidance for providing direct instruction in phonics using authentic texts building word recognition strengthening comprehension and implementing writing across the curriculum Aligned with the National Reading Panel Report 2000 and Reading First legislation this book offers strategies to use with students at all developmental levels This second edition has been extensively revised to include A discussion of language acquisition Strategies for assessing phonemic awareness Techniques for developing fluency Increased attention to the needs of diverse learners Additional instructional activities in every chapter Because of its flexibility this book is suitable for both novice and experienced teachers Its friendly accessible format also makes it an ideal text for preservice teachers and students in education courses      **Education Statistics Quarterly** ,2001      **Expository Discourse in Children, Adolescents, and Adults** Marilyn A. Nippold,Cheryl M. Scott,2010 This book provides information on the use and understanding of expository discourse in school age children adolescents and young adults It is of interest to a range of professionals including speech language pathologists teachers linguists and psychologists who are concerned with language development and disorders      Achievement Gaps Taslima Rahman,2011      *Reading Framework for the 2009 National Assessment of Educational Progress (NAEP)* ,      *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 *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 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 **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 Reading Leadership Academy Guidebook, 2002 Presentations and resources about scientifically based reading research Cover **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 *Education* Robert F. McNergney, Joanne M. McNergney, 2007 With new cases in every chapter that bring readers into the real world of teaching this widely admired text now integrates the core foundations of education with case based analysis practical examples of technology in the classroom and personal encounters with diversity Now more than ever teachers are being held accountable for results achieved by their students now more than ever new teachers must be true education professionals with a wide grasp of teaching knowledge and the ability to use it to solve real problems This exciting new edition of *Education The Practice and Profession of Teaching* melds comprehensive coverage of foundations topics with practical guidance on learning and instruction and a wealth of insights into how authentic schools classrooms and educational systems function New to this edition Case Studies now open every chapter with authentic dilemmas faced by practicing and prospective teachers Case Perspectives at the end of each chapter offer responses to those dilemmas from professional educators as well as an opportunity for readers to craft their own responses Teachers and the Law boxes explore the legal context of teaching A new Guide to Preparing for Certification offers a brief tutorial of FAQs test taking tips and sample practice test questions to help students prepare for the certification exams they will need to take Package this text with Insert MyLabSchool Logo a powerful set of online tools that includes real classroom videos case archives a lesson and portfolio builder and much more Use ISBN 0205496660 to order *Education The Practice and Profession of Teaching Fifth Edition* with MyLabSchool at no additional cost Visit [www.mylabschool.com](http://www.mylabschool.com) for more information What Works May Hurt Yong Zhao, 2018-06-29 Yong Zhao shines a light on the long ignored phenomenon of side effects of education policies and practices bringing a fresh and perhaps surprising perspective to evidence based practices and policies Identifying the adverse effects of some of the best educational interventions with

examples from classrooms to boardrooms the author investigates causes and offers clear recommendations **From Work-Family Balance to Work-Family Interaction** Diane F. Halpern, Susan Elaine Murphy, 2013-06-17 This book discusses measures of work family conflict policies designed to reduce conflict comparisons with other industrialized nations and reasons why family friendly work policies have not been adopted with enthusiasm **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 **Achieving Diversity** ,2004

**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

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**Language and the Law** Douglas A. Kibbee, 2016-08-04 A comprehensive overview of the political and legal consequences of linguistic inequality in the United States

Handbook of Early Literacy Research, Volume 2 David K. Dickinson, Susan B. Neuman, 2013-10-15 Current research increasingly highlights the role of early literacy in young children s development and informs practices and policies that promote success among diverse learners The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the early years Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics the transition to school the teacher child relationship sociodramatic play vocabulary development neuroimaging work Vygotskian theory findings from international studies and more

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